



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story & Education Plan 2021-2022

Pigeon Lake Regional School

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Chapters in Our Story

- **School Administration**

Dr. Melissa Humby, Principal

Mr. Adam Stewart, Vice-Principal

- **School Mission, Vision, Philosophy**

Our Mission

At PLRS, we are committed to all students graduating:

- With an understanding of the importance of personal and interpersonal wellness
- With academic skills and personal attributes
- Prepared for post-secondary success
- As responsible citizens
- As lifelong learners
- With confidence
- Inspired

Our Vision

At PLRS, our policies, programs, and practices promote our mission statement. We envision a school where:

- Diversity is respected and celebrated in a safe, caring, and inclusive environment
- Students develop the characteristics of an active and responsible citizen
- Students receive timely and effective interventions from staff
- Students are at school every day with the desire to learn
- All students and staff have a passion for learning
- All staff are dedicated to our Mission Statement

Our “Way”

In order to achieve the shared vision of our school, we commit to a model where...

- We define “academic” as an acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies, and curriculum that encompasses every course that our students take
- Staff uses effective, data driven instructional methods supported by common assessments within the classroom to improve student learning
- Staff strives to establish candid, collaborative, and ongoing lines of communication with colleagues and other professionals
- Staff analyzes and evaluates school policies and procedures ensuring our actions are in line with our Mission Statement
- Staff learns from each other and supports each other in order to improve the learning environment for all
- Staff models the attitude and behaviour of a lifelong learner and an active citizen
- Staff takes the time to celebrate strengths and successes
- Staff wellness is a priority with in our school

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- Literacy Action Plan (District and / or School)
- Collaborative Response: Understanding and Supporting our Students
- Continuum of Supports
- * Jr. Achievement

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](#).

Priority: Assess and address student learning gaps

Priority: Emphasize early childhood learning

Priority: Champion student and staff well-being

Priority: Encourage and celebrate active citizenship in our school communities

Priority: Align resources to advance board priorities

Our Profile

Pigeon Lake Regional School (PLRS) is a Grade 7 to Grade 12 school located in Falun.

At PLRS, we are part of a vibrant, diverse, and collaborative community. Our caring and engaged staff provide strong, responsive, student centered, and academic learning opportunities to all students that are developmentally appropriate. We also implement trauma informed practices based on social-emotional needs of our diverse students.

Our Celebrations

At PLRS, we are a community that sustains a culture that maximizes learning, skill development and resilience in a safe and caring environment. We support each other, learn from each other and connect with each other in responsive and respectful ways. We also have a strong focus on staff and student wellbeing. In our school, students achieve because:

- They feel included and appreciated by their peers and adults in the school
- They are respected for their different cultures, goals, interests and abilities
- They are active participants in their own learning
- They have expectations from their peers and adults in the school that they will succeed
- They are involved in promoting our school anti bullying policy and accessing it online
- They are presented with challenging and rigorous curriculum

Many special events and learning activities happen throughout the school year. Students have access to cultural celebrations and practices. Students participate in cross country running, volleyball, basketball, badminton, track and field, ski trips and other extra curriculars, such as board game club, school reach, horses of hope, golf, peer mentorship, GSA, students union, spirit days, school dances/yearbook, comic con, drama productions, graduation, athletics banquet, lunch and breakfast program, spaghetti dinner, and panther cup.

Our Celebrations Cont'd

Students also engage in “in-school” field trips that support learning in core subjects such as English, Social Studies, Math, Science, and CTS.

We offer individualized programming for students with specialized needs in 7-12. We also work hard to support the whole student, in school and at home with our specialized support services.

Over the years, Pigeon Lake Regional School has had a strong focus on collaboration starting with High School Redesign in 2014. High School Redesign provided time to focus on key areas including: mastery of learning, personalization, flexible learning environments, rigorous and relevant curriculum, and professional development. High School Redesign was also the start of PLRS staff collaborating with Buck Mountain Central School on similar initiatives, practices and strategies. This included strategies in Response to Intervention that took the form of additional time for literacy and numeracy built into the time table and dedicated time for students to receive extra help outside of regular classroom time.

