



Ecole Meridian Heights School  
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## Ecole Meridian Heights School Results Report November, 2022

Ecole Meridian Heights School's Development Plan is an integral component of our school accountability and assurance. This plan is an extension of the Parkland School Division Education Plan, which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities. A strong plan implements strategies to maintain or improve student learning and achievement - while monitoring and adjusting as needed - and to help the school and division in making evidence-based decisions.

Through thoughtful discussions, stakeholder feedback and staff collaboration, with recognition of the impact of COVID - 19 pandemic, Ecole Meridian Heights School moved its school primary focus to promoting literacy and numeracy. With increased student absences due to illness and guidelines put forth by the Alberta Government, the year brought both increased freedoms, and restrictions which caused staff, students and community to continue to be flexible and rely on each other. As the foundation to learning, literacy and numeracy competency is essential for our students to achieve success and wellbeing.

Using student data to reflect on the successes and challenges of the 2021-22 school year, will allow our staff to refine skills and strategies to support student learning. With new 2022 assessments put forward by Alberta Education for students Grades Kindergarten to Four, increased data points in literacy and numeracy are available to enhance instruction. As a school we continue to use baseline screeners in literacy and numeracy at all grade levels to inform classroom teaching and intervention approaches.

Ecole Meridian Heights School's primary area of focus for the 2021-22 school year, drawn from the Parkland School Division Education Plan was: **Teachers and Leaders Promote Literacy and Numeracy.** This report will reflect on success and areas of growth specific to success in literacy and numeracy through student data, while also taking into account contextual factors. Data includes Provincial Achievement Tests which were reintroduced in May and June of 2022, after not being completed during the 2019-2020 and 2020-21 school years. School based assessments in reading, writing and numeracy will also be addressed. Additionally, the results from the Alberta Assurance Assessment will be reflected in terms of Ecole Meridian Heights School working towards modelling and promoting wellness.

# Parkland School Division Education Plan

Ecole Meridian Heights School's areas of focus are derived from [Parkland School Division's Education Plan](#). The Domains specific to Meridian's goals for 2022-23 are *Student Growth and Achievement: Well Being; Teaching and Leading: PSD Staff Build Systems and Structures that promote Success and Well-Being; and Learning Supports: Support Systems Promote Care, Respect Safety, Belonging, Well-Being, and Success.*

Domain	Assurance Element				
<b>Student Growth and Achievement</b>	Students Demonstrate Success		Students Demonstrate Well-Being		
<b>Teaching and Leading</b>	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
<b>Learning Supports</b>	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
<b>Governance</b>	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
<b>Local and Societal Context</b>	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

## 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.

## 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.

## 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

## Provincial Achievement Results

2021-22 saw a return to Provincial Achievement Testing for grade 6 & 9 students.

English Language Arts Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>70.8% of students at acceptable standard</li> <li>9.2% of students at standard of excellence</li> <li>18.5% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>69.6% of students at acceptable standard</li> <li>12.9% of students at standard of excellence</li> <li>11.9% of students below acceptable standard</li> </ul>
<p><b>Areas of Celebration:</b>  <i>Meridian students achieving acceptable standards are in line with provincial results.</i></p> <p><b>Areas of Concern:</b>  <i>A higher percentage of Meridian students, compared to provincial results, are below standard.</i></p>	

French Language Arts Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>63.6% of students at acceptable standard</li> <li>6.1% of students at standard of excellence</li> <li>27.3% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>73.5% of students at acceptable standard</li> <li>9.9% of students at standard of excellence</li> <li>19.9% of students below acceptable standard</li> </ul>
<p><b>Areas of Concern:</b>  <i>Meridian is below the provincial results for both the acceptable and excellence standard.</i></p> <p><i>*9.1% of student results were unavailable (absent and did not write).</i></p>	

English Language Arts Grade 6 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>83.3% of students at acceptable standard</li> <li>15.2% of students at standard of excellence</li> <li>10.6% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>76.1% of students at acceptable standard</li> <li>18.9% of students at standard of excellence</li> <li>8.7% of students below acceptable standard</li> </ul>
<p><b>Areas of Celebration:</b>  <i>Meridian students' achieving acceptable standards are higher than provincial results, and the standard of excellence is approaching the provincial results.</i></p>	

