



Wetaskiwin  
Regional  
Public  
Schools

# Our Learning Success Story 2021-2022

## Norwood School

5505 - 44 Street  
Wetaskiwin, AB T9A 2Z8  
Phone: 780-352-3782  
[www.norwoodschoo.ca](http://www.norwoodschoo.ca)

# Table of Contents

<b>Table of Contents</b>	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
WRPS Priority Area of Focus	7
Our Data Sets	7
Norwood Priority Area of Focus	8

## Chapters in Our Story

### Message from the Principal

Excellence in education is a collaborative and cooperative effort on the part of all those involved in education.

Norwood School values the trust parents have bestowed upon our school staff to educate and guide students in becoming knowledgeable, creative individuals who value all others.

We are committed to providing students with a positive, supportive learning environment, and quality instruction and practice within a broad range of educational activities. It is our belief, students should be appropriately challenged and supported, so they are successful and are able to work confidently toward attaining their potential and personal goals.

It is the goal of Norwood School to invite change and constantly seek new ideas, techniques and methods, to strive for excellence. It is our hope this document provides us with the opportunity to live for tomorrow and use our strengths as a means of improving our school, thus benefiting our number one stakeholders – our students.

As we move forward into the 2021-2022 school year our school will continue to focus on the well-being of our students and the challenges that the COVID pandemic has brought to our community. We look forward to working with our students in facing the challenges of our day so that they become resilient and that they may walk confidently into their future.

## Our Mission

*“WE ARE BECOMING LIFE-LONG LEARNERS IN A CHANGING WORLD”*

## Our Vision

*“THE LEARNING ENVIRONMENT IS ONE IN WHICH ALL LEARNERS, CHILDREN AND ADULTS, GROW AND SUCCEED”*

## Our “Way”

Norwood School embraces a strength-based approach to student learning. We frame our work from an appreciative perspective which poses an overarching question, “How can we ensure that every student at Norwood 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.

Our approach to continuous improvement at Norwood focuses on collaborative inquiry to increase positive outcomes and life chances for students. Our approach is not about changing people, but rather inviting our staff and our communities to engage in building the kind of school we want to live in. Our behavior is influenced by the future we anticipate.

We believe there are no boundaries on what we can inquire and learn from, and that positive change can be at the speed of imagination. In this process, we rely on the power and wisdom of all of us.

## Supporting WRPS Information

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

## 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

Norwood School is a Kindergarten to grade 8 school located in the Garden Meadows subdivision in the City of Wetaskiwin. The school community consists of individuals who come from diverse cultural and socioeconomic backgrounds. The majority of our students live in our neighbourhood. Norwood School is well-respected in the local community as an excellent learning facility.

Norwood offers our students an excellent opportunity to grow socially, academically, artistically and physically in an atmosphere that is positive, caring and respectful. We focus on character development, which promotes a sense of respect for self, others, and community. We encourage our parents and others to join us in this endeavour. We have a strong school community as a result of cooperation and collaboration between our staff, students, parents and community members. It is the goal of Norwood School to invite change and to seek new ideas, techniques and methods, to strive for excellence.

## Our Celebrations

Norwood School was the first in WRPS to incorporate daily smudging into our routine and to establish a dedicated room for that purpose. Since 2007, we have also maintained Diamond status for quality physical education awarded by PHE Canada. Norwood students enjoy a large playground and playing field which includes an outdoor classroom, basketball court, ball diamond and soccer field.

Norwood School values the trust parents have bestowed upon our school staff to educate and guide students in becoming knowledgeable, creative individuals who value all others.

## Our Demographics

Norwood School is a Kindergarten to grade 8 school with approximately 230 students. We are home to the K-8 Assisted Living Skills (ALS) class for WRPS. The school has a professional staffing complement of 15 teachers and an additional 13 support staff consisting of educational assistants, custodians, a family school liaison worker, an Indigenous support worker and an administrative assistant.

## Priority Areas of Focus:

*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?”*

## Our Data Sets

- Assurance Framework
  - Provincial Achievement Data
  
- Local Data Sets
  - Literacy
    - Reading Readiness
    - Words Their Way
    - STAR Reading
  - Numeracy
    - MIPI
    - District Common Final

