



Ecole Meridian Heights School Results Report December, 2023



Principal: Amy Strachan

Assistant Principals: Roni Pirot and Nicole Marcinkevics

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

Values

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

Message from the Principal

Building student success and promoting student well-being is at the heart of education at Ecole Meridian Heights School (EMHS). The staff works collaboratively to create a positive learning environment that fosters belonging, creativity, critical thinking, and success. In the year following the end of pandemic measures, the focus remained on student well-being and success, with targets to improve sense of belonging and increase numeracy and literacy achievement.

School Profile

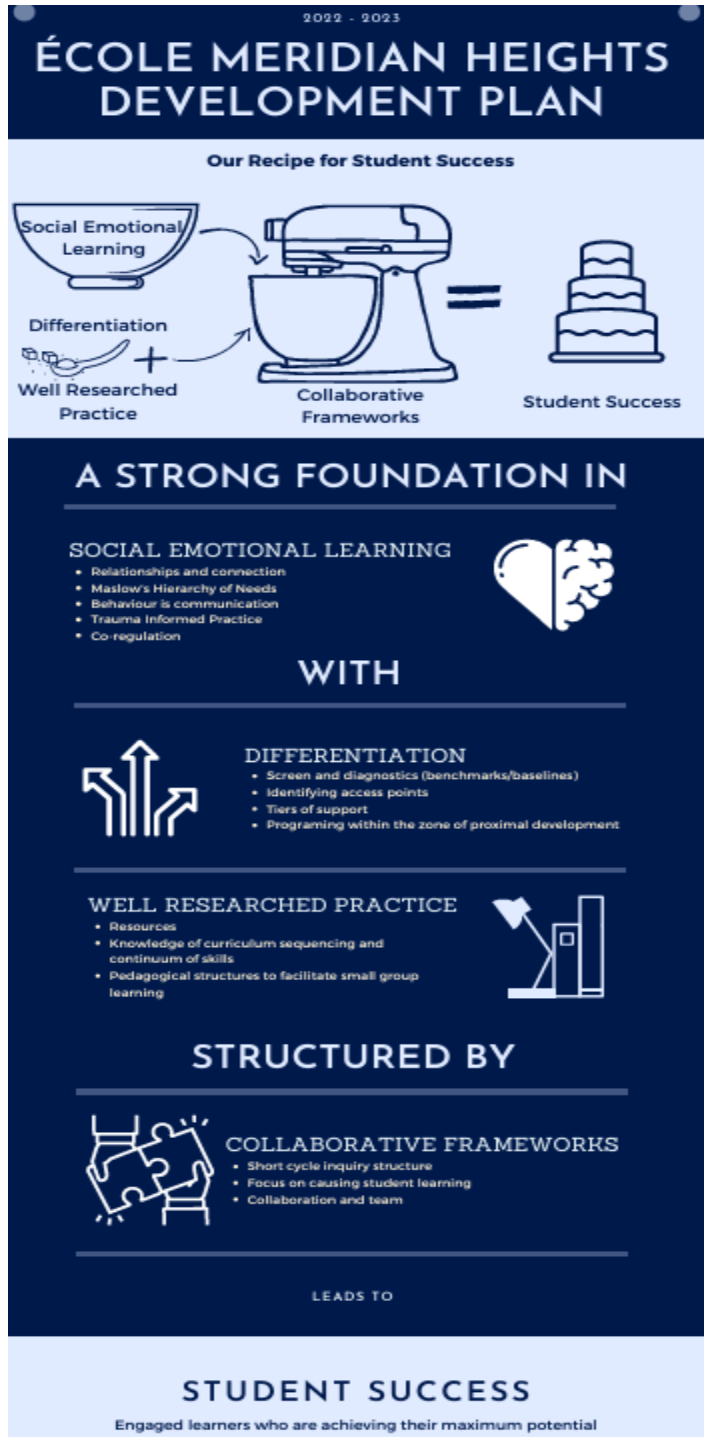
Ecole Meridian Heights School is a K-9, dual track school with 60% of our student population attending the French Immersion program and 40% in our regular program, serving 680 students in the 2022-2023 academic school year. Our school community consists of a small neighbourhood in Stony Plain surrounding the school for our regular programming (in English), and from Stony Plain and the West End (town and rural acreages) for our French Immersion program.

2022-2023 Development Plan Summary

EMHS Development Plan for 2022-2023 was centred on improving literacy and numeracy results, and rebuilding meaningful connections and improving sense of belonging through social-emotional learning and supports.