French Language Arts Grade 6 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 48.9% of students at acceptable standard</li> <li>● 0% of students at standard of excellence</li> <li>● 31.9% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 76.9% of students at acceptable standard</li> <li>● 10.6% of students at standard of excellence</li> <li>● 17.9% of students below acceptable standard</li> </ul>
<p><b>Areas of Concern:</b>  <i>Meridian students scored well below the provincial averages, with less than 50% of students achieving an acceptable standard or better.</i></p> <p><i>*19.1% of student results were unavailable (absent and did not write).</i></p>	

Social Studies Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 45.2% of students at acceptable standard</li> <li>● 3.2% of students at standard of excellence</li> <li>● 51.6% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 60% of students at acceptable standard</li> <li>● 17% of students at standard of excellence</li> <li>● 22.8% of students below acceptable standard</li> </ul>
<p><b>Areas of Concern:</b>  <i>More than 50% of Meridian students were below the acceptable standard.</i></p>	

French Social Studies Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 54.5% of students at acceptable standard</li> <li>● 12.1% of students at standard of excellence</li> <li>● 30.3% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 74.2% of students at acceptable standard</li> <li>● 19.5% of students at standard of excellence</li> <li>● 20.3% of students below acceptable standard</li> </ul>
<p><b>Areas of Celebration:</b>  <i>Meridian students are underperforming in relation to provincial averages.</i></p> <p><i>*9.1% of student results were unavailable (absent and did not write).</i></p>	

**Social Studies Grade 6 June 2022**

**School Based Results**

- 64% of students at acceptable standard
- 12% of students at standard of excellence
- 32% of students below acceptable standard

**Provincial Results**

- 67.9% of students at acceptable standard
- 20.8% of students at standard of excellence
- 16.8% of students below acceptable standard

**Areas of Celebration:**

*The percentage of Meridian students achieving an acceptable standard is in line with provincial data.*

**Areas of Concern:**

*A higher percentage of Meridian students are performing below the acceptable standard.*

**French Social Studies Grade 6 June 2022**

**School Based Result**

- 51.2% of students at acceptable standard
- 2.4% of students at standard of excellence
- 41.5% of students below acceptable standard

**Provincial Results**

- 66.5% of students at acceptable standard
- 12.5% of students at standard of excellence
- 29.2% of students below acceptable standard

**Areas of Concern:**

*Meridian students are performing below the provincial averages.*

**Mathematics Grade 9 June 2022**

**School Based Results**

- 19.4% of students at acceptable standard
- 0% of students at standard of excellence
- 77.4% of students below acceptable standard

**Provincial Results**

- 51.6% of students at acceptable standard
- 16.1% of students at standard of excellence
- 30.6% of students below acceptable standard

**Areas of Concern:**

*The majority of Meridian students writing this assessment were below provincial averages.*

**French Mathematics Grade 9 June 2022**

**School Based Results**

- 30.3% of students at acceptable standard
- 9.1% of students at standard of excellence
- 57.6% of students below acceptable standard

**Provincial Results**

- 71.4% of students at acceptable standard
- 23.9% of students at standard of excellence
- 23.2% of students below acceptable standard

**Areas of Concern:**

*More than 50% of Meridian students achieved below the acceptable standard.*

*\*12.1% of student results were unavailable (absent and did not write)*

**Mathematics Grade 6 June 2022**

**School Based Results**

- 46.2% of students at acceptable standard
- 0% of students at standard of excellence
- 50% of students below acceptable standard

**Provincial Results**

- 63% of students at acceptable standard
- 12.4% of students at standard of excellence
- 21.6% of students below acceptable standard

**Areas of Concern:**

*50% of Meridian students achieved below the acceptable standard.*

**French Mathematics Grade 6 June 2022**

**School Based Results**

- 67.5% of students at acceptable standard
- 7.5% of students at standard of excellence
- 27.5% of students below acceptable standard

