



Unsworth Elementary – School Growth Plan 2016 - 2021

Priority #1: Quality Instruction

	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	All students to meet or exceed grade level expectations in Literacy and Numeracy		
	Description	Baseline Value	Target Value
		District	School
Outcome / Measure(s)	<p>School Instruction Goal #1:</p> <p><i>Unsworth Elementary students are flexible thinkers, fluent in literacy and numeracy, who are able to process and use knowledge systematically and critically in a variety of contexts and situations.</i></p> <p>Literacy:</p> <p><i>Kindergarten:</i></p> <ul style="list-style-type: none"> • <i>Concepts of Print</i> • <i>Primary Assessment Binder</i> <p><i>Students will meet or exceed grade level expectations on:</i></p> <ul style="list-style-type: none"> • <i>PM Benchmarks</i> • <i>RAD</i> • <i>School Wide Write</i> • <i>FSA / Revised Provincial Assessment</i> <p>Numeracy:</p> <ul style="list-style-type: none"> • <i>SNAP assessment (Gr. 2 – 6)</i> • <i>Computation assessments</i> • <i>Problem Solving and real life application</i> 	<p>Reading</p> <p>K =</p> <p>Gr.1 = 60% (PM)</p> <p>Gr. 2 = 75% (PM)</p> <p>Gr. 3 = 78% (PM)</p> <p>Gr. 4 =</p> <p>Gr. 5 =</p> <p>Gr. 6 = 55% (RAD)</p> <p>Writing:</p> <p>Gr. 1 = 94 %</p> <p>Gr. 2 = 81 %</p> <p>Gr. 3 = 79 %</p> <p>Gr. 4 = 75 %</p> <p>Gr. 5 = 89 %</p> <p>Gr. 6 = 85 %</p> <p>Numeracy:</p> <p>Gr. 1 = 94 %</p> <p>Gr. 2 = 81 %</p> <p>Gr. 3 = 79 %</p> <p>Gr. 4 = 75 %</p> <p>Gr. 5 = 89 %</p> <p>Gr. 6 = 85 %</p>	<p>Reading</p> <p>K = 96% (Letter I.D & Sound & Word)</p> <p>Gr.1 = 80% (PM)</p> <p>Gr. 2= 85% (PM)</p> <p>Gr. 3 =90% (PM)</p> <p>Gr. 4 =80% (RAD)</p> <p>Gr. 5 =85% (RAD)</p> <p>Gr. 6 =85% (RAD)</p> <p>Writing Target:</p> <p>95% of all students meeting or exceeding expectations in Writing</p> <p>Numeracy Target:</p> <p>95% of all students meeting or exceeding expectations in Numeracy Assessments.</p>
	<p>DISTRICT:</p> <ul style="list-style-type: none"> • Provincial Assessments • District Literacy Assessments • District Numeracy Assessments 	<p>Current Provincial Assessments</p> <p>Current District & School Graduation Rates</p> <p>RAD and PM Benchmarks</p> <p>Develop District Measures</p>	<p>Achievement At or Above Provincial Average</p> <p>Achievement At or Above Provincial Average</p> <p>Increase</p> <p>Develop District Measures</p>



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STRATEGY	Action Steps	Person Responsible	Start	Completion	Outputs
Evidence Based Literacy Practices	<ul style="list-style-type: none"> ▪ Direct Oral Language Instruction (Talking Tables & Moe the Mouse) ▪ K/1 Early Intervention Teacher Support – Tier 2 support 	Kindergarten Teachers, K/1 Early Intervention, Classroom Teachers, EA's	Sept 2016	June 2021	Improvements in oral language assessments
			Sept 2016	June 2021	Increases in 'At risk' student reading readiness
	<ul style="list-style-type: none"> ▪ Develop common understandings on the implementation of the running record, the frequency and the analysis of the data to guide daily reading instruction for learning from Gr. K-6 ▪ Staff develop common language and common commitments specific to Literacy (e.g. Making connections, questioning, inferring, predicting, transforming, etc.) that align with core competencies ▪ Support and foster Literacy Pro-D opportunities and school-based collaboration for all teachers K – 5 	P / VP, Classroom Teachers, Intervention Teachers, District Literacy Teachers	Oct 2016	Ongoing	Daily guided reading in K- 6 classes Teaching practices align with the BC curriculum Improvements in achievement results in SWW and FSA
	<ul style="list-style-type: none"> • Develop strong instructional practices of the reading/writing connection (After school & In school Collab) 	P / VP, Classroom Teachers, Intervention Teachers, District Literacy Teachers			Balanced approach to literacy through instruction and assessment in all primary and intermediate classrooms
	<ul style="list-style-type: none"> • During the learning process, students will be actively involved and responsible for their learning through identifying/setting criteria, self & peer assessment and goal setting 	Classroom Teachers, Intervention Teachers	Fall 2016	Ongoing	Training provided for PM Benchmarks for all staff (and refresher) Increased student engagement, transformational learning, ability to communicate self-reflections and ability to set and determine learning goals
	<ul style="list-style-type: none"> ▪ Through Literacy based activities, students will have opportunities to engage in learning experiences based on indigenous ways of knowing 	Classroom Teachers, District Supports, Ab Ed Dept., Ab Ed EA			Resources purchased through AbEd Grant and school library



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	<ul style="list-style-type: none"> ▪ Using technology, students will connect, process, transform and reflect on their learning regarding aboriginal ways of knowing ▪ Students will use technology to support and communicate their learning and to collaborate with others; 	Classroom Teachers, Lead Tech Teacher, LAT, R.T, PVP, EA's			
Learning Supports and Interventions (Literacy)	<ul style="list-style-type: none"> ▪ Utilization of RTI systems to ensure that students have targeted and timely intervention based on ongoing formative & summative assessment collected throughout the term ▪ Continue implementation of RTI system to identify students at risk, plan for diversity and systematically provide for interventions based on student need; ▪ Continue weekly Intervention Team meetings to review student needs & progress, data and incoming student intervention referrals 	<p>P / VP, Classroom Teachers, Intervention Teachers, EA's</p> <p>Intervention Team (EF teachers, LAT, R. T Principal, VP)</p>	Sept 2016	Ongoing	<p>Double dose of reading support provided for all students identified in need.</p> <p>Student data analyzed and reviewed to ensure timely and targeted interventions</p> <p>Fluidity of intervention groups and support</p> <p>Increases in student Literacy achievement data</p> <p>Student data will be analyzed to identify efficacy of Tier 1 instruction and targeted interventions</p>
	<ul style="list-style-type: none"> ▪ Continue implementation of school Wide system of collaboration for teachers to develop common assessments, share tier 1 practices and develop shared understandings across the curriculum (Work Out Wednesday) ▪ K-3 Implementing strategies to target phonics and phonemic awareness ▪ Gr. 1 Thinking Teams (Platooned Reading Support) 	<p>P / VP, Classroom Teachers, Intervention Teachers, LAT, RT</p> <p>Classroom Teachers, Interventino Teachers</p>	<p>Oct 2016</p> <p>June 2020</p>	Ongoing	<p>Evidence of shared language, shared common understandings;</p> <p>Vertical and horizontal alignment of literacy instructional strategies and assessment.</p> <p>Increased collaboration and interdependence across all grades in the school</p>