With the pandemic measures coming to a close and September 2022 bringing the new curriculum in K-3, gaps in attainment and achievement were identified. Much of the work targeted readiness for learning, including addressing food insecurity and community. New curriculum professional development offered by our Division partners offered K-3 teachers additional support and collaboration around the new curriculum and ways to improve student success. Working alongside the Division Principals and facilitators, and capitalising on professional development opportunities and collaboration within our staff, we moved to improve student success and well-being.

We began by identifying current practice throughout the school, aligning with the Division, and sharing best practices between staff. This also included collaborating with other schools, particularly around small group instruction.

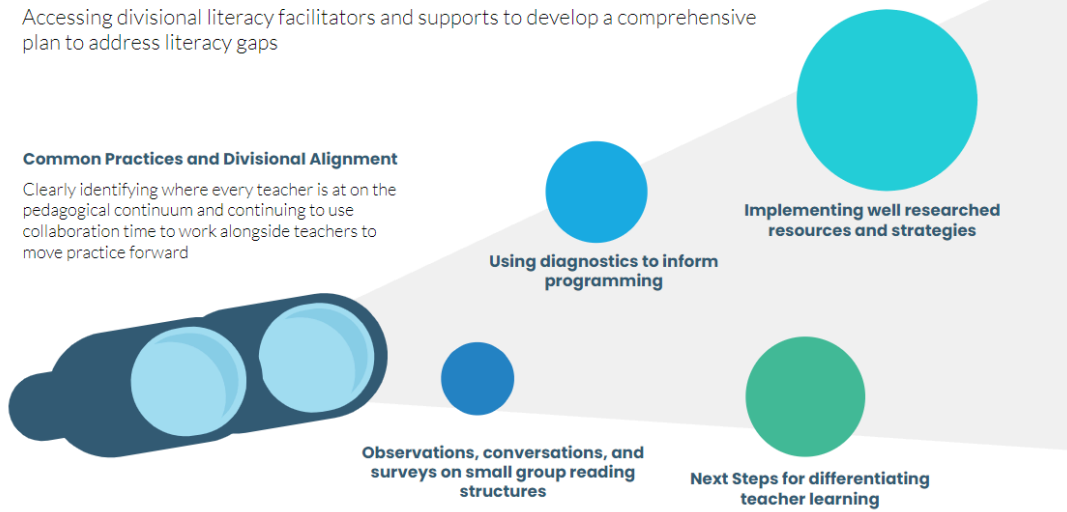


Reading Improvement Vision

Accessing divisional literacy facilitators and supports to develop a comprehensive plan to address literacy gaps

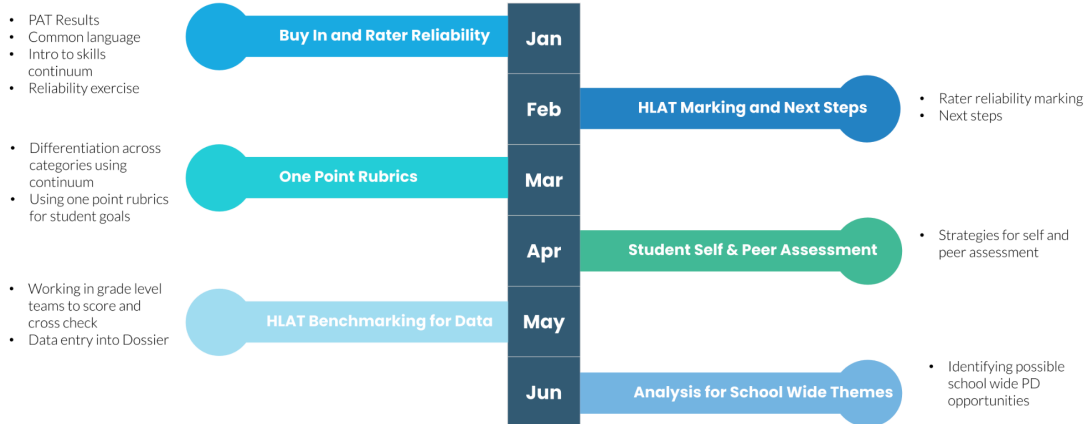
Common Practices and Divisional Alignment

Clearly identifying where every teacher is at on the pedagogical continuum and continuing to use collaboration time to work alongside teachers to move practice forward



