West Meadow Elementary School

2024-2025 Annual Plan

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.

WMES Students will have set and achieved 1800 personal WIGS by May 2025.

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 5th 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's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

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

ALBERTA ASSURANCE REPORT - Fall 2024

Alberta
Government

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

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	Student Learning Engagement	85.4	85.2	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.2	88.4	89.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	75.0	75.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	12.5	12.5	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	92.5	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	92.4	92.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.4	78.1	84.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.4	68.6	69.2	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

currently spring 2024

Measurable Results Survey - Spring 2024

OVERALL LIM SCORE

79

LEADERSHIP

78

Student Leadership
78 → 79   +1

Staff Leadership
79 → 82   +3

Family & Community Engagement
73 → 73

CULTURE

81

Supportive Student Environment
85 → 84   -1

Supportive Staff Environment
77 → 79   +2

ACADEMICS

79

Empowering Teachers
84 → 78   -6

Empowered Learners
82 → 80   -2

Goal Achievement
79 → 79

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 78% - 85% by May 2025.
- o 2021 Rating: 71 Moderately Effective
- o 2022 Rating: 73 Moderately Effective
- o 2023 Rating: 78 Moderately Effective
- o 2024 Rating: 78 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
  - 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 All Lighthouse Team members will create Leadership portfolios

GET: Lag Measures

- ○ 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: 76 Moderately Effective
  - ▪ 2024 Rating: 77 Moderately Effective

- ○ 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: 81 Effective
  - ▪ 2024 Rating: 79 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
  - ○ 2023 Rating: 82 Effective
  - ○ 2024 Rating: 81 Effective

- ● 100% of students will have participated in leadership activities in school and community activities.

- ● West Meadow School will have a Leadership Day as planned and facilitated by both staff and students before June 2025.

- ● 100% of WMES students will have a Leadership Portfolio to be shared with their family at our Celebration of Learning (March 2024)

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 85% - 90% by May 2024.
- o 2021 Rating: 81 Effective
- o 2022 Rating: 79 Moderately Effective
- o 2023 Rating: 80 Effective
- o 2024 Rating: 85 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
  - o School Lighthouse Team: Develop and implement plans to continue the Leader in Me program through year 5.
  - o Investigate moving into CORE 3: Leader in Me Training for all Staff; All new staff trained in CORE 1/2 & 7 Habits
  - o Continue to 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)
  - o Explore Student Service Learning to enhance opportunities for students to build on leadership skills within the school and community

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..
  - o 2021 Rating 86 Effective
  - o 2022 Rating 82 Effective
  - o 2023 Rating 79 Moderately Effective
  - o 2024 Rating: 86 Effective

- **MRA School Belonging:** Students believe they are cared about and understood by the people in their school and feel a sense of belonging.
  - o 2021 Rating 71 Moderately Effective
  - o 2022 Rating 76 Moderately Effective
  - o 2023 Rating 83 Effective
  - o 2024 Rating 81 Effective

- **MRA Student Empowerment:** Students feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities
  - o 2021 Rating 60 Needs Improvement
  - o 2022 Rating 75 Moderately Effective
  - o 2023 Rating 85 Effective
  - o 2024 Rating 85 Effective

- 80% of students in grades 4-6 will participate in a leadership opportunity or school team/club.

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 participating in provincial assessments and screening will meet the acceptable/satisfactory standard, or at minimum show a years growth for a year of learning

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
- 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.
- Focusing on common resources throughout the school to facilitate a common language and enhance learning throughout the years
  - 6+1 Writing Traits
  - Jump Math
  - UFLI Phonics Program
  - Heggerty

- Grades 1 - 6 will write diagnostic, standardized assessments in reading, writing and mathematics to determine level of ability and inform teaching practice
- All learners receive the differentiated academic, cultural and social-emotional support they need to be successful learners and active members of the school community.
- All staff will engage in targeted numeracy professional development (Peter Liljedahl, Graham Fletcher and Kathy Charchun (SAPDC)).
- Staff will analyze student assessment data and implement interventions as necessary using Collaborative Response. All stakeholders will work together to create an academic plan to support students unable to achieve grade level expectations.
- Refine our Collaborative Response Model through professional development and CRM meetings to deepen and strengthen our collaborative response structures and processes for all students.
- Create a continuum of support for numeracy, literacy and behaviour.
- All staff will continue to engage in professional development specific to visible learning, collaborative response, and socio-emotional 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
    - 2024 Rating 76 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 78 Moderately Effective
    - 2024 Rating 79 Moderately Effective

- STAR Reading Assessments: % of students who meet acceptable standard
    - 2021 Rating 59%
    - 2022 Rating 60%
    - 2023 Rating 62%
    - 2024 Rating

- Provincial Diagnostic Tests (CC3, LeNs) % of students who meet acceptable standard
    - 2023 Rating 84%
    - 2024 Rating 84%

- Provincial Achievement Tests (Grade 6) % PATs written where students met acceptable standard
    - 2023 Rating 78%
    - 2024 Rating

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
- 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

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)