Here we ROAR!

École Sifton School

Annual Education Results Report

2024-25

November 2024

Table of Contents

Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2023-2024 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *École Sifton School Annual Education Results Report* for the 2024-2025 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2024-2025 was approved by our School Council.

_____	December 2, 2024	_____	November 29, 2024
Parent Council Co-Chair	Date	Principal	Date

_____	Dec 2/24
Parent Council Co-Chair	Date

École Sifton School

Profile

Welcome to École Sifton School! A caring and safe environment for children from Preschool to Grade 5. We are committed to a positive partnership between home and school.

École Sifton School is located in the City of Camrose, and has been in operation since November of 1952. It is a member of the Battle River School Division family of schools.

École Sifton School is a fully dual track school with Preschool to Gr. 5 programs in both English and French Immersion. Our English program serves students who live mainly in the eastern side of Camrose and the surrounding rural areas, and the French Immersion program serves students living across Battle River School Division.

Approximately half of the families we serve live within Camrose, and the other half is from the rural area. We are here to serve the educational needs of all our students and we welcome parental input. We believe your participation and input are essential elements in providing the best possible educational experience for your children.

Our Vision: We want students to feel safe, supported, and cared for. When students feel this, they can learn!

Our Mission: To ensure quality teaching and learning within a safe environment

Our Beliefs or Values: It is our mandate to serve the École Sifton School community and to meet the educational needs of all our students. We strive to promote the academic, social, emotional and physical growth of our students while recognizing their unique individual characteristics.Responsible members of society respect the rights of others without sacrificing their own rights. It is our goal to guide students to be responsible members of society in a manner that promotes each individual's feeling of positive self-worth.

Learning is a life-long process and in today's changing world a continuing desire to find out and know could well be the essence of an individual's success. For this reason we strive to cultivate within each student an inquiring mind, tuned to a life-long positive attitude toward learning.

Alberta Education Assurance Measures - Overall Summary

4513 Sifton School

Assurance Domain	Measure	École Sifton School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.4	84.3	87.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	81.3	77.6	77.9	79.4	80.3	80.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	91.7	91.2	90.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	85.3	83.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.2	65.7	69.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.4	76.0	68.0	79.5	79.1	78.9	Very Low	Maintained	Concern

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL
École Sifton School community will collaborate to ensure all students are improving their literacy and numeracy skills by one year's growth in all grades.

Assurance Domains:
  Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
  Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener
(End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	**100%**	**91%**	**74%**
BRSD	99.5%	92%	78%

Literacy: Castles and Coltheart 3 (CC3) & Letter Name-Sound (LeNS) Test
(End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	**18.5%**	**18.5%**	**20.8%**
BRSD	20.5%	24.5%	21.7%

Implications for Education Plan

We are exceeding division results in literacy testing in all of the tests and grades that are included in this report. Our numeracy results are close to division averages, however, some are below. As a result, one of the 2024-2025 education plan goals will focus on numeracy.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:
> **Student Growth and Achievement**- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
> **Teaching and Learning**-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.1	84.3	80.4	82.7	82.3	81.9	85.1	84.4	83.7
Parent	89.7	92.9	88.9	84.0	83.4	84.6	88.7	87.3	86.7
Student	80.5	78.3	66.7	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	81.8	85.7	96.1	93.3	95.3	95.5	95.1	95.1

Comments: Over the past three years there has been a slight decline in the perception of student engagement at school. Overall, Sifton school is in line with schools in BRSD and across the province.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.1	72.6	62.0	77.2	75.4	76.4	81.0	80.4	79.9
Parent	56.3	76.5	51.7	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	100	68.8	72.2	90.1	85.8	86.2	87.4	87.3	86.6

Comments: Teachers have a more positive outlook on student demonstration of knowledge, skills, and attitudes necessary for lifelong learning than parents do. We need to carefully define and work on these aptitudes.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.3	95.5	72.7	82.8	79.3	80.1	84.9	83.1	82.8
Parent	54.5	90.9	68.4	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	100	100	76.9	92.8	89.0	90.3	92.5	91.3	90.7
Comments: Teachers have a more positive outlook on attitudes and behaviours that will make our students successful at work than parents do. We need to carefully define and work on these aptitudes.									

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.5	91.2	91.7	86.8	87.0	86.8	89.0	88.1	87.6
Parent	76.9	89.3	84.8	80.4	82.5	81.9	86.1	84.4	83.8
Student	94.4	94.8	96.3	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	100	89.4	94.0	96.3	94.3	96.1	95.0	94.4	93.9
Comments: This is an area of strength at Sifton. All stakeholders have a very strong level of confidence in the overall quality of the education that students are receiving at Sifton.									

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	64.4	70	72.5	70.7	73.8	74.5	74.2	75.2	75.8
Parent	41.7	64.3	55.0	59.6	66.7	74.4	70.0	72.5	75.2
Student	89.1	91.3	87.5	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	62.5	54.5	75.0	79.2	80.9	80.9	76.3	78.0	78.2
Comments: Most stakeholders believe that Sifton and other BRSD schools have improved or stayed the same in the last three years.									

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.5	87.1	79.6	79.4	80.5	79.5	82.9	82.9	82.8
Parent	72.6	90.3	78.2	80.1	79.5	79.8	82.4	82.2	82.3
Student	n/a	n/a	n/a	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	90.3	84.0	81.0	88.6	88.9	88.2	89.3	89.3	89.2
Comments: Parents and teachers are satisfied with the breadth of the program of studies offered at Sifton.									

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	60.0	73.0	67.4	73.3	75.2	76.3	78.8	79.1	79.5
Parent	45.0	70.2	61.0	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	75.0	81.8	73.9	84.9	83.9	83.1	85.2	85.7	84.6
Comments: Parents and teachers have a moderate level of satisfaction with the level of parental involvement in decisions about their child's education.									

Implications for Education Plan

École Sifton School scored better than school division and provincial results in terms of stakeholder satisfaction with education. Overall, 91.7% of parents, students, and teachers are satisfied with the overall quality of the basic education at Sifton, compared with 86.8% in the district and 87.6% province wide.

Areas for growth include: life-long learning, preparation for life after school, and parental involvement in the school.

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

SCHOOL GOAL

École Sifton School community will collaborate to provide a learning environment in which all students feel included and have a sense of belonging.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	82.5	85.9	88.6	85.4	83.3	83.4	86.1	84.7	84.0
Parent	79.8	92.7	93.4	84.1	82.9	85.9	86.9	85.6	85.3
Student	76.6	80.1	76.6	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	91.1	83.1	95.9	96.7	91.5	93.2	93.6	92.0	91.6

Comments: This is an area of strength for Sifton. Overall, stakeholders have a very high regard for Sifton as a welcoming, caring, respectful, and safe learning environment.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.2	77.6	81.3	79.4	76.8	77.3	81.4	80.3	79.4
Parent	70.8	85.7	84.6	75.5	73.2	76.7	80.4	79.4	78.7
Student	76.7	74.5	68.1	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	87.2	72.7	91.3	93.2	87.3	90.2	91.7	90.3	89.8

Comments: Overall, stakeholders are satisfied that students model the characteristics of active citizenship, outperforming BRSD and provincial results in almost every measure.

Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85.9	88.6	90.2	88.4	86.7	86.8	88.8	87.5	87.1
Parent	84.6	92.6	93.3	87.7	86.6	88.8	89.5	88.1	88.0
Student	80.6	86.0	83.1	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	92.5	87.3	94.3	97.0	93.2	94.1	94.3	93.0	92.9

Comments: Parents, students, and teachers all feel that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Once again, this is an area of great strength at Sifton, beating BRSD and the province in all measures.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	65.0	62.2	59.3	71.2	69.6	69.5	72.6	72.9	71.9
Parent	56.5	74.1	56.1	63.7	63.6	67.4	67.4	68.4	67.8
Student	81.7	78.7	77.6	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	56.8	34.0	44.3	75.4	66.2	68.8	77.0	76.0	74.8

Comments: Overall, students were satisfied with accessibility, effectiveness, and efficiency of programs and services for students in our community. However; the level of satisfaction from parents and teachers was much lower both than the student rating and for BRSD and provincial ratings.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	72.3	65.7	68.2	76.5	75.2	76.5	81.6	80.6	79.9
Parent	64.5	66.2	63.1	68.1	69.3	73.7	77.4	75.7	75.4
Student	80.0	86.3	80.5	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	72.5	44.4	60.9	84.1	76.6	78.9	87.3	86.2	85.6
Comments: Once again, students rated access to supports and services at school more highly than did parents and teachers. Sifton students also rated this access higher than other BRSD and province-wide students.									

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

|	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	74.7	67.1	69.3	78.1	76.5	78.0	81.9	81.2	80.6
Parent	64.9	63.4	59.0	67.9	67.1	71.5	75.3	73.7	73.5
Student	80.0	86.3	80.5	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	79.2	51.5	68.3	89.3	82.9	85.4	90.3	89.9	89.5
Comments: Students felt that programs for children at risk were easy to access and timely. Parents and teachers disagreed, providing lower ratings than other BRSD and province-wide parents and teachers.									

| Implications for Education Plan |
|---|
| École Sifton School did a very good job during the 2023-2024 school year of providing a safe and caring learning environment to students. Our students are good citizens who are learning to respect and value each other. This is in line with last year's goal to provide a learning environment in which all students feel included and have a sense of belonging.

