



Wetaskiwin  
Regional  
Public  
Schools

# Our Learning Success Story 2024-2025

## Centennial School

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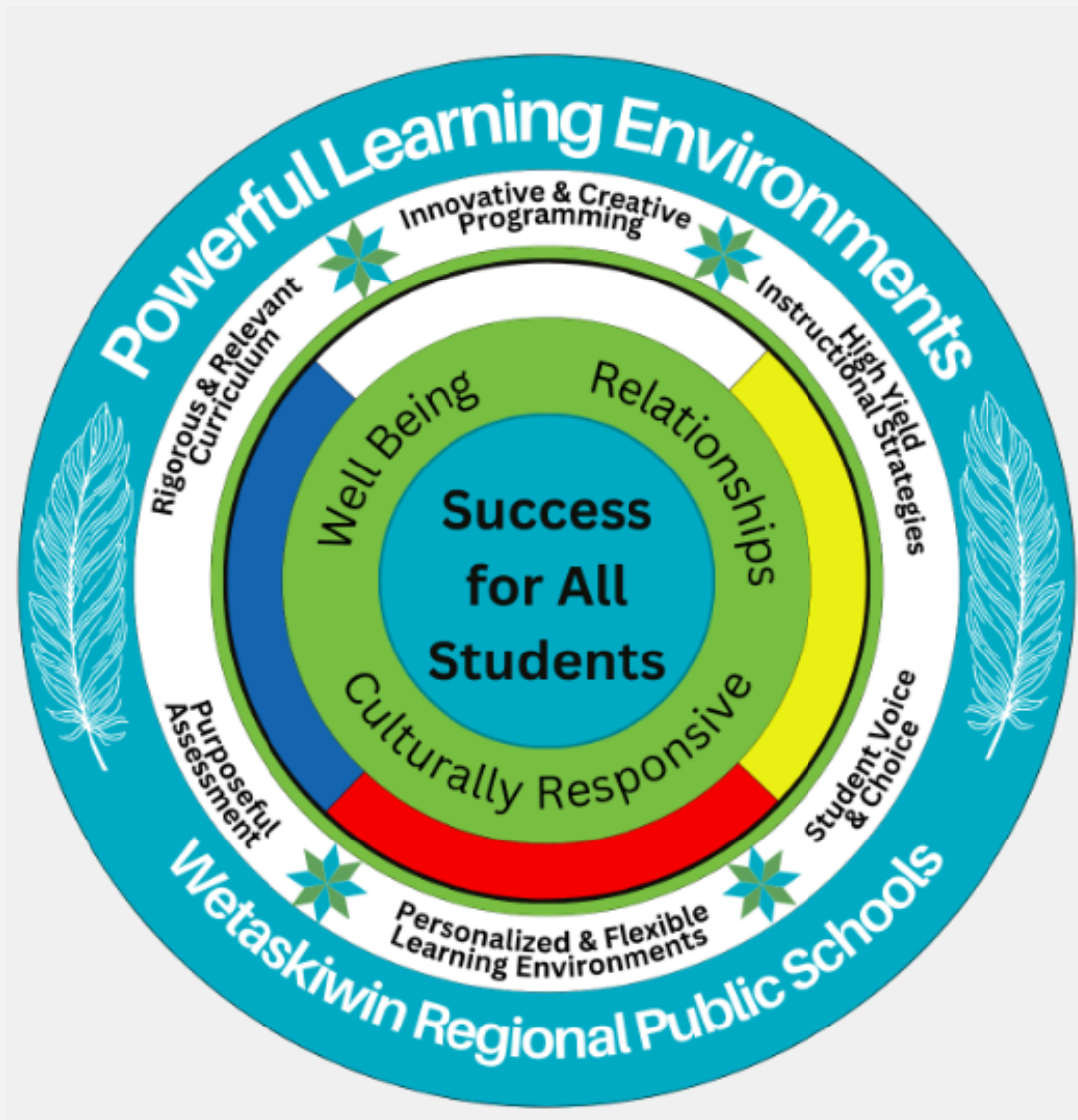
[www.centennialschool.ca](http://www.centennialschool.ca)

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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. School must also prepare a report of the school's results.



## WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our Three Year Plan for Education.

Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being**- a priority for WRPS is to champion student and staff well being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive**- WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students with meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real world situations. Students are challenged to use higher order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

## Priorities of the Ministry of Education of Alberta

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

**Vision:** Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

**Foundations for learning:** Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

**Outcomes for learning:** Knowledge development, character development, and community engagement.

Source: [Ministerial Order - April 2024](#)

## Priorities of Wetaskiwin Regional Public Schools

*WRPS Foundation Statements, Priorities and Beliefs can be found online [here](#).*

### District Priorities:

- Curriculum, Instruction and Assessment
- Sense of Belonging - Well Being, Relationship, and Engagement
- Indigenous Programming and Ways of Knowing

## Our School's Learning Success Story

*Our School's Learning Success Story is our Learning Success Plan and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Provincial Curriculum, the Leadership Leadership Quality Standard and the Teacher Quality Standard. Our School Learning Success Story ensures that priority areas drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.*

## Supporting Information

- WRPS [3 Year Education Plan](#)
- WRPS [Principles of Assessment](#)
- WRPS [K-12 Literacy Framework](#)
- Collaborative Response: [Understanding and Supporting Our Students](#)
- Continuum of Supports
- Targeted Intervention Schedule - Periods 2, 3, 4 and 5 have been designated for targeted intervention

## Our School

- **School Administration**

Mary Lynn Kary - Principal

Jane Gusdal - Vice Principal

- **School Mission**

Centennial School is committed to achieving academic excellence in a safe, caring, and friendly environment. Students will develop to their maximum potential by Centennial School, including parents as partners, having skilled and enthusiastic staff, utilizing technology to enhance learning, and respecting the dignity, worth, and needs of individual students.

- **School Vision**

Our vision at Centennial is to foster the development of quality citizens for our community.

- **School Values**

At Centennial, we value and are intentional about fostering **relationships** with students and families. We value **high expectations** for students and the support that is necessary for their success. We value **equity** and differentiated support based on the needs of each student. We value **collaboration** between our teachers and professionals across the division and with community programs that provide support in Wetaskiwin and Maskwacis. We value **professional development** for staff so that we can continually learn new ways of being and knowing in order to support Centennial students.

## Our Profile

Centennial School is located in the north-central part of the City of Wetaskiwin in a quiet, friendly, established neighbourhood. Our K-6 school has approximately 120 students enrolled. Centennial School fosters a fun, inclusive environment where students celebrate their uniqueness while working together as a unified community. We value diversity and a sense of family, encouraging everyone to strive for excellence and do their best.

## Our Celebrations

Centennial School is a learning community committed to nurturing the whole child. We take pride in offering a wide range of high-quality learning experiences that help students reach their full potential as respectful, productive citizens and lifelong learners. By fostering strong relationships between school and home, we ensure that students feel fully supported, have their academic and emotional needs met, and are prepared for success in their learning journey. Centennial School celebrates Cree culture and provides daily smudging for students and staff. We are proud to learn more about the Seven Sacred Grandfather Teachings this year. Rooted in Indigenous cultures, the teachings focus on values essential to living a good and balanced life. These teachings align closely with many social-emotional learning (SEL) principles, emphasizing developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Centennial also celebrates the solid and meaningful relationships between staff, students and families. A powerful sense of care and belonging is felt throughout the school, creating a family-like atmosphere. Staff work hard to balance providing a comfortable, supportive environment and setting high expectations for each student. Students at Centennial consistently progress and achieve their goals.

## Our Demographics

Centennial School is a diverse and inclusive K- 6 elementary school with a small population that reflects both Indigenous and non-Indigenous communities. We have approximately 115 students and no combined grades.



## Our Data Sets

- Assurance Framework
  - Welcoming, Safe, Caring and Respectful School Data
  - Achievement Data PAT, Diploma
  - First Nation, Metis and Inuit Data
  - Other
- Local Data Sets
  - Curriculum Instruction and Assessment
    - Literacy
      - Alberta Education Literacy Screeners K-3
      - CORE Reading Assessment Data - Gr. 4
      - Fountas and Pinnell Reading Assessment
      - STAR Reading - Reading Assessment
      - Writing Achievement
    - Numeracy
      - Alberta Education Numeracy Screeners K-3
      - EICS
      - District Common Final
  - MBA Reports (Gradebook) - Student Achievement
  - Quarterly Progress Reports
  - Indigenous Programming and Ways of Knowing
    - Participation
    - Programming engagement
  - Sense of Belonging - Well-Being, Relationships and Engagement
    - Attendance
    - Suspension, Expulsions, Disciplinary logs
    - School-based surveys

We frame our work from an appreciative perspective which poses an overarching question,

“How can we ensure that every student in WRPS has an exceptional learning experience?”

This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong.

We inquire into our peak experiences and value the gifts each student and staff member brings to our schools.

Priority Area of Focus: Curriculum, Instruction and Assessment ( Literacy / Numeracy)	
What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?	
<b>Our Goal (SMART)</b>	Using embedded Collaborative Planning Time, teachers will be able to review data and create specific sprints with measurable goals to increase all students’ reading and writing levels as well as numeracy skills to more than one year’s worth of growth by the end of June 2025.
<b>Alberta Education Assurance Domain(s)</b>	<ul style="list-style-type: none"> <li>Student Growth and Achievement</li> <li>Teaching and Leading</li> <li>Learning Supports</li> <li>Local and Societal Context</li> </ul>
<b>Understanding the Context</b>	<p>Our September Universal Screeners highlighted key areas for growth in both Language Arts and Math for all students. This information gives us a clear path to strengthen comprehension, decoding, and writing skills, as well as build numeracy skills.</p> <p>Centennial School is proud to support a diverse community of learners, each bringing unique strengths, perspectives and needs. We intend to foster growth for every student by setting achievable goals that reflect the starting points and learning pace of each learner. By supporting each student’s individual journey in math and language arts, we ensure they experience meaningful progress and build confidence in their skills.</p>

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p><b>LITERACY (Reading): Gr.4-6</b></p> <p>By the end of January, students in grades four, five, and six will increase their reading level by one grade level or more, as measured by the STAR.</p>	<p>Students in grades Four, Five and Six will receive 25 lessons from the REWARDS Program.</p> <p>Regular collaboration will occur to determine which students require extra support to achieve success with the lessons.</p> <p>Students who require support will review the lessons with an Educational Assistant during an intervention period.</p> <p>Students still working on blending will receive extra support during an intervention period using UFLI, Flyleaf, Bridge the Gap, or Lively Letters instruction.</p>	<p>Grades Four, Five, and Six Teachers, as well as the Educational Assistants who support specific students in the grade five and six classrooms</p>	<p>Students will take the STAR Reading Assessment at the end of January.</p>	<p>All students will have increased their reading level by more than one grade level equivalent.</p>
<p><b>In January, we will report on the outcome of this goal.</b></p>				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p><b>LITERACY (Reading): Gr. K-3</b></p> <p>By the end of the year, students in K - 3 will have made more than one year of growth in reading and students will no longer be “at risk” on the LeNS and CC3 assessment.</p>	<p>Grades K, 1, 2 and 3 will implement UFLI - a systematic and explicit approach to reading instruction.</p> <p>Students who need Tier 2 intervention will receive a review of UFLI concepts targeted to their needs.</p> <p>Students who need Tier 3 intervention will receive explicit instruction in earlier lessons in UFLI as well as Lively Letters and/or Secret Stories to reinforce the phonics concepts being taught.</p>	<p>Classroom Teachers</p> <p>Classroom Teachers, Educational Assistants and Lead Literacy Teacher</p> <p>Lead Literacy Teacher</p>	<p>Q1 - Q4</p>	<p>All students will improve more than one grade level and no students will be “as risk” on the final LeNS and CC3 assessment.</p>
<p><b>In January, we will report on the progress of this goal and in June, we will report on the outcome.</b></p>				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p><b>Literacy (Writing): Gr. 5 and 6</b></p> <p>By the end of Q2, students in Grades 5 and 6 will be able to use figurative speech in their writing and have stamina to write for longer periods of time.</p>	<p>Teachers will use the Empowering Writers Program for Tier One teaching.</p> <p>Teachers will teach figurative language daily</p> <p>A checklist will be given for students to monitor their own writing.</p> <p>Students will write daily.</p>	<p>Grades 5 and 6 Teachers and Educational Assistants.</p>	<p>Q1 and Q2</p>	<p>Students will use figurative language when using the checklist.</p> <p>Students will be able to write for longer periods of time.</p>
<p><b>In January, we will report on the progress of this goal and in June we will report on the outcome.</b></p>				

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p><b>Literacy (Writing): Gr. 2, 3, 4</b> By the end of Q2, students in Grades 2, 3 and 4 will be able to use proper conventions consistently and will add in adjectives to increase the complexity of their sentences.</p>	<p>Students will write every day.</p> <p>“Spicy” words will be highlighted and put on the word wall.</p> <p>Students will be rewarded when using adjectives in writing. (Wear the spicy pepper necklace)</p> <p>A checklist will be given for students to monitor their own writing.</p>	<p>Grades 2, 3 and 4 Teachers and Educational Assistants.</p>	<p>Q1 and Q2</p>	<p>Students will write a story using a picture prompt and show growth compared to their baseline writing assessment in September.</p> <p>Students will check their work for capitals and periods without being prompted.</p>
<p><b>In January, we will report on the progress of this goal and in June we will report on the outcome.</b></p>				

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p><b>LITERACY (Writing): K and Gr. 1</b></p> <p>By the end of Q2, students in Kindergarten and Grade One will be able to print letters with the proper formation and on a line.</p>	<p>Students in K and 1 will follow activities given by the Occupational Therapist to increase muscle strength. Students will practice writing every day.</p> <p>Students will colour every day.</p>	<p>Kindergarten Teacher, Grade One Teacher and Educational Assistants.</p>	<p>Q1 and Q2</p>	<p>Students' printing will be stronger and on a line. They will not complain of muscle fatigue.</p> <p>Strokes used in colouring will be closer together and inside the lines.</p>
<p><b>In January, we will report on the progress of this goal and in June we will report on the outcome.</b></p>				

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p><b>Numeracy: Gr. 5-6</b></p> <p>By the end of January, students in 5 and 6 will have a stronger understanding of Math vocabulary.</p>	<p>Anchor charts with math terms will be displayed in the classrooms.</p> <p>Teachers will shift their word choice to use the proper terms when teaching.</p> <p>Teachers will explicitly teach math vocabulary.</p>	<p>The grade 5 and 6 teachers as well as the educational assistants in the room.</p>	<p>Q2</p>	<p>Students will be heard using the proper terms.</p> <p>Students will be able to explain math terms.</p> <p>Scores will increase because students will understand the question that is being asked.</p>
<p><b>In January, we will report on the outcome of this goal.</b></p>				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p><b>Numeracy: Gr. 2,3 4</b></p> <p>By the end of Q2, students in grades 2, 3 and 4 will be able to increase their speed and accuracy in answering basic math facts.</p>	<p>Students will race their fidget spinners to complete as many math facts as possible for 10 minutes daily.</p>	<p>Teachers in grade 2, 3 and 4.</p>	<p>Q1 and Q2</p>	<p>Students will have more automaticity with basic math facts and will be able to complete more problems with greater accuracy as compared to their baseline assessment.</p>
<p><b>In January, we will report on the outcome of this goal.</b></p>				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p><b>Numeracy: K and Gr.1</b></p> <p>By the end of Q2, students in Kindergarten and Grade One will have increased number sense and be better able to subitize, understand cardinality, and the magnitude of numbers.</p>	<p>Students will use manipulatives during math class to visually demonstrate their knowledge.</p> <p>Students will play math games.</p>	<p>Kindergarten Teacher, Grade One Teacher and Educational Assistants.</p>	<p>Q2</p>	<p>Students will demonstrate more automaticity with recognizing numbers and their sets.</p> <p>Students will no longer be “at risk” with the Government numeracy assessment in areas of Naming Numbers, Next Numbers and Comparing Numbers.</p>
<p><b>In January, we will report on the outcome of this goal.</b></p>				



Priority Area of Focus: **Sense of Belonging: Well Being, Relationships, & Engagement**

What are specific areas that the school would like to focus on that connect to Sense of Belonging

<p><b>Our Goal</b></p>	<p>Staff at Centennial School will create an inclusive, welcoming environment where each student will feel valued, cared for, respected, and safe.</p>			
<p><b>Alberta Education Assurance Domain(s)</b></p>	<p>Student Growth and Achievement Learning Supports Local and Societal Context</p>			
<p><b>Understanding the Context</b></p>	<p>When Centennial students feel valued and connected to our school community, they are more likely to engage with their learning, stay motivated, and seek support when needed. This supportive environment helps reduce feelings of isolation and anxiety, which can hinder academic performance.</p> <p>Students who experience emotional well-being are generally more resilient in facing academic challenges, leading to improved attendance, participation, and, ultimately, higher graduation rates.</p>			
<p><b>Grade / Division / Whole School Specific Goal (SMART)</b></p>	<p><b>Strategies and Action Steps</b></p>	<p><b>Who is Responsible</b></p>	<p><b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b></p>	<p><b>Evidence of Success / Effectiveness</b></p>
<p>By the end of the year, families will report that they feel there is good communication from the school and students will indicate that they feel safe, respected and valued at school.</p>	<p>New students will receive a tour of the school, meet their classroom teacher and receive a school t-shirt during their Intake Conversation with our Inclusion Coach.</p> <p>All students will receive a school t-shirt.</p>	<p>Inclusion Coach</p> <p>Principal</p>	<p>Throughout the year</p>	<p>Increased Attendance</p> <p>Increased participation in School Activities</p> <p>Stronger relationships between staff and students</p> <p>Parents will attend events at school.</p>

	<p>Staff will greet students and engage in conversations each morning as students enter the school.</p> <p>Alternative spaces will be provided for students during recess time. (games, Lego and art in the library and sports options in the gym)</p> <p>Breakfast/Snacks/Lunches will be readily available for students and they will be able to snack as needed throughout the day.</p> <p>Every Thursday, students will have the opportunity to order Pizza for lunch.</p> <p>Every Friday, our school song will be played as students enter.</p> <p>Sharp Sharks tickets will be given to students throughout the day when teachers and other students recognize that they did something kind,</p>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>Admin Assistant</p> <p>All Staff</p>		<p>Lower number of students will need to be discussed during Collaborative Team meetings.</p> <p>The Assurance Survey will show growth in the Citizenship and Parent Involvement category.</p>
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	<p>demonstrated one of the Grandfather's Teachings, or something that contributes to a positive community.</p> <p>During our monthly assembly, we will have draws to win prizes for students who have received Sharp Shark tickets.</p> <p>Students and families who need support have access to Brittany, Centennial's Mental Health Practitioner and Bonnie Dickau, Centennial's Indigenous Support Worker.</p> <p>Staff will have monthly Collaborative Team Meetings to discuss ways to support students who have increased social/emotional needs.</p> <p>Students in grades 4-6 will have the opportunity to participate in Intramurals during lunch recess.</p> <p>Centennial will participate in WRPS sports tournaments and Fine Arts</p>	<p>Learning Support Team</p> <p>Learning Support Team and Classroom Teachers</p> <p>All Staff</p> <p>Amanda Pastuzyk and Britteny Smar</p> <p>Principal</p>		
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	<p>opportunities throughout the year.</p> <p>Christmas Activity Day will include swimming, skating, bowling, gymnastics, sports in the gym, and crafts.</p> <p>Centennial's Got Talent Show will occur in February.</p> <p>Support community events such as The Pumpkin Ball, Festival of the Trees and the Wetaskiwin Music Festival.</p> <p>Grades one, two, and three students will receive swim lessons.</p> <p>School Spirit Days will be sprinkled throughout the year and be promoted by the student leadership team.</p> <p>Regular visits from the RCMP to ensure students feel comfortable and safe.</p> <p>Weekly updates and</p>	<p>All Staff</p> <p>All Staff</p> <p>Candice Elliot, Mary Lynn Kary, Jane Gusdal</p> <p>Principal</p> <p>Principal, Mrs. Emmerling, Brittany Fisher</p> <p>Cst. Dan Schwartz and Cst. Cory Schultz- Brittany and Mary Lynn Kary to invite them to events</p> <p>Admin Assistant</p>		
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	<p>monthly newsletters are sent to parents.</p> <p>Weekly positive phone calls to families</p> <p>Parents will be invited to volunteer in the classroom and for learning excursions.</p> <p>Students will connect with Wetaskiwin Meadows and other Senior homes for community connections.</p> <p>Students will have access to spaces of their choice when they feel overwhelmed or anxious. (Self-reflection room or desks in the hallways or library)</p>	<p>Teachers and Admin</p> <p>Teachers</p> <p>Teachers</p> <p>All Staff</p>		

