



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2023-2024

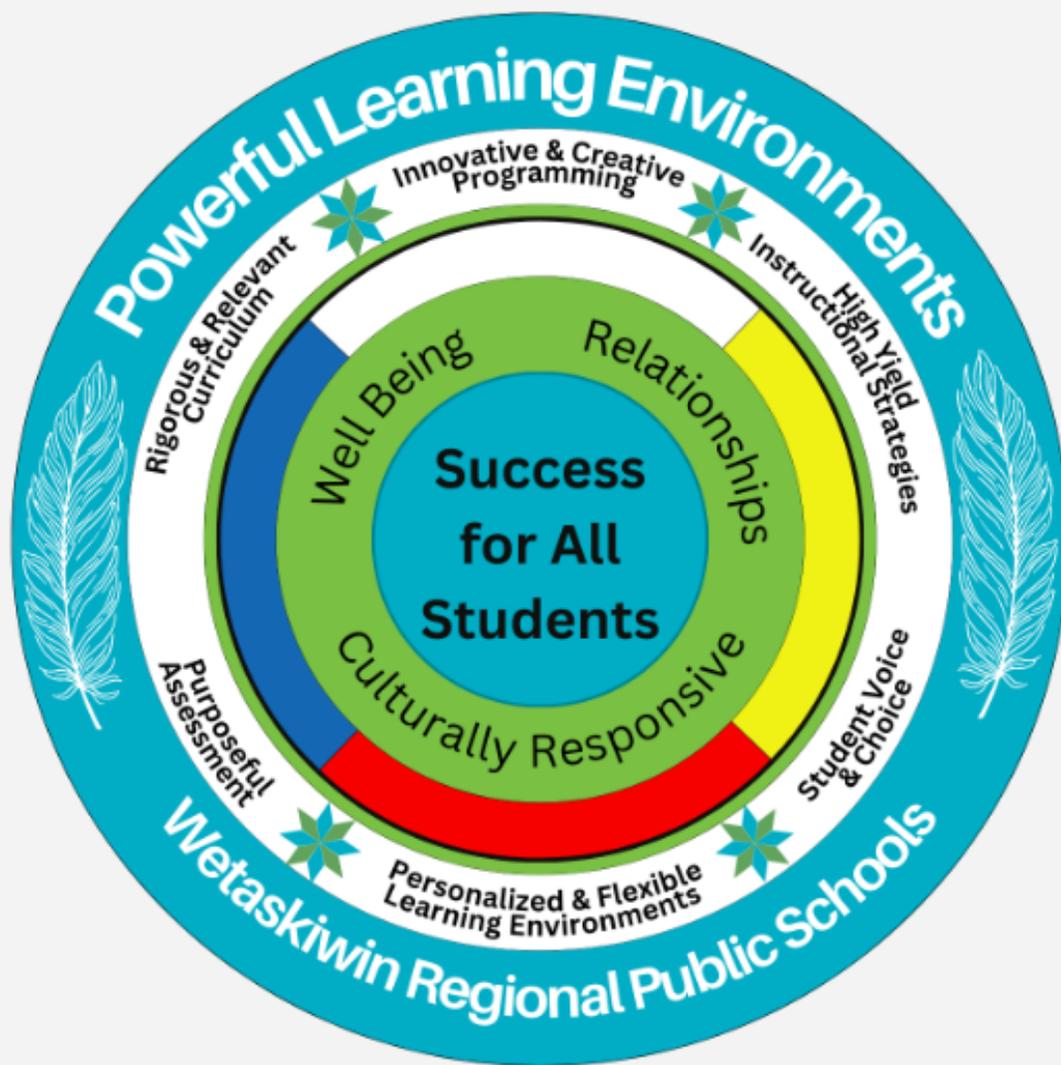
Pigeon Lake Regional School

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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 our 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 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](#)
- WRPS K-12 Literacy Framework
- Collaborative Response: Understanding and Supporting Our Students
- Continuum of Supports

Our School

- **School Administration**

Dr. Melissa Humby, Principal

Mr. Adam Stewart, Vice-Principal

- **School 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 highschool success
- As responsible citizens
- As lifelong learners
- With confidence and respect
- Inspired

- **School 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
- Staff and students utilize individual skills to contribute to our school community through wellness, school spirit, extracurricular activities, and school pride
- Positive community involvement

- **School Values**

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 within our school
- Staff encourage students to participate in school activities to promote school spirit

Our Profile

Pigeon Lake Regional School (PLRS) is a Grade 7 to Grade 12 school located in Falun. Pigeon Lake Regional School currently serves 275 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.

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 golf, cross country running, volleyball, basketball, badminton, track and field, ski trips and other extra extra-curriculars, such as board game club, horses of hope, peer mentorship, GSA, students union, spirit days, school dances, yearbook, drama productions, band program, graduation celebrations, athletics banquet, awards ceremony, lunch and breakfast program, and Panther Cup.

