

# OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024

## MEADOW RIDGE SCHOOL

### Key Insights for Engagement

#### Advance Stakeholder Engagement and Communications

##### Areas of Strength

- Consistency with communication including teachers communicating with parents and regular school communication
- Responding to parent survey
- Established a Leadership Team
- Committees such as the Traditions Committee and Grizzly Gathering Committee promote engagement for students and staff
- Extended relationship amongst school community, parent and local businesses

##### Areas for Growth

- Expand structures and strategies to share out faculty voice and response to their voice including PD Committee, faculty meetings, etc.
- Student engagement and Leadership.
- Maintain and expand a shared Leadership Team.
- Leadership opportunities for Elementary students.
- Utilizing CTF classes as leadership opportunities for students to take ownership over school (announcements, advertisements, leadership).

##### Next Steps

- Increase parental involvement and engagement in school through School Council and MRS Fundraising Society: plan family events, fundraisers for playground, etc.
- Embed student matters into Leadership class.
- Make Professional Learning Plan more visible to staff, including the “why”.
- Extend opportunities for engagement through CTF classes (utilizing local talent such as entrepreneurs, artists, culinary personnel etc.).
- Utilize social media as tools to share student learning (ex: Instagram, live-stream events).

## Key Insights for Engagement

### Advance Continuous Improvement and Assurance

#### Areas of Strength

- Teacher collaboration to discuss learning, next steps, and how to improve our school 16
- Commitment to The Heart of the Grizzly to improve citizenship and social-emotional learning

#### Areas for Growth

- Making what we do more visible to parents
- Finding ways to engage parents in reading/viewing communication from school
- Implementation of common, school wide Social - Emotional Learning.

#### Next Steps

- Refining our continuum of supports, structures and supports for students and making it visible to parents and students.
- Making connection between the concepts in the AERR survey and our School Education Plan.

## Key Insights for Support

### Advance Wellness and Wellbeing

#### Areas of Strength

- Created consistent behaviour expectations through development of K-9 Grizzly Behaviour Matrix 22
- Outside agencies and community members in to support through presentations and motivational speakers was well received (LUNA presentation on Consent)
- 3Bs (Better, Best, Belong) continues to be common language and students know and understand what it looks like and sounds like.
- Connection time for Grades 7-9 to promote open dialogue
- Read SOS-Q data to students and provide clarity about what the question is asking

#### Areas for Growth

- Staff wellness opportunities
- Understanding SOS-Q from student perspective
- Connect the concept of Wellness to Social Emotional Learning

#### Next Steps

- Continue to utilize outside agencies, presenters, and programs to support staff and student

	<p>wellness and resiliency: Rowan House, Calgary Centre for Sexuality, Heros program</p> <ul style="list-style-type: none"> <li>• Provide more opportunities for staff wellness including involving School Council for support, Staff Advisory Council rep and Learning and Leading teachers</li> <li>• Explicitly teach regulation strategies</li> <li>• Provide more opportunities for student team building in Jr High, leadership opportunities in Gr 4-6, and school clubs in K-3</li> <li>• Use Grizzly Gatherings to intentionally address Social Emotional Learning</li> </ul>
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### Key Insights for Support

#### Advance our Continuum of Supports

##### Areas of Strength

- Family School Liaison counselor plays a critical role in supporting those who require targeted and individualized positive behavior supports; finding outside agencies to support; building mentorship programs and supporting student wellness.
- Grade level teams exploring different strategies to support literacy and numeracy at the classroom level
- Transition meetings with teachers and parents

##### Areas for Growth

- Structures for collaborative meetings/referrals to discuss students' needs and provide accommodations, adaptations, and interventions
- Informing parents of supports that students can access at school and in the community
- Refine draft continuum of supports to release publicly

##### Next Steps

- Refine literacy and numeracy and Social Emotional continuum of supports
- Embed structures and research from Jigsaw Learning (Kurtis Hewson) for collaborative team meetings (create templates to model conversations/responses)

	<ul style="list-style-type: none"> <li>• Intentional professional development in literacy, numeracy and designing learning for student engagement</li> </ul>
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## Key Insights for Success

### Advance Innovation and Design

#### Areas of Strength

- Using teacher ideation and student's voice to offer different options
- Using Meadow Ridge Markets to develop entrepreneurial spirit and financial literacy

#### Areas for Growth

- Embedding CTF within curriculum
- Making what we do more visible and sharing with others

#### Next Steps

- Identify and share best practices for instruction
- Create Makerspace opportunities for K-6 students
- Use student voice on new CTF courses we can offer and rethink how they can align more with CTF curriculum.

### Advance Learning that Transfers

#### Areas of Strength

- Embedded collaboration time for K-6
- UBD and UDL utilized in designing learning
- Cumulative participation of student agency, thinking routines, project-based learning, disciplinary literacy etc.

#### Areas for Growth

- Structure HIT and PD to allow for more sharing and learning of high impact instructional strategies and designing for transfer
  - Embedded collaboration time for Grades 7-9

#### Next Steps

- Create structure for sharing and reporting in HIT
- Design learning for staff that creates opportunities for teachers to learn and share instructional strategies

	<ul style="list-style-type: none"> <li>• Focus on design for transfer/intellectual engagement and developing common understanding and commitment.</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• Using relevant data to drive instruction and structures</li> <li>• Collaborating and using shared assessments, assignments, co-marking</li> <li>• Consistency within grade level to design literacy</li> <li>• Strong results for students where Science of Reading, Heggarty, Secret Stories and quality literature instruction were used</li> </ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"> <li>• Consistency within divisional levels to support strong literacy instruction</li> <li>• Creating and implementing a continuum for literacy and numeracy that focuses on research-based strategies</li> <li>• Use Curriculum Corner (Learning Cycles) to embed literacy and numeracy across Learning Outcomes</li> </ul>
	<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Develop consistency amongst divisional levels with common language and programming</li> <li>• Develop a strong continuum of support for literacy and numeracy including intervention programs</li> <li>• Provide opportunities for certificated staff to co-create assessments, assignments, CTF learning</li> </ul>
<b>Advance First Nations, Métis, and Inuit Student Success</b>	
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• Knowledge base of teachers and passion to understand Indigenous perspectives and ways of knowing and embed into practice</li> <li>• Teacher leaders' commitment to developing the capacity of faculty through Grizzly Greetings, celebrations</li> </ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"> <li>• Connecting with elders and knowledge keepers in meaningful ways</li> <li>• Connecting with and tracking our Métis and Indigenous students to support them</li> </ul>

	<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Organize Indigenous presenters to come to the school 36</li> <li>• Explore Learning Phases from Curriculum Corner to authentically embed First Nations, Métis, and Inuit Perspectives.</li> </ul>
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Key Insights for Success	
Advance Teaching, Learning and Leading	
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• Using classroom-based assessments to continuously monitor student growth and discussing next steps 39</li> <li>• Collaborating in grade level teams to discuss and design learning/assessments</li> </ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"> <li>• Structure HIT for more consistency</li> <li>• Making learning visible for staff and students</li> </ul>
	<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Continue with vertical collaborative groups during school-based PD days to share effective pedagogical practices</li> <li>• Continue to have PD Leadership team to support and direct professional learning</li> <li>• Create a structure to share goals, roles and report out for each HIT meeting</li> <li>• Create a schedule that provides HIT time for Grades 7-9</li> </ul>