



ÉCOLE CAMILLE J. LEROUGE SCHOOL

ÉCOLE CAMILLE J. LEROUGE SCHOOL

2019 - 2020

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

Laisse briller ta lumière
Let Your Light Shine

Guided by Christ, we inspire our students to let their light shine by becoming faith-filled, French learners who build connections and value their education.

Mission:

École Camille J. Lerouge School is a Catholic, French Immersion community. We believe that Catholic education is guided by the light of Christ. By immersing children in a French environment, we inspire a love of learning while fostering meaningful connections and creating authentic classroom experiences. We empower our students to develop their unique gifts and talents so they may let their light shine throughout the world.

School Profile:

École Camille J. Lerouge is a Kindergarten to Grade 9 French Immersion school. We also offer English Pre- Kindergarten programs. École Camille is Red Deer's only Catholic French Immersion school. French Immersion students are bused from all areas of the city and county and our current student population is 745 students. We have a vibrant parent population that work to support their children as they acquire an additional language and an active School Council.

There are four pillars which are the cornerstones to our vibrant French Immersion environment. Our school community is committed to the following pillars:

1. Being faith filled
2. Being French learners
3. We value learning
4. We are connected

These four pillars are the root of all we do at École Camille J. Lerouge and we believe that by honouring these four pillars then we will continue to experience success.

École Camille offers a wide range of curricular, extracurricular and social justice opportunities. Along with the regular array of academic core subjects at a middle school level, a wide variety of Career and Life Skills courses are also offered. These CLS courses include Forensics, Sports Medicine, Construction Technology, Technical Theatre, Musical Theatre, Sports Medicine, Food Studies, Robotics, Coding, Drama, Caring for Community, Band, Outdoor Education, Fashions, Recreational Education and Art.

Extra-curricular activities include a wide range of competitive sports teams (Aquathon, Volleyball, Basketball, Ski Club, Track and Field, Badminton) and other after school activities such as EDGE, Camille Ambassador Leadership Disciples (CALD) Team, Gardening Club, Rosary Club and Jazz Band. The Grade 9 French Immersion students plan an annual trip to Quebec.

Our school based L.I.F.T. (Literacy, Inclusion, Faith and Technology) Team helps to support diverse learning needs and works in collaboration with classroom teachers to meet the needs of all students. We continue to promote our school as a vibrant French Immersion Centre.

Our staff continues to work diligently to help each student to reach their full potential. Guided in our faith by the teachings of Jesus Christ, we journey together learning through our everyday life experiences.

Accountability Report Card

| Measure Category | Measure | Ecole Camille J Lerouge 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 |
| Safe and Caring Schools | Safe and Caring | 94.9% | 91.7% | 93.9% | 89% | 89% | 89.3% | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 92.1% | 90.2% | 88.9% | 82.2% | 81.8% | 81.9% | Very High | Maintained | Excellent |
| | Education Quality | 91.7% | 89% | 92.4% | 90.2% | 90% | 90.1% | Very High | Maintained | Excellent |
| | Drop Out Rate | 0% | 0% | 0% | 2.6% | 2.3% | 2.9% | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 79.1% | 78% | 77.5% | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 91.5% | 78.8% | 82.4% | 73.8% | 73.6% | 73.6% | Very High | Improved Significantly | Excellent |
| | PAT: Excellence | 22.6% | 16.5% | 16.2% | 20.6% | 19.9% | 19.6% | High | Improved | Good |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.6% | 83.7% | 83.1% | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24% | 24.2% | 22.5% | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.3% | 55.7% | 55.1% | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 64.8% | 63.4% | 62.2% | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 59% | 58.7% | 58.7% | n/a | n/a | n/a |
| | Work Preparation | 79% | 80.2% | 83.6% | 83% | 82.4% | 82.6% | High | Maintained | Good |
| | Citizenship | 91.5% | 90.2% | 91.8% | 82.9% | 83% | 83.5% | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 76.8% | 75.1% | 78.5% | 81.3% | 81.2% | 81.1% | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 82.4% | 82.1% | 85.2% | 81% | 80.3% | 81% | Very High | Maintained | Excellent |