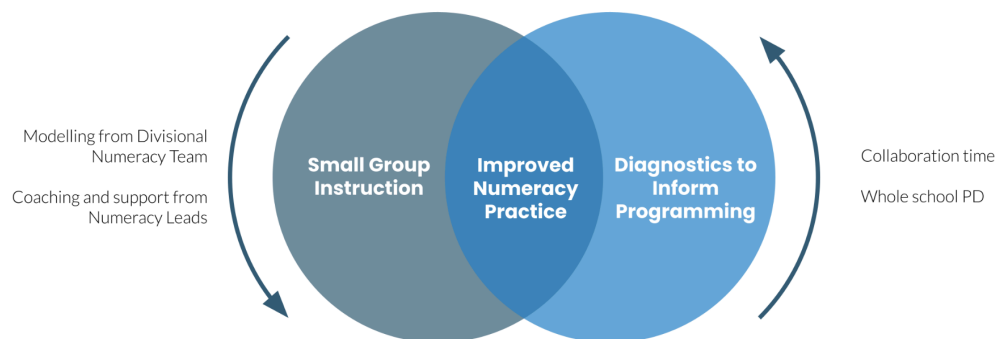
HLAT Writing Vision

Building a common language and opening up access points for all learners while improving student writing



Numeracy Vision

Building teacher capacity to shift pedagogy to a small group instructional approach and utilizing data to provide all students with an access point for learning



Assurance Measures Observations

Assurance Measures Results are compared annually, and baseline data was collected from numeracy and literacy Provincial screens, as well as Divisional benchmarks, at the onset of the academic year and used to identify gaps in attainment and to plan for instruction to increase achievement throughout the 2022-2023 year.

There were 12 parents/guardians who responded to the Assurance Measures Survey, down from 26 respondents in 2022 and 20 respondents in 2021.

Students model the characteristics of active citizenship.

- 70% of parents/guardians who responded believe that “students model the characteristics of active citizenship” and this is an increase of %4.6% from the previous year.
- 65.7% of students believe that they model characteristics of active citizenship, an increase of 7.9% from the previous year.
- 65.5% of teachers believe students model characteristics of active citizenship, a decrease of 16.8% from the previous year.
- Overall (parents, students, and teachers) there is a decrease from 68.5% in 2022 to 67% in 2023 who believe students model characteristics of active citizenship.

The school offers a welcoming, caring, respectful, and safe learning environment.

- 73.9% of all respondents (parents, students, and teachers) believe EMHS offers a welcoming, caring, respectful, and safe learning environment, a decrease of 4.3% from the previous year.
- 78.1% of parents believe the school offers a welcoming, caring, respectful, and safe learning environment, a decrease of 2.6%.
- 71.6% of students believe EMHS offers a welcoming, caring, respectful, and safe learning environment, an increase of 6.9%.
- 72.1% of teachers believe the school offers a welcoming, caring, respectful, and safe learning environment, a decrease of 17.1% and a trend over the last three years.

Of note, students tended to feel better about school than their respective school and home adults. This increase in students’ sense of belonging within the school speaks to the work the school staff have undertaken to ensure students are feeling connected. Considering the Provincial and Divisional satisfaction with respect to active citizenship and welcoming environments are nearly 10% higher than the school’s percentages, we have work to do to improve our results.

With only 12 parent/guardian responses in the survey, and minimal attendance at School Council, it is much harder to gauge the overall feeling of our parent community. One measure going forward will be to see an increase in the number of attendees at School Council meetings and in the number of respondents for the 2024 survey. Although the decrease in satisfaction

was minimal and classified as “maintained” on the parent responses, we are working to engage more parents through weekly teacher emails, bi-weekly school newsletters, monthly School Council meetings, and community events.

There has been a decrease in positive staff responses in these Assurance Measures, highlighting the need for increased communication and support with staff. Of particular note, 81.8% of teachers are satisfied with the overall quality of basic education, which is below the Provincial and Divisional percentages and has been decreasing steadily since 2021. There will continue to be an emphasis on professional development and support, as well as strengthening staff sense of belonging through increased collaboration and sharing of pedagogy, as well as staff appreciation (consulting with staff on ways to be recognized).

The impact of social-emotional learning and needs is large and staff have shown a commitment to ensuring students feel that they belong at EMHS. Staff are also demonstrating an increased sense of community throughout the school, checking on each other and offering support to regular and temporary staff. The additional wellness measures (survey) completed by the Division and the additional focus on workplace wellness from this survey will help to guide improvements.

Summary of Academic Results

The following PAT (Provincial Achievement Test) data is based on the total number of students enrolled in each subject. Students enrolled and who did not write have been included in the percentage of students below the acceptable standard. The percentage of students at the acceptable standard includes the total number of students at and above the acceptable standard. Where possible, the French Immersion and English program results have been separated after the combined presentation.

