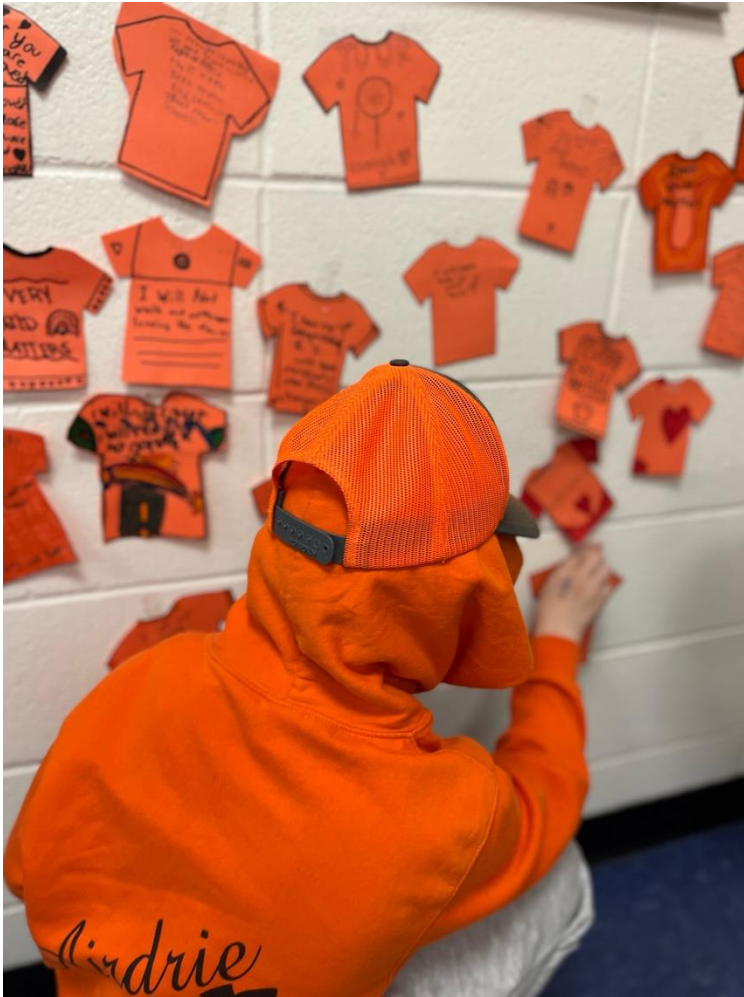




Meadowbrook School

School Education Plan 2023/24



October 2023



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

The way forward is shaped by those we serve. This Education Plan supports the goals for Rocky View Schools of advancing students' numeracy and literacy skills, building future-ready students, and creating inclusive, engaging, healthy learning opportunities for all students. It defines the key areas of focus as we work together to support student learning so that a shared vision of success is carried out.

It's our mission at Meadowbrook School to encourage and assist students in reaching their potential. We value setting a **strong foundation on which to build, discovering opportunities that propel us forward, and digging into meaningful learning.** Our students seek the same. They want to engage in relevant and purposeful learning that enables them to relate and contribute meaningfully to the world around them. A **shared sense of belonging and respect,** relevant learning, and choice when expressing their understanding create the conditions for that kind of engagement. Meaningful learning also includes knowing what success looks like and using evidence of learning to adapt instruction to meet student needs. We're inspired by activating young minds to things that matter, seeing them get excited when personal connections are made with what they are doing, and igniting their vision of future possibilities.

Making a commitment to knowing learners as individuals demonstrates our respect for who they are and helps us plan for their success. This commitment establishes the ties of strong, trusting relationships. Creating an atmosphere of trust and safety to try things out and make mistakes is essential, and the care we offer our learners is never a condition of "getting it right". When we champion the efforts of our learners and give them opportunities to stretch their thinking and **develop the competencies** needed to take risks and learn, they are empowered in decision-making and grow in confidence.

By building positive relationships that support each learner and engaging students in meaningful learning, Meadowbrook is creating the conditions for powerful student success. As we set our direction for the 2023 - 2024 school year, strengthening **literacy and numeracy** skills remains at the forefront. We will continue to gather information about student learning, reflect on the challenges, build our collective knowledge with thoughtful planning and focused professional learning, develop expertise in employing sound instructional practices, and frame opportunities for growth. Our students will be prepared to successfully analyze, evaluate, and make judgments about information they encounter, enabling them to solve problems, think critically and creatively, collaborate, communicate, and know how to learn in diverse environments.

