



WESTGLEN SCHOOL

3 Year Plan:
2015-18



Our purpose...

Westglen School will engage every student in meaningful learning by challenging, encouraging and believing in them...

Westglen School will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens...



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...in a Middle School Setting

As a middle school, we believe that every young adolescent:

- has the **capacity to learn, grow, and develop** into a knowledgeable, reflective, caring, ethical and contributing citizen.
- must have access to the **very best programs and practices** a school can offer.
- must be **engaged** in learning that is relevant, challenging, integrative, and exploratory.
- **thrives academically, socially, and emotionally** in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
- faces significant life choices and **needs support in making wise and healthy decisions.**
- deserves educators who are prepared to work with this age group, who are themselves **lifelong learners** and committed to their own ongoing professional development and growth,



Highlights of Our School



“Meat & Potatoes”





“Dessert”

- Phys. Ed/Athletics
- Home. Ec
- Shop
- Band
- Breakfast Program
- Homework Club



School Data

What did we accomplish in 2014-15?

- Teachers learned about reading instruction:
 - Grade 5 & 6 teachers learned about Daily 5 & CAFÉ
 - Grade 7 & 8 teachers learned about Note & Notice Signposts



School Data

What did we accomplish in 2014-15?

- Reading Data –
 - September:
 - Universal: 78%
 - Targeted: 15%
 - Specialized: 7%
 - June
 - Universal: 82%
 - Targeted: 11%
 - Specialized: 6%



School Data

What did we accomplish in 2014-15?

- Walkthrough Data
 - From November to March
 - 12% increase of classroom visits including one of [Allington's "Every Child, Every Day"](#) activities:
 - Every child reads accurately
 - Every child reads something he or she understands
 - Choice of text
 - Personally meaningful writing
 - Talks with peers about what they have read or written
 - Listen to a fluent adult reader



School Data

2015-16

- Reading Data –
 - September:
 - Universal: 86%
 - Targeted: 8%
 - Specialized: 6%
 - June
 - Universal: __%
 - Targeted: __%
 - Specialized: __%



School Data

2015-16

- Reading Data –
 - September:
 - Grade 5: Universal 91% Targeted 4% Specialized 5%
 - Grade 6: Universal 81% Targeted 7% Specialized 12%
 - Grade 7: Universal 91% Targeted 8% Specialized 1%
 - Grade 8: Universal 84% Targeted 12% Specialized 4%



School Data

2015-16

- Provincial Achievement Tests: 100% Participation
 - L.A.
 - Regularly above CESD average
 - Consistent with Provincial average
 - Math
 - Regularly below CESD average
 - Regularly below Provincial average
 - Social Studies
 - Achievement has dropped over last 3 years in comparison to CESD and Provincial average
 - Science
 - Regularly above CESD average
 - Consistent with Provincial average



School Data

- from Students & Parents:
 - Parents appreciate commitment of staff to student learning and creation of school community.
 - Changes made to ensure student safety as they enter school have been well received.
 - We can do some work to help parents understand our assessment practices.
 - Parents appreciate electronic communication.
 - Communication can be improved – e.g. short notice cancellation of a game.



School Focus

By June 2017 and ongoing, 93% of students' instructional reading level will be within the universal range when they leave grade 8.

By June 2020, Westglenn will fully implement a Response to Intervention framework through:

- Use of essential outcomes
- Use of common screens/assessments
- Collaborative Student Work/Data Analysis
- Collaborative Planning of Instruction and regrouping of students



Why this focus?

- Looking at the data, why focus on literacy, instead of moving on to numeracy?
 - Research tells us that improved literacy results in gains in all subject areas (e.g. math word problems).
 - Teachers are looking at reading in the content areas.
 - Time for learning to be applied.



School Focus

After seeing our data, how do we move towards our goals at Westglenn?

In teams.



Alignment of Goals





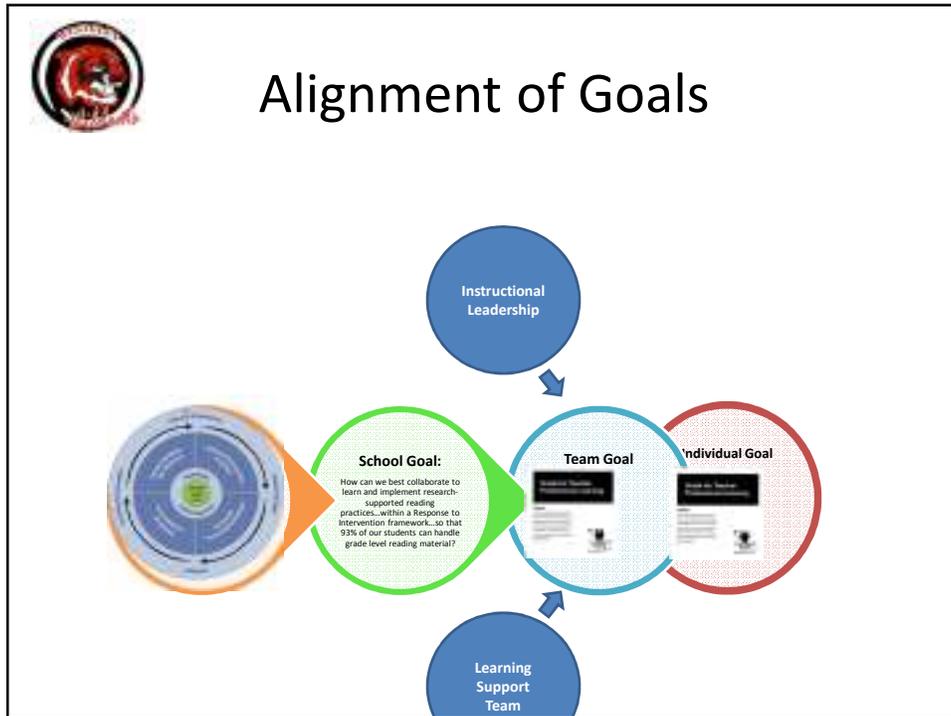
Alignment of Goals

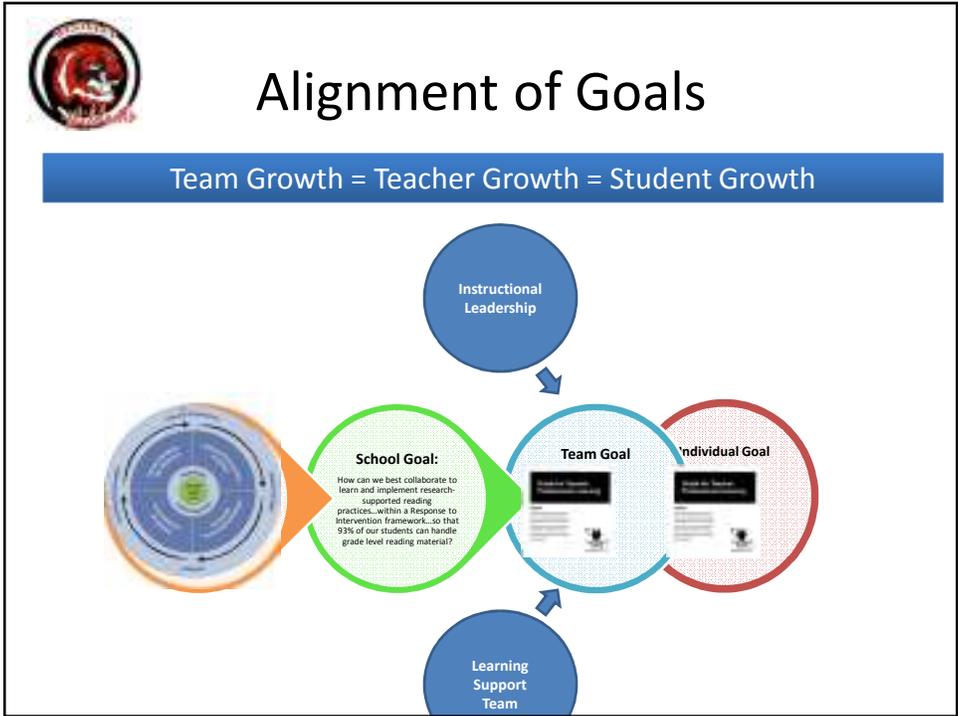
Teacher Grade Teams choose a specific focus from within the school goal. As teams achieve their goals, we achieve our school goal and provide a quality learning environment.



