

West Meadow Elementary School

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



Mission Statement

Where Everyone 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 (Grade 5)

Annual Education Results Report 22-23

The 2022/2023 school year was as “normal” as we have experienced since before the Covid pandemic. That being said, the shifting educational landscape continues to bring about changes in education. We implemented mandatory curriculum changes in language arts, math and in Grades K-3 and physical education/wellness in grades K-6. We were involved in optional implementation of a new curriculum in language arts in grades 4-6, as well as Mathematics in grade 6. Our classroom dynamics continue to shift, and with over 10% of our students who are English as Additional Language Students (EAL) our school boasts a growing representation of the world around us. Other highlights include:

- 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 helping our students develop an understanding of the power of goal setting..
- WMES held our second student leadership day. It was an amazing event that had over 100 students participating in leadership activities of one kind or another while family and community members toured our school and took part in our amazing student showcase.
- Literacy Intervention Programs continued throughout our building for all students, targeting phonics instruction, improved fluency and increased comprehension. These initiatives included a focus on small group guided instruction for 30 minutes each day over 4 weeks. This process was then repeated two more times for a combined targeted instruction of 12 weeks or approximately 24 hours.

Perception Data

MRA Results

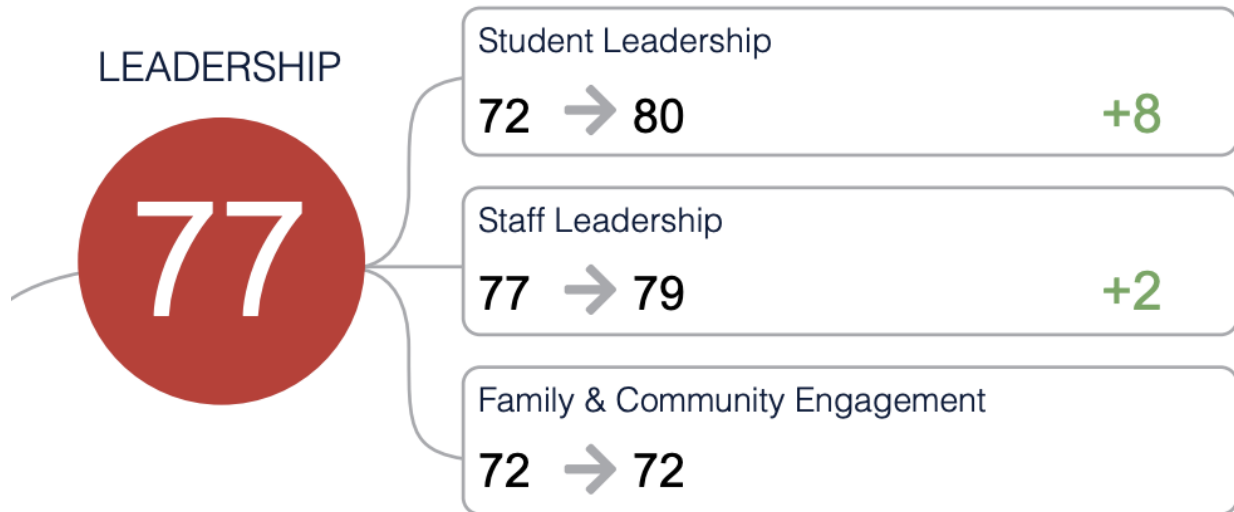
Our annual Measurable Results Survey (MRA) was given in early May and was meant to represent the WMES stakeholders and their reflections on the 2022/2023 school year. The number of respondents is statistically significant for all areas and this would be considered a valid survey. Actual amount of respondents:

- Staff: 27

- Students:120
- Families:54

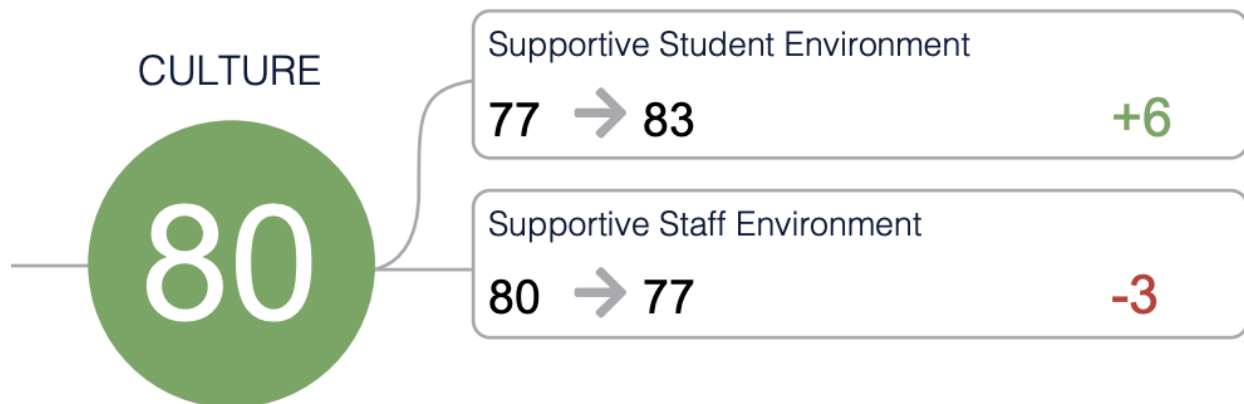
Scoring Guide

| | |
|--------|---|
| 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

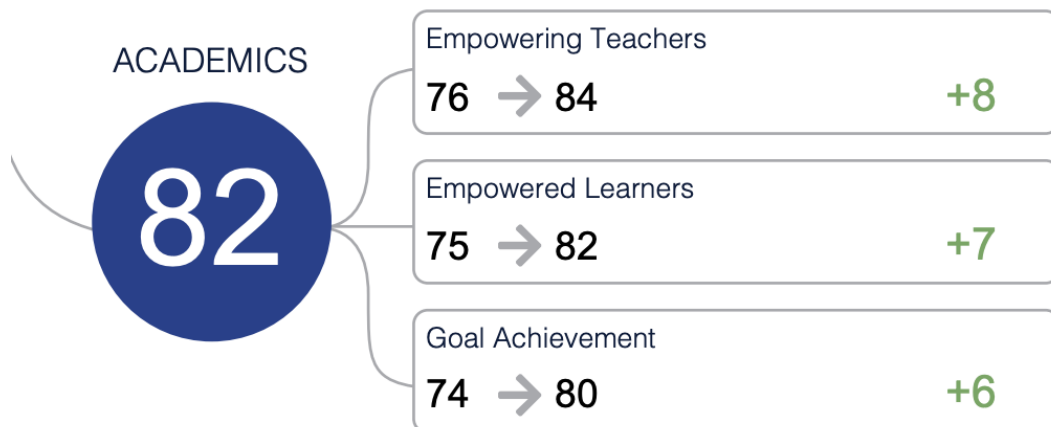
- Overall, we improved from a 72 to a 77 score in the Leadership area, with the largest growth area occurring in Student Leadership. This takes us farther along in the **Moderately Effective Band**.
- Leadership is really known as the area for personal development. As a school, we continue to find ways to help our students grow as individuals. We have increased our opportunities for all students to take an active part in helping grow our school. We are also now tracking individual students and whether they participate in these opportunities. This will give us a real look at how many students are taking part and developing.



Commentary

- Our School Culture overall increased slightly as we now find ourselves in the **Effective band**. We continue to see overall growth in our supportive student environment, as year over year numbers continue to increase.
- One challenge we are facing is a slight decrease in supportive staff environment numbers. Our results can be attributed to numerous factors including;
 - the increasing complexity of the classroom
 - shifting demands on a teacher's time
 - decreasing resources and financial support from Alberta education and
 - the presence of a wide scale curriculum change

We will continue to investigate ways to mitigate the shifting climate while maintaining our high standards of great schooling.



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. This is a testament to the hard working staff at WMES and their efforts to provide the best experience possible for all our students.

