

Silverthorne Elementary



School Growth Plan 2026–2027

By June 2027, our goal is to see:

Improved student achievement in reading.

We aim to see each student moving measurably towards becoming a more competent reader.

Improvements in each student's ability to self regulate.

We want to see students successfully use tools to manage their ability to regulate, solve problems, make wise decisions and be kind.

We aim to see a positive, safe school climate where students confidently take and manage R.I.S.K.

Witsuwit'en language and culture used and integrated throughout the school community.

We want students to use basic Witsuwit'en phrases as part of their everyday interactions in school and have an appreciation of the culture whose traditional territory we are on.



Goal 1- Ensure every student learns foundational literacy skills

Strategy: Establish a common school-wide approach to the foundations of reading through the consistent use of UFLI (**University of Florida Literacy Institute**) across all classrooms.

Rationale

Last year we began a journey to adopt UFLI as a core part of our literacy program across all classrooms. It was a year of jumping right in for some teachers and testing the waters for others. Those who went all-in had very positive feedback regarding the effectiveness of using that approach and the results were evident in significant growth amongst their students.

This year we have committed to continue to use and support this across all classes. We have arranged our weekly schedule to enable teachers to create cross-grade ability groups and collaborate across classrooms.

Our school experiences high turnover of staff and students each year, and many of our learners struggle with attendance. This has created significant gaps in phonological awareness and other early literacy foundations, which can be barriers to learning to read. Establishing a shared, consistent approach to building foundational literacy skills ensures every student receives the same evidence-based instruction, regardless of classroom placement or staffing changes.

Co-learn with and from other schools in the district using UFLI

Common language for students throughout their time at Silverthorne

Co-learn with colleagues in the school

Actions

- Share strategies and resources with families to reinforce phonological awareness and reading at home.
- Implement UFLI lessons consistently in all K–3 classrooms.
- Provide professional development and ongoing coaching for teachers and support staff.
- Provide staff with resources to support learning and implementation
- Use common assessment tools to track student progress and inform instruction.

Measures of Success

- School-wide consistency in literacy instruction.
- Improved targeted outcomes for each student on phonological awareness and reading assessments.
- Families reporting increased confidence supporting literacy at home
- We expect results to show improvements in basic reading skills **beyond one grade level** for most students this year.

Goal 2: Ensure the school is a place where students practice R.I.S.K. (Ready, Independent, Safe, Kind)

Rationale

We want our school to be a safe and supportive environment where there is an understanding that every action or inaction produces an outcome – whether desirable or undesirable. We want to equip our students to establish a pattern of learning to and choosing to conduct themselves in ways that result in favorable outcomes for them and for those around them.

Every action we take, or don't take, comes with risk.

If we are READY, we trade some thought, preparation, and planning for time.

If we are not ready, we RISK missing out on learning, another activity, or causing others to have to wait for us.

If we are INDEPENDENT, trying things on our own, we trade some frustration, some extra time to learn or get it right, and some fear of doing something new.

If we do not learn to be independent, we RISK not learning new things and having to rely on others to do the things we can do for ourselves and others. This keeps us from growing and being effective contributors.

If we are SAFE, we trade some time and thought considering the results of our actions on the things and people around us (including ourselves).

If we are not safe, we RISK hurting ourselves, others, or damaging property.

If we are KIND, we trade thinking of ourselves first, and considering the needs, feelings, and perspectives of others.

If we are not kind, we RISK hurting others and not having other people trust, respect or like us.

We want Silverthorne to be a safe and supportive environment where students take healthy risks in their learning and relationships. A consistent set of guiding principles helps students, staff, and families know what is expected and encourages responsibility, independence, and kindness in all spaces.

Actions

- Explicitly teach the R.I.S.K. framework across all settings (classroom, playground, hallways, bus, etc.).
- Use visuals, assemblies, and classroom activities to reinforce common language.
- Recognize and celebrate students demonstrating R.I.S.K. behaviours.
- Provide families with information and strategies to support the guiding principles at home.

Measures of Success

- Students and staff consistently using R.I.S.K. language.
- Clear guiding principles developed, shared, and visible throughout the school.
- Decrease in unsafe or unkind behaviours, as measured by office referrals or incident reports.
- Positive feedback in family and student surveys about school climate.



Goal 3: Increase the use of Witsuwit'en language as part of the school's common language

Rationale

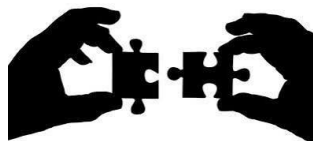
Our school is located on **Witsuwit'en territory**. Embedding the Witsuwit'en language into our daily school life acknowledges and supports our Indigenous students while valuing cultural identity for all. This practice strengthens reconciliation efforts, builds respect, and reflects our community context.

Actions

- Incorporate common meaningful Witsuwit'en words and phrases into school routines (greetings, acknowledgements, announcements).
- Partner with Witsuwit'en knowledge keepers and language teachers to guide authentic use of language.
- Display Witsuwit'en language on school signage, classroom labels, and learning materials.
- Encourage staff to model and use Witsuwit'en language daily in interactions with students.
- Celebrate cultural events and learning opportunities connected to Witsuwit'en traditions and knowledge.

Measures of Success

- Witsuwit'en language visibly and audibly present in daily school routines.
- Students and staff able to use basic Witsuwit'en words and phrases with confidence.
- Increased connections with Indigenous families and community member



shutterstock.com · 1015376209

Bringing it all Together

We are weaving the work we have done with the Core Competencies over the past several years into the daily fabric of life at Silverthorne. This brings together academic learning and social emotional learning, framed in an indigenous cultural context.

Through a process of consultation and story telling with a local indigenous elder and her daughter, we have represented each of the seven Core Competencies by an animal that embodies some of the traits of that competency. A local indigenous artist created the graphics for each animal/competency, and, as a staff, we articulated each competency into a series of four child-friendly statements.

We will highlight a new Core Competency roughly once per month throughout the school year. We will embed activities regarding that competency through academic and social learning.

Sis- Bear Positive Personal and Cultural Identity

- I am strong hearted.
- I know who I am.
- I am confident.
- I belong.

