



L.T. Westlake Fine Arts Elementary School

vision *(desired future)*

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

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

engaging and empowering all learners

horizon is a learning community that

values

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

2022-
2025

accountability

Principal's message

L.T. Westlake Fine Arts Elementary School is an Early Learning to Grade 5 school in Taber, Alberta. There are approximately 75 students at Westlake. Westlake is a highly inclusive school that strives to help all students reach their full potential. There are six teachers at Westlake. This includes two teachers who are part-time and a principal who teaches 60% of the time. Westlake has small class sizes thereby allowing students to receive a significant amount of individualized attention. The school prides itself on being like a family. According to one of our parents **“The staff at L.T. Westlake has been friendly and caring since we first started attending. They are quick to share details about what the students are learning. They are continually seeking new ways to expand their programs and grow the students' interests. We are happy to be part of the L.T. Westlake community!”**

L.T. Westlake is committed to being a comprehensive elementary school with a significant and unique emphasis on fine arts while also ensuring students are provided with excellent literacy and numeracy instruction. We have an exceptional music program. Our musical instrument collection is very extensive and allows students regardless of economical status access to a variety of opportunities. Westlake prides itself on continually bringing in fine arts experts such as percussion expert Joe Porter or entertainer Steve Harmer to enhance fine arts. Our small school choir of about 15 students has consistently sung with the Lethbridge Symphony and has developed a reputation for being small but mighty.

Over the last couple of years Westlake has embarked on several school initiatives and prides itself on continually finding new ways to improve. Westlake improved its level of inclusion by finishing the development of its sensory room, continually educating students to focus on their personal growth and the implementation of an Exploration block where students could explore options that were of individual interest to them (i.e robotics, cooking, and drawing). Westlake has ensured students are receiving targeted literacy instruction by participating in a common guided reading block. In the fall 2020 L.T. Westlake was one of 30 schools across Canada to be a 2020 Indigo Love of Reading Literacy Fund grant recipient. These funds have been used to improve the school library and classroom libraries. In addition this grant has allowed Westlake to embark on two new literacy initiatives. In Winter of 2022 Westlake established its first Readbox, which is a mini-library in the hallway that students can access at any time. Westlake also created literacy backpacks for students. Literacy backpacks are backpacks full of books of a particular topic. They are designed to encourage students to become more engaged in literacy. Finally, over the past two school years, Westlake successfully implemented a growth mindset initiative. Students have spent this past year learning more about the brain and developing attributes such as perseverance, empathy, and resiliency.

After examining data from the Horizon Assurance Model survey in 2021, L.T. Westlake decided to make improving student engagement as its local priority. Under the area of “what is one thing we need to do better”, several stakeholders indicated that Westlake could improve its ability to provide more challenging activities for some students. Furthermore, under the area of “what we should start” there were comments regarding a need for more clubs and to do activities together. Finally, when stakeholders answered the question “My child finds school interesting” 20% of parents, teachers and trustees disagreed with the statement and 18% of students also felt that school is not interesting. This decision was further supported by examining the results of Westlake’s 2021 Assurance Model Survey, in which student learning engagement was indicated as an area of improvement. L.T. Westlake believes that by focusing on student engagement we will be able to address those areas of improvement.



