



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

2022-23 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 ensure that all students are improving their reading levels by creating opportunities for school-wide joyful reading interactions, and creating structures and implementing initiatives that support early intervention for students from kindergarten to grade 7 that are not yet meeting or approaching expectations in reading.

B. Rationale

We want to help students to see themselves as readers who can continue to read ever more challenging material, access the literacy demands of their classroom, and know the joy of reading for pleasure and information purposes.

On the MDI, there are less students than the provincial average at both grade 4 and 7 who indicate that they read for pleasure. For our grade 4 learners (2021-22) the foundation skills assessment (FSA) demonstrated that over 27% of students were only able to achieve emerging results on the literacy sections. Additionally, for our youngest learners in primary grades, the Early Primary Reading Assessment (EPRA) results demonstrated that most learners could only achieve developing results at the end of the 2021-22 school year.

We want to change these narratives and help students become capable readers who enjoy the opportunities that fluent reading brings.

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

1. Students will complete reading assessments that are appropriate for their age/level (i.e. PM Benchmarks, Jerry Johns Reading, DART/EPRA)
2. Students identified as requiring additional support will receive it through the intervention instrument chosen by staff, (i.e., Heggerty) assistance from the literacy support teacher in the form of pull-out interventions, team teaching, or classroom-based coaching.
3. Staff will undergo training in the intervention instruments and reading strategies that can support struggling learners. Additionally, where possible staff will be provided release time to collaborate and/or attend professional development sessions to build capacity in reading instruction that are supported by best practice research.
4. Students will have access to rich, varied reading material that interests them. There will be regular purchases of appropriate reading material based on their chosen items.

5. We will create events (Book talks, Battle of the Books...) and regular opportunities (assembly buddy reading, open book exchanges, one-to-one readers) that celebrate the fun that can be had in a school community that values literacy.

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

1. All students will be completing reading assessments in the Fall and Spring to measure progress and implemented classroom based or intervention strategies.
2. We will regularly be checking in with students and families through 'empathy interviews' to determine how they are viewing themselves as readers, the collective school actions, and classroom-based practices to improve literacy.
3. Reviewing the results of the foundation skills assessment (FSA), middle years development instrument (MDI), and early years development instrument (EDI) as it pertains to reading achievement.



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

To create opportunities for students to connect in meaningful ways through project-based, problem-based, and inquiry learning that positively contribute to improving the school and larger community.

B. Rationale

We had success at GES last year with projects such as the paper crane project that commemorated the anniversary of Japanese Canadian Internment Camps survivors and the advent calendar project that created connections between students and elders living in Parkview Manor. Both project-based adventures offered students the opportunity to build capacity in multiple subject areas and core competencies. Many students commented that these projects were the highlight of their school year and made note of how they felt when they saw the positive effects of their actions on others.

Knowing that students are recovering from the social challenges of the pandemic, helping students create a greater sense of belonging through purposeful service projects that benefit the community will help them grow their understanding of the importance of civic contribution, the real-world application of curricular knowledge and core competency development.

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

1. We will be using the Spirals of Inquiry: Leading with Equity and Quality to determine the directions that classes/school will take in contributing to our larger community and the effects that it is having on students.
2. Providing resources around service projects that have been done before and regular brainstorming sessions with community service providers about needs.
3. Weaving relevant service-learning and community connectedness themes into classroom-based lessons through literature, math stories, current events, and public art projects.
4. Using my Blueprint to record student's changing thoughts about service-learning and their feelings about themselves.
5. Documenting the positive changes that are being made by students and celebrating as a school community during assemblies, displays, newspaper articles, social media.

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

1. Pre and Post Student surveys on service learning, feelings about the service-based projects, and learned skills.
2. Engaging families in dialogue about the changes they are noticing in their children about they have completed service projects.
3. Connecting with community members about the effects of student's efforts.