Providing access to learning support at school and in the community and for at-risk students needs to be a focus in the 2024-25 school year. |

Attendance

Average Attendance/grade for the year.
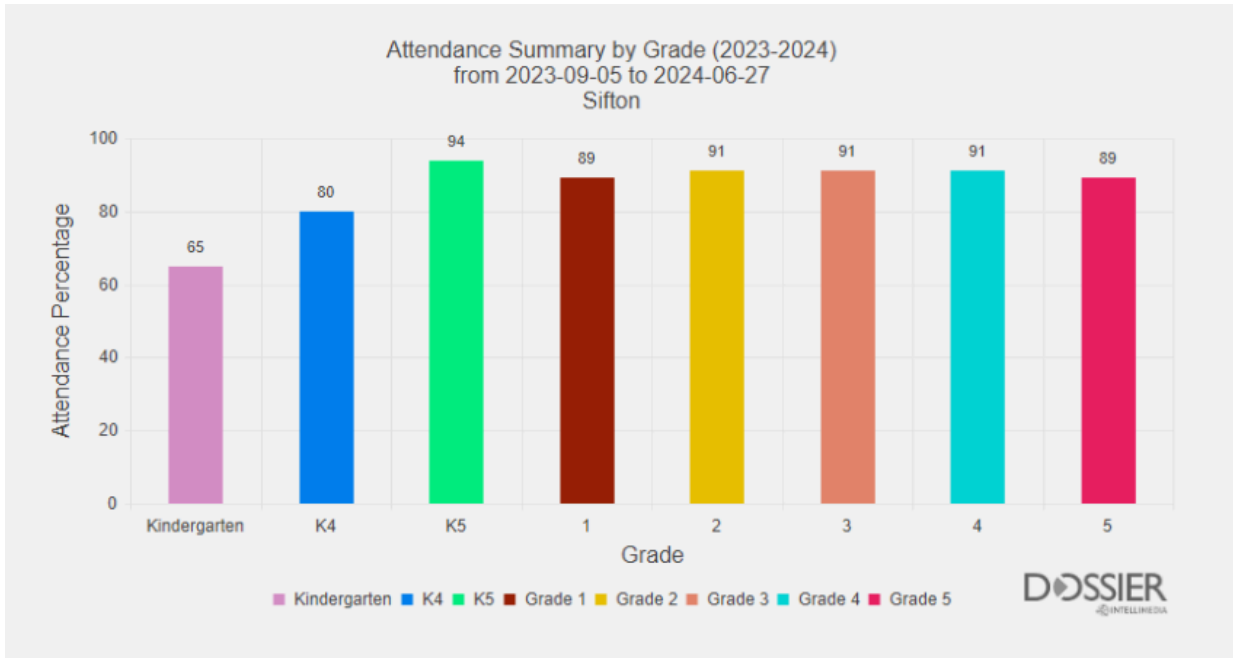
Average Attendance for each month.
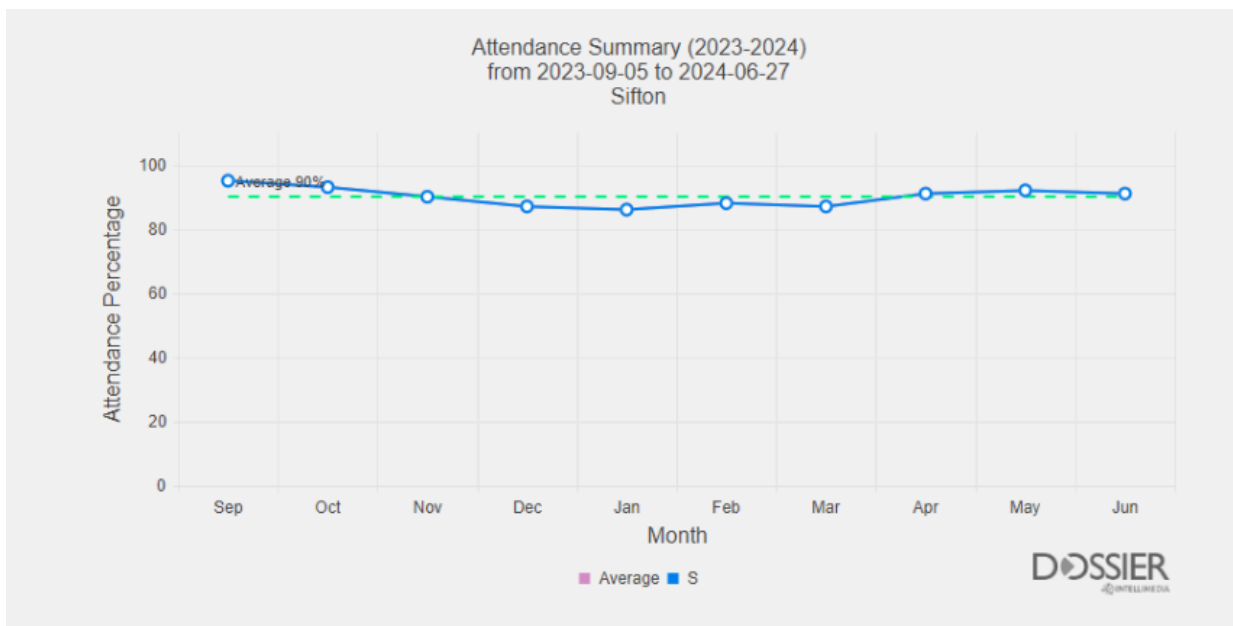
School Budget Summary 2023-2024

