

# West Meadow Elementary School

## 2022-2023 Annual Plan Annual Education Results Report 21-22



### **Mission Statement**

Where Every Student Learns and Belongs

### **Vision Statement**

Building a place where everyone is a valued member of a collaborative team, doing meaningful work in an environment of trust.

## **Alberta Education - Provincial Outcomes**

*Outcome 1: Alberta's students are successful.*

*Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.*

*Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.*

*Outcome 4: Alberta's K-12 education system is well governed and managed*



### **Livingstone Range Wildly Important Goal 1: Leadership**

*Every student and staff member recognizes that their contributions help make their school and the division a better place.*

### **Livingstone Range Wildly Important Goal 2: Culture**

*All staff and students recognize that they are responsible for positive change*

### **Livingstone Range Wildly Important Goal 3: Academics**

*Educators empower students to lead their own learning.*



In early 2021, West Meadow Elementary school began the journey towards becoming a leadership school using the Leader in Me framework. Our school has chosen to operate through a uniquely different lens. Leader in Me is about empowering all our children to reach their full potential while ultimately finding their voice. As a school, we are building towards five core commitments. These Core Paradigms are the belief and way we view all students. At this school we recognize:

- Everyone is a leader.
- Everyone has genius.
- Change starts with me.
- We empower students to lead their own learning.
- Educators and families partner to develop the whole person.

This journey started with all staff completing the personal training on the 7 Habits of Highly Effective People in June of 2020. We are now in our 3rd year of Leader in me and it will continue with training for both a dedicated school leadership team as well as all staff.

## West Meadow Goal 1: Leadership

*Empower highly effective students and adults who are leaders in their school and community*

### School Performance Measures

- Key Measure
  - **MRA: Interpersonal Development: Students build positive relationships through understanding, communicating, and valuing the differences they see in others.**
    - **2021 Rating: 77 Moderately Effective**
    - **2022 Rating: 71 Moderately Effective**
  
- Alternate Measures
  - MRA: Positive Well Being: Students are developing their leadership ability as they engage in the behaviors and mindsets that build resilience and hope.
    - 2021 Rating 75 Moderately Effective
    - 2022 Rating 72 Moderately Effective
  
  - MRA: Self Advocacy: Students work to overcome barriers, problem solve, and find solutions on their own and know how to enlist support as needed.
    - 2021 Rating 77 Moderately Effective
    - 2022 Rating 73 Moderately Effective
  
  - MRA: Student Personal Development: Students take responsibility for their actions and emotions and take initiative to prioritize the things most important to their future.
    - 2021 Rating: 71 Moderately Effective
    - 2022 Rating: 73 Moderately Effective

### School Strategies

- Key Strategies (Year 3)
  - School Lighthouse Team: Develop and implement plans to continue the Leader in Me program through year 3.
  - Further develop Action Teams around Leadership, Culture and Academics
  - CORE 2: Leader in Me Training for all Staff; All new staff trained in CORE 1 & 7 Habits
  - Direct Lessons to all students on the 7 Habits
  - Implement Leadership Jobs across school for students
  - School Goal setting in the areas of academics, social-emotional, and leadership. Including monitoring on a school level

- o Implement Student Lighthouse Team
- o Habits to Home: A monthly student created newsletter and video links that highlight the 7 habits and the impact it is having on our school and students.
- Alternate Strategies
  - o WMES school app for communication and engagement of stakeholders
  - o Deliberately sharing student learning through social media channels
  - o Improved transitions for students entering kindergarten and students exiting WMES to Junior High
  - o Student led assemblies, events and culture days
  - o Student Leadership opportunities both at the classroom and school level
  - o Monthly engagement meetings with admin/lighthouse team and groups of students

### WMES Action Teams: Teaching Students to Lead

Focus: This team will support staff in teaching the 7 Habits and Core Paradigms to students and support staff in integrating those habits and paradigms into daily routines. They will also partner with families to build leadership at home and in the community.

Action Team Planning

- [August Planning](#)
- [September Planning](#)

### WMES Action Teams: Adults Learning and Modelling

No Action Team for 22/23

## West Meadow Elementary Goal 2: Culture

***Nurture a high-trust school culture where every person's voice is heard and their potential is affirmed.***

### School Performance Measures

- Key Measure
  - o **MRA: Trusting Relationships: Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to**
    - 2021 Rating 81 Effective
    - 2022 Rating 79 Moderately Effective

- Alternate Measures
  - MRA School Climate: Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential..
    - 2021 Rating 86 Effective
    - 2022 Rating 82 Effective
  - MRA School Belonging: Students believe they are cared about and understood by the people in their school and feel a sense of belonging.
    - 2021 Rating 71 Moderately Effective
    - 2022 Rating 76 Moderately Effective
  - MRA Student Empowerment: Students feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities
    - 2021 Rating 60 Needs Improvement
    - 2022 Rating 75 Moderately Effective

## School Strategies

- Key Strategies (Year 3)
  - School Lighthouse Team: Develop and implement plans to continue the Leader in Me program through year 3.
  - Further develop Action Teams around Leadership, Culture and Academics
  - CORE 2: Leader in Me Training for all Staff; All new staff trained in CORE 1 & 7 Habits
  - Direct Lessons to all students on the 7 Habits
  - Implement Leadership Jobs across school for students
  - School Goal setting in the areas of academics, social-emotional, and leadership.
  - Direct Parent Education around 7 Habits
- Alternate Strategies
  - Comprehensive school wellness team
    - Wellness Wednesdays
    - Staff Wellness Initiatives
  - School universal free breakfast program
  - School healthy hot lunch program
  - Discovery days exploratory learning program
  - Weekly student support group team meetings
  - FSLC program supporting students need
  - Student Goal setting in area of academics, social-emotional, and leadership
  - Expand place-based learning opportunities

## WMES Action Teams: Leadership Environment

Focus: This team will partner with students and staff to grow positive relationships, create a positive physical environment, and empower students to lead events.

Action Team Planning

- [October Planning](#)

## WMES Action Teams: Share Leadership

Focus: This team will empower students through a Student Lighthouse Team while also expanding school wide leadership roles and creating systems to empower student voice in the school.

Action Team Planning

- [October Planning](#)

## West Meadow School Goal 3: Academics

*Inspire engaged students who are equipped to achieve and entrusted to lead their own learning.*

## School Performance Measures

- **Key Measure (Year 3)**
  - **MRA Instructional Efficacy: Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.**
    - 2021 Rating 80 Effective
    - 2021 Rating 73 Moderately Effective
- **Alternate Measures**
  - STAR Reading Assessments
  - Canadian Achievement Testing (Grades 2 & 5)
  - MRA Student Goals: Students are confident in their ability to set and achieve their goals.
    - 2021 Rating 68 Needs Improvement
    - 2022 Rating 74 Moderately Effective
  - Fountas & Pinnell Reading Benchmark
    - 2021 64% students overall meeting benchmark
  - Final Teacher Awarded Marks on End of Year Report Cards
    - % of Students Meeting Grade Level Expectations in ELA & Math

## School Strategies

- Key Strategies (Year 3)
  - Implementation of Teacher Coaching Model
  - Focusing on common resources throughout the school to facilitate a common language and enhance learning throughout the years
    - 6+1 Writing Traits
    - Math Up
    - Haggerty Phonemic Awareness Program
  - .80 FTE Teacher for Intervention / Learning Support
  - Re-Integrate Collaborative Framework
    - Admin & CR Lead Training
    - Full Staff Training
  - Quick Burst Targeted Literacy Instructions to All Grades
    - 4 week targeted LLI session focusing on literacy needs
  
- Alternate Strategies
  - Fountas & Pinnell assessment and benchmarking for improved understanding of literacy needs of our students
  - Literacy and numeracy school leads
  - Targeted professional development on individual, team and school goals towards building teacher expertise
  - Student Goal setting in area of academics, social-emotional, and leadership
  - Provide built-in collaborative grade-level planning time into weekly schedules
  - Screening / Identifying and targeting students below benchmark
    - Divisional Targeted program

### **WMES Action Teams: Achieve Goals**

Focus: This team will support staff in aligning class WIG's and Individual Student WIG's to the overall school WIG. This will connect to the 4DX process.

Action Team Planning

- [October Planning](#)

### **WMES Action Teams: Empower Learners**

Focus: This team will support staff in setting up the systems and routines for Student Leadership Portfolios.

Action Team Planning

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# Annual Education Results Report 21-22

The 2021/2022 school year continued in the heart of the CoVid Pandemic. While students were at school, there were still many guidelines and restrictions in place. This continued through the first half of the year, and challenges included sparse attendance, tight social perimeters, small learning cohorts, and an extended Christmas break. These restrictions started easing up in February and school returned to “normal” around April. While one may want to compare this year to those of the past, in some ways it was even more difficult. Much of the school effort continued to be on connecting with students and families, mental health supports and starting to identify and focus on learning gaps. Here are a few highlights that do stand out.

- WMES staff continued the Leader in Me journey that was started in 2020. With a base understanding of the 7 Habits of Highly Effective People integrated into our language and interactions with all students, we chose to focus on developing an understanding of goal setting.
- Comprehensive school wellness team and the initiatives brought forward has continued with our strong culture of teacher efficacy, staff empowerment and staff fulfillment.
- Stakeholder communication through comprehensive engagement strategies such as the school app, website and social media have led to a highly effective culture that promotes a school environment that is welcoming.
- WMES held our first ever student leadership day. Our purpose was to provide students with leadership opportunities and open our building for parents and the community to tour and see the great work we have done this year. In total, we had 100 visitors in the two hour open house.
- Literacy Intervention Programs were initiated in grades 1-3, targeting all students in improving their fluency and comprehension. These initiatives included a focus on small group guided reading for 30 minutes each day

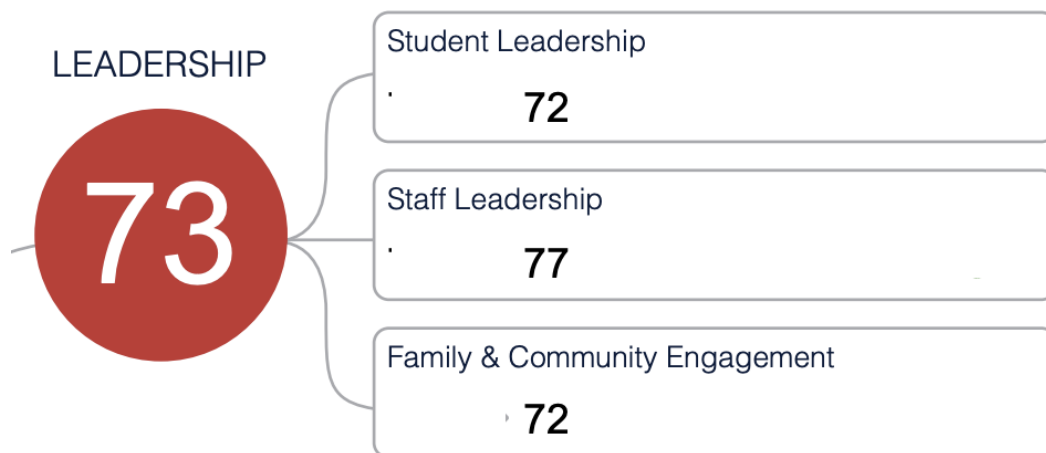
## MRA Results

Our annual Measurable Results Survey (MRA) was given in early May and was meant to represent the WMES stakeholders and their reflections on the 2021/2022 school year. This survey changed from the previous year so exact data transference requires a bit of wizardry. Actual amount of respondents:

- Staff: 18
- Students:152
- Families:56

## Scoring Guide

0-69	Needs Improvement
70-79	Moderately Effective; Room to build this into a strength
80-89	Effective; Area of strength
90-100	Exemplary; Highly effective strength that can be celebrated



## Commentary

- Family and Community Engagement scores show an improvement from the past two years. We originally scored out at a 64, and have **improved to 72**. That being said, we still have room to grow. As we continue to find meaningful ways to bring parents back into the school, we expect to continue to see this number rise. Specifically, we have monthly student led assemblies, increased partnership activities with parent council, more school events and our annual student leadership day. In the next school year we will have our action teams targeting family and community involvement with WMES and our Leader in Me journey.
- Student Leadership scores out as **Moderately Effective**. We are very happy with this score as it is a testament to the work we have done through the year in teaching the 7 habits directly to our students. We would expect this to continue to grow as our students become more comfortable with the foundations of the habits. We have initiated a few key strategies to our school including student led assemblies and a student lighthouse team. We are really excited to see the implications of these changes and how it integrates our students into the decision making in the school.

## CULTURE

78

Supportive Student Environment

77

Supportive Staff Environment

80

### Commentary

- Our School Culture rating stayed relatively the same with a score in the higher end of **Moderately Effective band**.
- An area for celebration is our student empowerment sub score which had **increased significantly** from the previous year. This is a direct result of the work we are doing in empowering our students in decisions around the school and their own academics. This is essential for us. The questions that are asked of students in this category are
  - Do adults at this school ask students how to make the school better?
  - Do students at this school get to help plan or lead school events?
  - Do students have the power to change how things are done at your school?

### Student Empowerment

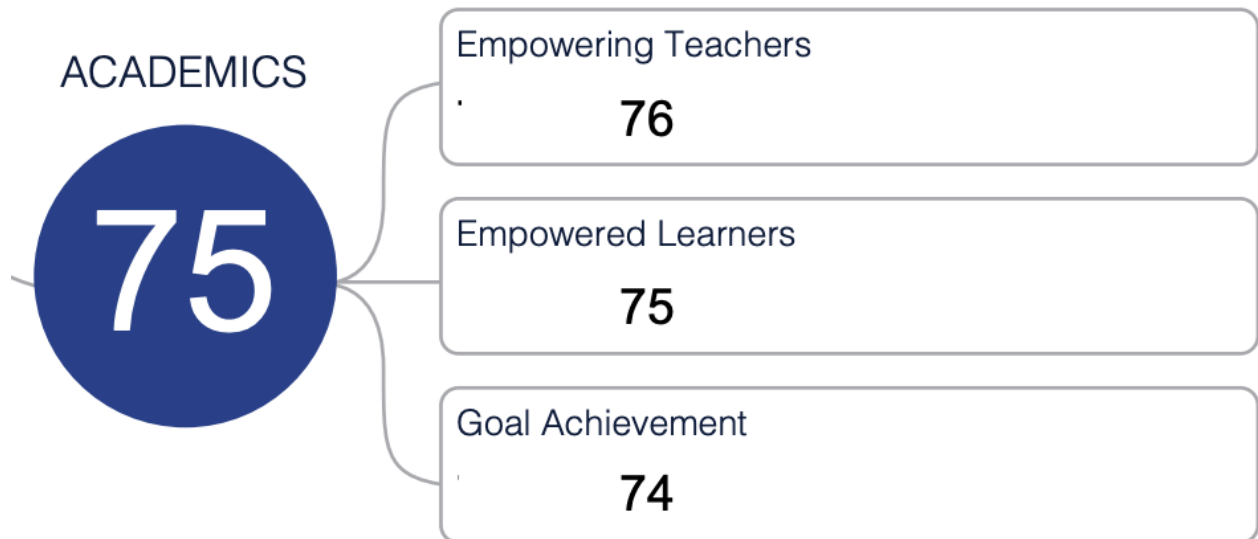
Students feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities.

60

Student Empowerment



75



### Commentary

- All three of the categories score out as **Moderately Effective**. These scores have been still affected by the world wide pandemic. We focused on learning and closing the “covid gaps” There is still a lot of work to be done ahead as some of our academic results haven’t rebounded yet. That being said, our plans include some very focused work in these areas
  - Empowering Learners: We are instituting student portfolios and student goal setting. These two strategies will help empower students to work towards closing their own learning gaps with our teachers' support
  - Empowering Teachers: One of the most important factors in a successful school is instructional efficacy. This is defined as “Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.” All of our learning and coaching plans are targeting this metric. Our belief is that as we increase instructional efficacy, our students will also improve.
  - Goal Achievement saw a huge increase and is also an area for celebration. Our score improved from a *Needs Improvement (60)* to a **Moderately Effective (74)**. A large part of our 21/22 school year involved setting classroom goals, working towards those goals, reflecting, learning and celebrating when they achieve them. Now we are moving towards individual goal setting, tracking and celebrating!

WMES Fountas & Pinnell Results						
June 2022						
Class	Meets / Exceeds Expectations		Approaches Expectations		Does Not Meet Expectations	
	Oct	June	Oct	June	Oct	June
Grade 1	X	57%	X	14%	X	29%
Grade 2	40%	65%	13%	10%	47%	25%
Grade 3	43%	51%	10%	16%	47%	33%
Grade 4	68%	67%	18%	19%	14%	14%
Grade 5	72%	68%	17%	15%	11%	17%
Grade 6	72%	53%	14%	21%	14%	26%
Totals	64%	60%	14%	15%	27%	24%

Meets or Exceeds Expectations	Approaching Expectations	Does Not Meet Expectations
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Year Over Year Comparison				
2022 Class	Meets / Exceeds Expectations		Does Not Meet Expectations	
	2021	2022	2021	2022
Grade 1 Cohort	X	57%	X	43%
Grade 2 Cohort	43%	65%	57%	35%
Grade 3 Cohort	45%	51%	55%	49%
Grade 4 Cohort	88%	67%	12%	33%
Grade 5 Cohort	76%	68%	24%	32%
Grade 6 Cohort	63%	53%	37%	47%
Totals	59%	60%	41%	40%

## Commentary

- We have seen success at closing the gaps in our reading levels in the division one area. This is due to the hard work of all staff and students, and the increased focus on literacy through the intervention programs at those grades.
- We have seen a continued slide in literacy in our division two area. We also have seen a decrease in participation in home reading at this level as well.
- Overall, WMES is still not where we want to be with students reading. With only 60% of students reading at grade level, we need to make drastic changes to how we are meeting our students' needs. We have a moral imperative to make changes and engage our parents in helping us combat this slide. Here are some specific key strategies we are implementing in the upcoming year
  - We have hired a .8 FTE intervention teacher. (Actually two .40 FTE teachers who are experienced retired teachers) to help lead the intervention in the school.
  - We have instituted a school wide intervention program. We will be implementing a rotating 4 week small group guided reading focus for ALL students. Students will be grouped according to their reading levels as determined by STAR. Instruction will be focused on closing the gaps that have been identified and extending those who are meeting grade level expectations.
  - We have introduced a school wide WIG that 100% of students will grow in reading by the end of the school year. Through monitoring of lead and lag measures, we expect that we will see a stop to the slide and the start of closing the gaps that exist.

### School: 6321 West Meadow Elementary School

Assurance Domain	Measure	West Meadow Elementary 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	<a href="#">Student Learning Engagement</a>	81.6	86.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.2	85.0	87.6	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	82.0	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	16.9	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	96.3	95.4	94.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.3	89.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	90.6	87.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	69.7	86.1	81.5	78.8	79.5	81.5	Very Low	Declined	Concern

## Commentary

- Overall results from the Alberta Education Assurance Measures have us with strong numbers around culture and Citizenship. The scores also have us in an area of concern with parental involvement. With these measures going through a transition, in combination with the global pandemic, comparison year over year continues to be difficult.
- Also important to know: Only 6 parents and 40 students completed. Small representation. We have much more accurate and representative data in our MRA survey.

### **Provincial Achievement Tests**

This was the first year in over 3 years that our students have written the PATs. The 2021/2022 school year continued in the heart of the CoVid Pandemic. While students were at school, there were still many guidelines and restrictions in place. This continued through the first half of the year, and challenges included sparse attendance, tight social perimeters, small learning cohorts, and an extended Christmas break. These cumulative tests are representative of the students' knowledge on one particular day at the end of June.

Subject	% of Students Who Achieved Standard Acceptable or Above	% of Students Who Achieved Standard of Excellence	% of Students Who Achieved Below Acceptable Standard
<b>LA: Writing</b>	<b>84</b>	<b>19</b>	<b>16</b>
<b>LA: Reading</b>	<b>82</b>	<b>29</b>	<b>18</b>
<b>Science</b>	<b>78</b>	<b>17</b>	<b>22</b>
<b>Social</b>	<b>71</b>	<b>7</b>	<b>29</b>
<b>Math</b>	<b>61</b>	<b>10</b>	<b>39</b>

#### Commentary

- Overall results from the PATs are disappointing. Students struggled with the Math exam specifically. This year, our current grade 6 teachers are shifting the way they teach math. They are mapping outcomes on Math Assignments and tests, allowing for a more critical look at gaps that may exist with current students. They are also focusing on having students gain a solid foundation in basic math skills. We have also switched to the new curriculum that is in place from Alberta Education.
- Literacy instruction continues to be a focus in our school. As we have shifted to a writers workshop model for teaching writing through all grade levels, we will continue to see an improvement in writing skills and PAT test scores as we move forward.
- Both the Science and Social PAT's are content based reading comprehension tests and as we focus on our reading strategies, we are expecting to see a rise in scores as well.