



School: Golden Ears Elementary  
Principal: Laura Brandon  
Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

Students and staff should experience a sense of belonging and positive connection to each other and to the adults at school.

## B. Rationale

- Data from the 2020/21 Middle Years Development Instrument (MDI) indicates that our Grade 4 and 7 students report lower than the district average for connection to adults at school/community/home and lower than the district average of students reporting the presence of adult relationships as an asset. In alignment with our students, adults are expressing feelings of disconnectedness and a desire to connect/reconnect with others and nature.
- Following the First Peoples Principles of Learning, we know that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

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

- SELO application to support staff connection and wellbeing; may be a nature-based focus also
- Staff exploring nature journaling, fostering connection to one another and to the land
- Restore sports and clubs in some capacity to increase positive connections to adults and school for students
- Presentation on trauma-informed practice during February non-instructional day
- Staff engagement in EASE training

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

- Improvement in 2021/22 MDI data showing positive effect on connections to adults and school belonging
- Attendance to school activities data demonstrates increased school involvement
- Staff report a greater sense of connectedness with students and each other
- Participation and implementation of strategies learned from trauma-informed practice presentation and EASE training.

Principal:

Superintendent:

Board Chairperson:

Date:



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Our ultimate goal is to foster a love of reading and writing for all our students. The immediate goal is to support our overall student population in increasing the number of students meeting grade level expectations in reading and writing.

## B. Rationale

- 2019/20 and 2020/21 B.C. Performance Standard Data show increased number of students “not yet meeting” grade level expectations in reading and writing, particularly in the intermediate years.
- COVID-19 has had a negative impact on instructional time, thereby impacting literacy at all levels.
- Following the First Peoples Principles of Learning, we know that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and sense of place). We need to foster and embody these practices at Golden Ears by embedding the value of connection to one another and connection to land into our practice.

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

- Explore professional development that focuses on understanding assessment practices and implementing supports and instructional strategies that reflect the specific needs of our students, and particularly our emerging readers and writers.
- Encourage a love of reading through school-wide initiatives, such as DEAR, letter buddies, and reading buddies. This also enhances our relational learning and impacts our school community connection and belonging.
- Staff exploring nature journaling, fostering connection to one another, the land, and literacy.

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

- Improvement in 2021/22 B.C. Performance Standard data showing a decrease in the number of students who are “not yet meeting” grade level expectations in reading and writing.

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