our strategic priorities

*quality teaching and optimum learning
response to intervention
student engagement*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ Benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ○ Teachers will utilize Fountas and Pinnell Language Literacy Intervention kits ○ Increase students access to books by increasing our library hours, instituting a readbox and literacy backpack program ○ Organize teaching schedules to ensure grades are separated as much as possible for Language Arts instruction thereby allowing for more targeted reading instruction ○ Support literacy development by ensuring all students have access to the following online programs: Starfall, Raz Kids, and Reading A-Z ○ Each grade will work with their teacher to develop a class literacy goal. Students will share their goal at the October 2022 assembly. The school will celebrate each time a class achieves their goal. ○ Teachers focus on ways to improve literacy and numeracy engagement during PLC time. ● Budget Allocation <ul style="list-style-type: none"> ○ Allocate 173.55 flex secretary hours to our librarian, thereby improving student access to the library. ○ Utilize our Love of Reading Indigo Literacy Fund grant to fund our readbox and literacy backpack initiative as well improve the school's library and our classroom libraries ○ \$1500 to improve our school's library ○ \$1500 for various online literacy memberships such as Reading A-Z, Raz Kids, Writing A-Z, True Flix, Book Flixs, Starfall.com ○ \$200 for literacy materials from Box Cars and One-Eyed Jacks ○ \$200 for literacy incentives ○ \$12 000 Fountas and Pinnell Language Literacy Intervention Kits from LTW Decentralized Carryover
		<ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Balanced approach to math instruction in K-3 with the support

at the level that is expected of them at school.

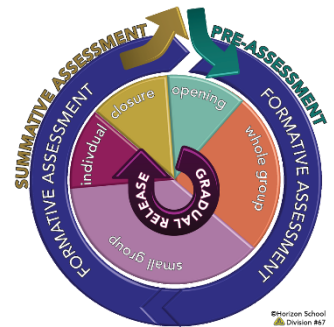
- o of rich tasks, math embedded in literature, and math workstations.
- o Organize teaching schedules to ensure grades are separated as much as possible for numeracy instruction thereby allowing for more targeted reading instruction
- o Institute an hour of numeracy games for students each week to improve math fluency
- o All teachers will supplement their math programs by using the online Mathology resource.
- o Ensure all students have access to the www.iknowit.com to reinforce their math skills
- o Teachers focus on ways to improve literacy and numeracy engagement during PLC time.

- Budget Allocation
 - o \$1000 from our decentralized budget to acquire new math materials and resources
 - o \$575 for www.iknowit.com memberships
 - o Cost of Mathology memberships will be covered by Division office

- Teacher, parent, and student agreement that children will be prepared for the next grade level
 - o Overall and results for teachers, parents, and students

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- o All teachers and administration will work collaborate with the other Taber elementary schools to strengthen their knowledge of the new curricula
- o All teachers will be allocated one day where they can bring in a substitute teacher and work with

			<p>Horizon's instructional coach, one-on one on long range plans that involve the new curriculum</p> <ul style="list-style-type: none"> o All teachers and administration will engage in a book study. Staff will read either <i>Shifting the Balance</i>, <i>Sometime Reading is Hard</i> or <i>Building Thinking Classroom in Mathematics</i>. Teachers and administration will have book discussions during site based PD days with other Taber elementary school educators. <ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment. o Teachers will further their knowledge of assessment by examining different assessment tools at the January 30, 2023 site based PD day.
<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> ● Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> ● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Percent of students who are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Learning <ul style="list-style-type: none"> o All staff will engage in professional learning throughout the school year. See PD plan. o All teachers and administration will work collaborate with the other Taber elementary schools to strengthen their knowledge of the new curricula o All teachers and administration will engage in a book study. Staff will read either <i>Shifting the Balance</i>, <i>Sometime Reading is Hard</i> or <i>Building Thinking Classroom in Mathematics</i>. Teachers and administration will have book discussions during site based PD days with other Taber elementary school educators. o Continue to teach students about the significance of having a growth mindset to help them develop life-long learning attitudes such as perseverance, resilience, and respect o Westlake will facilitate wellness challenges every other month for all students that will encourage them to develop skills and attitudes necessary for lifelong learning. o Grade 5 students will engage in service learning where they will do jobs around the school that will help them develop leadership skills. o Students will be recognized for displaying a growth mindset at monthly assemblies