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

| Performance Measures: | Current Results | Average |
|---|------------------------|----------------|
| I learn about the Catholic Faith at my school. | 99.3% | 99.4% (3 Yr) |
| Prayer helps me feel closer to God. | 94.7% | 93.9% (3 Yr) |
| I believe that God created me. | 95.7% | 94.4% (3 Yr) |
| I believe that the Catholic Faith teaches me a good way to live. | 98% | 97.8% (3 Yr) |
| I learn about God in all my classes. | 94.3% | 93.1% (3 Yr) |
| (Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus. | 93.3% | 94.4% (3 Yr) |
| I learn about the Sacraments at my school. | 95.3% | 96.6% (3 Yr) |
| I let others see God in me. | 96% | 96% (1 Yr) |
| My school helps me to see God in all things. | 94% | 94% (1 Yr) |
| Every person in our school is a child of God and made in His image. | 94.7% | 94.7% (1 Yr) |
| I respect others even if they are different than me. | 98% | 98% (1 Yr) |
| We celebrate student successes at our school. | 98% | 98% (1 Yr) |

| AERR Comments (November) |
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| Ecole Camille J. Lerouge has once again demonstrated that is an inclusive, faith based and welcoming school environment where moral formation is the centre of what we do. Staff, students and parents are extremely satisfied with how we teach students about the Catholic Faith and how our relationship with God deepens through prayer. The efforts we have made to create an awareness of Sacramental life have been beneficial, as shown through the results. Our focus on social justice projects has continued to help our school community develop a greater understanding of how we can make an impact in the world. We worked directly with the Ronald McDonald House, the Mustard Seed, Sacred Heart Parish, the Red Deer Food Banks, the Salvation Army and Chalis, to name a few. |

| Comment on School Goals (November) | Comment on Results (May) |
|---|---------------------------------|
| As we delve further into the Eight Characteristics of Catholic Identity we will look for ways that we cannot only deepen our understanding of Rationality & Spirituality but continue to learn more about all of the characteristics. As a faith community we will focus on intentionally permeating the Characteristics so not only staff but students as well can see the importance of how faith is the root of all we do. | |

| Division Goals |
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| FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality) |
| FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context. |

| School Goals |
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| • Staff will develop a deeper awareness and understanding of Spirituality and Rationality. |
| • Develop capacity for teachers to connect the Eight Characteristics of Catholic Identity to daily lessons on an ongoing basis. |

Outcome 1: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|--|--------------------------|-------|-------|-------|-------|-------------|------------------------|-----------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 87.6% | 83.2% | 85.1% | 78.8% | 91.5% | Very High | Improved Significantly | Excellent |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 17% | 15.4% | 16.8% | 16.5% | 22.6% | High | Improved | Good |

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|---|--------------------------|------|------|------|------|-------------|-------------|-----------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0% | 0% | 0.1% | 0% | 0% | Very High | Maintained | Excellent |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|---|--------------------------|-------|-------|-------|-------|-------------|-------------|-----------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 87.7% | 92.4% | 92.9% | 90.2% | 91.5% | Very High | Maintained | Excellent |

| AERR Comments (November) |
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| As a school community, we are pleased with the results in this area. Our Provincial Achievement Test scores increased in Grades 6 and 9 and the efforts made by teachers to incorporate new teaching strategies were effective. We will strive to maintain these results by continuing to provide tiered supports in our response to intervention program, but also by incorporating more authentic experiences. Our teachers are committed to ensuring that all students experience success. Our results also show that our community is satisfied with how students model active citizenship and prepare for life after school, however, we will continue to look for ways to enhance the skills of collaboration, inquiry and being an engaged thinker with an entrepreneurial spirit as a key to future learning and success. |

| Comment on School Goals (November) | Comment on Results (May) |
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| A continued effort to increase the French language spoken in our school environment is critical to student success. Beginning in Kindergarten it is imperative that students are | |

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| <p>exposed to as much oral language as possible. As students develop and become excellent French language speakers, their ability to read and write in French will also improve. The acquisition and understanding of academic vocabulary in French will also ensure that students are better prepared for achieving success when writing the Provincial Achievement Exams.</p> <p>We will also focus on building our foundational expectations in numeracy at a middle school level. Our school is committed to ensuring that each student achieves success regardless of the level of their individual entry point. Teachers will continue to work collaboratively to program for students who are at risk and at promise by using data, formative assessment and Learning Plans to drive instruction. We will measure our success by observing an upward trend in our Provincial Achievement Data in the areas of acceptable and excellence in Math.</p> | |
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| Division Goals |
| O.1.1 Create and maintain optimal student learning experiences |
| O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning |
| O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning |
| O.1.4 Establish the pursuit of excellence in all domains of learning |
| O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams. |