Categories	Amount ($)
Teachers	1790769.72
Support Staff	263450.75
Substitutes	55204
Classroom Resources	10730
General Resources	31750
Professional Development	2500

School Budget Summary 2023-24

■ Teachers ■ Support Staff ■ Substitutes
■ Classroom Resources ■ General Resources ■ Professional Development
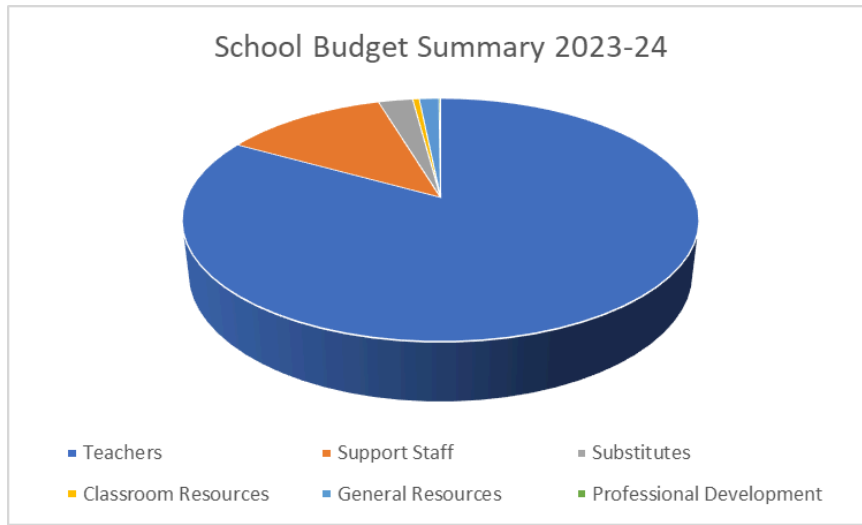
School Year Summary

Priority areas for 2024-2025:
1. **Improve student numeracy skills**
   Focus on improving numeracy and literacy while supporting diverse learning needs. The school aims to increase the average score on the EICS end-of-year numeracy screener by 10% by March 2025.
2. **Support students in their ability to regulate effectively**
   Focus on creating high-quality, welcoming, and equitable learning and working environments that prioritize student success and self-regulation skills. École Sifton School aims to foster collaboration to build a positive and caring culture.
3. **Wellbeing**
   Focus on enhancing well-being and mental health for all students by promoting inclusivity, celebrating diversity, and supporting Indigenous students' success. The goal is to increase students' sense of belonging and connection within the school community.

Maintain Strengths:

- Continue fostering a welcoming, respectful, and safe learning environment.
- Build on the strong foundation of educational quality and student citizenship development.
- Leverage high teacher engagement to enhance student outcomes across all domains.

École Sifton achieved remarkable success in delivering quality education and creating a caring, inclusive environment. However, targeted efforts in parental involvement, access to services and preparation for lifelong learning will be pivotal for sustained growth in the coming year.

Stakeholder Engagement

École Sifton is committed to engaging with its stakeholders to access their voice to help support and guide the school. We believe that for a school to be successful, the voice of students, staff, parents, and the community are essential in building a successful year.

