



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2023-2024

Norwood School

5505-44 Street

Wetaskiwin, Alberta, T9A 2Z8

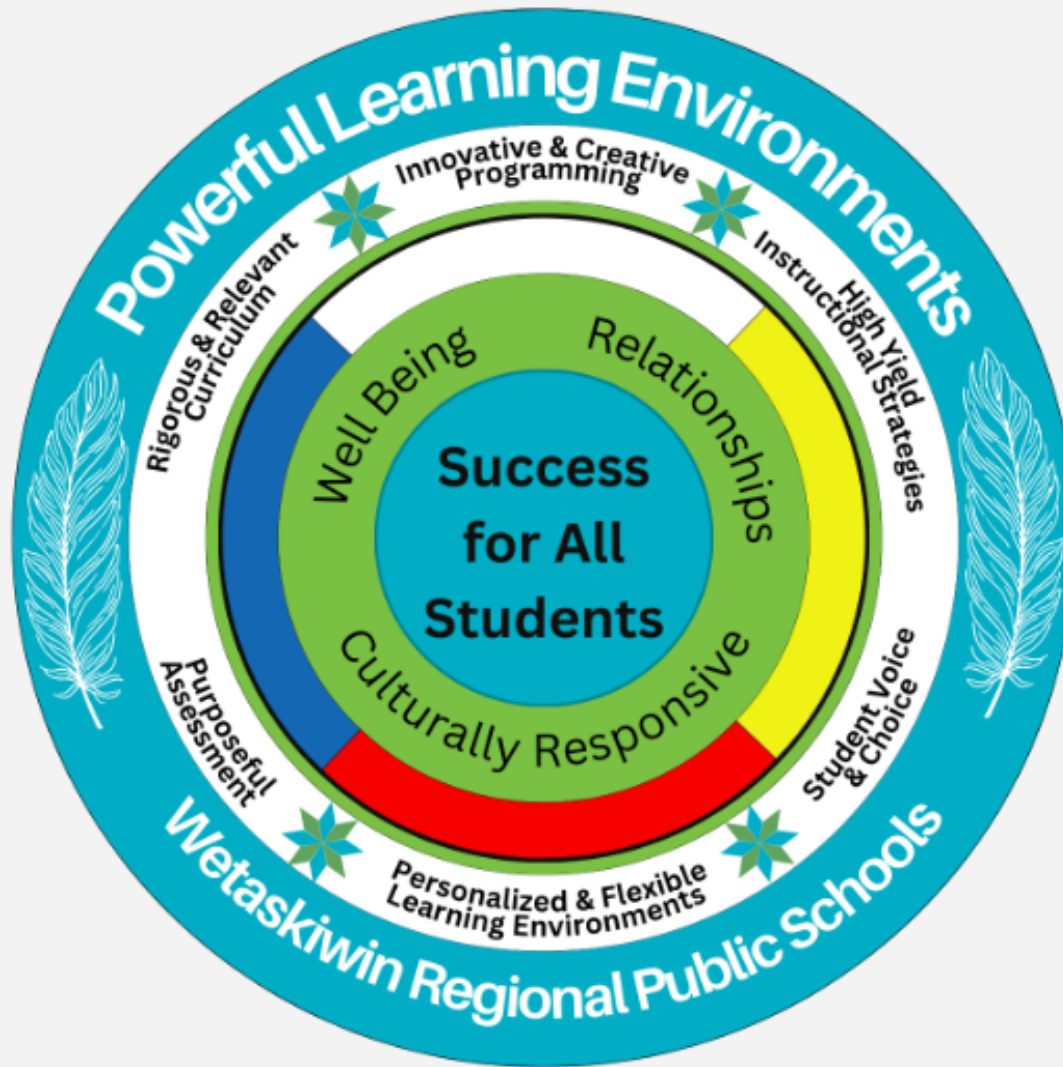
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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. School must also prepare a report of the school's results.



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 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.
- **Personalised 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 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](#)
- [Collaborative Planning and Meeting Schedule](#)

Our School

- **School Administration**

Ms. Charlene Saunders - Principal

Mrs. Tanya Mcfarland - Vice Principal

- **School Mission**

We are becoming responsible life-long learners in a changing world.

- **School Vision**

The learning environment is one in which all learners, children and adults, grow and succeed.

- **School Values**

The Norwood North Stars are guided by our core STAR values: Self-control, Teamwork, Achievement and Respect.

Our Profile

Norwood School is located in the Garden Meadows subdivision in the City of Wetaskiwin. Norwood School offers a safe and caring learning environment to students from Kindergarten to Grade Eight. At Norwood School we are committed to working alongside our parents and community to provide a welcoming, supportive and safe school. This positive school experience goes beyond academics to include participation in the arts, athletics and community service. Everyday we strive to foster a lifelong love of learning and strong core values in our students.

Our Celebrations

At Norwood School we celebrate a commitment to academic excellence and continuous student improvement. We have a shared belief in meeting students “where they are at” and ensuring high levels of learning for all students. Students are set-up for success by supporting each student’s social, emotional, behavioral, and academic well-being. Our programming includes a diverse junior high CTS program, a celebrated fine arts program and daily physical education for all students. Strong relationships and collaboration between students, staff, parents, and the community have created a high level of participation in extracurricular activities, parent council and school events. Celebrating student success is a daily

practice at Norwood School. Recognizing hard work, persistence, and personal growth allows all students to build resilience and experience success.

Our Data Sets

- Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (Grade 6 Provincial Achievement Tests)
 - First Nation, Metis and Inuit

- Local Data Sets
 - Literacy
 - Alberta Education Literacy Screener (LeNS/CC3)
 - Alberta Education Numeracy Screener
 - Reading Readiness Assessment Data
 - Fountas and Pinnell Reading Assessment
 - STAR Reading - Reading Assessment
 - Writing Achievement
 - Numeracy
 - MiPi
 - District Common Final

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 Questions</p>	<p>In what ways, and to what extent, does adapting a data-informed approach inform instruction and influence student learning?</p> <p>In what ways, and to what extent, does increasing teacher collaboration in the form of embedded planning time and a common Directed Learning block impact instruction and assessment?</p>
<p>Alberta Education Assurance Domain(s)</p>	<p><input type="checkbox"/> Student Growth and Achievement</p> <p><input type="checkbox"/> Teaching and Leading</p> <p><input type="checkbox"/> Learning Supports</p> <p><input type="checkbox"/> Governance</p> <p><input type="checkbox"/> Local and Societal Context</p>
<p>Understanding the Context</p>	<p>A data-informed approach considers not only the data collected through assessment but also teacher experience, observations and professional insights. The data cycle is not a linear process that has a clear beginning and ending, but a series of action steps that we will take to refine and adjust our priorities and strategies according to emerging needs.</p> <p>Embedding collaboration planning time within our timetable will build on the knowledge and skills of the PLC process that have been built up at Norwood over the last year. Teams of teachers are able to meet regularly to share data and high yield instructional strategies. Teachers are given the opportunity to develop effective action plans to implement in the</p>

	<p>Directed Learning block. Common directed learning blocks provide an opportunity to carry out action plans developed during our data process. Students can be moved into targeted groups for specific and differentiated instruction.</p>		
<p>Outcome</p>	<p>The combination of using data to inform our instructional practices and providing teachers with intentional, structured collaboration time will result in stronger academic outcomes for students. Teachers will collect and analyze data, monitor student progress, and share instructional strategies in order to set growth goals that reflect high expectations for students. It is our expectation that all students will demonstrate targeted growth in literacy and numeracy by the end of the school year.</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>Data Informed Focus</p> <ul style="list-style-type: none"> ● Teachers will implement the Norwood Data Cycle ● Teachers will work through the Norwood Data Cycle Process to develop action strategies for universal classroom instruction and interventions ● Facilitate PLC Days focused on data collection and analysis ● Implement data informed pre-meeting organizers for Collaborative team meetings ● Identify obstacles and look for innovative solutions ● Use of Directed Learning Blocks to provide differentiated instruction for all students 	<p>The Data Cycle will be introduced in September and used throughout the school year.</p> <p>Collaborative Planning sessions occur biweekly.</p> <p>Directed Learning Blocks occur weekly</p>	<p>Student achievement and engagement increases as a result of action steps taken.</p> <p>A timetable that allows in-class teacher collaboration and adjustable grade level groupings.</p> <p>Evidence of new instructional strategies being implemented.</p> <p>Increased staff capacity for strategic planning and collaboration</p>	<ul style="list-style-type: none"> ● Data Cycle Process will occur in Q1 and Q3. ● Increased student performance on our data sets (Q4)

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</p>	<p>In what ways, and to what extent, will the development of Norwood’s core beliefs, values and guiding principles lead to a positive school climate and culture?</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p> <input type="checkbox"/> Student Growth and Achievement <input type="checkbox"/> Teaching and Leading <input type="checkbox"/> Learning Supports <input type="checkbox"/> Local and Societal Context <input type="checkbox"/> Governance </p>		
<p>Understanding the Context</p>	<p>School climate reflects the “mood” that is prevalent in the school on a day to day basis. School culture reflects the way the school operates every day; the lifestyle of the school. The well-being of students is an enabling and necessary condition for both student achievement and engagement.</p>		
<p>Outcome</p>	<ul style="list-style-type: none"> A common school wide identity is developed that reflects the school’s core beliefs, values, mission, vision and guiding principles. 		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our Story(Timelines for Sharing our story)</p>
<ul style="list-style-type: none"> Establish school safety through the creation of a positive behaviour support and discipline plan 	<p>September</p>	<p>Parents, students, and staff are involved in the</p>	<p>Quarterly review of our progress towards our goal.</p>

<ul style="list-style-type: none"> • Timetable innovation that includes blocks for Learning Buddies and Fine Arts • Development of school values, vision, mission • Community involvement - partnership with the Wetaskiwin Extended Care, increased presence of community members such as RCMP being involved in school events • Increased Involvement of parents/caregivers in parent council and school events 	<p>September to June</p>	<p>development of school expectations, mission and vision.</p> <p>Student involvement in leadership opportunities</p> <p>Increase of positive behaviours resulting in fewer discipline issues</p> <p>Increased involvement with community partners</p> <p>Decreased absenteeism</p> <p>Growth of parent council and parent/caregiver involvement in school activities</p>	<p>Upon completion of each action strategy.</p>
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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>At Norwood School we will continue to pursue an understanding of the historical and social implications of residential schools and their legacy by including Indigenous history, worldview and culture in our processes and curriculum.</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p> <input type="checkbox"/> Student Growth and Achievement <input type="checkbox"/> Teaching and Leading <input type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input type="checkbox"/> Local and Societal Context </p>		
<p>Understanding the Context</p>	<p>Education about Canada’s historic and present relationship with Indigenous Peoples is central to reconciliation because we must understand the past in order to understand the present. Schools help drive reconciliation because children are the ones who lead the social change that will be ongoing for generations.</p>		
<p>Outcome</p>	<p>At Norwood school we want to engage our students and staff in learning and speaking about the history and legacy of residential schools. We will progress further down our learning path with hope that our students will make TRC a lifelong learning and sharing process.</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>
<ul style="list-style-type: none"> ● Participate in the Legacy Schools Program ● Formation of a school TRC Committee ● Recognize significant Indigenous 	<p>Strategies will be in place from September to June.</p>	<ul style="list-style-type: none"> ● Participation in school events and 	<p>Quarterly review of our progress towards our goal.</p>

<p>commemorative and awareness dates</p> <ul style="list-style-type: none">• Build community & culture through monthly breakfasts, Indigenous story time, games and crafts		<p>the Legacy Schools Program.</p> <ul style="list-style-type: none">• Increased attendance of Indigenous students both at school and during special events.• Effectiveness of our TRC Committee.	<p>Upon completion of the action strategies.</p>
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