



2024– 2025
Meadow
Ridge School
ANNUAL
EDUCATION
RESULTS
REPORT

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025.
This is our story of engagement, support, and success for each learner.

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

LAND ACKNOWLEDGEMENT

Meadow Ridge acknowledges that we learn and play on Treaty 7 Land, the traditional territories of the Blackfoot Confederacy including the Siksika, Piikani, Kainai, Tsuut'ina, and Stoney Nakoda First Nations. This land is also the proud home to the Foothills District and the Rocky View District within the Battle River Territory of the (Oh-teh-pim-swak) Otipemisiwak Métis Government of Alberta. We express our gratitude for the lessons the land shares with us each and every day allowing all those who are part of Meadow Ridge School to plant curiosity, cultivate community and grow global citizens.



FSD: We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Iyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

Foothills School Division's Truth and Reconciliation for Learner Success Toolkit



PURPOSE

Education at the centre of a flourishing community.



PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.



VISION

Engagement, Support, and Success for each learner.



MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

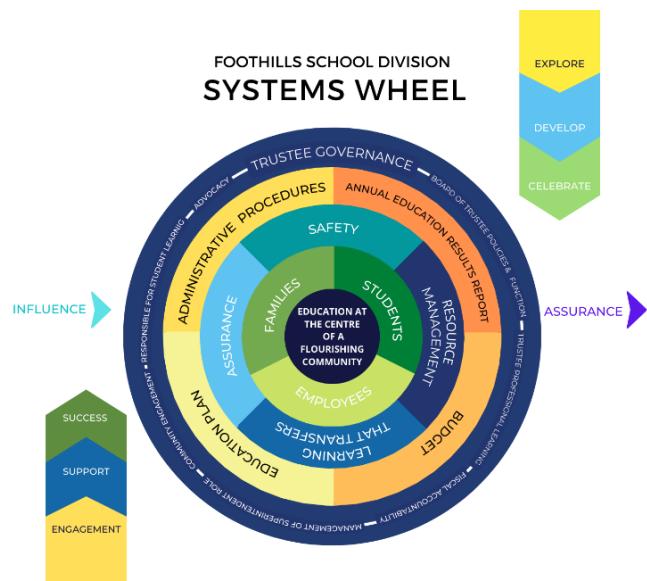
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

Foothills School Division is responsible for providing **assurance** to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division's Education Plan and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our five-year fixed education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies

Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act**.

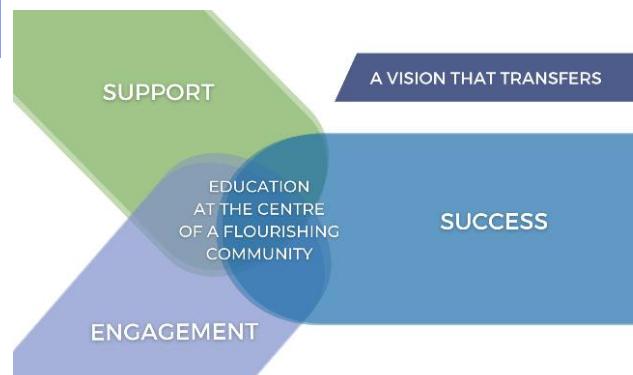


ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> Alberta's students are successful First Nations, Métis, and Inuit students in Alberta are successful Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy Alberta's K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports First Nations, Métis, and Inuit student success Innovation and design Learning that transfers Excellence in teaching, learning, and leading Stakeholder engagement and communications Continuous improvement and assurance 	<ul style="list-style-type: none"> Student growth & achievement Learning support Student growth & achievement Learning support Student growth & achievement Teaching and leading Local and societal context Local and societal context Governance



OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal</p> <ul style="list-style-type: none">Advance Stakeholder Engagement and Communications <p>Assurance Measure</p> <p>FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals</p> <ul style="list-style-type: none">Advance Wellness and Well-beingAdvance Continuum of Supports <p>Assurance Measure</p> <p>FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals</p> <ul style="list-style-type: none">Advance Innovation and DesignAdvance Learning for TransferAdvance Literacy and NumeracyAdvance First Nations, Métis, and Inuit student success <p>Assurance Measure</p> <p>FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p>Governance</p> <p>Goal:</p> <ul style="list-style-type: none">Advance Continuous Improvement and Assurance <p>Assurance Measure</p> <p>FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.</p>		<p>Teaching and Leading</p> <p>Goal</p> <ul style="list-style-type: none">Advance Excellence in teaching, learning and leading. <p>Assurance Measure</p> <p>FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).</p>





OUR SCHOOL

Meadow Ridge School opened its doors in September 2019. And although we are relatively a new school, we have established traditions that nurture the relationships amongst students, staff, parents and our school community.