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| School Goals |
| <ul style="list-style-type: none"> • Create and maintain an optimal student learning environment for French language acquisition, fluency and expression. |
| <ul style="list-style-type: none"> • Increase strong numeracy practice in Grades 5-9 |

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|---|--------------------------|-------|------|------|------|-------------|-------------|---------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | * | 72.2% | * | * | * | * | * | * |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | * | 5.6% | * | * | * | * | * | * |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|--|--------------------------|------|------|------|------|-------------|-------------|---------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall |
| High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | * | * | * | * | * | * | * | * |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

| AERR Comments (November) |
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| Ecole Camille J. Lerouge celebrated our First Nations, Métis and Inuit culture and heritage this past year with great enthusiasm. Our First Nations, Métis and Inuit Support Team came on several occasions for classroom visits and staff PD. Staff and students advanced their learning as we moved through the second year of the Seven Sacred teachings. We continued to infuse the First Nations, Métis and Inuit culture into art, literacy, music, faith celebrations and PE activities. |

| Comment on School Goals (November) | Comment on Results (May) |
|---|--------------------------|
| Over the last three years the community of Ecole Camille J. Lerouge has increased awareness of Indigenous culture and practices. During the 2019-2020 school year we continue to seek ways to continue this growth. Instructionally, we continue to seek ways to use dialogue circles to aid in curriculum delivery, build capacity within staff to help facilitate various activities such as, Smudging, Blanket | |

teachings, Wampum Belt creation and Buffalo teachings to help build student empowerment. Our primary focus this year will be the introduction of Talking Circles as a means of communication as well as building a culture of restorative justice and reconciliation. As we increase our understanding of all three, as a school community will seek ways to ensure that each member of our school community appreciates how the shared virtues of forgiveness and reconciliation are shared in both Indigenous and Catholic traditions.

Division Goals

O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.

O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.

O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.

O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals

- Staff will develop a deeper understanding of cultural diversity, pride, Reconciliation and share Indigenous cultural teachings in a faith permeated environment.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|--|--------------------------|-------|-------|-------|-------|-------------|-------------|-----------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall |
| 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. | 86.5% | 90.4% | 86.2% | 90.2% | 92.1% | Very High | Maintained | Excellent |

| AERR Comments (November) |
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| <p>We continue to provide a broad range of programming to meet the needs of students in many different disciplines. Our community hosted a French cultural show for elementary parents in the Spring and it was very well received. We brought in many different presenters focusing on fitness, creativity, dance, and healthy living, and improved our comprehensive physical education plan for all students. We continue to enhance our Library Learning Commons as the center of learning for our school and to provide students opportunities to learn more in the areas of technology and MakerSpace activities. The continued emphasis on offering Career and Life Skills courses has been a successful step in providing our students with authentic learning opportunities. The diverse learning that occurs helps to reach all students and provides them with greater opportunities to make career connections and engage in real-life experiences.</p> |

| Comment on School Goals (November) | Comment on Results (May) |
|--|--------------------------|
| <p>Our school Administration team will place a great emphasis on building and enhancing effective relationships with all stakeholders. We have intentions to work with our staff and students to create a vibrant French Immersion learning environment where faith and culture permeate in everything we do. By increasing the number of events that parents can attend and be included in, as well as allowing parents to have open communication in decisions that impact their child's education. By increasing our presence on social media platforms, tracking events that parents can attend and building up the pride in our school community we look forward to building on the feeling of connectedness within our school community.</p> | |

| Division Goals |
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| O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership |
| O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum |
| O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development |
| O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning |
| O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body |

| School Goals |
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| <ul style="list-style-type: none"> • Know, understand and respond to students' individual learning, through authentic formative assessment practices. |