Family partnership in this endeavor is essential to student success. One of the easiest, most significant ways to be involved is to communicate daily: ask kids probing questions specific to school, friends, and interests. Attendance is imperative to student learning. When students are mentally and physically prepared for learning, and on time, they are more successful. Parents can support attendance by ensuring healthy habits such as good schoolwork/play/technology balance and arrival to school every day on time. Families are encouraged to regularly access students' assignments using PowerSchool. Reading email correspondence sent by teachers and administration and using our school's website or Facebook pages, keep families current with ongoing school activities and school initiatives such as Positive Behaviour Interventions and Supports (PBIS), student leadership events, or Healthy Hunger lunch. Volunteering or offering time are always welcome, and we encourage families to join our School Council and attend our School Council. The school learning community as a whole is only strengthened by this partnership.

Shawna Neis

Principal

Diana Stapor

Assistant Principal

School Profile

<p>Principal: Shawna Neis</p> <p>Assistant Principal(s): Diana Stapor</p> <p>Website: https://meadowbrook.rockyview.ab.ca/our-school</p>	<p>Mission: At Meadowbrook School we will encourage an innovative, respectful, and challenging environment which assists learners in reaching their potential as positive citizens of the global community to enhance the quality of life.</p> <p>Vision/Purpose/Beliefs:</p> <p>We are a community. We are committed. We encourage meaningful, challenging experiences. We prepare for success in our changing global community.</p>
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Total Number of Students: 590

Grades Served: 6-8

Total Number of:

- Classroom Teachers: 24
- Learning Support Teachers: 2
- Learning Assistants: 7
- CDA: 1
- Learning Commons Facilitator: 1
- Office staff: 2
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Meadowbrook School reflects a rich and diverse learning community.

Notably, 5% of our students self-identify as Indigenous students.

English as an Additional Language Learners represent 9% of our school population. The most common first languages for these students are Punjabi, Persian, Spanish, and Hindi.

As an inclusive school, we welcome 18% of our students who have significant learning needs.

Our school boasts the operation of the Airdrie Christian Program (ACP) which is the middle-school site serving families who desire an alternative faith-based education for their children. This program is in its thirteenth year.

We host a range of middle school athletics teams and a growing number of student-interest clubs. Based on the interest of our students some of our clubs include: the Bulldog Leadership Team, Green Team, Chess club, Homework club, Art club, Games club, ACP leadership, Safe Spaces Club, Reading Club, and Intramurals.

Student Feedback from Spring 2023

What do students think are some things that are going well?

- Students feel that they are learning content and engaging in experiences that will help them for their future
- Students feel their teachers hold them to high expectations, and there is an emphasis on literacy and numeracy skills

What do students think could be worked on or improved?

- Providing opportunities for students to integrate creativity into their learning experiences
- Providing relevant learning materials to students in various contexts (next grade level, high school, future career possibilities, etc.)
- Students feel that there could be more real-world hands-on learning experiences
- Improving accessibility to adults for academic and social-emotional learning needs
- Continuing to provide enriched learning experiences related to celebrating and promoting diversity within the school

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Parents appreciate the common practices, planning, and assessment between partner teachers and across grade-teams which provide continuity for students and improves learning goals for students
- Numeracy instruction includes applying it towards real-world problem-solving tasks
- Acceptance of diversity is valued within the school to recognize students' cultures, identities, and backgrounds
- Students are encouraged to participate as positive citizens within their school and greater community

What do parents think could be worked on or improved?

- Enhancing supports for students to experience success academically
- Allowing students to demonstrate their learning in various ways
- Consistent practices across classes and grades with communication of students learning
- Accountability for late or missing assignments
- Increase the use of school calendar to include noteworthy dates such as term dates for Options classes and sports events

RVS Four-Year Plan Survey Results

Click [here](#) to see the full survey results.

What does the survey indicate is going well?

