



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2021-2022

Falun School

Box 30

Falun, AB, T0C1H0

Phone Number (780-352-2898)

fa@wrps11.ca

www.falunschool.ca



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Chapters in Our Story

- School Administration - Mrs. Donnalyn Moreland, BA, BEd, MEd
- School Mission, Vision, Philosophy

Our Mission

It is the mission of Falun School to collaboratively ensure the growth of our educational community. We nurture a safe and caring learning environment in order to achieve success.

Our Vision

We envision a school in which members:

- create a system of timely interventions and extensions based on evidence to ensure academic success
- maintain effective communication within our educational community
- collaboratively and intentionally establish school-wide relationships, the pillar of our learning community, and

demonstrate a personal commitment to the growth of productive global citizens

Our “Way”

We believe that all students can learn and that teachers make the biggest difference.

- District Priorities
- School Highlights and Celebrations
- School Demographics
- Data Sets
- Learning Success Plan Areas of Focus

Supporting Information

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

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

Falun School is a Kindergarten to Grade 6 school situated thirty-six (36) kilometres west of Wetaskiwin along Highway 13 and about fourteen (14) kilometres east of Pigeon Lake. Our school supports literacy and numeracy by providing responsive intervention based on student need. We have a diverse body of students whose experiences and backgrounds meld together to create an inclusive learning community. The majority of our students reside in Wetaskiwin County between Highway 2 and Range Road 10/281, and in the Four Nations reserves of Ma-Me-O Beach and Louis Bull.

Our Celebrations

Falun School prides itself on building relationships with our students and families. Our small school setting allows staff to develop meaningful relationships with all students. Our school engages in activities with mixed groupings of students and lead by staff who may not be in their homerooms, allowing relationships to develop and continue throughout all of the years students attend Falun School. When teachers and students have positive relationships, student engagement and mutual respect is higher, and care for students as people and learners is communicated, thus resulting in higher student achievement (Hattie, 2009.)

Our Demographics

Students in Kindergarten to Grade 6 - 118

Self-Identified Indigenous, Metis, Inuit students - 10%

Our Data Sets

- Assurance Framework
 - Safe and Caring Schools Information / Survey Results (Alberta Education)
 - Achievement Data (Grade 6 PAT - Language Arts and Math)
- Local Data Sets
 - Literacy
 - Reading Readiness Screening Tool
 - Fountas and Pinnell
 - STAR Reading

- LeNS, CC3
- Numeracy
 - MiPi
 - WRPS 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?”

Priority Area of Focus:

What are specific areas that the school would like to focus on that connect to the Board's Ed plan?

<p>Our Inquiry Question</p>	<p>In what ways and to what extent does our implementation of collaborative structures impact staff collective efficacy and student achievement in literacy?</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports</p>
<p>Board Priority(s)</p>	<p>Assess and address student learning gaps Emphasize early childhood learning</p>
<p>Understanding the Context</p>	<p>A core belief of Collaborative Response is that schools cannot achieve high levels of success if teachers are working in isolation (Hewson, Hewson & Parsons, 2015). Literacy is a critical skill for all students to learn, and for the best success, literacy skills should be developed prior to grade 3. The COVID-19 pandemic has resulted in a variance of ability for our students. Differing learning experiences over the last 18 months have resulted in literacy learning gaps for some students and variances among students. Working collaboratively will support teacher ability to improve their instructional practice and address the literacy needs in our students.</p>
<p>Outcome</p>	<p>Students independently utilize a variety of strategies to successfully support their own literacy.</p>

Action Strategies	Timelines	Indicators of Success	Timelines for Sharing success
Regular teacher collaboration time	Weekly, beginning in September	Teachers identify areas of focus based upon formative student data and work collaboratively to develop intervention strategies for the classroom Team Planning Guide	Monthly
Book Study <u>This is Balanced Literacy</u>	Monthly	Application of strategies as presented resulting in improved student learning	April 2022
Collaborative Response team meetings	Monthly	Team meetings focused on teacher learning to support student needs with application of strategies resulting in student growth	January 2022
Focus on Phonics	Implementation by beginning November 2021	Implementation of structured phonics program for K to 3 with improvement shown in LenS and CC3 data; Implementation of Words Their Way in all grades with improvement shown in WTW inventories	February 2022