



Windsong Heights School

School Education Plan 2023/24



November, 2023



Table of Contents

Administrators' Message	4
School Profile	5
Student Feedback from Spring 2023.....	6
Parent Feedback from Spring 2023	6
RVS Four-Year Plan Survey Results	7
RVS Assurance Results	8
Alberta Education Assurance Measure Results.....	9
Advancing students numeracy and literacy skills.....	10
Building future-ready students.....	12
Creating inclusive, engaging, healthy learning opportunities for all students.....	14
School Council Review	16

2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Every school year begins with excitement at the opportunity a new beginning brings. The 2023-2024 school year at Windsong Heights is no exception, and perhaps even holds more excitement as the school has undergone some staff changes, which includes a new administration team after the retirement of the school's first principal.

At the start of the school year, we engaged staff in the development of this School Education Plan which outlines our goals and initiatives that are aligned with the Division School Education Plan. We looked at past successes and challenges, dug into data to inform where we are at, and used these pieces to construct what learning together will look like at Windsong.

Advancing students' numeracy and literacy: We know the importance of numeracy and literacy in developing students in today's world and are dedicated to using data to examine where we are at and how best to support all students in achieving high standards in these areas. Staff will be utilizing high yield strategies that engage students within a safe and inclusive environment, focused on achieving individual goals.

Building future-ready students: The world is a rapidly changing landscape for which we are responsible for preparing our students. Alberta Education has outlined core competencies that apply to all learners as they prepare to take on current and future challenges while at the same time preparing them for future careers. At Windsong, we will be explicit in our teaching of these competencies and strive to set students up for future pathways.

Creating inclusive, engaging, healthy learning opportunities for all students: Schools are complex organizations that benefit from an inclusive and safe learning environment. We know that students and staff do their best when they feel included, supported and entrusted to carry out their duties. Windsong staff have developed many avenues to foster a strong, respectful environment through our Wolf Creed to our work on Positive Behaviour Intervention Supports (PBIS).

Working together as a school community is critical to our success, and we encourage our parents/guardians to work with us by engaging with your child in conversation about what they have been learning; communicating and collaborating with your child's teacher; celebrating school events with us and join our School Council. Together, our school can continue the great work that has been started and take it to new heights.

We look forward to working with everyone toward the outcomes and goals of this Education Plan.

Kindly,

Mr. Scott Woodward, Principal

Mrs. Jody Moore, Assistant Principal

Mr. Eric Schubert, Assistant Principal

School Profile

<p>Principal: Scott Woodward Assistant Principal(s): Jody Moore; Eric Schubert Website: https://windsong.rockyview.ab.ca/</p>	<p>Mission: Our mission is to work with families to provide high quality education and develop confident and responsible individuals who aspire to achieve their full potential.</p> <p>Vision/Purpose/Beliefs: Providing a welcoming, safe, and supportive learning environment where everyone is treated with respect is essential in student learning. Students do best when families and schools work together to support children.</p>
--	---

Total Number of Students: 865

Grades Served: K-8

Total Number of:

- Classroom Teachers: 37
- Learning Support Teacher(s): 2
- Learning Assistant(s): 10
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Windsong Heights reflects a rich and diverse learning community.

Notably, 3% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 15.8% per cent of our school population. The most common first language for these students is Punjabi.

As an inclusive school, we welcome 13.3% per cent of our students who have significant learning needs.

Additionally, our school offers opportunities to engage in sports programs, extracurricular clubs, and community building between older and younger students as well as community partnerships.

Student Feedback from Spring 2023

What do students think are some things that are going well?

- Students say that Windsong Heights is a welcoming, safe, and caring place to learn.
- Many students feel learning is fun, engaging, and challenging (age/grade appropriate).

What do students think could be worked on or improved?

- Leadership opportunities extended to all grades.
- Extend learning and understanding around cultural diversity throughout the school year.

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Windsong has a strong sense of community that is welcoming, safe, diverse, and inclusive.
- Staff are dedicated to supporting learning and the social-emotional needs of children.
- Communication between home and school has the right balance and is not overwhelming.

What do parents think could be worked on or improved?

- Parent education or tutorials to support the many different apps being used and required by RVS.
- Better support in the classroom and easier access to services to meet the social-emotional, behavior, and academic challenges students may be facing.

