



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2023-2026

Winfield Elementary School

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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.
- **Personalized 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 Three-Year Education Plan 2023-2026](#)
- [WRPS Assessment and Reporting Handbook 2023-2024](#)
- [K-12 LITERACY FRAMEWORK](#)
- [Collaborative Response Education Plan 2023-2024](#)
- [Winfield Literacy/Math RTI Plan 2023-24](#)
- [Winfield Targeted Intervention Plan 2023-24](#)

Our School

- **School Administration**

Principal: Ms. Jennifer Dalton

- **School Mission**

“Cultivating Excellence”

- **School Vision**

We envision a school where students develop the necessary skills to become lifelong learners and achieve their fullest potential.

Our Profile



Our Demographics

Winfield School, positioned 75 km to the west of Wetaskiwin where Highways 13 and 20 intersect, currently hosts 70 students, with around 90% relying on school bus transportation. The school provides an ECS - Grade 6 program, including a Pre-Kindergarten program on Tuesdays and Thursdays. Additionally, the Winfield Public Library, housed within the school, opens its doors on Tuesdays from 9 am to 1 pm, Wednesdays from 5 pm to 8 pm, Fridays from 5 pm to 8 pm, and Saturdays from 10 am to 3 pm. Our educational journey incorporates fine arts presentations, field trips, an annual track meet, cross country run, skiing, tubing, swimming, and skating as part of our physical education curriculum. For grades 7 to 12, students are bussed to Buck Mountain Central School.

Our Celebrations

Winfield School serves as the vibrant hub of the Winfield community, not just as an educational institution for children, but as a gathering space for everyone. Beyond its primary academic role, our school grounds are used by the community minor baseball team and the gym is used for a ladies' Pickleball League and children's gymnastics program. The premises house a pre-kindergarten program and offer space for the Winfield Public Library. There are dedicated spaces for art, music, and an expansive gym to cater to various activities. We have a specialized music teacher and piano teacher who offers piano lessons during the school day.

Winfield School has a fully operational kitchen where dedicated parents volunteer their time to organize a weekly hot lunch program, providing both nutrition and exciting culinary experiences for students and staff. Our staff goes the extra mile daily to foster a supportive, kind, caring and inclusive atmosphere. We actively promote student wellness through initiatives like the Leadership program, Lego groups, "Drop Everything and Dance", breakfast program, character development assemblies, and many robust student leadership opportunities.

This year, we are proud to welcome Mr. Caron, an Indigenous Support Worker, bringing Indigenous culture to the forefront of our school community. Mrs. Foster also joined our staff to assist with our mathematics and literacy testing. She brings a wealth of knowledge with her and helps teachers pinpoint intervention for students. Despite being a small school in a rural setting, Winfield School is committed to offering every opportunity for children to thrive academically, emotionally, and socially.

Our Data Sets

Winfield School Data

Assurance Framework

Achievement Data (PAT)

- **Local Data Sets**

Literacy

- Alberta Education Literacy Screener (LeNS/CC3)
- Reading Readiness Assessment
- Fountas and Pinnell Reading Assessment
- STAR Reading - Reading Assessment

- Intervention data (Literacy/Numeracy)
- Writing Achievement (Grade Level Writing Folders (Narrative Writing Assessments)
- Kindergarten-Brigance
- WTW/Dolch Words Testing/Alphabet Testing
- Schonell Spelling -Grades 1-6 (3 times per year)

- **Numeracy**
 - Alberta Education Numeracy Screener
 - EICS
 - District Common Final

- **What data do we use to measure our successes?**

- Winfield local data (See above)
- Assurance Framework (Grades 4-5 Survey/Parent Survey)
- Achievement Data (PAT)
- Google Wellness Form Survey (Grades 4-6)

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>Goal</p>	<p>Literacy: Our school is committed to instructing the seven pillars of literacy with precision: the alphabetic principle, phonological awareness, phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension. We anticipate our students will employ this acquired knowledge in the development of their writing skills.</p> <p>Improvement Plan: To have all students achieve grade level reading and writing outcomes. Comprehension will be a focus of improvement for all students.</p> <p>For students who are not achieving at grade level we dedicate a minimum of 40 min per week for intervention in literacy for each class. Information we receive from our data will help determine intervention for small groups. We will meet all students where they are in their learning and move them forward.</p>
<p>Goal</p>	<p>Numeracy: The primary objective of our school is to ensure that all students achieve proficiency in number operations corresponding to their grade level within the framework of the new curriculum. For Division 1, this involves mastering 2-3 operations, while Division 2 encompasses proficiency in 4 operations. Enhancing fact fluency across all grades is a key improvement plan for Winfield School, and we aim to collaborate closely with parents to enhance the success of our students in this aspect.</p> <p>We aim to be more responsive with intervention in math Grades K-6. All teachers are using a program that is research based and have regular quizzes and unit tests. (Jump Math) With the regular intention to review student data, and plan intervention, all students in our school will improve or reach grade level in math.</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports</p>
<p>Understanding the Context</p>	<p>*Literacy is critical in helping students make meaning in the world around them. Literacy lays the foundation for lifelong learning and active participation in society. (Alberta Education)</p>

	<p>*Fluency in math is about developing number sense and being able to choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts. The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice. (thirdspacelearning.com)</p> <p>*Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures.(Generation ready)</p> <p>*Collective teacher efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will. (Hattie - https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/)</p> <p>*Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success. (Annie E. Casey Foundation)</p>		
<p>Outcome</p>	<p>Winfield teachers are dedicated to meeting students at their current level, working to boost both their confidence and proficiency in mathematics. Our goal is to equip students with lifelong skills, fostering math fluency.</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>-A FLEX period has been added to our timetable: catch up, intervention, student choice, extension activities. -A significant portion of our timetable will be dedicated to language arts. We will find time in other subjects to incorporate literacy skills, especially in developing writing. -Periods will be offset for guided reading (This allows our literacy teacher to take an intervention group of students for 2 - 40 min blocks of time) -All classes will have dedicated Words Their Way</p>	<p>Intervention and success tracked on each PLC day. CRM Meetings</p>	<p>-Fountas & Pinnell Assessment -STAR Assessment -Phonics Assessment -WTW Assessment -LeNS/CC3/RRST Assessment -Schonell Spelling Assessment -Dolch Word Assessment</p>	<p>Reading assessment results in our school chart. (Jan/May) STAR assessment -Government Numeracy Screeners -EICS -Quizzes -Unit tests -Teachers created math tests in November and February to assess if students are retaining what they</p>

<p>blocks/Word Work (This allows for differentiation for all students) -Each class will have an embedded intervention period each week. -We have a school chart that tracks the success of each student in reading readiness, reading, WTW, writing, and math. -Teacher collaborative response meetings to discuss strategies/intervention to use with students who need support. -All classes will have dedicated math blocks. -Each class will have an embedded intervention period each week. -Fact fluency will be an improvement plan in partnership with parents. -Students will use Mathletics/Xtramath/Manipulatives to further show their understanding of math outcomes -Teacher collaborative planning meetings to discuss strategies/intervention to use with students who need support.</p>		<p>(Weekly until mastered) -Writing Samples -Math Common Assessment -Classroom Assessment -Checkin's on problem solving -Intervention sprints</p>	<p>learn. -Math Common Assessment (June) -Classroom Assessment -Checkin's on problem solving -Intervention sprints</p>
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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>Goal</p>	<p>In Winfield School, our commitment is to cultivate a sense of belonging for our students within a respectful and trusting environment. This nurturing atmosphere is crucial for them to feel secure, enabling optimal learning and positive growth. Our focus extends beyond academics - we aim to promote the overall well-being of our students, addressing their mental and physical health, ensuring both physical and emotional safety, and fostering a sense of belonging, purpose, achievement, and success.</p> <p>We highly value our students' thoughts, feelings, and challenges, actively seeking to celebrate their triumphs. To support their holistic development, we prioritize providing proper nourishment within our school premises and offering opportunities for students to assume leadership roles.</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Local and Societal Context</p>
<p>Understanding the Context</p>	<p>Well-Being: A Working Definition Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future. (Ontario's Well-Being Strategy for Education: Discussion Document, 2016, p. 3)</p> <p>Students must have a sense of belonging in a respectful and trusting environment in order to feel safe enough to properly learn and grow positively.</p> <p>When it comes to understanding the well-being of our students at Winfield Elementary School, we take the time for careful consideration:</p> <p>Children's well-being depends on many factors, from the nature of their social and family interactions and where they live to their emotional, spiritual, physical and mental health. We know that positive childhood experiences, physical and emotional safety, and the support of caring adults not only shape the day-to-day morale of students but also help them develop a positive sense of self, and resilience. Children who experience a greater sense of well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviors; more likely to invest in their own and others' well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood. (2016 citing Awartani, Whitman, and Gordon, 2008)</p>
<p>Outcome</p>	<p>Winfield School is committed to establishing learning environments that foster inclusion, acceptance, engagement, and a strong sense of connection with the school and staff. Our priority is to create a safe place where students feel comfortable seeking help when necessary. By establishing this standard, we anticipate an improvement in our students' academic</p>

