



**Wetaskiwin  
Regional  
Public  
Schools**



## **Our Learning Success Story 2023-2024**

# **Parkdale School**

4107 - 54 Street  
Wetaskiwin, Alberta, T9A 1S8

Phone Number 780.352.4594  
[pd@wrps11.ca](mailto:pd@wrps11.ca)  
parkdaleschool.ca  
Facebook and Twitter

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## Chapters in Our Story

### School Administration

Principal - Mr. Michael Daly

[mike.daly@wrps11.ca](mailto:mike.daly@wrps11.ca)

780.352.4594

Vice Principal - Mr. Michael Currie

[michael.currie@wrps11.ca](mailto:michael.currie@wrps11.ca)

780.352.4594

### **Our Mission**

Wahkotowin - A community of connection, learning and caring

### **Our Vision**

Healing our community by giving students a strong background of academic and life experience to create curiosity and understanding of what they can achieve.

### **Our Values**

We value wisdom (iyinisowin), love (kihiw), respect (kistêyihtamowin), bravery (napihkasiwin), honesty (wetiko), humility (tapahtêyimisowin), and truth (miskinahk)

### **Our "Way"**

To educate students in a safe environment that encourages them to come to school, learn and advocate for their own education.

***This is a working document and changes will be made during the course of the school year.***

## Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- Collaborative Response: Understanding and Supporting our Students
- [Continuum of Supports](#)
- [Teacher Quality Standards](#)
- [Leadership Quality Standards](#)
- [Programs of Studies](#)
- [Programs of Studies \(New Curriculum\)](#)

## **Priorities of the Ministry of Education of Alberta**

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

**Vision:** Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

**Foundations for learning:** Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grade and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

**Outcomes for learning:** Knowledge development, character development, and community engagement.

## 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:** Demonstrate our commitment to Truth and Reconciliation and the spirit of the Calls to Action both which represent the beliefs and natural laws since time immemorial.

**Priority:** Honour that parents/guardians/caregivers are essential partners and the primary voice in the lives of students.

**Priority:** Demonstrate integrity and transparency in our stewardship of public education.

**Priority:** Demonstrate a commitment to rural sustainability by providing innovative programming in modernized facilities that support 21st Century learning.

**Priority:** Aligning our policies, processes, and practices to meet the needs of our community.

**Priority:** Commit to learning about how Treaty language and the Truth and Reconciliation Calls to Action should guide our governance decisions, practices and relationships.

## **Priorities of Parkdale School**

### **Our Profile**

Parkdale School is a K to 8 school that believes in fostering a safe and caring learning environment for all students. We value the relationship between home and school in developing and promoting the success of the individual student.

### **Our Celebrations**

Staff work together to create a welcoming, calm environment in which we focus on the strengths of all students. Developing strong, positive relationships with families is a belief that all staff have. We have a skilled staff that will work with students to help them grow and develop academically and socially. Students feel safe and secure at school. We are able to feed students both breakfasts and lunches in order to help them grow and develop and focus on their learning while at school. Ensuring that all students and families have a strong sense of belonging is what we desire to achieve. Students at Parkdale will see academic growth and development. Parkdale staff will spend time getting to know the students that they work with, meet the students where they are at and as a school we care for the members of the community.

We celebrate and embrace the Cree Culture, and smudging occurs daily for students and staff. We strive to ensure that Indigenous families know that they are valued and are important to our school community. A land acknowledgement takes place every morning on the school announcements.

Parkdale School has strong student leadership, the students are always willing to help out and support each other and the school community. The students have worked with staff to plan events, help in classrooms and organize fun days for all of Parkdale to enjoy.

## **Our Demographics**

Parkdale School is located on the south west side of Wetaskiwin. The catchment area for Parkdale School is the southside of mainstreet and west of the railroad tracks. Approximately 64% of the students in our school identify as First Nations, therefore celebrating Indigenous culture and identity is important.

There are currently 200 students that are attending Parkdale School. We have single grade classes from kindergarten to grade 8.