Alignment of Goals







Our Ideals include...



Our Ideals include...



We believe **ALL** students can learn at high level. We **work together** to support all students.



Collective Responsibility

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • Effective Teams <ul style="list-style-type: none"> • Regroup teams <ul style="list-style-type: none"> • Grade 5 • Grade 6 • 7/8 Humanities, • 7/8 Math/Sci • Specialists • Establish norms & expectations • One Smart World • School Teacher vs. Classroom Teacher <ul style="list-style-type: none"> • Is every student connected to an adult? • Do we believe that all students can learn at high levels? 	<ul style="list-style-type: none"> • Effective Teams <ul style="list-style-type: none"> • Review and revise norms & expectations • School Teacher vs. Classroom Teacher <ul style="list-style-type: none"> • Helping students beyond own class • Revisit & update "Is every student connected to an adult?" • Identify & address roadblocks to believing that all students can learn at high levels. 	<ul style="list-style-type: none"> • Effective Teams <ul style="list-style-type: none"> • Review and revise norms & expectations • School Teacher vs. Classroom Teacher <ul style="list-style-type: none"> • Helping students beyond own class • Revisit & update "Is every student connected to an adult?" • Involve outside partners (Community, FNMI, etc.) • Identify & address roadblocks to believing that all students can learn at high levels.



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We know the **essential outcomes** of our curricula that students must learn & how **reading skills** facilitate that learning.



Essential Outcomes

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • Division teams establish common essential outcomes • LST moves forward review process. • Create reporting outcomes 	<ul style="list-style-type: none"> • Collaborative teams align common assessments and instruction with essential outcomes. 	<ul style="list-style-type: none"> • Continued reflection of alignment of assessments and instruction with essential outcomes.



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Common Assessments

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> Westglens uses Jerry Johns as the common reading assessment tool several times per year. Collaborative Teams choose one subject and build common assessments (screen, formative or summative) aligning with essential outcomes Teams use data from reading assessments and common assessments to build instructional plans 	<ul style="list-style-type: none"> Westglens uses Jerry Johns as the common reading assessment tool several times per year. Common reading data passed between Didsbury schools Mark books reflect use of essential outcomes Collaborative Teams choose a different subject and build common assessments (screen, formative or summative) aligning with essential outcomes Teams use data from reading assessments and common assessments to build instructional plans 	<ul style="list-style-type: none"> Westglens uses Jerry Johns as the common reading assessment tool several times per year. Common reading data passed between Didsbury schools Mark books reflect use of essential outcomes Collaborative Teams choose a different subject and build common assessments (screen, formative or summative) aligning with essential outcomes Teams use data from reading assessments and common assessments to build instructional plans



Assessment Aside...

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • Development & review of common essential outcomes • Discussion around performance scale • Training around Gradebook 	<ul style="list-style-type: none"> • Move to Gradebook • Move to Outcome-based PowerSchool Progress Report 	<ul style="list-style-type: none"> • Parent Portal Trial • Progress Report changes to reflect increased parent online access



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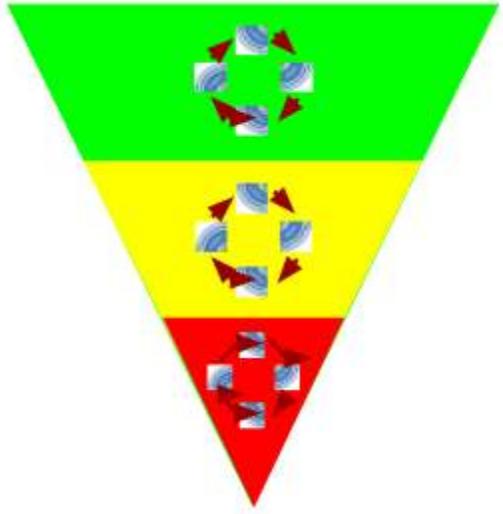
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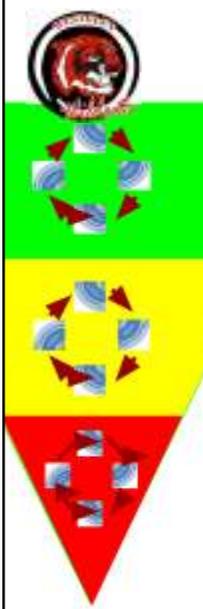
We determine the learning needs of each student through **common assessments**.

We provide **all** students with the **instruction, time and supports** they need to read at grade level and learn essential outcomes.

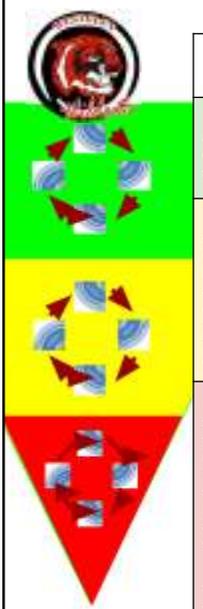


Response to Intervention





Who?	What?	Where?	When?	Time?	Grouping
All students	Receive differentiated instruction in all outcomes - especially essential outcomes	In the classroom	All day		Large group, small group, one-on-one
Students needing more time and/or supports to achieve essential outcomes	Students practice previously learned strategies or learn new strategies	Supported in the classroom environment by the classroom teacher	Flexible Learning Time	Around 40 minutes extra per day.	Small groups according to student need; strategy based
Students needing more time and/or support to build foundational skills	Students receive instruction tied directly to lacking skill and to learning profile.	Pull-out	Time-table	Up to 90 minutes extra per day	One-on-one



Moving “Down” Ranges	Moving “Up” Ranges
<p>If common assessments show a student is struggling with an essential outcome, this should be discussed in a collaborative team meeting to put different universal strategies in place.</p>	
<p>If common assessments continue to show a student is struggling with an essential outcome after different universal strategies have been in place, the student should be moved into the targeted range and provided more time and focused instruction during flex time. This should be discussed in a collaborative team meeting that includes the school’s Inclusive Education representative to put targeted strategies in place. ISP or Learning Plan is discussed.</p>	<p>If common assessments show that students are achieving essential outcomes - in a discussion involving the same people - they are removed from the targeted range and continue to receive universal instruction.</p>
<p>If common assessments continue to show a student is struggling with an essential outcome after targeted strategies have been in place, the student should be moved into the specialized range and provided even more time and focused instruction during pull-out times. This should be discussed in a collaborative team meeting that includes the school’s Inclusive Education representative and Division or outside experts to put specialized strategies in place. Level B & C testing may be pursued.</p> <p>If these strategies do not improve student achievement as shown by progress monitoring, continue meetings until appropriate strategies are found.</p> <p>Students continue to receive universal instruction aligned with strategies during pull-out time.</p>	<p>If progress monitoring shows students are achieving essential outcomes - in a discussion involving the same people - they are removed from the specialized range and continue to receive both universal and targeted supports.</p>



Universal Instruction for ALL Students

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> Continue learning theory and practical strategies to help all students improve reading comprehension. Teachers in book study of Allington's <i>"What Really Matters to Middle School Readers."</i> Collaborative Teams choose one subject. Teams use data from reading assessments and common assessments to build instructional plans that incorporate learning about reading instruction. 	<ul style="list-style-type: none"> Continue learning theory and practical strategies to help all students improve reading comprehension. Collaborative Teams choose next subject. Teams use data from reading assessments and common assessments to build instructional plans that incorporate learning about reading instruction. 	<ul style="list-style-type: none"> Continue learning theory and practical strategies to help all students improve reading comprehension. Collaborative Teams choose next subject. Teams use data from reading assessments and common assessments to build instructional plans that incorporate learning about reading instruction.



Targeted Instruction when more time and focus is needed

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> Common core time for teams (Grade 5, Grade 6, 7/8 Humanities & 7/8 Math/Science) to regroup students to more specifically meet their learning needs. Define purpose of flexible learning time in relation to: <ul style="list-style-type: none"> Essential Outcomes and Skills More time and focused instruction. Explore models of flexible learning time. Possible trial. 	<ul style="list-style-type: none"> Ongoing review and re-evaluation of purpose of flexible learning time. Continue to explore models of flexible learning time, looking at how to organize students time, priorities and staff communication. Trial flexible learning time, move towards implementation of Westglen model. 	<ul style="list-style-type: none"> Ongoing review and re-evaluation of purpose of flexible learning time. Take what we have learned and make it work!



Specialized Instruction – focus on Foundational Skills

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> Continue to determine reading levels. Learn tier 3 strategies in reading. Determine who is best fit to provide this support in: <ul style="list-style-type: none"> reading. Determine the best time to provide this support in: <ul style="list-style-type: none"> reading. 	<ul style="list-style-type: none"> Continue to learn tier 3 strategies in reading. Re-examine who is best fit to provide this support in: <ul style="list-style-type: none"> reading. Re-examine the best time to provide this support in: <ul style="list-style-type: none"> reading. 	<ul style="list-style-type: none"> Continue to learn tier 3 strategies in reading. Re-examine who is best fit to provide this support in: <ul style="list-style-type: none"> reading. Re-examine the best time to provide this support in: <ul style="list-style-type: none"> reading.



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Beyond Reading...

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> LST will map out common school behaviour expectations. Began process for students to identify if they feel connected to an adult at Westglenn. 	<ul style="list-style-type: none"> Learn about essential outcomes in social/emotional behaviours. For math, writing & social/emotional behaviours: <ul style="list-style-type: none"> determine methods of finding student level. learn about universal & tier 3 strategies in determine who is best fit to provide tier 3 support in: determine the best time (experiment with timetable) to provide tier 3 support. 	<ul style="list-style-type: none"> Learn about essential outcomes in social/emotional behaviours. For math, writing & social/emotional behaviours: <ul style="list-style-type: none"> determine methods of finding student level. learn about universal & tier 3 strategies in determine who is best fit to provide tier 3 support in: determine the best time (experiment with timetable) to provide tier 3 support.
PATs <ul style="list-style-type: none"> Math – keep teacher consistent to develop depth of understanding around curriculum and instructional strategies Social Studies – work with CARC Social Studies consultant 		



2 Parts to the Plan

Learning Plan

- Connect with research
- Connect to expert
- Learn about specific strategies

Application Plan

- Team collaborative time to:
 - Learn essential outcomes
 - Build common assessments
 - Gather data, Analyze data
 - Plan using information from data
 - Observe team members teach.



Other plans...

2015-16

- FNMI
 - buying resources
- Learning commons
 - Flexible learning spaces
 - Professional reading
 - Site visits
- Technology as an accelerator
 - Universal use of technology
 - Assistive Technology
- Building towards common data across schools in Didsbury



How do we know if we are successful?

2015-16

- Teacher Assessment Data (E, P, M, N)
- Reading Data
- Provincial Achievement Tests
- Student Connectedness Data
- Behaviour Data process being created.



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Any feedback?

Feel free to email Principal Carolyn Massel (cmassel@cesd73.ca) with any thoughts you have about Westglen's 3 year plan.