



Our Learning Success Story 2022-2023

PIPESTONE SCHOOL

RR2 Millet, AB

Rural Elementary School (K-6)

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Chapters in Our Story

- Principal - Kevin Gibson (kevin.gibson@wrps11.ca) Administrative Assistant - Renee Harris (renee.harris@wrps11.ca)
- Foundations
 - **MISSION** “To provide each student with a safe, supportive learning environment where the school community creates the conditions for high student achievement.”
 - **VISION** - Pipestone School we envision a school where...
 - There is a mutual respect, honesty, responsibility, and cooperation among the school community;
 - The environment is a safe, inviting and supportive place which promotes the student learning;
 - Meeting individual needs of all students;
 - Students are equipped with skills and competencies which enable them to apply their learning in meaningful context leading to lifelong learning;
 - All students are expected to maintain high behavior standards and academic excellence (striving to achieve their best);
 - All students are recognized for their accomplishments (receive positive reinforcement; recognized for growth, learning success, improvement; Gotchas; ;
 - The school community is actively engaged in the success of our school
 - Shared learning with a professional learning community continues
 - Interventions timely
 - Helping students on a journey to high school completion
 - **VALUES** HONESTY INTEGRITY WORK ETHIC WELLNESS FAMILY FAIRNESS HUMOR VOLUNTEERISM
RESPONSIBILITY ACTIVE LEARNING CONFIDENCE EMPATHY RESPECT COMMUNITY
HUMOR COMMUNITY VOLUNTEERISM

Our “Way” - Students at a small, rural school, who are “Learning to Succeed” everyday because of strong relationships with schoolmates and adults, learning structures, and community supports.

OUR PROFILE

- School Highlights and Celebrations
 - Gotchas

- Theme days, school spirit
- Logo
- Small school, rural community and culture
- Musical instruction and performance
- Literacy programming - guided reading
- School Demographics
 - 93 students (Sept 30/2022)
 - 5 full time teachers
 - 2.5 Educational Assistants
 - Admin assistant
 - Custodian
 - Family School Liaison Worker (at our school most Fridays)
 - Mental Health Capacity Building worker AKA Wellness Coach (weekly)
- Data Sets
 - Alberta Education Assurance Survey Results
 - Achievement Data (when available - as of Sept 30/2022 the results were not available because of a security breach from exams in other school divisions in the spring of 2022)
 - Literacy:
 - current LeNS
 - CC2
 - F&P
 - STAR
 - Reading Readiness
 - Alberta Education Reading Intervention Resource
 - Teacher's classroom observations, conversations and products
 - Numeracy:
 - MIPI
 - WRPS math common assessment
 - Alberta Education Numeracy Intervention Activities
 - IXL Math
 - Xtra math
 - Teacher's classroom observations, conversations and products

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- WRPS [Literacy](#) and [Numeracy](#) Assessment Guidelines
- [Jigsaw Learning Collaborative Response](#)
- [Pipestone School Website](#)
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Priorities of Wetaskiwin Regional Public Schools

Our Learning Success Story is our Learning Success Plan, and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Program of Studies, Leadership Quality Standards and Teacher Quality Standards, ensuring the priority areas that have been identified will drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.

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

1. Champion student and staff well-being.
2. Strengthen relationships with Indigenous communities and advance the TRC Calls to Action.
3. Assess and address the disruptions and barriers to student learning.
4. Support early childhood learning in partnership with families.

5. Explore and develop innovative programming opportunities.
6. Engage with parents and school communities.

Pipestone's Priorities

- The priority areas of focus below are designed to help answer the following guiding inquiry question from the WRPS Education Plan:
“In what ways, and to what extent, does our implementation of Professional Learning Communities and Collaborative Response in WRPS address students’ learning gaps and support them in their learning, so that all students can successfully complete high school?”

Priority Area of Focus 1: Literacy - DRAFT Layers of Reading, Phonics, Fluency/Comprehension, Writing

Our Inquiry Question	“In what ways, and/or to what extent does our focus on literacy improve student reading skills and use staff collective efficacy?”
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Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports
Board Priority(s)	Assess and address student learning gaps Emphasize early childhood learning
Understanding the Context	Based on school screening Reading Readiness and diagnostic tools (LeNS and CC3); the AB ED COVID learning disruption funding and how we can roll it out.
Outcome	Students have improved knowledge of letter sounds, consonant blends, vowel blends and basic sight words that they will apply to their reading skills to meet grade level expectations.

