

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS  
MEADOW RIDGE SCHOOL**

**Key Insights for Engagement**

**Advance Stakeholder Engagement and Communications  
Advance Continuous Improvement and Assurance**

<p align="center"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Consistency with communication including teachers communicating with parents and regular school communication</li> <li>• Responding to parent survey</li> <li>• Increase parent participation in School Council and Fundraising Society in 2023-2024 year</li> </ul>	<p align="center"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to try and involve more parents in School Council, Fundraising, volunteer opportunities, and opportunities to share their voice</li> <li>• Structures and strategies to share out faculty voice and response to their voice including PD Committee, faculty meetings, etc.</li> <li>• Making what we do more visible to parents</li> <li>• Finding ways to engage parents in reading/viewing communication from school</li> </ul> <p align="center"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Increase parental involvement and engagement in school through School Council and MRS Fundraising Society: plan family events, fundraisers for playground, etc</li> <li>• Embed student matters into Leadership class</li> <li>• Continue more formal opportunities to gather faculty feedback and make next steps visible</li> <li>• More communication engagement opportunities with our community</li> <li>• Recruiting and involving parents in School Council and Fundraising Society through building the new playground</li> </ul>
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**Key Insights for Support**

**Advance Wellness and Wellbeing  
Advance our Continuum of Supports**

<p align="center"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Teacher collaboration to discuss learning, next steps, and how to improve our school.</li> </ul>	<p align="center"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Staff wellness opportunities</li> <li>• Understanding declined SOSQ from student perspective</li> </ul>
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<ul style="list-style-type: none"> <li>• Commitment to The Heart of the Grizzly to improve citizenship and social-emotional learning.</li> <li>• Creating consistent expectations, positive reinforcement through Positive Behavior Supports – less moderate and major incidents reported to the office</li> <li>• Outside agencies and community members in to support through presentations and motivational speakers was well received (LUNA presentation on Consent; Choose Your Path &amp; Change Your Life motivational speaker, Michael P. Gaultois)</li> <li>• Family School Liaison counselor plays a critical role in finding outside agencies to support; building mentorship programs, and supporting student wellness</li> <li>• We have a high percentage of students writing the PAT with an ILP, and most of them are achieving Acceptable standards on the PAT.</li> <li>• 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.</li> <li>• Grade level teams exploring different strategies to support literacy and numeracy at the classroom level; improved reading in Gr 2 in particular</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding resilience and how to better develop resilience in staff and students</li> <li>• Developing school-wide consistency in Literacy and Numeracy continuum of supports</li> <li>• Structures for collaborative meetings to discuss students’ needs and provide accommodations, adaptations, and interventions</li> <li>• Informing parents supports that students can access at school and in the community</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Refining our continuum of supports, structures and supports for students and making it visible to parents and students</li> <li>• Continue to utilize outside agencies, presenters, and programs to support staff and student wellness and resiliency: Rowan House, Calgary Centre for Sexuality, Heros program</li> <li>• Provide more opportunities for staff wellness including involving School Council for support, Staff Advisory Council rep and Learning and Leading teachers</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>• Read SOSQ data to students and provide clarity about what the question is asking</li> <li>• Co-create literacy and numeracy continuum of supports</li> <li>• Embed structures and research from Jigsaw Learning (Kurtis Hewson) for collaborative team meetings</li> </ul>
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## Key Insights for Success

### Advance Innovation and Design

<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Using teacher ideation and student's voice to offer different options</li> <li>• Using Meadow Ridge Markets to develop entrepreneurial spirit and financial literacy</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Embedding CTF within curriculum for Grades 4-6</li> <li>• Engaging students in CTF courses in Jr High</li> <li>• Making what we do more visible and sharing with others</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Use JR Achievement resources to support financial literacy</li> </ul>
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	<ul style="list-style-type: none"> <li>• Find out what is being done in classes and share as a faculty</li> <li>• Redesign what Jr High CTF courses look like</li> </ul>
<b>Advance Learning that Transfers</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Job-embedded time once a week allows for collaboration</li> <li>• Using portfolios has increased teacher and student understanding of where students are at in their learning and next steps</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to explore efficient and effective ways to use portfolios to develop assessment-capable learners</li> <li>• Structure for HIT and PD to allow for more sharing and learning of high impact instructional strategies and designing for transfer</li> </ul> <hr/> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Have structure for sharing and reporting in HIT</li> <li>• Have more opportunities for teachers to share instructional strategies</li> <li>• Focus on design for transfer/intellectual engagement and developing common understanding and commitment</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Consistency within grade level to support students and design literacy</li> <li>• Strong results for students where Science of Reading, Heggarty, Secret Stories and quality literature instruction were used</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <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> </ul> <hr/> <p style="text-align: center;"><b>Next Steps</b></p> <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 some intervention programs</li> </ul>
<b>Advance First Nations, Métis, and Inuit Student Success</b>	
<b>Areas of Strength</b>	<b>Areas for Growth</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, and connecting with knowledge keepers</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting with elders and knowledge keepers in meaningful ways</li> <li>• Connecting with and tracking our Metis and Indigenous students to support them</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Organize Indigenous presenters to come to the school</li> <li>• Identify students who are First Nations, Metis or Inuit to understand and track where they are in their learning, SEL, and any supports that may be required for academic and/or social emotional success.</li> <li>• Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.</li> <li>• Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner</li> </ul>
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**Advance Teaching, Learning and Leading**

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Using classroom-based assessments to monitor student growth in an ongoing way and discussing next steps</li> <li>• Collaborating in grade level teams to discuss and design learning/assessments</li> <li>• Using portfolios to focus on growth</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Tightening process and structure of HIT for more consistency</li> <li>• Tightening up grade level goals and making school goals more visible</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <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 support professional learning</li> <li>• Create a structure to share goals, roles and report out for each HIT meeting</li> </ul>
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