Provincial Achievement Test Results (grade 6 and 9)

English Language Arts Grade 6 June 2023	
School Based Results (Combined) <ul style="list-style-type: none"> 85.9% of students at acceptable standard 6.3% of students at standard of excellence 14.1% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> 76.2% of students at acceptable standard 18.4% of students at standard of excellence 23.9% of students below acceptable standard
Observations	

2 students (3.1%) were absent and did not write, and are included in the number of students below acceptable standard.

Meridian students' achieving acceptable standards are higher than provincial results, by 10.3%, and have increased by 1.4% over the previous year.

We have $\frac{1}{3}$ of the percentage of students achieving excellence when compared to the provincial results.

English Language Arts Grade 9 June 2023

School Based Results (Combined)

- 85.7% of students at acceptable standard
- 11.4% at a standard of excellence
- 14.3% of students below acceptable standard

Provincial Results

- 71.4% of students at acceptable standard
- 13.4% of students at standard of excellence
- 28.6% of students below acceptable standard

Observations

4 students (5.7%) did not write and their results are included in the percentage of students below acceptable level.

Meridian students achieving acceptable standards are above provincial results and show a 14.9% increase from the previous year. The percentage of students achieving a standard of excellence is in-line with the provincial results.

French Language Arts Grade 6 June 2023

School Based Results (French Immersion Only)

- 66.7% of students at acceptable standard
- 0% of students at standard of excellence
- 33.3% of students below acceptable standard

Provincial Results

- 77.6% of students at acceptable standard
- 12.5% of students at standard of excellence
- 22.4% of students below acceptable standard

Observations

Meridian saw an increase of 17.8% of students achieving an acceptable standard.

Meridian students scored well below the provincial results and did not have any students achieving a standard of excellence.

French Language Arts Grade 9 June 2023	
<p>School Based Results (French Immersion Only)</p> <ul style="list-style-type: none"> • 76.2% of students at acceptable standard • 7.1% of students at standard of excellence • 23.8% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> • 76.1% of students at acceptable standard • 10.9% of students at standard of excellence • 23.9% of students below acceptable standard
<p>Observations</p> <p><i>1 student (2.4%) did not write and is accounted for in the percentage of students below the acceptable standard.</i></p> <p><i>There was a 12.6% increase in students reaching an acceptable standard from the previous year.</i></p> <p><i>Meridian is below the provincial results for the excellence standard.</i></p>	

Mathematics Grade 6 June 2023	
<p>School Based Results (Combined)</p> <ul style="list-style-type: none"> • 64.1% of students at acceptable standard • 6.3% of students at standard of excellence • 35.9% of students below acceptable standard <p>School Based Results (English)</p> <ul style="list-style-type: none"> • 48% of students at acceptable standard • 8% of students at standard of excellence • 52% of students below acceptable standard <p>School Based Results (French Immersion)</p> <ul style="list-style-type: none"> • 74.4% of students at acceptable standard • 5.1% of students at standard of excellence • 25.6% of students below acceptable standard 	<p>Provincial Results (Combined)</p> <ul style="list-style-type: none"> • 65.4% of students at acceptable standard • 15.9% of students at standard of excellence • 34.6% of students below acceptable standard <p>Provincial Results (English)</p> <ul style="list-style-type: none"> • 64.4% of students at acceptable standard • 15.8% of students at standard of excellence • 35.6% of students below acceptable standard <p>Provincial Results (French)</p> <ul style="list-style-type: none"> • 78% of students at acceptable standard • 17.6% of students at standard of excellence

	<ul style="list-style-type: none"> 22% of students below acceptable standard
<p>Observations</p> <p><i>Our combined results are in-line with provincial results; however, the percentage of students achieving a standard of excellence is still well below provincial percentage.</i></p> <p><i>Our French Immersion students (writing in French) are achieving a higher standard than our regular (English) program students, by nearly 25%.</i></p> <p><i>There was a greater improvement (an increase of 8%) in the number of students (in English) achieving a standard of excellence in math 6.</i></p>	

