



Our Learning Success Story 2024-2025

Wetaskiwin Outreach at C.B. McMurdo

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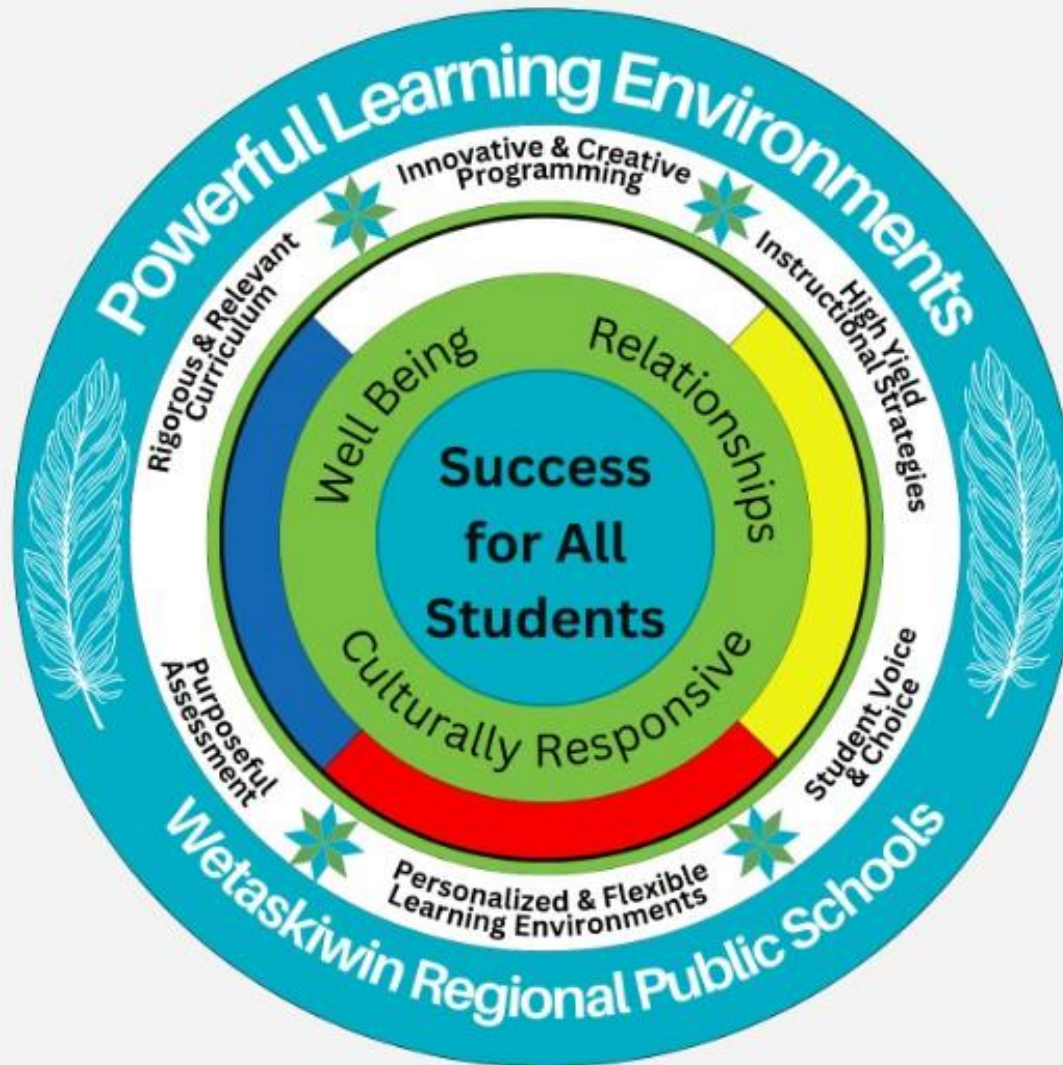
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Note: Each school within the school board must develop an education plan which is represented by each School's *"Our Learning Success Story"* that reflects and aligns with the school board's education plan. School must also prepare a report of the 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** - A 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). A purposeful assessment uses 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**
 - Dr. Melissa Humby - Principal

- **School Mission**

- Together, we will support, empower, and engage students on their own learning path.

- **School Vision**

- Together we will remove barriers so our students will learn and find success. In doing so, we will:
 - Partner with students and families to co-create a personalized education plan
 - Increase student confidence and motivation for learning
 - Support students in engaging in course content at an individualized pace and pathway
 - Provide students with meaningful education and schooling experiences
 - Improve student achievement in academic subjects and completion of diploma requirements
 - Improve student self-discipline and independence in learning
 - Improve student learning strategies
 - Provide one-on-one assistance to students in a positive learning environment
 - Provide flexible program options for students

- **School Values**

- Staff work in collaboration to establish a partnership with students and families to support meaningful schooling and academic experiences for students.