With approximately 660 Kindergarten through Grade 9 students, we are nestled in the north of Okotoks with beautiful views of the Rocky Mountains to the west and a wetland to the north. Like the Grizzly, we are resilient, patient and accepting, adaptive, know when to walk away, continuous learners who live in the present based on lessons from the past, and are courageous enough to be ourselves (Elmeligi & Marriott, 2020). To develop a safe, caring, welcoming learning environment, we focus on the Meadow Ridge Compass, also referred to as the 3 B's: helping others feel they **BELONG**, doing our **BEST**, and leaving spaces **BETTER** than the way we found them. Our mission and vision at Meadow Ridge School:

Empowering hearts, heads and hands to make a difference.

- *Engaging with Others*
- *Engaging in Thinking*
- *Engaging in Action*

We cultivate curiosity, nurture community, and grow global citizens.

We have an unwavering belief that:

- All learners' have the potential to make a world of difference. Together we are better - collaboration is who we are and how we learn. Everyone has strengths and we all have areas to grow.
- Continuous improvement is the norm. We research, innovate and create to make an impact and develop life-long learners.
 - Mistakes and misconceptions are part of the learning process.
 - High expectations are for everyone; people reach the bar we set.
 - Language matters – what we say affects culture.
 - Relationships matter – we are valued and cared about for who we are.
 - Environment matters – students learn better in varied learning environments that are learner centered. Spaces are for them.
 - Feedback matters - learning is a journey of continuous improvement, which requires reflection and action on feedback from others.

With 34 certified faculty and 17 support staff including, educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor, we offer a diverse range of learning opportunities within our learning studios, community and outdoors to make our vision live within the Meadow Ridge School community. Students are invited to attend and/or lead a variety of clubs and extracurricular activities which provides a well-rounded schooling experience focusing on intellectual engagement, health & well-being, positive peer relationships and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (**CTF**), Fine Arts and physical activity opportunities. This provides students in Grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through **CTF**, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These also include an introduction to construction using power tools, foods, recreation sport, coding and robotics, digital media, band, outdoor education, and drama to name a few. Kindergarten to Grade 6, CTF focuses on learning through play and Makerspace where students engage in the design thinking process, STEM, robotics, cooking, and crafting.



HIGHLIGHTS AND CELEBRATIONS

We dedicate time each month to focus on a specific character trait, exploring qualities such as **acceptance, gratitude, courage, generosity, patience, empathy, respect, growth and change, and truth**. These traits were explored through:

- Our many opportunities to participate in sports teams.
- **Connecting** with our community through hosting a school dance that brought in many community members.
- Showcasing choir and band **performances** at Remembrance Day, Christmas concerts and Volunteer tea
- Engaging students in **entrepreneurialism** and **financial literacy**. Through the Christmas Market.
- Providing opportunities to bring attention to **mental health** by attending the Be Brave hockey game in Calgary and the Oilers Mental Health game in Okotoks
- **Engaging** learners through CTF courses
- Pairing older and younger grade levels during Buddy to provide **mentorship** and **relationship** building opportunities.
- We continue to nurture our community by **giving back** and creating charitable citizens. The school focused on school, local and international charities.





EDUCATION ASSURANCE MEASURES REPORT SUMMARY

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	64.2%	71.8%	71.8%	79.4%	68.1%	60.9%	53.2
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	78.2%	78.8%	85.3%	86.5%	74.4%	74.3%	67.0
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	76.5%	75.8%	84.9%	83.0%	71.4%	67.2%	63.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	75.5%	78.5%	84.2%	82.9%	71.3%	73.8%	61.0
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	High	Low	Intermediate	Very Low	Low	Very Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	90	87	95	89	76	64	52
2022-2023	91	81	92	84	65	65	50
2023-2024	90	88	85	91	82	68	70

2024-2025	85	87	83	90	74	70	59
Evaluation	Very High	Very High	High	Very High	Intermediate	Intermediate	Low

» OUR STORY OF ENGAGEMENT

Our school community shows strong engagement across parents, students, faculty, and external partners. Parents engage through surveys, guest speakers, and the planning of events such as the Family Dance and Christmas Market. Student leadership and engagement emerges in initiatives like the Dodgeball Madness, and Elementary & Jr. High Sports Days. Their voices are heard through our SOS-Q survey data. Faculty drive collaboration by analyzing data stories to set grade-level goals and by organizing interventions and lessons that meet the needs of their students. Meadow Ridge continues to build traditions that bring stakeholders together including Remembrance Day, Christmas Market and the Volunteer Tea, while the Heart of the Grizzly program continues to be integrated across classrooms. Community.

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**



83%

of parents indicate the quality of education at Meadow Ridge School meets their satisfaction.

(FSD Assurance Survey)

90%

of parents indicate that Meadow Ridge School is safe, caring and welcoming.

(FSD Assurance Survey)

85%

of parents indicate that their child is engaged in learning at Meadow Ridge School.

(FSD Assurance Survey)

87%

of parents indicate that students at Meadow Ridge School are learning citizenship skills.

(FSD Assurance Survey)

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.</p>	<ul style="list-style-type: none"> Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: <ul style="list-style-type: none"> What stakeholders were involved? How were they engaged? How do they input informed local priorities? School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. 	<ul style="list-style-type: none"> Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): Increase/maintain 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. Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

<p>Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> Establish a system of accountability practices which include guiding principles for assurance at a division and school level. Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. Sustained culture of continuous improvement and collective responsibility. A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance. 	<ul style="list-style-type: none"> Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence. 	<ul style="list-style-type: none"> Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions. FSD Assurance Survey: Increase/maintain
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Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	84.2	73.8	61.0%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Low	Low	Very Low
Evaluation (Improvement)	Maintained	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2024-2025	83%	70%	59%
Evaluation	High	Intermediate	Low

OUTCOMES TO CONSIDER

Education Quality	Parental Involvement	School Improvement
Your child clearly understands what they are expected to learn at school	To what extent are you involved in decisions about your child's overall education	
Your child finds schoolwork challenging	To what extent are you involved in decisions about your child's school	
Your child finds schoolwork interesting	Your input into decisions about your child's school is considered	
Your child is learning what they need to know	The opportunities to be involved in decisions about your child's overall education	
The quality of education your child is receiving at school	The opportunities to be involved in decisions about your child's school	Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Continuing to engage parents in School Council through more speakers such as LUNA, AHS Addiction Counsellor, and digital citizenship.	High
Strategy 2: Use Community Connect and Instagram to better communicate to school community those areas that scored low on AEAM and FSD Assurance Survey	Intermediate
Strategy 3: Increasing student voice and student leadership opportunities through Jr. High CTF classes, clubs, and leading assemblies.	Very High
Strategy 4: Implementing a parent survey in response to FSD Assurance Survey and responding to the voice of parents and staff	Intermediate

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Communication is needed to support parent awareness that their child's experiences at Meadow Ridge school has improved and changed over the past three years.
- Continue the work with teachers in analyzing data from various assessments (with a focus on standard government assessments) to inform next steps in teaching, learning and intervention.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
<p>Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.</p> <ul style="list-style-type: none"> Continue to develop and use quality Level A assessments along with validity marking to indicate impact on learning and next steps. Analyze provincial data and assessments to identify areas of strengths and next steps 	High
<p>Strategy 2: Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.</p> <ul style="list-style-type: none"> Ongoing stakeholder engagement from across all levels including monthly meetings formal and informal, various communication platforms, surveys, and focus groups 	Intermediate

Strategy 3: Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Collaboratively analyzing data from various assessments (school-based, divisional and provincial) to inform next steps in teaching and learning

High



» OUR STORY OF SUPPORT

We aim to foster a stronger sense of belonging by increasing opportunities for meaningful connections, including **K-9 Family Groupings**, a **Mentorship Program**, and **embedded connection time** within the timetable featuring activities like circles, conversation starters, and videos. To advance wellness and well-being within our school community, we continue to utilize social-emotional learning strategies through programs such as **Heart of the Grizzly**, **Zones of Regulation**, **Mind Up**, and **Heroes** to support students' emotional growth. Our commitment includes ongoing learning about trauma-informed practices and exploring effective implementation strategies to benefit both staff and students.

To advance a continuum of supports, we continue to refine and ensure consistent use of agreed-upon strategies across all division levels. Collaborative Response Meetings remain a key tool for addressing the needs of students requiring targeted and individualized supports. We continue to increase engagement with external agencies to assist students with specialized needs and maintain clear communication with parents regarding the organizations we partner with.

Support Opportunities & Resources

- **Policy 14: A Place for All**
- **AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- **A Flourishing Community**
- **Celebrating our Flourishing Community**
- **Parent and Community Connect**
- **Inclusive Learning**
- **Student Learning**
- **Support for Parents**
- **Truth and Reconciliation for Learner Success Toolkit**



89%

of parents indicate that we are providing a safe and caring environment.

FSD Assurance Parent Survey

85%

of students indicate that their teachers provide a continuum of supports to help them when they have difficulties with learning.

FSD Student Intellectual Engagement Survey

87%

of students indicate that our school is safe and caring.

FSD SOS-Q Student Survey

87%

Of students indicate that they have good relationships with their peers.

FSD SOS-Q Student Survey

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	<ul style="list-style-type: none"> All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments. 	<ul style="list-style-type: none"> Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. 	<ul style="list-style-type: none"> Safe & Caring (AEAM): Increase/maintain the percentage of teachers, parents and students who agree 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. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul style="list-style-type: none"> A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning. 	<ul style="list-style-type: none"> Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe. 	<ul style="list-style-type: none"> SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025 (School)	86.6%	71.3%
2024-2025 (Prov)	87.3 %	80.1%
Evaluation (Achievement)	High	Very Low
Evaluation (Improvement)	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025	89%	74%
Evaluation	Very High	Intermediate

FSD SOS-Q Survey (Student) (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	87%	79%	66%	66%	87%
Evaluation	Very High	High	Intermediate	Intermediate	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can get help at school with problems that are not related to

Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

When your child needs it, teachers at your child's school are available to help them

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

WELLNESS AND WELL-BEING		EVALUATION
Strategy 1: Continue using social-emotional learning to support well-being using Heart of The Grizzly, Zones of Regulation, Mind Up, and Heroes		Intermediate
Strategy 2: Accessing outside agencies like Luna, AHS Addictions Counsellor, guest speakers, etc. <ul style="list-style-type: none"> Mentorship Program Embedded Connection time in the timetable with suggested activities to support positive connections such as circles, conversation starters, videos 		High
Strategy 3: Continue to learn about trauma-informed practices and explore how they can best be implemented in our school to support staff and students		High

CONTINUUM OF SUPPORTS		EVALUATION
Strategy 1: Using the literacy and numeracy continuum of supports created in 2023-2024, develop common universal strategies that are research-based.		Intermediate
Strategy 2: Consistently using Collaborative Response Meetings to support students requiring targeted and individualized supports		Very High
Strategy 3: Refining the Safe and Caring continuum of supports and committing to using strategies agreed upon as a school by each division level.		Very High
Strategy 4: Increase the use of outside agencies to support students requiring targeted and individualized supports and communicate with the parents what organizations we access.		Intermediate

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each other
- Students at your child's school respect each other
- Students treat each other well at your child's school
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from school
- Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education (All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Parents and students are not aware of and therefore feel they cannot access the support available at Meadow Ridge School. Communication around what supports are available to students at risk must be highlighted and shared.
- Students identify difficulties with self-confidence and internal resiliency. Intentional teaching and learning around self-awareness and self-management (using the CASEL approach) is necessary.

» OUR STORY OF SUCCESS: ALL Innovation and Design Learning that Transfers

To advance innovation and design, students are engaged in applications such as Makerspace, Tinkercad, Scratch, robotics, 3D printing, various Career and Technology Foundations (CTF) courses, coding opportunities and the Meadow Ridge Market. We incorporate student voice and the design thinking process to redesign junior high CTF courses. Additionally, we aim to increase the involvement of community members—including parents and guest speakers—to expose students to diverse career pathways.

To advance learning that transfers, teachers design relevant, authentic learning experiences rooted in real-world problems and disciplinary practices that emphasize enduring understandings, knowledge, and skills. Instructional plans will make thinking visible, foster collaboration, and integrate disciplinary literacy and numeracy. Teachers empower students to take ownership of their learning through assessment practices that clarify where they are, where they need to be, and the next steps to achieve their goals.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



93%

of students report that Meadow Ridge staff maintain very high expectations for student success.

(FSD Intellectual Survey)

85%

of parents indicate their child is highly engaged in their learning

(FSD Intellectual Survey)

80%

of students indicate there is high academic rigor at Meadow Ridge School

(FSD Intellectual Survey)

85%

of students report that they put forth a very high effort towards their own success.

(FSD Intellectual Survey)

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. Provide career education programming that enables students to explore and experience various occupations. Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. Student experiences are designed for deep and transferrable learning. Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. Learners demonstrate the competencies to prepare them for their future. Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. FSD collaborates with community, industry, and education partners to support student success. Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. Measures indicate that learners are intellectually engaged in their learning. 	<ul style="list-style-type: none"> Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Citizenship (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. Overall Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

↳ Previous Results (4-Year Data Trends and Key Insights)

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	79.8	64.1	78.5	84.2	63.9	75.5
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	High	Very Low	High	Low	Low	Very Low
Evaluation (Improvement)	Maintained	Declined	Maintained	Maintained	Maintained	Maintained

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	85	73	87	83	73	85
Evaluation	Very High	Intermediate	Very High	High	Intermediate	Very High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2023-2024 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below						Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	93	62	80	85	81	48.5	56	58

Evaluation	Very High	Intermediate	High	Very High	High	Very Low	Low	Low
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STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Increasing CTF and coding opportunities in Grades 4 – 6 through applications such as Makerspace, Tinkercad, Scratch, robotics, 3D printing, Science Olympics, Meadow Ridge Market, etc.	Low
Strategy 2: Explore what other schools are doing such as SPARKS at Westmount. • Use student voice and the design thinking process to redesign junior high CTF course. • Increase the number of community members used to explore different career opportunities, including parents and guest speakers	Low

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Design relevant learning experiences that are authentic to discipline and/or real-world problems that identify strong enduring understandings, knowledge, and skills.	Intermediate
Strategy 2: Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy	High
Strategy 3: Teachers develop student agency through the assessment process where students know where they are, where they need to be, and the next steps in their learning.	High

DATA ANALYSIS

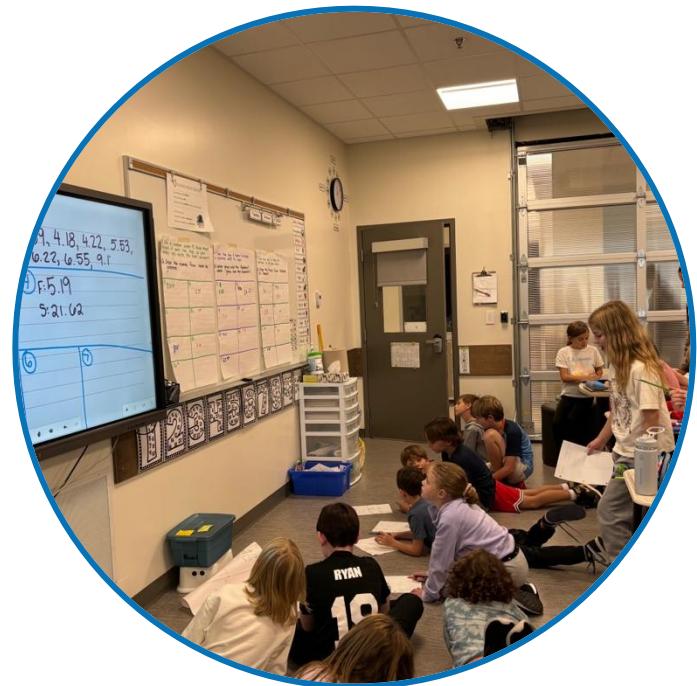
In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- Meadow Ridge School staff will continue to work on preparing students for work and lifelong learning.
- Learning experiences should be designed to deeply engage students, so they become fully absorbed and lose track of time while learning.



» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

To advance literacy and numeracy, research-based strategies that promote accuracy and automaticity with numbers by fostering flexible, efficient thinking and fluency in recalling facts are utilized. The impact of these instructional strategies are monitored through quality Level A classroom-based assessments, provincial data, and validity marking to identify student needs and guide targeted support through intervention. K-9 vertical alignment is used to ensure consistency in universal literacy and numeracy instruction, including the integration of academic vocabulary. Disciplinary literacy is utilized to embed literacy practices across all subject areas, strengthening students' ability to engage with content-specific texts and language.



81%

**of Grade 9 students
scored acceptable in
English Language Arts.**

(Provincial Achievement Tests 2025)

80%

**of Grade 9 students
scored acceptable in
Science.**

(Provincial Achievement Tests 2025)

77%

**of Grade 6 students
scored acceptable in
Social Studies.**

(Provincial Achievement Tests 2025)

Evidence of Success & Resources

- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics

STUDENT GROWTH AND ACHIEVEMENT

LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. 	<ul style="list-style-type: none"> Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. Provincial Literacy and Numeracy Assessments: <ul style="list-style-type: none"> Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. DELF (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	81.3	5.3	50.7	9.3	64.0	13.3	80.0	21.3	n/a	n/a
2024-25 (Prov)	69.8	11.1	51.7	14.0	60.5	17.1	68.6	21.1	n/a	n/a
Evaluation (Achievement)	Intermediate	Very Low	Very Low	Low	Intermediate	Intermediate	Very High	Very High	n/a	n/a
Evaluation (Improvement)	Maintained	Declined	Maintained	Maintained	Maintained	Maintained	Improved	Maintained	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

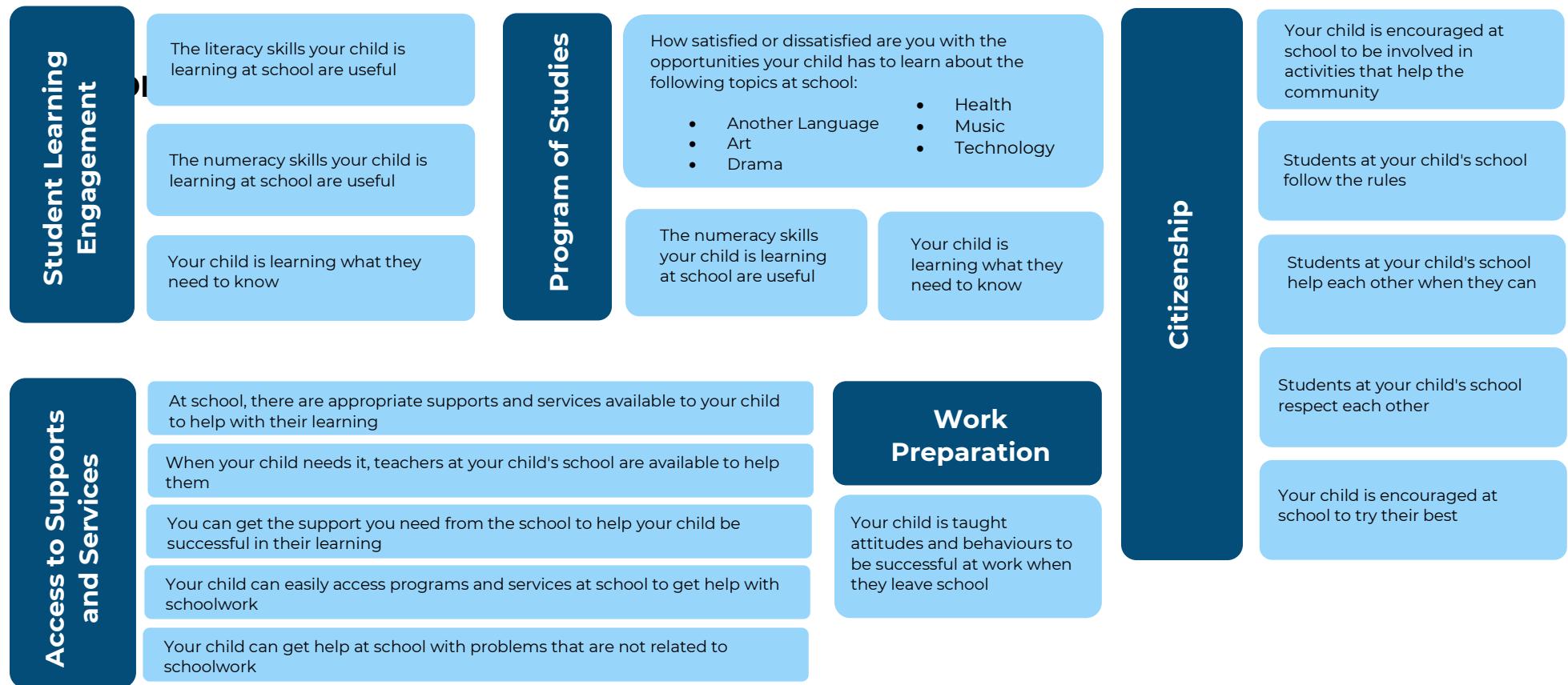
Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	76.8	21.7	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	64.1	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	High	High	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	Maintained	Maintained	n/a	n/a	n/a	n/a

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025		6	17	19

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025		12	11	13

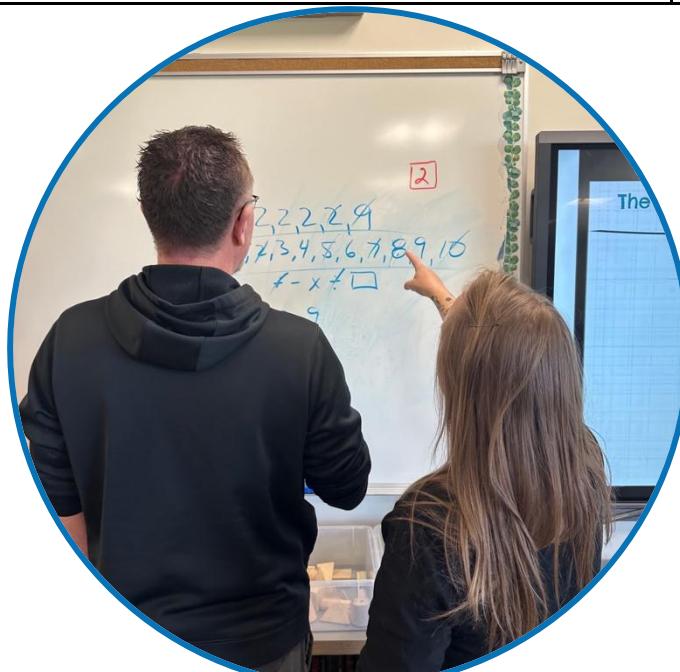
OUTCOMES TO CONSIDER



STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Explore research-based strategies that increase accuracy and automaticity with numbers by developing flexible, efficient thinking and fluency in recalling facts	Very Low
Strategy 2: Using quality Level A (classroom-based) assessments, provincial data, and validity marking to track the instructional needs of students and the impact of instruction on learning.	Intermediate
Strategy 3: Develop K-9 vertical alignment with universal literacy and numeracy instruction and academic vocabulary.	Intermediate
Strategy 4: Explore “Disciplinary Literacy” as a resource to embed literacy instruction across all subject areas.	Intermediate



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the Elk Island numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests. This data told us that:

- Professional learning should focus on strategies that build accuracy and automaticity in number operations by promoting flexible, efficient thinking and fluency in recalling facts.
- Professional learning should emphasize best practices that strengthen conceptual understanding and use common assessment data effectively to improve numeracy instruction.
- Literacy needs intervention strategies using Government data
- Using data from Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), and Grade 1-3 Numeracy Screening Assessments, professional learning should focus on addressing identified learning gaps while also implementing universal strategies to support all learners.

» OUR STORY OF SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

To improve education outcomes for First Nations, Métis, and Inuit students, Meadow Ridge School is committed to implementing system, program, and instructional supports that foster success and belonging. This includes supporting the implementation of the Truth and Reconciliation Commission's recommendations and ensuring that each year, at least one elder, knowledge keeper, or representative from First Nations, Métis, or Inuit communities contributes to developing foundational knowledge and perspectives within the school. Additionally, the school continues to integrate the 7 Teachings of the Grandfather through the Heart of the Grizzly program and employs restorative practices, the Meadow Ridge Compass, and classroom circles to cultivate a sense of belonging, mastery, generosity, and independence among students.

Evidence of Success & Resources

- Foothills School Division's Truth and Reconciliation for Learner Success Toolkit
- Indigenous Learning
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



80%
of all students
demonstrate a strong
understanding of the
importance of Truth and
Reconciliation.

(Cultural Perspectives Survey)

78%
of students indicate that
their teachers share
Indigenous perspectives
in their learning
environments.

(Cultural Perspectives Survey)

100%
of First Nations, Métis,
and Inuit students report
that their teachers hold
high expectations for
their academic success.

(Intellectual Engagement Survey)

86%
of First Nations, Métis,
and Inuit students report
that peer relationships
are strong at Meadow
Ridge School.

(SOS-Q)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationship-building between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. 	<ul style="list-style-type: none"> Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. Measures indicate improvements in attendance, achievement, and high school completion. Learners share positive experiences and conditions for success. Learners experience respectful and reciprocal relationships with their school community. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. High School Completion Rate (AEAM): Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. Cultural Perspectives Survey: As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). Common Literacy and Numeracy Assessments (4-9): Increase percentage of students who are at or above grade level expectations.

RESULTS ANALYSIS FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Previous Results (4-Year Data Trends and Key Insights)

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	57	71	64	57	86
Evaluation	Low	Intermediate	Intermediate	Low	Very High

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	100%	70%	79%	86%	50%	43%	57%
Evaluation	Very High	Intermediate	High	Very High	Low	Very Low	Low

Common Literacy/Numeracy Assessments: Local Measures						
Common Numeracy Assessment: Grade 4–9 EICS		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 9						
2021-2024		n/a	n/a	n/a	n/a	n/a
2024-2025		100	100	50	50	100
Evaluation		Very High	Very High	Low	Low	Very High
						Very High

Common Literacy Assessment: Grade 4–9 EICS		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024		n/a	n/a	n/a	n/a	n/a	n/a
2024-2025		n/a	n/a	n/a	n/a	n/a	n/a
Evaluation		n/a	n/a	n/a	n/a	n/a	n/a

Cultural Perspectives Survey																	
% Students (4-12) Reporting Agree or Strongly Agree																	
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
2024-2025	65%	86%	55%	71%	58%	86%	68%	71%	77%	100%	71%	86%	74%	86%	80%	100%	
Evaluation	INT	VH	Low	INT	Low	VH	INT	INT	INT	VH	INT	VH	INT	VH	High	VH	
VL – Very Low				L – Low				I – Intermediate				H – High				VH – Very High	

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS		EVALUATION
Strategy 1: Support the implementation of Truth and Reconciliation Commission recommendations.		Very High
Strategy 2: Continue to implement 7 Teachings of the Grandfather for the Heart of the Grizzly.		Very High
Strategy 3: Continue to use restorative practices, Meadow Ridge Compass, and circles to develop a sense of belonging, mastery, generosity, and independence.		High
Strategy 4: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.		High
Strategy 5: Have at least one elder, knowledge keeper, or First Nations, Metis, or Inuit each year to develop foundational knowledge and perspectives.		High



