



Wetaskiwin  
Regional  
Public  
Schools

# Our Learning Success Story

2022-2023

## Norwood School

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## Chapters in Our Story

Principal: Charlene Saunders

### Our Mission

*“WE ARE BECOMING LIFE-LONG LEARNERS IN A CHANGING WORLD”*

### Our Vision

*“THE LEARNING ENVIRONMENT IS ONE IN WHICH ALL LEARNERS, CHILDREN AND ADULTS, GROW AND SUCCEED”*

### Our “Way”

Norwood School embraces a strength-based approach to student learning. We frame our work from an appreciative perspective which poses an overarching question, “How can we ensure that every student at Norwood 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.

Our approach to continuous improvement at Norwood focuses on collaborative inquiry to increase positive outcomes and life chances for students. Our approach is not about changing people, but rather inviting our staff and our communities to engage in building the kind of school we want to live in. Our behavior is influenced by the future we anticipate.

We believe there are no boundaries on what we can inquire and learn from, and that positive change can be at the speed of imagination. In this process, we rely on the power and wisdom of all of us.

### Supporting WRPS Information

- [WRPS Education Plan](#)
- [WRPS Principles of Assessment](#)
- [Collaborative Response: Understanding and Supporting our Students](#)

## 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](#).**

1. Champion student and staff well-being.
2. Strengthen relationships with Indigenous communities and advance the TRC Calls to Action.
3. Assess and address the disruptions and barriers to student learning.
4. Support early childhood learning in partnership with families.
5. Explore and develop innovative programming opportunities.
6. Engage with parents and school communities

## Our Profile

Norwood School is a Kindergarten to grade 8 school located in the Garden Meadows subdivision in the City of Wetaskiwin. The school community consists of individuals who come from diverse cultural and socioeconomic backgrounds. The majority of our students live in our neighborhood. Norwood School is well-respected in the local community as an excellent learning facility.

Norwood offers our students an excellent opportunity to grow socially, academically, artistically and physically in an atmosphere that is positive, caring and respectful. We focus on character development, which promotes a sense of respect for self, others, and community. We encourage our parents and others to join us in this endeavor. We have a strong school community as a result of cooperation and collaboration between our staff, students, parents and community members. It is the goal of Norwood School to invite change and to seek new ideas, techniques and methods, to strive for excellence.

## Our Celebrations

Norwood School was the first in WRPS to incorporate daily smudging into our routine and to establish a dedicated room for that purpose. Since 2007, we have also maintained Diamond status for quality physical education awarded by PHE Canada. Norwood students enjoy a large playground and playing field which includes an outdoor classroom, basketball court, ball diamond and soccer field.

Norwood School values the trust parents have bestowed upon our school staff to educate and guide students in becoming knowledgeable, creative individuals who value all others.

## Our Demographics

Norwood School is a Kindergarten to grade 8 school with approximately 235 students. We are home to the K-8 Assisted Living Skills (ALS) class for WRPS. The school has a professional staffing complement of 18 teachers and an additional 18 support

staff consisting of educational assistants, custodians, a family school liaison worker, an Indigenous support worker and an administrative assistant.

## Priority Areas of Focus:

*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?”***

## Our Data Sets

- Assurance Framework
  - Provincial Achievement Data
  
- Local Data Sets
  - Literacy
    - Reading Readiness
    - Fountas and Pinnell
    - Writing
    - Words Their Way
    - STAR Reading
    - Classroom Assessments
  - Numeracy
    - MIPI
    - District Common Final
    - Mathletics Diagnostic
    - Classroom Assessments

## Connecting to the WRPS Education Plan:

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 to support literacy increase the foundational knowledge of Norwood students?
<b>Alberta Education Assurance Domain(s)</b>	<ul style="list-style-type: none"> <li>● Student Growth and Achievement</li> <li>● Teacher and Leading</li> <li>● Learning Supports</li> </ul>
<b>Board Priority(s)</b>	<ul style="list-style-type: none"> <li>● Assess and address student learning gaps</li> </ul>

<p><b>Understanding the Context</b></p>	<p>Literacy and numeracy are foundational to all student learning. Literacy and numeracy are fundamental to acquiring and constructing information across all grades and subjects. An explicit focus on literacy and numeracy throughout all subjects is a predictor for long term academic achievement.</p>		
<p><b>Outcome</b></p>	<p>All students will demonstrate progression in literacy and numeracy. Students will be able to apply literacy and numeracy skills to all areas of the curriculum.</p>		
<p><b>Action Strategies</b></p>	<p><b>Timelines</b></p>	<p><b>Indicators of Success</b></p>	<p><b>Evidence of Success Our Story(Timelines for Sharing our story)</b></p>
<ul style="list-style-type: none"> <li>● Reading mastery, empowered reading</li> <li>● One-on-one support</li> <li>● Small groups</li> <li>● Literacy Intervention Groups</li> <li>● Pairing students with varying abilities to support one another</li> <li>● Modeling the strategies for the students</li> <li>● Mind up-teaching that we all learn differently</li> <li>● Paired quizzes/tests with varied ability levels</li> <li>● Differentiating in Science and Social (ie, focus on vocab, create symbol or pic rather than dictionary work)</li> <li>● Websites- teach your monster to read (independent) follows order of Jolly phonics</li> <li>● Incorporating sign language</li> <li>● Post the alphabet in all classrooms</li> <li>● Additional universal strategies as per Collaborative Team Meetings</li> </ul>	<p>Year Long</p>	<p>Reading Readiness (100% of students of meeting benchmark at the end of the year)</p> <p>Words Their Way (100% of students who have showed leveled growth by end of year)</p> <p>STAR Reading (100% of students have improved their reading by the end of the year)</p> <p>Fountas &amp; Pinnell (100% of students who have shown leveled growth)</p>	<ul style="list-style-type: none"> <li>● Increased student performance on our indicators of success.</li> <li>● Increased student performance in Tier 3 literacy interventions</li> <li>● Review data in Q2 &amp; Q4.</li> </ul>



**Priority Area of Focus: Numeracy**

<p><b>Our Inquiry Question</b></p>	<p>In what ways does our school's use of the Collaborative Response Model to support numeracy increase the foundational knowledge of Norwood students?</p>
<p><b>Alberta Education Assurance Domain(s)</b></p>	<ul style="list-style-type: none"> <li>● Student Growth and Achievement</li> <li>● Teacher and Leading</li> <li>● Learning Supports</li> </ul>
<p><b>Board Priority(s)</b></p>	<ul style="list-style-type: none"> <li>● Assess and address student learning gaps</li> <li>● Champion student and staff well-being</li> <li>● Align resources to advance board priorities</li> </ul>
<p><b>Understanding the Context</b></p>	<p>Literacy and numeracy are foundational to all student learning. Literacy and numeracy are fundamental to acquiring and constructing information across all grades and subjects. An explicit focus on literacy and numeracy throughout all subjects is a predictor for long term academic achievement.</p>
<p><b>Outcome</b></p>	<p>All students will demonstrate progression in literacy and numeracy. Students will be able to apply literacy and</p>

	numeracy skills to all areas of the curriculum.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<ul style="list-style-type: none"> <li>● Use Power of 10 across all grades</li> <li>● Develop and use a Numeracy Continuum of Supports</li> <li>● Analyze math data to inform teaching practice</li> <li>● Use of pre-assessments to identify gaps in learning and allow students to progress on a continuum of learning</li> <li>● Use online Math Applications to support learning:             <ul style="list-style-type: none"> <li>○ Mathletics</li> <li>○ IXL Math</li> <li>○ Mathfacts pro</li> <li>○ Extramath.org</li> </ul> </li> <li>● Guided math in small groups</li> <li>● Common Numeracy Vocabulary</li> <li>● Daily numeracy practice</li> <li>● Use of manipulatives</li> <li>● Use of visuals</li> </ul>	<p>Year Long</p>	<p>MIPI (100% of students who have showed leveled growth by end of year)</p> <p>District Common Final (100% of students who have showed leveled growth by end of year)</p>	<ul style="list-style-type: none"> <li>● Increased student performance on our indicators of success.</li> <li>● Increased student performance in Tier 3 math interventions</li> <li>● Review data in Q1 &amp; Q4.</li> </ul>

## Priority Area of Focus: Student Belonging/Wellness

<b>Our Inquiry Question</b>	To what extent will building a strong sense of well-being and connectedness support learning, engagement and the ability to make positive, healthy choices.		
<b>Alberta Education Assurance Domain(s)</b>	<ul style="list-style-type: none"> <li>● Student Growth and Achievement</li> <li>● Teaching and Leading</li> <li>● Local and Societal Context</li> </ul>		
<b>Board Priority(s)</b>	<ul style="list-style-type: none"> <li>● Champion student and staff well-being</li> <li>● Engage with parents and school communities</li> <li>● Strengthen relationships with Indigenous communities and advance the TRC Calls to Action</li> </ul>		
<b>Understanding the Context</b>	The well-being of students is an enabling and necessary condition for both student achievement and engagement. Student well-being encompasses the physical, cognitive and social-emotional domains.		
<b>Outcome</b>	Students are active contributors to a safe, caring and inclusive school environment.		
<b>Action Strategies</b>	<b>Timelines</b>	<b>Indicators of Success</b>	<b>Evidence of Success Our Story (Timelines for Sharing our story)</b>
<ul style="list-style-type: none"> <li>● Norwood Student Leadership Group</li> <li>● Formation of GSA Group</li> <li>● Lunch Recess Activities</li> </ul>	September to June	<ul style="list-style-type: none"> <li>● Student participation in events</li> </ul>	<ul style="list-style-type: none"> <li>● Staff feedback</li> <li>● Parent feedback</li> <li>● Student participation and</li> </ul>

<ul style="list-style-type: none"> <li>● Parent Council Family Nights</li> <li>● Open House BBQ</li> <li>● Special Events</li> <li>● Celebrations</li> <li>● Assemblies</li> <li>● Birthday Announcements</li> <li>● Reading Buddies</li> <li>● Inclusion of ALS</li> <li>● Intramurals</li> <li>● Supports from our Wellness Coach</li> <li>● Participation in TRC</li> </ul>		<ul style="list-style-type: none"> <li>● Family participation in events</li> <li>● Students building relationships across grades</li> <li>● Students taking on leadership roles and being positive mentors for others</li> </ul>	<p>feedback</p> <ul style="list-style-type: none"> <li>● Participation in community events</li> <li>● Review in Q2 &amp; Q4</li> </ul>
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