In 2016 PLRS began implementing *Learning by Doing* (Dufour et al., 2016) structures to allow PLRS to transform our school into a professional learning community (PLC). Strategies included developing a guiding coalition and collaborative teams with a focus on each of the four cores. Each Core collaborative team then began implementing *Teaching Sprints* (Breakspeare, 2020) to look carefully at research and evidence, engage in collaborative dialogue with peers and make incremental changes to teaching practice, for big impact over time. This work has led nicely into our current 2021 work with the Collaborative Response Model of: valuing collaboration, data informed decision, action focused responses and timely support for all students.

Our Demographics

Pigeon Lake Regional School currently serves 250 students in Grades 7 - 12. Most of the school's students are drawn from a vast attendance area that includes the hamlet of Falun, the lake community around Pigeon Lake, and Maskwacis reservation. The school receives Grade 7 students from the Falun, Lakedell, Mimiw Sakahikan, and Pipestone Schools.

Our Data Sets

- (Schools choose what data either provincial and or local they would like to measure):
 - Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (PAT, Diploma)
 - First Nation, Metis and Inuit
 - High school completion
 - Other
 - Local Data Sets
 - Beacon 4 Wellness Survey for staff
 - OurSchool Survey
 - Social-Emotional Outcomes (anxiety, depression, participation, sense of belonging, bullying etc.)
 - Literacy
 - Fountas and Pinnell (% of students reading at grade level AND % of students who have shown leveled growth)
 - STAR Reading (% of students who have improved their reading level by end of year)
 - HLAT (% of students writing at grade level AND % of students whose writing is considered performing at “Proficient” or higher)
 - Numeracy
 - MiPi (% of students indicating at least 70% during the September Administration)
 - District Common Final grade 7 and 8
 - IXL Diagnostics Platform
 - Other

Priority Area of Focus: Self Advocacy, Self Regulation and Boundaries (staff)

Our Inquiry Question	<p>In what ways, and/or to what extent does our focus on achieving connection between students and staff build student self advocacy and self regulation skills?</p> <p>In what ways, and/or to what extent does our focus on practicing boundaries support staff mental health?</p>		
Alberta Education Assurance Domain(s)	<p>Student Growth and Achievement Learning Supports Governance Local and Societal Context</p>		
Board Priority(s)	<p>Champion student and staff well-being Encourage and celebrate active citizenship in our school communities</p>		
Understanding the Context	<p>In order to find success students and staff have to be accessible and emotionally regulated. If staff are not regulated they are unable to support student learning, success, and wellness.</p> <p>If students are not regulated, they are not available for learning.</p>		
Outcome	<p>A school full of emotionally regulated staff and students. Staff that is able to effectively interject and provide supports for individuals who are not regulated. When we work through those challenges it builds resilience for both.</p>		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>1. Implementation of kudos to staff and students</p>	<p>1. Monthly</p>	<p>1. Students, staff and community talking about it, feelings of</p>	<p>1. Cards, words of kindness/ positive feedback, free food</p>

<p>2. Brainstorm and role model emotional regulation and regulation strategies</p>	<p>2. Year-long</p>	<p>appreciation, smiles</p> <p>2. Students using emotional regulations strategies (fidgets, breathing, time-outs, space etc.)</p>	<p>prizes from the cafe, positive calls home</p> <p>2. Increased attendance, regulated students and staff</p>
<p>3. Model how to access and self advocate for school supports</p>	<p>3. Year-long</p>	<p>3. Student self referrals to counselling / academic supports, Students asking for help</p>	<p>3. Overall increased sense of belonging and comfort</p>
<p>4. Using the Collaborative Response Model to provide flexibility in our teaching practices and pedagogy</p>	<p>4. Year-long</p>	<p>4. Increase in class completion and academic success, thus high school completion.</p>	<p>4. Increased Continuum of Supports in the school (toolbox of strategies)</p>
<p>5. Encouraging students to access student interest groups (GSA, SRC, Athletic teams etc.)</p>	<p>5. Year-long</p>	<p>5. Increased involvement in extra curricular</p>	<p>5. OurSchool Survey Results (twice a year)</p>
<p>6. Accessing PLRS wellness coach strategies</p>	<p>6. Year-long</p>	<p>6. Students reaching out for help, students engaged in lessons, students wanting to learn more</p>	<p>6. Increased toolbox of wellness strategies by end of year</p>
<p>7. Wellness coach survey to access student wellness interests</p>	<p>7. November -December</p>	<p>7. Student chosen wellness topics</p>	<p>7. Toolbox of wellness ideas throughout the year</p>