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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Evidence Based Numeracy Practices	<ul style="list-style-type: none"> ▪ Provide opportunities through Pro-D and embedded collaboration that align with evidence based practices for Numeracy; ▪ Co-Construct an understanding of balanced numeracy approach and alignment with BC curriculum ▪ Develop school based assessment package (SNAP, Problem solving and computation) 	PVP, classroom teachers, LAT, Interventions Teachers, EA's Curriculum Support Teachers	Fall 2016	Ongoing	Balanced approach to numeracy through instruction and assessment evident in all K-6 classes;
			Feb 2017	June 2017	Implementation of Number Talks
			Fall 2016	June 2017	Teaching practices are aligned with the BC curriculum in Numeracy; Student data will be analyzed to identify efficacy of instruction and targeted intervention
Learning Supports and Interventions	<ul style="list-style-type: none"> ▪ Continue small group targeted instruction; ▪ Utilization of RTI systems to ensure that students have targeted and timely intervention based on ongoing formative & summative assessment collected throughout the term; ▪ Seize opportunities to reformat intervention and support approaches based on student needs (e.g. Push-in L.A, co-teaching, staff with expertise provide the support/ other teaches whole group 	Classroom teachers, LAT, Interventions Teachers	Fall 2016	Ongoing	Student data analyzed and reviewed to ensure timely and targeted interventions Fluidity of intervention groups and support Increases in student Numeracy achievement data Student data will be analyzed to identify efficacy of Tier 1 instruction and targeted interventions



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Instructional Goal #2	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	To increase students' ability to apply critical, creative and reflective thinking.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL Instructional Goal #2: <i>Unsworth Elementary students are transformational thinkers, able to demonstrate understanding of core competencies, apply critical thinking skills and articulate their learning through creative and collaborative ways.</i>	Establish current baseline level (School Innovation Assessment)	100% of Gr. 1-6 students able to articulate their thinking strategies 80% of students fully meet or exceed expectations on the SD33 Thinking Rubric
	DISTRICT <ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement 	0% of students 0% of schools	100% of students fully meet or exceed expectations 100% of schools

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Effective Communication	<ul style="list-style-type: none"> Establish baseline assessment on School Innovation Assessment Rubric 	PVP Teachers	Nov 2016	Nov 2016	Staff assessments to determine baseline achievement for school initiatives
	<ul style="list-style-type: none"> Implementation of SD33 Thinking Rubric in K – 6 classes 	PVP Teachers	Nov 2016	Ongoing	Complete implementation of Student self assessment Thinking Rubric
	<ul style="list-style-type: none"> Consistent check-ins at staff meetings and team collaboration sessions 				Increased student choice and demonstration of learning using various mediums
	<ul style="list-style-type: none"> Increased student choice and demonstration of learning using various mediums 				Students are able to use a choice of various applied design and technology to effectively share and communicate their learning
	<ul style="list-style-type: none"> Team/Zoom meetings during COVID 	P/VP Teachers	March 2020	Ongoing	Increased staff communication



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Engaging All Learners	<ul style="list-style-type: none"> ▪ Develop staff understanding of core competencies and how to align competencies with PLO's 	PVP Teachers	Sept 2016	Ongoing	Increased staff confidence in implementation of Redesigned Curriculum and reporting
	<ul style="list-style-type: none"> ▪ Seek Pro-D opportunities for project based, student centered learning and inquiry; 	PVP Teachers	Fall 2016	Ongoing	Increased opportunities for project based design and learning opportunities
	<ul style="list-style-type: none"> ▪ Explore Literacy and Numeracy instructional practices that fosters creative, critical and reflective thinking 	PVP Teachers Pro-D Committee	Sept 2016	June 2017	Students demonstrate understanding of core competencies and are able to self assess on targeted competencies
	<ul style="list-style-type: none"> ▪ Develop student understanding and ability to use Core Competency language through "I can statements..." 	PVP Classroom Teachers Curriculum Helping Teachers			Students able to use core competency language to express their learning and able to self assess through explaining/demonstrating their learning and justifying their thinking
	<ul style="list-style-type: none"> ▪ Develop staff understanding regarding the Applied Technology and Design competencies 		Sept 2016	Fall 2017	Incorporating the Applied Technology and Design competencies, students will demonstrate and articulate their learning utilizing various tools and method appropriate to grade and continuum of learning.
	<ul style="list-style-type: none"> • Develop Story Studio with Literacy and Numeracy Focus 	PVP Classroom Teachers Aboriginal EA	October 2019	June 2020	Space created to support writing and numeracy. Reflects Indigenous culture and First People's Principles of Learning.
	<ul style="list-style-type: none"> • Integrating tech into remote learning and effective communication 	PVP Teachers Education Assistance	March 2020	June 2020	All staff participated in Pro D. All staff attended Teams/Zoom meetings.



