



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: Big White Community School

Principal: S. Stewart

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

Our school goal is to improve the writing skills of our students

B. Rationale

This past year, as a school, we built a literacy block into our daily schedule emphasizing basic reading and writing skills. This literacy block involved the breaking of students into three smaller grade groups. Throughout the year, teachers took a centers approach working on a variety of reading/writing strategies. Towards the end of the year, we gathered writing samples and anchored marked as a team using the performance standards to gather some baseline data for where our students are. From this data, we noticed an area in need of further growth. This served as a starting point for our inquiry into improving writing through more targeted interventions.

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

We are continuing our daily literacy focus with both a reading and writing emphasis, using Building Writers as a backbone for the younger students. Our team will meet in Oct to again anchor mark writing samples from all the students using performance standards as our assessment. This not only helps bring some consistency to our group assessment but will allow the teachers to become more familiar with the specific areas for further growth. Teachers will use this information to build on areas for further development.

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

We have collected our writing results from our spring baseline. Because our numbers are so small, we will not display the results, but we will monitor the cohort progression as a staff and continue to share the assessments with parents. The hope is that overtime, each child can move up one progression on the performance standards scale. (School writing results have been collected and will be used to monitor progress)



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Our school goal related to Career Readiness is connected to using core competencies around communication and collaboration in relation to the work our students do in preparing for the Young Entrepreneurs Program.

B. Rationale

Our students have been participating in the Young Entrepreneurs Program for several years, but COVID disrupted this event in many ways. This coming year we are looking again to host the day at the Main Valley Lodge where students again can showcase their projects. As part of the learning connection, students will use the core competencies to self-assess and help them gain some understanding of where they are, and where they need to go as they grow and mature.

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

Students will be asked to do some self-reflection on the core competencies this fall as a baseline to determine further growth. Students will then have a number of criteria to meet regarding their participation in the Young Entrepreneurship Program, followed by subsequent guided discussion with teacher and parents around the specific core competencies "communication" and "collaboration" to set some goals for further growth.

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

As a follow up to the trade show, teachers will gain some feedback from students on the value of connecting the competencies to the work of the project to see if it helps students improve their understanding of areas they need to show growth in.



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

Our school goal is to help our students develop the skills needed to self-regulate and to be able to use a variety of strategies to help calm themselves when frustrated

B. Rationale

Our staff started collecting data this past year regarding ongoing student incidents, staff follow ups, parent contact, etc. This information demonstrated the need for some further work in the area of self-regulation. In many cases, our students lacked the ability to regulate their emotions when conflict arose with classmates, particularly during unstructured time outside. Intervention by staff became frequent and demonstrated the need to help students get better at using strategies to avoid escalation.

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

Our staff has instituted a small block of 20-25 minutes first thing in the morning where students have the choice to attend a few different areas that will focus on slightly different ways to help calm students. These include quiet drawing, breathing room, and guided meditations. We are trying this as a trial to help students develop new mindfulness strategies. We are combining this with a new self-regulation room (made possible through a school district grant), that provides students with a place to calm down when agitated or self-regulation has led to conflict or outburst. This space, monitored by our Learning Support teacher, will be an additional intervention step in the process of regulation. Staff will also be using the zones of regulation to begin talking to students about their feelings and emotions as way to become more aware of their emotional state.

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

We will continue to monitor our school incident data to determine whether our strategies are helping students regulate their behaviour. In the spring we also conduct a parent survey about school improvement ideas, at which point we gather feedback about new initiatives. This will help us understand the impact of our actions.