



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2021-2022

Griffiths-Scott School

A Journey of Learning

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Chapters in Our Story

- School Administration
 - Principal - Mrs. Susan Coleman
 - Vice Principal - Ms. Michelle Micklich

Our Mission

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

Our Vision

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

Our Values

Respect, Responsibility, Reason, Honesty, Integrity

Our Motto

_____Journey of Learning

Our “Way”

_____Griffiths-Scott School is built upon a culture of respect for self and others. We focus on our Griffin values of respect, reason, responsibility, honesty and integrity. Those values are reflected in our daily learning, our teaching, our relationships and responses to students’ needs. As a UNESCO school we help our students understand their role as a citizen in our school, in our community and globally. Our goal is to ensure that our students reach their full potential in their learning while upholding the rights and responsibilities as learners. Collectively we support each other as we continue our Journey of Learning each day at Griffiths-Scott School.

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- Literacy Action Plan (GSS Literacy plan will be developed in 21-22)
- Collaborative Response: Understanding and Supporting our Students
- Continuum of Supports

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

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 275 students enrolled at GSS for the 2021-22 school year.

Our Demographics

In the 1980's the community experienced steady growth due to changing job markets and fluctuations in economics. As a result, large numbers of our parents commute to business centers north and south of Millet. Recently we have experienced significant changes in our student population as families either move into or out of Millet based on employment opportunities. Griffiths-Scott School is home to students in Grades ECS to 8. Approximately one-third of these students are bused. Students completing grade 8 are bused to Wetaskiwin Composite High School to complete grades 9-12.

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 GSS 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 (Provincial survey of grades 4 and 7 students and parents)
 - Safe and Caring Schools Information
 - Achievement Data (Grade 6 PAT results)

- Our School Survey
 - Fall and spring data

- Local Data Sets
 - Office referral data
 - Classroom and office anecdotal records
 - UNESCO school project information
 - Literacy
 - Reading Readiness
 - Fountas and Pinnell
 - STAR Reading
 - In class and school wide writing analysis
 - Quarterly PowerSchool summaries of student learning

 - Numeracy
 - MiPi
 - District Common Final
 - Quarterly PowerSchool summaries of student learning

 - Interventions
 - Guided Reading groups for grades 1 - 6
 - Intervention groups for grades 1 - 8
 - Levelled Literacy Intervention
 - Empower Reading

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?”

<p>Priority Area of Focus: What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper lanes) Exemplar provided: (Early) Literacy and Numeracy</p>	
<p>Our Inquiry Question</p>	<p>In what ways does our focus on the wellbeing of our school contribute toward students feeling connected and successful in their learning?</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context TQS and LQS</p>
<p>Board Priority(s)</p>	<p>Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities</p>
<p>Understanding the Context</p>	<p>Through conversations with the Griffiths Scott School staff it was identified that in order for our students to be optimal learners they need to feel safe, secure and emotionally supported. Historically our students have been achieving academic success. However, with the interruptions of learning due to Covid since March of 2020, we have identified that our students are requiring an increased amount of emotional/social support. Some students’ emotional needs are interfering with their own learning and the learning of others. Some students are feeling less confident in their studies and their ability to successfully complete high school.</p>
<p>Outcome</p>	<p>At Griffiths Scott School each student will <i>achieve optimal learning</i> through a sense of belonging, strong relationships with staff and peers, and increased self-confidence as learners. Students will be</p>

able to focus on their learning and achieve the learning outcomes.			
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>Achieve Optimal Learning</p> <ul style="list-style-type: none"> ● Implement Collaborative Response to address learning gaps <ul style="list-style-type: none"> ○ Collaborative planning time ○ Collaborative Team meetings ○ School Support Team ● Implement Guided Reading across grades 1-6 ● Intervention time is incorporated into the schedule for grades 1-8 ● Consistent and strategic interventions for student learning ● Develop a school literacy plan 	September to June	<ul style="list-style-type: none"> ● Students engaged in their learning ● Increase in literacy skills according to student data ● Increase in numeracy skills according to student data ● A culture of literacy with regular school wide events 	<p>January 31, 2022 End of Quarter 2</p> <p>June 14, 2022 End of Quarter 4</p>
<p>Sense of Belonging <u>Griffin Pride</u></p> <ul style="list-style-type: none"> ● Lunch hour option (student group) ● Fun spirit days ● Supporting Griffin teams / posters/ team send offs, etc. ● Year end slide show ● Student clubs (Dodgeball, book club, coloring club, board games, etc.) ● Celebrate achievements ● Staff vs Students games ● School wide UNESCO projects ● Recess buddies 	September to June	<ul style="list-style-type: none"> ● Students involved in Griffin events ● Students involved in clubs ● Students and families contributing and participating in our UNESCO projects (local and global) ● Students having fun in positive recess activities ● Students building cross grade relationships through recess games 	<p>January 31, 2022 End of Quarter 2</p> <p>June 14, 2022 End of Quarter 4</p>

<ul style="list-style-type: none"> ● Older students lead games with the younger students at recess ● Math Mentors 		<ul style="list-style-type: none"> ● Students demonstrating leadership skills and becoming positive mentors for others 	
<p>Social Emotional Wellbeing <u>Student wellbeing</u></p> <ul style="list-style-type: none"> ● Practice of mindfulness, relaxation, stress management and regulation in the classrooms ● Staff will explore and apply learning from the work of Bruce Perry (relate, reason, relate) ● Individual student support from our FSL ● Support from our Wellness Coach ● School Support Team ● Wellness Days (with MHCB team) ● Nutrition program ● Staff greeting students at all entrances in the morning and saying goodbye at the end of the day ● Recognizing birthdays over announcements ● Recognizing personal achievements ● Informal teacher to teacher conversations to support student growth and learning ● Strategic review of our Griffin values with our students in K - 8 <ul style="list-style-type: none"> ○ What do the words mean in kid friendly language? ○ What does that look like at GSS? ○ How can we apply those values beyond the school? ○ Focus on one value / month (school wide) 	<p>September to June</p>	<ul style="list-style-type: none"> ● A calm and caring school climate ● Fewer students requiring emotional support ● Students applying the skills from the programs provided by the Wellness worker ● Strong staff /student relationships ● Healthy active students ● Engaged staff with a sense of collective efficacy ● Displays of student work re: our values and students' understanding of them. One value per month - focus with Golden tickets. ● December - Respect 	<p>January 31, 2022 End of Quarter 2</p> <p>June 14, 2022 End of Quarter 4</p>

<p><u>Staff wellbeing</u></p> <ul style="list-style-type: none">● Lunch hour fun activities● Thank you's for staff● Fun activity at the beginning of every staff meeting● Staff lunch events (food)			
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