



Capilano School Plan

2024-2025

Vision to Goal Setting at Capilano

School Context & Vision

Capilano Elementary School, situated in the diverse and vibrant community of North Vancouver, strives to be an inclusive environment that reflects the multicultural population it serves. We have 420 students, who represent a variety of cultures, and speak approximately 27 different languages (data from Fall 2024). As part of the North Vancouver School District (NVSD), Capilano aligns closely with the district's Strategic Plan, emphasizing excellence in learning, engagement, and a strong focus on student well-being. Capilano is one of four International Baccalaureate (IB) World Schools in the district, offering the Primary Years Programme (PYP), as part of the IB continuum that includes Carson Graham Secondary. Through the PYP program, we nurture critical thinkers and globally minded citizens by focusing on inquiry-based, student-centered learning, and encouraging curiosity, creativity, and collaboration.



Capilano Elementary is committed to providing a rich educational experience tailored to meet the diverse needs of its students. The school's approach is holistic, focusing on both academic achievement and personal growth. With a strong emphasis on inclusivity and community engagement, the staff at Capilano works to foster a nurturing environment where students can explore their passions, develop leadership skills, and cultivate a lifelong love of learning. The school's dedication to the NVSD's mission of fostering social, emotional, and intellectual

development prepares students to thrive in an ever-evolving world.

Acknowledgement of the Traditional Territory

Capilano Elementary resides on the unceded traditional territory of the Skwxwú7mesh Nation. We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, upon whose unceded traditional territory the North Vancouver School District resides.

Capilano Vision Statement

Capilano's Vision:

"We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning."

Capilano's Mission:

"The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens."

By emphasizing the development of creative and inquiring individuals, the school nurtures a learning environment where every student's unique strengths, interests, and needs are recognized and valued. The commitment to lifelong learning and global responsibility ensures that students are not only prepared academically but are also equipped with the social-emotional skills necessary to thrive in an inclusive and interconnected world.

Capilano School's focus on collaborative learning opportunities fosters a sense of belonging and mutual respect, key components of well-being. By inspiring students to engage with diverse perspectives and embrace their roles as globally responsible citizens, the school reinforces the district's goals of inclusivity and equity, creating a community where all students can flourish and contribute meaningfully to society.

A goal this year is to review our vision and mission statements, looking to align them with our school goal and some things that came up during our recent IB PYP Evaluation.

Capilano Connection to District Strategic Plan

Capilano's priority of increasing well-being for students, staff, and the broader community is seamlessly aligned with the NVSD's six key goals and the strategic focus areas in the Framework for Enhancing Student Learning. At the heart of Capilano's commitment to well-being is a holistic approach that recognizes the interconnectedness of intellectual, social, and emotional development. This approach reflects the NVSD's dedication to creating an inclusive culture where every individual feels supported, valued, and empowered to reach their potential.

Mental Health and Inclusive Culture

Capilano prioritizes student and staff well-being through initiatives that promote mental health, aligning with the NVSD's goal of fostering a positive, inclusive school culture. The school strives to create a safe, caring environment where students are encouraged to build resilience, develop emotional intelligence, and seek support when needed. This is directly connected to the district's focus on Human & Social Development, ensuring that students not only excel academically but also thrive socially and emotionally. Capilano's emphasis on inclusivity strives to ensure that each member of the school community feels a sense of belonging, which is essential for overall well-being.

Student-Centered Education and Innovative Instruction

By focusing on student well-being, Capilano also enhances student-centered learning. An important part of our school goal this year is to increase student voice, agency and action in a variety of ways. The IB PYP encourages inquiry-based, flexible teaching methods that adapt to the needs and interests of each learner, reducing stress and fostering a positive learning experience. This innovative approach supports

intellectual development by engaging students in meaningful, relevant learning experiences, while simultaneously promoting their emotional well-being.

Reconciliation and Community Well-Being

Our commitment to well-being extends to embracing reconciliation and respecting diverse cultural perspectives. By integrating Indigenous teachings and practices into the curriculum, the school helps foster understanding, respect, and healing. This focus on cultural awareness and empathy enriches students' Human & Social Development, ensuring that they grow into compassionate, globally-minded citizens, while also promoting a sense of belonging.

Environmental Stewardship

Additionally, Capilano promotes well-being through environmental stewardship initiatives that encourage students to connect with nature and take responsibility for their surroundings. These experiences not only support intellectual and social growth but also instill a sense of purpose and connection to the community and the planet.

By integrating these district-wide goals into its priority of enhancing well-being, Capilano Elementary not only supports academic success but also ensures that students, staff, and the community thrive holistically. This alignment with the NVSD Framework for Enhancing Student Learning prepares students to be well-rounded, resilient individuals equipped for lifelong learning and personal fulfillment.

School Goals

Goal 1:

To increase overall well-being at Capilano for students, staff and the community.



Capilano Elementary is committed to increasing well-being for students, staff, and the broader community as a central goal. This focus on well-being is essential because it directly impacts the school's ability to foster a positive learning environment where every individual feels safe, valued, and supported. Prioritizing well-being helps students develop emotional resilience, social skills, and a strong sense of self-worth, which are crucial for their academic success and long-term personal development. For staff, a focus on well-being leads to a more supportive, collaborative workplace, which in turn enhances their ability to engage students effectively and foster a positive school culture. Extending this commitment to the community strengthens connections between the school and families, creating a more cohesive, inclusive environment that benefits everyone.

Capilano's approach to well-being reflects the district's belief that education should address the holistic needs of students, beyond just academics, to include their emotional, social, and mental health.

Additionally, this well-being focus ties into the NVSD's Framework for Enhancing Student Learning in several key areas:

1. **Human & Social Development:** By prioritizing well-being, Capilano fosters social-emotional learning (SEL) that helps students develop empathy, self-regulation, and interpersonal skills.

These competencies are crucial for students to build healthy relationships and contribute positively to their school and community environments.

2. **Intellectual Development:** A focus on well-being creates a learning atmosphere where students feel safe, motivated, and ready to learn. When students feel emotionally supported, they are more likely to take intellectual risks, engage deeply with the curriculum, and achieve academic success.
3. **Career Development:** Equipping students with social-emotional skills and resilience also prepares them for future challenges beyond school. By teaching coping strategies, stress management, and collaborative skills, Capilano helps students build a strong foundation for lifelong learning, personal growth, and career success.

By embedding well-being into the school's culture and practices, Capilano Elementary not only enhances the individual growth of its students and staff but also aligns with the district's strategic priorities of creating inclusive, supportive, and thriving educational communities. This holistic focus ensures that students are not just academically prepared but are also emotionally and socially equipped to navigate an increasingly complex world. When asked about why they thought we should work on this goal, students and staff reported the following:

For Staff	For Students	For the Community
<ul style="list-style-type: none"> • It's hard for them to help us all • Not everyone is treating others with kindness • Teachers focus on academics – need to slow down • A happy staff = happy students • Job will be easier • Cut down on illness and mental health stress • Feels like 'caring' is missing (not in school vision and mission, not showing up all the time in students) 	<ul style="list-style-type: none"> • Sometimes it's uncomfortable and hard to come to school • Some students not being open-minded to the ideas of others • Bringing more fun into school will help build relationships • Makes everyone feel good • Easier to learn • Students are not always kind with each other (jumping to conclusions, getting involved in things that don't involve them) • People need help managing their emotions • Students aren't always polite to staff • Everyone will feel welcome and that they belong in class and school • Less stress • Students can learn more • Kids might be able to have more privileges 	<ul style="list-style-type: none"> • Doesn't feel like there is much connection right now • Parents will feel good about their kids going to school • Everyone will feel welcome • Families will feel seen and safe • Families can be more involved which will increase understanding and help them to help their kids

"Sometimes adults focus a lot connecting kids to each other but not connecting them (kids) to themselves (adults)."

Planning and Implementation

Strategic Actions

For Goal 1:



Overarching Action Items		
To establish a Staff Leadership Team to oversee, create action plans, and monitor progress in relation to this goal	To establish a common understanding of what well-being is and how to promote it	To establish a Student Leadership Team to promote more student voice and agency
Revisit school mission and vision to reflect this goal	Build understanding of NVSD Code of Conduct and connecting it to our Capilano context.	School-wide implementation of universal, tier one PBIS supports
Actively promote inclusion and diversity (have presentations/ guest speakers on this, follow through on expectations)	Continue to recognize and celebrate all holidays and cultural celebrations	Connecting our school to Carson Graham more to build FOS community
For Staff	For Students	For the Community
<p>Build intentional time into staff meetings and other times for staff wellness activities</p> <p>Promote staff bonding and connection activities</p> <p>Provide in-service for staff (NVSD SEL team, coaching, conflict management); teachers taking this on more universally</p> <p>Provide in-service around PBIS and look at ways to implement this into practice</p> <p>Encourage students to learn about the staff (their names, who they are in and out of school, passions, interests)</p>	<p>Continue to use programs like Second Step and Open Parachute in classes</p> <p>Build understanding of new NVSD Code of Conduct (put into student friendly language)</p> <p>Engage Student Leadership Team in a variety of contexts (assemblies, cultural connections, etc.)</p> <p>More intentional use of outdoor spaces</p> <p>Promoting more clubs/activities for students to engage in</p>	<p>To engage in community education initiatives to promote well-being from a variety of perspectives (i.e. anti-discriminatory language and promoting anti-racism)</p> <p>Find ways to promote community connections and increase family engagement (e.g. open house, carnival, bringing in 'family experts,' celebrations of learning)</p> <p>Connect with community agencies to support families</p>

How will progress be monitored throughout the year?		
Twice yearly FOS School Planning Meetings to reflect on and celebrate our goal		
For Staff	For Students	For the Community
<p>Staff Survey at the beginning of the year (CASEL survey) and revisit at the end of the year</p> <p>Monthly Leadership Team Meetings. During these meetings we will reflect on what is happening and make decisions about how to move forward.</p>	<p>Monthly Student Leadership Team Meetings to check in and develop student led initiatives</p> <p>Compare Student Learning Survey data from 2023 - 2024 school year to this year; consider adding questions of our own directly related to school goal to collect data from students</p>	<p>Parent Survey using PBIS resource</p> <p>Possible Diversity, Equity and Inclusion survey contacted by PAC</p>
Monitoring and Adjustments – How Will the School Adjust if Needed?		
Through ongoing meetings and connections that have been intentionally planned and scheduled, we will check in on the goal and our actions, reflecting on our progress, and considering next steps.		

Monitor, Evaluate and Adapt

Ongoing Assessment and Reflection



Formative Assessment:

- MDI Data from 2022-2023 as baseline and to help explain the 'why' behind choosing this goal
- Staff Self-Assessment using CASEL survey (Indicators of School-wide SEL – School-wide Supports and Practices Section). Done in October 2024.
- Parent Survey using PBIS School Climate Survey [School Climate Surveys Manual \(website-files.com\)](https://www.pbis.org/files.com)
- Student Learning Survey – compare 2023-2024 results to 2024-2025 results; consider adding specific questions related to our school goal to the survey

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

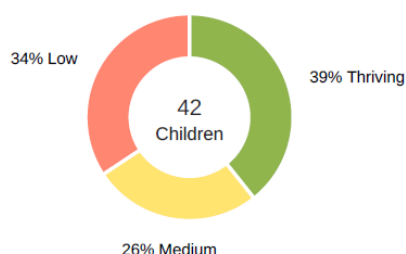


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

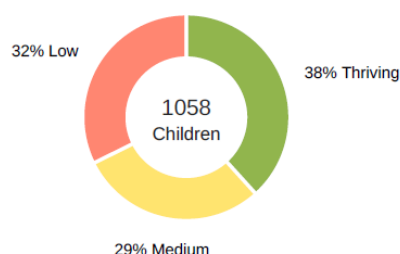
MDI Data for
2023-2024

Well-Being
Index

CAPILANO ELEMENTARY



NORTH VANCOUVER

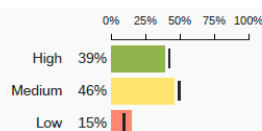


RESULTS FOR CAPILANO ELEMENTARY

| School District Average

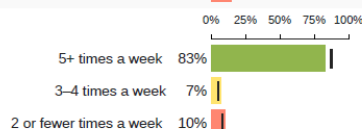
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



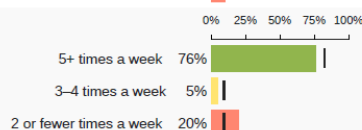
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



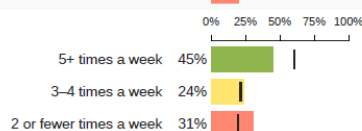
MEALS WITH ADULTS IN YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"



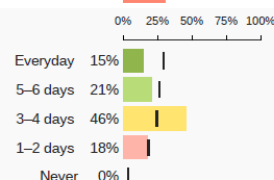
FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"



PHYSICAL ACTIVITY

Children are asked, "In a normal week, how many days are you physically active for a total of at least 60 mins or one hour per day?"



