



**Wetaskiwin  
Regional  
Public  
Schools**

## **Our Learning Success Story 2024-2025**



# **Griffiths Scott School**

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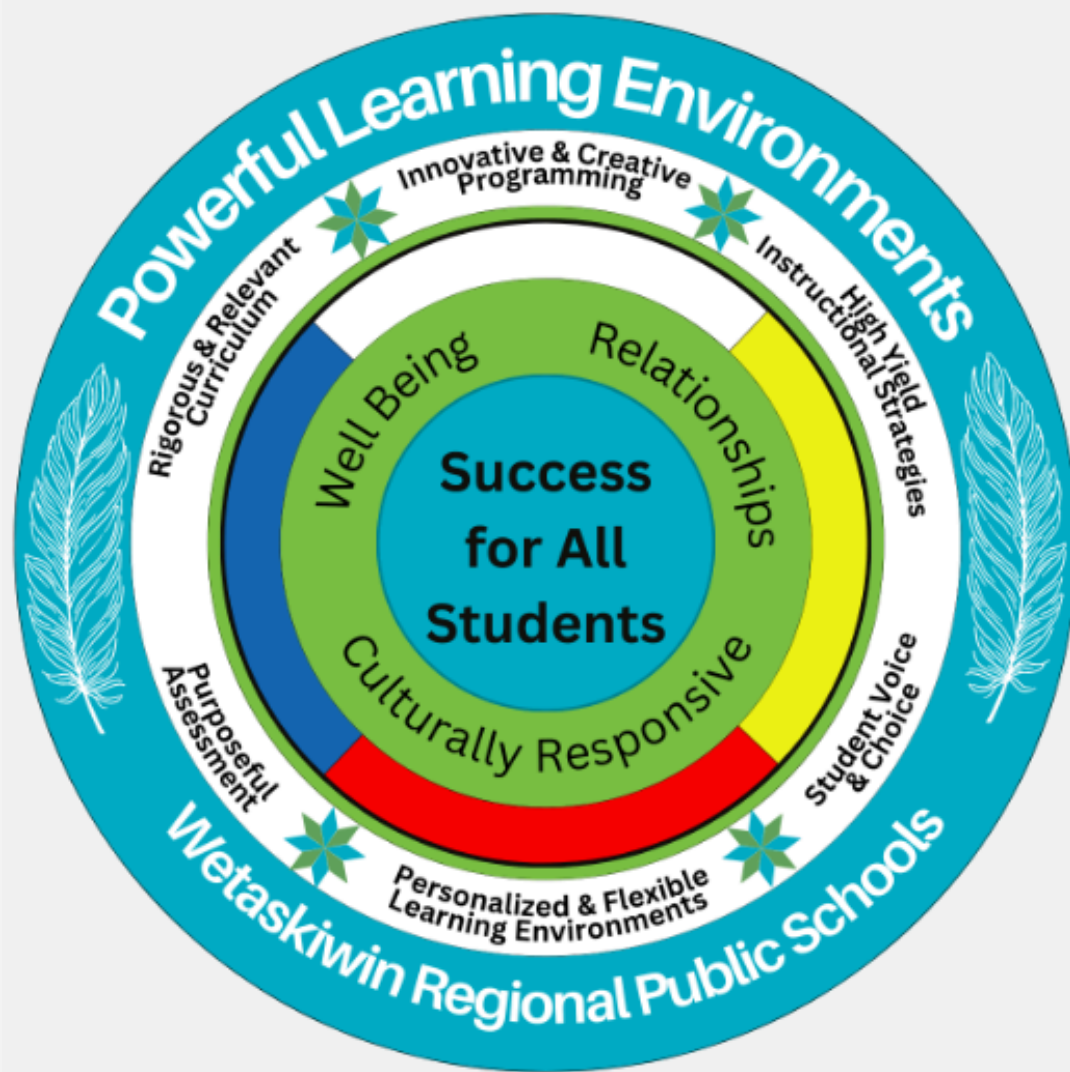
[Griffithsscottschool.ca](http://Griffithsscottschool.ca)

[Griffiths-scottschool-facebook](https://www.facebook.com/Griffiths-scottschool)

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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. School must also prepare a report of the school's results.



## 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.
- **Personalised 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 the Ministry of Education of Alberta

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

**Vision:** Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

**Foundations for learning:** Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

**Outcomes for learning:** Knowledge development, character development, and community engagement.

Source: [Ministerial Order - April 2024](#)

## 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, Relationship, and Engagement
- Indigenous Programming and Ways of Knowing

## 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 [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 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
  - Welcoming, Safe, Caring and Respectful School Data
  - Achievement Data (Grade 6 PAT's)
  
- Local Data Sets
  - Curriculum Instruction and Assessment
    - Literacy
      - Alberta Education Literacy Screeners K-3
      - CORE Reading Assessment Data - Gr 4
      - STAR Reading - Reading Assessment
      - Writing Achievement
    - Numeracy
      - Alberta Education Numeracy Screener K-3
      - EICS
      - District Common Final
  - MBA Reports (Gradebook) - Student Achievement
  - Quarterly Progress Reports
  - Indigenous Programming and Ways of Knowing
    - Participation
    - Programming engagement
  
  - Sense of Belonging - Well Being, Relationships and Engagement
    - Attendance
    - Suspension, Expulsions, Disciplinary logs
  - Citizenship
    - Monthly UNESCO Leadership 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:

*“Your role as a principal is not just about guiding your school; it’s about shaping the very fabric of our community. The connections you build with students, families, teachers and community members play a crucial role in nurturing a collective responsibility towards learning and development.*

*... we are eager to learn from the insights and evidence you have gathered on student learning. Your ability to identify areas of highest need and implement high yield strategies that have a substantial impact on student outcomes is invaluable....*

*Your efforts to collaborate with your staff, adjust practices, and prioritize areas for growth are central to our shared beliefs and mission.... Please know that your successes are our successes, and we are here to celebrate them with you.”*

Priority Area of Focus: Curriculum, Instruction and Assessment ( Literacy / Numeracy)

What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?

<p><b>Our Inquiry Question</b></p>	<p>Learning Letter Mandate:  <i>“Your ability to identify areas of highest need and implement high yield strategies that have a substantial impact on student outcomes is invaluable....</i></p>
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<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement & Teaching and Leading			
<b>Understanding the Context</b>	We are continuing to implement new curriculum from the last few years as well as the new curriculum that was put into place this school year. 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.			
<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline</b>	<b>Evidence of Success / Effectiveness</b>
Grades 1 - 8 Teachers	Collaborative professional learning with grade level partners throughout WRPS and within the school	Classroom Teachers	Quarter One	Enrollment/registration in group PLC sessions

<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
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Grades 1 - 8 Teachers	Collaborative Team Meetings with Grade level peers	Teachers and Admin. Team	<a href="#">CRM 24/25</a> Year long	We Collab meeting summaries

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

<b>Our Inquiry Question</b>	<p>Learning Letter Mandate:</p> <p><i>“Your role as a principal is not just about guiding your school; it’s about shaping the very fabric of our community. The connections you build with students, families, teachers and community members play a crucial role in nurturing a collective responsibility towards learning and development.”</i></p>
<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement; Teaching and Leading; Learning Supports; & Local and Societal Context
<b>Understanding the Context</b>	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.

Grade / Division / Whole School Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p>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.</p>	<p>UNESCO Club                      -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</p>	<p>Monica Williams &amp; Michelle Micklich</p>	<p>Year long</p>	<p>UNESCO leadership group planned events</p>

## 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 ?

<b>Our Inquiry Question or Goal</b>	<p>Learning Letter Mandate: (continuation from 2023-2024 Learning Letter)  <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></p>			
<b>Alberta Education Assurance Domain(s)</b>	<p>Student Growth and Achievement; Teaching and Leading; Learning Supports; &amp; Local and Societal Context</p>			
<b>Understanding the Context</b>	<p><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.</p>			
<b>Grade or Division Specific Goal (SMART)</b>	<b>Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date / Timeline (Q1, Q2, Q3, Q4)</b>	<b>Evidence of Success / Effectiveness</b>
<p>Our staff and students will be learning about</p>	<ul style="list-style-type: none"> <li>UNESCO student leadership group</li> </ul>	<p>All Staff - lead by Admin and ISW</p>	<p>Year long</p>	<p>Beading groups, 7 Sacred Teachings, Pow Wow Dancing,</p>

<p>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.</p>	<p>adoption of Downie-Wenjack Foundation</p> <ul style="list-style-type: none"><li>● Indigenous Support Worker joining GSS every Day 2 as part of our staff and working purposefully with student groups K-8</li></ul>			<p>Metis Celebration, Orange Shirt Day Presentation, Land Acknowledgements (student announcements), Story and small group work</p>