Students also engage in “in-school” field trips such as 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). They 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 2023-24 work with the Collaborative Response Model of: valuing collaboration, data informed decisions, action focused responses, and timely support for all students. Every child has a team!

Our Data Sets

- **What data do we use to measure our successes?**
 - Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (PAT, Diploma)
 - First Nation, Metis and Inuit
 - Other
 - Local Data Sets
 - Literacy
 - Alberta Education Literacy Screener
 - Alberta Education Numeracy Screener
 - Reading Readiness Assessment Data
 - Fountas and Pinnell Reading Assessment
 - STAR Reading - Reading Assessment
 - Writing Achievement
 - Numeracy
 - MiPi
 - IXL Diagnostic Profile
 - District Common Final
 - Other
 - School Google Surveys
 - Beacon 4+

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?

<p>Our Inquiry Question or Goal</p>	<p>Literacy: Our goal is to create and sustain a collective culture of literacy and reduce learning gaps in reading and writing comprehension.</p> <p>Numeracy: Our goal is to implement common teaching practices that build on foundational skills and student confidence in order to reduce learning gaps.</p> <p>Assessment and Instruction: Our goal is to align our teaching and assessment practices with others across WRPS through Collaborative Response.</p>
<p>Alberta Education Assurance Domain(s)</p>	<p><input checked="" type="checkbox"/> Student Growth and Achievement</p> <p><input checked="" type="checkbox"/> Teaching and Leading</p> <p><input checked="" type="checkbox"/> Learning Supports</p> <p><input type="checkbox"/> Governance</p> <p><input checked="" type="checkbox"/> Local and Societal Context</p>
<p>Understanding the Context</p>	<p>Some students at PLRS have significant learning gaps. Many of these gaps lie in the area of foundational skills often learned at a younger age, but for whatever reason some students have missed these vital skills that are essential for their success in junior/senior high.</p> <p>In literacy our students are struggling with vocabulary, reading (inferring, apply and analyzing) and writing (thoughts, understanding and content).</p> <p>In numeracy our students are struggling with patterns and relations (junior high), relations and functions (high school) as well as written and numerical response questions.</p> <p>Collaborative Response is a school framework that values collaborative, action-focused responses, data-informed discussions, and timely support to ensure all students can experience success. At PLRS we will use this framework to help organize and guide the work we do with curriculum, class instruction, and</p>

	assessments to support our students.		
Outcome	We are lessening the gap our students are experiencing and setting our students up for academic success and high school completion.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>Literacy:</p> <ul style="list-style-type: none"> • More exposure to reading - reading implementation in flex block separate from class time • Precision Reading • Vocabulary practices - prefix/suffix, vocabulary word walls • Daily writing implementation • Text-based writing prompts that are cross-curricular • Literacy Response to Intervention (RTI) during flex and some pull out time 	<p>Ongoing throughout the year</p> <p>Q1 and Q3</p>	<p>Increased reading levels</p> <p>Increased writing levels</p> <p>Students more confident in literacy</p>	<p>Improved Star Reading Results</p> <p>Improved PAT/DIP results</p> <p>Increased course awarded marks</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> • Blueprinting Mipi data • Build a RTI plan for flex in Q2 to work with kids in specific gap areas. • Focus on deconstructing word problems to help students pull out key information • Math PLC will spend time learning all the functions of the calculator. Then teach students how to use them as a tool. • Re-working exam length while still hitting outcomes. 	<p>Ongoing throughout the year</p> <p>Q2 and Q4</p>	<p>Increased marks in numeracy</p> <p>Students able to use their calculators more effectively</p> <p>Exam blueprinted and more aligned</p> <p>Students more confident in numeracy</p>	<p>Improved Mipi results</p> <p>Improved PAT/DIP results</p> <p>Increased course awarded marks</p>

<ul style="list-style-type: none"> ● Digital citizenship - with numeracy problem solving skills ● Coding - focus on critical thinking and strategy skills. 			
<p>Collaborative Response:</p> <ul style="list-style-type: none"> ● Revisiting our Non-Negotiables ● Use of Dossier to input data for SST/Collaborative Team meetings, as well as analyze assessment data ● Reflecting and revising our Continuum of Support i.e., developing a continuum of supports for behaviour, adjusting our agenda to reflect better referral steps for Tier 3 supports. ● Data discussions begin to help align our assessment and feedback practices. 	<p>Ongoing throughout the year</p>	<p>Increased staff understanding of Collaborative Response</p> <p>Increased confidence and capacity to respond to learner needs within the classroom.</p>	<p>Large tool box of teaching practices</p> <p>Weekly SST/Collaborative Team meeting agendas documented in Dossier.</p> <p>Continuum of supports for wellness, literacy, numeracy and behaviour</p> <p>Common gradebooks in powerschool i.e., Standards-based marking, comments attached to assignments in Powerschool.</p>