**Provincial Results**

- 77.5% of students at acceptable standard
- 15.2% of students at standard of excellence
- 18.8% of students below acceptable standard

**Areas of Concern:**

*Meridian students are performing below provincial averages.*

Science Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 64.5% of students at acceptable standard</li> <li>● 3.2% of students at standard of excellence</li> <li>● 32.3% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 67.2% of students at acceptable standard</li> <li>● 22.7% of students at standard of excellence</li> <li>● 14.8% of students below acceptable standard</li> </ul>
<p><b>Areas of Celebration:</b>  <i>Meridian students achieving an acceptable standard is in line with provincial results.</i></p> <p><b>Areas of Concern:</b>  <i>More than twice as many Meridian students are below acceptable standard when compared with the provincial results.</i></p>	

French Science Grade 9 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 57.6% of students at acceptable standard</li> <li>● 9.1% of students at standard of excellence</li> <li>● 30.3% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 78.7% of students at acceptable standard</li> <li>● 22% of students at standard of excellence</li> <li>● 15.2% of students below acceptable standard</li> </ul>
<p><b>Areas of Concern:</b>  <i>More than twice as many Meridian students are below acceptable standard when compared with the provincial results.</i></p> <p><i>*12.1% of student results were unavailable (absent and did not write)</i></p>	

Science Grade 6 June 2022	
<p><b>School Based Results</b></p> <ul style="list-style-type: none"> <li>● 80% of students at acceptable standard</li> <li>● 28% of students at standard of excellence</li> <li>● 16% of students below acceptable standard</li> </ul>	<p><b>Provincial Results</b></p> <ul style="list-style-type: none"> <li>● 71.4% of students at acceptable standard</li> <li>● 24.3% of students at standard of excellence</li> <li>● 13.6% of students below acceptable standard</li> </ul>
<p><b>Areas of Celebration:</b>  <i>Meridian students achieving an acceptable standard and a standard of excellence is above the provincial averages.</i></p>	

### French Science Grade 6 June 2022

#### School Based Results

- 61% of students at acceptable standard
- 7.3% of students at standard of excellence
- 31.7% of students below acceptable standard

#### Provincial Results

- 73.3% of students at acceptable standard
- 15.9% of students at standard of excellence
- 22.5% of students below acceptable standard

#### **Areas of Concern:**

*Meridian students underperformed in relation to the provincial results.*

### Summary Reflections:

Ecole Meridian Heights School is underachieving across all disciplines.

#### Areas for Growth

- Explore strategies to support learners who are achieving below the acceptable standard in all domains
- Explore strategies to increase achievement and attainment at the Acceptable Standard and ast the Standard of Excellence