The staff consists of

- 11 Teachers
- 9 Educational Assistants
- 2 Administrative Assistants
- 1 Family School Liaison
- 1 Indigenous Support Worker
- 2 Custodians
- 2 Administrators



## Our Data Sets

- Assurance Framework
  - Safe and Caring Schools Information
  - Provincial Achievement Tests
  - First Nation, Métis and Inuit
- Local Data Sets
  - Literacy
    - Reading Readiness
    - LeNs/CC3
    - Fountas and Pinnell
    - STAR Reading
  - Numeracy
    - MiPi/EIMA
    - District Common Final
  - Well-Being
    - Alberta Education Results
    - BluLantern Beacon 4+ Survey

## Achieving Our Vision

Professional Learning Communities and Collaborative Response provide a structure for the staff of Parkdale school to work together to share knowledge, improve techniques, and ultimately, increase student achievement. Underlying this structure is Collective Teacher Efficacy.

In a 1993 landmark research paper, Albert Bandura of Stanford University, demonstrated that “staffs who firmly believe that, by their determined efforts, students are motivatable and teachable whatever their background, schools heavily populated with minority students of low socioeconomic status achieve at the highest percentile ranks based on national norms of language and mathematical concepts.”

Rachel Jean Eells’ (2011) conducted a meta-study (a study of all available studies) of 26 different research projects related to collective efficacy. By comparing and contrasting the 26 studies, she was able to demonstrate that “collective teacher efficacy and student achievement are **strongly** related. The strength of this relationship exists across subject areas, when using varied instruments, and in multiple locations” (p 110 - emphasis added)

This research was computed by John Hattie (Visible Learning) into categories of effect size. That is, what effect does collective teacher efficacy have on increasing student achievement. It was found that Teacher Efficacy has an effect size of 1.57. Hattie’s research demonstrated a ‘regular’ year of student growth has an effect size of 0.4. **This means, Collective Teacher Efficacy can equal 4 years of regular student growth over a single year.**



Collective Teacher Efficacy, defined as, “the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students” (Goddard & Hoy 2000) has four sources: Mastery experiences, Vicarious experiences, Social persuasion and Affective States.

Mastery experiences - overcoming difficulties through persistent effort

-Divisional groups (K-2, 3-5, 6-8) meet every Day 1 & 3 on a rotating basis to design, discuss, and analyze Learning Sprints. These are short - 4-6 weeks - research driven trials to determine the most effective instructional strategies to increase student success. Teams decide upon a focus, develop pre- and post-assessments, then create their sprint design. Over the 4-6 weeks, Teachers implement the specified sprint to test its validity in their classrooms. Data is gathered by the group so successes can be replicated in other classes.

Vicarious experiences - individuals learning from observations and sharing success stories

-Teachers, in addition to the experiential sharing they do in their Division Groups, are provided time to observe each other teaching. They are able to see each other’s effective instructional strategies, classroom management strategies, assessment strategies, student feedback, and general teaching practices. After each observation, Teachers meet with each other to discuss the lesson and what was learned by each party. This allows Teachers to engage in professional dialogue to share stories of achievement and provide collegial feedback on effective teaching strategies observed.

Social persuasion - talks, workshops, professional development and feedback

- The professional dialogue and feedback Teachers engage in and receive from each is a means to strengthen staff's conviction that they have the capabilities to achieve their goals (pg. 484). Together, they are able to share what they have done to cause a specific achievement in the students within their classrooms. This is further augmented by weekly Teacher/Admin meeting times where each teacher has a scheduled block of time to meet with the Administrative Team. These meetings allow for the discussion of a) students, their challenges and successes, b) instruction, dialogue and feedback, c) assessment, strategies and adaptations, and d) other topics as directed by the Teacher or Administration. This critical reflective conversation time is a further means towards understanding, improving, and celebrating the individual impacts of each Teacher on the students.

Affective states - the organizational well-being.

-The affective state of the school is the organization's ability to combat stresses, crises and challenges. An efficacious organization is able surmount these negative influences through adaptation. Providing opportunities for Teachers to share in their successes allows others to see that their efforts are making a difference in the lives of their students. They witness the evidence that proves this to be true. In addition, staff need time to 'get away' from their busy schedules to bond and build relationships with one another. Throughout the year, staff will be able to participate in staff volleyball, staff basketball, bowling, meals, or even activities in Edmonton amongst other events. These experiences allow everyone to come together as a unified team.

