



**School
Education
Plan
2023/24**

**BEARSPAW
SCHOOL**



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Rocky View Schools (RVS) has launched our new, Division Education Plan with a "Focus on the Future". Bearspaw School is excited to be part of advancing the three core RVS goals. Contained within, you will see we have created our own related goals and chose strategies to simultaneously meet the needs of our learners and community. In coming up with this plan we owe great thanks to the parent, student, and staff survey voices, as well as the assessment work completed by staff and students. Many pieces contributed to our data collection, informing this, our future work.

We offer this summary, of what you can read more about in our 2023-2024 School Education Plan.

- **Advancing students' numeracy and literacy skills** – Already exceptionally proud of our K-8 readers, writers and mathematicians we endeavor to soar even higher by adding new and additional, engaging pieces to our instructional design. Through an increased use of manipulatives and gamification across all subject areas – literacy and numeracy isn't just about Language Arts and Math anymore - we predict high levels of student engagement and even higher results in our literacy and numeracy realms.
- **Building future-ready students** – There are so many important components that go into ensuring our students are best prepared for life, after school. While we will continue to bolster our menu of Career and Technology Foundation courses, and we will practice all the necessary citizenship, reconciliatory and collaborative competencies, we are going to especially focus on ensuring our students and mentally "well". It is much more difficult to experience success, in and out of school, when a person's mental health and wellness is not intact. We want our students to develop and model resiliency as well as be able to recognize and support others who may be struggling with their own mental health.
- **Creating inclusive, engaging, healthy learning opportunities for all students** – Year One of our Positive Behaviour Intervention and Support (PBIS) work was embraced last year and is already very embedded in our school culture. We are excited for the Year Two iteration as we further develop our language, matrix and new ways to recognize and celebrate the positive ways our students are demonstrating inclusivity at Bearspaw School. Everyone is Welcome!

We invite our parent community to celebrate our strong results while partnering with us to move our students and school forward, even further. It is often thanks to strong, supportive parent involvement that children thrive. All the staff at Bearspaw School are pleased to also be part of "our kids'" educational journey.

Kind regards,

Andrea Craigie

Principal

Kendra Mogck

Assistant Principal

School Profile

<p>Principal: Andrea Craigie</p> <p>Assistant Principal(s): Kendra Mogck</p> <p>Website: https://bears paw.rockyview.ab.ca/</p>	<p>Mission: Bears paw School encourages its community of learners to develop to their full potential in a safe and caring environment, where respecting the diversity of individuals, developing responsible citizens, and celebrating learning is valued.</p> <p>Vision/Purpose/Beliefs: Bears paw School is a dynamic learning community. Home, school and community collaborate to provide optimum learning opportunities that encourage individuals to excel. Through a wide variety of resources and strategies, students and staff will strive to achieve high standards of learning, engage in a sense of wonder and embrace leadership roles in our community.</p>
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Total Number of Students: 545

Grades Served: Kindergarten to Grade 8

Total Number of:

- Classroom Teachers: 23
- Learning Support Teacher(s): 3
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Bears paw School reflects a rich and diverse learning community.

Notably:

- 3% of our students self-identify as Indigenous students.
- English as an Additional Language learners represent 3% of our school population. The most common first languages for these students are Mandarin, Punjabi and Urdu.
- As an inclusive school, we welcome 12% of our students who have significant learning needs.

Additionally, our school is excited about Year 2 of our Positive Behaviour Interventions and Support (PBIS) work around being: Safe, Kind, Respectful and Responsible.

Student Feedback from Spring 2023

What do students think are some things that are going well?

- Grade 7 & 8 students, still have access to a variety of complimentary courses/options with cross grading and groupings
- We have good access to a lot of technology to help our learning
- Students have an overall feeling of being safe; our students and staff show good school spirit
- Teachers do a great job of explaining and making sure kids know what they're doing in class
- Students appreciate receiving positive feedback, praise, awards, and displaying their learning
- Happy to have athletics and extracurricular clubs

What do students think could be worked on or improved?

