



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story

2023-2026

Winfield Elementary School

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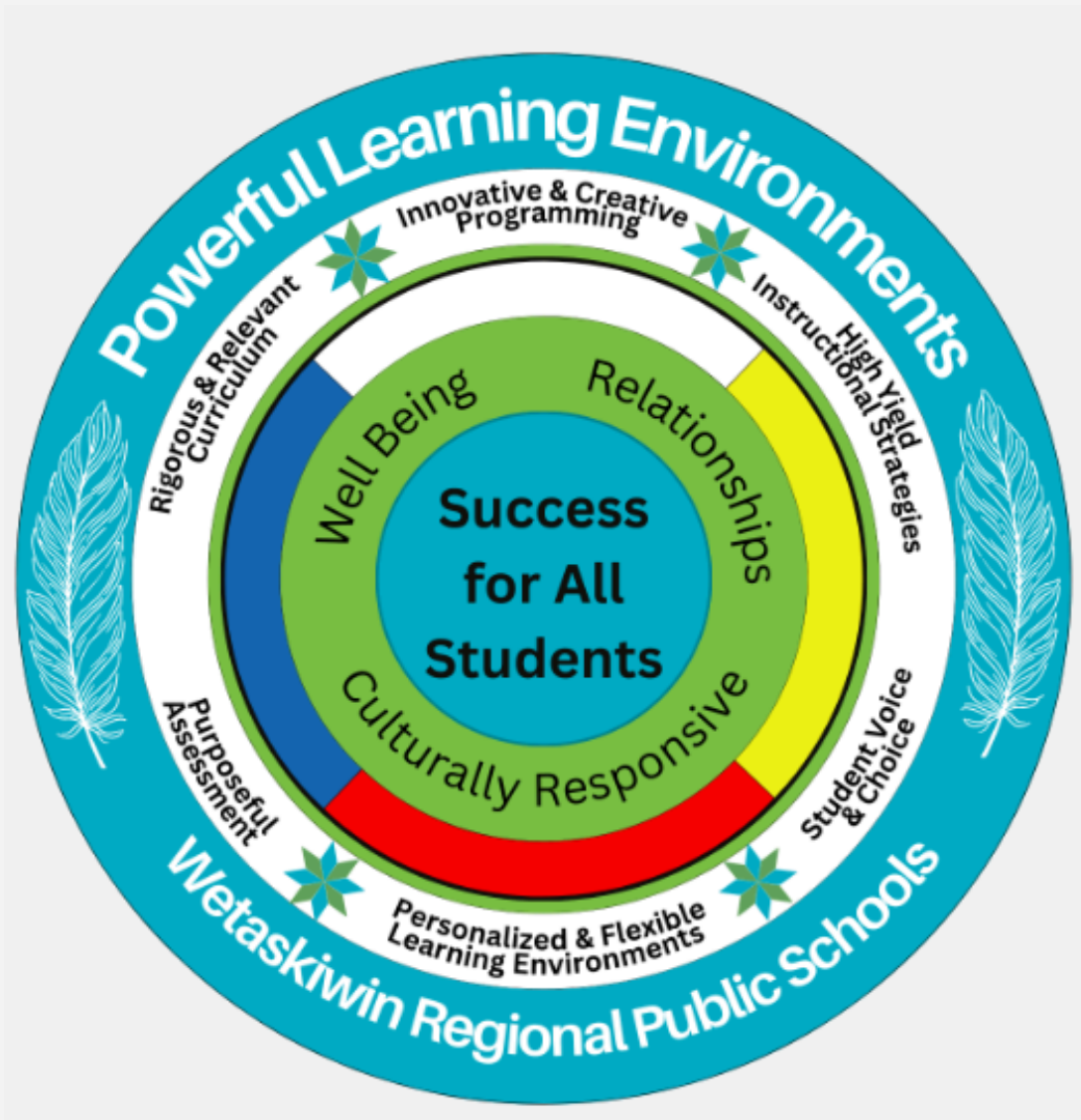
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Our Learning Success Story

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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/Wellbeing
- 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 2024-2027](#)
- [WRPS Assessment and Reporting Handbook](#)
- [K-12 Literacy Framework](#)
- [Collaborative Response Education Plan](#)
- [Winfield Literacy/Math RTI lan](#)

Our School

- **School Administration**

Principal - Mrs. Carlee Zawartka

- **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 74 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.

