



# ANNUAL EVALUATION GRID (To be completed in spring of 2025)

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To replace	Our actions or measures are no longer applicable or available.

Evaluation of EDDI Priority				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Promoting participation in our school EDDI committee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Increasing dialogue about the values of equity, diversity, dignity and inclusivity.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
Through ongoing work in classes, during assemblies (Mental Health & Wellness, Anti-Black Racism and monthly professional development on various aspects of social-emotional learning, we have made significant strides this year. We have begun formulating a plan to further celebrate the cultural diversity of our students and staff.				

Evaluation of Priority #1				
		Legend: 1: No adjustment 2: Some adjustments 3: To replace		
		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Working as a community to develop the skills that foster social emotional learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Promoting active supervision by school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Making announcements/sending messages to recognize kindness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
As noted in the EDDI section, significant time has been devoted to professional development related to social emotional learning through monthly staff meetings covering such topics as community resources & the Department of Youth Protection (DYP), parent engagement, dialectic behaviour therapy (DBT) strategies, executive function skills and critical thinking. In the upcoming school year, we will look to replace the second strategy with something more impactful and to enhance our communication strategies around kindness.				

Evaluation of Priority #2				
Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Enhancing the importance of relationships between all members of the school community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Continuing the support provided to students through the resource teams and student services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				
The support provided by our Resource department and student services team continues to be exceptional. We will continue our work to improve student-staff, student-student and school-family relationships.				