Mathematics Grade 9 June 2023	
<p>School Based Results (Combined)</p> <ul style="list-style-type: none"> 40% of students at acceptable standard 4.3% of students at standard of excellence 60% of students below acceptable standard <p>School Based Results (English)</p> <ul style="list-style-type: none"> 32.1% of students at acceptable standard 3.6% of students at standard of excellence 67.8% of students below acceptable standard <p>School Based Results (French Immersion)</p> <ul style="list-style-type: none"> 45.2% of students at acceptable standard 4.8% of students at standard of excellence 54.8% of students below acceptable standard 	<p>Provincial Results (Combined)</p> <ul style="list-style-type: none"> 54.4% of students at acceptable standard 13.5% of students at standard of excellence 45.6% of students below acceptable standard <p>Provincial Results (English)</p> <ul style="list-style-type: none"> 53.2% of students at acceptable standard 13% of students at standard of excellence 46.8% of students below acceptable standard <p>Provincial Results (French)</p> <ul style="list-style-type: none"> 71.7% of students at acceptable standard 20.8% of students at standard of excellence 28.3% of students below acceptable standard
<p>Observations</p> <p><i>4 students (5.7%; 3 in English [10.7%] and 1 in French [2.4%]) did not write and are included in the percentage of students below expected standard.</i></p>	

The percentage of students achieving an acceptable standard increased in both English (+12.7%) and French Immersion (+14.9%), with an overall trend in the combined percentages increasing from 25% to 40%.

Although there is significant increase in achievement of an acceptable standard, we are still well below the provincial results.

Science Grade 6 June 2023	
<p>School Based Results (Combined)</p> <ul style="list-style-type: none"> • 54.7% of students at acceptable standard • 3.1% of students at standard of excellence • 45.3% of students below acceptable standard <p>School Based Results (English)</p> <ul style="list-style-type: none"> • 68% of students at acceptable standard • 8% of students at standard of excellence • 32% of students below acceptable standard <p>School Based Results (French Immersion)</p> <ul style="list-style-type: none"> • 46.2% of students at acceptable standard • 0% of students at standard of excellence • 53.9% of students below acceptable standard 	<p>Provincial Results (Combined)</p> <ul style="list-style-type: none"> • 66.7% of students at acceptable standard • 21.8% of students at standard of excellence • 33.2% of students below acceptable standard <p>Provincial Results (English)</p> <ul style="list-style-type: none"> • 66.7% of students at acceptable standard • 22.5% of students at standard of excellence • 33.3% of students below acceptable standard <p>Provincial Results (French)</p> <ul style="list-style-type: none"> • 67.3% of students at acceptable standard • 12.8% of students at standard of excellence • 32.6% of students below acceptable standard
<p>Observations</p> <p><i>5 students (7.8%) did not write the science test (1 in English [4%] and 4 in French Immersion[10.3%]) and have been included in the percentage of students below acceptable standards.</i></p> <p><i>Compared to last year where the percentage of Meridian students achieving an acceptable standard and a standard of excellence was above the province, we are now below the provincial results. While the provincial results have also decreased since 2022, the nearly 14% decrease in our results is an area of concern.</i></p>	

Science Grade 9 June 2023

School Based Results (Combined)

- 52.9% of students at acceptable standard
- 10% of students at standard of excellence
- 47.1% of students below acceptable standard

School Based Results (English)

- 39.3% of students at acceptable standard
- 7.1% of students at standard of excellence
- 60.7% of students below acceptable standard

School Based Results (French Immersion)

- 61.9% of students at acceptable standard
- 11.9% of students at standard of excellence
- 38.1% of students below acceptable standard

Provincial Results (Combined)

- 66.3% of students at acceptable standard
- 20.1% of students at standard of excellence
- 33.6% of students below acceptable standard

Provincial Results (English)

- 65.5% of students at acceptable standard
- 20.1% of students at standard of excellence
- 34.5% of students below acceptable standard

Provincial Results (French)

- 78.7% of students at acceptable standard
- 20.3% of students at standard of excellence
- 21.3% of students below acceptable standard

Observations

5 students (7.1%) did not write (2 in English [7.1%] and 3 in French Immersion [7.1%]) and these numbers have been included in the percentage of students below the acceptable standard.

This is an area of concern as overall there was an overall 8% decrease in achievement (French Immersion students had an increase of 4%) and Meridian remains well below the provincial results.

Social Studies Grade 6 June 2023

School Based Results (Combined)

- 39.1% of students at acceptable standard
- 1.6% of students at standard of excellence
- 60.9% of students below acceptable standard

Provincial Results (Combined)

- 66.2% of students at acceptable standard
- 18% of students at standard of excellence
- 33.9% of students below acceptable standard

<p>School Based Results (English)</p> <ul style="list-style-type: none"> • 60% of students at acceptable standard • 4% of students at standard of excellence • 40% of students below acceptable standard <p>School Based Results (French Immersion)</p> <ul style="list-style-type: none"> • 25.6% of students at acceptable standard • 0% of students at standard of excellence • 74.3% of students below acceptable standard 	<p>Provincial Results (English)</p> <ul style="list-style-type: none"> • 66.3% of students at acceptable standard • 18.5% of students at standard of excellence • 33.7% of students below acceptable standard <p>Provincial Results (French)</p> <ul style="list-style-type: none"> • 64.3% of students at acceptable standard • 11.6% of students at standard of excellence • 35.7% of students below acceptable standard
<p>Observations</p> <p>4 students (6.4%) did not write (2 English [8%] and 2 in French Immersion [5.1%]) and these results have been included in the percentage of students below acceptable standard.</p> <p>Social Studies combined results decreased significantly (-17%) of students achieving an acceptable standard. The decrease is of particular concern in French Immersion with a year to year decrease of 25.6% and an overall 38.7% gap from the provincial (French) results. The English program saw a decrease of 4%.</p>	

Social Studies Grade 9 June 2023	
<p>School Based Results (Combined)</p> <ul style="list-style-type: none"> • 51.4% of students at acceptable standard • 8.6% of students at standard of excellence • 48.6% of students below acceptable standard <p>School Based Results (English)</p> <ul style="list-style-type: none"> • 39.3% of students at acceptable standard • 10.7% of students at standard of excellence • 60.7% of students below acceptable standard <p>School Based Results (French)</p>	<p>Provincial Results (Combined)</p> <ul style="list-style-type: none"> • 58.4% of students at acceptable standard • 15.9% of students at standard of excellence • 41.6% of students below acceptable standard <p>Provincial Results (English)</p> <ul style="list-style-type: none"> • 57.6% of students at acceptable standard • 15.9% of students at standard of excellence • 42.4% of students below acceptable standard <p>Provincial Results (French)</p>

<ul style="list-style-type: none"> • 59.5% of students at acceptable standard • 7.1% of students at standard of excellence • 40.5% of students below acceptable standard 	<ul style="list-style-type: none"> • 69.5% of students at acceptable standard • 15.7% of students at standard of excellence • 30.5% of students below acceptable standard
<p>Observations 2 students (2.9% total; 1 in English [3.6%] and 1 in French Immersion [2.4%]) did not write and have been included in the percentage of students below acceptable standard.</p> <p>Meridian saw a slight increase the in percentage of French Immersion students achieving an acceptable standard and a combined increase of 1.4%; however, we are overall behind the provincial results. Of particular note, the percentage of English program students achieving an acceptable standard decreased by 5.9%.</p>	

Literacy Assessments

Assessment	September 2022	June 2023
F&P 1-6 (*10 grade 7s also wrote)	0% Excellent 40.3% Competent 0% Satisfactory 59.7% Insufficient	23.3% Excellent 32.2% Competent 9.7% Satisfactory 34.8% Insufficient
GB+ 1-6 (French Immersion)	50% Excellent 10% Competent 5% Satisfactory 35% Insufficient	18.5% Excellent 9.1% Competent 23.2% Satisfactory 49.2% Insufficient
RCAT 7-9	10.6% Excellent 28.5% Competent 33% Satisfactory 27.9% Insufficient	3.9% Excellent 16.3% Competent 34.8% Satisfactory 44.9% Insufficient
Writing Assessment (HLAT for ELA) **March and June	8.4% Excellent 34.9% Competent 32.5% Satisfactory 24.1% Insufficient **March	16.4% Excellent 37.7% Competent 31.1% Satisfactory 14.8% Insufficient **June
Writing Assessment (FLA) ***School-based assessment	8.9% Excellent 32.1% Competent 42.9% Satisfactory	18.2% Excellent 32.7% Competent 32.7% Satisfactory

	16.1% Insufficient **March	16.4% Insufficient **June
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Numeracy Assessments

MiPi (7-9)

Cohort	September 2022	September 2023
Grade 6 to 7 cohort	<p>Combined: 20% Does not require attention 80% Requires attention</p> <p>English: 28% Does not require attention 72% Requires attention</p> <p>French Immersion: 15% Does not require attention 85% Requires attention</p>	<p>Combined: 14% Does not require attention 86% Requires attention</p> <p>English: 17% Does not require attention 83% Requires attention</p> <p>French Immersion: 12% Does not require attention 88% Requires attention</p>
grade 7 to 8 cohort	<p>Combined: 20% Does not require attention 80% Requires attention</p> <p>English: 15% Does not require attention 85% Requires attention</p> <p>French Immersion: 25% Does not require attention 75% Requires attention</p>	<p>Combined: 24% Does not require attention 76% Requires attention</p> <p>English: 27% Does not require attention 73% Requires attention</p> <p>French Immersion: 22% Does not require attention 78% Requires attention</p>
grade 8 to 9 cohort	<p>Combined: 28% Does not require attention 72% Requires attention</p> <p>English: 22% Does not require attention 78% Requires attention</p> <p>French Immersion: 29% Does not require attention 71% Requires attention</p>	<p>Combined: 7% Does not require attention 93% Requires attention</p> <p>English: 0% Does not require attention 100% Requires attention</p> <p>French Immersion: 11% Does not require attention 89% Requires attention</p>

