



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story & Education Plan 2022-2023

Pigeon Lake Regional School

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Table of Contents

Table of Contents	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**

Dr. Melissa Humby, Principal

Mr. Adam Stewart, Vice-Principal

- **School Mission, Vision, Philosophy**

Our Mission

At PLRS, we are committed to all students graduating:

- ❖ With an understanding of the importance of personal and interpersonal wellness
- ❖ With academic skills and personal attributes
- ❖ Prepared for post highschool success
- ❖ As responsible citizens
- ❖ As lifelong learners
- ❖ With confidence and respect
- ❖ Inspired

Our Vision

At PLRS, our policies, programs, and practices promote our mission statement. We envision a school where:

- ❖ Diversity is respected and celebrated in a safe, caring, and inclusive environment
- ❖ Students develop the characteristics of an active and responsible citizen
- ❖ Students receive timely and effective interventions from staff
- ❖ Students are at school every day with the desire to learn
- ❖ All students and staff have a passion for learning
- ❖ All staff are dedicated to our Mission Statement
- ❖ Staff and students utilize individual skills to contribute to our school community through wellness, school spirit, extracurricular activities, and school pride
- ❖ Positive community involvement

Our “Way”

In order to achieve the shared vision of our school, we commit to a model where...

- ❖ We define “academic” as an acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies, and curriculum that encompasses every course that our students take
- ❖ Staff uses effective data-driven instructional methods supported by common assessments within the classroom to improve student learning
- ❖ Staff strives to establish candid, collaborative, and ongoing lines of communication with colleagues and other professionals
- ❖ Staff analyzes and evaluates school policies and procedures ensuring our actions are in line with our Mission Statement
- ❖ Staff learns from each other and supports each other in order to improve the learning environment for all
- ❖ Staff models the attitude and behaviour of a lifelong learner and an active citizen
- ❖ Staff takes the time to celebrate strengths and successes
- ❖ Staff wellness is a priority within our school
- ❖ Staff encourage students to participate in school activities to promote school spirit

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- Literacy Action Plan (District and / or School)
- 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](#).

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

Pigeon Lake Regional School (PLRS) is a Grade 7 to Grade 12 school located in Falun.

At PLRS, we are part of a vibrant, diverse, and collaborative community. Our caring and engaged staff provide strong, responsive, student centered, and academic learning opportunities to all students that are developmentally appropriate. We also implement trauma informed practices based on social-emotional needs of our diverse students.

Our Celebrations

At PLRS, we are a community that sustains a culture that maximizes learning, skill development and resilience in a safe and caring environment. We support each other, learn from each other and connect with each other in responsive and respectful ways. We also have a strong focus on staff and student wellbeing. In our school, students achieve because:

- They feel included and appreciated by their peers and adults in the school
- They are respected for their different cultures, goals, interests and abilities
- They are active participants in their own learning
- They have expectations from their peers and adults in the school that they will succeed
- They are involved in promoting our school anti bullying policy and accessing it online
- They are presented with challenging and rigorous curriculum

Many special events and learning activities happen throughout the school year. Students have access to cultural celebrations and practices. Students participate in cross country running, volleyball, basketball, badminton, track and field, ski trips and other extra curriculars, such as board game club, horses of hope, golf, peer mentorship, GSA, students union, spirit days, school dances/yearbook, comic con, drama productions, graduation, athletics banquet, lunch and breakfast program, spaghetti dinner, and Panther Cup.

Our Celebrations Cont'd

Students also engage in “in-school” field trips such as that support learning in core subjects such as English, Social Studies, Math, Science, and CTS.

We offer individualized programming for students with specialized needs in 7-12. We also work hard to support the whole student, in school and at home with our specialized support services.

Over the years, Pigeon Lake Regional School has had a strong focus on collaboration starting with High School Redesign in 2014. High School Redesign provided time to focus on key areas including: mastery of learning, personalization, flexible learning environments, rigorous and relevant curriculum, and professional development. High School Redesign was also the start of PLRS staff collaborating with Buck Mountain Central School on similar initiatives, practices and strategies. This included strategies in Response to Intervention that took the form of additional time for literacy and numeracy built into the time table and dedicated time for students to receive extra help outside of regular classroom time.

In 2016 PLRS began implementing *Learning by Doing* (Dufour et al., 2016) structures to allow PLRS to transform our school into a professional learning community (PLC). Strategies included developing a guiding coalition and collaborative teams with a focus on each of the four cores. Each Core collaborative team then began implementing *Teaching Sprints* (Breakspeare, 2020) to look carefully at research and evidence, engage in collaborative dialogue with peers and make incremental changes to teaching practice, for big impact over time. This work has led nicely into our current 2022 work with the Collaborative Response Model of: valuing collaboration, data informed decisions, action focused responses and timely support for all students.

Our Demographics

Pigeon Lake Regional School currently serves 260 students in Grades 7 - 12. Most of the school's students are drawn from a vast attendance area that includes the hamlet of Falun, the lake community around Pigeon Lake, and Maskwacis reservation. The school receives Grade 7 students from the Falun, Lakedell, Mimiw Sakahikan, and Pipestone Schools.

Our Data Sets

- (Schools choose what data either provincial and or local they would like to measure):
 - Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (PAT, Diploma)
 - First Nation, Metis and Inuit
 - High school completion
 - Other
 - Local Data Sets
 - Beacon 4 Wellness Survey for staff
 - OurSchool Survey
 - Social-Emotional Outcomes (anxiety, depression, participation, sense of belonging, bullying etc.)
 - Literacy
 - Fountas and Pinnell (% of students reading at grade level AND % of students who have shown leveled growth)
 - STAR Reading (% of students who have improved their reading level by end of year)
 - HLAT (% of students writing at grade level AND % of students whose writing is considered performing at “Proficient” or higher)
 - Numeracy
 - MiPi (% of students indicating at least 70% during the September Administration)
 - District Common Final grade 7 and 8
 - IXL Diagnostics Platform
 - Other
 - School Google Form Surveys



Priority Area of Focus: Collaborative Response

Our Inquiry Question	To what extent can the Collaborative Response Framework support staff's ability to support student learning?		
Alberta Education Assurance Domain(s)	Teaching and Leading		
Board Priority(s)	Assess and address the disruptions and barriers to student learning. Explore and develop innovative programming opportunities.		
Understanding the Context	<p>Collaborative Response is a school framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success.</p> <p>At PLRS we have a guiding coalition, that is an established learning team who is responsible for implementing collaborative response framework.</p> <p>PLRS will be using the collaborative response structures and processes, data and evidence, and continuums of support framework to ensure our students experience success.</p>		
Outcome	The guiding coalition sets the direction, reflects on progress, and re-visits key elements of collaborative response bi-weekly. Their work includes planning for staff learning on PLC days.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story (Timelines for Sharing our story)
1. Engage in professional learning around collaborative response.	1. Yearlong	1. Staff understanding of collaborative response structures, processes, data, evidence and continuums of support.	1. Training brought back from leadership meetings and presented to the guiding coalition. Jigsaw learning series PD online and