	<p>achievements and overall well-being.</p> <p>To cater to the individual needs of our students, we will implement flexible learning environments within our classrooms. Additionally, we will designate spaces outside of classrooms for students to take breaks or engage in movement activities as needed.</p> <p>A successful impact on collective well-being at Winfield School will positively increase staff collaboration, collective efficacy and student achievement.</p>
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Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<ul style="list-style-type: none"> -Staff will work on building positive relationships -Students are greeted when they arrive. -Breakfast/Lunches will be available on a daily basis -Teacher collaborative response meetings to discuss strategies to use with students who need wellness -Indigenous Support Worker -Family School Liaison Worker -Wellness Worker -Leadership roles -Character Education/7 Grandfather Teachings -Student Voice/Choice -Brain breaks -Buddy reading -Leadership roles -Music program -Field trips/theater experiences brought to the school/sports activities -Spirit days -Skating 	<ul style="list-style-type: none"> -Breakfast everyday -Snacks and lunches available School assemblies (Character Education/7 Grandfather Teachings) 	<ul style="list-style-type: none"> -Feedback from our students/Parent Council/Community 	<ul style="list-style-type: none"> Google student/staff survey May 2023/2024/2025 Assurance Survey

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>Goal</p>	<p>Winfield School is committed to advancing reconciliation by aligning with the commitments made by the Alberta government in response to Truth and Reconciliation. Our goal is to create an environment where students feel safe and secure, offering experiential learning opportunities rooting in the Indigenous culture. This approach involves incorporating storytelling, hands-on experiences, a focus on individual strengths, preferences in learning, and teachings from our Indigenous Support Worker.</p> <p>We strive to integrate practical applications whenever possible, linking learning to the real world and the land. Our initiatives include allowing students to engage in cultural practices such as dance, creating artwork, sharing oral stories, exploring music, participating in Indigenous games, completing alternate assignments, and inviting knowledge keepers to share their expertise in activities like beadwork, hid tanning, drum building, and more.</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context</p>		
<p>Understanding the Context</p>	<p>Alberta's commitment to incorporate First Nations, Métis and Inuit perspectives and experiences into the education system was reaffirmed on March 27, 2014, at the Truth and Reconciliation Commission (TRC) event in Edmonton. This commitment included:</p> <ul style="list-style-type: none"> -mandatory content for all Alberta students on residential schools and treaties -a kindergarten to Grade 12 curriculum development standard -support for professional learning opportunities for teachers 		
<p>Outcome</p>	<p>To raise awareness about the impacts of colonization, and the harms of various policies and programs of colonization. To foster positive relationships, value diversity, and build community</p>		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our Story(Timelines for Sharing</p>

			our story)
<ul style="list-style-type: none"> ● Every student will learn about Indigenous peoples and culture including residential schools. ● All teachers will commit to addressing the TRC through curriculum outcomes (LA/Math/Science/Social/PE/Art), library resources, professional development and inviting local elders into classrooms. (Understanding our country, improving relationships, valuing cultures, and sharing history) ● Our Indigenous support worker will cover topics monthly in reference to the new curriculum. ● Member of ● Identify and The Legacy School Program for Reconciliation. ● Acknowledge the territory where we live. (Treaties) ● Land Acknowledgements ● We will invite local Indigenous people in to build new and ongoing relationships and to pass on Indigenous ways in a sincere and heartfelt way. 	<p>-All year</p>	<p>-Relationship between school, teachers, support staff and families.</p> <p>-Wellness of our students at school</p>	<p>Effective communication between school and family.</p> <p>Presence at school events.</p> <p>Indigenous Support Worker</p>