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 family movie nights, an adult pickleball league and a children's gymnastics program. 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. Additionally, we use the kitchen as a home base to our breakfast program that provides nutritional choices for our students on a daily basis. 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 student leadership program, Lego groups, intramurals, breakfast program, character development assemblies, and many robust student leadership opportunities.

This year, we are proud to have Mr. Caron, an Indigenous Support Worker, bringing Indigenous culture to the forefront of our school community, Miss Peyton our wellness worker who supports teachers in facilitating health outcomes focused on various executive functioning skills, and Ms. Kandice Wynia who provides counselling amongst a wide breadth of varying supports for our students, too. This year several of our students are able to take part in some Equine Therapy/Empowerment where horses are utilized to help students build stronger social and emotional strategies. 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

- Assurance Framework
 - Spring Parent Survey
 - Spring Student Survey
 - Achievement Data-PAT
- Local Data Sets
 - Curriculum Instruction and Assessment
 - Literacy
 - Alberta Education Literacy Screener (LeNS/CC3/PAST/RAN)
 - Reading Readiness Assessment (if needed)
 - CORE Reading Assessment
 - STAR Reading - Reading Assessment
 - Intervention data (Literacy/Numeracy)
 - Writing Achievement (Grade Level Writing Folders (Narrative Writing Assessments)
 - Kindergarten-PAST
 - UFLI Fluency Checks (DRAFT - coming soon)
 - Numeracy
 - Alberta Education Numeracy Screener K-3
 - EICS Grades 4-6
 - District Common Final Grades 1-6
 - Indigenous Programming and Ways of Knowing
 - Participation
 - Programming engagement
 - Sense of Belonging - Well Being, Relationships and Engagement
 - Attendance
 - Suspension, Expulsions, Disciplinary logs
 - School based survey

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 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 literacy 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. For students who are not achieving at grade level we dedicate a minimum of 60 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>Our 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. Due to the new curriculum, teachers are using a variety of math resources such as Super Simple Sheets, Mindful Math, Teacher Tea, and Dynamic 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>	<ul style="list-style-type: none"> - 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) - 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) *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) -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/)

Strategies and Action Steps	Who is Responsible?	Timelines for Progress Check-ins	Evidence of Success / Effectiveness
<p>-A significant portion of our timetable will be dedicated to language arts. We will find time in other subjects to incorporate literacy outcomes, especially in developing writing.</p> <p>-Periods will be offset so the literacy teacher can work with students with targeted intervention. Mrs.Zawartka will take a group from each grade for targeted intervention, too.</p> <p>-All classes have dedicated word inquiry (morphology)</p> <p>-The Grade 1/2 teacher and EA will systematically use UFLI everyday for 30 min to build foundational skills required for reading.</p> <p>-Some classes will have an embedded intervention period each week.</p> <p>-Teachers have a 'FLEX' period in their timetable: catch up, intervention, student choice, extension activities.</p> <p>-All classes have dedicated math blocks</p> <p>-Fact fluency will be an improvement plan in partnership with parents</p> <p>-Students will use Mathletics/Xtramath/Manipulatives to further show their understanding of math outcomes</p> <p>-We have a school chart that tracks the success of each student in reading readiness, reading, writing, and math.</p> <p>-Teacher collaborative response meetings to discuss strategies/intervention to use with students who need support.</p> <p>-Teacher planning meetings to discuss team teaching plans.</p>	<p>Mrs. Torgerson Mrs. Graham Mrs. Harden Ms. Young Mrs. Kress Mrs. Loewen Mrs. Zawartka</p>	<p>Intervention and success tracked on each PLC day.</p> <p>CRM Meetings</p> <p>At reporting/assessment periods the tracking sheet will be updated to monitor progress</p> <p>Weekly formative check-ins allow teachers/staff to be diagnostic and adjust lessons/groupings if needed.</p>	<p>-Alphabet/sound assessments/in class formative assessment</p> <p>-UFLI weekly assessments-formative assessment to determine which students need targeted additional time.</p> <p>-Progression with high frequency words</p> <p>-PAST/LeNS/CC3/RAN assessment in January</p> <p>-STAR assessment</p> <p>-Writing samples/ assessment in January</p> <p>-Edmonton Spelling Assessment</p> <p>-Benchmark reading assessments in May</p> <p>-Intervention sprints</p> <p>-Kindergarten AB numeracy assessment</p> <p>-Grade 1-6 Math cumulative assessment in January</p> <p>-Classroom assessments</p> <p>-Weekly check ins on problem solving</p> <p>-Math common assessment</p> <p>-EICS</p> <p>-Unit Tests</p>

