



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

To continue building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection, and where the diversity of our school community is valued and respected by everyone every day.

B. Rationale

Last year, our growth plan entailed staff learning strategies to deepen our understanding of topics including anti-racism, trauma informed practice, Indigenous brilliance and celebrations of diversity. Our Middle Years Development Instrument (MDI) data from the 2023-2024 school year indicated lower than expected levels of optimism, prosocial behaviour, self-esteem and empathy among our students. In researching how to develop our students’ understanding of kindness and empathy, we spent considerable time learning about the Seven Grandfather Teachings. These teachings are a set of principles and values found in Indigenous cultures. They include core ethical and moral principles meant to guide individuals on how to live a good life and foster harmony within a community. The Seven Grandfather Teachings include honesty, truth, humility, love, wisdom, courage and respect.

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

1. Monthly student-led assemblies to celebrate achievements, share events in our school, and teach one of the Seven Grandfather Teachings.
2. Classroom teaching to review and reinforce Grandfather Teachings.
3. Reinforcing and recognizing community members who demonstrate the Grandfather Teachings.
4. Community-building events in the afternoons/evenings with parents.
5. Improving communication with all members of the community by providing access in multiple languages.

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

1. Collect MDI data and compare to data from 2023-2024 for improvement to students’ views of “optimism, prosocial behaviour, and self esteem” ratings.
2. Templates, Powerpoints and scripts of monthly student-led assemblies
3. Student artifacts of classroom-based learning of the Grandfather Teachings.
4. Update of school website and ability to use translation apps for school communications.

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Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

To continue fostering meaningful literacy engagement so all learners can experience enjoyment, progress, and personal success.

B. Rationale

After reviewing the Performance Standards data from 2023–24, we are pleased to report that our efforts last year had a positive impact on literacy development for students, especially at the grade 3 and 4 levels. Primary grade teachers investigated and implemented a teaching strategy from the University of Florida Literacy Institute (UFLI), and were supported by our parent advisory council (PAC) to purchase resources. This year, we want to continue to support our emerging readers in both primary and intermediate grades. Our most current data also indicates that some intermediate students are continuing ‘learning to read’ and others are ‘reading to learn’ and honing their skills in extracting information from non-fiction text. Our focus moving forward is to continue supporting primary students, deepening our focus in intermediate grades, and improving access to literacy, language and communication for all.

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

1. Continue with implementation of UFLI strategies in primary grades and introduce it to intermediate students.
2. Co-ordination of reading support groups to implement UFLI strategies in alignment with classroom lessons.
3. Collaborate with literacy helping teacher on teaching strategies and resources.
4. Investigate/purchase resources to assist intermediate teachers in teaching students how to extract meaning from non-fiction texts.
5. Continue to expand technological supports to aid communication and literacy development for all members of our community.

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

1. Classroom reading assessments and BC Performance Standards data.
2. Teacher feedback on UFLI strategies and non-fiction reading comprehension resources.
3. Staff meeting agendas indicating collaborative time to share progress and review resources.
4. Student feedback on their reading progress.
5. Student and staff feedback on literacy and language accessibility supports.

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