Action Strategies	Evidence of success (Timelines) for strategies and working on this focus area
<ul style="list-style-type: none"> - Guided reading targeted skill building and practice - Pull outs and Daily 5 intervention times targeted students - Secret Stories and Heggerty program delivery at Tier 1 - Words Their Way 	<ul style="list-style-type: none"> - Increased fluency F&P (January and May) - Reading Readiness results (May/June for Gr 1 and kindergarten) - Spelling skills used in Daily 5 or assigned writing activities (mid to late January) - Results from AB Ed Reading Intervention Resource - STAR

Priority Area of Focus: Numeracy - DRAFT Number Sense (Place Value), Basic Math Facts, Money \$

<p>Our Inquiry Question</p>	<p>“In what ways, and/or to what extent does our implementation of our focus on Math Facts increase student recall and use of math facts in math operations thru staff collaboration, collective efficacy, use of data to inform instruction, parental involvement, foundational knowledge?”</p>
<p>Alberta Education Assurance Domain(s) (School can delete the lines that are not applicable)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context</p>
<p>Board Priority(s) (School can delete the lines that are not applicable)</p>	<p>Assess and address student learning gaps Emphasize early childhood learning</p>
<p>Understanding the Context (Why is this an area where the school wants to focus its</p>	<p>For some of our students it's the need to practice, retain and recall. For some students motivation is a factor. Building a routine for math fact practice. Because we know that students don't retain as well if it is only done with a specific strand of curriculum.</p>

attention?)	
Outcome (What is the sought after achievement? What is the end goal?)	<p>“Mastery of number facts occurs when students understand and recall facts and is expected to be attained by students as they develop their number sense. This mastery allows for application of number facts and facility with more complex computations.” Alberta Education K-9 Mathematics Program of Studies. Page 7. (2007 - updated 2016)</p>

Action Strategies	Evidence of success (Timelines) for strategies and working on this focus area
<ul style="list-style-type: none"> - Xtra math and math fact practice - Mathletics - EA support for extra practice, skill building using games and manipulatives (playing cards, dice) - Using calculators, 100s charts, number lines where applicable - Technology support for math practice and motivation (IXL) 	<ul style="list-style-type: none"> - Pre and post assessment results from the Teacher Guide for Numeracy Intervention Activities - Xtra math data - Mathletics data - Power of ten sheets used to assess, highlight certain questions to practice - Observations to see if students are increasing their participation and confidence - IXL math data

Priority Area of Focus: Student and staff well-being - Wellness coach’s input

Our Inquiry Question	In what ways, and to what extent does our focus on student and staff well-being influence well-being at our school?
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<p>Alberta Education Assurance Domain(s) (School can delete the lines that are not applicable)</p>	<p>Student Growth and Achievement Teaching and Leading Local and Societal Context</p>
<p>Board Priority(s) (School can delete the lines that are not applicable)</p>	<p>Champion student and staff well-being</p>
<p>Understanding the Context (Why is this an area where the school wants to focus its attention?)</p>	<p>We strive for a safe, caring, welcoming school but always need to be aware of our students' perspective for safety at school, and to and from school. We look to improve our student's sense of belonging, reduce their anxieties and improve their bully awareness. We want our older students to have leadership opportunities throughout the year. We strive to find ways to have students enjoy many types of physical activities.</p>
<p>Outcome (What is the sought after achievement? What is the end goal?)</p>	<p>Students in grade 4, 5 and 6 report that they feel safe, have a good sense of well-being, demonstrate their sense of belonging, have strategies to deal with anxiety, and have tools and strategies for bully awareness and prevention.</p>

Action Strategies	Evidence of success (Timelines) for strategies and working on this focus area
<ul style="list-style-type: none"> - Gotcha Program - Extra-curricular activities (music, 	<ul style="list-style-type: none"> - Our School results (Oct 2021) and deeper look thru student focus groups

<p>sports, artistic, etc)</p> <ul style="list-style-type: none">- Gr 5-6 leadership (Gr 3-4s)- Book club with a mental health theme (Wellness Worker)- Lego groups (EAs)- Seasonal and Wellness/Fun Theme days	<ul style="list-style-type: none">- K-3 feedback; Staff observations, adults talking with the students- Adult leaders seeking feedback from students involved in the activities
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