Our Profile

Wetaskiwin Outreach School is located in the City of Wetaskiwin and draws students from the city as well as the surrounding communities, in addition to the town of Millet. Wetaskiwin Outreach School is home to students in Grades 7-12. Students in grades 7, 8, and 9 attend our site through a WRPS district referral process. Wetaskiwin Outreach is a flexible learning environment that seeks to develop strengths-based programming in relationships with students and families. We co-create an education plan for engagement and attendance. Our flexible model is tailored to meet the individual learning profile of students. Students in grades 10-12 may attend Wetaskiwin Outreach as their school of choice or concurrently from another WRPS high school.

At Wetaskiwin Outreach we ensure a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. We are a credit-based High School program which allows students an independent, flexible learning environment. Students complete a variety of High School courses for credit towards a High School Diploma or Certificate of High School Completion.

Our Celebrations

We celebrate student success in a variety of ways at Wetaskiwin Outreach. We have designed trees on the wall going into our senior wing - every time a high school student completes a course, a leaf is placed on one of the branches intended to represent growth. Students are personally and uniquely celebrated at our graduation ceremony.

In every Collaborative Team Meeting, as well as School Support Team Meetings, we begin by identifying student celebrations with a focus on how we contributed to the success as a learning team. During our whole group meetings on PLC days, we dedicate time to wellness, collaboration, learning and growing together while strengthening our team to best meet the changing needs of students. We work with community partners such as Maskwacis Mobile Mental Health and MHCB.

A relationship is at the core of all work staff does with students and families. Relationships are embedded in Wetaskiwin Outreach School's Mission, Vision, and Values. Each decision and action is based on the question, *"What does this mean for the relationship?"*

Our Data Sets

- Assurance Framework
 - Welcoming, Safe, Caring and Respectful School Data
 - Achievement Data PAT, Diploma ([link](#))
 - First Nation, Metis and Inuit Data
 - Other
- 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
 - School-based surveys

■ Other

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.

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>Our Inquiry Question or Goal (SMART)</p>	<p>How can we build capacity in Wetaskiwin Outreach to implement new curricula and assessment practices that are supportive of student learning?</p> <ul style="list-style-type: none"> → How can we increase student academic engagement? → What common practices can we implement as a staff to positively impact student learning?
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Alberta Education Assurance Domain(s)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context 			
Understanding the Context	<p>The needs of each student are very different based on varying demographics; engagement is diverse with each of our students. Some kids are at the school for one course, while others are in the building to complete all courses. Students are coming from very different environments and are in the school for very different reasons. We vary assessments based on the academic needs of our students. The courses offered are also very fluid.</p> <p>Wetaskiwin Outreach has traditionally utilized resources from the Alberta Distance Learning Centre, which</p>			
	<p>ceased operations in 2021. While these resources provide the rigour in the respective courses they are used in, they are not overly engaging and have several areas in which the content is outdated. By updating the course content, making courses more engaging and assessing in response to student needs, student learning may become more individualized.</p> <p>Staff will work in collaboration to establish a partnership with students and families to support meaningful schooling and academic experiences for students. In doing so, barriers are removed proactively.</p>			
Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness

We will review and refine Tier 1 and 2 Supports for Wetaskiwin Outreach to more effectively engage and support students by the end of January.	Review and refine Tier 1 and 2 Supports for Wetaskiwin Outreach (<i>What are our non-negotiables?</i>)	Teachers, Admin, Inclusion and Success Coaches, ISW, FSLW	S1-S2	<p>Updated list of Tier 1, 2, 3 and 4 supports - Continuums of support</p> <p>CTM, SST agendas and minutes</p> <p>Shared interventions</p> <p>List of Non-negotiables</p>
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(Report on Semester 1 and 2)

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
We will review and modify courses to effectively engage and support students with course completion by January and June.	Teachers will revamp/enhance one or more courses.	Teachers	S1-S2	<p>Updated course modules with relevant content (see Courses)</p> <p>Increased student engagement</p>

(Report on Semester 1 and 2)

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
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<p>We will administer literacy and numeracy assessments for Grade 10 students to access more informed course placement by Sem 1 and 2.</p>	<p>Have all -4 and -2 Grade 10 students take the Star Reading assessment</p> <p>Math Grade 10 Elk Island Assessment</p>	<p>Teachers, Admin, Support Staff</p>	<p>S1-S2</p>	<p>80% of students will have completed it by the end of Semester 1.</p>
<p>(Report on Semester 1 and 2)</p>				
<p>Grade or Division Specific Goal (SMART)</p>	<p>Strategies and Action Steps</p>	<p>Who is Responsible</p>	<p>Target Date / Timeline (Q1, Q2, Q3, Q4)</p>	<p>Evidence of Success / Effectiveness</p>
	<p>Weekly advisory meetings (starting with admin, moving to teachers)</p>	<p>Teachers< admin and Support Staff</p>	<p>S1-S2</p>	<p>Increased attendance Increase student engagement in classes</p>
<p>(Report on Semester 1 and 2)</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 a Sense of Belonging

<p>Our Inquiry Question or Goal</p>	<p>How can Wetaskiwin Outreach staff better understand the <i>why</i> behind the <i>what</i>?</p> <ul style="list-style-type: none"> → How can we leverage the relationships we seek to build every day to connect with students and families? → How can we meet students and families where they are at? 			
<p>Alberta Education Assurance Domain(s)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context 			
<p>Understanding the Context</p>	<p>Many students attending Wetaskiwin Outreach have a background of trauma (to varying degrees). We know that each student needs to have an authentic relationship with an adult in the building.</p> <p>We want a school where our students and staff feel safe, accepted and engaged in their school community. Where they have positive mindsets, self-advocacy and self-regulation skills.</p>			
<p>Grade / Division / Whole School</p>	<p>Strategies and Action Steps</p>	<p>Who is Responsible</p>	<p>Target Date / Timeline (Q1, Q2, Q3, Q4)</p>	<p>Evidence of Success / Effectiveness</p>
<p>Specific Goal (SMART)</p>				

<p>We will invite the FSLW and ISW into our classes a minimum of 4 times a year (once per quarter).</p>	<p>Utilizing our FSLW and ISW as a point of contact for students</p> <ul style="list-style-type: none"> - inviting them into classes - referrals - collaboration with ISW/FSLW and teachers 	<p>Admin, teachers, ISW, FSLW</p>	<p>All Year</p>	<p>More collaboration with teachers</p>
<p>(Report on Semester 1 and 2)</p>				
<p>Grade / Division / Whole School Specific Goal (SMART)</p>	<p>Strategies and Action Steps</p>	<p>Who is Responsible</p>	<p>Target Date / Timeline (Q1, Q2, Q3, Q4)</p>	<p>Evidence of Success / Effectiveness</p>
<p>We will use Stella (Therapy dog) to connect with students, to assist with students feeling safe, accepted, engaged and to develop self-regulation skills.</p>	<ul style="list-style-type: none"> - Stella available for private counselling sessions - Greetings throughout the day - Walks to regulate students and staff 	<p>Admin, teachers, ISW, FSLW</p>	<p>All Year</p>	<p>Happy staff and students Regulated staff and students</p>

	- Classroom visits			
(Report on Semester 1 and 2)				
Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness

<p>We will promote and engage students and staff in activities that encourage school spirit and a sense of belonging within WO (4 times a month).</p>	<p>By engaging in activities that promote school spirit and a sense of belonging.</p> <p>Kids need to feel like it matters that they come into the school. Staff will work on using quieter tones, softer voices, and welcoming conversations.</p> <p>Relationships are key to their success. Staff will be getting out of classrooms to mingle with students and find out more about them personally.</p> <p>Incentives that are meaningful for them.</p> <ul style="list-style-type: none"> - awards from teachers - spotted for doing something good 			<p>Fun Smiling faces Increased attendance The potential of course completion</p>
	<ul style="list-style-type: none"> - leaf on tree - awesome awards each month 			

- share updates and monthly sharing circle

(Report on Semester 1 and 2)

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>How can Wetaskiwin Outreach advance reconciliation through examining systemic barriers and fostering a sense of hope for all children?</p> <ul style="list-style-type: none"> → How can Indigenous programming positively impact student engagement? → How can staff understanding of the harms and mistakes of the past contribute to moving forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration?
<p>Alberta Education Assurance Domain(s)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Local and Societal Context
<p>Understanding the Context</p>	<p>We believe that by engaging students in hands-on, culturally based programming, we can help students find themselves and thus their path to a healthy and successful life. Reconciliation is about healing and growing together. We recognize that, as students are the ones who will lead future social change, the school is integral in helping to drive reconciliation.</p> <p>Our staff and students will learn about TRC as part of their daily activities; school-wide and small group activities and celebrations; and individual connections to deeper understanding with staff and community.</p>

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Students will have opportunities to engage in cultural activities in semesters 1 and 2.	Truth and Reconciliation Week activities (Treaty 6 and Treaty 6 Signing)	Teachers, Admin	Q1	Wearing orange shirts Snacks - cookies videos in our humanities classroom over the next few days. Sharing of teaching resources:
				<p>General Resources: (Older students): https://teachers-ab.libguides.com/reconciliationday/general_older</p> <p>Residential Schools in Canada Education Portal: http://education.historicacanada.ca/en/tools/261</p> <p>Teacher resources: https://teachers-ab.libguides.com/reconciliationday/resources</p> <p>T-shirt activity - students/staff place a sticky on the board about what TRC means to them. Name enter into the draw to win the t-shirt</p>
<p>(Report on Semester 1 and 2)</p>				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
	Cultural activities and/or courses (beading, ribbon skirt making, Indigenous games - PE, smudging - weekly)	Teachers	S1-S2	Course credits earned by students Student and staff engagement
(Report on Semester 1 and 2)				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
All staff will engage in monthly teachings.	Wahkohtowin Teachings <ul style="list-style-type: none"> - monthly - with everyone in the building - @ 9:30 - whiteboard reminder Nelson's teachings for staff.	Teachers, Admin, Support Staff	S1-S2	Staff engagement

Staff will play the Truth and Reconciliation game on the next PLC Day.	Truth and Reconciliation game. Staff will take turns playing the game on scheduled Fridays with students.	Teachers, Admin, Support Staff	S1-S2	Staff engagement
(Report on Semester 1 and 2)				