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- Designing education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports has been successful and should continue.
- supporting the implementation of Truth and Reconciliation Commission recommendations has been impactful and should continue
- Implementing the 7 Grandfather teachings through the Heart of the Grizzly has encouraged students to accept shared cultures.
- Using restorative practices, Meadow Ridge Compass, and circles to develop a sense of belonging, mastery, generosity, and independence has been highly successful.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

We will continue advancing High Impact Teams (HIT) and Collaborative Response Meetings (CRM) to ensure quality planning, consistent assessment, and meaningful discussions about student learning using analysis of formative assessment, common numeracy and literacy assessments. Vertical alignment of outcomes, success criteria, high-impact strategies, and academic vocabulary will remain a priority to support continuity across grades. The Professional Learning Leadership Team will play a key role in planning and implementing meaningful learning opportunities, while leveraging faculty expertise to share best practices, observe student learning, and collaborate on next steps for improvement.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers
- Truth and Reconciliation for Learner Success
- Indigenous Learning
- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



71%

of staff indicate the professional learning and collaborative structures impact teacher practice.

(FSD Professional Learning Survey 2024)

90%

of staff believe that members of the school team understand the goals and strategies and how they apply to student outcomes.

(FSD Professional Learning Survey 2024)

90%

of staff believe that Meadow Ridge School has clear goals and strategies that are aligned with FSD vision, mission and priorities

(FSD Professional Learning Survey 2024)

89%

of staff reflect on their professional practice based on continuous improvement using substantive questions about student learning.

(FSD Professional Learning Survey 2024)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. Collaborating with other teachers and leaders to build personal and professional capacities and expertise. Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Build professional capacity and a commitment to continuous improvement. Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. Building the capacity of teachers to respond to the learning needs of all students. Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING

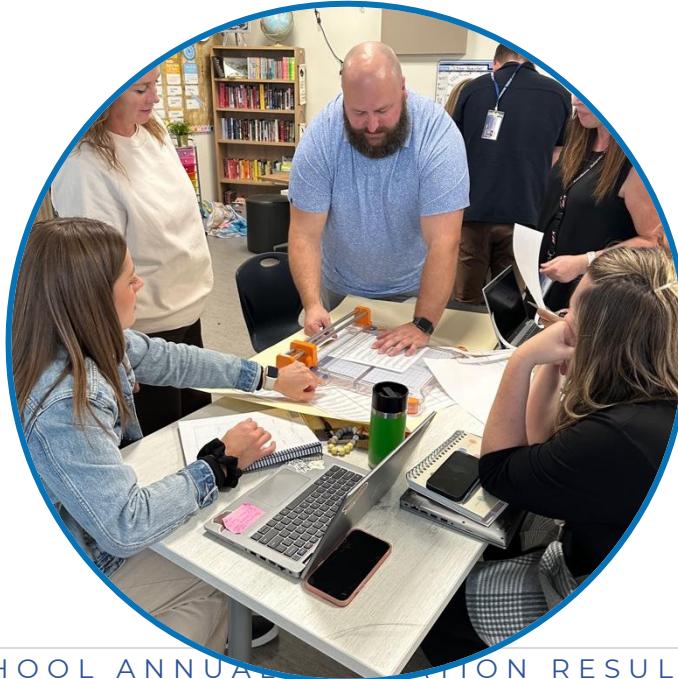
↳ Previous Results (4-Year Data Trends and Key Insights)

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	62	71	51	57	65.9	81.7
Evaluation	Intermediate	Intermediate	Low	Low	Achievement	Very Low
					Improvement	Concern

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

TEACHING AND LEADING	EVALUATION
Strategy 1: Leverage the expertise of faculty to provide opportunities to share best practices, observe student learning, and discuss next steps with one another.	Intermediate
Strategy 2: Continue to use the Professional Learning Leadership team to support planning and implementation of meaningful learning opportunities.	High
Strategy 3: Continue advancing High Impact Teams (HIT) and Collaborative Response Meetings (CRM) to ensure quality planning, consistent assessment, and discussing student learning using the 4 PLC questions and analysis of formative assessment.	High
Strategy 4: Continue vertical alignment of outcomes, success criteria, high-impact strategies, and academic vocabulary.	High



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- the learning that happens in Professional Learning opportunities as well as HIT meetings must transfer to teaching practices and student learning.
- the direction of the Professional Leadership Team to support the social and emotional well being of students and staff will need to continue.
- analysis of data in HIT meetings must be paired with universal and intervention teaching strategies .