Goal 2.1:

- Students are using numeracy and communication skills in a variety of ways

Goal 3.1 & 3.2:

- Students feel confident they can overcome obstacles and challenges
- Students are making healthy lifestyle choices about mental health, food, personal well-being, and physical activity
- Students are navigating as global citizens by seizing opportunities to contribute positively to school and to analyze multiple perspectives; students know how to impact others positively
- Parents and students appreciate the opportunities to learn about other cultures and the diversity among people

What does the survey indicate could be worked on or improved?

- Greater access to help with learning as well as non-school related problems
- Guiding students to develop a stronger sense of ownership of learning by assisting them to understand how they learn, have opportunities to show learning in different ways, and feel successful
- Although students feel successful for the next grade, they are less certain about life beyond school
- Expand opportunities for meaningful, real-world learning useful beyond school

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 6 – 8.	MIPI	32.9%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 6 – 8.	BAS	37.5%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	N/A
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	63.3%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	53.4%

What does this data tell us is going well?

- Data from September 2022 to June 2023 Fountas & Pinnell Benchmark Assessment System (BAS) shows an increase of 17.5% indicating the implementation of targeted reading intervention had a significant impact.

What does this data tell us could be improved or worked on?

- Initiate full PBIS implementation
- The percentage of students achieving at or above grade level expectations in math
- The percentage of students achieving at or above grade level expectations in reading

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Meadowbrook 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
Student Growth and Achievement	Student Learning Engagement	74.4	78.5	78.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	56.1	66.7	70.9	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	64.8	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	7.8	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	77.6	81.5	82.1	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	65.6	71.0	71.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	64.7	69.9	69.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	57.1	67.9	70.2	79.1	78.8	80.3	Very Low	Declined	Concern

What does our data indicate is going well?

- Results in ELA and Science PAT acceptable standard increased by 12% and 13% respectively over the previous year
- Parents believe students are learning useful literacy and numeracy skills (90% and 95%)
- Students and teachers (at 87%) and parents (at 85%) are satisfied with the overall quality of education
- Parents believe students are treated fairly by adults, that teachers care about students, and the school is welcoming
- Parents expressed greater confidence in the availability of support and services
- Students and parents are pleased with the variety of programming offered at Meadowbrook School
- Students feel supported by the help offered with reading and writing and are confident they can get help with their schoolwork

What does our data tell us could be improved on?

- Parental involvement in decisions about their child's education as well as opportunities for involvement continue to be a goal we strive for
- Specific indicators of citizenship - following rules, students respecting each other - show poorly in the survey data
- Interest in math among students is low at 48%
- Student feedback indicates more help could be offered to students experiencing problems unrelated to school
- Satisfaction with academic and career counseling is below 40%

Advancing students numeracy and literacy skills



Outcome:

Students are numerate and literate.

How Might We:

How might alignment of reading and writing instructional strategies across classes and grade levels improve students' confidence and achievement in reading and writing?

School Goal 1: Students' level of achievement in reading will increase by 10% as of June 2024 as indicated by the BAS assessment, and students' written work will reveal evidence of common writing strategies across classrooms and grade levels.

Data that informed this goal:

June 2023 Benchmark Assessment System results:

- Grade 6 – 39% at and above grade level
- Grade 7 – 42% at and above grade level
- Grade 8 – 30% at or above grade level

A review of instructional strategies, writing samples, IPP goals, and resources reveal a spectrum of strategies which differ from class to class or grade to grade. For example, ways of thinking about text when reading or expository paragraph writing methods.

Connection to the practice guide(s):

Teachers plan instruction and assessment based around the outcomes in the program of studies, and they do this with the skills and needs of their students in mind. (Instruction and Assessment Practice Guide, pg. 6)

Collaborating – Work collaboratively to build a thorough understanding on the use of classroom and school profiles to effectively allocate resources, and identify effective instructional practices and assessments based on current strengths, talents and needs of students in each class and the overall learning community. (Inclusion Practice Guide, pg. 16)

We believe that all members of our learning organization need to be learners in order for us to have the greatest impact on our students' learning. The jurisdiction believes that all members of RVS have a critical role and responsibility in the determination of both individual and collective growth. (Professional Learning Practice Guide, pg. 6)

Strategies:

- Reading assessment data will be used to establish groups of students for targeted intervention; intervention cycles will rotate once or twice within a 6-day schedule for 45 – 90 minutes depending on grade level; student re-assessment will take place approximately every six to eight weeks
- Teachers will meet regularly to examine resources, strategies, and materials considering student data including needs and skills to agree on common approaches and choose consistent reading

and writing strategies for instruction to create continuity horizontally (across) and vertically (between grade levels)

- Co-create instructional design through collaborative planning among Humanities teachers of the same and different grade levels

Measures:

- Increased growth toward or achievement of grade level expectations based on reading re-assessment every six to eight weeks using running records or record of reading behaviours
- Selection, implementation, and consistent use of select strategies/resources/materials
- The overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests
- The percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 6 – 8
- The percentage of students meeting expected grade level outcomes on the Grade 7 RVS writing assessment

Parents can:

- Read and review learning objectives and assignments shared by teachers in their weekly newsletters
- Check PowerSchool regularly
- Encourage their child to read at home daily
- Engage their child in conversation about their learning

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Evidence (as indicated through staff surveys, dialogue, and growth plan reflections) suggests that strategies related to improving literacy are operating well and integrated through various classrooms • Grade level teams as well as subject teams meet weekly to collaboratively build alignment of literacy practices, including targeted reading and writing interventions • Team teaching for guided reading instruction is currently integrated at the grade 6 level, which will continue throughout the year 	<ul style="list-style-type: none"> • Continue to integrate targeted literacy intervention strategies to support student literacy in all grades • Provide intentional and embedded collaborative time to facilitate the norming of reading and writing strategies for horizontal and vertical alignment across grades (by providing organizational staff time and/or through PL opportunities)
<p>March 15</p>	<ul style="list-style-type: none"> • Selection and implementation of common reading strategies; Embedding common language used 	<ul style="list-style-type: none"> • Continue to seek out in-service opportunities for teachers to better understand instructional vs. independent reading levels/BAS

	<p>for reading comprehension strategies (A.C.T.I.V.E.)</p> <ul style="list-style-type: none"> • Initial and ongoing data gathering continues to inform adjustments to student groupings for cycles of targeted literacy intervention • Grade 6 push-in reading supports showing consistent gains with guided reading program • Push-in support in three grade 7 Humanities classes; one block of literacy per 6-day rotation for seven weeks from November to June 	<p>completion to provide consistency across teachers and grade levels</p> <ul style="list-style-type: none"> • Provide cross-grade collaboration time directed towards targeted intervention strategies; foresight in the benefit of discussing cross-grade alignment prior to September (ex: meeting during August organizational days, PL time, etc.) • Research of writing strategies and data from writing assessments will inform continued work to align practice
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Outcome:

Students are numerate and literate.

How Might We:

How might we impact student growth toward increased achievement in math by tracking student progression and providing feedback?

<p>School Goal 2: By September 2024, the number of students achieving at grade level in Math will increase by 15% as measured by the Math Intervention/Programming Instrument (MIPI)</p>
<p>Data that informed this goal:</p> <p>June 2023 MIPI results:</p> <ul style="list-style-type: none"> • Grade 6 – 33% at grade level • Grade 7 – 23% at grade level • Grade 8 – 11% at grade level <p>June 2023 Provincial Achievement Tests results:</p> <ul style="list-style-type: none"> • Grade 6 – 53.6% at Acceptable Standard, 4.7% at Standard of Excellence <p>Alberta Education Assurance (AEA) results:</p> <ul style="list-style-type: none"> • Interest in math among students is low at 48%
<p>Connection to the practice guide(s):</p>

Teachers offer a variety of ways that students can demonstrate their understanding of the outcomes and provide multiple assessment opportunities. (Instruction and Assessment Practice Guide, pg. 6)

Strengths-based approach: Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. (Inclusion Practice Guide, pg. 9)

The role of the teacher within the design process is to be a reflective practitioner and researcher who works individually and in collaboration with others toward the ultimate goal of optimizing student learning through research-based practices. (Professional Learning Practice Guide, pg. 12)

Strategies:

- Apply Thinking Classrooms strategies across all Math classes; enhance initial professional learning in Thinking Classrooms with further in-service
- Create a document or tracking sheet for certain concepts/skills:
 - Data Tracking Idea 1:
 - Solving with pictorial/concrete/symbolic
 - Showing work with mental math
 - Word problem/problem-solving
 - Vocabulary
 - Data Tracking Idea 2:
 - Fractions/algebra/integers/geometry - the big topics for each year
- Grade 6 teachers will team-teach three blocks per week to facilitate Thinking Classroom structures and provide targeted instruction
- Classify results of data tracking sets for use throughout the year to inform instruction and to inform next year's teachers

