

West Meadow Elementary School

2023-2024 Annual Plan Annual Education Results Report 22-23



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.



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 4th year of Leader in me and it will continue with training for both a dedicated school leadership team as well as all staff.

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.

LRSD Leadership WIG

LRSD student leadership, as measured by the Measurable Results Assessment (MRA), will increase from 69% to 80% by June 2026.

SEE: Leadership Goal

WIG: West Meadow Elementary School students will increase personal development from 79% - 85% by May 2024.

- o 2021 Rating: 71 Moderately Effective
- o 2022 Rating: 73 Moderately Effective
- o 2023 Rating: 79 Moderately Effective

Student Leadership | Personal Development

Paradigm: Everyone Can Be A Leader

Achieving growth in these areas would ultimately impact students in the following ways:

- Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.

DO: Lead Measures/Strategies

- Key Strategies (Year 4)
 - o Implement regular common time to coordinate teaching of 7 habits to all students
 - o Investigate moving into CORE 3: Leader in Me Training for all Staff; All new staff trained in CORE 1/2 & 7 Habits

- o West Meadow Elementary school will host a celebration of learning rather than the traditional March parent teacher interviews
- o All students will intentionally create and reflect on their Leadership portfolios as students discover interests, abilities, passions, and goals. These will be shared with parents regularly, although specifically at the March celebration of learning.
- o School Goal setting in the areas of academics, social-emotional, and leadership. Including monitoring on a school level
- o Further develop 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.
- o All Lighthouse Team members will create Leadership portfolios

GET: Lag Measures

- o 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
 - 2023 Rating: 78 Moderately Effective

- o 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
 - 2023 Rating: 82 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.
 - o 2021 Rating 77 Moderately Effective
 - o 2022 Rating 73 Moderately Effective
 - o 2023 Rating: 82 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.
 - o 2021 Rating: 71 Moderately Effective
 - o 2022 Rating: 73 Moderately Effective

LRSD Culture WIG

Livingstone Range School Division supportive student environments as measured by the Measurable Results Assessment will increase from 73% to 80% by June 2026.

SEE: Culture Goal

WIG: West Meadow Elementary School students will increase trusting relationships from 80% - 85% by May 2024.

- o 2021 Rating: 81 Effective
- o 2022 Rating: 79 Moderately Effective
- o 2023 Rating: 80 Effective

Supportive Student Environment | Trusting Relationships

Paradigm: Change starts with me.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students will have a high-trust relationship with at least one staff member they feel comfortable with and can connect to.

DO: Lead Measures/Strategies

- Key Strategies (Year 4)
 - o School Lighthouse Team: Develop and implement plans to continue the Leader in Me program through year 4.
 - o Investigate moving into CORE 3: Leader in Me Training for all Staff; All new staff trained in CORE 1/2 & 7 Habits
 - o Expand Leadership Jobs across school for students
 - o Introduce Student Led Clubs
 - o Track every student in relation to connections to school/staff (clubs, sports, extra curricular activities, leadership roles) through monthly CTM meetings with each grade team during their collab time and joined by LST.

GET: Lag 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
 - 2023 Rating 79 Moderately 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
 - 2023 Rating 83 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
 - 2023 Rating 85 Effective

LRSD Academics WIG

LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.

- Cumulative PAT results will increase from 62.2% to 80% acceptable standard by June 2026.
- Cumulative -1 DIP results will increase from 67.8% to 95% acceptable standard by June 2026.
- Cumulative -2 DIP results will increase from 69.4% to 85% acceptable standard by June 2026.

SEE: Academics Goal

WIG | 100% of WMES students will set and track monthly individual academic goals

Goal Achievement | Student Goal Support

Paradigm: Everyone has genius.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.
- Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.

DO: Lead Measures

Key Strategies (Year 3)

- All staff will teach and guide students in creating short term and long term goals, strategies and tracking achievements through LIM (leadership notebooks). Specifically, students will set and track monthly academic goals. This will be our School Wide WiG focus and we track the number of students setting and achieving their monthly targets.
- 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
- UFLI Phonics Program
- Heggerty
- Quick Burst Targeted Literacy Program for All Grades
 - 4 week targeted LLI session focusing on literacy needs
- Targeted Monthly embedded time for staff to work on their Professional Growth Plans designed to improve instructional efficacy and student learning

GET: Lag Measures

- 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
 - 2022 Rating 73 Moderately Effective
 - 2023 Rating 79 Moderately Effective
- 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
 - 2023 Rating 80 Effective
- STAR Reading Assessments: % of students who meet acceptable standard
 - 2021 Rating 59%
 - 2022 Rating 60%
 - 2023 Rating
- Canadian Achievement Testing (Grades 2 & 5) % of students who meet acceptable standard
 - 2023 Rating
- Provincial Diagnostic Tests (CC3, LeNs) % of students who meet acceptable standard
 - 2022 Rating
 - 2023 Rating
- Final Teacher Awarded Marks on End of Year Report Cards
 - % of Students Meeting Grade Level Expectations in ELA & Math

HIGHLY EFFECTIVE PRACTICES

Implemented frameworks/systems to continue:

Leadership

- School Lighthouse Team: Develop and implement plans to continue the Leader in Me program through year 4.
- All staff members will be part of Action Teams around Leadership, Culture and Academics, which is the framework for decision making around school improvement.
- WMES school app for communication and engagement of stakeholders
- Deliberately sharing student learning through social media channels
- Improved transitions for students entering kindergarten and students exiting WMES to Junior High
- Student led assemblies, events and culture days
- Student Leadership opportunities both at the classroom and school level
- Implement Leadership Jobs across school for students
- Use and develop Student Lighthouse Team (2nd year of existence)

Culture

- 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
- Continued growth of social and emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness and healthy relationships in our core classes coupled with a specific focus in health classes and lunch work groups with FSL Quinn Sampson.

Academics

- 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
- Continuation of common divisional assessments: Literacy: STAR Reading, LeNS, CC3, EYE-TA, Numeracy: CAT4 (Grades 2 and 5)

Annual Education Results Report 22-23

(Currently in Draft)

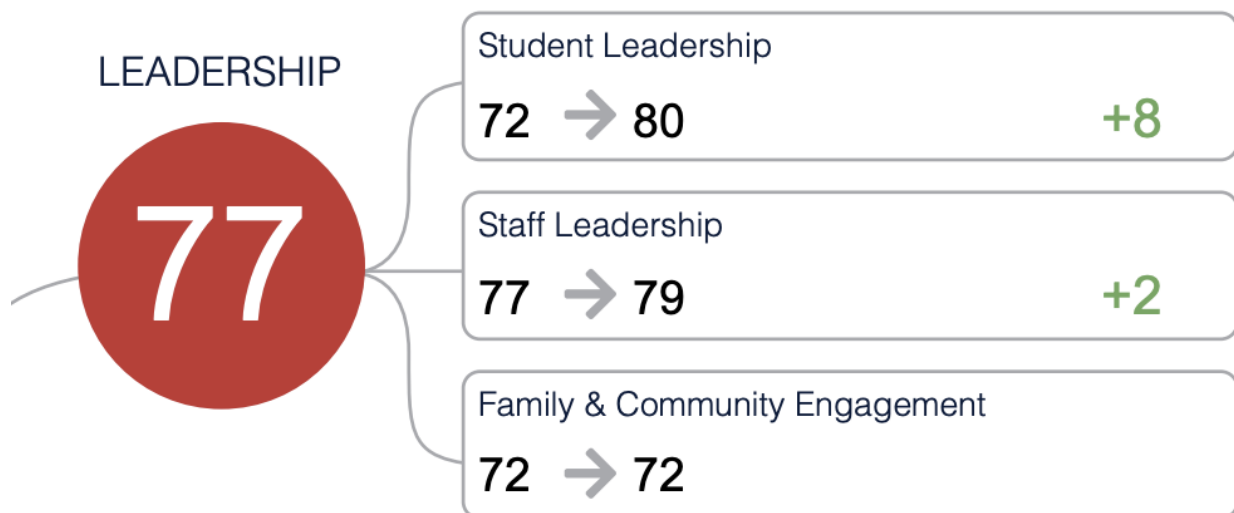
MRA Results

Our annual Measurable Results Survey (MRA) was given in early May and was meant to represent the WMES stakeholders and their reflections on the 2022/2023 school year. The number of respondents is statistically significant for all areas and this would be considered a valid survey. Actual amount of respondents:

- Staff: 27
- Students:120
- Families:54

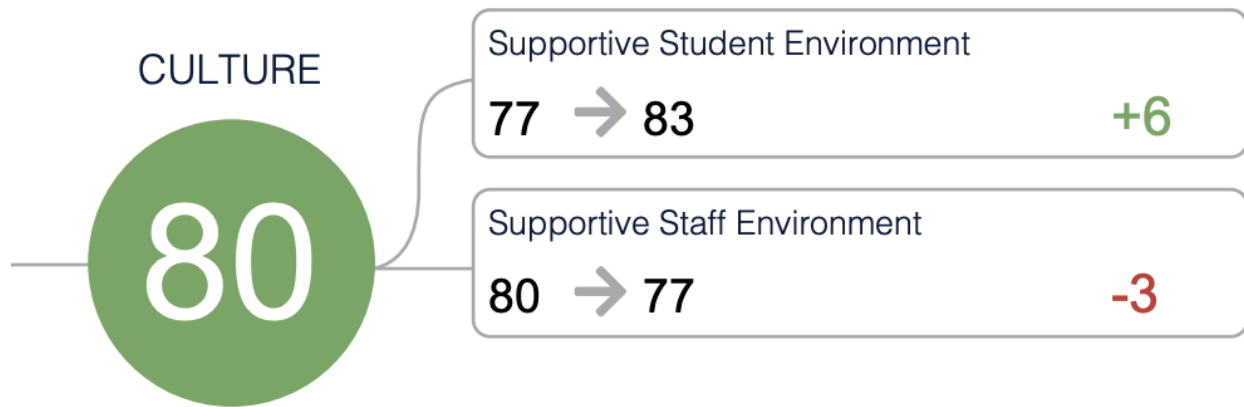
Scoring Guide

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



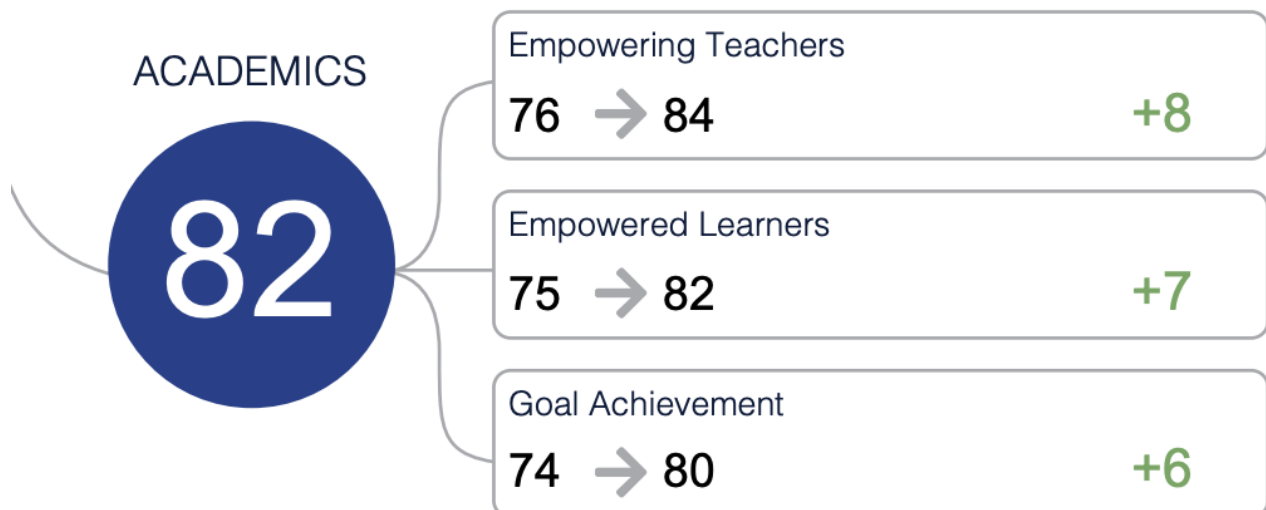
Commentary

- Overall, we improved from a 72 to a 77 score in the Leadership area, with the largest growth area occurring in Student Leadership. This takes us farther along in the **Moderately Effective Band**.



Commentary

- Our School Culture increased slightly as we now find ourselves in the **Effective band**.



Commentary

- Academics was our biggest area of growth and cause for celebration in our MRA data. All three sub categories showed improvement, leading to an overall improvement of 7 points. bringing us into the **Effective** range,