



Our Learning Success Story

2023-2024



Griffiths Scott School

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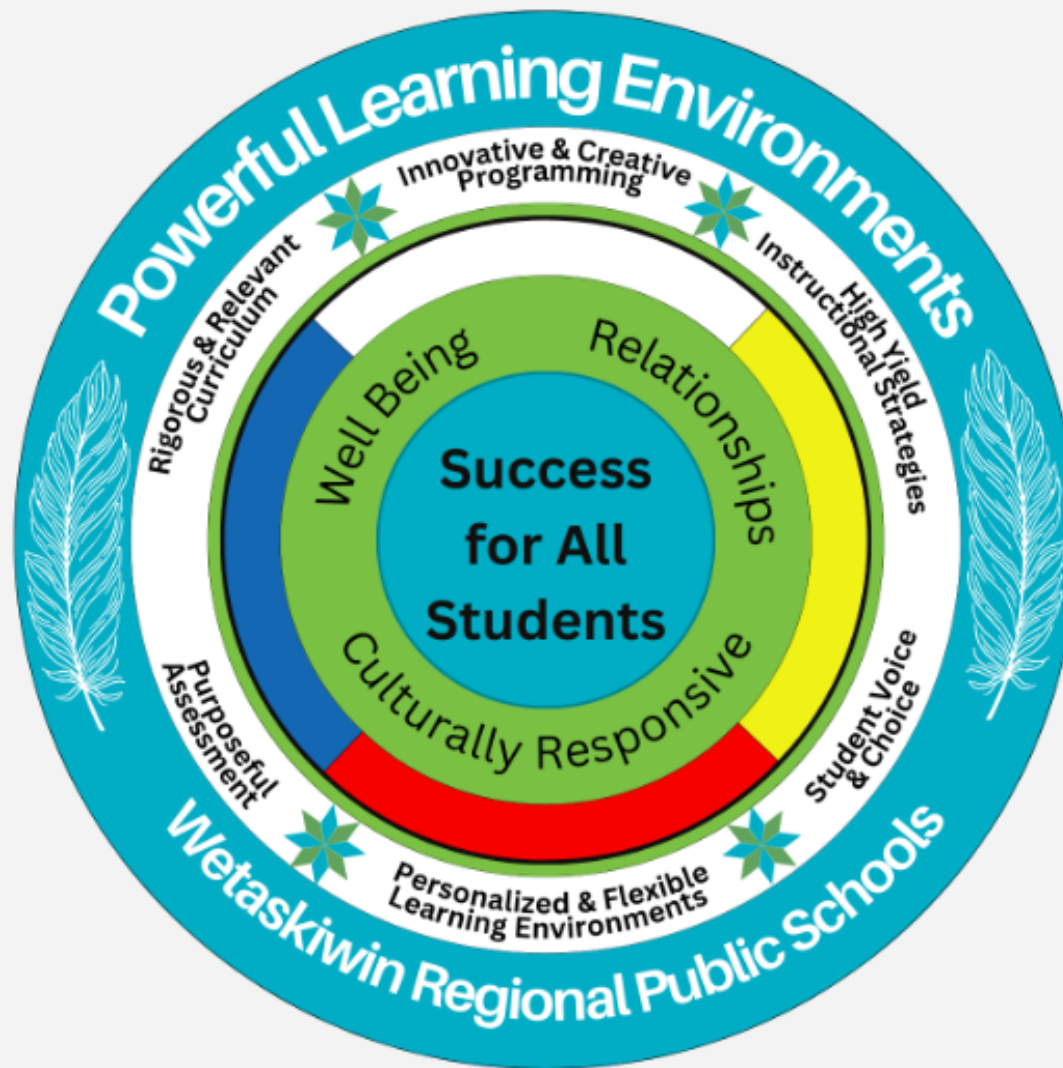
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WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our Three Year Plan for Education.

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 honors 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 honors 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, and 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 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

Our School

- **School Administration**

- Principal - Mr. Trevor Van Someren
- Vice Principal - Ms. Michelle Micklich

- **School Mission**

To provide a creative and caring environment in which each student achieves optimal learning.