## Priority Area of Focus: Indigenous Programming and Ways of Knowing

What are specific areas that the school would like to focus on that connect to Truth and Reconciliation - Calls To Action?

<b>Our Goal</b>	Centennial School aims to enhance Foundational Knowledge for everyone in our school community - staff, students and families - while integrating Indigenous ways of knowing and being into the daily life of the school and classrooms.			
<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement Teaching and Leading Learning Support Governance Local and Societal Context			
<b>Understanding the Context</b>	In 2015, the Truth and Reconciliation Commission announced 94 Calls to Action to help fix the mistakes of the past and to ensure that all children, including First Nations, Metis, and Inuit children, can feel safe and develop into happy and healthy individuals who take pride in their identity.			
<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
By the end of Q1, students and staff will have learned about the Seven Sacred Laws and have extra knowledge regarding the teaching of Humility.	The Grandfather's Teachings will be presented in the Monthly assembly, and each week, the teachers will revisit the teaching of the month with students.	Bonnie Dickau and Mary Lynn Kary will lead this goal. All Staff will support.	Q1	Students will be able to share their knowledge of humility and will demonstrate the characteristics of humility.  There will be many Sharp Shark tickets in the box.

*Our Learning Success Story*

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
By the end of Q2, students and staff will have learned about the Seven Sacred Laws and have extra knowledge regarding the teachings of Respect and Wisdom.	The Grandfather's Teachings will be presented in the Monthly assembly, and each week, the teachers will revisit the teaching of the month with students.	Bonnie Dickau and Mary Lynn Kary will lead this goal. All Staff will support.	Q2	<p>Students will be able to share their knowledge of respect and wisdom and will demonstrate the characteristics of both.</p> <p>There will be many Sharp Shark tickets in the box.</p> <p>Teachers will feel confident in leading the classroom instruction regarding the teachings.</p>

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
By the end of Q3, students and staff will have learned about the Seven Sacred Laws and have extra knowledge regarding the teachings of Honesty and Truth.	The Grandfather's Teachings will be presented in the Monthly assembly, and each week, the teachers will revisit the teaching of the month with students.	Bonnie Dickau and Mary Lynn Kary will lead this goal. All Staff will support.	Q3	<p>Students will be able to share their knowledge of Honesty and Truth and will demonstrate the characteristics of both.</p> <p>There will be many Sharp Shark tickets in the box.</p> <p>Teachers will feel confident in leading the classroom instruction regarding the teachings.</p>

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p>By the end of Q4, students and staff will have learned about the Seven Sacred Laws and have extra knowledge regarding the teachings of Courage and Love.</p>	<p>The Grandfather's Teachings will be presented in the Monthly assembly, and each week, the teachers will revisit the teaching of the month with students.</p>	<p>Bonnie Dickau and Mary Lynn Kary will lead this goal. All Staff will support.</p>	<p>Q4</p>	<p>Students will be able to share their knowledge of Courage and Love and will demonstrate the characteristics of both.</p> <p>There will be many Sharp Shark tickets in the box.</p> <p>Teachers will feel confident in leading the classroom instruction regarding the teachings.</p>

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p>By the end of Q2, students and staff will have learned 10 Cree phrases or words and use them throughout the day regularly.</p>	<p>Students will hear Cree words or phrases on the announcements.</p> <p>Teachers will use Cree words or phrases throughout the day.</p> <p>Words will be shared with families via Newsletters.</p> <p>Words will be displayed throughout the school.</p>	<p>Bonnie Dickau and Mary Lynn Kary will lead this goal. All Staff will support.</p>	<p>Q2</p>	<p>Students and staff will be heard using the learned phrases or words in Cree meaningfully.</p>



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