



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2023-24 School Growth Plan

School: Greenwood Elementary School

Principal: Angela Bragg

A. Goal (One goal per page) (Please insert/attach links to any external documents)

To continue to strengthen the connection between our school and the community, fostering a collaborative and supportive educational environment that benefits both students and the broader community.

B. Rationale

Community engagement plays a pivotal role in enriching the educational experience for students and promoting the overall well-being of the community. A strong school-community partnership not only enhances students' learning opportunities but also builds a sense of shared responsibility for education and community development. By increasing community engagement, we aim to create a more holistic and vibrant education environment.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

1. Parent and guardian involvement: encouraging participation of parents and guardians in school activities, PAC, and volunteer opportunities (i.e., one-to-one reading) within the school. Provide regular communication channels (Spaces portfolio, newsletters, updates to websites and social media) for parents to stay informed about school events and their child's progress.
2. Collaborative Projects: Continue to expand collaborative projects between the school and local businesses, organizations, and community leaders. These projects could include community service initiatives such as the Fish in Schools program, working with seniors at Parkview Manor, or new partnerships with agencies that support student learning growth in core-competencies or curricular areas.
3. Community Events: Organize and host community events, such as open houses, celebrations of project-based learning, and cultural performances. These events will showcase the talents and achievements of students while providing opportunities for community members to engage with the school.
4. Community Education Programs: We'd like to start to offer workshops to help build capacity for our larger school community in how to support student's growth in literacy and numeracy.
5. Continue to develop and maintain various communication platforms, such as our social media pages, school websites, and newsletters to help keep the community informed about the great things that are happening at GES and upcoming events.

D. Evidence/Data (How will you measure success?)

The success of this goal will be measured by increased participation of parents and community members in school activities, positive feedback from the community about their engagement experiences (surveys), and improved educational outcomes for students due to community support and collaboration.



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A. Goal (One goal per page) (Please insert/attach links to any external documents)

To foster and develop the critical thinking abilities of our students by providing consistent hands-on, innovative learning experiences and opportunities for problem-solving across all grade and subject levels.

B. Rationale

Critical thinking is an essential skill that empowers students to analyse information, make informed decisions, and solve complex problems effectively. These skills are not only crucial for academic success but also for success in future careers and life in a rapidly changing world. By incorporating hands-on learning and problem-solving activities into our curriculum, we aim to equip our students with the tools they need to thrive in a dynamic and challenging environment.

As a school community, we are noticing that students thrive when given opportunities to effectively struggle through problem solving challenges, nurture their curiosity, and explore the possibilities of open-ended learning adventures that are tied to the curriculum. As a learning team, we also believe that students are more engaged as learners and build stronger connections to curriculum big ideas when they are presented in hands-on way. Interactive, relevant, and enjoyable learning activities will improve motivation, help students see the value of coming to school as their confidence in their increased critical thinking skills grows.

Additionally, hands-on learning through the lens of critical thinking activities provide alternative educational approaches that cater to diverse learning styles, are embedded within First Peoples Ways of Learning, and make school even more inclusive.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

1. Curriculum integration: integrate hands-on learning activities and problem-solving tasks into the curriculum of each grade level, across all subjects. These activities will align with specific learning objectives and be shared out with our families through students Spaces portfolios.

2. Professional development: ongoing professional development opportunities for teachers to enhance their ability to facilitate critical thinking activities effectively. This may include workshops, peer observations, and the sharing of strong practices.

3. Resource Allocation: The allocation of resources, such as materials, technology, and space to support hands-on learning and problem-solving initiatives. We are looking at the creation of a accessible maker space.

4. Interdisciplinary Projects: encouraging interdisciplinary projects that may also require multi-aged students to apply critical thinking skills across multiple subjects.

D. Evidence/Data (How will you measure success?)

The success of this goal will be measured by improvements in students' critical thinking skills and their expressed comfort with dealing with open ended problems. Additionally, teacher, student and parent or guardian feedback will also be key in determining this goal's success which should be reflected in year-end student, parent , and teacher satisfaction learning surveys.