Outcome 4: Alberta's education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Evaluation | | |
|--|--------------------------|-------|-------|-------|-------|--------------|-------------|------------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall |
| Percentage of teacher, parent and student agreement 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. | 93.8% | 94.7% | 95.3% | 91.7% | 94.9% | Very High | Maintained | Excellent |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 92.6% | 92.9% | 95.2% | 89% | 91.7% | Very High | Maintained | Excellent |
| 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. | 83% | 84.3% | 86.5% | 80.2% | 79% | High | Maintained | Good |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.) | 76.7% | 75.4% | 76.9% | 74% | 76.9% | n/a | n/a | n/a |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 85.9% | 77.1% | 83.2% | 75.1% | 76.8% | Intermediate | Maintained | Acceptable |
| 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. | 88% | 83.5% | 89.8% | 82.1% | 82.4% | Very High | Maintained | Excellent |

| AERR Comments (November) |
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| <p>Ecole Camille J. Lerouge school continues to be a school that values a safe and caring environment. Our results indicate that all stakeholders feel that maintaining a safe and caring environment is a priority for our school. We continue to develop a greater awareness of how to create inclusive learning environments for all students. As we move forward, we will continue to use comprehensive inclusion strategies to meet the needs of all our learners; this has included soft starts in many classrooms, where teachers are meeting with students to help create an atmosphere of social and emotional regulation. Our elementary iMind sessions, led by our LIFT team, proved to be extremely successful. During these sessions, Kindergarten to Grade 5 students learned about tools that could support them with their social, emotional and spiritual growth. Students built skills in resilience and problem solving as well as mental health strategies to live healthy lives. Our Camille Ambassador Leadership Disciples (CALD) Team has continued to enhance our Middle School culture through local school, community and global social justice initiatives.</p> <p>This area will be one where we will continue to focus on as our results continue to need improvement. Although increased efforts were made to connect with our parent community, there continued to be a disconnect with how parents perceive their involvement with the education of their children. Continued efforts to involve parents at a variety of levels will be made as there is a leadership change to the school community. Efforts will be made by the administration team to improve these results by providing parents with more information through weekly communication, targeted social media posts and parent phone calls to all Grades 4 and 7 parents, so they can respond accurately to the survey. We will also continue to ask parents at our monthly School Council meetings for feedback by asking intentional questions that will help inform and guide our administration team.</p> |

| Comment on School Goals (November) | Comment on Results (May) |
|---|--------------------------|
| We recognize the importance of meeting students where | |

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| <p>they are at and moving them forward from there. At Ecole Camille J. Lerouge we have committed to dedicating time, energy and effort in fostering connections with students and providing the tools that are necessary so each student can experience success. Our success will include an increase in academic areas and in the ability of students to self-regulate socially and emotionally.</p> <p>Another area of focus for our school community will be to provide universal strategies for mental health support at a middle school level. Our school counsellor will visit middle school classrooms to provide instruction at a universal level to help students deal with challenges.</p> <p>By fully understanding the needs of all learners in our classrooms, teachers have committed to adjusting teaching practices, assessment strategies and how we are communicating to parents in order for all stakeholders to feel valued. Timely and targeted assessment and communication to parents will be an area of focus this year as we continue to support our parent community in their understanding of EDSBY and PowerSchool as an online platform.</p> <p>A continued effort will be made to involve parents in all aspects of our school community. We recognize that this is an area of disconnect and already efforts have been made to ensure parents feel they play an active role in their child's education. We will continue to provide activities where parents can be invited into the school along with opportunities for parents to provide feedback. Our School Council has grown and is evolving as a means for parents to offer their voice. Parent information evenings have been planned along with community building activities to help foster a stronger Camille culture.</p> | |
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| Division Goals |
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| O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed |
| O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place |
| O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical |
| O.4.4 Ensure that staff and students have access to safe and healthy learning environments |
| O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming |
| O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development |
| O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework |
| O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs |

| School Goals |
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| <ul style="list-style-type: none">• As a School Administrative team we will dedicate this year to building and enhancing effective relationships with all stakeholders. |
| <ul style="list-style-type: none">• Create multiple opportunities for relevant stakeholders to be present in the school and to provide feedback into areas of strength and growth to enhance our school community. |
| <ul style="list-style-type: none">• Through universal strategies and targeted programming, self-regulation and mental health supports will be enhanced school wide with a focus on middle school. |