



École Meridian Heights School

Development Plan

2024-2025



School Profile: A little bit about us

École Meridian Heights School serves our local community and French Immersion students from Stony Plain West. Our school community of staff, students, and community members, embraces diversity and strives for achievement. We aim to foster student development through a well-rounded learning environment, including extracurricular activities social responsibility. The focus of our school is to bring the best out from each child and support them to build on their unique skills, talents, and interests.

- We have 630 students from Kindergarten to Grade 9
- There are: 32 teachers, one librarian, three secretaries, one counselor, nine educational assistants, and three administrators on staff
- We have an award winning choir and highly competitive athletic teams



Vision:

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

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.

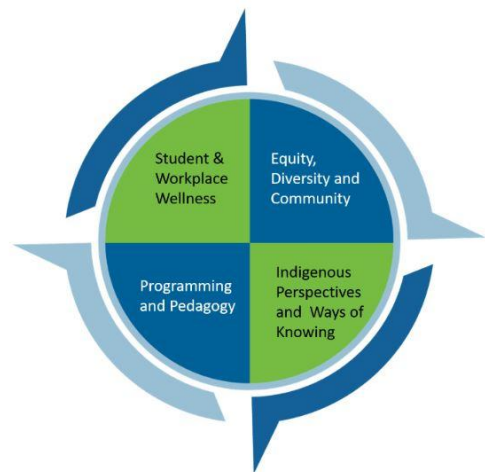
**Ultimate goal: Student
Success and
Well-being**



Parkland School Division: Education Plan 2024-2027 Education Plan

Enduring Priorities

Four Enduring Priorities Guide our planning:



Indigenous Perspectives and Ways of Knowing



Equity, Diversity and Community



Programming and Pedagogy



Student and Workplace Wellness





Parkland School Division: Education Plan 2024-2027



PARKLAND SCHOOL DIVISION: 2024-2027



OUTCOMES, STRATEGIES AND MEASURES

Our Education Plan provides **OUTCOMES**. An outcome is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders. Outcomes are important, realistic and measurable.

The **CONTEXT** helps the reader to better understand why the outcome is currently in focus, and why improving upon the outcome is important for Parkland School Division to attend to the mission and deliver on the vision.

An **OBJECTIVE** is used to describe a specific, measurable step that contributes to achieving the outcome. Objectives are practical, focused, and usually short-term targets.

A **STRATEGY** is a key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the outcome.

Finally, a **PERFORMANCE MEASURE** provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the outcome. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.



Parkland School Division: Education Plan 2024-2027



Alberta Education Business Plan

<p>Alberta's Students are Successful</p>	<p>First Nations, Métis and Inuit Students in Alberta are Successful</p>	<p>Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy</p>	<p>Alberta's K-12 Education System and Workforce Are Well-Managed</p>
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Parkland School Division Education Plan

<p>1 Students and Staff Demonstrate Success</p>	<p>2 Students and Staff Demonstrate Well-Being</p>	<p>3 First Nations, Métis and Inuit Students are Successful</p>	<p>4 Students and Staff Build Community, Promote Equity, and Foster Diversity</p>	<p>5 Support Systems are Efficient and Effective</p>	<p>6 Parkland School Division is Well Governed</p>
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School Development Plans

School outcomes and objectives are based on alignment to the Division's six outcomes.



École Meridian Heights School



Key insights from our 2024 staff planning day

- More literacy PD at the start of the year to set the focus
- Targeted Div. 3 literacy PD
- Continue literacy intervention
- More FI specific PD
- Training for EAs & specialists with literacy resources
- Literacy parent nights

La Littérature/ Literacy

- More opportunities for Indigenous teachings with elders
- Grow our partnerships within the Stony Plain community
- Student driven spirit days
- Community based learning opportunities
- Student and family nights

Community, Connection, Collaboration

- More support planning for students on modified programming
- Continue recess social club
- Mental Health First Aid for all staff
- CFS inservice on when to report, process, and how we can work collaboratively
- Explicit executive functioning instruction to build student skills

Social Emotional Learning

- More numeracy PD at start of the year to set focus
- Work towards more small groups to strengthen foundational skills
- Challenges with comprehension impacting students ability to understand and solve problems
- Numeracy parent nights

La Numération/ Numeracy

2024-2025 Meridian School Goals

Meridian's ABCs for Success:



Achievement

Extend Student Success In Literacy And Numeracy

Bilingualism

Expand Success In French Immersion

Community

Develop And Demonstrate A Sense Of Community

Achievement

Increase academic rigor and achievements throughout the grade levels with a focus on essential literacy and numeracy skills.