MDI Data for
2022-2023

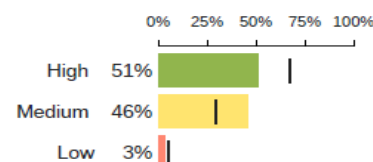
Physical Health
and Well-Being

| School District Average

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

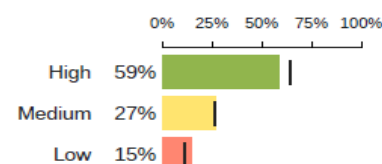
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



CONNECTEDNESS WITH PEERS

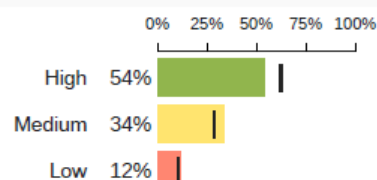
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



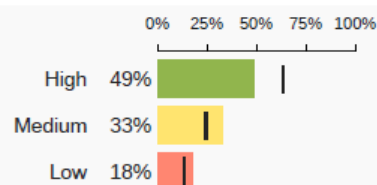
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Staff also participated in the Collaborative for Academic, Social, and Emotional Learning (CASEL) self-assessment, where we used the Indicators of School-wide SEL Walkthrough Protocol rubrics. We used Section 2, which looked at School-wide Systems and Practices to see where we thought we were at, at the beginning of the school year.

When using this tool, the following descriptors were used when staff self-assessed:

4 – Indicates strong evidence that SEL is seamlessly integrated into school-wide systems and practices

3 – Indicates that school-wide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school

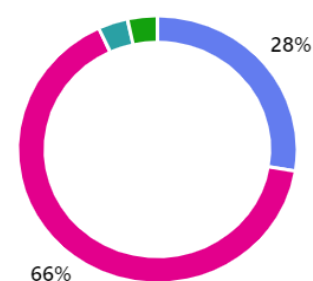
2 – Indicates that school-wide systems and practices attempt to promote SEL but are inconsistent

1 – Indicates that there is not yet evidence that school-wide systems and practices are attempting to promote SEL

Staff honour and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision makers.

1. a) Youth voice and engagement

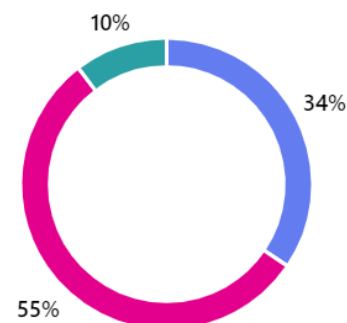
4	8
3	19
2	1
1	0
Not Observed	1



The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.

