



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Our goal is to foster meaningful literacy engagement so all learners can experience enjoyment, progress and personal success.

B. Rationale

After reviewing the Performance Standard data from 2021-22, we are continuing with a second year of focussing on literacy development for all students.

Last year we focused on developing a structure and support model for emerging readers at the primary grades. However, we continue to see the impact of interrupted learning and support in all areas of literacy for primary and intermediate students.

In addition to continuing to support literacy development for primary students, we also want to investigate and implement a structure and support model for students in the intermediate grades.

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

- Implement Rise program with primary students; support of district elementary literacy helping teacher and district librarian.
- Investigate the Dandelion Launchers/Moon Dog Series with intermediate readers; elementary literacy helping teacher supporting.
- Additional reading practice with the support of education assistants and lunch hour supervisors.
- Principal Story Time with primary and intermediate classes.
- Professional development regarding progressing students' writing skills.
- Protecting learning assistance time provided by support teachers.

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

To track our progress, we will collect data through:

- Early Primary Reading Assessment (EPRA)/Intermediate Reading Assessment (IRA)
- Classroom reading assessments
- Surveys regarding students' enjoyment of reading and writing
- Writing samples
- Performance Standards

Principal:	Superintendent:	Board Chairperson:	Date:



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Building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection. Where the diversity of our school community is valued and respected by all.

B. Rationale

Our school is growing and so is the diversity of our community. We need to make more effort to build our sense of belonging and connection with each other.

We have families of a variety of sizes, configurations, socio-economic standing, ethnicities, and who speak multiple languages at home. Many of our families have members of varying abilities and include those that are neurodivergent and neurotypical.

It is essential that all members of our community feel safe, have a voice and are heard by others. It is imperative that we learn about and celebrate our diversity.

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

- Make the First Peoples Principles of Learning and Reconciliation explicit in our teaching.
- Engage in multi-grade and school-wide activities and celebrations.
- Learning activities regarding a variety of cultural observances (focusing on music, food and art)
- Welcome new families and create a “Community Group” to foster connection with parents.
- Build community connections with members of Maple Ridge (pen pals, senior citizens)
- English language support to assist with communication with families.
- Professional development about Indigenous perspectives, anti-racism and inclusionary practices.

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

To track our progress, we will collect data through:

- Survey school community members on their sense of belonging in our school.
- Track involvement and facilitation of cultural events in our school.
- Increase in parent involvement in our school.
- Staff professional development on Indigenous perspectives, anti-racism and inclusion.
- Tracking involvement with members of the wider Maple Ridge community.

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Board Chairperson:

Date: