



**MEADOWS  
CHRISTIAN ACADEMY**  
S O L I D E O G L O R I A

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## **2026-2029 EDUCATION PLAN**

May 25, 2026

**Board Chair:** Kevin Williams

**Date:** May 25, 2026

**Signature:** *Kevin Williams* \*Original Signed

## Preamble

This plan is written under the guidance provided in Alberta Education's *Assurance Framework* as described in the 2026-27 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. Meadows Christian Academy has 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 270 students (at the present moment). Though the school has grown, MCA is still focused on the same mission: helping students grow both spiritually and academically.

## School Profile and Programs

Current projections estimate a student population of approximately 275 students for the 2026–2027 school year. MCA serves an ethnically diverse student body, with approximately 50 percent of students identified as English Language Learners. Enrollment is open to the broader community, provided that families and students are willing to abide by the Parent-Student Handbook and the school's Statement of Faith. MCA's defining characteristic is its commitment to being a distinctly Christian school. Teachers are expected to teach all subjects through a Christian worldview and seek to shepherd the hearts of their students as well as their minds. While MCA strives for academic excellence, its primary desire is to see students grow in their knowledge of and likeness to Jesus Christ.

## **Challenges and Opportunities**

As a result of the phenomenal growth MCA has experienced over the past 10 years, one of the school's primary challenges is limited space and a growing waitlist in the younger grades. While there are currently no immediate plans to expand the existing facility, the board remains open to the possibility of supporting another church in establishing a similar Christian school elsewhere in Edmonton or the surrounding area. In addition, as the needs of the student body become increasingly diverse, MCA is seeking to strengthen its capacity to effectively support a wider range of learning needs. At the same time, the school continues to see significant opportunities for gospel witness within the community. Our staff are grateful for the privilege of sharing their faith daily with the students and families they serve.

## **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 Student Surveys*
  - Teachers are mandated to conduct the MCA student survey (Grades 4 to 9).
- *Consistent Parent Communication*
  - Teachers are required to communicate weekly with parents.
  - Parent-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 MLAs.
- 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.

## **Key Insights from Results Analysis**

Data from previous Annual Education Results Reports, local school data, stakeholder feedback, and staff observations Education Plan. Strengths include strong enrollment numbers, consistent parent satisfaction, and a clear commitment to the school's Christian mission. Areas for continued improvement include student writing, reading comprehension, and supports for students with diverse learning needs.

## **FNMI Results and Reporting**

At this time, MCA does not have any self-identified First Nations, Métis, or Inuit students. MCA does not receive First Nations, Métis and Inuit student grant funding and therefore does not have grant-specific results to report. MCA remains committed to staff professional development related to First Nations, Métis and Inuit history, age-appropriate curricular connections, and continued staff learning regarding reconciliation from a biblical worldview.

## **Accountability Statement**

The Education Plan (2026-2029) 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 25, 2026, the board approved the 2026-2029 Education Plan.

**2026-2029 ASSURANCE FRAMEWORK EDUCATION PLAN  
MEADOWS CHRISTIAN EDUCATION SOCIETY**

**SCHOOL PRIORITY #1**

<b>School Priorities</b>	Consistently Align with the Mission and Values of Meadows Christian Academy
<b>Assurance Framework Domain</b>	Local and Societal Context
<b>Outcomes</b>	Students will actively live out their faith at school, at home, and in the community.
<b>Context</b>	Meadows Christian Academy exists to help students reach their academic potential and grow in their likeness to Jesus Christ. Parents who enroll their children at MCA agree to abide by the school's Statement of Faith and Parent-Student Handbook. For the purpose of this school priority, the focus will be on the latter portion of the mission statement: "helping students become more like Jesus Christ". This remains the central aim of the school and an area in which we are committed to continual growth and improvement.
<b>Strategies</b>	<p>Staff will do the following:</p> <ol style="list-style-type: none"> <li>1. Continue to infuse a biblical worldview into all learning activities.</li> <li>2. Provide leadership opportunities to MCA students.</li> <li>3. 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.</li> <li>4. Engage students in service opportunities within the school context.</li> <li>5. Continue to engage in professional development on the topic of FNMI history and biblical reconciliation.</li> </ol>
<b>Measures</b>	<p>The general outcome will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. Principal supervision / observation of teacher year plans and daily lessons</li> <li>2. School-created parent / student surveys</li> <li>3. Student participation rates in service opportunities             <ol style="list-style-type: none"> <li>a. Observation of student leadership and ownership with regard to service opportunities</li> </ol> </li> <li>4. Student involvement in (but not limited to) mentoring opportunities, reading buddies, supervision assistant, etc.</li> <li>5. Teachers' confidence to discuss and incorporate FNMI history and reconciliation topics</li> </ol>
<b>Implementation Plan (2026-2029)</b>	<p>For the 2026-2029 school year, the Education Plan will be implemented by the following:</p> <ol style="list-style-type: none"> <li>1. Conducting biblical worldview training during staff meetings (Monday after school) and by utilizing at least 1 of our 6 PD Days for the purpose of training in biblical worldview.</li> <li>2. Continuing to ensure a high quality of chapel speakers for all chapel events.             <ol style="list-style-type: none"> <li>a. Providing opportunities for teachers to share chapel messages</li> <li>b. Specifically targeting chapel topics based on student interest / need</li> </ol> </li> <li>3. Continuing to provide leadership opportunities in Jr. High Chapel.</li> </ol>

**SCHOOL PRIORITY #2**

<b>School Priorities</b>	Develop Student Writing Skills
<b>Assurance Framework Domain</b>	Student Growth and Achievement
<b>Outcomes</b>	Students will grow in their ability to effectively communicate in written form.
<b>Context</b>	Approximately 50% of MCA’s student body consists of English Language Learners. Written communication can present unique challenges for ELL students, as well as for the broader student population. While MCA staff have observed encouraging growth in students’ writing abilities, there remains meaningful opportunity for continued improvement in the area of written communication.
<b>Strategies</b>	<p>Staff will do the following:</p> <ol style="list-style-type: none"> <li>1. Provide an overview detailing strategic planning of targeted writing assignments.</li> <li>2. Continue to collaborate on division-specific writing rubrics.</li> <li>3. Utilize writing exemplars to clearly communicate writing expectations.</li> <li>4. Encourage student participation in the MCA short story writing competition.</li> <li>5. Utilize more comprehensive teacher resources (targeted towards creative and functional writing).</li> <li>6. Provide PD opportunities to ensure assessment practices align with strategic writing priorities.</li> </ol>
<b>Measures</b>	<p>The general outcomes will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. Annual MCA short story competition</li> <li>2. Provincial Achievement Tests (G6 and G9) relative to the previous year’s result</li> <li>3. Anecdotal teacher observation</li> <li>4. Increased student achievement on writing assignments (as seen in increased class averages on written assignments)</li> </ol>
<b>Implementation Plan (2026-2029)</b>	<p>For the 2026-2029 school year, the Education Plan will be implemented by the following:</p> <ol style="list-style-type: none"> <li>1. Ensuring that all ELA year plans are built to reflect MCA’s focus on writing.</li> <li>2. Conducting a short story writing competition.</li> <li>3. Conducting working groups where teachers develop writing assignments, rubrics, and exemplars.</li> <li>4. Facilitating meaningful professional development opportunities on the uses (and abuses) of AI with regard to student writing.</li> <li>5. Inspecting teacher gradebooks to ensure alignment with writing priorities.</li> </ol>

SCHOOL PRIORITY #3	
<b>School Priorities</b>	Develop Student Reading Comprehension Skills
<b>Assurance Framework Domain</b>	Student Growth and Achievement
<b>Outcomes</b>	Students will grow in their ability to effectively understand and interact with written communication.
<b>Context</b>	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). Though there have been improvements, MCA's students have room for improvement with regard to reading comprehension.
<b>Strategies</b>	<p>Staff will do the following:</p> <ol style="list-style-type: none"> <li>1. Find creative ways to encourage high interest daily reading.</li> <li>2. Develop consistent reading comprehension strategies and assessments.</li> <li>3. Implement more frequent reading comprehension assessments.</li> <li>4. Participate in PD on the topic of effective reading from Kindergarten to Grade 9.</li> <li>5. Utilize age-appropriate novel studies.</li> <li>6. