



Wetaskiwin  
Regional  
Public  
Schools

# Our Learning Success Story 2021-2022

## Lakedell School

RR #1

Westerose, Alberta, T0C 2V0

Phone Number (780.586.2415)

[ld@wrps11.ca](mailto:ld@wrps11.ca)

[www.LakedellSchool.ca](http://www.LakedellSchool.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
Our Data Sets	6
Priority Area of Focus:	
Student Growth and Achievement	
Teaching and Leading	
Learning Supports	
Governance	
Local and Societal Context	7

## Chapters in Our Story

- School Administration

Principal: Mr. Donald Teplyske

- School Mission, Vision, Philosophy

### **Our Mission**

Through education and positive encouragement, Lakedell School students will experience success as they develop their knowledge, skills, and talents.

### **Our Vision**

We envision a school where:

- There is mutual respect, honest, responsibility, and cooperation among the school community;
- The environment is a safe, secure, and inviting place that promotes student learning;
- Curriculum and instruction meets the needs of students;
- Students are equipped with skills that enable them to apply their learning in a meaningful context; and
- All students are equipped with the skills to gain knowledge for lifelong learning.

### **Our Philosophy**

We see value in aligning with the best practices of schools within WRPS. We believe that by collaborating with colleagues, we will engage in the literacy, numeracy, and teaching practices that will be most effective in meeting the learning needs of all students. By aligning our goals and targets with our local receiving school (Pigeon Lake Regional School), we will encourage cohesion in teaching and learning while accommodating the diverse needs of our students.

## Supporting 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

Lakedell School is located in a rural setting, 48 km west of Wetaskiwin along Highway #13. Our school emphasizes literacy and numeracy development at all grade levels, and our programming meets the diverse educational needs of our students. Typically, the student population has been just under 100 pupils. For a range of reasons, including COVID-19, our in-school student population has declined to 75 students, and as a result our classroom alignment has changed to three homerooms. The majority of our students reside within the County of Wetaskiwin (approx. Range Road 280 in the east and Range Road 23 in the west), the summer villages at the south and west shores of Pigeon Lake, and on the neighbouring Nations. 25% of our students are of Indigenous ancestry and, for the most part, reside in the Four Band Reserve at Ma-Me-O Beach, but also live at Louis Bull Reserve and off reserve. Our school serves students in ECS (Kindergarten) along with grades one through six. Junior High and High School students are bussed to Pigeon Lake Regional School. All our students are bussed or driven to school.

## Our Celebrations

Lakedell is a bi-cultural school that embraces and encourages our diverse population while emphasizing inclusivity. Cree culture and traditions are reflected through our demonstrated respect for our Indigenous students and their families, daily smudging led by students, and the inclusion of Indigenous perspectives, literature, history, and shared knowledge in our teaching and special events. Our school is an important part of the local community, and we encourage all parents to be involved in the school, its events, and celebrations. Our involvement in the community- including but not limited to annual fundraisers such as the Haunted Barn and West of the 5th Rally, a curling program within phys. ed., recognition of the importance placed on 4H, curling, golf, and other athletics, the value of Truth & Reconciliation within our local context, participation in local Remembrance Day observance- allows our school to continually adjust to respond to the needs of the children and their families.

- We hold monthly assemblies to acknowledge and celebrate student success.
- We ensure students receive exposure to a wide range of arts, culture, and learning opportunities, both at the school and through field trips.
- Our students and adults demonstrate kisewatisiwin- kindness, caring, compassion, and respect- in all aspects of their school experience.
- Our goal is educational excellence for all students in a safe, welcoming, and supportive environment.