Alberta Ed Numeracy Screen

Grade 1-4

Measures and average growth is in points scored (raw score)

(requires attention = 26.5%)

Grade and Program	Student count	September 2022	June 2023	Average Growth	PSD Average
1 (English)	9	22.1 *January 2023	35.8	13.7	14.3
1 (FI)	5	28.8 *January 2023	35.3	6.5	11.3
2 (English)	2	16.1	39.4	23.3	13.3
2 (FI)	6	19.8	32.5	12.7	9.6
3 (English)	5	26.5	36.8	10.3	11.6
3 (FI)	7	20.9	37.8	16.9	7.3
4 (English)	15	21.4	35	13.6	11.5
4 (FI)	4	26.2	41.9	15.8	

(requires attention to does not require attention = 15.5%)

Grade and Program	Student count	September 2022	June 2023	Average Growth	PSD Average
1 (English)	0				27.1
1 (FI)	1	40.1 *January 2023	67.5	27.4	30.5
2 (English)	8	24.5	56	31.6	27.1
2 (FI)	2	26.7	43.4	16.7	29.6
3 (English)	0				28
3 (FI)	8	29.3	54.5	25.2	25.1
4 (English)	7	29	53.1	24	23.9
4 (FI)	5	27.9	57.3	29.4	

(does not require attention to requires attention = 6.5%)

Grade and Program	Student count	September 2022	June 2023	Average Growth	PSD Average
1 (English)	2	43.8 *January 2023	48.1	4.4	2
1 (FI)	3	48.2 *January 2023	51.1	2.9	-43.2
2 (English)	0				2.8
2 (FI)	2	35.7	34.6	-1.1	5.2
3 (English)	2	38.6	46	7.4	4.4
3 (FI)	2	36	44.1	8.1	2.7
4 (English)	2	42.6	43.7	1.1	-1.3
4 (FI)	0				-7.2

(does not require attention = 51.5%)

Grade and Program	Student count	September 2022	June 2023	Average Growth	PSD Average
1 (English)	8	52.1 *January 2023	64.7	12.6	11.4
1 (FI)	10	50.7 *January 2023	60.6	9.9	13.9
2 (English)	12	40.1	67.9	27.8	16.4
2 (FI)	8	37.2	55.3	18.1	16.1
3 (English)	14	52.8	63.1	10.3	14.7
3 (FI)	22	48.4	63.1	14.7	14.3
4 (English)	14	47.1	65.6	18.6	14.8
4 (FI)	15	48.8	67.2	18.3	11.6

MiPi to MiPi/Elk Island

Cohort	September 2022 (MiPi)	September 2023 (Elk Island Screen)*
grade 5 to grade 6	Combined: 32% Do not require attention 68% Require attention English: 55% Do not require attention 45% Require attention French Immersion: 16% Do not require attention 84% Require attention	Combined: 72.5% Universal supports 27.5% Targeted supports

*The assessment tool differed, but the measurement remains a guide. We will be using the Elk Island Numeracy Screen next year and will be able to compare results across the same benchmark assessment.

Summary of Observations

Literacy

- The PAT results in grades 6 and 9 show an improvement compared to the previous year
 - Result of a unified, school-wide focus
 - The guidance of the Division Literacy team was instrumental
 - There are more gaps in reading than in writing at the end of the school year
- The school focus in literacy centred on writing in the second half of the year and the results demonstrate a growth in this area
- Work with the Division on a Divisional French Writing Assessment will be a focus next year
- Reading in French is an area of concern, particularly in grades 1-6
- Reading in English improved and will continue to be a focus
- Reading in Junior High (grades 7-9) is an area for growth; more targeting of comprehension and accuracy skills is needed

Numeracy

- The PAT results in grades 6 and 9 show an improvement compared to the previous year
 - Improved results are still below the Provincial averages
 - Support from our Division Numeracy team has been beneficial
 - The gaps which emerged during the pandemic measures are continually being addressed

