



# VAUXHALL ELEMENTARY SCHOOL



2022 - 2025

## *vision* (desired future)

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

## *mission* (our approach to reaching our desired future)

engaging and empowering all learners

horizon is a learning community that

## *values*

continual improvement;  
inclusion and respecting diversity;  
fostering effective relationships;  
welcoming, caring, respectful, and safe learning environments;  
collaboration; and  
accountability





## *VES VISION*

We empower students to:

- build a strong foundation in literacy and math,
- encourage creativity, curiosity and confidence,
- celebrate diversity, inclusion and collaboration.

## *VES MISSION*

We are a community who cares, collaborates, and celebrates learning

## *VES VALUES*

AT VES WE VALUE:

L - Learning  
E - Empathy  
A - Acceptance  
R - Relationships  
N - Nurturing  
E - Exploration  
R - Responsibility  
S - Self-advocacy

# Principal's message

Vauxhall Elementary School is a school in a Southern Alberta rural town with approximately 144 students ranging in age from our young early learners to grade six. With the creation of this three year plan, comes a collaborative vision, mission, and value statement for VES.

This year a huge focus will be on implementing the new curriculum in a way that meets the needs of all our learners and centers on students being engaged and taking ownership of their learning, their school, and their community. To accomplish this our plan is to adopt the “Leader in Me” framework. According to the Leader in Me website the program is designed to:

“Leader in Me unites student, staff, and families around a common goal to prepare students with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like

- Critical Thinking
- Creativity
- Self Discipline
- Vision
- Initiative
- Communication
- Relationship Building
- Goal Achievement
- Public Speaking
- What is Leader in Me
- Global Awareness
- Social-Emotional Learning
- Teamwork
- Listening Skills
- Time Management
- Leading Projects
- Self-Directed Learning
- Valued Diversity
- Problem Solving

With a focus on serving others while taking care of yourself, we believe that embarking on this journey with our students, our staff and our parents will be an excellent way to teach the new Health and Wellness curriculum and equip students to see themselves as people who can make a difference in their school and community.

Our next goal reflects Vauxhall Elementary's vision to teach and meet the needs of the whole child. With this in mind, we will be developing a new MAKERSPACE/STEAM (Science, Technology, Engineering and Math) LAB in our school this year. This new project will provide hands-on learning experiences for

all our students. In this exciting new space, students will have the opportunity to engage in learning opportunities like: building robots, 3D printing/ art, sewing, woodworking, science experiments, use math to solve hands-on problems etc. The activities will change and switch out throughout the school year. There will be something for everyone and we're excited to watch the students explore and grow their skills in this space!

As we teach the new curriculum this year, our ongoing focus will be on developing strong skills and understanding in both literacy and numeracy. This lays the foundation for our students to be successful well beyond their time at VES. Secondly, we strive everyday to encourage creativity, curiosity and confidence in our students by showing them that taking risks and making mistakes is the best way to learn and grow. We want to inspire our students to constantly be asking questions and to celebrate their learning when they find the answers. Finally, we believe that our students need to see themselves and celebrate themselves within the context of their learning.

At VES we celebrate the culture, the talents, the perspective and the uniqueness of each student in our classrooms. We value the cultural background of all our students and want them to feel how much they are truly a valued part of our learning community. An example of this is our celebration of the German tradition of giving *luchges* (treat bags) for singing performances. The students in our Low German classes look forward to putting these bags together, sharing their tradition and bringing a little Christmas joy to their classmates. This also means we continue to look for opportunities for students to learn more about our First Nations, Metis and Inuit people as well as their own cultures. As a way to celebrate our Indigenous People, we have at our entrance a traditional Blackfoot tipi (Pooh-Kai Koo-Kah-tup-pii) painted with care by Charlie Fox (an elder with the Blackfoot Confederacy) and our students. It is also important to acknowledge that our school is built on lands of the traditional Blackfoot Confederacy Territories of Southern Alberta. This is just one example. All diversity is welcomed at VES.

Our first priority at VES is our students. "What's best for kids?" is the key question that guides our staff everyday. This outstanding student-centered collaboration of staff is a signature of the VES atmosphere. We are always looking for ways to enhance, improve, and deepen the learning experiences for our students. To this end, you will see in this plan that teachers are engaged in professional development that focuses on teaching new curriculum through ideas that will help students make connections with the world around them and other subject areas. This approach deepens their understanding and helps them with the critical thinking skills they will need to meet challenges in the future.

Another example of this collaboration can be seen in our plan as we've successfully improved our math instruction over the last year. Together, the teachers created an action plan which includes the pre-assessment and ongoing



assessment of student math skills followed by targeted instruction in the identified areas of need. This approach has proven effective last year and will be continued and refined in the coming years.

Along with our Daily 5 in LA we have shifted our grade one Language Arts program to a research-based, “Science of Reading” phonics approach to give our youngest readers and writers the strongest start possible. We will also continue to provide reading intervention support to students.

Our collaborative approach to making VES an exciting place to learn extends beyond the school walls! We believe that many heads help make good decisions and many hands make the workload light. Thus, as we endeavor to create the best learning for our students, we seek input from many stakeholders. We celebrate that our School Council & the Advisory has become an active participant and vital feedback channel. They bring the voice of the parents who want us to consider the whole child when making school decisions. Together, as partners, our parents help us bring exciting learning opportunities to our students. We value this relationship and hope to continue to nurture this in the future.

In an effort to create the best possible learning environment for our students, we have also reached out to other community organizations to develop partnerships. Last year we reached out to the Community Foundation of Lethbridge & Southwestern Alberta to assist us with the funds to develop a sensory room to help students self-regulate and be able to focus on their learning. We were successful in our grant application and now have a state of the art sensory room which is readily available to students needing a safe space to calm themselves so they can return to class.

Another appreciated partnership has been with our Vauxhall Agricultural Society. We are currently working with them to install a 9 hole disc golf course on our school grounds. We are hopeful it will be ready for school and community use this summer. These partnerships will benefit our students for years to come. We will continue to reach out to community partners in the future to partner with us to provide exciting opportunities to our students and we are open to any suggestions.

Finally, we want to strengthen our relationships with our parents and our community. We have many means of communication between home and school. Parents can also keep informed by checking our new webpage at <https://ves.horizon.ab.ca/>, listening our our grade 6 podcast, “The Tornado Talk Show”, taking time to read the monthly newsletters, checking their child’s agendas, attending school council meetings via zoom, and maintaining continued contact with their child’s teacher through Class Dojo or email. I am looking forward to a brighter future for our students as we continue to create a community who cares, collaborates and celebrates learning.

## Parent Quotes about VES:

“VES is a great school. My child is not only supported by his teacher but the whole staff. I can see that they work as a team and it shows! I have confidence that the school is providing my son the best education and teaching him skills that will stay with him the rest of his life. As a parent I couldn't ask for a better school, they keep me informed and make me feel included which is a challenge during these times.”



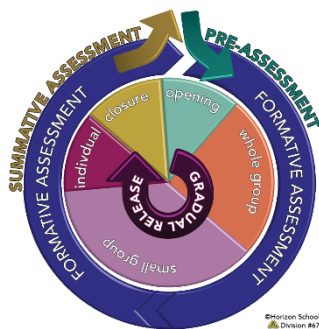


# quality teaching and optimum learning

Please not: **Below green highlighted items are ongoing measures.** **Yellow highlighted items are a new implementation in 2022-23.**

Domain	Provincial Measures	Horizon Measures	School Strategies
<b>Student Growth &amp; Achievement</b> Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	<ul style="list-style-type: none"> <li>The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)               <ul style="list-style-type: none"> <li>Overall and specific course results for all students</li> <li>Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.               <ul style="list-style-type: none"> <li>Overall and specific course results for all students</li> <li>Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students</li> </ul> </li> <li>A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Horizon &amp; Provincial assurance results</a></li> <li>Percentage of VES students reading below grade level as per Fountas and Pinnell Universal Assessment 33%</li> <li>92.% parents and 87% of students are satisfied with the overall quality of basic education</li> <li>86.2% agree that literacy and numeracy skills being taught are useful and focused on what students need to know.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - <b>Ongoing</b> <ul style="list-style-type: none"> <li>benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> <li>Daily 5</li> <li>Guided Reading program for grades 1-4</li> <li>Teachers are planning conceptually with guiding questions</li> <li>School-wide writing assessment in October and May analyzed and tracked</li> <li>Set writing goals based on writing assessments</li> <li>Using Hapara to differentiate learning for students</li> <li>Planning conceptually using the ACT model</li> <li>Grade 1 teachers are using researched phonetic approach to reading</li> </ul> </li> <li>Budget Allocation: One sub day /teacher allocated to do F&amp; P benchmarking at the beginning and end of the year</li> <li>Our guidedreaders.com subscription allows ongoing assessment of comprehension as well as students (see above - literacy for costs) recording their reading of books for fluency checks. Guided reading subscriptions for teachers grade 1-4 licenses from instruction supplies</li> <li>Daily 5 subscriptions to access resources Approx. Tumble books:</li> <li>Invested in Katie Garner's visuals for grade one - three</li> </ul>
		<ul style="list-style-type: none"> <li>89 % of students believe that they have grown in their ability to do math</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy - <b>ongoing</b> <ul style="list-style-type: none"> <li>Benchmark basic facts (Nikki Newton Running Records) - in class benchmarking</li> <li>Math intervention (basic facts)- Some Assistant time and some admin time may need to be converted to achieve this.</li> <li>Continued implementation of the "Building Thinking Classrooms" structure.</li> <li>Using Nelson Math Pre-Assessments to set goals and guide instruction</li> <li>Using Hapara to differentiate learning for students</li> <li>Connecting math to today's world</li> <li>Planning conceptually using the ACT model</li> <li>Implement rich tasks that engage all learners at their current level of understanding.</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>● <b>New</b> – Invested in new vertical whiteboard surface tables to implement best practice problem solving.</li> <li>● Braining Camp math manipulatives subscriptions, physical math manipulatives ( ie. money coins for new curriculum) 7 subscriptions</li> </ul>
		<ul style="list-style-type: none"> <li>● Teacher, parent, and student agreement that children will be prepared for the next grade level               <ul style="list-style-type: none"> <li>○ 75% overall satisfaction                   <ul style="list-style-type: none"> <li>● 94.5% believe that their child knows what they must be able to do to be successful in school</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>New</b> – New Curriculum Implementation</li> </ul> <p><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li>○ Build new learning units using the ACT (Acquire, Connect, Transfer) model</li> <li>○ Continue to implement researched strategies to engage and promote thinking in the classroom.</li> <li>○ Use Leader in Me as a framework for Health &amp; Wellness implementation of new Curriculum.</li> <li>● Assessment               <ul style="list-style-type: none"> <li>○ New Literacy/ Numeracy testing for AB Ed.</li> <li>○ Continue to focus on using assessment to inform effective instruction.</li> <li>○ Use pre-assessments of Literacy and Numeracy skills to inform and target instruction. ( F&amp; P benchmarking, Writing benchmarks, Nikki Newton's running records,</li> <li>○ Ongoing assessments using rubrics, GoFormative, classroom assessments, guided readers-comprehension and reading running records with recordings.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation:</li> <li>● GoFormative – widespread use – Division cost.</li> </ul>