Priority Area of Focus: Sense of Belonging: Well Being, Relationships, & Engagement

What are specific areas that the school would like to focus on that connect to Sense of Belonging

<p>Our Inquiry Question or Goal</p>	<p>In Winfield School, we are dedicated to fostering a strong sense of belonging for our students within a respectful and trusting environment. This nurturing atmosphere is essential for ensuring their safety and promoting optimal learning and personal growth. Our commitment extends beyond academics; we prioritize the overall well-being of our students by addressing their mental and physical health needs, ensuring both physical and emotional safety, and cultivating a sense of belonging, purpose, achievement, and success. We highly value our students' perspectives, emotions, and challenges, actively celebrating their successes. To support their holistic development, we prioritize the importance of proper nutrition within our school and provide numerous opportunities for students to take on 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 defined as a positive sense of self, spirit, and belonging that arises when our cognitive, emotional, social, and physical needs are met. It is fostered through equity and respect for our diverse identities and strengths. In early years and school settings, well-being is centered on nurturing resilience in children and students, enabling them to make positive and healthy choices that support their learning and achievement both now and in the future (Ontario's Well-Being Strategy for Education: Discussion Document, 2016, p. 3). At Winfield Elementary School, we recognize that students must feel a sense of belonging within a respectful and trusting environment to feel safe and engage in meaningful learning and positive growth. Children who experience a greater sense of well-being are more equipped to learn effectively, engage in healthy social behaviours, and invest in their own well-being as well as that of others.</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 amongst students, staff and the wider community. 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 achievements and overall well-being. 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>Strategies and Action Steps</p>	<p>Who is Responsible</p>	<p>Timelines and Success</p>	<p>Evidence of Success / Effectiveness</p>

		Indicators	
<ul style="list-style-type: none"> -Staff will work on building positive relationships -Students are greeted when they arrive/positive feedback from our building at the end of the day. -Breakfast/Lunches will be available on a daily basis -Teacher collaborative response meetings to discuss strategies to use with students who need extra strategies. -Indigenous Support Worker -Family School Liaison Worker -Wellness Worker -Character Education-School assemblies -Student Voice/Choice -Brain breaks -Buddy reading -Leadership roles -Music program -Field trips/theater experiences brought to the school/sports activities -Spirit Days -Skating -Imagination Station Nights -Intramurals -Games at recess (things we can learn and take to Lodge) 	<p style="text-align: center;">-All staff</p>	<p style="text-align: center;">-Breakfast/Lunch everyday</p> <p style="text-align: center;">School assemblies (Character Education and Executive Functioning skills)</p>	<ul style="list-style-type: none"> -Feedback from our students/Parent Council/Community -Feedback from our students. -Google student/staff survey May 2024/2025/2026 -Assurance Survey

Priority Area of Focus: Indigenous Programming and Ways of Knowing

What are specific areas that the school would like to focus on that connect to Truth and Reconciliation - Calls To Action ?

<p>Our Inquiry Question or 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 rooted 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.</p> <p>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

Action Strategies	Who is Responsible	Timelines/Indicators of success	Evidence of Success / Effectiveness
<p>-Every student will learn about Indigenous peoples and culture including residential schools.</p> <p>-All teachers will commit to addressing the TRC through curriculum outcomes (ELA/Math/Science/Social/PE/Art)</p> <p>-All classroom teachers will submit curriculum topics for Wayne to address in classes. We have a school chart to fill in on a weekly basis.</p> <p>-Our Indigenous support worker will cover topics monthly in reference to the new curriculum.</p> <p>-Identify and acknowledge the territory where we live. (Treaties)</p> <p>-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>	<p>-All staff</p>	<p>-Relationship between school, teachers, support staff and families.</p> <p>-Wellness of our students at school</p>	<p>-Feedback from local Indigenous keepers invited in to share</p> <p>-Indigenous support worker feedback</p> <p>-Effective communication between school and families.</p> <p>-Presence at school events.</p> <p>-Google wellness survey (spring)</p> <p>-Indigenous games participation</p>