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: Literacy	
<b>Our Inquiry Question</b>	“In what ways does our school’s use of the Collaborative Response Model support literacy and increase the knowledge of Parkdale students?”
<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement Teaching and Leading Learning Supports Governance
<b>Board Priority(s)</b>	
<b>Understanding the Context</b>	As we look at our baseline data we have assessed that we have large gaps in learning this year. To properly address these gaps, Parkdale school will be specifically targeting the two main areas of literacy: Reading and Writing.
<b>Outcome</b>	A firm grasp of literacy is fundamental to all other academic knowledge. Students must have adequate understanding of the principles of literacy to see success. At Parkdale, we are working towards having every student in every grade achieve grade level numeracy skills. This goal may take a number of years to achieve. The first step is to create specific Grade targets that will be guaranteed to be achieved by the end of the

	2023-2024 school year.	
<b>Indicators of Success</b>	5-8 = Increase STAR results to 75% of students achieving benchmark scores (currently 25% of students achieve benchmark) K-4 = Increase student achievement to grade level reading scores as measured by the F& P assessment	
<b>Action Strategies</b>		
<b>Reading</b>	<b>Writing</b>	
Kindergarten		
<ul style="list-style-type: none"> <li>Students will know all letters and letter sounds of the alphabet. They will recognize 5-10 sight words. They will track while reading (read left to right), turn pages of a book, start at the front of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to write and spell their own name, write 5-10 high frequency words, use invented spelling to write 2 or more words and write words using both invented and phonetic spelling. Students will be able to copy environmental print and scribed words independently. Students will be able to share ideas and information about their own drawings and independently use drawings to illustrate ideas, experiences and information and talk about them.</li> </ul>	
Grade 1		
<ul style="list-style-type: none"> <li>Students will read fluently and comprehend at an C level using F&amp;P books. Students will attempt to blend unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Students will write 1 original sentence (3+ words) with inventive spelling, sight words, capitalization, and punctuation. Printing will be neat (shape and size), fingerspacing between words. Students will add a relevant drawing.</li> </ul>	
Grade 2		
<ul style="list-style-type: none"> <li>Students will read fluently and comprehend at a level E using F&amp;P books. They will be able to decipher unfamiliar words by segmenting into syllables and use context.</li> </ul>	<ul style="list-style-type: none"> <li>Students will write multiple sentences on a specific topic. Students will use inventive spelling, gr2 UFLI heart words, capitalization, and punctuation consistently in their writing. Printing will be neat (shape and size), fingerspacing between words.</li> </ul>	
Grade 3		
<ul style="list-style-type: none"> <li>Students will increase by at least 4 levels from where they began in grade 3</li> </ul>	<ul style="list-style-type: none"> <li>Students can produce full sentences with proper punctuation</li> </ul>	