## Our Demographics

ECS (Kindergarten) - 5 students

Grades 1 to 6- 71 students

## Our Data Sets

- Assurance Framework- these items will be linked to the school website as they are available and organized for presentation.
  - Safe and Caring Schools Information
  - Achievement Data (Grade 6 English Language Arts and Math)
  - First Nation, Metis and Inuit Achievement Data
  - Our School Survey
  - School-developed surveys/conversations
  - Feedback received from parents/School Council
- Local Data Sets- teachers assess student progress regularly, and utilize the WRPS Assessment Timeline to guide their practice.
  - Literacy- comparison to initial benchmarks recorded annually and,
    - Reading Readiness (% of students meeting benchmark at end of year)
    - Fountas and Pinnell (% of students reading at grade level AND % of students who have shown levelled growth)
    - STAR Reading (% of students who have improved their reading level by end of year)
    - Grade six students complete the PAT.
  - Numeracy
    - MiPi (a September assessment that helps teachers understand student master of previous grade outcomes)
    - District Common Final (all students gr. 1-5 are assessed in May or June; grade six students complete the PAT.

## Priority Area of Focus: Champion student and staff well-being

<b>Our Inquiry Question</b>	<b>In what ways, and/or to what extent does our focus on championing student and staff well-being impact and improve all staff and student wellness?</b>		
<b>Alberta Education Assurance Domain(s)</b>	Student Growth and Achievement Learning Supports Governance Local and Societal Context		
<b>Board Priority(s)</b>	Champion student and staff well-being		
<b>Understanding the Context</b>	Since March, 2020, our students have experienced inconsistency in their learning programs and social experiences. As a result, we have identified that the well being of our students needs to be a primary focus if they are to experience success in the school setting. In order to find success- academic, social, behavioural- students and staff have to be accessible and emotionally regulated. If staff are not regulated they are unable to support student learning, success, and wellness. If students are not regulated, they are not available for learning.		
<b>Outcome</b>	A school full of emotionally regulated staff and students. Staff that is able to effectively interject and provide supports for deregulated individuals. Development of greater resilience for adults and children. Students who succeed academically and have positive memories of their school experience at Lakedell.		
<b>Action Strategies</b>	<b>Timelines</b>	<b>Indicators of Success</b>	<b>Evidence of Success Our Story (Timelines for Sharing our story)</b>
<b>Specific strategies will be developed as a staff. We will also track:</b>	September, 2021 to June, 2022	-OurSchool Survey -Student Academic	<b>What and when we share developed with staff</b>



<ul style="list-style-type: none"> <li>● FSL and principal referrals</li> <li>● ISW involvement, where appropriate</li> </ul> <p><b>Staff will provide:</b></p> <ul style="list-style-type: none"> <li>● Role modeling of positive and appropriate emotional regulation state</li> <li>● Flexibility in teaching to accommodate students who are deregulated</li> <li>● Ensuring academic and behavioural supports are available for all students</li> <li>● Positive messages daily during Morning Announcements</li> <li>● Staff wellness committee activities</li> <li>● Students' IPP strategies</li> <li>● Achievement recognition to colleagues and to students</li> <li>● Time to build relationships with our students and staff</li> <li>● Special events (i.e. flash mob) involving staff and/or students</li> <li>● Student interest groups- Ms. G's recess yoga and book club, for example</li> <li>● Explore possible school visitors- presentations, arts, events- that could positively impact students: Reptiles Are Amazing; Volunteer Fire Department; ...</li> <li>● Explore the purchase of materials which will provide students with additional positive experiences- Inflatable Gaga Ball court, for example.</li> </ul>	<p>Some elements are tied to specific dates (i.e. the flash mob, scheduled visitors, or special lunches) while others are woven into our cultural fabric.</p>	<p>Success</p> <ul style="list-style-type: none"> <li>-Attendance patterns</li> <li>-School Climate - students expressing satisfaction</li> <li>-Positive feedback from staff, students, and parents</li> <li>-Student, staff, and family referrals to FSL support</li> <li>-Beacon 4 Data (survey) from WRPS Wellbeing Guiding Coalition</li> <li>-Fewer sick days for staff</li> <li>-Fewer school absences for students</li> <li>-Consistent number of students smudging regularly</li> </ul>	<p>Quarterly</p> <p>Teachers utilized their Nov 1, 2021 PLC morning to review and discuss student wellbeing, focused on four students but discussed universal supports as well as those that apply specifically to individual students.</p>
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