



Goal 1: Improve Student Writing

Big White Community School – 2025–26

Principal: Robert “Bo” Macfarlane

Scanning – What’s happening?

- - Daily literacy block with small grade-groupings and centers-based instruction.
- - Baseline writing samples were anchor-marked with BC Performance Standards.
- - Students show variable strength in idea development, organization, and sentence fluency.
- - Students express pride when sharing writing with peers and parents.

Focusing – Where will effort matter most?

- - Focus on Ideas & Organization for K–3 and Sentence Fluency & Conventions for Grades 4–7/8.
- - Ensure supports for emerging writers, students with IEPs, and English learners.

Hunch – Why is this happening?

- - Students benefit from explicit modeling and frequent feedback.
- - Center rotations may dilute direct instruction time.
- - Students need authentic audiences to increase purpose and revision quality.

Learning – What do we need to learn?

- - Moderation and common assessment with BC Performance Standards.
- - High-impact practices like writing workshop, 6+1 Traits, and Powerful Writing Structures.
- - Incorporate First Peoples Principles of Learning through story-based writing.

Action – What will we do?

- - Maintain daily literacy block with explicit mini-lessons on writing traits and grammar.
- - Daily writing activities including journals, poetry, lists, and recipes.
- - Use oral storytelling transitioning to written word.
- - Weekly conferring and peer response protocols.
- - Young Writers’ Café events in Fall and Spring.
- - Team moderation using BC Performance Standards three times a year.

Checking – How will we know?

- - Writing samples scored with BC Performance Standards in October, February, and May.
- - Daily teacher checks and feedback during literacy block.
- - AFL evidence including success criteria and peer assessments.
- - Report card proficiency and engagement indicators from Writers’ Café.

- - Target: +15–20% more students Proficient or better by May; ≥90% publish 2+ pieces.

Goal 2: Self-Regulation & Well-Being

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Scanning – What’s happening?

- - Incident tracking shows frequent dysregulation during unstructured outdoor times.
- - Staff interventions are frequent; students benefit from calm spaces and co-regulation.

Focusing – Where will effort matter most?

- - Reduce recess/outdoor conflict incidents and time to calm.
- - Build common language using Zones of Regulation across classrooms and common areas.

Hunch – Why is this happening?

- - Students need explicit instruction in recognizing feelings and choosing strategies.
- - Without a consistent schoolwide approach, strategies vary and students can’t generalize skills.

Learning – What do we need to learn?

- - Schoolwide learning in Zones of Regulation and trauma-informed practices.
- - Incorporate FPPL by centring relationships and connection to place.
- - Consider EASE and Self-Reg principles.

Action – What will we do?

- - Morning Mindfulness Block with choice stations: drawing, breathing, meditation, and dance activities.
- - Morning walks and skiing to school to promote physical regulation.
- - Self-Regulation Room with routines and strategy menus.
- - Schoolwide practices including check-ins, calm corners, restorative circles, and recess routines.
- - Family partnership through guides and surveys.

Checking – How will we know?

- - Monitor incident data monthly and student self-ratings quarterly.
- - Staff pulse checks and parent survey feedback.
- - Target: –25% incidents, –30% time-to-calm, ≥85% of students name 3 strategies by February.

Goal 3: Career Readiness via Core Competencies

Big White Community School – 2025–26

Principal: Robert “Bo” Macfarlane

Scanning – What’s happening?

- - Students have a history of successful participation in the Young Entrepreneurs Program.
- - Current reflections show uneven vocabulary and specificity in describing competency growth.

Focusing – Where will effort matter most?

- - Focus on Communication (clarity, listening, presenting) and Collaboration (roles, decision-making, conflict resolution).

Hunch – Why is this happening?

- - Students need explicit instruction and practice with feedback in real project contexts.
- - Self-assessment may be surface-level without co-constructed criteria and exemplars.

Learning – What do we need to learn?

- - Deepen familiarity with BC Core Competencies Profiles.
- - Use single-point rubrics and learning progressions.
- - Embed inclusive entrepreneurial practices and multiple presentation formats.

Action – What will we do?

- - Baseline self-reflection and goal setting on Communication and Collaboration.
- - Co-construct criteria and create checklists for team roles and presentation skills.
- - Project milestones with peer feedback and teacher conferencing.
- - Participation in District Science Fair as an additional authentic audience opportunity.
- - Family and community engagement through showcase and mentor feedback.

Checking – How will we know?

- - Pre/post Core Competency reflections with specific evidence.
- - Teacher and peer assessments against criteria.
- - Artifacts from public showcase and community feedback.
- - Target: 100% of students provide evidence-based self-assessments; ≥80% meet rubric descriptors.