<p>2. Develop a process and timeline implementing collaborative team meetings into our school learning plan.</p> <p>3. Build capacity in collaborative response structures, processes, data, evidence and continuums of support.</p> <p>4. Restructure the School Support Team to support teachers with instructional strategies and supporting more students within the classroom (tier 1 and 2).</p> <p>5. Reflecting on our continuum of supports (revisions, key focus</p>	<p>2. Quarter 1</p> <p>3. Yearlong</p> <p>4. Yearlong</p> <p>5. Yearlong</p>	<p>2. Increasing efficiency of our meetings.</p> <p>3. Staff capacity to respond to learner needs.</p> <p>4. Build confidence in our staff to support student learning. Build a toolbox of resources to support teaching and student learning. Meeting the learning needs of students.</p> <p>5. Continuum of supports developed for each key</p>	<p>collaborative response book.</p> <p>2. Collaborative Team meetings every 3-4 weeks (on PLC days). School support team meeting weekly. School planning teams meeting weekly (embedded time in the timetable).</p> <p>3. Transition of Collaborative Team meetings to be about learner outcomes, rather than attributes and transition to staff (other than admin) to facilitate collaborative team meetings. Using data to create the key focus for the meetings.</p> <p>4. Narrowing the learning gap. Staff being more confident in their abilities to support students of varying needs and levels of learning in the classroom.</p> <p>5. Complete continuum of supports for each focus area.</p>
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<p>areas, systematic support and expansion of classroom practice).</p> <p>6. Integration of Dossier as a tool to facilitate Collaborative Team, Collaborative Planning, School support team meetings. Dossier will also be used to store learner profile data and used to store meeting notes and support the meeting process.</p>	<p>6. Yearlong</p>	<p>focus area (literacy, numeracy, and wellness). Clear tiers of supports established that reflect universal, classroom, school and external tier 4. Interventions, strategies and accommodations clearly articulated according to tiers. Continuum of support accessible for team meetings about students. Continuum of support informs professional learning.</p> <p>6. Evolving collaborative processes.</p>	<p>Supports posted and available for use in meetings. Staff asking for PD on different teaching strategies.</p> <p>6. Complete Learner Profiles in Dossier & evidence of effectiveness of collaborative response interventions and strategies. Meeting notes section used as a tool to support efficiency.</p>
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Priority Area of Focus: Wellbeing

Our Inquiry Question	<p><i>Student Focus:</i> In what ways can we build student positive mindset, self advocacy and self regulation skills?</p> <p><i>Staff Focus:</i> In what ways can we create a balance between staff wellbeing and the work that needs to get done?</p>		
Alberta Education Assurance Domain(s)	<p>Student Growth and Achievement Learning Supports Governance Local and Societal Context</p>		
Board Priority(s)	<p>Champion student and staff well-being. Strengthen relationships with Indigenous communities and advance the TRC Calls to Action. Engage with parents and school communities.</p>		
Understanding the Context	<p>In order to find success students and staff have to be accessible and emotionally regulated. If staff are not regulated they are unable to support student learning, success, and wellness.</p> <p>If students are not regulated, they are not available for learning.</p>		
Outcome	<p>A school full of emotionally regulated staff and students. Staff that is able to effectively interject and provide supports for individuals who are not regulated. When we work through those challenges it builds resilience for both.</p>		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>1. Implementation of kudos to staff and</p>	<p>1. Monthly</p>	<p>1. Students, staff and</p>	<p>1. Cards, words of kindness/</p>

<p>students.</p>		<p>community talking about it, feelings of appreciation and smiles.</p>	<p>positive feedback, free food prizes from the cafe, positive calls home.</p>
<p>2. Brainstorm and role model emotional regulation and regulation strategies.</p>	<p>2. Yearlong</p>	<p>2. Students using emotional regulations strategies (fidgets, breathing, time-outs, space etc.).</p>	<p>2. Increased attendance, regulated students and staff.</p>
<p>3. Model how to access and self advocate for school supports.</p>	<p>3. Yearlong</p>	<p>3. Student self referrals to counseling / academic supports, Students asking for help.</p>	<p>3. Overall increased sense of belonging and comfort</p>
<p>4. Using the Collaborative Response Model to provide flexibility in our teaching practices.</p>	<p>4. Yearlong</p>	<p>4. Increase in class completion and academic success, thus high school completion.</p>	<p>4. Increased Continuum of Supports in the school (toolbox of strategies)</p>
<p>5. Encouraging students to access student interest groups (GSA, SRC, Athletic teams etc.).</p>	<p>5. Yearlong</p>	<p>5. Increased involvement in extra curricular.</p>	<p>5. Google surveys</p>
<p>6. Implementing staff wellness activities (Implementation of October 7th brainstorm of ideas).</p>	<p>6. Yearlong</p>	<p>6. Implementation on PLC days, randomly throughout the year.</p>	<p>6. Happy staff leads to happy students. Closer, connected and more regulated staff.</p>
<p>7. Connecting with our community and Indigenous families (invitations to events, volunteering etc.).</p>	<p>7. Yearlong</p>	<p>7. Increased communication and community involvement. Celebrating successes.</p>	<p>7. Parents and guardians present in the school. Connections made between staff, students</p>