- More visibly celebrating students' accomplishments
- Allow for kids with anxiety to answer questions/participate in a different format to support their needs
- Finding more ways to include kids who are shy or have no one to play with

Student Feedback from Spring 2024

What do students think are some things that are going well?

-
-

What do students think could be worked on or improved?

-

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Teachers are supportive, friendly, care about the students
- Teachers and administration are responsive and have good communication
- There is trust with adults at the school
- There are active conversations with students about their responsibility for their learning
- Parent/Teacher/Student Conferences (with a Zoom option) received positive reviews

What do parents think could be worked on or improved?

- Would like to see more leadership opportunities for students at younger ages as well as a Student Council that meets with Administration
- Perceived "usefulness" and real-world applicability of what they are learning
- Really liked Bear in Mind Day and would like to see that more within regular programming
- Increased visibility of Indigenous and LGBTQ2+ teaching and learning (*there was not consensus on this suggestion)

Parent Feedback from Spring 2024

What do parents think are some things that are going well?

-

What do parents think could be worked on or improved?

-

RVS Education Plan Survey Results

What does the survey indicate is going well?

- Students feeling engaged in their learning because they have choice and real-world applications are meaningful
- All stakeholders recognizing supports available to students
- Overall satisfaction with literacy and numeracy achievement, including “reading to learn”
- Access to technology
- Students feel successful at Bearspaw school, a high data point mirrored by staff

What does the survey indicate could be worked on or improved?

- Students reflecting on learning, considering feedback and engaging in more goal setting with teachers
- Increased access to academic and social-emotional supports
- More opportunities for students to engage in fundraising and other community volunteerism
- Greater instruction around digital citizenship, particularly social media best practices

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI (Sept 2023)	Grade 4 – 89% Grade 5 – 88% Grade 6 – 88% Grade 7 – 84% Grade 8 – 57%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS (June 2023)	Grade 1 – 65% Grade 2 – 72% Grade 3 – 87% Grade 4 – 83% Grade 5 – 90% Grade 6 – 79% Grade 7 – 77% Grade 8 – 87%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	40% (May 2024 – 69%)
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	69%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	91%

What does this data tell us is going well?

- Students are attending regularly, numeracy achievement has increased significantly, PBIS has been taken up by a larger percentage of the school already (after Year 1)

What does this data tell us could be improved or worked on?

- Evolution and continued visibility of PBIS initiatives in the school and the community

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1030 Bears paw School

Assurance Domain	Measure	Bears paw 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	82.7	85.7	85.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	80.1	80.6	81.2	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	83.8	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	31.4	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.3	91.1	91.2	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	89.1	89.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	77.5	75.0	75.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.7	80.7	79.5	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

What does our data indicate is going well?

- Improved results in students, staff and parents recognizing Access to Supports and Services for students
- Most measures have an 80%, or higher, satisfaction rate; overall satisfaction with school and its facets is very strong
- Strong PAT results, particularly levels of Excellence

What does our data tell us could be improved on?

- Increase the frequency and/or change the format of messaging and celebrations around all the ways Bears paw School is Welcoming, Caring, Respectful and Safe

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We:

School Goal 1: How might we increase numeracy data to 90% across all grade levels, and literacy data to 85% across all grade levels using intentional instructional design to increase engagement and achievement of still struggling learners.

Data that informed this goal:

At Grade Level in Numeracy <small>(as measured by Alberta Numeracy Assm't & MIPI)</small>	At Grade Level in Literacy <small>(as measured by Benchmark Assm't System)</small>
Grade 1 – n/a	Grade 1 – 65%
Grade 2 – 85%	Grade 2 – 72%
Grade 3 – 94%	Grade 3 – 87%
Grade 4 – 89%	Grade 4 – 83%
Grade 5 – 88%	Grade 5 – 90%
Grade 6 – 88%	Grade 6 – 79%
Grade 7 – 84%	Grade 7 – 77%
Grade 8 – 57%	Grade 8 – 87%

Connection to the practice guide(s):

This goal and its strategies are supported in the RVS Instruction and Assessment Guide, specifically in the ways we consider “what are students to learn?” (pg. 6), “how do they learn it?” (pg. 7) and “how do we know they are learning it?” (pg. 9).

Because of our already relatively strong data, to increase achievement our struggling students, and potentially those with learning disabilities will need to be keyed in on. This is addressed in the RVS Inclusive Education guide where it references removing barriers to inclusive education (pg. 7) as well as the ways we prioritize, allocate resources, educate parents / the community and collaborate together (pg. 8). Multi-tiered systems of support (pg. 12) and the use of class reviews and diversity profiles (pg. 13) will be used to identify students with these specific literacy and numeracy needs.

In addition to individual teachers’ professional growth plans Professional Learning Practice Guide pg. 10) we will use all or parts of our school based professional learning days (pg. 12) to both dig into our data and make plans accordingly.

Strategies:

- Working alongside learning specialist to unpack data (PL Days and as assigned here)

- Use of manipulatives in numeracy but also literacy (Word Tiles and Word Ladders, etc.)
- Numeracy learning specialists and/or lead-teacher to offer PL on Math Manipulative best practices
- Increased student voice and choice in how they demonstrate their learning
- More “Gamification” across all grade levels, (ie - explore MindCraft for Education)
- Learning Support teachers work with teachers to support them on in and out of-class instruction, to further target and support lagging literacy and/or numeracy skills
- Sharing with parents, games to practice literacy and numeracy skills at home

Measures:

- Increased / improved overall literacy and numeracy data based on Fountas & Pinall Benchmark Assessment System, Alberta Numeracy Assessment and Math Intervention Programming Instrument (MIPI)

Parents can:

- Ensure readership of school communications (newsletters and from individual teachers)
- Continued participation in Home Reading

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • November 20th PL Day with two Learning Specialists around data analysis • Our continued strong results remained unsurprising • Request of team to assist with details around Mathology purchases to anchor new curriculum; school committee struck to finalize spending of new curriculum budget • Discussed games and resources to bolster achievement in still struggling students • Plan in progress to spend small envelope of Learning Disruption funding, for specific and targeted literacy and numeracy instruction for those below grade level 	<ul style="list-style-type: none"> • No changes to initial goal although question remains, “How high of a target is too high?” given student with learning challenges / learning disabilities across all grades may never achieve grade level. Universal strategies will not address this. • Have refined purchase plan for new games and resources
March 15	<ul style="list-style-type: none"> • 100% of home room teachers (and 100% of learning assistants) have unpacked literacy and numeracy data, to 	<ul style="list-style-type: none"> • While data was unpacked and discussed formally on August and November PL Days we could to

	<p>inform instruction, with either RVS Learning Specialists, school Learning Support teachers, or both!</p> <ul style="list-style-type: none"> • A higher percentage of elementary teachers (63%) are more regularly using manipulatives and gamification than in the middle grades (42%) • A higher percentage of elementary teachers (75%) are communicating regularly with parents about ways to boost literacy and numeracy achievement than middle grade teachers (58%) • Grade level literacy is at 98% based on LeNS results in Grade 1 (CC3 and F&P still to be administered) and grade level numeracy is at 100% based on Alberta Numeracy Assessment. (Data which was unavailable in the fall). 	<p>revisit this information with greater regularity.</p> <ul style="list-style-type: none"> • Interested to see remaining Grade 1 Literacy results after spring assessments are completed; 98% at grade level seems very high! • Completing this mid-year review served as a strong reminder to those staff who have not yet engaged with some of our strategies. They know there is still time, and some expectation, to do so.
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Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We:

School Goal 1: How might we increase students’ access to universal and targeted mental health supports, from 34 program offerings in 2022-2023 to 40 in 2023-2024, to improve resiliency, emotional regulation, and executive functioning skills, further preparing students for their futures?