- The growth in numeracy is small overall and requires continued focus on improving achievement
 - Focused professional development on planning, resource use, and strategies
- The year to year comparison for each cohort demonstrates the continued need to refine practice and target foundational skills in numeracy
- As the assessment measures have shifted between last year and this year, a more thorough analysis of year on year trends will be available next year with the second year of the Elk Island Numeracy Screen

Additional Factors of Influence

- Student attendance remained an area of concern throughout the 2022-2023 academic school year.
 - 16% of the student population attended less than 80% of the time, 6% attended less than 50% which is an increase over the previous year
 - There is a correlation between students who continue to be at risk or below expected standard and achievement
 - Any days where transportation is not running (ie: due to inclement weather below -40), nearly half of our student population does not make it to school
 - Extended family vacations into September, in December, and March impacted attendance
- Staffing
 - Many temporary teachers in place due to unexpected leaves as well as planned leaves (parental leave)
 - Unexpected changes in teacher for a length of time can have an impact on learning continuity
 - Difficulty backfilling French Immersion positions
- Learning Changes
 - New K-3 Curriculum implemented, meaning changes in content and progression, as well as expectations
 - Continued emergence of gaps in learning, both in literacy and numeracy
 - Higher need for reading support in older grades (junior high) due to learning loss during Covid pandemic measures
 - French Immersion students closing the gap with vocabulary acquisition in respect to subject-specific terminology.
 - Students returning to EMHS and the Alberta Curriculum from other programming (such as distance and home programmings) after an extended absence from a physical school
- Social-Emotional Concerns
 - There were 105 referrals to the school counsellor in the 2022-2023 academic school year ranging from kindergarten to grade 9

- As of December 2023, there are already 77 referrals for additional support from the counsellor, 12.3% of our student population, demonstrating the ongoing need for social-emotional support
- An average of 80 students per day access food at the school's nutrition nooks and classroom bowls (breakfast, lunch, and snacks)
- Literacy and Numeracy Leads
 - Dedicated literacy and numeracy leads worked with teachers and with students (shoulder to shoulder and interventions) to close the gaps
- Professional Development
 - Division-led professional development opportunities, in particular around the new curriculum, have supported staff in planning and delivering curriculum
 - Professional development delivered at the school level adopted a small-group structure with focused breakout groups
 - Unified school-wide work on writing (under the guidance of the Division)
- Collaboration Time
 - Embedded into the timetable
 - Consistent collaboration with grade-level teaching partners
- Demographics
 - 11% (72) of our students are coded with a Mild, Moderate, or a Severe learning disability
 - 17% (115) of our students have an Individual Education Plan (IEP)

Lessons Learned and Next Steps

Professional Development and Collaboration

The professional development, particularly around the new curriculum, offered by the Division has been needed and well-received. The implementation of a new curriculum, with the changes including content, sequence, and scope, requires a great deal of effort and time. Furthermore, new curriculum also requires updated or new resources. By having teachers attend professional development with grade-level partners from other schools, more collaboration was made possible. Embedding collaboration at the school-level was also impactful for teachers to look at trends across the cohort and collectively plan to address gaps and share good practice that is working in the immediate context. Different pedagogical approaches have also been modelled and adopted, both internally and through the Division teams, including small group instruction and numeracy class structures. Moving forward, teachers will continue to take advantage of professional development opportunities and collaboration time will be part of the timetable.

Social-Emotional Learning and Food Security

When the Divisional initiative to create nutrition nooks and expand student access to food landed at EMHS, the students took to it immediately. Hungry children have a harder time concentrating and completing their work, and therefore their achievement is negatively impacted. After the initial novelty of readily available food wore off, more students accessed

food when hungry and more staff would check in with hunger when students were unfocused during learning time. Continuing to address food security in the coming years is a must. The immense work the staff did to foster connections with their students and families is also paramount in ongoing improvements and overall success. Students feeling more connected to the school will improve attendance and therefore performance. Additionally, continuing to work with parents and guardians to support students is imperative. The addition of a full-time school counsellor has been beneficial for helping students and families access support and this has positively impacted students' sense of belonging.

Data and Student Success

The data shows improvements over last year; however, there is still progress to make. Using the data not only to track our progress as a school and meet or surpass the provincial averages, but also to readily and consistently inform practice and next steps in the classroom to close the gaps in attainment will result in higher levels of achievement. The gains in numeracy and literacy on the PATs is trending in the right direction and now we need to replicate the positive trend throughout the fall and spring assessments at all grade level. Intentional work around using the assessment data to inform practice will be a key element of the 2023-2024 year.