<p>8. Implementing staff wellness activities</p>	<p>8. Year-long</p>	<p>8. Implementation on PLC days, randomly throughout the year, closer, connected and more regulated staff staff</p>	<p>8. Happy staff leads to happy students</p>
<p>9. Healing circle for staff</p>	<p>9. December - February</p>	<p>9. Connecting staff</p>	<p>9. Culture of “we are in this together”</p>
<p>10. Beacon 4 Data (staff survey)</p>	<p>10. November</p>	<p>10. Baseline for where staff are at in terms of their health and wellness</p>	<p>10. Increased wellness from baseline. Ideas on what we can work on as a staff</p>
<p>11. Staff giving themselves permission and setting boundaries</p>	<p>11. Year-long</p>	<p>11. Permission to:</p> <ul style="list-style-type: none"> ● Go below the line ● Permission to make mistakes/take risks ● Flexibility ● Ask for what we need ● Boundaries (supports/challenges): ● Email/texting hours ● Lunch break ● Time @ work vs. Time @ home ● Moment to take breaths ● Exercise ● Looking out for one another “life line” ● Check in buddies ● Setting priorities ● Not taking on others 	<p>11. Work-life balance</p>

Priority Area of Focus: Reading Comprehension

Our Inquiry Question	In what ways, and/or to what extent does our collective focus assessing and addressing student learning gaps in reading comprehension, through staff collaboration, use of data to inform instruction, and specific strategies in all content areas impact our students' achievement in all courses 7-12.		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports		
Board Priority(s)	Assess and address student learning gaps Align resources to advance board priorities		
Understanding the Context	Literacy is the foundation for success in every course. Literacy skills are essential for real life success after high school. Increase confidence and sense of positive self concept. Increased high school completion. More students interested in attending post secondary. PAT/ DIP - results (standard of excellence and acceptable standard)		
Outcome	For every student to be reading at or above grade level. With the understanding that there may be outside factors that are beyond our control. Increased vocabulary, fluency, and comprehension.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
1. Collection of data in F&P, STAR and	1. 3x per year	1. Increased grade level in	1. Literacy data/ profile on

<p>HLAT</p> <p>2. Using the Collaborative Response Model to come up with specific reading interventions (dependent on the literacy level of the student).</p> <p>Implementation of cue cards, chunking material, google read write, emphasis on vocabulary</p> <p>3. Brainstorm ideas and implement subject specific vocabulary knowledge</p> <p>4. Set a commitment of reading and a focus on literacy in all core classes</p> <p>Collaborative Planning Goals (Core subject teams):</p> <p>Math In what ways, and/or to what extent does our collective focus assessing and addressing student learning gaps in comprehension of math related terms, through specific strategies impact our students' achievement on word problem questions in grades 7-12?</p>	<p>2. Year-long</p> <p>3. Year-long</p> <p>4. Year-long</p> <p>Year-long</p>	<p>F&P, STAR and HLAT and leveled in class growth</p> <p>2. Established reading in directed learning / classroom. Increased confidence.</p> <p>3. Increased grade level in reading, increased vocabulary and academic success</p> <p>4. Reading time at the start of all ELA classes, time in directed learning for reading. Expand the school's reading library. See core subject goals below</p> <p>Data Exams (word problem questions), exit passes/formative assessment specifically for word problems</p>	<p>every student (3x per year)</p> <p>2. Decrease in evidence of struggling readers</p> <p>3. Students having confidence in understanding what they are reading</p> <p>4. Students choosing to read</p>
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<p>Strategies: Word wall, laminated cards for students to have with words and how they apply to operations, and how to solve(decode) a word problem steps (laminated card for students)</p> <p>Science In what ways, and/or to what extent does our collective focus of addressing gaps in learning and strengthening the use of scientific terminology throughout all 7-12 science units impact student learning through formative and summative assessments as well as application in labs and projects? Strategies: Word wall, prefixes/suffixes to decode words, vocabulary sheets, fill-in the blank, crossword, word searches, and matching vocabulary</p> <p>Social To what extent does teaching and reviewing vocabulary with a specific focus on core outcomes for each course lessen learning gaps and improve student reading comprehension? Strategies: Tier 1 and 2 interventions, collaboration, and flashcards. Data: Grade level benchmarks, unit exams, and formative assessments.</p> <p>English To what extent does daily reading practices impact student literacy skills, with particular focus on those identified as achieving/performing below acceptable grade level standards? Strategies: STAR, HLAT, F&P, Tier 1 intervention (daily reading)</p>	<p>Year-long</p> <p>Year-long</p> <p>Year-long</p>	<p>Data Formative assessment of vocabulary, quizlet/pear deck for flash cards, edpuzzle</p> <p>Data Grade level benchmarks, unit exams, and formative assessments.</p> <p>Data STAR Results, F&P benchmarking, classroom achievement (overall grade)</p>	
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Priority Area of Focus: Patterns and Relations