Data that informed this goal: [Bears paw School, Mental Health Capacity Building Data 2022-2023.xlsx](#)

Connection to the practice guide(s):

Addressing mental health, thereby building future ready students, usually begins through the building of relationships, as per page 4 of the RVS Instruction and Assessment Guide.

The Inclusive Education Guide references RVS’ approach to mental health supports being an inclusive practice aligned with Alberta Education (page 10). Specifically, our goal aligns with the following research based principles for supporting mental health in schools:

- Promoting healthy, cognitive, social and emotional development
- Addressing barriers to students’ learning
- Providing a continuum of supports
- Promoting a sense of belonging
- Creating, positive, predictable, consistent and safe environments

Page 18 of the Inclusive Education Guide also links to a plethora of Alberta Education vetted resources to support: [Mental Health in Schools](#).

Thanks to the Professional Learning Guide and RVSPL System (pg 13) staff have accessed goal related offerings from the RVSPL system, such as Mental Health First Aid, VTRA, The Working Mind and Mandt training.

Strategies:

- Universal, mental health and wellness programming by in-house Stepping Stones’ Success Coach, supported by CDA, to middle level grades; also smaller group offerings to middle level students (Lunch ‘n Learn style)
- Bear in Mind Day – May 1, 2024 – School Conference of Wellness and Mental Health sessions offered to students in grade 1-8.

<ul style="list-style-type: none"> • Use of Alberta Education’s Mental Health in Schools site • Greater offering of extra-curricular clubs to increase opportunities for student connections, both to the lead adults and students • Increased recognition and celebrations, in-school, of student achievements, not only related to academic prowess but also (and especially school-wide PBIS) 		
<p>Measures:</p> <ul style="list-style-type: none"> • Anecdotal data from staff, collected and archived on PL days • Qualitative data collection from students via ourSCHOOL survey • Quantitative data by our Success Coach, stored via Excel spreadsheet • CDA access statistics • Session registration data from “Bear in Mind Day”, May 2024 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Support students’ participation, and follow up in debrief, around Mental Health and Wellness teaching and presentations by Success Coach • Volunteer to lead sessions related to Mental Health and Wellness at Bear in Mind Day 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Stepping Stones’ presentation to School Council to further awareness of additional mental health supports available to families (and how to access these). • Paused Fall, Ready for Life (RFL) programming to focus on PBIS matrix (Gr 7 & 8). Will revisit RFL in 2024. • Addition of new clubs to extra-curricular offerings for students (Cheer, Intramurals, Study Skills, Ukelele, so far). • Early presentation about Bear in Mind Day to School Council, in hopes of soliciting more parent-led sessions in May 	<ul style="list-style-type: none"> • Reworded this goal to reflect data target • Increased primary responsibility for overseeing goal success from Admin/CDA/Stepping Stones Caoch to include overall staff involvement
<p>March 15</p>	<ul style="list-style-type: none"> • 100% of our Middle Levels teachers have engaged with our Stepping Stones Success Coach and related programming. Only 25% of elementary teachers have, however this is still positive 	<ul style="list-style-type: none"> • We hope to engage our community more, through an invitation to also participate in Bear in Mind Day. However, to date the interest / responsiveness

	<p>given grant money and Stepping Stones' focus is for the higher grades.</p> <ul style="list-style-type: none"> • We know 100% of our students will participate in our Mental Health and Wellness Conference (Bear in Mind Day) on May 1. • While only about 50% of teachers have offered to run clubs or coach, this is an increase over previous years when the number was 33%. • 100% of elementary and 75% of middle level teachers have increased in-class and school wide recognitions and celebrations; a celebration unto itself! 	<p>has been low and so new strategies are being discussed.</p> <ul style="list-style-type: none"> • We anticipate that positive recognitions around incentivizing Goal 3 (PBIS) will further increase our data point around celebrations for Goal 2 as well.
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Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