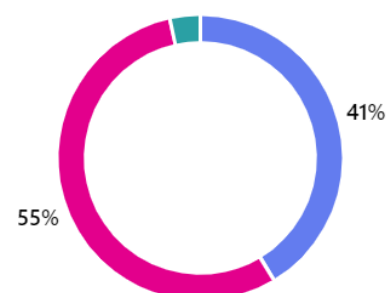
2. a) Sense of community and safety

4	10
3	16
2	3
1	0
Not Observed	0



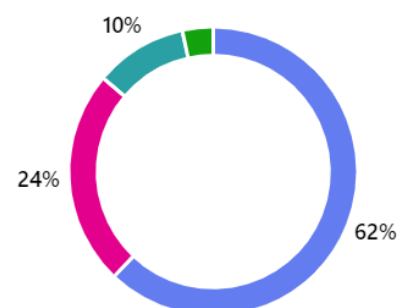
3. b) Staff and student relationships

4	12
3	16
2	1
1	0
Not Observed	0



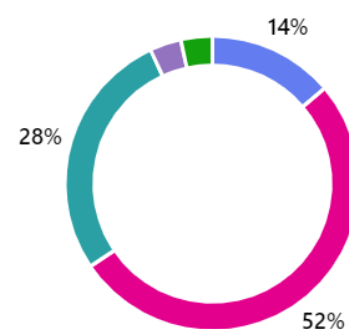
4. c) Staff relationships

● 4	18
● 3	7
● 2	3
● 1	0
● Not Observed	1



5. d) Student relationships

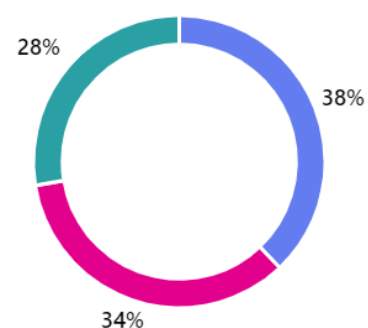
● 4	4
● 3	15
● 2	8
● 1	1
● Not Observed	1



Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.

6. a) Focus on adult SEL

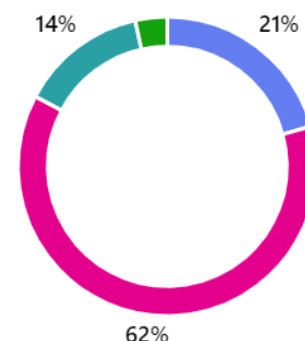
● 4	11
● 3	10
● 2	8
● 1	0
● Not Observed	0



Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.

7. a) Supportive discipline

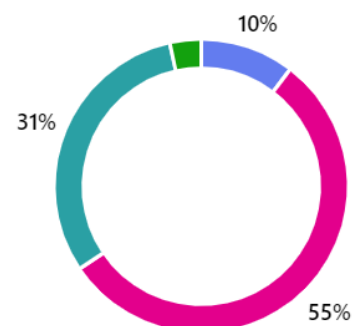
● 4	6
● 3	18
● 2	4
● 1	0
● Not Observed	1



SEL is seamlessly integrated into a continuum of academic and behavioural supports, which are available to ensure that all students needs are met.

8. a) A continuum of integrated supports

● 4	3
● 3	16
● 2	9
● 1	0
● Not Observed	1



Summative Assessment (Analysis of evidence): June 2025

As a follow up from the staff CASEL survey, in February of 2025 (approximately the mid-point of the year), teachers were asked to rate their classes on five elements of SEL: self-awareness, self-management, relationship skills, social awareness and responsible decision making. Using the NVSD Class Snapshot tool that was created by the NVSD SEL Team, teachers assessed their classes on these elements using the Ministry Proficiency Scale (Emerging, Developing, Proficient, Extending). Results are below:

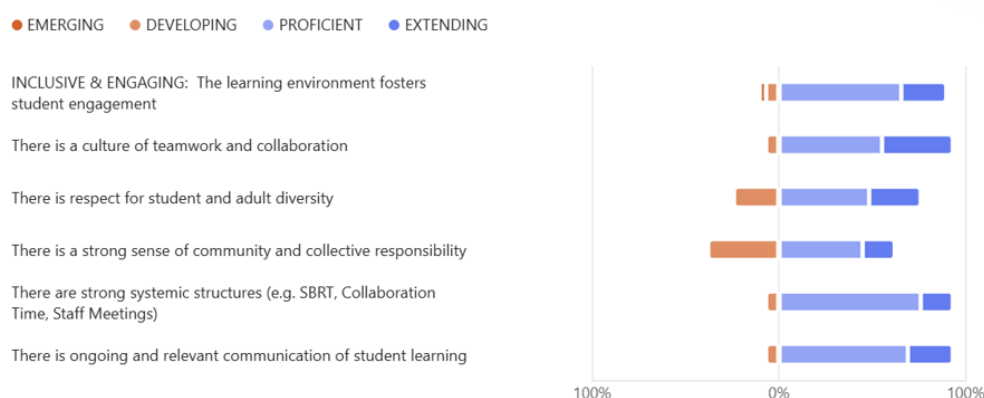
WHOLE SCHOOL								
	EMERGING		DEVELOPING		PROFICIENT		EXTENDING	
SELF-AWARENESS	1	5.6%	8	44.4%	9	50%		
SELF-MANAGEMENT	1	5.6%	10	55.6%	7	38.9%		
RELATIONSHIP SKILLS	0	0%	6	33.3%	12	66.7%		
SOCIAL AWARENESS	2	11.1%	4	22.2%	11	61.1%		
RESPONSIBLE DECISION MAKING	1	5.6%	8	44.4%	9	50%		

