

# Westminster Elementary School



## 2018/19 Three Year Education Plan

and

## 2017/18 Results Report

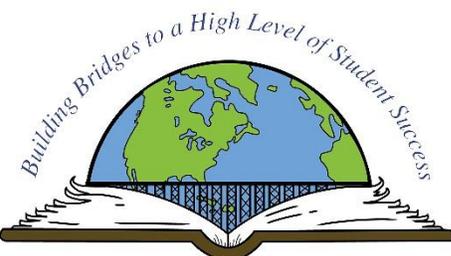
### Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

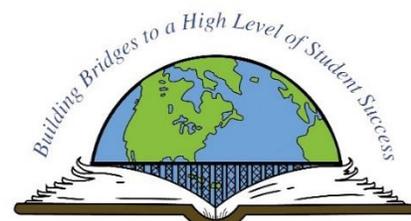
### Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



Lethbridge School District No. 51



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## Lethbridge School District Priority: Achievement.

### PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

### Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

### Strategies

- Teachers are purposefully increasing number of minutes' students reading each day. Teachers are actively using writers workshop and developing authentic assessment reviews to monitor growth in reading levels and in writing skills. Common literacy blocks, Leveled Literacy Intervention, community volunteers reading with students, home reading through Raz Kids, and a continued priority on improving literacy skills is evident in classroom instruction.
- Speech Language services continue to be a valued and important part of reading readiness. Full Day Kindergarten and Early Education programming offer early intervention, positive structures and routines, and improve school readiness and families' interaction with the school for successful learning.
- School obtained a Wellness Grant this year, and has been purposefully increasing access to healthy foods in breakfast program and throughout the day. Working with School Council and community to get out positive messages around wellness.
- Weekly wellness messages are shared with students and staff. Literacy moments and successes highlighted at staff meeting.
- Teachers working on literacy goals in engagement time and on writing benchmarks in collaborative community.

## Lethbridge School District Priority: Innovation

### OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

### Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

### Strategies

- Westminster has partnered with Sunrise Rotary Club and offered the "Early Act" program to all students. This is a student leadership opportunity that includes partnership with Victoria Park Interact Club members, Rotarians, and provides service in the school and community. It has been an excellent focus for students who have thrived in this service role. Cross grade interactions and community involvement have been positive for high school and elementary students.
- Grade 4/5 students are piloting "Mine Craft" education this year. This pilot is proving to be hugely popular and gives students opportunities to create, learn, write and spend time in worlds of their own creation.
- Innovation Fridays continue to be a highlight of the week, and students appreciate the choice in selecting their I-Friday options. The school is offering a literacy I-Friday each round, and all grade 3-5 students will have an I-Friday opportunity in "Early Act" service as well.
- Teachers offering writers workshop have indicated an increase in the creativity and ability of students to produce informational, procedural, and creative writing.
- Westminster has a growing school choir in numbers and reputation! They have an active "Westies" basketball team at grade 4 and 5. Students have opportunities through Natural Leader's program, and scientist in schools.
- Students are also meeting with grade 5 classes from ICS through 2 or 3 scheduled "Friendship" days.

## Lethbridge School District Priority: Inclusion

### OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

### Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

### Strategies

- Students continue to Belong, Try, Choose, and Give through the Circle of Courage. They are recognized for their growth in these areas at the monthly Circle of Courage Assembly. Giving has been hugely boosted as a focus through our association with Early Act and Lethbridge Rotary.
- Inclusion is very much a part of all we do, and students with challenging behaviours or learning needs have access to Learning Support, Leveled Literacy Intervention, Self Regulation strategies, and the “zones of regulation” are becoming a common vocabulary throughout the school.
- Teachers meet in care team and learning team meetings to set specific goals and strategies for student growth.
- Safe and Caring practices are incorporated in individual behaviour plans, in Crisis Response Plans when necessary, and staff are receiving additional training in self regulation.
- Discussion with individual parents, students as a whole, and with our community partners about keeping our students body and the larger playground area a safe space for free play is a regular and daily occurrence.

## School Priority: Improve literacy skills

### Outcomes:

- To improve reading and writing levels.
- To instill students with purposeful learning experiences and to instill confidence in their abilities as learners.

### Performance Measures

- Fontus and Pinnel Data will be used to chart growth from fall to spring.
- Minutes of time students spend reading and writing will be purposefully planned and accounted for through workshop instruction.
- Students will demonstrate confidence in their learning through regular attendance, participation in school (attendance) and participation in school events, clubs, and programs.

### Strategies

#### Literacy

- Improved workshop literacy instruction in classrooms.
- Authentic growth in reading and writing through demand writing and targeted instruction.
- Focus on literacy moments and successes shared at staff meetings.
- Minutes of reading logged through reading ladies, classroom time, and with families in activities such as One School/One Book.
- Writing being celebrated and shared by staff members, and with families.

#### Confidence as Learners

- Identifiable student leadership within the school
- Participation as a school community in service learning opportunities.
- Reflecting back to students through report cards, assessments and daily learning activities that they are readers and writers.
- Working with the community to ensure that students are recognized for their abilities, their contributions.
- To work from a world view that all people have potential.

To work with staff through generative dialogue to give them confidence in their abilities as learners and effective teachers

# Accountability Pillar Results



Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2018  
School: 6452 Westminster School

Measure Category	Measure	Westminster 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	88.7	89.6	89.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	83.0	78.6	87.9	81.8	81.9	81.7	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	98.0	94.3	93.8	90.0	90.1	89.9	Very High	Improved	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	90.9	77.8	87.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	79.9	83.0	83.9	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	<a href="#">Parental Involvement</a>	78.2	77.1	85.7	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	79.0	70.4	77.7	80.3	81.4	80.7	High	Maintained	Good

## Highlights

People make the difference - Strong staff and spirit of volunteerism in the school

- Connections with community and service learning are made within our school, between schools and in the community: Early Act, volunteers, business partnerships, School Council
- Generative Dialogue and Engagement Time groups with support and teaching staff

Literacy Focus – Reading and Writing

- 4 staff attended Lucy Calkins writing workshop training and are building programs and professional communities around authentic assessment of writing practice.
- Residency with Bev Smith, LLI with students including ELL

Wellness – for staff and students including Nutrition Grant

- Renovations to our building, wellness for staff, students and families

## Challenges to Address

Increased focus on raising the literacy levels of students.

- Progress is being made and is tracked, but majority of students still below expected reading levels as determined by F@P scores.

Improving management strategies for teachers and support staff

- Increased management expectations for teachers and staff (training, management of people)
- Developing strong and sustainable strategies around wellness and self-regulation

Thriving while building

- Renovations, classroom moves, learning new curriculum, increasing numeracy focus