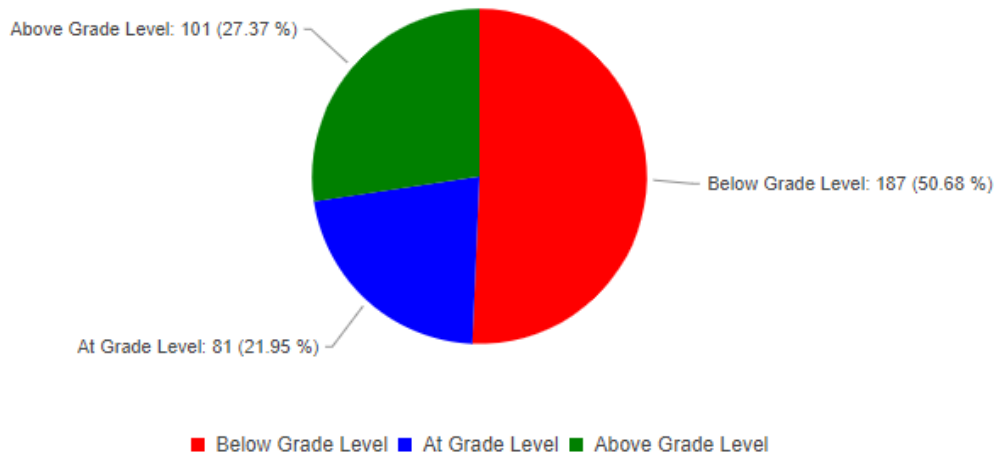


# Literacy

## Fountas and Pinnell Results Grds 2-6 September 2021

EXP

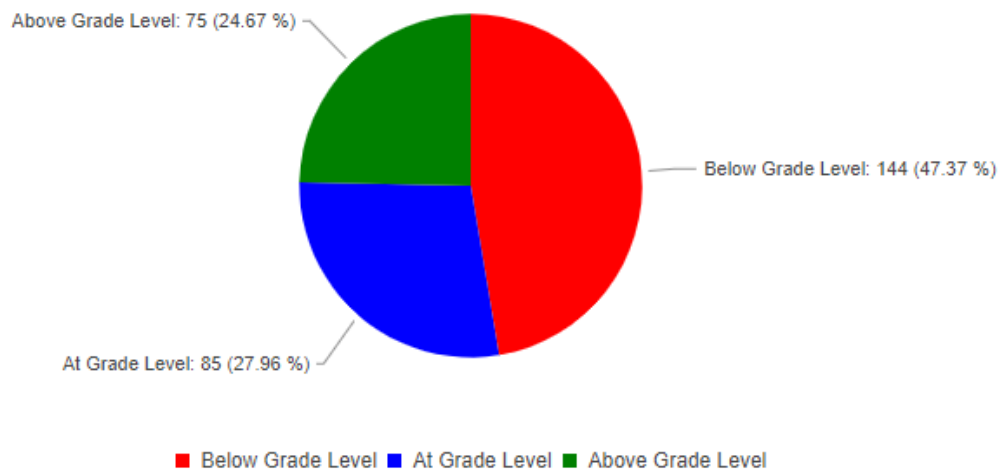
Student Level Breakdown  
2021 - 2022 (369)  
for Ecole Meridian Heights, All Grades, All Rooms, October Results



## Fountas and Pinnell Results June 2022

EXP

Student Level Breakdown  
2021 - 2022 (304)  
for Ecole Meridian Heights, All Grades, All Rooms, June Results



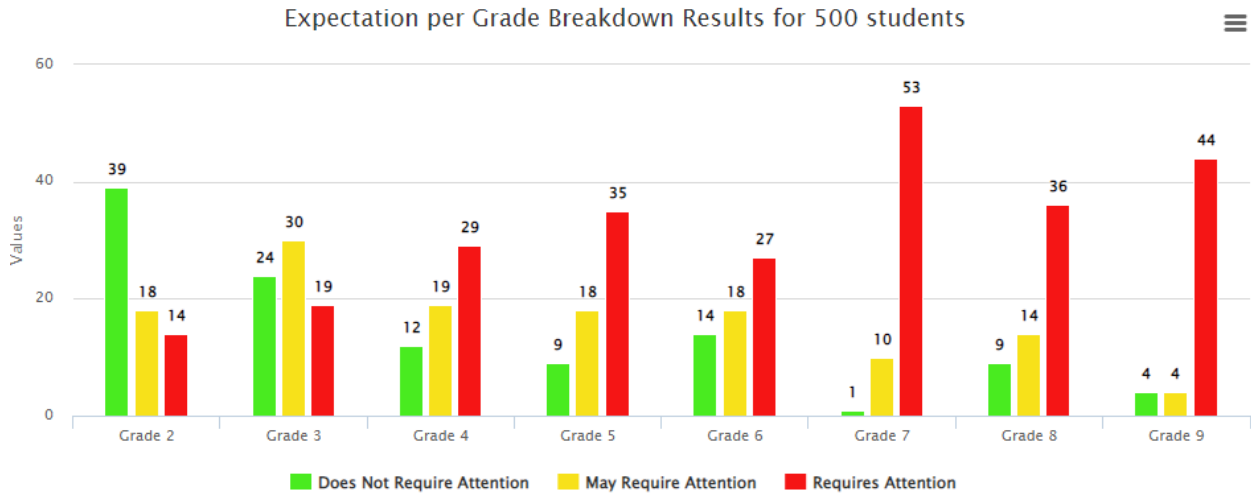
<b>Literacy</b>	
<b>Reading Levels Grades 2-9 October 2021:</b> <ul style="list-style-type: none"> <li>● 27.37% of students above grade level</li> <li>● 21.95% of students at grade level</li> <li>● 50.68% of students below grade level</li> </ul>	<b>Reading Levels Grades 2-9 June 2022:</b> <ul style="list-style-type: none"> <li>● 24.67% of students above grade level</li> <li>● 27.96% of students at grade level</li> <li>● 47.37% of students below grade level</li> </ul>
<p><b><i>Increase 3.31% at or above Grade Level</i></b>  <i>* There was a decrease in students achieving above grade level</i></p>	

**Reflections**

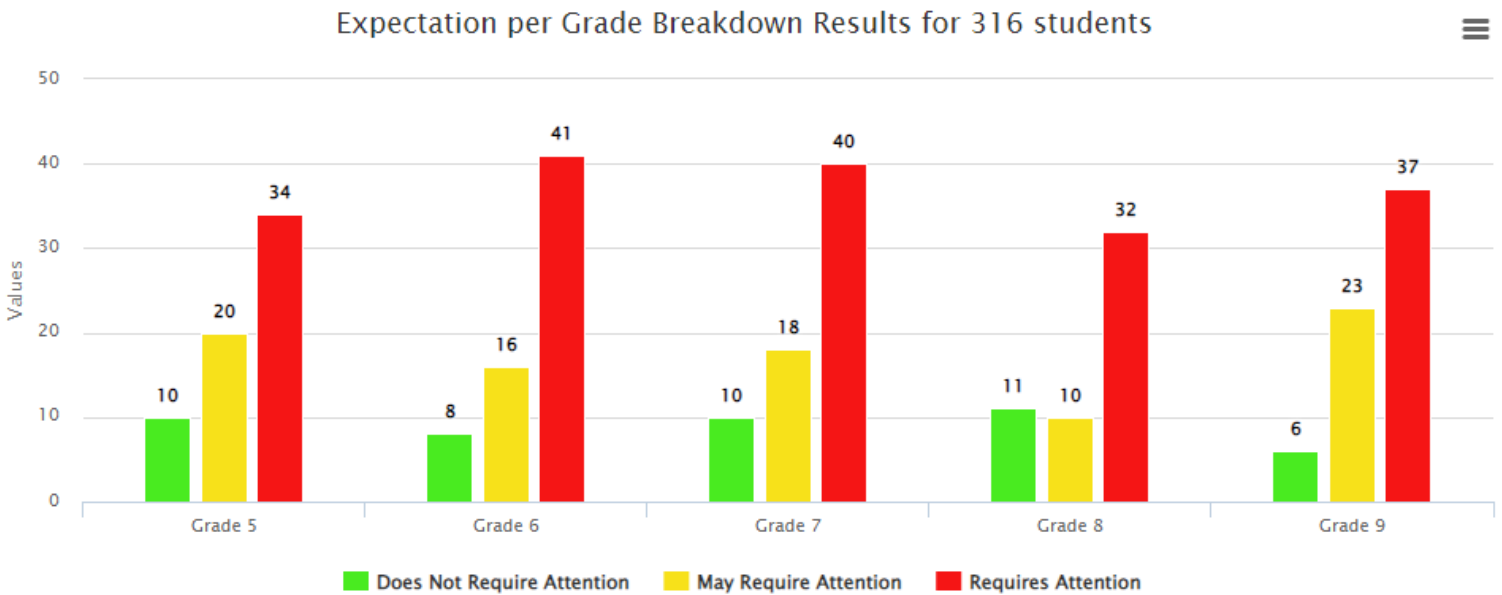
Strategies implemented in the 2021-22 school year did not have a substantial impact on student reading levels. Increases were noted in the number of students reading at and above grade level when comparing September 2021 data with June 2022 data; however, this change included a decrease in students performing above grade level and did not create a large enough positive impact for students reading below grade level. This is significant to note due to continued interruptions to student learning due to the COVID-19 Pandemic. Continued focus on strategies for reading are needed into the 2022-2023 school year to positively impact the learning gap in early elementary and Jr High grades. This needs to be done in combination with a deeper look at the reasoning behind the lack of overall growth.

