



Our Learning Success Story 2022-2023

Parkdale School

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Chapters in Our Story

School Administration

Principal - Mr. Michael Daly

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Vice Principal - Mrs. Mary Lynn Kary

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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](#)
- [* 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: Champion student and staff well-being

Priority: Strengthen relationships with Indigenous communities and advance the TRC Calls to Action

Priority: Assess and address the disruptions and barriers to student learning

Priority: Support early childhood learning in partnership with families

Priority: Explore and develop innovative programming opportunities

Priority: Engage with parents and school communities

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

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
- 6 Educational Assistants
- 2 Administrative Assistant
- 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
 - Fountas and Pinnell
 - STAR Reading
 - Numeracy
 - MiPi
 - District Common Final

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?"

Collaborative Meetings at Parkdale School

	Collaborative Planning Meetings	Collaborative Team Meeting	School Support Team Meeting	Case Consult Team Meeting
What these are called at Parkdale:	<ul style="list-style-type: none"> Planning Meeting 	<ul style="list-style-type: none"> Collaborative Response Meeting 	<ul style="list-style-type: none"> School Support Teams (SST) 	<ul style="list-style-type: none"> Case Consult Team Meeting (CCTM) VTRA Case consults Debriefs
When are meetings held?	Every other week during periods 6 & 7*	Monthly - on Division created PLC days*	SST - as needed	CCTM - as needed
Focus and Tiers:	<p>Tier 1: UNIVERSAL (All students)</p> <p>Focus: Effective Research Based Instruction in the classroom; ie: Best Teaching Practices</p> <p><i>Answers these questions:</i> -What do we expect our students to learn? -How will we know they are learning? -How will we respond when students don't learn? -How will we respond when students have already learned it?</p>	<p>Tier 2: DIFFERENTIATED (students who need a little extra support in the classroom)</p> <p>Focus: strategies, interventions and accommodations in the classroom</p>	<p>Tier 3: TARGETED (students who need intervention/supports delivered by a professional other than the classroom teacher, outside of the classroom)</p> <p>Focus: targeted strategies for specific needs of student</p>	<p>Tier 4: SPECIALIZED (students who need intensive interventions)</p> <p>Focus: individualized programming, specific to the student</p>
Example of a student who would be discussed at this meeting?	Ex: The average student - weak in some areas, strong in other areas. These meetings often lend conversation to best practices to reach all students.	Ex: Student who sits close to the teacher, student who needs specific directions to get assignments done, student who needs extra support in reading or student who uses a wiggle	Ex: Student in Counseling Student in Community Classroom Student in Math Intervention with EA Student in Enrichment with EA	Ex: Student on an IPP or receiving an individualized program

Our Learning Success Story

		seat		
Notes:	Universal programming may also include Lively Letters,	Exception: LLI students are considered Tier 2 students as this extra reading support could be done in the classroom	Difference between Tier 2 and 3 is Tier 2 are supports within the classroom and Tier 3 are supports outside of the classroom	Outside resources, agencies and further testing may be accessed

Planning Meeting dates (meetings occur during periods 6 & 7)			Collaborative Response Meeting dates
K-3 Team	4-6 Team	7-8 Team	Grades K-4 & 5-8 (All Staff)
Oct 6 Oct 26 Nov 21 Dec 7 Jan 10 Jan 26 Feb 16 Mar 8 Apr 4 Apr 24 May 11 June 1 June 19	Sept 29 Oct 20 Nov 15 Dec 1 Dec 20 Jan 20 Feb 8 Mar 2 Mar 21 Apr 18 May 5 May 26 June 13	Sept 23 Oct 14 Nov 2 Nov 25 Dec 14 Jan 16 Feb 2 Feb 24 Mar 14 Apr 12 May 1 May 17 June 7	October 7th November 1st December 9th January 30th February 17th March 17th April 28th May 18th June 21st

Continuum of Supports at Parkdale School

Tier 4 Intensive Supports

- Division Psychologist
- Director of Student Services - Jodie Mattia
- Director of Student Support - Kris Holtby

Tier 3 School Supports

These are supports for students who demonstrate continuing struggles despite Tier 1 and Tier 2 instruction and intervention.

- Speech Language Pathologist
- Occupational Therapist
- IPP
- BSP
- FSL / ISW / MHCW
- Autism specialist
- Medical Plans
- Sensory Room
- Lego Groups
- Leveled Reading group support

Tier 2 Classroom Supports.

These are supports provided for students throughout the year as needed. These are our differentiation strategies and accommodations.

Strategies

- Visual/Auditory/Written explanation
- Bulletin boards for reference during assessments
- Manipulatives
- Project Based Learning
- Review concepts
- Explicit Instruction
- Take Home Reading
- Lessons structured by reading levels
- Whiteboards
- Checklists

Accommodations

- Graphic Organizers
- Groups
- Collaboration with other students
- Flexible seating
- Breathing exercises
- Student location in the classroom
- Personal Dictionary
- Text to Talk
- Digital Read and Write
- Audiobook access

- Movement breaks
- Math centers
- Rewrites
- Breaking down and front loading of instructions
- Chunking of work
- Pre-teaching concepts
- Peer support
- Frequent check-ins

- Exams Scribed
- Exams read
- Food
- Extra time
- Use of technology
- Formula sheets
- Adapted exams
- Frequent breaks
- Individualized seating
- Extra resources to reference during exams

Tier 1 Universal Supports.

All students receive these supports throughout all their subjects. These are the non-negotiables that staff guarantee for students:

- Intentionally selected Read Alouds
- Explicit, ongoing Vocabulary Instruction
- Brainstorming and Questioning Techniques
- Phonological Awareness, Phonics and Word Work Instruction
- Building Positive Relationships with no judgements or assumptions
- Recognize and allow for curiosity, choice and voice through teachable moments and personalized, flexible learning environments
- Utilize multimodal teaching strategies
- Teach Metacognition strategies

WOLFPACK

Priority Area of Focus: Wellness

Our Inquiry Question	"In what ways does our school's use of the Collaborative Response Model support the wellness of Parkdale students and staff?"
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context
Board Priority(s)	Champion student and staff well-being Strengthen relationships with Indigenous communities and advance the TRC Calls to Action Assess and address the disruptions and barriers to student learning Support early childhood learning in partnership with families Explore and develop innovative programming opportunities Engage with parents and school communities
Understanding the Context	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.
Outcome	Parkdale School will support student wellness by increasing student resilience and stamina. When students are faced with a challenge, either large or small, they need to be taught to persevere and push through perceived frustrations

	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.	
Indicators of Success	<p>As students and staff improve upon their individual wellness, Parkdale anticipates seeing:</p> <ul style="list-style-type: none"> • Increased time on task (ie. STAR, MIPI, classroom assignments, etc) • Decreased instances of student frustration as demonstrated by shutdown behavior, anger outbursts, task refusal, etc. • Improved student to student relationships 	
Action Strategies		Timelines
• Staff will teach and model the growth mindset (not yet...)		Ongoing all year
• Staff will focus intentional dialogue and show videos on a positive mindset to build metacognition		Ongoing all year
• Staff will develop student positive self-talk by modeling out loud and working with students to reinforce		Ongoing all year
• Monthly Staff Wellness activities		Monthly
• Monthly Student Awards (Golden Garbage Can, Wolf Paws, Overall Attendance)		Monthly
• Welcoming when late or absent		Ongoing all year
• Consistent expectations		Ongoing all year
• All for one staff attitude		Ongoing all year
• Student activity groups: sports teams, recycling program, leadership, 3D printing, DRAMA		Ongoing all year
• Relationship forward at beginning of year and after breaks		
• Whole child mentality - kids are not their backgrounds		Ongoing all year

• Lunches, snacks, breakfasts	Daily all year
• ISW, FSL available to build relationships and work with students	Ongoing all year
• Morning Smudging, Drumming, Sweetgrass (making connections to release negative emotions and welcome the positive)	Ongoing all year
• Monthly Parent Nights: dinners, movies, dances, literacy/numeracy walks, etc	Monthly

Priority Area of Focus: Literacy

Our Inquiry Question	"In what ways does our school's use of the Collaborative Response Model support literacy and increase the foundational knowledge of Parkdale students?"	
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context	
Board Priority(s)	Champion student and staff well-being Strengthen relationships with Indigenous communities and advance the TRC Calls to Action Assess and address the disruptions and barriers to student learning Support early childhood learning in partnership with families Explore and develop innovative programming opportunities Engage with parents and school communities	
Understanding the Context	As we look at our baseline data we have assessed that we have large gaps in learning this year. The gaps in literacy learning are most evident in areas of foundational knowledge. Specifically phonological awareness (K-4) and vocabulary (5-8). 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.	
Outcome	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 literacy skills. To begin this journey, we have created the below measures for the 2022-2023 school year.	
Indicators of Success	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	
Action Strategies		Timelines
Grades 5-8:		

<ul style="list-style-type: none"> • Explicitly teach figurative language (similes, metaphors, idioms, etc) 	Ongoing all year
<ul style="list-style-type: none"> • Focus and pre-teach academic vocabulary (tier 2 words) and content-specific vocabulary (tier 3 words) in advance of a lesson 	Ongoing all year
<ul style="list-style-type: none"> • Use read-alouds to increase foundational knowledge by providing vicarious experiences and exposure to make connections to learning 	Ongoing all year
<ul style="list-style-type: none"> • Teach and model how to look up unfamiliar words online or in a dictionary 	Ongoing all year
<ul style="list-style-type: none"> • Emphasize phonics and word morphology (base, prefix, suffix, etc) 	Ongoing all year
<ul style="list-style-type: none"> • Combine Grade 7 students into grade level groupings for small group intervention and extension activities 	Periodically over the 4 day rotation
Grades K-4:	
<ul style="list-style-type: none"> • Increase decoding skills by using multiple opportunities for students to blend and segment words 	Ongoing all year
<ul style="list-style-type: none"> • Teach the 44 sounds and provide daily phonemic awareness instruction (via Lively Letters, Jolly Phonics and Heggerty) 	Daily all year
<ul style="list-style-type: none"> • Use read-alouds and oral stories to increase foundational knowledge by providing vicarious experiences and exposure to make connections to learning 	Ongoing all year
All Grades	
<ul style="list-style-type: none"> • Scheduled and targeted Literacy instructional classes over and above regular Language Arts classes 	Ongoing all year
<ul style="list-style-type: none"> • Literacy intervention groups based on data and results from WRPS screening tools 	Ongoing all year

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?"
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context
Board Priority(s)	Champion student and staff well-being Strengthen relationships with Indigenous communities and advance the TRC Calls to Action Assess and address the disruptions and barriers to student learning Support early childhood learning in partnership with families Explore and develop innovative programming opportunities Engage with parents and school communities
Understanding the Context	Based on MIPI assessment data, generally speaking, about half the students in each grade are below grade level for mathematical understanding. This suggests a change to Tier 1 instruction would provide the most wide ranging benefits for students.
Outcome	This is an area that the school wants to focus its attention on numeracy because it is an essential skill that supports a students ability to achieve academically and graduate from high school. At Parkdale, we are working towards having every student in every grade achieve grade level numeracy skills. To begin this journey, we have created the below measures for the 2022-2023 school year.
Indicators of Success	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)

Action Strategies	Timelines
Grades 5-8:	
<ul style="list-style-type: none"> Focus on multiple step math problems using the BUCK (Box the question, Underline the important information, Circle vocabulary, Knock-out the rest) 	Ongoing all year
<ul style="list-style-type: none"> Cyclically teach essential components of specific grade level mathematical concepts (ie. repeatedly teach fractions, squares, and integers throughout the year) 	Ongoing all year
Grades K-4:	
<ul style="list-style-type: none"> Simultaneously teach the major computations (addition, subtraction, multiplication, and division) 	Ongoing all year
<ul style="list-style-type: none"> Increase amount of manipulatives used in class 	Ongoing all year
<ul style="list-style-type: none"> Provide multiple opportunities for students to demonstrate their understanding (white boards, paper and pencil, verbal, etc) 	Ongoing all year
<ul style="list-style-type: none"> Introduce the BUCK method 	Ongoing all year
<ul style="list-style-type: none"> All Grades 	
<ul style="list-style-type: none"> Explicitly teach the vocabulary of mathematics consistently across grades 	Ongoing all year

