



School: Golden Ears Elementary
Principal: Renee Scoular
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To improve student literacy, focusing on reading strategies with non-fiction books.

B. Rationale

Based on our year-end assessment reports, a number of our students are *not yet meeting* or *minimally meeting* with their reading skills. We will first focus on reading strategies with non-fiction books.

Based on the Principles of Learning, we acknowledge the following:

- learning is embedded in memory, history and story (Communication/Critical Thinking)
- learning is holistic, reflexive, reflective, experiential and relational (Comm./Positive Personal)

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

Year One

- Common language and usage of reading strategies
- Invite literacy helping teacher to work with students and staff
- Possible book club
- Working with Aboriginal Education teacher and support worker to focus on at-risk readers who are Aboriginal
- Booked Adrienne Gear for a school-based Pro-D day for February 13, 2020

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

- Early Primary Reading Assessment and Intermediate Reading Assessment
- Benchmarks
- Year-end assessment using the BC Performance Standards

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: To investigate our current Social Emotional Learning (SEL) practices and evaluate what areas need to be addressed for students (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).

B. Rationale

We continue to have students struggle with self-regulation in the classroom and on the playground. We recognize that students who are self-regulated and have strong connections are more prepared to learn. Based on the First Peoples' Principles of Learning, we acknowledge the following:

- learning is holistic, reflexive, reflective, experiential and relational (Positive Personal and Cultural Identity, Social Awareness and Responsibility and Communication)

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

Year One

- Complete the SEL Reflection Tool as a staff
- Participate in district SEL opportunities
- Mind Up workshops
- School counsellor and child care worker

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

- Early Development Instrument I (Emotional Maturity and Social Competence)
- Middle Years Development Instrument (Connectedness, Social and Emotional Development)
- Core Competencies
- (K-3 identifies and manages emotions/solves problems in peaceful ways; grade 4-7 *Makes Healthy, Safe and Wise Choices*)

Principal:

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Date: