



Windsong Heights School

2015 - 2019 School Education Plan

May 2018

Year Four

MESSAGE FROM SCHOOL ADMINISTRATION

“A plant needs roots in order to grow. With man it is the other way around: only when he grows does he have roots and feels at home in the world.” — Eric Hoffer

In our opening year Windsong Heights School's we prioritized “growing roots”. We will continue to nurture these roots in year two. In support of Rocky View Schools’ vision to ensure students are literate and numerate and are building 21st century competencies, during the 2018-19 school year, we will focus on providing the framework and cultivating our first steps so that all members of our learning community understand our approach and students, faculty and families are successful.

To be literate and numerate is a stepping stone to success as is seen in the joy of a child when the light goes on and they “get it”. At Windsong Heights, we are setting our course in instructional practices and the “Windsong Way”. All that we do is in support of the vision to ensure students are at the center of decision making, are literate, are numerate and building the skills needed to better understand themselves, each other and our world. Our approach to learning is woven throughout the curriculum with a focus on skills that will serve our students and our community today and in the future.

To ensure our students are literate we foster a love of reading for life. As starting point, we have built into our schedule a school-wide literacy time at the beginning of each school day. This block of time works on multiple levels. We know that children will improve in any skill with practice. Our literacy block provides practice time to read and enjoy books. This time will build stamina in children allowing them to focus on what they are reading and build community as it is what everyone does at Windsong.

For students to have a solid understanding of numbers and how they work in the world, we focus on critical thinking and life applications. To ensure students are numerate, we focus on the mathematical mindset and basics, the foundational skills that are building blocks to understanding. Lessons, where possible, will be linked with literacy and application to situations that students encounter naturally. We want critical thinking and mental math skills to be part of the daily routine where children ask themselves, “Is that possible? Is that accurate? How do I know?” This reflective practice is a component of portfolios and goal setting that is ongoing for our students throughout the year.

Skills such as flexibility, cooperation, grit, self-regulation and empathy, to name a few, will be interwoven into curriculum through learning units and projects as well as our day to day interactions with one another. Competency in skills such as these, and others, will help develop reflective practice, problem solving skills, and resiliency in children. Through clubs, sports, creative arts, leadership and play we hope to form connections between the members of our community and further build a sense of belonging.

Our community is on a joyful journey - both wonderful and challenging, demanding and rewarding. Our work is important and commitment is crucial. As a learning community, we build on our collective strength, “We are one”.

*Penny Beaudry, Lucie Salucop & David Patayanikorn-Fithen
Windsong Heights School Administration Team*

SCHOOL PROFILE

WINDSONG HEIGHTS SCHOOL

Principal: Penny Beaudry

Address: 3030 Windsong Drive, Airdrie, Alberta

Phone: (403) 945 - 4149

Email: windsong@rockyview.ab.ca

Website: <http://windsong.rockyview.ab.ca>

School Profile:

Grade Configuration: Kindergarten – Grade Eight

Student Population: 875

No. of Teachers: 34 and 3 administrators

No. of Support Staff: 17 support staff, 1 Head Building Operator, 3 caretakers

Unique Features of our school include:

- Opened for the first time in September 2017
- Designed for flexibility, team teaching and collaboration (“moveable” walls and flexible furnishings)
- Outdoor learning spaces include a rooftop patio connected to our science lab, a fenced outdoor play/sensory space and access to the nearby fields, trails and park spaces
- Grades are intentionally mixed throughout the school to promote a culture of kindness, caring and community
- We offer a “Before and After School Care Program”
- Our learning support team includes a Child Development Advisor and a Positive Behaviour Strategist to help meet the social-emotional needs of our students as well as two learning support teachers
- A highly active and engaged parent community who volunteer frequently, are involved in School Council and Friends of Windsong and have helped to set up our school
- The catchment area of Windsong Heights is one of the fastest growing areas of Airdrie
- The vast majority of our students are within walking distance of our school

Quotes from Parent Advocates

This year's transition into a new school, with new faces and unfamiliar surroundings has been a great success! That success has stemmed from the atmosphere set by the faculty and staff at Windsong.

My son has been warmly welcomed, felt included, and part of a great organization. We feel very blessed. - Laura

"It never surprises me to see friendly faces in the halls of Windsong Heights; but it goes deeper than those smiles at our school. It's the staff who not only feed our children's minds, but also their souls. They welcome family members of the students who show up for field trips, crossing guard duty and hot dog day; and the admin. team who know the names and needs of each student. But deeper than that; I feel a sense of community at Windsong. It's like you can sense that we're all in this together. Parents, teachers, administrators—all of us. We are a small village working together to support our children; creating a foundation to carry with them for the rest of their lives." - A. Owens

RECENT ACHIEVEMENTS

Celebrating Literacy

"A child who reads will be an adult who thinks." – Sasha Salmina

In our opening year at Windsong Heights we successfully built a foundation for our literacy programs. We have implemented a whole-school literacy time to start our day. During this time, every member of our community is engaged with literacy. Our staff have worked hard to strengthen their skills, develop a balanced literacy program and establish consistency. This included training opportunities on: administering running records, guided reading and small group instruction, "Y-read" session on fostering a love of reading in our students, and how to engage parents as invested participants in student learning. Teachers set goals throughout the year that were implemented in classrooms. Some changes included planning more time for guided reading, providing a variety of reading materials for each classroom library, and introducing a classroom reading contest to increase student reading stamina. To better support students who are reading below grade level we trained staff on the Fountas and Pinnell Levelled Literacy Intervention and piloted a precision reading program on accuracy. Our literacy program will continue to grow and strengthen, but we celebrate the great start we have had at Windsong.

Celebrating Community

"We are one." - Windsong Motto

One major achievement of our opening year was creating our school identity. We are the Windsong Wolves. A first step was the creation a Lupis (wolf) constellation on our den ceiling to showcase the six words that serve as a visual guide for the ways we interact as a pack together. Our identity is strengthened by school clothing with our wolf logo, student wolf art, a stunning mural in the gymnasium, and a mascot. More importantly, our school culture is the daily embodiment of a strong and cohesive pack. At Windsong Heights we are all wolves, but the strength of our school wolfpack is built upon the values of respect, kindness, diversity, inclusion, and leadership. We promote these values in our school daily. It is visible within the culture of each classroom from our kindergarten Kindness Ninjas to our student leadership groups. It is also visible in how our students learn and interact with each other through cross-grade extracurricular and learning projects. Our school creed, developed by students, staff and parents, embodies these values. The creed serves as the voice and heart of our culture at Windsong Heights. We recognize the uniqueness of each wolf in our pack and work to empower them to be creative, collaborative, and hard-working members of our school and global community. There is no wolfpack without our wolves because together we are one.



Celebrating and Supporting Student Growth

"For the strength of the pack is the wolf, and the strength of the wolf is the pack."

Rudyard, Kipling, *The Jungle Book*

As a new school, it has been very important to establish consistent assessment practices and ways to report and celebrate student learning. As a school we have worked hard to provide consistent and informed assessment practices, that are both clear to students and informative to parents. Strategies that helped achieve this included: using a variety of means to work towards consistent and informed assessment practices: 1) Power School lead teacher that staff can connect with regarding the Teacher Portal, 2) school-based learning days are used to work on achievement indicators so ensure consistent reporting of outcomes, 3) release time for grade team collaboration, 4) workshop with Power School lead teacher, Nancy Lake, to understand the new version of Gradebook, 5) teachers attended a division led professional learning with assessment expert Tom Schimmer, 6) showcasing learning for students and families using Power School and portfolios. These have moved Windsong staff towards a cohesive understanding of assessment. Teacher assessment practices, individually and in grade teams, are focused on connecting student learning to the outcomes as reported in PowerSchool, the report card, and 3-way conferences. This year we were a pilot school for MyBlueprint digital portfolio in grade 3, 4, and 6, while other grades used Google Classroom and Class Dojo to show student work. Our assessment work is designed to help each learner achieve their potential; placing high value on the process and skills, not just the final result.

Priority Areas of Focus

In year two, Windsong Heights will continue to focus on building our **school culture** as it is the foundational backbone for the development of our learning community and programs. Our school creed is the product of a year-long, collaborative process to establish the vital components of our school culture. The creed will foster the building of our identity, which in turn, determines what we believe, how we behave and what we celebrate in order to achieve collective goals. Our strategy is the intentional embedded teaching of perseverance, kindness and collaboration. We want to develop students' mindsets and skills to grow our Windsong Wolf Pack into a learning community that has belonging as a core value. Fostering wellness, literacy and supporting all learners are key priorities. Onboarding new students, families and staff will be an important process in starting the 2018 school year.

Following the World Health Organisation's definition of health, our wellness team will

be focused on **physical, social, emotional and mental wellness**. Our goal is to have one or two programs running across the school that build common vocabulary and practices supporting all facets of wellness at Windsong Heights. Physical wellness will prioritize nutrition and movement (active living). Social wellness will promote opportunities for healthy social experiences and expressions. Emotional wellness will be focused on celebrating effort and achievement in academics, citizenship and leadership. We are a “Mind Up” school and mental wellness will be supported through this program. We want students to grow in their ability to self-regulate and be calm in order to be available for and ready for learning.



To ensure our students are **literate and numerate**, a focus on advancing our literacy programs is important. Our vision and mission are to ensure all students leave Windsong Heights with a love of reading and writing and a literacy and toolkit that will serve them in being lifelong learners.



In the 2018-2019 school year, numeracy will have a higher priority as we work to establish the essential conditions that will allow students, families and teachers to develop confidence in their mathematical abilities (fluency, reasoning and problem solving). Challenging our current math mindsets and revitalizing our thinking towards numeracy will be our main focus.

Our Support Team will continue to address **targeted supports** and specialized services with a focus on safety first. While lead by the classroom teacher, support will take on a whole team approach. We want to have our team philosophically and strategically aligned. These principles, combined with open communication and feedback loops, will allow a high degree of efficacy in our learning community.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> "Mathology" pilot program for grade 2 & 3 Common math language and establishing a numeracy mind-set Lucy Caulkins Readers & Writer's Workshops training for remaining/new staff at all grade levels Raz Kids and Rocky View Reads Memberships ELL targeted support through a designated classroom assistant On-going Training for staff in running records and Fountas & Pinnel processes Expansion of Precision Reading interventions Benchmarking and common assessment tools for literacy
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> Focus on the process and skills in the curriculum, Formative assessment in real-time, as the driver of learning School-wide student goal setting Continue "All About Me" & "My Blueprint" student portfolios alignment, expand to grade 8 Continue to introduce mindful practices and staff training in "Mind Up" and train additional staff Establish recognition for academic and non-academic achievement Add to the Windsong Lesson template, the intentional teaching of skills for character and life-long learning Create and implement the Windsong Heights School Culture blueprint
Learners take ownership of their learning.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> Enhancing common language and process for the five components of the RVS Communication of Student Learning Establish school, grade level, student and parent consistency for Communication of Student Learning Extension and consistent application of "All About Me" and "My Blueprint" portfolios for teachers and students this year Establish student goal setting templates by grade level Offer parent training in accessing and understanding of the Parent Portal Embed career connections in all field trips, guest speakers, and CTF courses from grades five to seven.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ CTF and option courses are designed to reflect real world experiences and career connections ▪ Monthly parent input on decision making at School Council meeting on set student-centered issue for collaborative problem solving ▪ Promote the use of specialized spaces, programming options and flexibility in engaging learners ▪ Begin process for family education programs through School Council (ie. ELL parent group, tech safety for parents) ▪ Foster grade team collaboration through common project-based learning and collaboration opportunities
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. ▪ (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. ▪ (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Complete the SOSQ with grades four and seven students ▪ Support opportunities to extend the classroom and our student learning into the community and bring the community into the classroom ▪ Foster relationships with post-secondary institutions and Croxford High School looking to partner with Windsong Heights ▪ Professional learning this year supports goals of literacy, numeracy, COSL and wellness
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Enhance communication systems and guidelines: <ul style="list-style-type: none"> ▪ school newsletters ▪ grade newsletters ▪ social media (Friends of Windsong Facebook and Windsong Twitter) ▪ internal weekly staff updates ▪ School Council monthly input request ▪ Establish and populate a volunteer registry ▪ Explore ways to connect with Croxford HS and Coopers Crossing School and Hillcrest (mentorship and transitions) ▪ Staff training on School Bundle

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ▪ Common approach and language ▪ Develop classroom and school culture through student leadership at all grade levels focused on community, service and gratitude i.e. cross-grade buddy groups ▪ Inviting guest speakers who represent the values and culture that is being created by staff, students, and community ▪ Creating student led school initiatives that represent the values and culture of Windsong Heights ▪ MANDT training for staff ▪ Continue work with Jeff Coulliard on leadership training process for networking ▪ Art Therapy is offered by Education Psychologist and CHAT Art program offered as social/emotional support ▪ School Wide Safety Weeks (Sept., Oct, April) ▪ FNMI Professional Learning around awareness and new TQS guidelines for 2019 ▪ ELL parent reporting streamlined ▪ Clubs: GSA, Spark, Sunny Side Up Breakfast Club
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ Positive Behavior Strategist position to support and provide strategies for students and groups with behavior goals ▪ staff are supported in their professional learning for district initiatives: literacy, numeracy ▪ lead teachers are supported in their training i.e. PowerTeacher Pro, Mind Up, Assessment ▪ Social Skills, Service and Life Skills targeted clusters ▪ Use of trauma informed care ▪ Flexible scheduling
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ monthly parent input at School Council meeting on set student centered issue for collaborative problem solving ▪ support staff with real-time assessment with the goal of one report card for 2019-20 ▪ Develop a school-based attendance framework, procedures and success plans ▪ Alignment teams: Admin, learning support, CDA, PBS ▪ On-boarding process

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

As we develop our norms for collaboration, communication and assessment at Windsong Heights, how might we ensure of our students are literate, numerate, healthy contributing members of our community?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ April 30, 2019		
Public Website Development	▪ May 6 & 7, 2019	Mike LaFleur	▪ Not applicable
SGF Centralization and Ecommerce Development	▪ May 1 & 2, 2019	Sect. III and Debbie Tallentire	
Staff Web Portal Introduction	▪ May 21, 2019	▪ Staff Meeting Time	
Onsite Support	▪ May 28, 2019	▪ Number of teachers requiring substitute teachers - 10	

BUDGET HIGHLIGHTS

	2017/18	2018/19
Certificated Staff	\$3 344 057	\$4 414 786
Support Staff	\$747 405	\$784 758
Services & Supplies	*\$519 464	\$421 644
Other (CIF)	\$60 433	\$88 045
Contingency	\$60 488	\$70 041
TOTAL EXPENDITURES	\$4 731 909	\$5 621 189

CIF – Classroom Improvement Fund

*Amounts are higher than usual due to carryover of startup supplies budget, unique to new schools, and may be reflected in the budgets for the 2017/18 and 2018/19 school years.

*Growth of school enrolment also accounts for an increase in the budget.

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 24, 2018
School Council	<input checked="" type="checkbox"/>	May 15, 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

May 28, 2018

Date

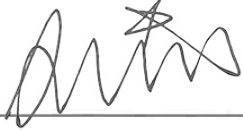


School Council Chair Signature

June 13, 2018

Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018

Date