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- Parents of students at Windsong Heights believe that their children have opportunities to be creative (61.7% often +19.1% always)
- Parents at Windsong see their child learning through reading as a positive in comparison to the divisional average at the *Often* level of response.
- Overall, for literacy and numeracy, students feel that they are successful at Windsong.
- Parents, students and teachers at Windsong Heights all feel that diversity, culture and traditions are well represented.
- Students report that they know they can do well in school.

What does the survey indicate could be worked on or improved?

- Students have indicated that they could improve in creating things to show their learning, while staff indicated that students could improve in having opportunities to make choices in their learning.
- Parents indicate that numeracy and writing as an area of concern at Windsong in comparison to the divisional average.
- Grade 6-9 students don't feel that they learn through reading; although, teachers indicated that students do learn through reading.
- Parents satisfaction is lower than expected in that their child can get help with learning at school or be successful.
- Teachers feel like students only receive the help they need *sometimes*.

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	29.7%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	38%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	78%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	52.2%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	56.3%

What does this data tell us is going well?

- PBIS Tiered Fidelity is scored high.

What does this data tell us could be improved or worked on?

- Numeracy/math intervention.
- Literacy/BAS.
- Student absences. Just over half are absent less than 10% of the time.
- Students who achieve IPP learning goals could be improved.

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2151 Windsong Heights School

Assurance Domain	Measure	Windsong Heights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	87.3	87.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.0	88.4	83.0	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	81.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	23.8	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	92.4	91.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.2	91.9	91.9	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	70.3	81.9	81.9	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	78.6	80.2	78.2	79.1	78.8	80.3	High	Maintained	Good

What does our data indicate is going well?

- Student Engagement, Citizenship and Education Quality have maintained high scores compared to previous 3-year average.
- PAT results at both the Acceptable and Excellence level reflect high level of achievement.
- Students, teachers and parents indicated that teachers care about their students.

What does our data tell us could be improved on?

- Welcoming, Caring, Respectful and Safe Learning environments – Students and teachers show a steady decline over the last 3 years and below the previous 3-year average.
- General trend is that students and teachers disagree that students follow the rules while at school (trend over 5 years).
- Students and teachers generally indicated that access to different learning supports declined from last year.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We:

- How might we improve student literacy and numeracy rates by 15% over the next 4 years?

School Goal 1:

- By June 2024, our reading and numeracy assessment results will increase the number of students reading at or above grade level by 5%.

Data that informed this goal:

- June 2023 BAS results indicate Grade 1-8: 38% at or above grade level.
- June 2023 LENS results indicate Grade 1 & 2: 81% are not at risk.
- June 2023 CC3 results indicate Grade 2 & 3: 82% are not at risk.
- October 2023 MIPI results indicate Grade 4-8: 29.7% performing math at or above grade level.

Connection to the practice guide(s):

Inclusive Education Practice Guide:

- Page 8: Provide staff with opportunities to learn from each other, design together, co-teach and problem solve with each other.
- Page 9: Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.

Instruction and Assessment Practice Guide:

- Page 7: Universal Design for Learning (UDL): Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success.
- Page 9: Teachers understand the primary goal of assessment and communication of student learning is to inform teaching, to promote student learning and to keep parents/ guardians informed on their child's learning.
- Page 10: Teachers triangulate data from a variety of sources (observations, conversations, products) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners.

PL Practice Guide:

- Page 8-11: Effective PL for teachers.
- Page 17: School professional learning plans are to be embedded within each of the school goals connected to the Division plan. Some goals may require more specific and intense professional learning at certain times and less at others depending on the goal and the needs of the school-based staff including teachers and learning assistants.

Strategies:

- Professional Learning Communities (PLC) (3 x a year), led by RVS Divisional Learning Specialists. Focus is on English as an Additional Language, 'Privilege and Indiginizing Practices' or Thinking Classrooms.
- Literacy and Numeracy Coaching - 3 coaches have time embedded in their schedule to support teachers in embedding high yield strategies
- Design targeted approaches to instruction that utilize data focusing on specific elements of literacy and numeracy data (ie: where are students specifically struggling, and how can we as teachers adapt our approaches to meet these distinct and specific needs)
- Use of Divisional Learning Specialists for work on numeracy goals.

