

West Meadow Elementary School

2020-2021 Annual Plan



Vision Statement

Where Every Student Learns and Belongs

Mission 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 2020, West Meadow Elementary school has begun 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 see that:

- 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. It will continue over the next few years with training for both a dedicated school leadership team as well as all staff.

West Meadow Elementary Goal 1: Leadership

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

School Performance Measures

- Key Measure (Year 1)
 - MRA: Personal Effectiveness: Students take responsibility for their actions, set goals, and persist even when things are difficult.
- Alternate Measures
 - MRA: Confidence: Students like themselves and feel proud of who they are.
 - MRA: Group Leadership: Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths.
 - Accountability Pillar Measures (If available)
 - Our School Survey (If available)

School Strategies

- Key Strategies (Year 1)
 - School Lighthouse Team: Create, develop and implement to start the Leader in Me plan.
 - Implement Action Teams around Leadership and Culture
 - CORE 1: Leader in Me Training for all Staff
 - Direct Lessons to all students on the 7 Habits
- Alternate Strategies
 - 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
 - Investigate ways for school student leadership team during pandemic
 - Student led events and culture days
 - Operation Christmas Child: Grade 3 team school fundraiser

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 (Year 1)
 - MRA School Belonging: Students feel happy to be an important part of the school community and feel that people at school care about and understand them. A strong sense of belonging has a positive influence on student engagement and performance.

- Alternate Measures
 - MRA School Climate: The overall feeling or character of a school; it can refer to aspects such as whether a school feels welcoming and supportive or unsafe.
 - MRA Learning Engagement: Students feel excited to learn as much as they can in class and actively work toward their goals.
 - Accountability Pillar Measures (If available)
 - Our School Survey (If available)

School Strategies

- Key Strategies (Year 1)
 - School Lighthouse Team: Create, develop and implement to start the Leader in Me plan.
 - Implement Action Teams around Leadership and Culture
 - CORE 1: Leader in Me Training for all Staff
 - Direct Lessons to all students on the 7 Habits
 - Focus on building a physical environment that celebrates the 7 Habits

- Alternate Strategies
 - Comprehensive school wellness team
 - Wellness Wednesdays
 - Staff Wellness Initiatives
 - School universal free breakfast program
 - School healthy hot lunch program
 - Investigate ways to re-introduce Discovery days exploratory learning program
 - Weekly student support group team meetings
 - FSLC program supporting students needs

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 1)
 - Final Teacher Awarded Marks on End of Year Report Cards
 - % of Students Meeting Grade Level Expectations in ELA & Math

- Alternate Measures
 - MRA Student Motivation: Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths.
 - MRA Growth Mindset: Students are choosing healthy behaviors for their body and mind.
 - Fountas & Pinnell Reading Benchmark
 - % of students meeting benchmark
 - MIPI Assessments
 - % of students meeting benchmark
 - Accountability Pillar Measures (If available)
 - Our School Survey (If available)

School Strategies

- Key Strategies (Year 1)
 - Integrate Collaborative Response
 - Admin & CR Lead Training
 - Full Staff Training
 - Provide built-in collaborative grade-level planning time into weekly schedules

- Alternate Strategies
 - Fountas & Pinnell assessment and benchmarking for improved understanding of literacy needs of our students
 - MIPI analysis and strategic grade level planning to improve math results based on MIPI data.
 - Literacy and numeracy school leads
 - Targeted professional development on individual, team and school goals towards building teacher expertise

2019/2020 Results

The 2019/2020 school year was like no other. In March 2020, the world entered into what is now known as the CoVid Pandemic. This caused a complete system shutdown across the province, the country and much of the world. For WMES, our classes moved to an online learning environment for the remainder of the school year (3 ½ months). Through this time, all government provincial tests and accountability measures were cancelled, and regular assessments became formative by nature. Much of the school effort was put on connecting with students and families, growing in technological pedagogy and mental health supports. While it is difficult to comment on specific goals, there are a few highlights that do stand out.

- WMES Staff completed an intensive study of Kids These Days by Dr. Jody Carrington leading to an dedicated focused on student social/emotional learning and staff wellness
- Comprehensive school wellness team and the initiatives brought forward has led to a strong culture of teacher efficacy, staff empowerment and staff fulfillment. (See Appendix 1: MRA Results)
- 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. (See Appendix 1:MRA Results)
- Digital assessment portfolio pilot in Kindergarten and Grade 1 led to increased ongoing meaningful engagement around student learning. This pilot is now expanded into a full division one pilot involving SeeSaw.
- Staff completed training on the 7 Habits of Highly Effective People in preparation for WMES becoming a leadership school using the Leader in Me framework.

Fountas & Pinnell Reading Benchmark Summary (Oct 2020)

*Baseline

| WMES Fountas & Pinnell Results | | | | | |
|---|-----------------------------|---------------------------|--------------------------------|-----------------------------------|---------------|
| <i>October 2020</i> | | | | | |
| <i>Compared to Beginning of Year: Current Grade</i> | | | | | |
| Class | Exceeds Expectations | Meets Expectations | Approaches Expectations | Does Not Meet Expectations | Totals |
| Grade 2 | 3 | 3 | 3 | 22 | 31 |
| Grade 3 | 19 | 4 | 4 | 6 | 33 |
| Grade 4 | 2 | 9 | 15 | 10 | 36 |
| Grade 5 | 11 | 3 | 6 | 15 | 35 |
| Grade 6 | 17 | 11 | 4 | 17 | 49 |
| Totals | 52 | 30 | 32 | 70 | 184 |

* These numbers highlight the entry point for WMES students after what is being dubbed the CoVid slide

MIPI (Math Assessment - Oct 2020)

*Baseline

| MIPI Results | | | | | |
|--|-----------------------------|---------------------------|--------------------------------|-----------------------------------|---------------|
| <i>October 2020</i> | | | | | |
| <i>Compared to previous years outcomes</i> | | | | | |
| Class | Exceeds Expectations | Meets Expectations | Approaches Expectations | Does Not Meet Expectations | Totals |
| Grade 2 | 25 | 4 | 2 | 0 | 31 |
| Grade 3 | 20 | 9 | 1 | 1 | 31 |
| Grade 4 | 15 | 15 | 4 | 2 | 36 |
| Grade 5 | 4 | 19 | 4 | 4 | 31 |
| Grade 6 | 11 | 22 | 9 | 6 | 48 |
| Totals | 75 | 69 | 20 | 13 | 177 |

* The MIPI measures low level comprehension and mathematical understanding. These numbers highlight the entry point for WMES students after what is being dubbed the CoVid slide