



School: Golden Ears Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Social Emotional Learning - Continued Goal

To foster equitable learning environments where every student experiences safety, care, and belonging, and where culturally responsive practices strengthen connections, promote positive social-emotional development and increase the self reporting as reflected in the Middle Years Development Instrument (MDI) data on *Connectedness with Adults* (12% below district average), *Optimism* (5% below district average), and *Self-Esteem* (10% below district average).

B. Rationale

MDI results demonstrate that while many students experience positive connections and a sense of well-being, there are significant opportunities to strengthen these experiences for all learners. Current data indicate that *Connectedness with Adults* (60%) is 12% below the district average, *Optimism* (48%) is 5% below the district average, and *Self-Esteem* (66%) is 10% below the district average.

These trends suggest that some students may not consistently feel connected, confident, or optimistic at school. Strengthening relationships, affirming identity, and embedding culturally responsive practices across classrooms can enhance students' overall sense of belonging, safety, and well-being, foundations essential for equitable and successful learning experiences.

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

1. Strengthening Relationships and Connectedness

Ensure every student can identify at least one adult at school who knows them well and believes in their success.

Daily Breakfast Program meals, encouraging students and families to attend and connect.

School administration with teacher representatives work closely with Parent Advisory Council (PAC) to plan events that offer opportunities for parent/guardians to interact and connect with school staff and build an improved sense of community.

Continue to foster a school culture that prioritizes kindness, care, and inclusion by incorporating these themes into our monthly assemblies and have a standing agenda item at monthly staff meetings to review and gather feedback from the staff.

2. Culturally Responsive and Inclusive Practice

Engage staff in professional learning focused on culturally responsive teaching and the *First Peoples Principles of Learning*.

Review classroom environments and routines to ensure they reflect and celebrate the diversity of students' identities and backgrounds.

Collaborate with Indigenous support workers and district staff to deepen cultural understanding and relationships.

3. Promoting Student Voice and Well-Being

Provide ongoing opportunities for students to share their perspectives and experiences about belonging with adults in the school through clubs/activities/programs provided by staff.

Integrate social-emotional learning (SEL) program, selected by the staff and to be implemented this year.

Recognize and celebrate acts of care, inclusion, and student contribution throughout the school community through a school wide recognition program.

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

Annual review of MDI *Connectedness*, *Optimism*, and *Self-Esteem* trends.
Student and staff feedback on belonging, safety, and relationships.
Track and collect attendance at daily Breakfast Program
Observable increases in positive interactions, inclusion, and participation as demonstrated by quarterly surveys with Student Leadership group.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

Literacy Goal (Continued)

To improve literacy outcomes for all students through the consistent use of assessment progressions, targeted instructional practices, and equitable access to literacy supports and resources. The aim is to decrease the percentage of students in Grades 1–5 who are Not Yet Meeting (NYM) expectations in literacy, currently at 16% overall, through strengthened instructional alignment and responsive teaching.

B. Rationale

Literacy is the foundation for lifelong learning and success across all areas of the curriculum. Our current school and district data indicate steady progress in literacy development, with continued opportunities to enhance consistency in assessment and instructional practice. Presently, 15% of Grade 1, 21% of Grade 2, 16% of Grade 3, 5% of Grade 4, and 12% of Grade 5 students are Not Yet Meeting expectations in literacy. These results reflect opportunities for continued growth. Building on the collaborative work already underway, our next steps focus on aligning assessment and instruction through the use of district literacy progressions, implementing evidence-based early literacy strategies, and ensuring equitable access to technology and resources. These actions will further support responsive teaching and differentiated intervention, helping every learner reach their potential. This goal aligns with SD42 Strategic Priorities in literacy, equity, and assessment, reinforcing our shared commitment to continuous improvement in student achievement and engagement.

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

- Implement district literacy progressions to guide instruction, assessment, and reporting consistency across grades K–5.
- Provide small-group literacy interventions based on classroom assessment data.
- Collegial mentoring on UFLI implementation, continued from previous years, across all primary classes.
- Strengthen staff capacity to support early literacy through targeted training and collaborative planning.
- Offer Family Literacy Nights or create short video resources to model effective home literacy practices.
- Establish peer reading clubs and cross-grade reading partnerships to promote a school-wide reading culture.
- Ensure equitable access to literacy materials and technology for all students, with particular attention to diverse learners.
- Focus available funding sources to enhance technology in the classroom.
- Promote and encourage staff engagement with district literacy initiatives/work shops.

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

Student Achievement: Growth demonstrated through DIBELS, PM Benchmarks, and district literacy assessment data (Fall to Spring).

Assessment Consistency: Increased use and understanding of district literacy progressions across classrooms.

Student Engagement: Higher rates of independent reading and participation in literacy clubs/initiatives.

Parent and Guardian Feedback: Survey and anecdotal data reflecting improved understanding of and involvement in home reading support.

Staff Reflection: Increased collaboration and confidence in delivering and assessing literacy instruction.

Reporting: June Reporting on the Parent Portal will identify the percentage decrease in NYM for Reading.

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