Stakeholders are able to engage with the school in a number of ways, such as: parent council, which meets on the second Tuesday of every month, participating in assurance surveys that are sent out yearly to ask about satisfaction around programming being offered at Sifton, Parent Teacher Interviews which happen twice a year, surveys that are sent out by parent council and the school around presentations and activities the school would like to put on, and through the use of applications such as Google Classroom, SeeSaw, and School Messenger.

Stakeholders can also engage with the school by attending sporting events, assemblies, concerts, and special events such as: Terry Fox Run, Sports Day, Hot Lunch, etc.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.
Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

Based on the 2023-24 school year, we aim to significantly improve numeracy levels by reducing the number of students scoring below 60% on the EICS Numeracy Screener by 75% by March 2025. Additionally, for the 2025-26 school year, we aim to increase the average Beginning of Year results by 10% over the October 2024 results.

Assurance Domains:

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:
- Teachers will use Collaborative Response meetings to identify key issues students are facing with literacy and numeracy and to develop strategies to support students with these issues.
- Numeracy Centres
- School-wide number sense activities
- Math Nights

Measures:

EICS Numeracy Screener:
- In the 2023-24 school year, only 35% of the students in the at-risk category at the beginning of the year were still at risk at the time of the final screener in March.
- This year, 53 of our students in grades 1 to 3 began the year at-risk. At the End of Year Screener, that number will drop to 13 students.
- Last year, the average BOY score for grades 1 to 3 was 69%.
- Next year, our average BOY score will be 79%.

Teacher observation to monitor student progress towards goals.

Implementation Plan:

Beginning in January, a selection of teachers will pilot math centres in their classrooms. The December and March collaborative response meetings will focus on numeracy. The admin team will prepare school-wide numeracy activities that will be shared with families in our monthly newsletter. Between now and March, we will have two different math nights where parents can come to learn about ways to support their children in numeracy learning.

Allocation of Resources:	Professional Learning:
- Mathology - Math games will be purchased and developed to help with math centres - Admin will support in classrooms working on numeracy centres	- Collaboration at staff meetings - Admin and/or staff attending workshops offered through CARC and the ATA

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL: École Sifton School community will collaborate to enhance students' self-regulation skills to foster a welcoming and caring learning environment.

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:
- Explicit instruction of self-regulation tools and strategies
- Support in helping students identify when self-regulation is needed
- Daily self-regulation strategies
- Self-regulation tools in classrooms (calm corners, sensory supports, etc)
- Students set personal goals
- Identify students requiring additional support and provide targeted interventions

Measures:
- Teacher observations
- Student reflections
- A survey will be developed and administered twice, once in December and once in June, to provide student self-assessment and teacher assessment of regulation skills in the classroom.
- Teachers will provide a three-day tally of dysregulation incidents in December and in June.

Implementation Plan:

Teachers identify self-regulation tools their students need to access, and a school-wide inventory of self-regulation tools will be created. Our MHCB team will provide regulation strategies to students through their Regulation Library learning. We will help students will create their own self-regulation tools. We will also develop school-wide rubrics that students can use to self-assess.

Allocation of Resources:
- Mental Health and Capacity Building Team will work with classes
- Student Wellness Facilitator will help some individual students develop their regulation goals
- Money in budget is allocated to purchase self-regulation tools

Professional Learning:
- Training in supporting students displaying dysregulated behaviours
- SIVA training
- Professional Development for students with FASD

Well Being

OUTCOMES
Prioritize and enhance well-being and positive mental health for all.
Promote inclusive environments that celebrate diversity and support all.
Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:
Increase students' sense of belonging and connection within the school community

Assurance Domains:
Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.   **Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- Help students build relationships with a wide variety of students at the school through
     - activities involving mixed-grade groups
     - activities involving same-grade groups
     - random groupings within classrooms, changing seating plans
 - Targeted intervention for students who need support building connections
 - Special care to embrace the needs of diverse groups in the school community
 - Help students build skills they need to make and keep friends

Measures:
- A survey will be developed and administered twice, once in December and once in June, to provide student self-assessment and teacher assessment of regulation skills in the classroom.   - Students will fill in an exit ticket from our self-care fair

Implementation Plan:
Beginning in November, the ROAR assemblies will include mixed-grade house activities. We will have whole-school events such as our winter festive meal and *Carnaval* to foster these connections. Teachers will be provided with group and seating plan randomization tools to use in their classrooms. The school will keep in contact with groups such as newcomer families and families whose children have low attendance to help foster their belonging in our community.

Allocation of Resources:	Professional Learning:
- Our MHCB team will work with whole classes or small groups of students who have been identified as needing support with building social skills. - Our SWF will develop goals with some individual students who have a high need.	- Collaboration at staff meetings - PD supported by our MHCB staff regarding social thinking and restorative classrooms