



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: Walker Development Center

Principal: S. Stewart

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

Our goal at WDC is to improve overall student attendance and engagement.

B. Rationale

COVID had a significant impact on the attendance and subsequent engagement rates of our vulnerable students at WDC. Overall attendance records are somewhat incomplete, however, looking back at our school based attendance for 2021-22, with the data we have, the average attendance rate was 70%. Anecdotally, staff also feel strongly that this is an area that needs to be addressed as we move back into normalcy. In addition, there is clear evidence around the impact of attendance on success and the ability to build connections with students.

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

We have altered our attendance process to give us a better indication of daily participation rates so that we can build off our baseline and develop a running record. We have also made this a focus in our intake meetings that outline expectations for students. At our monthly staff check-ins, we will review our monthly attendance data to review progress and follow up with families. We are also looking at our incentives in place to add to or revise to help further build encouragement for regular attendance.

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

Due to our small numbers, our tracking sheet will not be posted, however, our average daily rate is 70% for last school year. We are looking to improve this for 2022-23, with a target of 75%.



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

Our school social/emotional goal is to support all students in the maintenance of mental health by building connections and strengthening an overall sense of belonging

B. Rationale

Clear evidence exists that supports the link between student belonging and mental health. With a drop in student attendance and engagement, our staff feels that this is a key area of challenge for our students coming out of COVID. This goal area is linked to Indigenous Ways of Learning through the provision of a safe, welcoming atmosphere, where students can learn in a more family-oriented learning environment, and a strong connection to eating food as a group.

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

Our plan is to continue a number of initiatives such as focusing on food preparation as a group, connecting students to community mental health services, engage students in field trips connected to nature and outdoor activities, and creating a welcoming environment for students to learn and make mistakes. In addition to that, we have changed some of the expectations in order to keep students on site during learning time, revised break expectations, and regular team check-ins to ensure strong communication with families and students.

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

Once we have established our cohort group and have consistent homeroom classes, we will design a student survey to collect some baseline data related to mental health support, student engagement, career readiness, and some other health components to give us some data to help determine effectiveness of our approach. This will guide further work in this area.



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

Our school goal is to increase the number of community work opportunities for our students

B. Rationale

Because we have a vulnerable student population at WDC, who often lack a connection to work through part-time employment, we feel strongly that this is a key area for development and a component for preparing our students for career readiness after graduation.

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

Create a job board for potential employment opportunities. Support students in building work readiness skills and coaching for potential work placements. Engage myblueprint as a component in Career Life Connections 12 and Career Life Education 10 to help guide students towards post-secondary options and trade opportunities.

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

We will begin to track the number of students who engage in part-time employment as well as the number of students that transition from WDC with a specific career plan in mind. This will be a new area for collecting data.