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

<p>Our Inquiry Question or Goal</p>	<p>Our goal at PLRS is to foster a stronger sense of belonging and community, by focusing on trust, respect, safety, and engagement.</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p> <input checked="" type="checkbox"/> Student Growth and Achievement <input type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context </p>		
<p>Understanding the Context</p>	<p>PLRS has gone through a lot of trauma as a school community. By focusing on wellbeing and sense of belonging we can work through the past traumas and build resiliency.</p>		
<p>Outcome</p>	<p>A school where our students and staff feel safe, accepted and engaged in their school community. Where they have positive mindsets, self-advocacy and self-regulation skills.</p>		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our Story(Timelines for Sharing our story)</p>
<p>Creating safe, engaging and respected atmosphere</p> <ul style="list-style-type: none"> • Students/staff greeted upon arrival • Breakfast, lunch and snack available • Monthly recognition of staff and students i.e., cards-milks store vouchers, staff meetings, emails, cards, gift cards 	<p>Ongoing throughout the year</p>	<p>Less office referrals High levels of staff participation Feelings of appreciation</p>	<p>Improved Beacon 4+ results Increase in community volunteers Increase school pride, engagement and happiness</p>

<ul style="list-style-type: none"> ● Modeling how to access and self-advocate for support i.e., academic, social/emotional, bullying ● Encouraging students to access student interest groups i.e., extra-curriculars, sports, clubs, wellness groups, and GSA ● Advertising the great things happening at PLRS i.e, Instagram, Facebook, newsletters, outdoor sign etc. ● Implementation of wellness activities i.e., spirit days, dances, outside social events (staff) ● Doors open at PLRS for community events ● Parent/community volunteer opportunities ● Therapy Dog available for support ● Supply Teacher to prevent loss of preps 		<p>Increased student involvement in extracurricular activities etc.</p> <p>Feedback from students, staff and community</p> <p>Community awareness and involvement in our school</p>	<p>Less online anti-bullying reports</p> <p>Increased attendance</p>
<p>Wellness Support Worker</p> <ul style="list-style-type: none"> ● Girls group/Boys group ● Wellness activities put on by MHCB 		<p>Student involvement</p>	<p>Increased attendance</p>

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 ?

<p>Our Goal</p>	<p>Our goal at PLRS is to take steps in advancing reconciliation and support commitments made by the Alberta government in response to Truth and Reconciliation. We are dedicated to a journey of understanding, reflection, and commemoration.</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p> <input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context </p>		
<p>Understanding the Context</p>	<p>Calls to Action on Education for Reconciliation Recommendation 62:</p> <ul style="list-style-type: none"> ● Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. <p>Calls to Action on Education for Reconciliation Recommendation 63:</p> <ul style="list-style-type: none"> ● Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ● Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. ● Building student capacity for intercultural understanding, empathy, and mutual respect. ● Identifying teacher-training needs relating to the above 		
<p>Outcome</p>	<p>PLRS staff and students will continue on our journey towards Truth and Reconciliation by fostering continued learning, relationships, community and respect.</p>		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our</p>

			Story
<p>Walking together: Every student will learn about Indigenous peoples and residential schools by understanding the past, present and future of Indigenous Peoples in Canada. All teachers will commit to addressing the Truth and Reconciliation through curriculum outcomes</p> <ul style="list-style-type: none"> ● Teachings and resources shared from leadership team meetings ● Professional development opportunities, workshops and resources will be shared as they arise 		<p>Building of relationships with our local Indigenous families</p>	
<p>There will be opportunities to connect with Elders, Indigenous Knowledge Keepers, to deepen our understanding on Indigenous topics.</p> <ul style="list-style-type: none"> ● Pipe Ceremony (Brad Rabbit) ● Smudging of the school (Brad Rabbit) ● Orange Shirt Day (Ramona Washburn) ● Indigenous Support Worker (Warren Washburn) teachings in the classroom and teachings for staff 	<p>Ongoing throughout the year</p>	<p>Wellness of our students</p> <p>Engagement of both students and staff</p>	<p>Feedback from our Elders/Community Members/Staff and Indigenous Support Worker</p>
<p>Actively engaging in meaningful activities aimed at deepening students' and staff understanding of the history and lasting impacts of residential schools on Indigenous communities. Also, acknowledging that the process of learning and reconciliation is ongoing and extends well beyond a day.</p> <ul style="list-style-type: none"> ● Orange Shirt Day ● National Day of Truth and Reconciliation ● Boys drumming ● Smudging ● Girls group - Indigenous Activities (skirt making, beading, etc.) 		<p>Meeting the Foundational Knowledge competency - building knowledge capacity in our schools, changing the minds and hearts of both Indigenous and non-Indigenous peoples</p>	<p>Indigenous knowledge becomes part of the schools culture</p>

<ul style="list-style-type: none">● Significance of Prayers● Protocol● Indigenous Peoples Day (lunch/gathering)● Bannock making● Indigenous Games● Eagle Feather Ceremony at Grad (building on it each year) - eagle feather beading with grad families, Eagle feather for caps.● Development of our own Land Acknowledgement● National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People (Red Dress Day)● Books and resources in the classroom			
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