



2024 – 2029 EDUCATION PLAN YEAR 2

Meadow Ridge School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[Year 3 - Meadow Ridge School Annual Education Results Report 2023-2024.pdf](#)

MEADOW RIDGE SCHOOL 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.



OUR 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!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

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

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 school/Division leadership.

OUR DIVISION

Board of Trustees

Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All

Accountability and Assurance

Alberta Education and Foothills School Division Goal Alignment
Systems Thinking

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	<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	<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

- Alberta's K-12 education system and workforce are well-managed

- Stakeholder engagement and communications
- Continuous improvement and assurance

- Local and societal context
- Governance

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*.

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:

Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Governance

Goal:

Advance Continuous Improvement and Assurance

Assurance Measure: 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.

SUPPORT

Learning Supports

Goals:

Advance Wellness and Well-being
Advance Continuum of Supports

Assurance Measure: 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.

SUCCESS

Student Growth and Achievement

Goals:

Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

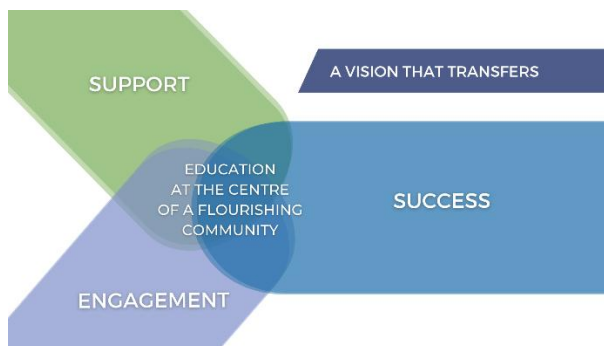
Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Teaching and Leading

Goal:

Advance Excellence in teaching, learning and leading.

Assurance Measure: 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).



OUR SCHOOL

Meadow Ridge School is beginning its seventh year, opening in September 2019. We have approximately 670 students Kindergarten through Grade 9 and are nestled in the north of Okotoks with beautiful views of the Rocky Mountains to the west and a wetland to the north. As a new school, we co-created our vision and mission before opening our doors:

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.

Meadow Ridge is Home of the Grizzlies of which our mascot was chosen by students in our first year. 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.

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.

KEY
INSIGHTS

With 33.5 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, 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.



OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Increasing student voice and student leadership opportunities through Jr High CTF classes, clubs, and leading assemblies.
- Continuing to engage parents in School Council through speakers such as LUNA, AHS Addictions Counsellor, and digital citizenship.
- Use Community Connect and Instagram to better communicate to school community in those areas that scored low on AEAM and FSD Assurance Survey.
- Include a “Did you know...” statement on each weekly email for parents. These statements will provide information about education and services to assure parents of continuous improvement, student growth, and achievement.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - 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
- **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.
 - Ongoing stakeholder engagement from across all levels including monthly meetings formal and informal, various communication platforms, surveys, and focus groups
 - Through collaboration with School Council and the Fundraising Committee, we will experiment with changing dates, times and providing childcare to increase parent participation.
- **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, learning and interventions based on continuum of supports.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue using social-emotional learning to support well-being using Heart of The Grizzly, Zones of Regulation, Mind Up, and Heroes
- Continue professional learning in the five core competencies of Social Emotional learning through Casel Institute **Fundamentals of SEL - CASEL**
- Increase a sense of belonging through increasing the opportunities for connection including but not limited to K-9 Family Groupings, and Friday Fun Time (student vs. staff challenges)
- Accessing outside agencies like Luna, AHS Addictions Counsellor, guest speakers, etc.
- Mentorship Program embedded in Complementary courses for students in grade 7-9
- Embedded time in the timetable with suggested activities to support positive connections such as circles, conversation starters, videos

Advance a continuum of supports by:

- Refining the Safe and Caring continuum of supports and committing to using strategies agreed upon as a school by each division level.
- Using the literacy and numeracy data from Provincial Assessments to plan targeted interventions
- Consistently using Collaborative Response Meetings to support students requiring targeted and individualized support.
- Increase the use of outside agencies to support students requiring targeted and individualized support and communicate with the parents' what organizations we access.
- Provide professional development through the Attendance Toolkit to provide universal support and strategies for regular attendance.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **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.
- **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.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provide assurance of continuous improvement and student growth & achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Increasing CTF and coding opportunities in Grades 4 – 6 through applications such as Makerspace, Tinkercad, Scratch, robotics, 3D printing, , Meadow Ridge Market, Engineering for Kids
- Use student voice and the design thinking process to redesign junior high CTF courses.
- Increase the number of community members used to explore different career opportunities, including parents and guest speakers.

Advance learning that transfers by:

- Design relevant learning experiences that are authentic to the discipline and/or real-world problems that identify strong enduring understandings, knowledge, and skills.
- Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.
- 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.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

GOAL

Advance literacy and numeracy by:

- Explore research-based strategies that increase accuracy and automaticity with numbers by developing flexible, efficient thinking and fluency in recalling facts.
- 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.
- Use the Mentorship CTF course to have mentees design learning for mentors based on literacy and numeracy needs as shown in assessments such as Provincial, Math assessment, reading assessment etc.
- All K-2 students will follow the Lively Letters program to develop consistency in language and literacy learning approaches to build phonemic and phonological awareness.
- Access Alberta Professional Learning Consortium to support teachers with designing conceptual understanding in numeracy.
- Whole team approach to targeting literacy and numeracy in Grade 3 and 7 where Support Staff, Administration, parent volunteers etc. work to address learning gaps.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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:**
 - **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Support the implementation of Truth and Reconciliation Commission recommendation
- Continue to implement 7 Grandfather teachings through the Heart of the Grizzly.
- Continue to use restorative practices, Meadow Ridge Compass, and circles to develop a sense of belonging, mastery, generosity, and independence.
- **Commit to at least one school wide cultural event to highlight and celebrate Indigenous history and culture.**

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL

Advance excellence in teaching, learning, and leading by:

- Continue advancing High Impact Teams (HIT) and Collaborative Response Meetings (CRM) to ensure quality planning, consistent assessment, and discussion of student learning.
- Continue vertical alignment of outcomes, success criteria, high-impact strategies, and academic vocabulary.
- Continue to use the Professional Learning Leadership team to support planning and implementation of meaningful learning opportunities.
- Leverage the expertise of faculty to provide opportunities to share best practices, observe student learning, and discuss next steps with one another.
- HIT will share with staff on Professional Learning Days their focus and advancement of curriculum
- Ensuring opportunity for staff to explore the **3 principles for deep and transferable learning** to demonstrate growth in the areas of success, support and engagement.
- Admin and others (CRC, Division personnel etc.) will lead teachers in HIT time and Professional Learning Days to explore areas in the Curriculum Corner (*Design and Assessment, Assistive Technology, etc.*), as well as designing and grading common assessments.
- Provide learning opportunities to support teachers in new and current curriculum.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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 Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice).