			<ul style="list-style-type: none"> o Update its Ipad collection by purchasing 15 new I pads o Teachers will work on incorporating more technology into their instruction to ensure that students better develop their technology skills o Teachers will spend the first 15 minutes of their staff meeting exploring new technology resources that they can incorporate into their instruction. o Utilize strategies under our student engagement local priority o Grade at a Glance sheets will be sent home to all parents at the beginning of the school year to ensure they are aware of the learning expectations for their child(ren) o Grade at a Glance sheets will be posted throughout the school for parents to read o Teachers will communicate students learning expectations when they report on students' achievements
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o \$6000 from Westlake's decentralized carryover for 15 new ipads o \$100 Growth mindset recognition prizes o \$50 in paper to print off Grade at a Glance sheets
		<ul style="list-style-type: none"> o Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> o Grade 4 and 5 students will do career projects in CTF which will all them to explore various professions o All students will work on goal setting by setting reading goals, wellness goals and other academic goals
		<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o No additional funds are necessary to address these two strategies ● Communication <ul style="list-style-type: none"> o Teachers will communicate to parents their child's progress and achievement formally using report cards and informally through email, phone and ClassDojo o L.T. Westlake will utilize Facebook, Twitter, monthly newsletters, School Messenger, Class Dojo and email to inform parents what is happening in the school, post photos of what students students have been learning and keeping parents aware of everything that is occurring within the school ● Budget Allocation <ul style="list-style-type: none"> ● No additional funds are necessary to address these two strategies

		<ul style="list-style-type: none"> o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> o See School PD plans o Principal will meet with all staff several times throughout the year to discuss their professional growth plans o Principal will create a plan on how to assist each staff member with their professional growth plans and revisit it with staff throughout the year. o Time will be allocated at each staff meeting for the school's professional learning representative to share news from the school division's Professional Development committee
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● No additional funds are necessary to address these strategies
			<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o Teachers and staff will continue to celebrate and educate students on what makes each other unique o Teachers and staff will continue to learn about inclusion by engaging in a session from Alexandra Marshall, 2SLGBTQ+ Education and Inclusion expert) o Students will be educated on different cultures based on their respective social studies curricula o As per our Westlake Indigenous Professional learning plan, Westlake teachers will focus on incorporating more Indigenous instruction into their lessons o The school will celebrate and educate students on days such as World Autism Day and Rock Your Socks Down Syndrome Day o Students will be recognized for having a growth mindset and monthly growth mindset assemblies o Principal will spend a portion of each staff meeting reporting news from the monthly admin meeting and sharing how current political, social, economic, legal and cultural contexts are impacting the school and the school division
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o \$500 for various materials

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ○ Implement LT Westlake’s Indigenous Learning Plan to address the FNMI component of the Quality Standards ○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ○ Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). ○ Partake in the National Indigenous Peoples day on June 21 ○ Examine current data and create strategies for schools to maximize the success of FNMI students ○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way ○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome ● Budget Allocation <ul style="list-style-type: none"> ○ \$500 for “Seven Grandfather Teachings” resources ○ \$500 for various Indigenous guest speakers ○ \$500 on various Indigenous resources
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. 	<ul style="list-style-type: none"> ● Collaborative Response <ul style="list-style-type: none"> ○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.

		<ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> o Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. • Early Learning <ul style="list-style-type: none"> o Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> • Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and results for teachers and parents • Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> • Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o Principal will share the school's decentralized budget and gather staff input on allocations prior to submitting the budget for spring approval. This process will be repeated again in September prior to the budget being submitted again for its fall adjustment. Furthermore, the principal will share the budget periodically throughout the school year. The staff and principal will check that budgetary allocations align with the school's goals. • Staff Engagement <ul style="list-style-type: none"> o Staff will review various school data (i.e FandP results, Horizon Assurance Model data, and Alberta Education Assurance Model data) and collaboratively develop goals for the school o Staff members will utilize staff meetings and PLC meetings to discuss current challenges and develop a plan to address them. Staff meetings will also be used as time to discuss new initiatives the school would like to embark on. o The principal will regularly review the school's 3-Year Plan with staff to ensure everyone is working towards the same goal.
		<ul style="list-style-type: none"> • Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share 	<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> • \$350 for support staff so that they can each attend four one-hour staff meetings over the course of the school year and be better informed of the school's goals, have a greater role in making school decisions, and have a better understanding of the school's budget. • Stakeholder engagement <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership

		<p>progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12.</p> <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<p>opportunities within and beyond school.</p> <ul style="list-style-type: none"> o All parents will be invited to monthly Parent Advisory Council meetings. The principal will use these meetings to provide a report on what is happening in the school, education and to gain parental feedback on various school/education related issues. The principal will also report on the school's budget during this time. In addition, the principal will share how various forms of data are being used to guide decision making around the school. o Parents and community members will be kept informed of school goals via the school's monthly newsletters. o Parents and other stakeholders will be invited to share their views on the school and on how the school can improve by contacting the school and via Google Form that will be sent out
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o No additional funds are necessary to address these strategies

student engagement

School Measures	School Strategies
<ul style="list-style-type: none"> • Percent of parents that feel that their child finds school interesting from the Alberta Education Assurance Survey • Percent of staff that feel students find school interesting from the Horizon Assurance Model survey • Percent of students that indicate on the Alberta Education Assurance Survey that they find school interesting • Suggestions from school surveys on what is one thing Westlake can do better or start doing. 	<ul style="list-style-type: none"> • Teachers will have regular open discussion with students on what the school can do to make it more interesting and improve student engagement. • Rebecca Edwards (principal) will talk to L.T. Westlake's Parent Advisory Council and send out a school survey to gather ideas on how Westlake could make school more interesting for students and improve student engagement • Rebecca Edwards and teachers will go through all of the data collected and incorporate various ideas that were suggested • Teaching staff will reinstate our Exploration block, where students will be able to explore different topics of their choosing. Topic options will change every quarter. They will have the option of participating in a creative option (music or art), technology option (robotics or computer) or an active option sports. These options will incorporate suggestions from Westlake students and parents on topics they would like to see offered at the school. • Staff will have regular discussions at staff meeting and PLC meetings regarding how they are ensuring all of their students' needs are being addressed, thereby ensuring students are engaged in their learning • Staff will work with our PAC to bring in more guest speakers and special performances for students • Westlake staff will increase the number of clubs being offered at the school based on the feedback from parents and students • Work with our Parent Advisory Council to offer our students more fields trips <p>Budget Allocation</p>

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| | <ul style="list-style-type: none">• \$0 is needed for locally developed surveys• \$1000 for Exploration block materials• \$2000 for various materials and potential guest speakers (budget allocation will be dependent on survey results) |
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Budget information (2021-2022 school year)

Certificated Staff (provided by division)	5.63 FTE
Support Staff (provided by division)	4.22 FTE
Decentralized Budget	
<ul style="list-style-type: none"> Anticipated Carryover from 2020-2021 	\$0
<ul style="list-style-type: none"> New Revenue for 2021-2022 	\$26 896
Total Revenue	\$26 896
<ul style="list-style-type: none"> Additional staff purchased 	\$177.09
<ul style="list-style-type: none"> Nutrition 	\$5320.41
<ul style="list-style-type: none"> Supplies 	\$10 000
<ul style="list-style-type: none"> Professional Learning 	\$600
<ul style="list-style-type: none"> Contingency 	\$1680.50
<ul style="list-style-type: none"> Other (specify) 	\$
<ul style="list-style-type: none"> Division Priority 1) Quality Teaching and Learning 	\$4943
<ul style="list-style-type: none"> Division Priority 2) Response to Instruction 	\$2175
<ul style="list-style-type: none"> School Priority 3) Student Engagement 	\$2000
Total Expenses	\$26896
School Generated Funds (carryover from 2020-2021)	\$

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