<p>8. Staff giving themselves permission and setting boundaries.</p>	<p>8. Yearlong</p>	<p>Events, presentations and invitations. Parent Training on Powerschool. Encouraging parents to volunteer within the school.</p> <p>8. <i>Permission to:</i></p> <ul style="list-style-type: none"> ● Make mistakes/take risks ● Be Flexible with deadlines etc. ● Ask for what we need <p><i>Boundaries (supports/challenges):</i></p> <ul style="list-style-type: none"> ● Email/texting hours reduced ● Taking a lunch break ● Time @ work vs. Time @ home balance ● Moment to take breaths ● Exercise ● Looking out for one another “life line” ● Check in buddies ● Setting priorities ● Promoting and reenforcing positive energies ● Role model for each other ● Look critically at what 	<p>and the community.</p> <p>8. Culture of “we are in this together” Increased wellness from baseline. Ideas on what we can work on as a staff. Work-life balance.</p>
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		we already do - what can be removed from your day (practices that are not working well).	
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Priority Area of Focus: Literacy

Our Inquiry Question	In what ways can we establish and sustain a collective culture of literacy at PLRS and reduce learning gaps in reading and writing comprehension?
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports
Board Priority(s)	Assess and address the disruptions and barriers to student learning. Explore and develop innovative programming opportunities.
Understanding the Context	Literacy is the foundation for success in every course. Literacy skills are essential for real life success after high school. Students at PLRS are struggling with both vocabulary and areas within writing such as information organization and effective communication. Dedicated time in these areas will improve student achievement and success in literacy.
Outcome	For every student to be reading at or above grade level, with the understanding that there may be outside factors that are beyond our control. Increased vocabulary, fluency, and comprehension.

Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<ol style="list-style-type: none"> 1. Collection of data in F&P, STAR and HLAT (Still waiting on direction from WRPS on how to best utilize the HLAT). 2. Using the Collaborative Response Model to come up with specific interventions (dependent on the literacy level of the student). 3. Brainstorm ideas and implement subject specific vocabulary knowledge. 4. Development of written skills being explicitly taught in all levels of English, as well as other courses in terms of how to present, summarize, and communicate information. 5. Set a commitment of reading and a focus on literacy in all classes. 	<ol style="list-style-type: none"> 1. 3x per year, starting in September 2. Yearlong 3. Yearlong 4. Yearlong 5. Yearlong 	<ol style="list-style-type: none"> 1. Increased grade level in F&P, STAR and HLAT and leveled in class growth. 2. Established reading in directed learning / classroom. Increased student confidence in reading. Literacy benchmarking (SST level) and then providing interventions for struggling students. Common practices and assessments. 3. Increased grade level in reading, increased vocabulary and academic success. 4. Student writing improved (grammar, spelling, sentence structure etc.) 5. Reading time at the start of all ELA classes. 	<ol style="list-style-type: none"> 1. Literacy data/ profile on every student (3x per year). 2. Increased evidence of student growth and achievement in literacy. 3. Students have confidence in understanding what they are reading. 4. Student writing more, student writing improved and confidence in writing 5. Students choosing to read when finished

<p>6. Development of a literacy League. Engagement in a book study: <i>“Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success,”</i> (Irvin, J. et al, 2010). Implementation of school wide strategies and practices learned.</p> <p>7. Implementation of small group support by the school support team in collaboration with teachers.</p> <p>8. Staff modeling positive literacy (Christmas letter by staff to Santa, Vocabulary word walls, defining action words on exams, highlighters used for stem of questions, test lengths and</p>	<p>6. Yearlong</p> <p>7. Starting in September, as needed throughout the year.</p> <p>8. Yearlong</p>	<p>Every junior high class has reading during directed learning. Expand the school's reading library. Word walls and vocabulary emphasized in all classes. Students are encouraged to read when completed work, instead of using their phones. Increased number of books check out at the library.</p> <p>6. Implementation of school wide literacy strategies. Staff and students understand the “why, how, and what” we are doing to increase literacy at PLRS.</p> <p>7. Targeting students in the areas of writing (information organization, effective communication), cite words, increased fluency and vocabulary.</p> <p>8. Implementation of literacy strategies across the school and by all staff.</p>	<p>work and being enthusiastic. Allocating resources with this in mind.</p> <p>6. Established culture of literacy at PLRS.</p> <p>7. Progression of students at grade level.</p> <p>8. Excitement around reading and writing, increased confidence.</p>
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wordiness, blueprinting, increasing our library selection, making the library an inviting place and encouraging reading/ writing in this space during class time and at lunch).			
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Priority Area of Focus: Numeracy

Our Inquiry Question	In what ways can we implement common teaching strategies in numeracy to build on foundational skills, confidence and reduce learning gaps?		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Learning Supports		
Board Priority(s)	Assess and address the disruptions and barriers to student learning. Explore and develop innovative programming opportunities.		
Understanding the Context	Many students at PLRS have some significant learning gaps. Many of these gaps lie in the area of foundational skills in numeracy. I.e., patterns and relations and number sense.		
Outcome	Improvement in recognizing and working with patterns and relations and number sense		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story (Timelines for Sharing our story)
1. Collection of data (MiPi, IXL, Standardized grade 7 and 8 assessments and in class success on assessments.	1. Quarterly	1. Increased grade level on MiPi, IXL and in class assessments.	1. Numeracy profiles on all junior high students.

<p>(formative/summative).</p> <p>2. Set a commitment of numeracy and a focus on patterns and relations and number sense. (Having more intervention for Math and Literacy to use this time effectively to increase the strength in our RED and YELLOW learners).</p> <p>3. Using the Collaborative Response Model to extend our teaching practices and pedagogy in numeracy (capacity building with a focus on results and using data as a tool).</p>	<p>2. Yearlong</p> <p>3. Yearlong</p>	<p>2. Math fundamentals class in directed learning, increased understanding of common patterns and relations across all core subjects. Common teaching practices. Common assessments.</p> <p>3. Numeracy benchmarking (SST level) and then providing interventions for struggling students. Staff are open and interested in new ideas. Staff trying different strategies (building staff capacity of strategies), students extending knowledge. Reflection on practice. What's best for kids based on where they are at? What are kids doing successfully? How far can we take kids in their math</p>	<p>2. Student confidence in basic skills in patterns and relations.</p> <p>3. Staff using Leaps and Bounds to determine what kids know and don't know and then assessing. Teachers trying and tracking different research informed practices/ strategies. Data driving instructional practice.</p>
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<p>4. Implementation of small group support by the school support team in collaboration with teachers.</p> <p>5. Implementation of consistent teaching practices across grades (multiplication charts, key vocabulary, problem solving charts).</p> <p>6. Mindset Mathematics (Book) - use of resources from this book.</p> <p>7. Book Study - <i>“Building Thinking classrooms in Mathematics,”</i> (Peter Liljedahl, 2020). A thinking student is engaged. Helping students go beyond rote memorization and repetitive calculations.</p> <p>8.</p>	<p>4. Starting in September, as needed throughout the year.</p> <p>5. Yearlong</p> <p>6. Semester 1</p> <p>7. Semester 2</p>	<p>understanding this year? Knowing more math is the goal.</p> <p>4. Targeting students in the areas of math in which they have gaps or lack skills.</p> <p>5. Common resources and visuals. Common interventions at tier 1 and 2</p> <p>6. Expressions of interest and joy from students in mathematics.</p> <p>7. Engaged students</p>	<p>4. Progression of more students working at grade level.</p> <p>5. More students know how and using the resources/ prompts provided. Increased problem solving skills.</p> <p>6. Teachers trying new strategies. More added to their toolbox of ideas to engage students.</p> <p>7. Building a toolbox of resources and practices</p>
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