# Numeracy

## September 2021 MIPI Results Grades 2-9



## September 2022 MIPI Results Grades 5 - 9



## **Reflections**

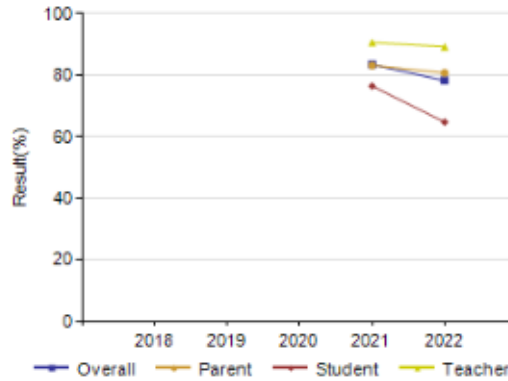
The results indicate a strong need to examine numeracy instruction, retention, attainment, and achievement at Meridian, with particular focus on Divisions 2 and 3. While there is improvement in the 2021 grade 7 cohort to their 2022 grade 8 results, grade 5 to 6, 6 to 7, and 8 to 9 show the inverse trend. The impact of COVID, the change in curriculum, and the overall trajectory of numeracy achievement indicate a need to look closer at the barriers to success for Meridian students.

## Alberta Education Assurance Measures Results 2022

### Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

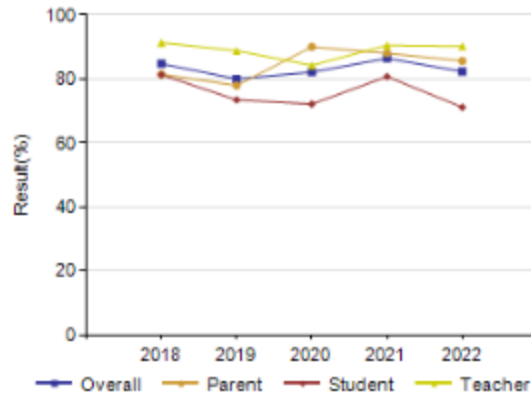
Meridian	PSD	Province
78.2%	84.1 %	86.1%



### Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

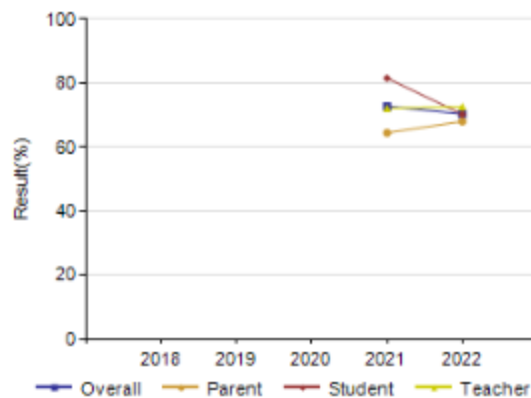
Meridian	PSD	Province
82.3%	85.5%	88.8%



### Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

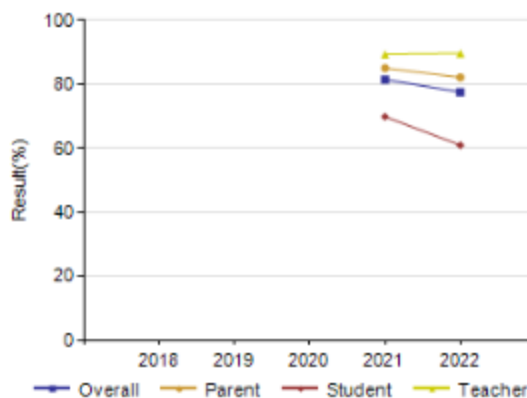
Meridian	PSD	Province
70.3%	78.4%	81.6%



## Student Learning Engagement

The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

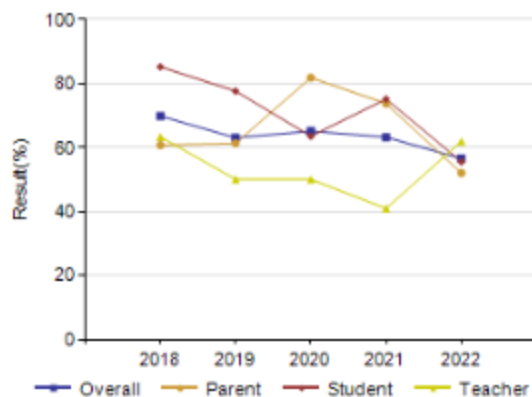
Meridian	PSD	Province
77.5%	82.3 %	85.1%



## School Improvement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Meridian	PSD	Province
56.5%	67.1%	74.2%



## Reflections

As outlined in the Assurance Measures above, Ecole Meridian Heights School had more parents, students and teachers believe we were well below the Divisional and Provincial averages, particularly in school improvement and access to supports and services.. The overall The 2022-2023 Development Plan focuses on Elements 2, 4, and 8, with an aim to improve the results over the next two years.

## Results of the 2021-22 Development Plan: *Lessons Learned*

### ***Contextual Considerations***

*During the 2021-22 school year, the COVID-19 pandemic had a continued impact on many aspects of teaching and learning.*

#### ***Community:***

- In September 2021, Meet the Teacher was able to proceed before pandemic restrictions changed.
- Changing guidelines regarding health measures impacted school operations including field trips and cohorts. This resulted in a disconnect amongst some of the school community as individuals and staff attempted to support all learners

#### ***Staff and Student Wellness:***

- Some extra curricular sports were reestablished with some adjustments (limited spectators at times) during the 2021-22 school year, impacting those students and families who thrive in these domains
- Student movement was restricted to homeroom cohorts resulting in a perceived lack of motivation and connection in the classroom, particularly at the Jr High level
- Access to online learning through Google Classroom was prioritised as students experienced higher levels of absenteeism due to sickness
- In May/June some school wide activities (outdoor) resumed including field trips and year end activities, where restrictions could be met

#### ***Instructional Practice and Professional Development:***

- The Alberta Government announced Learning Loss Funding which was used to increase staff resources for small group intervention in literacy and numeracy
- Anecdotally, teachers and support staff continued to experience increased levels of stress related to the teaching realities of the COVID-19 pandemic (time, virtual teaching environment, increased focus on health and safety protocols, isolation from colleagues and community)
- Professional Development plan incorporated key areas:
  - RCAT (Jr High reading comprehension)
  - Numeracy Interview (K-4 numeracy intervention tool)
  - Phonological Awareness tools/strategies
  - Words Their Way programming & Word Study kits (word study and vocabulary)
- Literacy Lead position and Indigenous Lead position were part of the development plan
- School based Literacy and numeracy intervention program was developed for Gr 1-3 students based on the Literacy Screens and Numeracy Interview assessment tool
- Collaborative Response Planning Team established to build planning time, create structure for collaboration and consistency to be implemented in 2022-2023

**Initiatives to Continue from 2021-22**

- Continue Collaborative Response Professional Development for the whole school
- Numeracy support / Numeracy Lead
- Accurate baseline comprehension assessment for students grades 7-9 using the RCAT
- Comprehensive Literacy Program in all grades - small group instruction K-9
- Small group phonological awareness gr 1-3
- Small group numeracy gr 1-3
- Word study programs K-6
- Lead Literacy and Indigenous Teacher
- Staff and student wellness initiatives

**Initiatives to Establish 2022-23**

- SEL (social-emotional learning)
- Inclusive practices (access points, supports, push-in model)
- Collaborative Response Implementation
- Create a continuum of supports for Engagement, Literacy and Numeracy
- Create a Comprehensive School Health Plan including counselling position
- Add a Numeracy Lead
- Use data to inform programming and establish access points
- Focus on new curriculum PD for K-6 teachers