



**School:** Alouette Elementary  
**Principal:** Kevin Bodman  
**Assistant Superintendent:** Jovo Bikic

## A. Goal

### Goal 1: Literacy.

To build a positive culture around literacy skills at Alouette by having literacy front and centre in everything we do. To improve reading comprehension, specifically targeting some at-risk intermediate students (the Grade 4 and 6 students not yet meeting).

## B. Rationale

While there is a lot going on with literacy at Alouette, in looking at performance standards data we have some concerns: 40% of Grade 6 students are *not yet meeting* or *minimally meeting*, and 65% of Grade 4 students are *not yet meeting* or *minimally meeting*. The number of students in the *not yet meeting/minimally meeting* category in other grades is lower: 31% in Grade 7; 31% in Grade 5; 30% in Grade 2; and 26% in Grade 1).

This goal goes hand-in-hand with our Social Emotional Learning (SEL) goal as we recognize that a key reason some of our students struggle with self-regulation is their lack of reading comprehension, which affects their whole school experience.

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

- School-wide approaches that are more culture/community building with literacy focus (e.g. “drop everything and read,” assembly book shares).
- Teachers will continue with focused reading strategies (“Daily 5”; “reading power”) and some have committed to trying new strategies.
- One-on-one and small group reading support with targeted students in Grades 4/6.
- Grade 4/5 teachers literacy group: regular meeting to reflect and plan around literacy goal.

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

- Reporting periods
- Year-end summative data (performance standards)
- Support teachers reading assessments of targeted students (the at-risk Grade 4/6 students)

Principal:

Superintendent:

Board Chairperson:

Date:



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## A. Goal

Goal 2: Social Emotional.

To continue to build on our Social Emotional Learning (SEL) goal of teaching and developing self-regulation language and strategies for students.

## B. Rationale

While we are working to support students' learning needs, we need to support students in their ability to self-regulate and manage in the classroom.

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

- Our green room, in which staff teach students self-regulation strategies, has been very effective in the early fall and we will continue to use this as a structure for helping our students self-regulate and co-regulate
- Continue to work with whole class on language, self-reflection, and strategies
- Support from school counsellor for students with high anxiety
- Child care worker working with social groups/lunch club
- Zones language used throughout the school

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

- Data from green room
- Specific students managing for longer periods of time in class
- Reduced office referrals
- Middle Years Development Instrument data

Principal:

Superintendent:

Board Chairperson:

Date: