



School: Golden Ears Elementary

Principal: Renee Scoular

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Literacy: Continue to focus on student literacy with reading strategies with non-fiction books.

B. Rationale

Based on the past two year-end assessment reports, a number of our students are not yet meeting or minimally meeting their reading skills. Due to COVID-19, we will continue to 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 (communication/positive personal and culture identity)

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

Year Two:

- Continue with common language and reading strategies

Kindergarten/Grade 1: Zoom-in, question and infer. Grade 2/3: Zoom-in, question and infer. Grade 4/5: Zoom-in, question/infer. Determine Importance. Grade 6/7: Question/infer, determine importance, transform (synthesize).

- Using A. Gear's books and anchor books; had to cancel school-based prod for this year
- Working with literacy helping teacher and AbEd. teacher and support worker

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

- EPRA and IRA
- Benchmarks
- Year-end assessment; using the BC Performance Standard
- Self-assessment of reading strategies

Principal:	Superintendent:	Board Chairperson:	Date:



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Social and Emotional Learning (SEL): Continue to address students' self-assessment, self-management/regulation, and skills/needs.

B. Rationale

We continue students' struggles 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, responsibility, and communication).

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

Year Two:

- Mind Up training with district trained facilitators (November 12 prod)
- Mind Up books and chimes purchased for each classroom
- School SEL representative report to school
- School counsellor and CCW

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

- EDI (emotional maturity and social competence)
- MDI (connectedness, social and emotional development)
- Core competencies
- Kindergarten to Grade 3: Identify and manage emotions/solves problems in peaceful ways
- Grade 4 to 7: Make healthy, safe, and wise choices

Principal:

Superintendent:

Board Chairperson:

Date: