



School: Alouette Elementary
Principal: Jenn Gallop
Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: To further develop our sense of community where all members (staff, students, and parents) feel they are supported and valued members of our community.

B. Rationale

Our Middle Years Development Instrument (MDI) data shows room for improvement when it comes to feelings of self-esteem, a sense of school and peer belonging, and the ability to regulate emotions. By focusing on three of the Six Rs of Indigenous Research – reciprocal relationships, respect for cultural integrity, and relevance to various perspectives – we hope to increase a sense of belonging and support for all members in our community.

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

- Provide opportunities to share and celebrate all the different cultures represented at Alouette.
- Occupational therapist to provide workshops for staff about supporting regulation.
- Submit a grant application for self-regulation spaces.
- Focus on supporting all learners by diversifying our strategies and opportunities for kids to feel successful.
- Work with our English Language Learners (ELL) staff to support students from the many different cultures represented at Alouette.
- Develop a team with our vice principal, education assistants and child care worker to create a breakfast and lunch program.
- Explore revising our code of conduct together.
- Work with staff to find creative opportunities for staff-to-staff, staff-to-student and student-to-student collaboration.
- Create a leadership group for intermediate students.

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

MDI data, especially feedback related to relationships, connectedness and belonging would ideally show levels that meet or exceed district averages.



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Goal 2: To explore meaningful and engaging numeracy activities that have multiple entry points for students.

B. Rationale

The needs of the learners in our school are increasingly diverse. We recognize that a shift in how we teach numeracy is critical. We believe that exploring meaningful and engaging activities will help reach students and improve numeracy skills.

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

- Implement teaching strategies learned in professional development related to mathematical thinking.
- Encourage staff to access numeracy professional development opportunities.
- Incorporate a numeracy discussion at each staff meeting.
- Dedicate some of our school learning resources to numeracy materials.

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

- Performance standard data (final term).
- Including street data (feedback from students and parents/guardians regarding numeracy).
- Teachers reporting increased engagement with students.