



Golden Ears Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Literacy: Improve literacy outcomes by strengthening consistent assessment, targeted instruction, and reduce the number of students not yet meeting expectations in reading.

OUR KEY ACTIONS

- Used literacy progressions for consistency.
- Provided small-group interventions and supported University of Florida Literacy Institute (UFLI) Foundations/early literacy practices in K-3 classrooms.
- Increased staff collaboration and focused on literacy during school-based professional development.
- Built family literacy supports by increasing library of take home reading materials for families
- Promoted reading culture, improved access to materials/technology

OUR SIGNS OF SUCCESS

- Engagement and confidence in staff use of UFLI and voluntary participation in next year's pilot program.
- Daily phonics focus in all primary classes.
- Increased student engagement with a weekly school-wide Mystery Word of the Week to build curiosity and promote engagement in literacy across the school.
- Daily library availability and engagement with book check-out.

NEXT STEPS

- Continue and expand small group interventions in September.
- Additional interventions supported with UFLI program beyond primary.
- Participation in pilot program for literacy assessment.
- Increase frequency of Drop Everything And Read (DEAR) from annual to monthly and invite caregivers in for reading sessions to expand school-home alignment.





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OUR GOAL(S)

Increase student sense of belonging, safety, and connection by strengthening culturally responsive practices and improving Middle Years Development Instrument indicators (connectedness, optimism, and self-esteem).



OUR KEY ACTIONS

-Strengthened adult-student connections; continued breakfast program; increased Parent Advisory Council (PAC)/community engagement; embedded belonging in assemblies/staff dialogue; staff learning on culturally responsive practice; expanded student voice (clubs and leadership); implemented school-wide social-emotional learning (SEL) focus by adding the Second Step Program to our school and continuing the use of the WITS program (Walk Away, Ignore, Talk it out, and Seek Help).

OUR SIGNS OF SUCCESS

-Improved student feedback, as reported on the Middle Years Development Instrument (MDI), included a 13% increase of students connecting with an adult at school, 5% increase in students reporting high levels of optimism, and 13% increase in students reporting a high level of self esteem.

-Continued strong participation in the breakfast program and student clubs; staff report stronger relationships and inclusion and observable positive peer interactions.

-Increased attendance of families at conferences, primary and intermediate musicals, and school events.



NEXT STEPS

-Implement the Second Step Program systematically across the school.

-Include a parent feedback opportunity in Fall and Spring.

-Continue to support parent community involvement in the school to increase their sense of belonging and community.

