



School District No. 51 (Boundary)

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2022-23 School Growth Plan

School: Greenwood Elementary School

Principal: Angela Bragg

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

To ensure that all students are improving their reading levels by creating opportunities for school-wide joyful reading interactions, and creating structures and implementing initiatives that support early intervention for students from kindergarten to grade 7 that are not yet meeting or approaching expectations in reading.

B. Rationale

We want to help students to see themselves as readers who can continue to read ever more challenging material, access the literacy demands of their classroom, and know the joy of reading for pleasure and information purposes.

On the MDI, there are less students than the provincial average at both grade 4 and 7 who indicate that they read for pleasure. For our grade 4 learners (2021-22) the foundation skills assessment (FSA) demonstrated that over 27% of students were only able to achieve emerging results on the literacy sections. Additionally, for our youngest learners in primary grades, the Early Primary Reading Assessment (EPRA) results demonstrated that most learners could only achieve developing results at the end of the 2021-22 school year.

We want to change these narratives and help students become capable readers who enjoy the opportunities that fluent reading brings.

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

1. Students will complete reading assessments that are appropriate for their age/level (i.e. PM Benchmarks, Jerry Johns Reading, DART/EPRA)
2. Students identified as requiring additional support will receive it through the intervention instrument chosen by staff, (i.e., Heggerty) assistance from the literacy support teacher in the form of pull-out interventions, team teaching, or classroom-based coaching.
3. Staff will undergo training in the intervention instruments and reading strategies that can support struggling learners. Additionally, where possible staff will be provided release time to collaborate and/or attend professional development sessions to build capacity in reading instruction that are supported by best practice research.
4. Students will have access to rich, varied reading material that interests them. There will be regular purchases of appropriate reading material based on their chosen items.

5. We will create events (Book talks, Battle of the Books...) and regular opportunities (assembly buddy reading, open book exchanges, one-to-one readers) that celebrate the fun that can be had in a school community that values literacy.

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

1. All students will be completing reading assessments in the Fall and Spring to measure progress and implemented classroom based or intervention strategies.
2. We will regularly be checking in with students and families through 'empathy interviews' to determine how they are viewing themselves as readers, the collective school actions, and classroom-based practices to improve literacy.
3. Reviewing the results of the foundation skills assessment (FSA), middle years development instrument (MDI), and early years development instrument (EDI) as it pertains to reading achievement.