



School District No. 51 (Boundary)

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2022-23 School Growth Plan

School: WBES & BES

Principal: Nick Bond

Vice Principal:

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

How can we build a strong literacy intervention program for all students that is evidence-based and accessible for all teachers?

B. Rationale

Following the current body of research on the science of reading, we will focus on explicit and direct phonics instruction, strengthening fluency and comprehension, as well as building writing skills. Difficulty with reading affects other areas of learning as well (math, science, social studies). We have recognized that when student ability and confidence grow with reading, so does willingness to attempt new work and challenges. Mastering this essential skill also impacts student wellness and resilience. When students become strong readers, their pride and confidence in their abilities also grow. Some highlights from current reading research that have guided our inquiry include:

- Learning to read is NOT a natural process- reading must be taught
- We all decode, or “get the words off the page” in the same way
- Any student can have trouble learning to read, not just students with learning disabilities
- Learning to read begins long before Grade 1
- Learning to read continues long after Grade 3

(see more information here: <https://www.ldatschool.ca/facts-reading/>)

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

- School-wide implementation of the Heggerty Phonological and Phonemic Awareness Program: direct and explicit teaching in all grades from K-7 to ensure all students have access to the scope and sequence of phonological and phonemic awareness and orthographic mapping.
- Orton Gillingham training for teachers and EA's

-Strengthen fluency and comprehension by building student background knowledge with daily decodable reading passages (k5 learning readers)
-Implementing 'The Writing Revolution' strategies to explicitly teach the steps of writing across all grades

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

-DRA assessments and PAST assessment (phonological awareness screening test) multiple times throughout the year for all grades (Fall, February, and June) to monitor student progress and inform teaching practice
-Student survey of attitudes towards reading: with more confident learners, 'reading for fun' should be more common for students after school. We will survey students at the beginning and end of the year to track any changes in their attitudes towards reading.
-FSA scores