Overall Perception Data

| | 2023 | 2022 | 2021 | 2020 |
|------------|------|------|------|------|
| Leadership | 77 | 73 | 72 | 71 |
| Culture | 80 | 78 | 78 | 72 |
| Academics | 82 | 75 | 74 | 67 |
| Overall | 79 | 75 | 74 | 70 |

- These results are over the course of WMES becoming a Leader in Me school.*

Alberta Assurance Data

This is an annual survey that is given in March/April to all students in grade 4, parents of those students, and teaching staff. the number of survey takers this year is as follows

- Parents: 14
- Students: 37
- Teachers: 18

| 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 | Student Learning Engagement | 85.2 | 81.6 | 81.6 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 88.4 | 90.2 | 89.1 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 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 | 63.2 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 12.9 | 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 |
| Teaching & Leading | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| | Education Quality | 92.5 | 96.3 | 96.5 | 88.1 | 89.0 | 89.7 | Very High | Declined | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 92.4 | 92.3 | 92.3 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 78.1 | 90.6 | 90.6 | 80.6 | 81.6 | 81.6 | n/a | Declined | n/a |
| Governance | Parental Involvement | 68.6 | 69.7 | 74.6 | 79.1 | 78.8 | 80.3 | Very Low | Maintained | Concern |

Commentary

- Overall results from the Alberta Education Assurance Measures have us with strong numbers around Student Learning Environment, Culture (WCRSLE), Education Quality 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.
- Small representation of overall stakeholders. We have much more accurate and representative data in our MRA survey.

Provincial Achievement Tests

This was the second year of PATs returning to schools.. These cumulative tests are representative of the students' knowledge on one particular day at the end of June. As WMES piloted the new grade 6 math curriculum, we were not required to write the grade 6 Math PAT. Other contributing factors include a grade 6 teacher who went on leave in May, at which time we split into three classes.

Acceptable Standard

| Subject | % of Students Who Achieved Standard Acceptable or Above | Provincial Average of % of Students Who Achieved Standard Acceptable or |
|---------|---|---|
|---------|---|---|

| | | |
|--------------------|------------|-----------|
| | | Above |
| LA: Writing | 89 | 89 |
| LA: Reading | 89 | 89 |
| Science | 83 | 66 |
| Social | 75 | 66 |
| Math | N/A | 64 |

Standard of Excellence

| Subject | % of Students Who Achieved Standard of Excellence | Provincial Average of % of Students Who Achieved Standard of Excellence |
|--------------------|---|---|
| LA: Writing | 16 | 15 |
| LA: Reading | 29 | 40 |
| Science | 22 | 22 |
| Social | 13 | 18 |
| Math | N/A | 15 |

Year over Year Provincial Achievement Test Results: Acceptable Standard

| | 2023 | | 2022 | |
|--------------------|-------------------|--------------------|-------------------|--------------------|
| | WMES Acceptable % | Provincial Average | WMES Acceptable % | Provincial Average |
| LA: Writing | 89 | 89 | 84 | 91 |
| LA: Reading | 89 | 89 | 82 | 86 |
| Science | 83 | 66 | 66 | 71 |
| Social | 75 | 66 | 59 | 67 |
| Math | N/A | 64 | 51 | 63 |

Year over Year Provincial Achievement Test Results: Excellence

| | 2023 | | 2022 | |
|--------------------|-------------------|--------------------|-------------------|--------------------|
| | WMES Excellence % | Provincial Average | WMES Excellence % | Provincial Average |
| LA: Writing | 16 | 15 | 19 | 15 |
| LA: Reading | 29 | 40 | 29 | 40 |
| Science | 22 | 22 | 17 | 24 |
| Social | 13 | 18 | 7 | 20 |
| Math | N/A | 15 | 10 | 12 |

Commentary

- Overall results from the PATs show an improvement from the previous year. Points of celebration include:
 - Participation rates that far exceed the provincial average. With over 95% of our students who write the exam, compared to 83% of provincial students, we are proud of all our students and consistently try to ensure all students have an opportunity to see how they do on the PATs.
 - Our Science and Social exam scores are considerably higher than that of the province.
 - 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.
- Areas for growth include:
 - Numeracy instructions and learning continue to be an ongoing challenge in our school. With the integration of the new curriculum, all our teachers are striving to improve the foundation for our students in numeracy. This will continue to be a focus moving forward as we strive to improve our scores on all Math assessments, including PATs
 - As we continue to move forward with our literacy instruction and intervention, our hope is to challenge our students to increase the students meeting standards of excellence. (reading & writing)

Grade Level School Data

| June 2023 Reading Scores | | | | | |
|---------------------------------|-----|------|-----------------|-----------------------|------|
| % of Meeting Standard | | | | | |
| | CC3 | Lens | STAR Assessment | Teacher Awarded Marks | PATs |
| Grade 1 (54) | 87% | 80% | 48% | 76% | |
| Grade 2 (59) | 86% | 86% | 59% | 75% | |
| Grade 3 (45) | 82% | | 47% | 58% | |
| Grade 4 (43) | 72% | | 35% | 67% | |
| Grade 5 (38) | | | 39% | 66% | |
| Grade 6 (47) | | | 31% | 53% | 89% |

- CC3 (Castles and Colheart 3 is a government mandated screen for students in grades 1-4 that is designed to identify the nature of a student’s reading difficulties.
- LeNS (English Letter Name-Sound is a government mandated screener for students in Grades 1 & 2 that is designed to assess a student’s ability to sound out single letters and letter combinations
- STAR Assessment is a division wide screener that measures reading comprehension based on cloze sentences and reading passages.
- Teacher Awarded Marks are professional opinions based on triangulation of all the data. Teachers are reporting on whether students are meeting grade level expectations.
- PATs are government mandated exams for all students in grade 6. They are given on one specific day and measure the learning for the whole year based on the single test.

| 2022 / 2023 STAR Assessment Annual Growth Report | |
|---|--|
| High Growth / Low Proficiency 23% | High Growth / High Proficiency 46% |
| Low Growth / Low Proficiency 20% | Low Growth / High Proficiency 11% |

| June 2023 Numeracy Scores | | |
|----------------------------------|---------------------------|-----------------------|
| % of Meeting Standard | | |
| | Alberta Numeracy Screener | Teacher Awarded Marks |
| Grade 1 (54) | 80% | 86% |
| Grade 2 (59) | 75% | 80% |
| Grade 3 (45) | 84% | 84% |
| Grade 4 (43) | 86% | 84% |
| Grade 5 (38) | | 74% |
| Grade 6 (47) | | 70% |

- Alberta Numeracy Screener is a government mandated screener for students in Grades 1 -4 that are a collection of tasks designed to help teachers understand their students' underlying knowledge of the number system, basic number operations and proportional reasoning skills.
- Teacher Awarded Marks are professional opinions based on triangulation of all the data. Teachers are reporting on whether students are meeting grade level expectations.

| <i>Year Over Year Comparison Reading Benchmarking STAR Assessment</i> | | | |
|---|-------------------------------------|------------|----------------|
| Current Class | Meets / Exceeds Expectations | | |
| <i>22/23 School Year</i> | September 2022 | June 2023 | September 2023 |
| Grade 1 Cohort | X | 50% | 35% |
| Grade 2 Cohort | 22% | 59% | 55% |
| Grade 3 Cohort | 47% | 47% | 57% |
| Grade 4 Cohort | 33% | 35% | 44% |
| Grade 5 Cohort | 41% | 39% | 49% |
| Grade 6 Cohort | 26% | 32% | N/A |
| Totals | 33% | 50% | 46% |

Commentary

- Grade level data shows a different picture depending on what you choose to target. For example
 - Government screens in grades 1-3 show a high % of students meeting the “on target” assessment level.
 - STAR Reading assessments show a different picture, but are based on American Standardized norms. When looking at the growth over the current year, we saw pretty stagnant movement in all grades except grade 2. This essentially means that we are seeing few students move from one category to the next. We also see a significant “summer slide” for students coming out of grade 1 and starting grade 2.
 - There is a challenge in interpreting the various streams of data and comparing them to each other. For example, in grade 6 there is a vast discrepancy between the three different measures.
- Our WMES Wildly Important Goal last year was to see 100% of our students improve in their Reading as measured by the STAR Assessment. We accomplished this measure, showing 69% of students showing High Growth according to this same assessment.
- Ultimately, the power from grade level data will be measuring growth over time. As we continue to capture the data, evaluate our results, and adjust the way we are teaching to the needs of the students, we will be able to see the true impact on learning.