- **School Vision**

Together we embrace UNESCO values and learn in respectful, positive ways.

- **School Values**

Respect, Responsibility, Reason, Honesty, Integrity

Our Profile

Griffiths-Scott School is located in the Town of Millet and draws students from the surrounding acreage developments and agricultural community as well as the town. There are 266 students enrolled at GSS for the 2023-24 school year.

Our Celebrations

Griffiths Scott School is proud to be a UNESCO school! That means we are part of the United Nations Education, Science and Cultural Organization's (UNESCO) Associated Schools and Project Network (ASPnet). The goal of this organization is to provide students with an international perspective of the curriculum in order to help them develop an understanding of how issues relate to their future and community.

At Griffiths Scott School we organize a variety of UNESCO projects and activities throughout the year. Some of the projects include acknowledging National Truth and Reconciliation Day / Every Child Matters in September, fundraising for our local Christmas Giving project, supporting community initiatives, building community partnerships, and bringing awareness of global events to our students throughout the year. In recent years we have supported a clean water project in third world countries and planted trees in the Town of Millet. Our projects contribute to students learning more about the world around them. We work to instill Griffin Pride in each student. They are proud to be a Griffin and proud of our school.

UNESCO has Four Pillars of Learning which are fundamental principles for reshaping education:

Learning To Live Together: To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding, and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Learning To Be: To provide self analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all around complete person.

Learning To Know: To provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning To Do: To provide the skills that would enable individuals to effectively participate in the global economy and society.

Our Data Sets

- - Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (Grade 6 PATs)
 - First Nation, Métis and Inuit
 - Local Data Sets
 - Literacy
 - Alberta Education Literacy Screener
 - Alberta Education Numeracy Screener
 - Reading Readiness Assessment Data
 - Fountas and Pinnell Reading Assessment
 - STAR Reading - Reading Assessment
 - Writing Achievement
 - Quarterly PowerSchool summaries of student learning
 - Numeracy
 - MiPi
 - District Common Final
 - Quarterly PowerSchool summaries of student learning
 - Interventions
 - Guided Reading Groups
 - Various intervention groups
 - Leveled Literacy Intervention
 - Citizenship
 - Monthly UNESCO meetings
 - Project - Supporting the Downie Wenjack Foundation (fundraising and awareness)

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.

Griffiths Scott School Principal - Trevor Van Someren - received a learning letter from Superintendent Wake outlining expectations for growth and leadership in the following Priority Areas of Focus:

“As a school leader, I look forward to supporting your work in the year ahead. Specifically, for you I look forward to how our system priorities are demonstrated through your work and through your school’s inquiry focus that you have identified in collaboration with your staff.

- In curriculum and assessment, I am looking for how you build the capacity in your school to implement new curricula and assessment practices that are supportive of student learning.*
- To develop and support a sense of belonging for all children, I am looking for specific strategies and structures that focus on the whole child;*
- In both your personal commitment to, and in support of Truth and Reconciliation, I look for how you continue to examine systemic barriers and foster a sense of hope for all children.”*

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?

Our Inquiry Question or Goal	Learning Letter Mandate: <i>“In curriculum and assessment, I am looking for how you build the capacity in your school to implement new curricula and assessment practices that are supportive of student learning.”</i>			
Alberta Education Assurance Domain(s)	Student Growth and Achievement & Teaching and Leading			
Understanding the Context	We are implementing new curriculum in E.C.S. through Grade Six in various subject areas including Phys. Ed and Wellness, Mathematics, Language Arts, and Science. Our teachers have been connecting with other grade level teachers from WRPS in professional learning about planning and implementation for the new curriculum through curriculum implementation sessions and PLC Days.			
Outcome	Griffiths-Scott teachers will continue to collaborate within the school and jurisdiction to strengthen and develop their mastery of implementation of the new curricular outcomes which will result in successful student achievement and performance.			
Action Strategies		Timelines	Indicators of Success	Evidence of Success
<ul style="list-style-type: none">• Collaborative professional learning with grade level partners throughout WRPS		Ongoing throughout the school year	Common rubrics, gradebooks, collaborative partnerships	Enrollment/registration in group PLC sessions (form sign-ups)
<ul style="list-style-type: none">• Collaborative Planning Meetings embedded		Weekly	Inclusion Coach/Literacy	Common formative

within our weekday schedules	throughout the school year	Teacher sharing with Student Support Team	assessments, co-planned activities, shared interventions, student grade books
<ul style="list-style-type: none"> Collaborative Team Meetings as part of our PLC days within our school calendar 	Monthly throughout the school year	Group planning and initiatives for K - 2; 3 & 4; and 5 - 8 collaborative teams	CTM agendas and minutes