Measures:

- LeNS and BAS data
- Word Study Assessment data
- Alberta Numeracy Screening Assessment data
- MIPI data

Parents can:

- Support home reading program.
- Encourage a positive attitude towards numeracy.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Reviewed progress during November staff meeting. Early yet to know impact of strategies, particularly with PLCs running at capacity yet, as well as impact of literacy/numeracy coaches. 	<ul style="list-style-type: none"> • Continue strategies, however, need to protect the literacy/numeracy coaching time more (gets lost covering sub shortages)
March 15	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

How Might We:

- Increase students' understanding and demonstration of Alberta Education competencies and how they relate to the world of work?

School Goal 1:

- By the end of the 2023/24 school year, overall teacher and parent agreement that students are taught behaviours and attitudes that will make them successful in world of work will increase by 3% over the previous 3-year average.

Data that informed this goal:

- RVS Survey Data:
 - Outcome 1.1 Students engage in real-world hands-on learning
 - I create things to show what I know
 - I am provided with real world examples
 - I am learning things that I can use in my life
- Alberta Education Accountability Measures Survey

Connection to the practice guide(s):

- Inclusive Education Practice Guide:
 - page 7: Spectrum of teaching to diversity
 - Page 10: Approach to mental health
- Instruction and Assessment Practice Guide:
 - Page 6: Provide instruction and assessment in the competencies related to knowledge, skills and attitudes
 - page 7: Connecting learning to real life experiences making learning meaningful and Engaging students as co-designers in their education
 - Page 8: Physical resources are accessible to all students

<ul style="list-style-type: none"> ● <u>PL Practice Guide:</u> <ul style="list-style-type: none"> ○ Page 17: Incorporating PL for all staff on incorporating competencies 		
<p>Strategies:</p> <ul style="list-style-type: none"> ● Explicitly teach connection to Alberta Education Competencies ● Make use of MyBlueprint for communicating and exploring competencies ● Number of teachers accessing support to integrate Indigenous Ways of Knowing into their practice 		
<p>Measures:</p> <ul style="list-style-type: none"> ● RVS Survey Data on engagement of students ● Alberta Education Alberta Measures Survey on world of work ● Number of students able to connect learning with competencies in MyBlueprint 		
<p>Parents can:</p> <ul style="list-style-type: none"> ● Access MyBlueprint for their child and engage in conversations 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> ● Reviewed progress during November staff meeting. Some staff are just beginning to explore the potential of MyBlueprint in supporting this goal. PLC time with Indigenous Ways of Knowing into practice is forthcoming. 	<ul style="list-style-type: none"> ● Continue with developing use of MyBlueprint in relation to competencies and accessing divisional resources for Indigenous Ways of Knowing
March 15	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

How Might We:

- How might we build on our inclusive culture and design instruction integrating Positive Behaviour Intervention Supports (PBIS) in our diverse school community for everyone to feel safe, valued and included?

School Goal 1:

- We will increase parent, teacher and student satisfaction that the school is a welcoming, caring, respectful and safe environment by 2% every year over the previous 3-year average.

Data that informed this goal:

- Alberta Education Accountability Measures Survey 2023 Spring Results (score is 85.2)
- PBIS matrix (Safe, Respectful, Responsible)
- PBIS Audit
- RVS Survey
 - Outcome 3.1 Students are healthy, safe, resilient and value diversity, culture and traditions.
 - I can overcome obstacles
 - I appreciate cultures and diversity

Connection to the practice guide(s):

- Inclusive Education Practice Guide:
 - Page 13: Set and teach school-wide behavioral expectations and acknowledgement.
- Instruction and Assessment Practice Guide:
 - Page 23: Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s), and often support staff, using a collaborative support model.
- PL Practice Guide:
 - Page 10: How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
 - Page 13: RVS is committed to a safe learning environment for everyone through orientation and mandatory ongoing training.

Strategies:

- Review and implement PBIS strategies carried over from previous year
- Continue with PBIS Committee that leads school-wide implementation
- Utilize Stepping Stones with Sydney Somers

Measures:

- Alberta Education (APORI) Survey Data
- PBIS Fidelity Matrix
- RVS Survey

Parents can:

- Connect regularly with their child's teacher to foster common understandings and expectations

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Reviewed progress during November staff meeting. PBIS continues to work well. How do we reach the parents so that they are more aware of what we are doing? 	<ul style="list-style-type: none"> • Continue with current PBIS structure and plan as per work with PBIS lead committee. Eliminate for now the last strategy on The Working Mind and Adult Stress Response and replace with Stepping Stones with Sydney Somers
<p>March 15</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

-

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

Principal signature on behalf of students and teachers of School