



**MEADOWS
CHRISTIAN ACADEMY**

S O L I D E O G L O R I A

2023-2026 EDUCATION PLAN

May 8, 2023

Preamble

This plan is written under the guidance provided in Alberta Education's *Assurance Framework* as described in the [2023-24 Funding Manual for Schools](#). The education plan is intended to provide our stakeholders with a plan that outlines our key priorities over the next year. Additionally, the plan seeks to act as a mechanism for focusing board and staff efforts for the next school year. As Meadows Christian Academy is growing rapidly, we have opted to produce and update our education plans on a yearly basis to allow us to quickly add new priorities or tweak current priorities as the need may arise. This plan provides for the staff of the school a set of priorities that will guide their community of practice as they seek to create learning environments that help students reach their academic potential and become more like Jesus Christ.

Mission

Partnering with Christian parents to help students become more like Jesus Christ and reach their academic potential

Values

1. **Academic Rigor:** Whether learning comes easily or through much pain and hard work, we desire that all students honor God through rigorous academic pursuit. This pursuit looks different from child to child.
2. **Biblical Worldview:** "The fear of God is the beginning of wisdom." We believe that God has spoken, and we endeavor to show students that God's Word does not just flavor the subjects we teach. His Word is the foundation of the subjects that we teach.
3. **Parental Engagement:** Parents are the primary educators and disciplers of their children. Thus, we seek to intentionally engage parents in the education, discipline, and spiritual growth of their children.
4. **Christ-like Staff:** Students are perceptive. They will learn much from what we teach them explicitly; they will learn more from what we teach them through our actions.
5. **Heart Focus:** Behaviour flows from the heart. With God's grace, our staff's aim is to seek genuine heart change in our students (and ourselves).

School History

In 2005, Meadows Baptist Academy started offering classes from kindergarten to grade nine in what is affectionately known as "the little white building." From its inception in 2005 until roughly 2013, the school remained at approximately 40 students. Now, years later, the school has changed its name to Meadows Christian Academy and has grown to 230 students. Though the school has grown, MCA is still focused on the same mission: helping students grow both spiritually and academically.

School Profile and Programs

Meadows Christian Academy is a rapidly growing, ethnically diverse school with a family feel. From 2005 to 2013, the school remained roughly around 40 students and offered classes from kindergarten through grade 9. Since 2013, the school has grown consistently. Current projections estimate the student population to be roughly 250 students for the 2023-2024 school year. MCA serves an ethnically diverse student body with approximately 50 percent of all MCA students being English Language Learners. MCA has enrollment open to the general community so long as families and students can abide by the parent-student handbook and statement of faith. The school's defining feature is that it desires to be a Christian school first and foremost.

Teachers are tasked with teaching all subjects through a Christian worldview and desire to reach the hearts of their students. Though MCA strives to excel academically, our chief desire is that students would grow to be like Jesus Christ.

Challenges and Opportunities

MCA has experienced significant growth in the last five years. This increased growth, based almost exclusively on referrals from current families, has led to significant changes. Additionally, due to higher student-to-staff ratios, MCA has been able to increase teacher salaries in order to be more competitive with the public school system. However, this increased growth has also been met with significant challenges. At this point, the main concern is lack of space. With most classes near or over capacity, MCA is seriously considering the need for an expansion. Raising funds, in a manner that does not drastically increase the financial risk of the organization, is a significant hurdle.

Stakeholder Engagement

MCA engages its stakeholders in the following ways:

- *School-generated parent surveys*
 - Twice per year, MCA sends out a digital parent survey. Questions range from satisfaction levels to opportunities for input.
- *Teacher-generated parent and student surveys*
 - Teachers are encouraged to do at least one student survey (grades three to nine) and one parent survey (all grades)
- *Consistent Parent Communication*
 - Parents receive bi-weekly progress reports in all core subjects.
 - Parents-teacher interviews are offered twice / year.
- The MCES board is committed to building positive relationships with Alberta Education. Our Education managers are invited to observe our school as often as they like. When the opportunity arises, MCES also extends invitations to elected officials, such as MLA's.
- Internally, MCA desires to meaningfully engage teachers. Teachers are welcome to give feedback on school policies and procedures. Teachers are also engaged with a series of surveys throughout the year.
- MCA also encourages a high level of involvement, from the MCA community, on all Alberta Education generated surveys (formerly the Pillar Accountability Survey).

Accountability Statement

The Education Plan (2023-2026) for the Meadows Christian Education Society was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results taken from a variety of stakeholders, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. On May 8, 2023, the board approved the 2023-2026 Education Plan.

Board Chair: Kevin Williams **Date:** May 8, 2023

Signature: A Signed Copy of this Document is available at the MCA office.