Priority Area of Focus: Literacy

<p><b>Our Inquiry Question</b></p>	<p>In what ways does our school’s use of the Collaborative Response Model to support literacy increase the foundational knowledge of Norwood students?</p>		
<p><b>Alberta Education Assurance Domain(s)</b></p>	<ul style="list-style-type: none"> <li>● Student Growth and Achievement</li> <li>● Teacher Quality Standards:                             <ul style="list-style-type: none"> <li>○ 2. Engaging in Career-Long Learning</li> <li>○ 3. Demonstrating a Professional Body of Knowledge</li> <li>○ 4. Establishing Inclusive Learning Environment</li> </ul> </li> </ul>		
<p><b>Board Priority(s)</b></p>	<ul style="list-style-type: none"> <li>● Assess and address student learning gaps</li> <li>● Emphasize early childhood learning</li> <li>● Champion student and staff well-being</li> <li>● Align resources to advance board priorities</li> </ul>		
<p><b>Understanding the Context</b></p>	<p>We recognize that the last two years of reacting to the COVID 19 pandemic has significantly interrupted the learning of many Norwood students, resulting in literacy deficits across all grade levels. We are particularly concerned with students who are now performing below or significantly below their grade level.</p>		
<p><b>Outcome</b></p>	<p>Across all grades, students who are performing at one year or more below grade level will average 1.2 years of growth in a one year period.</p>		
<p><b>Action Strategies</b></p>	<p><b>Timelines</b></p>	<p><b>Indicators of Success</b></p>	<p><b>Evidence of Success Our Story(Timelines for Sharing our story)</b></p>
<ul style="list-style-type: none"> <li>● Reading mastery, empowered reading</li> <li>● One-on-one support</li> <li>● Small groups</li> </ul>	<p>September 30,</p>	<p>Reading Readiness (% of students who are</p>	<p>Reporting on progress will be published on October 15, 2022.</p>



<ul style="list-style-type: none"> <li>● RTI - working in pairs with the teacher</li> <li>● Pairing students with varying abilities to support one another</li> <li>● Modelling the strategies for the students</li> <li>● Mind up-teaching that we all learn differently</li> <li>● Paired quizzes/tests with varied ability levels</li> <li>● Differentiating in Science and social (ie, focus on vocab, create symbol or pic rather than dictionary work)</li> <li>● Websites- teach your monster to read (independent) follows order of Jolly phonics</li> <li>● Incorporating sign language</li> <li>● Post the alphabet in all classrooms</li> <li>● Additional universal strategies as per Collaborative Team Meetings</li> </ul>	<p>2021 - June 15, 2022</p> <p>Mid-year check-ins and corrections will occur: February 4, 2022 April 22, 2022</p>	<p>performing one year or more below grade level by end of year)</p> <p>Words Their Way (% of students who are performing one year or more below grade level by end of year)</p> <p>STAR Reading (% of students who are performing one year or more below grade level by end of year)</p>	
--	---	---	--

## Priority Area of Focus: Numeracy

<p><b>Our Inquiry Question</b></p>	<p>In what ways does our school's use of the Collaborative Response Model to support numeracy increase the foundational knowledge of Norwood students?</p>		
<p><b>Alberta Education Assurance Domain(s)</b></p>	<ul style="list-style-type: none"> <li>● Student Growth and Achievement</li> <li>● Teacher Quality Standards:                             <ul style="list-style-type: none"> <li>○ 2. Engaging in Career-Long Learning</li> <li>○ 3. Demonstrating a Professional Body of Knowledge</li> <li>○ 4. Establishing Inclusive Learning Environment</li> </ul> </li> </ul>		
<p><b>Board Priority(s)</b></p>	<ul style="list-style-type: none"> <li>● Assess and address student learning gaps</li> <li>● Emphasize early childhood learning</li> <li>● Champion student and staff well-being</li> <li>● Align resources to advance board priorities</li> </ul>		
<p><b>Understanding the Context</b></p>	<p>We recognize that the last two years of reacting to the COVID 19 pandemic has significantly interrupted the learning of many Norwood students, resulting in literacy deficits across all grade levels. We are particularly concerned with students who are now performing below or significantly below their grade level.</p>		
<p><b>Outcome</b></p>	<p>Across all grades, students who are performing at one year or more below grade level will average 1.2 years of growth in a one-year period.</p>		
<p><b>Action Strategies</b></p>	<p><b>Timelines</b></p>	<p><b>Indicators of Success</b></p>	<p><b>Evidence of Success Our Story(Timelines for Sharing our story)</b></p>
<ul style="list-style-type: none"> <li>● Use Power of 10 across all grades</li> </ul>	<p>September 30,</p>	<p>MIPI (% of students</p>	<p>Reporting on progress will be</p>

<ul style="list-style-type: none"> <li>● Use online Math Applications to support learning:             <ul style="list-style-type: none"> <li>○ Mathletics</li> <li>○ IXL Math</li> <li>○ Mathfacts pro</li> <li>○ Extramath.org</li> </ul> </li> <li>● Guided math in small groups</li> <li>● Common Numeracy Vocabulary</li> <li>● Daily numeracy practice</li> <li>● Continue to use manipulatives</li> <li>● Continue to use visuals             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<p>2021 - June 15, 2022</p> <p>Mid-year check-ins and corrections will occur: February 4, 2022 April 22, 2022</p>	<p>who are performing one year or more below grade level by end of year)</p> <p>District Common Final (% of students who are performing one year or more below grade level by end of year)</p>	<p>published on October 15, 2022.</p>
--	---	--	---------------------------------------