



School: Alouette Elementary

Principal: Donna Servant

Director/Assistant Superintendent: Mike Scarcella

**A. Goal (One goal per page)**

We want to explore ways to improve literacy outcomes in the following areas:

1. Student transition from grade 3 to 4.
2. Boys at all grade levels.
3. Intermediate grades

**B. Rationale**

MDI data shows that less than 50% of children in grade 4 and 7 are reading for fun after school (30 minutes or more). Our portal data (based on performance standards) shows significantly lower scores for boys than girls at every grade level. Furthermore, there is a decrease in reading scores from primary to intermediate. Children begin to enjoy reading when they can make connections and identify with the characters and text. We want to explore how to help these targeted students identify as readers so they want to read more often and ultimately, improve their literacy scores.

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

Targeted intervention where teachers, support and librarian work one-on-one reading daily with specific students.  
 Participation in district literacy initiatives that offer funds for new classroom libraries.  
 Grade 3 teachers joining Literacy Inquiry Project.  
 Invest in more high interest low level books  
 Book chats with teachers (1 to 1)  
 Building a positive culture at the school around reading (regular "drop everything and read" events, reading in line-ups and considering new initiatives at staff meetings).

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

Portal summative data (performance standards assessments)  
 Middle years Development Instrument  
 Library data

<b>Principal:</b>	<b>Superintendent:</b>	<b>Board Chairperson:</b>	<b>Date:</b>



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**A. Goal (One goal per page)**

Focus on the well-being of our students, staff and families; ensuring they feel safe, supported, and connected to a caring community during this time of pandemic.

**B. Rationale**

Research has demonstrated the many negative effects of school closures on child well-being. The summary at the link below (p. 21) provides a concise list. we need to take care of everyone in our community and create a sense of calm, order and structure to gain the confidence of all our families and staff. This is a year to focus on health and safety for all and a return to normalcy for our children. [http://www.bccdc.ca/Health-Info-Site/Documents/Public\\_health\\_COVID-19\\_reports/Impact\\_School\\_Closures\\_COVID-19.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/Public_health_COVID-19_reports/Impact_School_Closures_COVID-19.pdf)

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

Slow down the pace of the day by decreasing transitions. We have scheduled one long prep block and one long PE block each week (rather than two blocks as was done in the past). Instructional lunches have allowed staff to enjoy a 40-minute calm lunch break. Two recesses and two lunches have provided wide open spaces with less crowding and much less chaos. More time outside to play and learn to resolve conflicts. Teach and highlight the importance of nutrition, sleep and exercise in addition to the many layers of health & safety protocols. Share out information at staff meetings about health and well-being.

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

Middle Years Development Instrument  
Tally of social emotional incident records and office referrals  
Attendance data and transition of our learners to return to full-time instruction  
Conversations with staff about tone and climate of our school. This is done intentionally at monthly staff meetings.

Principal:

Superintendent:

Board Chairperson:

Date: