

Ecole Meridian Heights School Development Plan 2022-2023



School Profile:

Ecole Meridian Heights School is a K-9 dual track school with $\frac{1}{3}$ of the school population in the regular program and $\frac{2}{3}$ of the school population in the French Immersion program. We have approximately 700 students with a diverse range of talents and strengths.

Vision and Mission of Division:

Our Vision

- Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission

- We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Ultimate Goal

- Student Success and Well-being

Our Values

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and,
- Resilience with self-awareness.

Broad Goal:

Our goal at EMHS is to develop a social-emotional learning (SEL) approach to further student and staff belonging and numeracy and literacy achievement.

Areas of Focus at EMHS

2022-2023 Vision Infographic

Literacy and Numeracy Roadmap

Staff, students, parents and the Ecole Meridian Heights School learning community will be focused on three primary areas in the 2022-2023 school year.

1. Establishing an SEL frame for the school community to promote a sense of belonging and well being, to ultimately support academic achievement.
2. Numeracy - continued growth and development of numeracy instruction to promote engagement and deeper development of skills for all students K-9.
3. Literacy - continued growth and development of literacy skills, with a continued focus on reading comprehension and a new focus on writing skill development for all students K-9.

Strategies

Social Emotional Learning

- **Social Emotional Learning and Skills**
 - SEL is an important component of a thriving school community.
 - Developing SEL skills in both staff and students promotes positive relationships, increased decision-making skills, accountability/ self-management, and social awareness.
 - Increased SEL creates a sense of belonging and increases academic performance.
- **Professional Development**
 - Throughout the year, PD will centre around SEL and how belonging and social-emotional needs and growth can impact academic achievement. PD sessions will be led in-house and in partnership with our Division Partners.
 - Staff will be working on identifying and working to meet unmet needs, forging and strengthening relationships with students, other staff, and families, and building self-awareness of self and within students.

Literacy

- **Literacy Lead Teacher**
 - Embedded time within our schedule. The aim is to have co-teaching opportunities as well as resource development to continue to serve our staff needs so they, in turn, can serve the needs of the students and promote success.
 - Capacity building takes time, but it is a crucial part of sustaining change and supporting student achievement and attainment.

- **Precision Reading**
 - This program focuses on developing reading fluency. The premise behind this program is that students who have to focus all of their energy on decoding words do not have the ability to simultaneously make meaning of what they are reading. We have seen significant growth in reading fluency and self-esteem in students within this program. The Literacy Lead Teacher is taking this on to coordinate this year.
- **Literacy Professional Development**
 - Continue to engage in Division-directed PD around literacy

Numeracy

- **Numeracy Lead Teacher**
 - EMHS has designated a Numeracy Lead Teacher to support our teachers in building their understanding of numeracy development in our students. There is embedded time within the week to work with our teachers providing feedback, modeling lessons, finding resources, and co-teaching.
 - Building the capacity of our classroom teachers will allow us to support more students in the Tier 1 and Tier 2 levels through more specific and informed programming and structure of universal supports.
- **Numeracy Professional Development**
 - Numeracy continues to be an area of focus at EMHS. With the significant time and energy focusing on Literacy over the past few years Numeracy remains an area for professional growth on our staff.
 - Numeracy Intervention Teachers are implementing programming for students in grades 1-3 who have been identified through Alberta Education Numeracy Screen as requiring additional support. Targeted programming is being implemented to address these learning gaps.
 - Numeracy professional development opportunities will be identified throughout the year and offered to teachers as they become available through providers such as the ERLC and PSD learning services.

Learning Loss Intervention

- Numeracy - EMHS administration will identify staff to implement intervention programming in grades 1-3 for students who are identified through the Early Numeracy Screen; a shift in our model from pull out support for students at Tier 2 and 3 level to additional in class support from numeracy lead teachers as well as a renewed emphasis on small group instruction and staff capacity building.
- Literacy - EMHS administration will identify staff to implement literacy intervention programming for students in grades 1-3 who are identified through Fountas and Pinnell (F&P) and GB+ as requiring additional support; a shift in the model to in-class support

using universal supports and additional resources, as well as capacity building, will be used to support Tier 2 and 3. Individual needs will be assessed as well.

Collaborative Response Model

- All teaching staff will be provided an opportunity during each four day cycle to work in a grade level (K-6) or subject based team (gr 7-9). These teams will work within their teams and with admin to determine where they would like to focus their collaborative efforts. Teams may choose to work on Literacy, Numeracy, supporting Social/Emotional needs etc.

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
- Early Literacy and Numeracy Screen Results
 - Percentage of students showing growth
- 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
- RCAT Assessment Results
 - Percentage of students showing growth
 - Percentage of students reading at grade level

Assurance Measures:

Assurance Element 2: Students Demonstrate Well-Being

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

1. **Assurance Element 4: PSD Staff Expand Success in Literacy and Numeracy**
School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.
2. **Assurance Element 8: SUPPORT SYSTEMS PROMOTE EQUITY, COMMUNITY AND BELONGING**
School division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community

Professional Development Plan 2022-23

Social Emotional Learning and Skills

- Who are our learners? Building relationships.
- The invisible backpack
- Meeting unmet needs (Maslow before Bloom)
- Using SEL to support school community

Literacy

- [Literacy PD Plan](#) (PSD and EMHS)
 - Precision Reading in Middle Years
- Review of small group/daily guided reading structure and strategies
 - Why small group reading in middle years?
 - Animated Literacy & Raconte Moi les sons
- 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](#)