



School District No. 51 (Boundary)

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2022-23 School Growth Plan

School: BCSS

Principal: Bo Macfarlane

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

We will offer exciting, engaging curriculum that meets the needs of all our learners.

B. Rationale

We have a refreshed curriculum. Many of us are changing the way we teach to reflect the curriculum and the 21st century learner. Adding in the impact of Covid and potential learning loss for some who we were away, we are working hard to make the curriculum exciting and engaging. In addition, our assessments also need to grow with these changes. We are working with author and presenter Katie White on assessment to offer exciting, engaging curriculum that meets the needs of all our learners..

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

Our Moto, which, captures so much of the heart of BCSS, “together we learn, whatever it takes.” We are offering First People’s 12 for all grade 12 students. It is a very interesting and interactive course offering that goes a long way to decolonize our education system. Our English teacher Sarah Tripp went for training this summer, thanks to Anna and SD51. Our staff have done extensive work with expert Katie White on assessment practices for our new era of curriculum and education. A few staff are exploring gradeless grading, using the proficiency scale in place of traditional grading, as well as regular student self-reflection. We are thrilled to be enrolled (2022) with Katie White for more NID sessions this year to go deeper in our work and growing our assessment practices.

SD 51 has updated our computer hardware with 90 chrome books. These, along with some fixed desktops we have nearly 1 to 1 ratio of computers to students. Laptops facilitate group work by allowing students to meet at any location -- whether it's a library, classroom or a student's home -- and access all the materials they may need, including classroom notes, journal articles, online research, or software for creating videos, slide shows or other items they may need to be engaged and successful at school. All these add to a high level of interest and engagement for our students.

Our staff have embraced learning in place and outdoor education. We live and work in a beautiful area that gives us the ability to be outside at Raven Park, on the trails, in the school garden, as well as numerous places outside the traditional classroom in our communities. We believe that learning outside the classroom can further help teachers create enthusiasm for learning. Further we believe that learning outdoors, field trips visits and input by external contributors different outdoor learning experiences offer opportunities for personal and learning skills development in areas such as communication, problem solving, information technology, working with others and thinking skills. These are skills identified as keys for the 21st century learner.

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

Teacher evaluations and observations will point to our success. Are the students doing well? Are they coming to school and on time? We know if our students are engaged in interesting learning activities then they will be excited and enthusiastic about the learning. Students will show it by attending school, arriving on time, and having a high level of engagement in class discussions and learning, and ultimately this will be reflected in their achievement in school. Report cards, honour roll standings and student surveys formally measure the impact our changes are making. While attendance and lates, as well discussions, will tell us if we are making the curriculum engaging and the students are feeling successful in a more informal manner.