<p>School Goal 1: How might we further implement Positive Behaviour Interventions and Support (PBIS) thereby increasing our Year 2-Tiered Fidelity Survey Data by 25% over Year 1?</p>
<p>Data that informed this goal: Tier 1 Fidelity Survey (baseline data)</p>
<p>Connection to the practice guide(s):</p> <p>Rocky View Schools’ Instruction and Assessment Practice Guide highlights PBIS from the outset, in its introduction, as one of the many ways we target student agency in schools,</p> <p>In our Inclusive Education Practice Guide, in addition to PBIS being part of the introductory visual (pg. 3) it is also referenced as being one strategy in a multi-tiered system of support and a key approach to inclusion (pg. 12). The evidence-based research behind PBIS and links to supporting resources are found in the guide as well (pg. 13). We will draw upon this evidence as we strive to create a safe, positive, predictable, and inclusive school culture.</p> <p>We have previously used school-based PL time to learn about PBIS as a staff (PL Guide, pg. 12) but know there are also further offerings on the RVSPL system (pg. 13) should cohorts or individuals – including staff new to Bearspaw or RVS – wish to dive deeper into the PBIS tenants.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Large committee of new and veteran; staff from both teaching and support roles, representation all levels of school; meet monthly to discuss data collected and plan “next steps”, pushing these out to the greater school • Student representatives gather, as needed, to provide feedback / input • PBIS committee lead has one dedicated block per week to advance PBIS in our school • Dedicate part of the budget to supporting PBIS initiatives (and possibly reinforcing prizes or tokens for students) • Focus on school-wide language, teaching and incentives • Regular PBIS communication and updates to parents via newsletters, Council meetings, and in-school (making learning visible)
<p>Measures:</p> <ul style="list-style-type: none"> • Year 2 Fidelity Survey Data

<ul style="list-style-type: none"> Collection from updated Admin referral Reflection Forms connected to PBIS (formerly “Incident Reports”) 		
<p>Parents can:</p> <ul style="list-style-type: none"> Use common language at home (Be Safe, Kind, Respectful and Responsible) as well as support PBIS model in school 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> Afternoon of November 20th PL day spent analyzing progress to date, celebrating successes and identifying next steps Have created new, online Reflection Log and positive Student Recognition systems Developed targeted lessons for PBIS expectations in Lunch Room; included visual recognition system for positive behaviour per grade 	<ul style="list-style-type: none"> Added strategy of Intramural Committee with January implementation to address lunch behaviour (also related to Goal 2)
<p>March 15</p>	<ul style="list-style-type: none"> We have a 90% success rate amongst teaching and support staff in their increase use of our 4, PBIS pillar words, and an 80% success rate in staff use of language from the matrix. 75% of our teachers are regularly teaching PBIS lessons, although only 50% indicate reteaching expected behaviours with fidelity Elementary teachers are frequently incentivizing PBIS behaviours (88%) versus 67% of middle school staff. Intrinsic and less tangible “rewards” are offered at Bearspaw School. 	<ul style="list-style-type: none"> As we continue to build out our collection of PBIS lessons, we expect usage of these resources to also increase. Our Tier 2 Fidelity Survey results will be available after our May meeting, although we are anticipating crushing our goal to increase over Year 1 by 25%!

School Council Review

Presentation of School Education Plan

School council comments:

- Clear consensus in support of goals around literacy, numeracy and PBIS
- Further clarification required about a mental health focus as it relates to “building future ready students” which results in agreement about this goal
- Appreciation that other foci will be ongoing throughout the year, not just an emphasis on these three goals

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

Emma Lindsey

November 22, 2023

Principal signature on behalf of students and teachers of School



October 4, 2023