Our Learning Success Story:
A working document
2023-2024

Wetaskiwin Regional Public Schools

Pipestone School

RR2
265054 Township Rd 472A
Millet, AB, T0C1Z0
Phone Number (780-387-4395)
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Our website - pipestoneschool.ca

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

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

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

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

Priorities of Wetaskiwin Regional Public Schools

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

District Priorities:

- Curriculum, Instruction and Assessment

- Sense of Belonging / Well Being

- Truth and Reconciliation Calls to Action

Our School's Learning Success Story

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

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#) Handbook
- WRPS K-12 Literacy Framework
- Collaborative Response: Understanding and Supporting Our Students
- Continuum of Supports

Our School

Chapters in Our Story

- Contacts
  - Principal - Kevin Gibson (kevin.gibson@wrps11.ca)
  - Teachers - Colleen Holtby (Kindergarten teacher, Inclusion coach/Literacy Teacher); Leonora Benson (combined grade teacher 1-2); Angela Handbury (combined grade teacher 3-4); Anjuli Phillips (combined grade teacher 5-6) 780-387-4395
  - 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 - a learning success program of teaching and targeting skills and behaviors then recognizing/rewarding good choices.
  - Theme days, school spirit
  - Logo (Predators)
  - Small school, rural community and culture
  - Musical instruction and performance
  - Literacy programming - guided reading
  - Student leadership
- School Demographics
  - 80 students (Sept 30/2023)
  - 5 full time teachers
  - 3 Educational Assistants
  - Admin assistant
  - Custodian
  - Family School Liaison Worker (at our school most Mondays)
  - Mental Health Capacity Building worker (weekly)
  - Indigenous Support Worker (most Fridays)
- Data Sets
  - School budget
  - Alberta Education Assurance Survey Results
  - Provincial Achievement Exam Data
  - Literacy:
    - current LeNS
    - CC3
    - Fountas & Pinnell assessments
    - STAR
    - Reading Readiness
    - Alberta Education mandatory literacy assessments

- Teacher's classroom observations, conversations and products (which includes PowerSchool Gradebook)
- Writing achievement
- UFLi data
- Guided Reading observations
  - Numeracy:
    - MIPI or Elk Island Catholic Schools assessment
    - WRPS math common assessment
    - Alberta Education mandatory Numeracy assessment
    - IXL Math
    - Xtra math
    - Teacher's classroom observations, conversations and products (which includes PowerSchool Gradebook)
  - Assurance Framework
    - Safe and Caring Schools Information
    - Achievement Data (PAT, Diploma)
    - First Nation, MetÌs and Inuit
    - Teacher Collective Efficacy survey results
  - Sense of Belonging
    - FSL info
    - Attendance data
    - Blue Lantern student survey data
    - Collaborative Response agendas and notes; FSL/IC/Principal Meeting notes

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

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

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

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

Priority Area of Focus: Curriculum, Instruction and Assessment What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?	
Our Inquiry Question or Goal	Can common instructional practices/resources/framework like UFLI help students with literacy skills as evidenced by Phonemic awareness? Phonics? Comprehension - retelling? Writing?

Alberta Education Assurance Domain(s)	_____ Student Growth and Achievement _____ Teaching and Leading _____ Learning Supports _____ Local and Societal Context		
Understanding the Context	University of Florida Literacy Institute (UFLI) is the common program for teachers of K-4 students. Getting to know and implement the program will be our top priority in support of student literacy this year. This adds to the work on new curriculum and the focus on phonics and phonemic awareness WRPS and PS		
Outcome	**Increasing decoding skills among all students that correlates with increases in reading levels; increase fluency and comprehension**		

Action Strategies	Timelines	Indicators of Success	Timelines for Sharing our story
1. **UFLI lessons** 2. **Guided Reading** 3. **Targeted Reading Intervention groups** 4. **Daily Five lessons** 5. **Opportunities for practice (home practice, word work, manipulatives, decodable passages and books** 6. **Secret Stories** 7. **Word Ladders**	1. **Daily** 2. **Two or three times a week** 3. **Two or three times a week (Sprint)** 4. **Daily**	☐ **Teacher qualitative feedback or survey** ☐ **Level of F&P results improvement** ☐ **AB Ed assessment**	**January and June**

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8. Vocabulary lessons and activities in whole or small group	**5. Two or three times a week** **6. In the teachable moment** **7. In the teachable moment** **8. Tow or three times a week**	**results improve (LeNS and CC3)** ☐ **Level of RRST results improvement** ☐ **Weekly spelling assessment results**	

Priority Area of Focus: Sense of Belonging / Well Being

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

Our Inquiry Question or Goal	Identifying and supporting specific students to bolster their sense of belonging and well being
Alberta Education Assurance Domain(s)	_____ Student Growth _____ Teaching and Leading _____ Learning Supports _____ Local and Societal Context

Understanding the Context	We have a school strength for supporting many students, but we also know that there are students who need greater support. Our focus for this priority is to have processes for being more strategic for a few students needs		
Outcome	**Increased attendance** **High Levels students satisfaction on sense of belonging and wellness questions on surveys like AB Ed Assurance**		

Action Strategies	Timelines	Indicators of Success	Timelines for Sharing our story
1. **Regular CTMs** 2. **Staff do regular check ins by staff with struggling students** 3. **Cross Grade group activities** 4. **Wellness Worker lessons** 5. **ISW groups** 6. **FSL support**	1. **Every 6-8 weeks** 2. **Daily or weekly** 3. **Every 6-8 weeks** 4. **Bi -weeky** 5. **Monthly** 6. **Weekly**	☐ **Improved results on student survey like AB Ed Assurance** ☐ **Parent follow up (phone calls, email, text)** ☐ **Staff observations and conversations**	**January and June**

Priority Area of Focus: Truth and Reconciliation - Calls To Action

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

Our Inquiry Question or Goal	Finding more ways to have indigenous learning in our day to day activities; increasing staff efficacy about delivery of indigenous activities and instruction
Alberta Education Assurance Domain(s)	_____ Student Growth _____ Teaching and Leading _____ Learning Supports _____ Local and Societal Context
Understanding the Context	The indigenous population at our school is very small compared to most other WRPSchools. This is Pipestone School's first year having an Indigenous Support Worker (ISW). We are looking to grow our support of this Board priority and our meaningful delivery of curricular outcomes.
Outcome	**Teachers increase their opportunities to incorporate their instruction and assessment of indigenous learning outcomes; staff members increase their efficacy on teaching indigenous knowledge**

Action Strategies	**Timelines**	**Indicators of Success**	**Timelines for Sharing our story**
1. **Orange Shirt day and TRC Week activities for classrooms and the whole school** 2. **ISW/Teacher communication to support**	1. **Through September** 2. **bi-weekly/m**	☐ **Students and staff have opportunities to be involved in TRC week events that have meaning** ☐ **Feedback from**	**January and June**

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monthly lessons and activities like 7 teachings or the Downie/Wenjack kit	onthly	teachers and Gloria (our ISW)	