<p>for F&amp;P. Everyone should be at least a N level. Students will understand blends, syllables and be able to sound out new words.</p>	<p>(period, question marks, quotation marks) and capitals. They can write a paragraph with 3-4 sentences focused on the same topic. Sentences will be finger spaced apart in neat in shape and size.</p>
<p>Grade 4</p>	
<ul style="list-style-type: none"> <li>All students will read at a F&amp;P level D. Students will increase their reading levels by 4 levels</li> </ul>	<ul style="list-style-type: none"> <li>Students can produce full sentences with proper punctuation (period, question marks, quotation marks) and capitals. They can write a paragraph with a beginning, middle and ending sentences. Sentences will be finger spaced apart in neat in shape and size.</li> </ul>
<p>Grade 5</p>	
<ul style="list-style-type: none"> <li>Identify simple plot structure and literary elements. (setting, plot, character) Minimum level R F&amp;P.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to write a 3 paragraph essay. Using proper punctuation (.,?,", !) Students will be able to identify literary elements. Write a simple story using setting plot, main/supporting characters.</li> </ul>
<p>Grade 6</p>	
<ul style="list-style-type: none"> <li>min F &amp; P level V compréhension, identify plot structure, literary elements (setting, plot, main/supporting characters, irony, symbolism, etc), develop vocabulary and strategies to integrate and use new words</li> </ul>	<ul style="list-style-type: none"> <li>Basic syntax, grammar, punctuation, structure of a paragraph (main idea sentence and supporting details), 5 paragraph essay structure, identify and write according to standard plot structure</li> </ul>
<p>Grade 7</p>	
<ul style="list-style-type: none"> <li>All students will be able to identify the literal components in a grade level text (plot, characters, main idea). All students will be able to make inferences in a grade level text. Identify main ideas and supporting details. Identify plot and conflict and track how conflict develops. Research a topic, ask questions, and organize details. Use strategies to understand words they don't know. All students will find joy in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Structure of a paragraph (main idea with specific and detailed evidence to support). Multiple paragraph, organized writing on a single topic. Expressing multiple perspectives on a single topic. High quality writing includes capitals at the beginning of sentences and on proper nouns, punctuation at the end of the sentence, spell check/grammar check, and paragraphing.</li> </ul>
<p>Grade 8</p>	
<ul style="list-style-type: none"> <li>All students will be able to identify the literal components in a grade level text (plot, characters, main idea). All students will be able to make inferences in a grade level text. Think critically about a text and propose theories about the author's choices. Identify topic and theme and justify with evidence from the text. Research a topic, pose questions, and draw out relevant information and</li> </ul>	<ul style="list-style-type: none"> <li>Structure of a paragraph (main idea with specific and detailed evidence that links back to the main idea). Multiple paragraph, organized writing with an introduction and a conclusion on a single topic. Using persuasive elements in written work. High quality writing includes capitals at the beginning of sentences</li> </ul>

organize ideas and information. Reference sources. Use strategies to understand words they don't know. All students will find joy in reading.

and on proper nouns, punctuation at the end of the sentence, spell check/grammar check, and paragraphing.

## Priority Area of Focus: Numeracy

**Our Inquiry Question**

"In what ways does our school's use of the Collaborative Response Model support numeracy and increase the foundational knowledge of Parkdale students?"



<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement Teaching and Leading Learning Supports Governance
<b>Board Priority(s)</b>	
<b>Understanding the Context</b>	As we look at our baseline data we have assessed that we have large gaps in foundational mathematical principles. Students are demonstrating difficulties as they move year to year on their academic journey with understanding high levels of computation. This is due to a lack of firm foundations upon which to build deeper knowledge.
<b>Outcome</b>	A firm grasp of basic numeracy principles is fundamental to deeper and more complicated mathematical concepts. At Parkdale, we are working towards having every student in every grade achieve grade level numeracy skills. This goal may take a number of years to achieve. The first step is to create specific Grade targets that will be guaranteed to be achieved by the end of the 2023-2024 school year.
<b>Indicators of Success</b>	5-8 = Increase MIPI results to 75% of students achieving benchmark scores (currently 28% of students achieve benchmark) K-4 = Increase student understanding of number sense (addition, subtraction, multiplication, division)
<b>Action Strategies</b>	
Kindergarten	
<ul style="list-style-type: none"> <li>Students will count forward and backward to 10 starting at 1. Count forward and backward starting at any number. Subitizes numbers 1-6. Can do 1 to 1 correspondence for numbers 1-10. Matches numerals to 10 with a given quantity. Compare quantities using 1-1 correspondence. Understands repeating patterns, can extend a pattern, can create a pattern.</li> </ul>	
Grade 1	
<ul style="list-style-type: none"> <li>Students will be able to count, represent and subitize numbers to 10. Count from 1-50 starting at any number. They will be able to do simple addition to 20 and subtraction from 20. They will be able to skip count by 2's to 100 and skip count by 5's and 10's to 100. They will be able to name pennies, nickels, dimes, quarters, loonies, and toonies.</li> </ul>	

Grade 2
<ul style="list-style-type: none"> <li>Students will be able to count to 500 and count by 1s, 2s, 5s and 10s to 100. Number has a value based on its place on a number line. Quantity can be estimated. Sum can be composed in multiple ways. Addition and subtraction to 50 (including double digit without regrouping). Patterns (increasing and decreasing). Students will understand basic fractions (whole and half).</li> </ul>
Grade 3
<ul style="list-style-type: none"> <li>Students will be able to recognize and represent numbers to 1000. They will be able to do addition and subtraction with at least 2 digits with regrouping. They will be able to skip count up to 5 and with 10's. They will be able to recall multiplication and division facts up to the 5 times table. They will be able to add money with bills and dollar coins. Students will understand basic fractions (whole, half, thirds, quarters) numerator, denominator.</li> </ul>
Grade 4
<ul style="list-style-type: none"> <li>Students will be able to recognize and represent numbers to 100 000, fractions and decimals. They will be able to recall and apply multiplication and division with factors to 12. They will be able to recall basic math facts in addition, subtraction, multiplication, and division.</li> </ul>
Grade 5
<ul style="list-style-type: none"> <li>Students will be fluent in all basic facts. Students will be able to represent numbers up to ten million. Students will understand decimals in regards to money. Students will understand fractions and be able to add &amp; subtract like denominators as well as improper &amp; mixed fractions. Students will be able to make reasonable estimations.</li> </ul>
Grade 6
<ul style="list-style-type: none"> <li>Up to 11 times tables (multiplication and division), factorization, use a Cartesian plane, understanding positive and negative integers, understand/compare fractions with denominators with common factors (NOT just like denominators), understand multiplication/division algorithms</li> </ul>
Grade 7
<ul style="list-style-type: none"> <li>Solving problems involving percents from 1 to 100%. Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers with like and unlike denominators, concretely, pictorially, and symbolically. Demonstrate an understanding of addition and subtraction of integers. Compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using benchmarks, place value, equivalent fractions and/or decimals. Demonstrate an understanding of oral and written patterns and the equivalent linear relations. Evaluate an expression, given the value of the variable. Problems that can be represented by one-step linear equations of the form <math>x+a=b</math> where <math>a</math> and <math>b</math> are integers. Demonstrate an understanding of circles (radius, diameter, circumference) Applying formulas for triangles, parallelograms, &amp; circles. Cartesian plane.</li> </ul>
Grade 8
<ul style="list-style-type: none"> <li></li> </ul>

## Priority Area of Focus: Well-Being

<p><b>Our Inquiry Question</b></p>	<p>"In what ways does our school's use of the Collaborative Response Model support the wellness of Parkdale students and staff?"</p>
<p><b>Alberta Education Assurance Domain(s)</b></p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance</p>
<p><b>Board Priority(s)</b></p>	
<p><b>Understanding the Context</b></p>	<p>Wellness supports a student's ability to perform academically. When students achieve academically this supports their ability to graduate from high school. Without wellness, learning can not occur. We also know that feeling like you belong can help with your overall sense of wellbeing.</p>
<p><b>Outcome</b></p>	<p>All students will understand and demonstrate self-esteem, self-regulation, kindness and resilience.</p> <p>Parkdale school will also focus on maintaining a strong sense of staff wellbeing. As staff are well, they are better able to work with, teach, and care for the students of Parkdale.</p>
<p><b>Indicators of Success</b></p>	<p>As students and staff improve upon their individual wellness, Parkdale anticipates seeing:</p> <ul style="list-style-type: none"> <li>● Improved positive indicators on the BluLantern Beacon 4+ and AERR Surveys.</li> <li>● Decreased instances of student frustration as demonstrated by shutdown behavior, anger outbursts, task refusal, etc.</li> <li>● Improved student to student relationships</li> </ul>

<b>Action Strategies</b>	<b>Timelines</b>
<p>Development of Parkdale Houses                      1-3 students from each grade in each house                      Each teacher will be the leader of a house                      Houses are to create cooperation, collaboration and efficacy at Parkdale                      Older students can model leadership</p>	<p>Monthly activities based on Literacy, Numeracy and Well-being</p>
<p>Parents will be invited and encouraged to attend each meeting of the Parkdale Houses</p>	
<p>An At-Home Reading Program will be established whereby students can earn points for their House team by reading to a parent, having a parent read to them or a mixture of both. Students will earn a single point for every 10 minutes of reading. Parents will be given a monthly Reading Log to record the minutes to be submitted to Teachers.</p>	