2023-2026 ASSURANCE FRAMEWORK EDUCATION PLAN

MEADOWS CHRISTIAN EDUCATION SOCIETY

SCHOOL PRIORITY #1

School Priorities	Consistency with the mission and values of Meadows Christian Academy
Assurance Framework Domain	Local and societal context
Outcomes	Students will actively live out their faith at school, at home, and in the community.
Context	Meadows Christian Academy exists to help students reach their academic potential and become more like Jesus Christ. Parents who send their children to MCA agree to the MCA statement of faith and parent- student handbook. For the context of this school priority, we will be focusing on the later half of the mission statement, namely “helping students become more like Jesus Christ.” This is our great goal and a goal we will continually be working towards improving.
Strategies	<p>Staff will:</p> <ol style="list-style-type: none"> 1. Continue to infuse a biblical worldview into all learning activities. 2. Endeavour to provide at least one major service opportunity, either within the school or the broader community, per year. 3. Provide opportunities for students to grow in their understanding of what it means to live their faith on a daily basis. 4. Participate in weekly working groups (as part of staff meetings) designed to build teachers’ capacity with regard to teaching the POS from a biblical worldview. 5. Engage students in service opportunities within the school context
Measures	<p>The general outcome will be measured by:</p> <ol style="list-style-type: none"> 1. Principal supervision / observation of teacher year plans and daily lessons 2. School created parent / student surveys 3. Student participation rates in service opportunities <ol style="list-style-type: none"> a. Observation of student leadership and ownership with regard to service opportunities 4. Student involvement in (but not limited to) mentoring opportunities, reading buddies, supervision assistant, etc....

SCHOOL PRIORITY #2

School Priorities	Develop Student Writing Skills
Assurance Framework Domain	Student Growth & Achievement
Outcomes	Students will grow in their ability to effectively communicate in written form
Context	Approximately 50% of MCA's student body are English language learners. Written communication can be particularly difficult for ELLs (and for the rest of the student body as well). Furthermore, recent PAT and CAT4 results have indicated that MCA's students have room for improvement with regard to written communication
Strategies	Staff Will: <ol style="list-style-type: none">1. Continue to provide an increased amount of writing assignments2. Continue to collaborate on division specific writing rubrics3. Utilize writing exemplars to clearly communicate writing expectations4. Participate in whole staff PD on the topic of writing5. Utilize more comprehensive teacher resources (targeted towards creative and functional writing)
Measures	The general outcomes will be measured by: <ol style="list-style-type: none">1. Annual MCA short story competition2. Provincial Achievement Tests (G6 and G9) relative to the previous year's result3. Anecdotal teacher observation4. Increased student achievement on writing assignments (as seen in increased class averages on written assignments)

SCHOOL PRIORITY #3

School Priorities	Develop Student Reading Comprehension Skills
Assurance Framework Domain	Student Growth & Achievement
Outcomes	Students will grow in their ability to effectively understand and interact with written communication.
Context	Approximately 50% of MCA's student body are English language learners. Reading comprehension can be particularly difficult for ELLs (and for the rest of the student body as well). Furthermore, recent PAT and CAT4 results have indicated that MCA's students have room for improvement with regard to reading comprehension.
Strategies	Staff Will: <ol style="list-style-type: none">1. Motivate students to read on their own time by developing a reading rewards program2. Offer targeted (daily) reading comprehension activities3. Develop consistent reading comprehension strategies and assessments4. Participate in PD on the topic of reading comprehension focusing on the topic of Scarborough's Reading Rope5. Utilize age appropriate novel studies
Measures	The general outcomes will be measured by: <ol style="list-style-type: none">1. Canadian Achievement Test relative to the previous year's result2. Provincial Achievement Tests (G6 and G9) relative to the previous year's result3. Anecdotal teacher observation4. Increased student achievement on reading comprehension assessments that target various aspects of reading comprehension

SCHOOL PRIORITY #4

School Priorities	To support the diverse needs of MCA students
Assurance Framework Domain	Learning Supports
Outcomes	All MCA students, regardless of diverse educational needs, will be supported
Context	Students at MCA express a variety of learning needs. MCA has worked hard, through collaboration with parents, teachers, support staff, and service providers (SLP & OT), to provide students with the tools needed to make them successful.
Strategies	<p>The staff will:</p> <ol style="list-style-type: none">1. Collaborate with Khan Communication to provide SLP and OT support for students2. Work with SLP and OT services to increase the capacity of MCA staff3. When students require extra academic support, seek to increase the capacity of parents4. Identify specific strategies (sharing them with EA's, teachers, and parents) that target a child's specific learning needs
Measures	<p>The general outcome will be measured by:</p> <ol style="list-style-type: none">1. Alberta Education Assurance Measure surveys2. School-provided parent feedback forms3. Anecdotal teacher notes4. IPP reviews (notable improvement in students reaching targeted academic and social goals)