



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

2024-2025 School Growth Plan

School: WBES & BES

Principal: Nick Bond

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

How can we integrate both oral and written storytelling into our daily curriculum to enhance students' creativity, communication skills, and cultural awareness?

B. Rationale

Our goal of integrating storytelling in both oral and written forms builds upon the success of our reading intervention program, where we've already seen significant improvements in literacy skills. Students take pride in their class-made books, a testament to the positive impact of providing creative outlets for written expression. By expanding these opportunities, we can foster a deeper connection to their work and

In our weekly assemblies, students currently share weekend highlights with the principal. We will shift this practice to encourage students to engage with a broader audience, refining their public speaking and storytelling abilities in a more purposeful way. This will help build confidence and improve communication skills.

Additionally, by incorporating debate into our curriculum, we aim to enhance critical thinking, oral expression, and listening skills. Debate offers a platform for students to articulate their ideas, respond thoughtfully to opposing viewpoints, and engage in respectful discourse.

To elevate the visibility of students' writing, we will also share their written work in the hallways, creating a space that celebrates their achievements beyond traditional art displays. This approach will not only recognize the importance of writing but will also inspire a culture of storytelling throughout the school community.

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

1. Incorporate Storytelling into Daily Pedagogy

- **Action:** Teachers will embed oral and written storytelling activities into daily lessons across subjects, especially in literacy blocks and social studies.
- **School-Level Resources:**
 - Professional development sessions for teachers on storytelling strategies.
 - Model lessons for integrating storytelling with reading and writing instruction.

- **District-Level Resources:**

- Access to storytelling curriculum guides.
- Workshops led by literacy and drama experts.

- **Timeline:** Begin implementation at the start of the next school term.

2. Expand Weekly Assemblies

- **Action:** Shift the format of weekly assemblies to feature students presenting their stories to a broader audience (peers, teachers, and parents), rather than just sharing with the principal.

- **School-Level Resources:**

- Schedule of student presentations.
- Technology support for audio/visual presentations.

- **Timeline:** Adjust assembly format by mid-term and evaluate after two months.

3. Introduce Debate as a Learning Tool

- **Action:** Introduce debate topics that helps students develop critical thinking and oral argumentation skills.

- **School-Level Resources:**

- Create debate prompts based on classroom themes. Can be as simple as “Cats or dogs make the best pets”.
- Teacher training on facilitating debates and guiding student discussions.

- **Timeline:** Pilot debate units in select classrooms next term, with school-wide implementation by the following term.

4. Showcase Written Work

- **Action:** Display students' written work (stories, poems, essays) on school walls alongside traditional art displays, rotating the content regularly.

- **School-Level Resources:**

- Bulletin boards and display spaces in hallways.
- Time allotted for students to finalize and edit written pieces for public display.

- **Timeline:** Begin the first display rotation in the next two months.

5. Create Class-Made Books for Every Grade

- **Action:** Continue the tradition of class-made books, expanding the project to all grade levels, with an end-of-year publishing event where students share their work with the community.

- **School-Level Resources:**
 - Time dedicated to the project in each class's writing schedule.
 - Access to bookbinding or digital publishing tools.
- **Timeline:** Implement across all grade levels by the end of the school year.
- 6. Professional Development for Teachers**
- **Action:** Provide ongoing professional development to support teachers in facilitating both oral and written storytelling.
- **School-Level Resources:**
 - In-school training sessions and peer collaboration time.
- **District-Level Resources:**
 - Access to district-sponsored storytelling, literacy, and communication workshops.
- **Timeline:** Start PD sessions at the beginning of the school year and structure time as part of future NIDs.

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

Monitoring and Evaluation:

- Regular feedback from teachers and students on the effectiveness of storytelling activities.
- Review of student progress in both oral and written storytelling skills through rubrics and assessments.
- Topic at NID meetings to assess and adjust action plans as needed.



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How can we nurture holistic student development through a commitment to The Circle of Courage model to foster a positive learning environment?

B. Rationale

By embracing The Circle of Courage model, rooted in Indigenous Ways of Knowing and supported by contemporary research, we aim to create an educational environment where students not only excel academically but also develop strong social and emotional well-being. This holistic approach emphasizes belonging, mastery, independence, and generosity, aligning with our commitment to nurturing well-rounded individuals.

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

1. Belonging:

- Implement inclusive classroom practices.
- Promote community-building activities.
- With our Grade 6/7 students, we aim to facilitate peer support and mentorship programs with guidance from Elder in-Residence Joanie Holmes.

2. Mastery:

- Develop a well-rounded curriculum.
- Foster a supportive learning atmosphere.
- Establish mentorship initiatives with input from Indigenous Culture and Student Success Facilitator Ginette Wheeler.

3. Independence:

- Encourage student involvement in decision-making.
- Create a classroom environment that values personal responsibility.
- Provide opportunities for independent problem-solving.

4. Generosity:

- Integrate community service into the curriculum.
- Promote kindness and empathy among students.
- Facilitate discussions on the importance and joys of giving back.

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

- Student surveys measuring their sense of belonging and connection. (Belonging)
- Records of incidents related to exclusion or bullying, showing reductions over time. (Belonging)
- Increased student engagement in school activities and events. (Mastery)
- Assessments of student performance and progress. (Mastery)
- Feedback from teachers and students about skill development and mastery experiences. (Mastery)
- Observations of students embracing challenges and persevering. (Mastery)
- Assessments of student involvement in decision-making within the school. (Independence)
- Monitoring student engagement and participation in activities. (Independence)
- Documentation of student participation in community service and volunteer activities. (Generosity, Full Circle)
- Records of acts of kindness and empathy among students. (Generosity, Full Circle)
- Observations of an increased sense of fulfillment and self-worth among students engaged in acts of generosity. (Generosity, Full Circle)

With the guidance of Elder in Residence Joanie Holmes and Indigenous Culture and Student Success Facilitator Ginette Wheeler, this comprehensive approach to student development will contribute to a positive and inclusive school culture, fostering well-rounded individuals who excel academically and thrive socially while developing strong self-worth and character.



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How can we empower students to cultivate and showcase their core competencies, aligning with the BC curriculum, to prepare them for future career success and personal growth?

B. Rationale

Recognizing and enhancing core competencies in alignment with the BC curriculum is vital for students' career development and personal growth. By celebrating exceptional core competency achievements through our "TRACKS" awards during Monday morning school-wide assemblies, we can inspire students to develop essential skills like critical thinking, self-responsibility, analytical and critical thinking, effective communication, self-awareness, and social responsibility. This comprehensive approach not only fosters career readiness but also nurtures a positive school culture that values skill development and career preparation.

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

1. Strengthening Core Competencies for Career Success:

- Incorporate core competency development into classroom activities and assignments, emphasizing their relevance to future careers.
- Encourage teachers to integrate curricular competency (and thus core competency) assessments into their teaching methods, connecting them to real-world career applications.
- Provide educators with resources and professional development opportunities to enhance their instruction of core competencies with a career focus.

2. "TRACKS" Recognition Program for Career Excellence:

- Sustain and promote the "TRACKS" awards recognition program during Monday morning assemblies.
- Publicize the accomplishments of award recipients, showcasing their demonstrated core competencies in the context of career readiness.
- Invite career professionals or industry experts to share their experiences related to core competencies and successful career paths during assemblies.

3. Student Engagement and Participation in Career-Related Activities:

- Motivate students to actively engage in activities that develop and apply core competencies crucial for their future careers.
- Foster a supportive environment that encourages students to openly discuss and reflect upon their core competency development by way of setting goals in collaboration with their teachers.

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

- Administer surveys to gauge students' self-assessment of their core competency growth and to set personal goals towards personal improvement
- Observe the impact of core competency-focused classroom activities and career-oriented clubs on student engagement and participation.
- Gather feedback from students, teachers, and guest speakers on the influence of career professionals' insights related to core competencies and career success.

By implementing this comprehensive approach to career development through core competency recognition and enhancement, our goal is to foster a school culture that not only promotes academic excellence but also equips students with the critical skills and attributes necessary for successful careers and personal growth. The "TRACKS" awards program serves as a valuable tool for acknowledging and celebrating exceptional achievements in these crucial areas, with a clear focus on career readiness.