Measures:

- Classroom tracking documents and assessment results indicate growth
- The increased percentage of students who achieve the acceptable standard and standard of excellence on the Grade 6 Math Provincial Achievement Test
- The increased percentage of students performing math at or above grade level on the Math Intervention/Programming Instrument (MIPI) Grade 6 – 8

Parents Can:

- Read and review learning objectives and assignments shared by teachers in their weekly newsletters
- Regularly check teachers' Google Classroom environment

- Complete the teacher suggested problem-of-the-week communicated in weekly newsletter
- Encourage their child to practice basic facts
- Engage their child in conversations about their learning

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Thinking Classroom strategies are routinely observed in math classrooms, enhancing student problem-solving skills related to numeracy; the majority of Math/Science teachers have engaged in professional learning related to this domain • Intentional Thinking Classroom professional learning has been provided to all staff (November 20 school-based PL day) by RVS learning specialists; teachers expressed that these extra supports enhanced their understanding of this approach (inclusive of Humanities and Math/Science teachers, and learning support assistants) • Team-teaching infrastructures established at the grade 6 level to enhance numeracy support are having a positive impact on student numeracy skills, support for student learning, and instructional practice 	<ul style="list-style-type: none"> • Data collection/tracking tools (Strategy #2), intended to capture student understanding of numeracy concepts and to inform teaching and learning practices requires time to analyze data, determine focus, and develop tangible data tracking tools • Data tracking is intended to provide guidance for identifying gaps in learned concepts, student groupings, and required supports, and to improve numeracy instruction; current timing of data tracking would be towards the end of the year; currently there is an assigned teacher leader to access data for analysis and to present data to colleagues; standardized assessments are one data source
<p>March 15</p>	<ul style="list-style-type: none"> • Consistent and visible usage of “Thinking Classrooms” strategies is used across all grade levels for math instruction to improve numeracy collaborative problem-solving • Continued team-teaching embedded at the grade 6 level to enhance numeracy supports available within classrooms 	<ul style="list-style-type: none"> • Consideration for researched reliable and valid data tracking methods to inform teaching practice (ex: PowerSchool data tracking capabilities to determine student achievement on specific curricular outcomes as a source of data) • Determine applicability of data tracking methods within team teaching contexts and cross grade future planning; identifying students who require targeted supports for numeracy and create dialogue and problem-solving between outgoing teachers and incoming teachers



Building future-ready students

Outcome:

Students graduate high school prepared to be successful for any path they choose.

How Might We:

How might we develop a culture of personal awareness, growth, and accountability by infusing the student competencies into daily practice?

School Goal 1: By June 2024, increase by 10% the percentage of students, parents, and teachers who feel that students are competent to succeed with skills and attitudes for lifelong learning.

Data that informed this goal:

AEA Results for Lifelong Learning:

- The percentage of parents satisfied that high school students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (35%)
- The percentage of parents satisfied that their child demonstrates the knowledge, skills and attitudes necessary for lifelong learning (58%)

RVS Four-Year Plan Survey Results, Goal 1.2:

- 53% of parents reported that students feel successful only sometimes
- 44% of student feel they understand how they learn best

Anecdotal: observations of poor preparedness and low self-efficacy in students, and uncertainty about what defines citizenship in a middle school setting

Connection to the practice guide(s):

It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. (Instruction & Assessment Guide, pg. 4)

To move learning forward, students and staff take risks, persevere when things are difficult, and understand that mistakes are a part of the learning process. (Instruction & Assessment Guide, pg. 5)

School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community-at-large. (Inclusion Practice guide, pg. 6)

By approaching existing problems of practice across the jurisdiction with curiosity and the lens of a growth mindset grounded in data, our learning organization will meet the shared goals set out in the Education Plan. (Professional Learning Practice Guide, pg. 5)

Strategies:

- Focus on one competency per month (Oct - May) with direct teaching of indicators and characteristics: Oct - citizenship, Nov - communication, Dec - problem solving, Jan - critical thinking, Feb - collaboration, Mar - creativity and innovation, Apr - personal growth & well-being, May – managing information
- Promote visibility and use of common language
- Visually represent competencies in classrooms/ halls (i.e., post competencies, anchor charts, digital posters)
- Staff members model and explicitly describe competency behaviors
- Enlist parents with expertise in their field as guest presenters to share connections to career, competencies, and curriculum
- Include in school communications: Bulldog Bulletin, teacher newsletters, morning announcements, and student assemblies
- Generate leadership opportunities and ambassadors to promote competencies

Measures:

- The percentage of stakeholders that agree students are learning what they need to know (AEA survey results)
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school (AEA survey results)
- Locally developed student survey through Leadership program

Parents can:

- Attend School Council Meetings
- Read and review school communications including teacher weekly newsletters for information about competencies
- Remind their child as well as check Google classroom environment with their child
- Comment on or provide input/ feedback on portfolios

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Implementation of the ‘focus on competencies’ is being carried out through PBIS integration; the lens of PBIS with a crossover from School 	<ul style="list-style-type: none"> • Identify curricular connections for guest speakers with an invitation for parents/guests to present career expertise and knowledge, including

	<p>Goal related to ‘Creating inclusive, engaging, healthy learning opportunities for all students’; competencies are linked with one or more of our PBIS expectations; descriptors of competencies are displayed visually in classrooms and hallways progressively month-by-month and included in daily announcements; competency explorations are communicated to parents through teacher and school newsletters</p> <ul style="list-style-type: none"> November: Citizenship, December: Managing Information, January: Personal Growth & Well-being, February: Communication, March: Problem Solving, April: Critical Thinking, May: Collaboration, June: Creativity and innovation 	<p>competencies; currently working on outreach to community via parent communication, social media, word of mouth, etc.</p> <ul style="list-style-type: none"> Continue to integrate competency focus each month and develop common language related to Alberta Education competencies within classrooms; continue to tie in PBIS language to provide relevance to competencies Re-evaluate the order of competency focus based on current feedback from students and staff, time of year, breaks in the calendar, and connections to events.
<p>March 15</p>	<ul style="list-style-type: none"> Ongoing focus on competencies with consistent integration of PBIS to provide meaningful and culturally responsive teaching and learning by staff and students; visible learning in relation to competencies while norming lessons and language related to both PBIS and competency work; because of instruction related to competencies, teachers can connect curriculum outcomes to enhance learning and understanding of competencies; staff members are familiar with teaching to create impact with competencies Timeliness of establishing PBIS committee has allowed for competencies to connect with ‘Creating inclusive, engaging, healthy learning opportunities for all students’ in meaningful ways to enhance strategies implemented within this area Student learning and voice is showcased throughout the school designated to address student achievement 	<ul style="list-style-type: none"> Continue to identify curricular connections for guest speakers with an invitation for parents/guests to present career expertise and knowledge including competencies; currently working on outreach to community via parent communication, social media, word of mouth, etc. Promotion of student voice and community voice to enhance PBIS and competency connections Adapt competency and PBIS visibility to be available throughout other areas of the building (more bulletin boards, more digital platforms, etc.) Consideration and possible development of assessments of competencies within formative rubrics/checklists to determine student achievement and create measurable standards



Creating inclusive, engaging, healthy learning opportunities for all students

Outcome:

Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

How Might We:

How might we apply Positive Behavioral Interventions and Supports (PBIS) strategies to facilitate students' active engagement in cultivating and recognizing a learning environment that is caring, respectful, and safe?

School Goal 1: Increase by 10% the percentage of students, parents, and teachers who report that students model the characteristics of positive citizenship through respect and care for one another

Data that informed this goal:

Tiered Fidelity Inventory has not yet been implemented

AEA Results for Citizenship, and Caring, Safe, and Respectful Learning Environments:

- The percentage of students, parents and teacher who agree that the school is a welcoming, caring, respectful, and safe overall is 38.3%
- Specifically noted is the decrease in stakeholder satisfaction with indicators of citizenship such as following school rules (40%) and respect for one another (36.7%)

Anecdotal Observations: Students are uncertainty about what defines citizenship in a middle school setting

Connection to the practice guide(s):