<p><b>Teaching &amp; Leading</b> refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> <li>● Teacher, parent, and student satisfaction with the overall quality of basic education.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.               <ul style="list-style-type: none"> <li>○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Learning               <ul style="list-style-type: none"> <li>● <b>Ongoing</b> staff engagement with Curriculum coach Amanda Cayford on the work of creating ACT modeled conceptual units which engage and teach for transfer. (Focus on making the learning relevant to our local context)</li> <li>● "Leader in Me" training during PLC time with focus on engagement and implementing the new Health and Wellness Curriculum</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>Budget Allocation: <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Parent, and student agreement that students have a plan for life beyond high school</li> </ul>	<ul style="list-style-type: none"> <li>Life plan <ul style="list-style-type: none"> <li>Development of new MAKERSPACE/STEAM LAB</li> <li>We also encourage interest in real and relevant learning to the local context so we will work to develop relationships with community members who can come in and share their knowledge as they work with students in the new Makerspace area.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Budget Allocation: Lab items to be purchased as necessary. Most makerkits can be borrowed free from the <a href="#">ATA Library</a>.</li> <li></li> </ul>
		<ul style="list-style-type: none"> <li>78 % of parents feel the school keeps them informed about their child's progress and achievement</li> <li>89% of parents are satisfied with the communication they receive from their child's school</li> </ul>	<ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>New Focus - Give students leadership roles in communication ( ie. monthly newsletter, yearbook.)</li> <li>Our webpage at <a href="https://ves.horizon.ab.ca/">https://ves.horizon.ab.ca/</a>,</li> <li>Our grade 6 podcast, "The Tornado Talk Show",</li> <li>Children's agendas,</li> <li>School Council meetings via zoom,</li> <li>Continued individual contact with their child's teacher through Class Dojo and email.</li> <li>School events: Back to school BBQ , Harvest Supper, parent information nights, etc. scheduled throughout the year to allow for informal conversations and relationship building.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Budget Allocation <ul style="list-style-type: none"> <li>Printing costs for newsletter- from photocopy budget</li> <li>We have gone to scribblers as a less cost alternative for student agendas - from supplies - \$1/ child</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>100% of staff feel that as a staff we work together to achieve goals, solve problems and overcome challenges.</li> <li>96 % of staff felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>96% of staff satisfied with the professional</li> </ul>	<ul style="list-style-type: none"> <li>Continual improvement <ul style="list-style-type: none"> <li><a href="#">see School PD plan</a></li> </ul> </li> <li>Budget Allocation: (Same as Learning) <ul style="list-style-type: none"> <li>New <ul style="list-style-type: none"> <li>Leader in me staff training - \$3500 + Materials at \$40/ teacher +\$99 for new staff.</li> <li>Time allocation - PLC team meetings with focus on Leader In Me</li> <li>Teachers continue to use PD funds to have book subs for release time with Amanda as they continue to</li> </ul> </li> </ul> </li> </ul>