PRIMARY CLASSES								
	EMERGING		DEVELOPING		PROFICIENT		EXTENDING	
SELF-AWARENESS	0		5	50%	5	50%		
SELF-MANAGEMENT	1	10%	5	50%	4	40%		
RELATIONSHIP SKILLS	0		3	30%	7	70%		
SOCIAL AWARENESS	1	10%	2	20%	7	70%		
RESPONSIBLE DECISION MAKING	1	10%	6	60%	3	30%		

INTERMEDIATE CLASSES								
	EMERGING		DEVELOPING		PROFICIENT		EXTENDING	
SELF-AWARENESS	1	12.5%	3	37.5%	4	50%		
SELF-MANAGEMENT	0	0 %	5	62.5%	3	37.5%		
RELATIONSHIP SKILLS	0	0 %	4	50%	4	50%		
SOCIAL AWARENESS	1	12.5%	3	37.5%	4	50%		
RESPONSIBLE DECISION MAKING	0	0 %	3	37.5%	5	62.5%		

Looking at these results led to some good conversations as we analyzed the data. We were able to identify areas of strength across the school, as well as areas that still need some work. These elements are embedded in our IB Learner Profile as well as the Approaches to Learning (ATL) skills, so they will be taught and nurtured throughout the school in an authentic way. We have also purchased resources to support teachers with this that will be explored more next year.

At the end of the year, staff took part in the Vibrant Learning Survey that assessed our progress in relation to district goals. 29 staff members took part (teachers and various support staff). While not directly connected to our school goal on well-being this survey did provide valuable insights on what has been working and what still needs some work across the school, which does affect the overall well-being of the people here.



When asked what was seen as the greatest strength of our school, community and collaboration came out as the things to celebrate. Some feedback that was provided:

- “Collaboration is super strong at this school and staff are extremely supportive of each other”
- “Very collaborative and supportive staff community”
- “Staff are able to work on different problems together to come up with a solution”
- “(Capilano has) a sense of community and belonging”

When asked what would be seen as an area of enhancement, there were a variety of responses that reflected different themes. For example:

- “Collaboration with the parent community”
- “Sense of community and collective responsibility”
- “Student kindness; students respecting staff”
- “Mutual respect and understanding across cultures; student respect for diversity and inclusion”

A step we hope to take next year would be to do a version of this survey with our parents and our students, to get their perspective on how we are doing. We have curious questions about what these groups would say are our strengths and areas needing enhancement.

Reflection (Interpretation):

At our April FOS Planning Meeting, the team summarized what we wanted to celebrate in relation to this goal and identified some areas to strengthen as well. We asked the team to look at different aspects of well-being based on the following definition: “Well-being at school refers to how students, staff and the community feel and function at school.” The team looked at five aspects of well-being – mental, physical, emotional, social, and academic and recorded our ‘glows and grows.’

GLOW – What are some positive steps Capilano has made towards our goal this year?	GROW – What are some next steps Capilano can make towards our goal next year?
<ul style="list-style-type: none"> • Playground leaders • Clubs and sports • Family groups • Teaching emotional regulation strategies • Kindness confetti • We are Capilano stickers • PAC events (carnival, dances, Fresh Air Fridays) • Having options to show learning • Celebrations of learning • Soft starts to the day • Staff asking about kids’ days • Encouragement and being cheered on; when you improve at something, you feel you belong • Older students are more open to being buddies with younger students • Learning through games • Opportunities for student leadership • Brain breaks and daily physical activity (DPA) 	<ul style="list-style-type: none"> • ‘Buddy bench’ is underutilized (maybe it needs signage) • Need more fidgets/self-regulation tools • Need more opportunities for movement while learning throughout the day • How to manage and learn about emotions; more education beyond the Zones of Regulation • Self-care • How to be assertive and negotiate friend problems • More flexibility with spaces outside • More outdoor learning (i.e. nature walks, outdoor classroom) • More family group activities – improve cross grade interactions • More to do at recess • Calm spaces in the school • Education around conflict management

