Cliff Drive Elementary

School Goals

GUIDING STATEMENT

Through responsibility, respect, kindness we strive towards safety, belonging, and engaged learning for all members of the Cliff Drive community.

We recognize that each member of this community arrives with a unique story, background, and set of strengths and challenges. It is through *and because of* these differences that we are strong!

We believe in the importance of developing in our students a strong sense of belonging: to self, with others, and to this place. By focusing on these areas, we believe we are developing the character skills and academic competencies our students will need to be successful community members and lifelong learners.

INQUIRY QUESTION

Does increased self-regulation and sense of belonging lead to increased student performance?

Self-Regulation
the process by which students monitor and control their cognition, motivation, and behaviour in order to achieve certain goals

Student Performance
assessment data collected throughout the year and reported on student learning updates (report cards)

OUR HUNCH

Regulation → **Belonging** → **Performance**

2024-2025 PROGRESS

STAFF PRO-D

- **August 2024:** Team building
- **September 2024:** First week rotations students get to know new staff
- **October 2024**:Staff teach to diversity and inclusion workshops
- **November 2024** Behaviour Matrix shared expectations aligning processes Tom Hierck Trauma informed
- **January 2025:** Common Expectations language Kind, Safe, Respect, Regulation

STUDENT ACTIVITIES

- **leadership teams**
  - students council
  - assembly team
  - art/bulletin board team,
  - buddy readers
  - lunch monitors
- **student announcements**
  - daily announcements read by student volunteers

COI

WORK IN PROGRESS

CONNECTION TO DISTRICT VISION 2030

- **Increase the number of students who feel welcome, safe, connected and part of a vibrant learning community.**
- **Increase the number of students who feel there are two or more adults at their school who care about them and believe they can be successful.**
- **Increase student achievement in key groups (students with Indigenous ancestry, Children and Youth in Care, and students with disabilities or diverse abilities) as well as in the overall student population.**