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Instructional Goal #3	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	To enhance personal and social responsibility.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	School Goal #3: <i>Unsworth Students are socially responsible citizens who are able to contribute to the school community and broader community in safe, positive and meaningful ways.</i> <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility Data Collection of Behaviour Communication Forms SOAR PBS Matrix Blitz (Sept, Jan, April) SOAR Awards at monthly assemblies PBS Committee Parent Communication Attendance impacted by school related factors 	BC Social Responsibility Rubric 0% of Students	90% of students meeting or exceeding grade level expectations in the area of social responsibility
	DISTRICT <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) Discipline Data from MyEd and BCeSIS Attendance Data DBC Behaviour Data 1701 Count of Number of Students leaving as a result of Institutional Factors 		



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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Targeted School Wide Positive Behaviour Support	<ul style="list-style-type: none"> ▪ Consistent use of Unsworth SOAR Matrix language and a collective responsibility school culture 	PVP All Teachers Counsellor EA staff	Sept 2016 Sept. 2020	Ongoing January 2020	Common language and expectations of student behaviour Update SOAR with positive language
	<ul style="list-style-type: none"> ▪ Continue PBS blitz each term 				Positive Behaviour reinforcement, recognition and promotion of a school community
	<ul style="list-style-type: none"> ▪ Continue monthly PBS Committee meetings to review and sustain PBS implementation; 				Reduced emotional distress for students and staff
	<ul style="list-style-type: none"> ▪ Promote positive reinforcement and student recognition through monthly SOAR assembly 				Decrease in negative self-talk
	<ul style="list-style-type: none"> ▪ Targeted small group support in self-regulation, friendship making/sustaining, big worries 	CYCW	Sept. 2020	Ongoing	Students engaged in Pink Shirt Day/WITS assembly with Travis Price (co-founder)
	<ul style="list-style-type: none"> ▪ Continue to provide direct instruction on the use of WITS to solve problems effectively and peacefully 	PVP All Teachers Counsellor EA staff			Positive Peer Modeling for all students
Consistent Data Collection Processes	<ul style="list-style-type: none"> ▪ Consistent Tier 1 instruction on Self Regulation and Mindfulness strategies 		Sept 2016	Ongoing	
	<ul style="list-style-type: none"> ▪ Continue to develop intermediate leadership opportunities and Peer Leadership program 	VP			
	<ul style="list-style-type: none"> ▪ Data collection each Term via excel and ePAS 	PVP All Teachers	Sept. 2020	Ongoing	
	<ul style="list-style-type: none"> ▪ Continue Peer Buddy support at recess & lunch 	VP	Sept 2017	Ongoing	



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Priority # 2: Community and Culture

Goal #4	Strengthening meaningful relationships within and across schools, district and community to support success for students. <i>(Community/Culture)</i>		
	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL Goal #4: <i>Unsworth Elementary School Strives, in partnership with parents and the community to provide each student with the best educational experiences possible.</i>	Parent Satisfaction Survey	Parent Satisfaction Survey
	DISTRICT: <ul style="list-style-type: none"> Increase the sense of meaningful partnership connections between schools and district Increase the sense of meaningful connections between students and adults Collaborative Partnership Assessment using Partnership Quality Rubric Increased use of Blended Learning 	Expired Aboriginal Education Enhancement Agreement Student Engagement Survey Baseline Develop District Measure Develop District Measure Current Baseline	Renewed Aboriginal Enhancement Agreement Increase in Student Engagement Indicators Develop District Measure Increased Use



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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Parents as Partners: Create opportunities for parent involvement and engagement	<ul style="list-style-type: none"> ▪ Welcome Back to School ▪ Ready, Set, Learn ▪ Kinderfair ▪ PAC meetings ▪ Workout Wednesday ▪ Strong Start ▪ Buddy Reading ▪ Classroom volunteers ▪ Safe Arrival Parent Volunteers ▪ Monthly SOAR assemblies ▪ Special Events & Assemblies ▪ Unsworth School Garden Initiative ▪ Year End sports activities and Fieldtrips 	PVP, Teachers, EA's Parents, PAC	Sept 2016	Ongoing	Parent engaged with student learning and school community
	<ul style="list-style-type: none"> ▪ School Wide Community Project – “The Outdoor Garden Classroom” 	PVP, Teachers, Parents, PAC, Community Members, District Maintenance	Feb 2016	March 2016	
Community Partnerships to support student needs:	<ul style="list-style-type: none"> ▪ Partnership with Bowls for Hope – lunch program ▪ Partnership with Big Brothers Big Sisters In School mentorship program, Kiwanis Club – Super Reader Program 	PVP Classroom Teachers, PAC			Community partners visible in the schools Community partnerships
Partnerships and Connections with Aboriginal families and Community to increase awareness of aboriginal culture, history and culture	<ul style="list-style-type: none"> ▪ Longhouse Extension Program ▪ Sto:lo visits, Steqo':ye Program 	Ab Ed EA Aboriginal Dept. Classroom Teachers	Sept 201	Ongoing	Aboriginal community partners visible in schools
	<ul style="list-style-type: none"> ▪ Language and Halq'emeylem language instruction in K classes ▪ Staff review of Aboriginal Enhancement Agreement ▪ Ab Ed EA embedded into classrooms to share culture, language, community to all students ▪ Partnership with AbEd Dept to create The Nest 		Sept 2016	Ongoing	Increased engagement and achievement rates of aboriginal students
			Sept. 2020	June 2020	



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Priority # 3: Social Emotional Wellness

Goal #5	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (<i>Social Emotional Wellness</i>)		
	To foster a positive, respectful workplace culture and sense of community.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	School Goal #5: <i>The Unsworth School Community is a positive, safe, caring place where we work together, responsibly and respectfully to fully develop each child's individual skills and abilities.</i> <ul style="list-style-type: none"> Improvement on student attendance, absences & lates Increase staff leadership opportunities Continue to promote and provide opportunities for staff get togethers Employee Satisfaction Survey 	Establish baseline value on Employee Satisfaction Survey	90% Satisfaction rate on Employee Satisfaction Survey
	DISTRICT <ul style="list-style-type: none"> Bi-annual Employee Satisfaction Survey Improvement of intermittent staff absences relative to provincial norms 	Establish baseline value SRB attendance data for Chilliwack and Provincial EDAS attendance data as provided by BCPSEA	75% Satisfaction Rate Increase in Staff Attendance Levels



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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Continue to create opportunities for positive student behaviour recognition and leadership opportunities	<ul style="list-style-type: none"> ▪ SOAR assemblies ▪ Extra Curricular opportunities (Christmas Concerts, sports teams/events) ▪ Daily Peer Leadership opportunities 	PVP Classroom Teachers Non enrolling Staff EA's	Sept 2016	On-going	Increased sense of belonging, sense of school community and positive student behaviour
Maintain and continue to foster staff wellness	<ul style="list-style-type: none"> ▪ Check-ins at staff meetings & informal check-ins ▪ Incident follow-ups and debriefs ▪ Voluntary Monday morning check-ins ▪ Staff Social events (Social & Sunshine committee) ▪ Staff lunches, Welcome Back Goodie Bags, Year end Celebrations ▪ Regular EA meetings ▪ Embedded Staff Collaboration Time ▪ Shared leadership and decision making through committees ▪ After-school staff workouts 	PVP Classroom Teachers Non Enrolling Staff EA's	Sept 2016	On-going	A sense of team, sense of belonging, increased communication, shared leadership, staff wellness and engaged staff
Ensure a sense of belonging for all students	<ul style="list-style-type: none"> ▪ Maintaining school wide focus of inclusion ▪ Anti-bullying presentations and empowerment language (NED, Ryan Laird, Pink Shirt Day) ▪ Wheel Chair Sports in gym class ▪ Encourage school wide community building - SOAR assemblies ▪ Eagles Nest Café – lunch program ▪ Lunch Buddies ▪ Daily Check-ins with Aboriginal EA ▪ Bowls of Hope (lunch) & morning snacks ▪ Year end celebrations (Activity Day, Sports Day, Field trips) 	PVP Classroom Teachers EA PAC	Sept 2016	On-going	Increased sense of school community, sense of belonging for all students and wide spread acceptance of diversity
Ensure a continued school wide focus on the Aboriginal Enhancement Agreement	<ul style="list-style-type: none"> ▪ Focus on Aboriginal and Indigenous cultural understandings (orange shirt day, classroom/school wide culture presentations, Halq'emeylem language instruction) ▪ Daily Check-ins with Aboriginal EA ▪ Continue to purchase and renew aboriginal texts for guiding reading groups ▪ Maximize use of District resources such as (Lit Kits, Presenters, Guest speakers) ▪ Attend Aboriginal Pro-D opportunities 	PVP Classroom Teachers EA	Sept 2016	On-going	Increased sense of belonging for all students, increased cultural awareness and understanding



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Priority Goal #6	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)		
	To align resources to efficiently, and effectively execute the strategic plan.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	<p>SCHOOL</p> <p>To align resources to efficiently, and effectively execute the School Growth plan and support student achievement.</p>		
	<p>DISTRICT</p> <ul style="list-style-type: none"> • The Board of Education will receive understandable, relevant and timely financial updates • Survey of Budget Managers to assess access to and use of financial information for planning and decision making • Regular program reviews to determine efficient and effective use of resources • Analysis of staffing allocation processes to create a stable and satisfying working and learning environment 	<p>4 Financial Reports/Year</p> <p>Limited staff use of financial information</p> <p>Ad hoc review of programs to determine efficiency and effective use of resources</p> <p>Excessive number of part time jobs</p> <p>Lack of spring projection alignment with fall actuals</p>	<p>4 Financial Reports with improved analysis</p> <p>Increased staff use of financial information</p> <p>Regular review of programs to determine efficiency and effective use of resources</p> <p>Fewer part time jobs</p> <p>Greater alignment between staffing projections and staffing actuals</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Maximizing the use of human and financial resources to support student achievement	<ul style="list-style-type: none"> ▪ Maximize the use of internal resources and expertise to support student's achievement ▪ Maximize use of District Resources: e.g. Aboriginal Kits, Helping Teachers 	PVP Classroom Teachers Non-Enrolling Staff District Support Staff	September 2016	Ongoing	Increased staff awareness and utilization of District programs and resources available;



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	<ul style="list-style-type: none"> ▪ Vertical Learning opportunities with Family of Schools (Partners in Learning) ▪ Through collaborative opportunities – develop understanding of expertise within the school to support learning ▪ Thinking Teams – Gr. 1 Literacy ▪ Platooning Math – Gr. 3 ▪ Push-in Support to support co-teaching 				Collective Responsibility and shared responsibility for meeting student's needs
Responsible School Based Fiscal Management that aligns with school goals and initiatives	<ul style="list-style-type: none"> ▪ Responsible classroom based budgeting of Trust and Operational accounts ▪ Monthly classroom budget invoices ▪ Ensure yearly accounting and refresh of school based resources & equipment 	PVP Classroom Teachers Non Enrolling Staff Finance adm			Shared Decision making and school wide fiscal management;
Renewal of Equipment and Learning Resources	<ul style="list-style-type: none"> ▪ Staff input for resource management ▪ Year end Staff Wish lists 	PVP Classroom Teachers Non Enrolling Staff			Ongoing renew of programs and resources to determine efficiency and effectiveness