		<p>development opportunities provided by the school and division</p> <ul style="list-style-type: none"> <li>○ Executive summary of Joint Horizon/ATA PD activities</li> </ul>	<p>work with new curriculum and conceptual unit planning (teaching for transfer model)</p>
		<ul style="list-style-type: none"> <li>○ 89 % of students feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>○ 100% of staff feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe.</li> <li>○ 100 % of staff feel the school is cohesive and supportive of one another.</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>○ LGM programming – we are developing programming which celebrates culture while learning LGM skills</li> <li>○ General student-created climate and wellness days embedded throughout the school year.</li> <li>○ Leader in Me programming embedded throughout the school.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>● Leader in Me student materials – \$12/ student ( subsidized by School Advisory)</li> </ul> </li> </ul>

*response to intervention*

Domain	Provincial Measures	Horizon Measures	School Strategies (Add/modify school specific strategies as appropriate)
<b>Learning Supports</b> refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	<ul style="list-style-type: none"> <li>Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students.</li> </ul> </li> <li>A measure assessing that students feel like they belong and are supported to be successful in their learning.</li> <li>A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Response to intervention survey results.</a></li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)</b> <ul style="list-style-type: none"> <li>Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).</li> <li>Tipi raising and lowering ceremonies, each year.</li> <li>Include students in the creation of own Land Acknowledgement to be used by students during assemblies and morning announcements</li> <li>Create Student Indigenous Liaison Minister positions to guide and implement FMNI activities through the year, keep tipi clean, etc.</li> <li>Focus on Experiential learning during staff meetings and</li> <li>Experiential PD day in September in collaboration with North Schools and Lisa.</li> <li>Leadership Teams - multi-graded teams of students focused on helping in our school</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized</li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocation <ul style="list-style-type: none"> <li>Pay elders, like Charlie Fox for the Tipi ceremonies,</li> </ul> </li> <li><b>Collaborative Response</b> <ul style="list-style-type: none"> <li>Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also</li> </ul> </li> </ul>

		<p>supports and services, consistent with the principles of inclusive education.</p> <ul style="list-style-type: none"> <li>Teacher, parent, and student agreement that students receive the help and support they require at school</li> <li>Horizon Measure 94%</li> <li>Provincial Measures: <ul style="list-style-type: none"> <li>85.5% Overall</li> <li>100% of teachers,</li> <li>84.3 % of parents,</li> <li>72.3 % of students</li> </ul> </li> </ul>	<p>includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> <li>Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</li> <li>Utilize Family Connections programming in classrooms.</li> <li>Early Learning <ul style="list-style-type: none"> <li>Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Budget Allocation <ul style="list-style-type: none"> <li>Hanen Training, release time for any relevant training for EL staff</li> <li>Estimated cost of training: \$200 to be taken from PD budget.</li> </ul> </li> </ul>
<p><b>Governance</b> Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> <li>Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>Overall and results for teachers and parents</li> </ul> </li> <li>Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %).</li> </ul>	<ul style="list-style-type: none"> <li>Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> <li>100% of staff feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Resource Management <ul style="list-style-type: none"> <li>Balanced budget</li> <li>Successful grant applications for special projects - ie ( Vauxhall Ag Society - Disc Golf Course)</li> <li>School Parent Advisory Association partnership to provide Fine Arts opportunities like Missoula Children's theatre, local field trips, swimming lessons, etc.</li> <li>Fundraising events i.e. orange sales for chromebooks,, cake auction for fieldtrip, etc.</li> <li>Use SGF to supplement learning opportunities ( ie. fieldtrips and special events)</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Budget Allocation <ul style="list-style-type: none"> <li>Missoula Theatre - Cost to be covered (up to \$4500) by School Parent Advisory Association</li> <li>Field trips to be covered through combination of fundraisers (SGF) and School Parent Advisory</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> <li>100% of staff who feel the school is cohesive and supportive of one another</li> <li>61% of students feel that the school provides opportunities for students to provide input into ways our school can improve.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement <ul style="list-style-type: none"> <li>Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>Student Ministers are actively involved in Indigenous focus and other areas</li> <li>Student leadership with Leader in Me</li> <li>School Council actively collaborates on all school initiatives, fundraising, etc. It was also consulted on this three year plan.</li> <li>School Council Hot Lunch program helps fund school activities</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Leadership Teams plan that includes all students in multi-graded groups contributing to school culture. Parents are invited to join groups.</li> </ul>

# School strategic priority (Conceptual planning with new curriculum – ELA, Math, Health & Wellness)

## School Measures

- ACT Boards effectively demonstrate a transfer of learning using engaging projects
- Develop shared Hapara workspaces with grade level teams
- Completion and implementation of Leader In Me Framework
- Increased number of students engaged in leadership roles.
- Successful creation of STEM lab in back Library Commons area later in the year as determined by maintenance schedule- use scheduled into timetable

## School Strategies

- develop and use ACT boards to ensure transfer of learning
- collaborative planning during PLCs around new curriculum
- developing guiding questions and essential understandings with new curriculum with a focus on Leader in Me
- creating Hapara boards based on guiding questions, essential understandings and conceptual learning for new curriculum implementation
- Engaging with stakeholders to create a stronger connection between them and the school -ie. invite in for Leadership meetings, school events, etc.



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