



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story 2024-2025

Alder Flats Elementary School

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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. Schools 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](#)
- [K-12 LITERACY FRAMEWORK](#)
- [Collaborative Response Education Plan 2024-2025](#)
- [Literacy/Math RTI Plan 2024-25](#)

Our School

- **School Administration**

Principal - Carrie Laczko

- **School Mission**

At Alder Flats School, our mission is to inspire, sustain and celebrate learning, be open to all students, and focus on service through research-based instruction so that our children and youth discover, develop and act upon their potential.

- **School Vision**

Our school vision at Alder Flats School is to provide a quality learning experience for all students while ensuring that children feel safe, secure and accepted as individuals.

- **School Values**

At Alder Flats School, WE VALUE KIDS; their thoughts, their feelings, their troubles and their triumphs. We promise to do all that we can to prepare them for their futures.

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Our Profile



Students - Our Focus, Community - Our Strength

Students, Staff and Community - Together We Succeed

Our Celebrations

At Alder Flats Elementary School, we are proud of our dedication to teamwork and engaging in what is best for students. We strive to provide a welcoming atmosphere that includes daily intentional positive actions so our students feel at home in our school. We work together to address any issues that arise. We work with our parent council and community elders to bring outside activities to our students which adds to positive, well-rounded experiences for our students.

Our Demographics

Alder Flats Elementary School is located in the Hamlet of Alder Flats near the western boundary of the County of Wetaskiwin approximately 110 km west of the City of Wetaskiwin on Highway 13. The most significant economic factors in the region are found in agriculture, oil and gas, forestry, public service, and retail/service-oriented businesses. Alder Flats Elementary School is a Kindergarten through Grade 6 school with an enrolment of approximately 81 students, serving the Hamlets of Alder Flats and Buck Lake as well as the large surrounding rural area. The majority of our students travel to school via school buses. Students continue their Grades 7 to 12 education at Buck Mountain Central School.

At Alder Flats School, we recognize that having a safe and caring school environment is important and empowers students to achieve their best. We are committed to creating this environment and supporting students with the strategies necessary to find school success. We are intentionally embedding scheduled time for intervention within our weekly schedule, so we can be responsive to student needs in literacy and numeracy. Our staff are committed to meeting all students where they are with the proactive intention of moving all students forward.

Our Data Sets

- Assurance Framework
 - Spring Parent Survey
 - Spring Student Survey
 - Achievement Data-PAT

- Local Data Sets
 - Curriculum Instruction and Assessment
 - Literacy
 - Alberta Education Literacy Screeners K-3
 - Fry/Dolch word assessments
 - Edmonton Spelling Benchmark-Grades 4-6 (2-3 times per year)
 - CORE Reading Assessment Data - Gr 4
 - STAR Reading - Reading Assessment
 - Fountas and Pinnell reading benchmark assessments
 - Intervention data (Literacy/Numeracy)
 - Writing Achievement (Grade level folders-Narrative writing assessments)
 - Numeracy
 - Alberta Education Numeracy Screener K-3
 - EICS Grades 4-6
 - Grades 4-6 math assessment on outcomes covered from September to January-Cumulative assessment
 - District Common Final Grades 1-5
 - 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 survey

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 Goal</p> <p>Outcome (Sought after achievement/end goal)</p>	<p>Literacy: Our school intends to teach with fidelity the 7 pillars of literacy instruction: alphabetic principle, phonological awareness, phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension. We expect our students to apply this learned knowledge through their writing skills.</p> <p>Improvement Plan: To have all students achieve grade level reading and writing outcomes. Comprehension will be a focus of improvement for all students. UFLI in Grades K-3 and Catch Up Your Code in Grades 4-6 will be explicitly taught to support students in reaching our school literacy goal.</p> <p>For students who are not achieving at grade level we dedicate 30 min per week for intervention in literacy for each class. Information we receive from our data will help determine intervention for small groups. We will meet all students where they are in their learning and move them forward.</p> <p>Numeracy: Our school goal is to have all students successful with number operations at their grade level with the new curriculum. (2-3 operations in Div1 and 4 operations in Div 2) All teachers will use the ‘CUBES’ method weekly with students for problem solving. Fact fluency at all grades will be an improvement plan for Alder Flats. We plan to work with parents so our students find more success in this area.</p> <p>We aim to be more responsive with intervention in numeracy Grades K-6. Our Grade 1-3 teacher is using a program that is research based and has regular quizzes and unit tests. (Jump Math) Our Grades 4-6 teachers are piloting a new program that was developed with the new curriculum outcomes. It also comes with regular quizzes and unit tests. Slide presentations are available for teacher use. With the regular intention to review student data, and plan intervention, all students in our school will improve or reach grade level in numeracy.</p>

Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports			
Understanding the Context	<p>*Literacy is critical in helping students make meaning in the world around them. Literacy lays the foundation for lifelong learning and active participation in society. (Alberta Education)</p> <p>*Fluency in math is about developing number sense and being able to choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts. The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice. (thirdspacelearning.com)</p> <p>*Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures.(Generation ready)</p> <p>*Collective teacher efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will. (Hattie - https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/)</p> <p>*Students whose parents stay involved in school have better attendance and behaviour, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success. (Annie E. Casey Foundation)</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
Grades K-3:	-A significant portion of our timetable will be dedicated to language arts. We will find time in other subjects to incorporate literacy outcomes, especially in developing writing and speaking. -Periods will be offset so the literacy teacher can work with students with targeted intervention. -Grades K/1 will be split each Kindergarten day in period 2. Mrs.Laczo will take the Kindergarten class to use universal and targeted strategies to build on alphabet	-All Staff		-Alphabet/sound assessments/in class formative assessment -UFLI weekly assessments-formative assessment to determine which students need targeted additional time. -Progression with Fry/Dolch words -PAST/LeNS/CC3/RAN assessment in January -Catch Up Your Code-Pre-assessment/Post

<p>-Grade 1-Fry/Dolch Words(Mrs.Leeder) -Grade 2/3-Enrichment for high level readers in Grade 3. (Mrs. Melin) -Grade 4/5- -Grade 5/6-</p>	<p>mastery. Students will also develop oral phonemic awareness through the Heggerty resource. The Grade 1 teacher will systematically use UFLI with the Grade 1 class everyday for 30 min to build foundational skills required for reading. -Mrs.Leeder will systematically use UFLI with the Grade 2/3 class in period 2. In period 1, Mrs.Laczo will take a group for targeted intervention during guided reading time. -Grades 4-6 will be using 'Catch Up Your Code' to explore each sound, think about where that sound occurs in a word, and then look for different ways the sound can be written. (Knowledge of alphabetic principle and alphabetic code) -In addition, from October to April two teachers will be planning together to support students with reading, writing, Fry word recognition and practice, while Mr.Stewart teaches PE. Teacher collaborative planning meetings will happen to monitor student progress and discuss strategies/intervention to use with students who need support. Each class will have an embedded intervention period each week. -We have a school chart that tracks the success of each student in reading readiness, reading and writing. -Teacher collaborative response meetings to</p>	<p>-Mrs.Doherty/Mrs.laczo -Mrs.Leeder/Mrs.Laczo -All teachers</p>		<p>assessment -Writing samples assessment in January/May -Edmonton Spelling Assessment -Benchmark reading assessments in May</p>
<p>(Report on Q1 Q2 Q3 Q4)</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
	<ul style="list-style-type: none"> -All classes will have dedicated math blocks. -Each class will have an embedded intervention period each week. -Teachers will give students problems to solve on a weekly basis. Students will use the CUBES method to solve the problems.**Homework in math starting in January with incentive to return. -Fact fluency will be an improvement plan in partnership with parents. -Students will use Mathletics/IXL//Manipulatives to further show their understanding of math outcomes -Teacher collaborative planning meetings to discuss strategies/intervention to use with students who need support. 	<p>-All staff</p>		<ul style="list-style-type: none"> -Intervention sprints -K-3 AB numeracy assessment -Grades 4-6 Math cumulative assessment in January -Classroom assessments -Weekly check ins on problem solving -Math common assessment

(Report on Q1 Q2 Q3 Q4)

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

<p>Our Inquiry Question or Goal</p>	<p>At Alder Flats School we will strive to ensure our students have a sense of belonging in a respectful and trusting environment in order to feel safe enough to properly learn and grow positively. We want our students to have wellbeing with their mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. We will ensure each student has the proper nourishment while in our building and offer them opportunities to take on leadership roles. We value our students' thoughts, their feelings, their troubles and we want to celebrate their triumphs.</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Local and Societal Context</p>
<p>Understanding the Context</p>	<p>Well-Being: A Working Definition Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future. (Ontario's Well-Being Strategy for Education: Discussion Document, 2016, p. 3) Students must have a sense of belonging in a respectful and trusting environment in order to feel safe enough to properly learn and grow positively.</p> <p>When it comes to understanding the well-being of our students at Alder Flats Elementary School, we take the time for careful consideration: Children's well-being depends on many factors, from the nature of their social and family interactions and where they live to their emotional, spiritual, physical and mental health. We know that positive childhood experiences, physical and emotional safety, and the support of caring adults not only shape the day-to-day morale of students but also help them develop a positive sense of self, and resilience. Children who experience a greater sense of well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviors; more likely to invest in their own and others' well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood. (2016 citing Awartani, Whitman, and Gordon, 2008)</p>

Whole School Specific Goal	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
<p>Alder Flats will create learning environments where students feel included, accepted, engaged and connected with their school, and provide a safe environment where they can seek help if needed. By setting this precedent, our students' achievement will improve and the well being of our students will be supported. We will provide flexible learning environments within classrooms to meet the individual needs of our students. We will have spaces outside of classrooms available if students need time away or small breaks for movement.</p> <p>A successful impact on collective well-being at Alder Flats School will positively increase staff collaboration, collective efficacy and student achievement.</p>	<ul style="list-style-type: none"> -Staff will work on building positive relationships -Students are greeted when they arrive/positive feedback from our building at the end of the day. -School Positive Friday's challenge -Breakfast/Lunches will be available on a daily basis -Teacher collaborative response meetings with our FSLW to discuss strategies to use with students who need extra strategies. -Indigenous Support Worker -Family School Liaison Worker -Wellness Worker -Character Education-School assemblies -Student Voice/Choice -Brain breaks -Buddy reading -Leadership roles -Music program 	<p>-All staff</p>	<ul style="list-style-type: none"> -Breakfast/Lunch everyday School assemblies (Character Education) Year 1:7 Grandfather Teachings (Love, Truth, Respect, Humility, Honesty, Wisdom, Courage) Year 2:Respect (7 ways we can support and show respect at school) Year 3:Be a Super Buddy (What we can do to show we are a 'super' buddy. 	<ul style="list-style-type: none"> -Feedback from our students/Parent Council/Community -Feedback from our students. -Observing that what we learn at assemblies can be seen in the hallways, classrooms and outside on the playground. <p>Google student/staff survey May 2024/2025/2026</p>

	<p>-Field trips/theatre experiences brought to the school/sports activities -Spirit Days</p>			
<p>(Report on Q1 Q2 Q3 Q4)</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 ?

<p>Our Inquiry Question or Goal</p>	<p>Our Alder Flats School goal is to take steps in advancing reconciliation and support commitments made by the Alberta government in response to Truth and Reconciliation. At school students will feel safe, secure and we will provide opportunities for them to learn experientially and with their culture. This will include storytelling, hands on experiences, focus on student strengths and preferences for learning.</p> <p>We will allow for practical applications where possible (land based-real world), provide opportunities to use cultural practices to produce things like: artwork, oral stories, music, PE games, alternate assignments and bring knowledge keepers in to share. (Beadwork, tanning hides, building drums etc)</p>
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<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context</p>			
<p>Understanding the Context</p>	<p>Alberta's commitment to incorporate First Nations, Métis and Inuit perspectives and experiences into the education system was reaffirmed on March 27, 2014, at the Truth and Reconciliation Commission (TRC) event in Edmonton. This commitment included: -mandatory content for all Alberta students on residential schools and treaties -a kindergarten to Grade 12 curriculum development standard -support for professional learning opportunities for teachers</p>			
<p>Division Specific Goal</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>To raise awareness about the impacts of colonization, and the harms of various policies and programs of colonization. To foster positive relationships, value diversity, and build community.</p>	<p>-Every student will learn about Indigenous peoples and culture including residential schools. -All classroom teachers will submit curriculum topics for Wayne to address in classes. We have a school chart to fill in on a weekly basis. -All teachers will commit to addressing the TRC through curriculum outcomes (LA/Math/Science/Social/PE/Art), library resources, professional development and inviting local elders into classrooms. (Understanding our country, improving relationships, valuing cultures, and sharing history) <ul style="list-style-type: none"> • Our Indigenous support worker will cover topics weekly in reference to the new curriculum. </p>	<p>-All staff</p>		<p>-Feedback from local Indigenous keepers invited in to share -Indigenous support worker feedback -Effective communication between school and families. -Presence at school events. -Google wellness survey (spring) -Participation in smudging -Indigenous games participation -Beading/leather work in the library -Drumming with students</p>

	<ul style="list-style-type: none">• Identify and acknowledge the territory where we live. (Treaties)• We will invite local Indigenous people in to build new and ongoing relationships and to pass on Indigenous ways in a sincere and heartfelt way.• Claudette Chorney will come our school to support our students with Indigenous teachings.			
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(Report on Q1 Q2 Q3 Q4)