Communicating Progress

Engagement



Students training to be playground leaders



Student-led Assemblies



Anti-racism work



Cultural Connection Display - Diwali



Student Leadership Team



Students playing during Family Groups



Student-led holiday sing along



Cultural Connection Display – Day of the Dead



Student Leaders on Pink Shirt Day



Cultural Connections Display – Asian Heritage Month



Rainbow Dance Party to celebrate Pride Month



We are Capilano pom-pom jar

Staff Engagement

Staff will regularly revisit and check in about our school goal during monthly staff meetings. Staff Leadership Team has also been established and meets regularly to review and strategically plan next steps. There are a number of staff connected to support this team.

Student Voice

Students representing each of the intermediate divisions are part of the Student Leadership Team. This team formally meets once a month to discuss issues and frequently meets informally to lead various initiatives throughout the school (i.e. student-led assemblies on Truth and Reconciliation, Thankfulness, Remembrance Day, etc.)

Family and Educational Partner Engagement

Our school goal is shared at PAC meetings and we have three parents currently on the School Planning Team. At the fall FOS School Planning Dinner Meeting, these parents helped to lead students through a discussion and reflection on our goal, discussing why we thought this was something important to work on and what we are already doing to support it. They also brainstormed things we could work on throughout the year.

We have a parent who does work on Diversity, Equity and Inclusion outside of school who is working with our PAC to share an anti-racism presentation with our parent and teaching community in January 2025. This has been identified as an area of need, based on words we are seeing and hearing around the school community. We will also be hosting student presentations on this topic, with a different community agency, in March 2025.

Reflection and Strategic Alignment

Reflecting back over the year, we have done a lot of good work to support the well-being of our students, staff and community. Looking back at the action items listed in the Planning and Implementation section of this plan, many of the items were accomplished. A particular highlight was how we have amplified student voice. A great example of this is our Student Leadership Team. The students on this team were integral to much of the work we did – their voice is primarily featured. The students ran assemblies, worked on cultural connections, helped to define our “We are Capilano” way of being, and worked with the Carson Graham Student Leaders to plan initiatives for next year. We will continue with this team for next year, inviting new students to be part of the team. We are also looking for more opportunities for student leadership across the school for the coming year.

We also spent a lot of time looking at how to improve on our positive school culture. We did this through the implementation of “We are Capilano.” Using a Positive Behavioural Interventions and Supports (PBIS) framework, we are working to shift the culture of our school around this. “We are Capilano” is connected to our IB Learner Profile and it means we are principled, caring, open-minded and reflective. Next year, we will intentionally spend dedicated time to teach, notice and nurture each of these aspects individually throughout the year.

Another highlight is the work staff has done on well-being. Time has been dedicated to this during staff meetings, using various resources, such as the Educator Well-being activities from Open Parachute, and some activities from Onward by Elena Aguilar. Staff have also done in-service on PBIS and other SEL learning. Staff are then transferring this learning to what they are doing in the classrooms with the students. While this is a highlight of the year, it is also an area of growth for next year as well. We will look to include more staff training around SEL and explore programs like Open Parachute and Second Step with more depth.

Another area for growth for next year will be parent and community engagement. While teachers do a good job of communicating what is happening in their classes with parents and bringing parents in to see our Celebrations of Learning, we are looking to actively bring parents into the school more often. Some ideas on how to do this include reaching out to parents to share and support about cultural connections throughout the year, hosting an IB Parent Information Night, and parent presenters in classes on various topics (i.e. their jobs, culture). We also want to work with the PAC to continue our parent education on anti-racism and diversity, equity and inclusion.

Next year, based on some data we have collected (both quantitative and qualitative), we will be adding a goal on furthering literacy development to this plan, while maintaining our well-being goal. This is in alignment with the District goals/strategic plan and is connected to FESL. We will be looking at our literacy rates for all students, and also specific groups of students (primary, intermediate, students with identifications, indigenous students) and exploring how we can improve them. Our primary teachers have already been doing this through an IB Professional Development plan that we will be continuing with and adding an intermediate focus.