



Ecole Meridian Heights School Development Plan 2021-2022

Goal: Our goal at EMHS is to continue to develop instructional practices and strategies while maximizing the use of resources and supports available to us to ensure continued growth in literacy and numeracy for each student within our school community.

Challenges:

1. Student Attendance - while the transition between online and in person learning has diminished thus far this school year, it has not been eliminated. We continue to have students learning from home at various times throughout the year. In some ways, without having the structured online programming options that were available last year, programming purposefully for these students is an even greater challenge this year. In addition, we have seen an increase in the number of students who are not attending school regularly throughout the pandemic and extending into this school year. For many students, the necessary structures, supports and individual executive functioning skills necessary to learn from home are not yet developed. This has led to an increase in absenteeism from year to year.
2. Learning Gaps - with the challenges of online learning, transitions between in person and online learning and attendance issues, many students are experiencing gaps in their learning which is impacting their learning and achievement moving forward.
3. Staffing - finding adequate staffing to support our French Immersion program both with certificated and non-certificated staff continues to be a challenge. Not only does this impact learning opportunities, it makes it increasingly difficult to provide professional learning to all staff as we continue to have a steady turn over on our team.
4. Professional learning - continues to be an area for growth for our entire team, from Administration through teachers and Educational Assistants. The ability to interpret assessment data in Literacy and Numeracy and to then determine how this data will impact our programming will continue to be an area of focus. Also the ability to program for the diverse needs of our students at Tier 1 and 2 of the pyramid remains an area for continued growth at EMHS.
5. Resources - ensuring we have adequate resources both for French Immersion and English programming continues to be a challenge. French Immersion Resources are expensive and in some cases resources don't necessarily exist to address concerns (e.g. Word lists). Allocating resource purchase for literacy and numeracy to our English

program is necessary; however, with only one class at each grade level, purchasing literacy kits and other resources becomes very expensive.

6. Human Resources - being able to afford enough staff to provide supports in class and for Tier 3 intervention in Literacy and Numeracy in French and English continues to be a challenge.

Strategies

- Literacy Lead Teacher
 - For the second consecutive year, providing embedded time within our schedule for Mme Lisa Lalonde to serve as our Literacy Lead Teacher to help build teacher capacity has served our staff well. While COVID restrictions/protocols have hindered some opportunities for Mme Lalonde in working with teachers and students (e.g. cross graded and cross cohort literacy groupings are not being implemented yet this year), we remain confident that her support of teachers will assist teachers in further developing their literacy skills. Capacity building can take time, but it is a critical component of our plan.
- Numeracy Professional Development
 - The Focus at EMHS on Numeracy has led to an increased focus on professional development in this area. Additional funds have been allocated for professional learning opportunities for teachers around numeracy this year.
 - Numeracy Lead Teachers are implementing intervention for students in grades 1-3 who have been identified through the Early Numeracy Interview to have learning gaps. Targeted programming is being implemented to address these learning goals. Literacy Lead teachers will begin building the capacity of their early years colleagues through collaboration on Professional Development Days.
- Literacy and Numeracy Resource Purchasing
 - Mme Lisa Lalonde has identified areas where additional resources are required to support literacy growth for our students. Purchasing of various resources including Leveled Language Literacy Intervention (LLI) kits are one example of this.
 - Numeracy Lead Teachers have identified additional materials (manipulatives) needed to provide Intervention support. These materials will likely be purchased, over time, for all early years classrooms within the school to support teaching and learning.
 - As staff identify required numeracy resources these are being purchased within our school. Thus far supplies such as manipulatives have been purchased and resources for supporting Number Talks have been bought. Professional learning opportunities for numeracy will be provided to staff within our weekly internal memo as they become available. Numeracy professional reading resources will also be purchased throughout the year.
- Collaboration with Ecole Broxton Park School Administration and Literacy Lead Teacher
 - Administration at EMHS continue to work with administrators at Ecole Broxton Park School to identify and common areas for professional development. While

we are very early in this work, there is much to be gained by leveraging the expertise of both schools' staff. In addition, Mme Lalonde works closely with the Literacy Lead teacher at Ecole Broxton Park School to identify and share resources between schools.

- Precision Reading
 - Training an Educational Assistant and inviting parents to support the implementation of precision reading in our English and French programs is in the early stages. We are excited about the potential this program has to develop reading fluency within our students.
- Intervention Support - Teachers
 - Several teaching staff at Ecole Meridian Heights School have embedded time within their schedules to work with middle years students on lagging literacy and numeracy skills. The use of this time and identification of students to be supported will be done by homeroom teachers.
- Learning Loss Grant Implementation
 - Working collaboratively with Division Principals, Mrs. Katherine Mann and Mrs. Sheryl Bridgeman, administration at Ecole Meridian Heights School and our Literacy Lead teacher are implementing programming to support students whose literacy and numeracy assessment results in grades 1-3 indicate that they are currently functioning below grade level. At the time of the creation of this report, approximately 75 French Immersion students in grades 2-3 and 25 English students are receiving Literacy Intervention support. This work will be expanded to grade 1, and then expanded to Numeracy Intervention for grades 1-3 in January 2022.
- Intervention Support - Educational Assistants
 - Students in grades 4-9 who are identified as requiring additional support in numeracy and literacy at a tier 3 level will be able to access support through an educational assistant who will provide intervention programming to support classroom learning.
- Literacy/Numeracy Flex Time
 - Students in grades 7-9, who for any variety of reasons, are not attending school or not completing learning activities designed to support their literacy and numeracy skill development will be provided with additional time on Mondays and Wednesdays under the supervision of a certificated teacher to not only complete these learning tasks, but to build the understanding of the concepts being taught so they are able to do so independently in the future.

Measures:

- Student Achievement on Provincial Achievement Tests in grades 6&9
 - Percentage of Students in grades 6&9 Achieving the Acceptable Standard on Part A & B of the English Language Arts and French Language Arts Exams
 - Percentage of Students in grades 6&9 Achieving the Standard of Excellence on Part A & B of the English Language Arts and French Language Arts Exams

- Teacher Awarded Marks on Report Cards
 - Percentage of students achieving at Satisfactory, Competent or Excellent on Term 3 Report Card in English Language Arts, French Language Arts and Math
- MiPi Results
 - Percentage of Students who “Do Not Require Attention” in June and September
- F&P Assessment Results
 - Percentage of students showing growth
 - Percentage of students reading at grade level
- GB+ Assessment Results
 - Percentage of students showing growth
 - Percentage of students reading at grade level
- Precision Reading
 - Individual Assessment Results

Professional Development Plan 2021-22

Literacy

- [Literacy PD Plan](#) (PSD and EMHS)
- Precision Reading in Middle Years
- Intro/review of small group reading
- Why small group reading in middle years?
- Animated Literacy & Raconte Moi les sons
- Small Group Reading...next steps
- Science of Reading Webinar Series

Numeracy

- Grades 7-9 - Conceptual Understanding of Mathematics Series
- K-6 - Conceptual Understanding of Mathematics
- Number Talks
- Guided Math- ERLC

Other

- [An Introduction to the Collaborative Response Model](#)
- [An overview of the Collaborative Response Model](#)
- [School Based Suicide Ideation School Staff Module](#)