Circular Learning: Learning is an iterative process that occurs in a circular manner rather than a linear fashion. Learning should come back to what has been taught/learned. Working with, reflecting on, and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected. (Instruction and Assessment Practice Guide, pg. 7)

Beliefs: 2. All children and youth must feel accepted, valued and physically and emotionally safe in order to take the risks necessary for growth. **Principles:** 1. Anticipate, Value and Support Learner Differences – Welcoming, caring, respectful and physically and emotionally safe learning environments create a sense of belonging for all learners and their families. All learners have voice and choice in their learning. (Inclusion Practice Guide, pg. 6)

Every individual must continue to pursue growth and excellence through an engaged and empowered reflective learning journey. (Professional Learning Practice Guide, pg. 5)

Strategies:

- Complete steps in PBIS from Initial Implementation stage through to Full Implementation stage
- Undertake professional learning on cultural identities and leading with empathy
- Teacher-led exploration of and reflection on the characteristics and identifiers of citizenship, respect, and welcoming, safe and caring environments
- Make citizenship visible throughout the school through displays, public-service announcements, and events
- Engage guest speakers with a focus on the identified indicators of positive citizenship


Measures:

- Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school (AEA results)
- Percentage of stakeholders that report positive teacher-student relationships, positive learning climate, and expectations for success (RVS results)
- School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory

Parents can:

- Expect clear communication
- Participate in learning opportunities
- Attend parent information nights, school council, and conferences
- Reinforce PBIS (Safe, Respectful, Responsible)
- Parents can lead diversity opportunities

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Students are currently provided various leadership opportunities to showcase leadership and citizenship within the school community (for example: sending students to leadership conferences, recruitment of students to partake in leadership opportunities, etc.); diverse opportunities for students to engage in school events and activities that promote positive school culture designed around empathy, respect, 	<ul style="list-style-type: none"> • Seek out guest speaker opportunities to model and inform students of positive action related to creating welcoming, caring, and safe environments in and around the school community; considerations for locally sourced guest speakers as well as establishing partnerships with family of schools • Currently working with Professional Learning Working Committee to secure meaningful PL related to understanding cultural identities through the lens of empathy • Introduction of PBIS and competency 'Blitz'; example: 'Be Respectful' is connected to 'Active Citizenship' which opens dialogue with students about their understanding and

	<p>and welcoming and caring environments through leadership, organizational, and support roles</p> <div data-bbox="430 615 862 852" style="border: 1px solid black; padding: 5px; background-color: #800000; color: white; text-align: center;"> <p>PRACTICE ACTIVE CITIZENSHIP</p> <p><i>Be open-minded and community-minded</i></p> <p><i>Show care & concern</i></p> <p><i>Interact positively</i></p> <p><i>Voice your ideas</i></p> <p><i>Value everyone</i></p> <p><i>Lead with empathy and respect</i></p>  </div>	<p>presents opportunities to explicitly teach concepts related to this competency</p>
<p>March 15</p>	<ul style="list-style-type: none"> • Use of a PBIS ticket, collectible pencil, and weekly meal draw to acknowledge portrayal of PBIS expectations and incentivize promotion of Safe, Responsible, Respectful; recognition in weekly draw includes staff as well as students • PBIS expectations (rules) are being taught as they pertain to unique spaces within the school (i.e. classroom, hallway) identifying what it looks, sounds, or feels like and role-playing it • Visual displays and presentations • PBIS assemblies to boost visibility of expectations while celebrating student achievement – January, March, April, May end 	<ul style="list-style-type: none"> • Consideration of how to track 10% achievement for this goal – is there a way to assess the success of PBIS programming • Determine next steps on how to integrate cultural identity education to promote safe and caring learning environments • Promoting and celebrating student successes in various areas of school life which is inclusive and responsive to diversity of the student body • Continue to implement PBIS-focused assemblies to acquaint students with school wide expectations to compliment classroom and school community expectations

School Council Review

Presentation of School Education Plan

School council comments:

- Council members appreciate the goals developed for this school's education plan

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Meadowbrook School

A handwritten signature in blue ink, appearing to be 'A. Paul', written in a cursive style.

Principal signature on behalf of students and teachers of Meadowbrook School

A handwritten signature in blue ink, appearing to be 'Shama Amin', written in a cursive style.