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

Our Inquiry Question or Goal	<p>Learning Letter Mandate:</p> <p><i>"To develop and support a sense of belonging for all children, I am looking for specific strategies and structures that focus on the whole child;"</i></p>
Alberta Education Assurance Domain(s)	Student Growth and Achievement; Teaching and Leading; Learning Supports; & Local and Societal Context
Understanding the Context	School culture shapes success for all students in our school. When students find their school to be a safe, caring, and welcoming space where they can feel comfortable with themselves, they will thrive and find success in their studies.

Outcome	For the Griffin community (students, staff, and family), we proudly celebrate our Griffin values of Respect, Responsibility, Reason, Honesty, and Integrity. It is our mission to provide a creative and caring environment in which each student achieves optimal learning. We strive to provide multiple opportunities on a daily basis to help students lead the way to growth in these areas.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success
<ul style="list-style-type: none"> Student Motivational Programs including: Monthly Assemblies, Tickets for Success, Golden Garbage Can 	September - June	Monthly Assemblies, Morning Announcements	School wide activities and discussion of TRC as well as Griffin values and UNESCO values
<ul style="list-style-type: none"> UNESCO Club <ul style="list-style-type: none"> Follow and lead by example our Griffin Values Monthly meetings Plan events that help increase student awareness of citizenship in our school community, the Millet community and the world around us 	September - June	Halloween Dance Fundraiser; Christmas Bake Sale; Valentines Activity Fundraiser	School wide activities and discussion of TRC as well as Griffin values and UNESCO values
<ul style="list-style-type: none"> Development of a Griffin Leadership CTF course <ul style="list-style-type: none"> Follow and lead by example our Griffin Values 	September - June	<ul style="list-style-type: none"> Run assemblies Spirit building activities Fundraising to help support our UNESCO project and local charities Students have a say in what they would like to see happen in our school 	School wide activities and discussion of TRC as well as Griffin values and UNESCO values

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?

Our Inquiry Question or Goal	Learning Letter Mandate: <i>"In both your personal commitment to, and in support of Truth and Reconciliation, I look for how you continue to examine systemic barriers and foster a sense of hope for all children."</i>		
Alberta Education Assurance Domain(s)	Student Growth and Achievement; Teaching and Leading; Learning Supports; & Local and Societal Context		
Understanding the Context	<i>"Education is what got us here, and Education is what will get us out"</i> - Justice Murray Sinclair Schools are an instrumental part of teaching the Truth about what has systemically occurred in Canada through legislation as well as through Residential Schools and the knowledge system from the past feeding into today's education system. Reconciliation is about healing and growing together and through our students we can learn together about living together as Treaty people.		
Outcome	Our staff and students will be learning about TRC as part of their in-class instruction; school wide and small group activities and celebrations; and individual connections to deeper understanding with staff and community.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success
<ul style="list-style-type: none"> Staff book study - "21 Things You May Not Know About the Indian Act" - Bob Joseph 	November - May	Staff discussion groups at staff meetings	School wide activities and discussion of TRC.
<ul style="list-style-type: none"> UNESCO student leadership group adoption of Downie-Wenjack Foundation 	September - May	Halloween Dance Fundraiser; Christmas Bake Sale; Valentines	School wide activities and discussion of TRC.

		Activity Fundraiser	
<ul style="list-style-type: none">Indigenous Support Worker joining GSS every Thursday as part of our staff and working purposefully with student groups K-8	August - June	Beading groups, 7 Sacred Teachings, Pow Wow Dancing, Metis Celebration, Orange Shirt Day Presentation, Land Acknowledgements (student announcements), Story and small group work	School wide activities and discussion of TRC.