PSD OBJECTIVE 1.1 - STAFF
WILL EXPAND STUDENT
SUCCESS IN LITERACY AND
NUMERACY

Collaborative Team Time

Teachers working alongside one another using data to inform instruction and create access points for all learners

Well Researched Resources & Pedagogy

Continue to add researched based resources and student materials to our resource library while engaging in professional learning around these tools and the new curriculum

Lead Teachers

Lead teachers with a focus on literacy, numeracy, Indigenization, or wellness will work alongside their colleagues to foster a common language and understanding throughout the school community

Bilingualism

We are working to increase our French Immersion engagement by increasing our collaboration and expanding our programming.



PSD OBJECTIVE 1.4: STAFF
WILL FOCUS ON
EXPANDING SUCCESS IN
FRENCH IMMERSION

Multisite Professional Development

Growth & learning opportunities for our French Immersion & English teachers that bring together staff from multiple sites to build capacity & expertise

Professional Learning in French

In collaboration with Divisional Principals and neighboring divisions, a concerted effort will continue to be made to deliver FI professional learning in French

French Language Assistant

Support from a French Language Assistant for a second year in a row will further provide students with targeted intervention opportunities to build their French literacy skills and confidence

Community

We will develop learning environments that are welcoming, caring, respectful and safe. We are will be connecting students to each other, the school and the community.



PSD OBJECTIVE 4.1:
STUDENTS AND STAFF
WILL DEVELOP AND
DEMONSTRATE A SENSE OF
COMMUNITY

Communication and Supports

Consistent communication between families & students to ensure all are informed of course outlines, expectations, & how to access supports. Continue social emotional learning while maintaining high expectations

Seven Sacred Teachings

Continuing our citizenship work with the Seven Sacred Teachings to continuing fostering a sense of community and common language.

Positive Support Framework

Clear and consistent expectations across the school alongside opportunities for building connections in clubs & extracurriculars including choir & athletics.

Where are we going?



Achievement

WHERE WE ARE NOW:

Our teachers have been developing their literacy and numeracy skills alongside the new curriculum changes and have integrated well researched sources into their practice. Our students are strong writers and we have a strong literacy and numeracy foundation in the early years. Lead teacher time and collaborative team time are built into our timetable.

WHERE WE ARE GOING:

We need to focus our attention on building vocabulary and comprehension skills to improve student understanding and performance across all subject areas

Bilingualism

WHERE WE ARE NOW:

Professional learning delivered in French from subject matter experts who understand the complexities was a highlight for all of our FI teachers. FI writing rubrics and exemplars have been developed and piloted at both FI schools and the investment in resources has been paramount in moving our practices forward. We implemented targeted literacy intervention in French with our French Language Assistant for grade k-7.

WHERE WE ARE GOING:

Expand our professional learning to more intentionally have our French teachers work alongside Broxton Park to build collective efficacy. Continue bringing in the FI experts for targeted teacher learning and expand the intervention routine with our French Language Assistant to more effectively target lagging student literacy skills.

Community

WHERE WE ARE NOW:

Intensive work over the past two years to create access points for all learners and build a common language around Inclusive Education practices has been established school wide. Our work with the 7 Sacred Teachings has given our staff a foundation for integrating Indigenous teachings into our daily work and conversations around citizenship. Our positive support framework has created consistency among staff and a framework for holding high expectations around student behaviour.

WHERE WE ARE GOING:

Consistent communication with all stakeholders will continue from individual classrooms and school leaders. Expanding our work with the 7 Sacred Teachings to further weave the language from the teachings into social emotional learning and clear expectations around behaviour. Expanding our offerings with recess clubs, extracurriculars, and Career and Technology Foundations (options).

How will we know?



	Achievement	Bilingualism	Community
Baseline	<ul style="list-style-type: none"> - LENS & CC3 - F&P (1-6) - Words Their Way (1-9) - Numeracy Screen (1-4) - MIPI (5-9) - RCAT (7-9) - PAT gr 6 and 9 	<ul style="list-style-type: none"> - NSle & CC3 - GB+ (1-6) - Numeracy Screen (1-4) - MIPI (5-9) - RCAT (7-9) - PAT gr 6 and 9 - Common Writing Assessment 	<ul style="list-style-type: none"> - Assurance Measures - Survey student, parent, staff survey - Student & staff Wellness survey
End of Year	<ul style="list-style-type: none"> - LENS & CC3 - F&P (1-6) - Words Their Way (1-9) - Numeracy Screen (1-4) - MIPI (5-9) - RCAT (7-9) - PAT gr 6 and 9 	<ul style="list-style-type: none"> - NSle & CC3 - GB+ (1-6) - Numeracy Screen (1-4) - MIPI (5-9) - RCAT (7-9) - PAT gr 6 and 9 - Common Writing Assessment 	<ul style="list-style-type: none"> - Assurance Measures - Survey student, parent, staff survey - Student & staff Wellness survey





Meridian Professional Development Plan