Our Inquiry Question	In what ways, and/or to what extent does our collective focus assessing and addressing student learning gaps in patterns and relations through staff collaboration, use of data to inform instruction, and specific strategies in all content areas impact and improve student success in all courses 7-12?		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Learning Supports		
Board Priority(s)	Assessing and addressing student learning gaps Align resources to advance board priorities		
Understanding the Context	Learning about patterns and relations provides students with an understanding of relationships, which is a basis for understanding and analysing data, solving complete problems and developing generalizations. It provides a sense of order. Patterns and relations help students make predictions and logical connections and use reasoning skills.		
Outcome	Improvement in recognizing and working with patterns and relations		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story (Timelines for Sharing our story)
1. Collection of data (MiPi, IXL, and in class success on assessments (formative/summative)	1. Quarterly	1. Increased grade level on MiPi, IXL and in class assessments.	1. Numeracy profiles on all junior high students
2. Set a commitment of numeracy and a focus on patterns and relations in all core classes and directed learning	2. Year-long	2. Math fundamentals class in directed	2. Student confidence in basic skills in patterns and relations.

<p>3. Using the Collaborative Response Model to to extend our teaching practices and pedagogy in numeracy</p> <p style="text-align: center;">Collaborative Planning Goals (Core subject teams):</p> <p>Math In what ways, and/or to what extent does our collective focus assessing and addressing student learning gaps in fractions and percents through specific strategies impact and improve student success in mental math situations in grades 7-9? Strategies: Kahoot games, math fundamentals during directed learning(specific focus in each grade), and exit passes/formative assessments</p>	<p>3. Year-long</p> <p>Year-long</p>	<p>learning, increased understanding of common patterns and relations across all core subjects. See below</p> <p>3. Teachers trying different strategies (building staff capacity of strategies), students extension of knowledge</p> <p>Data Mental math portions of quizzes and exams, district final exams, PAT, Mipi, **Even though we are focusing on grades 7-9 with data and resources we acknowledge that we will see improvements in our highschool courses from this goal in the years to come**</p>	<p>3. Collaborative team meetings, every month, Collaborative planning meetings weekly, school support meetings weekly and case consults as required</p>
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<p>Science</p> <p>In what ways, and/or to what extent does our collective focus on addressing gaps in understanding of scientific ~variables in calculations and in labs as well as analyzing and interpreting patterns in data and applying it to the curricular outcomes, strengthen the students' understanding of all science units from 7-12?</p> <p>Strategies: Consistent scientific problem solving and graphing format across all grades, consistent scientific method application, checklists, review of variables in every lab (pre/postlab), and visual poster/bulletin board/handout</p>	<p>Year-long</p>	<p>Data</p> <p>Consistent use of the scientific method and expression of calculations, formative/summative assessment, entrance/exit slips, lab reports</p>	
<p>Social</p> <p>To what extent does teaching and reviewing graphs and timelines with a specific focus on core outcomes for each course lessen learning gaps and improve student source comprehension?</p> <p>Strategies: Tier 1 and 2 interventions, collaboration, and relevant exemplars/modeling,</p>	<p>Year-long</p>	<p>Data</p> <p>Grade level benchmarks, unit exams, source analysis and formative assessments.</p>	
<p>English</p> <p>In what ways can we nourish an understanding of sequencing in regards to multi-step assignments, plot in a variety of literature, and poetry composition, and subsequently, how does this affect overall literacy and comprehension/achievement?</p> <p>Strategies: Modelling, chunking/numbering assignments, added instruction/formative assignments, and Tier 2 supports (small group work)</p>	<p>Year-long</p>	<p>Data</p> <p>Coursework, HLAT, PATs, unit exams, STAR, F&P</p>	

