



Wetaskiwin  
Regional  
Public  
Schools



## Our Learning Success Story 2021-2022

# Parkdale School

4107 - 54 Street  
Wetaskiwin, Alberta, T9A 1S8

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

# Table of Contents

<b>Table of Contents</b>	2
Chapters in Our Story	3
Supporting Information	4
Priorities of Wetaskiwin Regional Public Schools	5
Our Profile	6
Our Celebrations	6
Our Demographics	6
Our Data Sets	6
Priority Area of Focus: What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper lanes) Exemplar provided: (Early) Literacy and Numeracy	7
Student Growth and Achievement	
Teaching and Leading	
Learning Supports	
Governance	
Local and Societal Context	7

## Chapters in Our Story

### School Administration

Principal - Mrs. Sandra Wilson

[sandra.wilson@wrps11.ca](mailto:sandra.wilson@wrps11.ca)

780.352.4594

Vice Principal - Mrs. Mary Lynn Kary

[marylynn.kary@wrps11.ca](mailto:marylynn.kary@wrps11.ca)

780.352.4594

### **Our Mission**

Wahkotowin - A community of connection, learning and caring

### **Our Vision**

Creating a safe space for learners to achieve their potential.

### **Our Values**

We value wisdom (iyinisowin), love (kihiw), respect (kistêyihitamowin), 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](#)
- Literacy Action Plan (District and or School?) - we are currently creating our plan so it aligns with divisional goals and priorities
- 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**

Welcome to Parkdale School. We are 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**

Parkdale School has seen an increase in enrolment for the 2021 - 2022 school year. 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 that stay 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 once a week our students in grades 5 to 8 have an Indigenous Studies class with Mrs. Marie Crier, 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 collect items for the Salvation Army Foodbank. They are also planning a variety of activities for the students around Halloween, Christmas, and other holidays throughout the year.

The grade 5 class in a citizenship project, cleaned up the outdoor courtyard. They planted plants and created an outdoor learning space for the rest of the school. In taking on this project some students whose attendance had been poor, started attending school regularly and became leaders in this project.

The grade 4 class as their citizenship project is in charge of the school juice box recycling program. They are responsible for collecting the school's recyclables weekly. They educate classes on what they need to do and thank classes for a job well done. The money that is collected goes into the school SGF (School Generated Funds) account and is used to purchase items for students in the school for events.

The grade 1 class has been participating in their outdoor classroom to learn this school year. They go outside twice a week, and at this time they will work on their language arts, math, science and social studies skills. They will make patterns with what they find in nature and write about what they see. Once a week they are joined by the grade 4 class and the students learn to work together as they form connections with their school buddies (the students wear masks and sanitize during this time).

## **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 230 students that are attending Parkdale School. We have single grade classes from kindergarten to grade 8, with the exception of grade 6 in which we have two classes that are split 70% of the time for their core subjects.

The staff consists of

- 12 Teachers
- 6 Educational Assistants
- 1 Family School Liaison
- 1 Indigenous Support Worker
- 2 Custodians

## **Our Data Sets**

- Assurance Framework
  - Safe and Caring Schools Information
    - 88% of students in grade 4 to 6 feel that they are treated fairly by adults in the school
    - 84% of students in grade 4 to 6 feel safe at school

- 86% of students in grade 4 to 6 feel the teachers care about them
- Achievement Data (PAT, Diploma)
  - There is no PAT data available from last year
- First Nation, Metis and Inuit
- Other
  - 82% of students in grade 4 to 6 are proud of their school
  - 71% of students in grade 7 and 8 are proud of their school
  - Students in grades 7 and 8 are now using MyBlueprint. This program will have them look at careers and the courses that they will need to take
  - 68% of students in grades 4 to 6 and 45% of students in grade 7 and 8 are satisfied with programs and services in the community.
  - We only had two parents respond to the government survey last year - we struggle to have parent engagement in the survey - this is a struggle historically.
  - 88% of students in grade 4 to 6 acknowledge that teachers are available to help you, while 67% of students in grade 7 and 8 acknowledge that teachers are available to help them.
  - 66.7% of students in grade 7 and 8 agree that programs for children at risk are easy to access and timely.
  - 86% of students in grade 7 and 8 are happy with the quality of teaching at the school.
  - 75% of students in grade 7 and 8 are happy with the education that they are receiving.
  - 92% of students in grade 4 to 6 think that Parkdale School is a good school.
  - 81% of students in grade 7 and 8 feel that they are encouraged to try their best.
- Local Data Sets
  - Literacy
    - Reading Readiness
    - Fountas and Pinnell
    - STAR Reading
    - HLAT
  - Numeracy
    - MiPi
    - District Common Final



■ Our School Survey

- In Junior High 42% of the students had a sense of belonging to the school - Canadian Norm was 42%
- In Junior High 95% of the students had positive behaviour at school - Canadian Norm was 93%
- In Junior High 51% of the students had moderate to high levels of anxiety - Canadian Norm was 24%
- In Junior High 36% of the students had moderate to high levels of depression - Canadian Norm was 20%
- In Junior High 47% of the students had aspirations for finishing high school - Canadian Norm is 80%
- In Junior High 32.3% of the students have changed schools because they moved and 10% have changed schools to take advantage of a different program.
- In grades 4 to 6 - 63% of students had a high sense of belonging -Canadian Norm is 79%
- In grades 4 to 6 - 90% of students had positive behaviour - Canadian Norm 91%
- In grades 4 to 6 - 40% of students had moderate to high levels of anxiety - Canadian Norm is 22%
- In grades 4 to 6 - 27% of students were victims of bullying - Canadian Norm - 28%
- Comments from students (Grades 4 to 6)
  - "I love school because there nice teachers nice students"
  - "What I like about my school is every thing"
  - "If we are mad there could be a place in the school to calm you down like stress toys fidget toys bean bag chair a phone to call your parents and talk to them like a phone in a classroom and maybe a trampoline. There could be a different kind of chair if you get bored of the chair like a wobbly chair a bean bag chair a fuzzy chair comfy chair a teachers chair maybe a Dino chair if thats a thing a bed chair. Some space to silent read and silent reading time"
  - "My school is open and accepting. I have friends there that I can trust. If something happens, they are there by my side."
- Comments from students (Grade 7 and 8)
  - "The teachers are helpful and some of the students are nice and it can be easy to make friends and i met some of my best friends while at school and sometimes things can not be so easy like people not that nice or just rude something but sometimes people have to be nice to others and you know other things and i have met the best people at school that have changed my life to be honest. They are always there for me no matter what and there are some things i enjoy at school

that have never liked before like math i love math it is so much fun and other subjects and i like to be at school and love seeing my friends everyday”

- “ i like how our school is very open to those with different gender identity’s”
- “ i like how our school cares about mental health, they always plan fun activities once in awhile”
- “ i like the teachers i like the options and other things

A panel of students will be put together to look at the data and to help devise a plan to better support the key concepts of belonging, bullying, and mental health. The student report will be presented to the staff and then a committee will be formed to create an action plan for the school. Getting the perspective of the students will be a crucial element of making changes for the students.

Student discussion  
Student plans

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?”***

[K/1 Collaborative Planning Document](#)

[2/3 Collaborative Planning Document](#)

[4/5 Collaborative Planning Document](#)

[6 to 8 Collaborative Planning Document](#)

## Priority Area of Focus: Literacy

What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper Lanes) Exemplar provided: (Early) Literacy and Numeracy

<b>Our Inquiry Question</b>	"In what ways does our school's use of the Collaborative Response Model support literacy 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 Local and Societal Context
<b>Board Priority(s)</b>	Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities
<b>Understanding the Context</b>	As we look at our baseline data we have assessed that we have large gaps in learning this year. Due to COVID we have students in school that have not attended school for two years. We know that it is essential to support the students with their early childhood learning. Literacy is an area that the school wants to focus its attention on because it is an essential skill that supports a students ability to achieve academically and graduate from high school. Due to the transient nature of the students, the poverty and trauma, and the interruption of learning due to the pandemic, our students' literacy skills are an area of grave concern.
<b>Outcome</b>	<p><b>Grades Kindergarten to Grade 3</b> By the end of January, students will improve their understanding of tier 2 vocabulary words through shared reading. This will be measured through anecdotes, observations and student self assessments.</p> <p><b>Grades 4 and 5</b> By January 28, students will improve their understanding of tier 2 vocabulary words by 5% using the CORE vocabulary assessment and anecdotal records. Teachers will implement strategies such as vocabulary word of the day, affix of the day, words pulled from read-alouds, and subject specific vocabulary, as well as encourage students to identify if they have seen/heard or can use the word in a sentence.</p> <p><b>Grades 6/7 and 8</b> Students will improve clarity and purpose in their writing by beginning paragraphs with an effective topic sentence according to grade level rubric.</p>

Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>K to 3</p> <ul style="list-style-type: none"> <li>Find big books from LP</li> <li>Post focus vocab words on classroom walls weekly</li> </ul>	End of January	<ul style="list-style-type: none"> <li>Students are using language in both their expressive and written work</li> <li>Student self assessment of improvement each week</li> <li>Students will ask for clarification of unfamiliar vocab words</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>4 and 5</p> <ul style="list-style-type: none"> <li>By January 28, students will improve their understanding of tier 2 vocabulary words by 5% using the CORE vocabulary assessment and anecdotal records. Teachers will implement strategies such as vocabulary word of the day, affix of the day, words pulled from read-alouds, and subject specific vocabulary, as well as encourage students to identify if they have seen/heard or can use the word in a sentence.</li> </ul>	End of January	Students will show that they can use the word in a sentence more often when prompted. By using formative assessment, students will show that they have heard the word by using one finger and can use the word in a sentence by showing two fingers. Students will use the words in their writing and spoken sentences.	
Grade 6 to 8	End of January	<ul style="list-style-type: none"> <li>Show exemplars</li> </ul>	

<ul style="list-style-type: none"><li>• Students will write an effective topic sentence.</li></ul>		<ul style="list-style-type: none"><li>• Plan writing</li><li>• Use graphic organizers and develop an understanding of purpose</li><li>• Have students write a baseline sample week of Dec. 6</li><li>• Will be assessed according to grade-level ELA rubric.</li><li>• Mid assessment and end of sprint samples will be taken</li><li>• Once per week instruction will occur in areas of need.</li><li>• Practice will occur cross-curricularly.</li><li>• Growth will be shown from beginning to end.</li></ul>	
--	--	--	--

## Priority Area of Focus: Numeracy

What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper lanes) Exemplar provided: (Early) Literacy and Numeracy

<b>Our Inquiry Question</b>	"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 Local and Societal Context
<b>Board Priority(s)</b>	Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities
<b>Understanding the Context</b>	This is an area that the school wants to focus its attention on numeracy because it is an essential skill that supports a student's ability to achieve academically and graduate from high school. Due to the transient nature of the students, the poverty and trauma, and the interruption of learning due to the pandemic, our students' numeracy skills are an area of grave concern.
<b>Outcome</b>	<b>Grade K / 3</b> By the end of January, students will accurately subitize 0-5(grade 1), 0-10 (grade 2) and 0-20 (grade 3). This will be measured by observations, pre and post assessments. <b>Grade 4 and 5</b>

	<p>By January 28, students will improve their knowledge of basic facts by 10% at their level using game-based learning as measured by a basic facts pre and post test.</p> <p><b>Grade 6/7 and 8</b></p> <p>They can apply their knowledge of multiplication facts to problem solving and progress their number sense.</p>		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p><b>Grade K to 3</b></p> <ul style="list-style-type: none"> <li>• Share SMART files</li> <li>• Power of ten</li> </ul>	December and January	Students will automatically recognize number arrangements. They will spend less time counting with one to one correspondence.	
<p><b>Grade 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Teachers will reproduce student materials for math games</li> <li>• Create a plan for which games will be taught in December</li> <li>• Create the pre and post test</li> </ul>	December and January	Students will be able to compute basic fact questions with increased speed and accuracy. They will have increased success with multi-step math problems.	
<p><b>Grade 6/7 and 8</b></p> <ul style="list-style-type: none"> <li>• Daily math minutes</li> <li>• Assess every friday to determine progression</li> <li>• Record their score on a chart and get a prize at the end for achieving goals</li> </ul>	December and January	They can arrive at their answer sooner. Students will be able to answer more multiplication questions within a minute.	

## Priority Area of Focus: Wellness

What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper lanes) Exemplar provided: (Early) Literacy and Numeracy

<b>Our Inquiry Question</b>	"In what ways does our school's use of the Collaborative Response Model support the wellness of Parkdale students?"
<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context
<b>Board Priority(s)</b>	Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities
<b>Understanding the Context</b>	This is an area that the school wants to focus its attention on as wellness supports a students ability to perform academically. When students achieve academically this supports their ability to graduate from high school. Due to the transient nature of the students, the poverty and trauma; wellness is an important consideration for the students at Parkdale School. COVID 19 has also had an impact on the wellness of students and staff and wellness is essential to be considered. Without wellness, learning can not occur. We also know that feeling like you belong can help with your overall sense of wellbeing.
<b>Outcome</b>	Parkdale School will support student wellness by increasing the feelings of student belonging. We would like to see 90% of the students feel like they belong. Parkdale School will also support mental health through presentations in the class and a focus in health class.



Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<ul style="list-style-type: none"> <li>Emphasis on relationship building during the first week of school</li> </ul>	September 2 - 4	Improvement in attendance Less office referrals	
<ul style="list-style-type: none"> <li>Mental Health Capacity Building Presentations to classes to support mental health</li> </ul>	2021-22 School Year		
<ul style="list-style-type: none"> <li>Bullying Presentations to Junior High               <ul style="list-style-type: none"> <li>Cst. Dove with the RCMP to present</li> </ul> </li> </ul>	December 1, 2021	Less reports of bullying to the office	
<ul style="list-style-type: none"> <li>Respect to Connect Presentation - Grade 8</li> </ul>	January 2022		
<ul style="list-style-type: none"> <li>Junior Achievement Presentations</li> </ul>		<ul style="list-style-type: none"> <li>Grade 7 - Dollars and Sense Presentation</li> </ul>	
<ul style="list-style-type: none"> <li>Classroom citizenship projects               <ul style="list-style-type: none"> <li>Grade 4 - Recycling of juice boxes</li> <li>Grade 5 - Courtyard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2021 - 2022 School Year</li> </ul>	<ul style="list-style-type: none"> <li>Students take ownership in the project and are proud of their accomplishments</li> <li>Classrooms work in the courtyard when the weather is appropriate.</li> </ul>	
<ul style="list-style-type: none"> <li>Survey Teachers on the students that they</li> </ul>	<ul style="list-style-type: none"> <li>December 3,</li> </ul>	Staff complete the	

feel like they have a connection with.	2021	survey	
<ul style="list-style-type: none"> <li>Survey students in grades 4 to 8 on what teachers can do to help them feel connected to the school, and which staff they have a connection with.</li> </ul>	<ul style="list-style-type: none"> <li>Before the end of January</li> </ul>	<ul style="list-style-type: none"> <li>Students have taken the survey and presented ideas to the school on how to make them feel more like they belong.</li> </ul>	