



**School District No. 51 (Boundary)**

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## **2024-25 School Growth Plan**

**School: Big White Community School**

**Principal: Robert "Bo" Macfarlane**

### **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)**

**This year, in addition to maintaining our daily literacy blocks, we are building in a Fall and Spring Young Writers' Café event to encourage students to share their writing to a wider audience. The focuses for students will be on poetry, short stories and moral stories connecting with First Nations Principles of Learning. Students will be given a number of opportunities to create writing samples to share with classmates; then select certain samples to showcase at the Young Writers' café event. This event will precede parent conferences so will be a great way to show case student work to parents.**

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

**Writing Assessments**

**AFL**

**Report cards**



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

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. This coming year we are looking again to host the day at the Main Valley Lodge where students 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 Entrepreneurs Program, followed by subsequent guided discussions with teachers 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 the 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 on-going 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 beyond breathing, morning meetings, check ins and relationship skills 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 will gather feedback about new initiatives. This will help us understand the impact of our actions.**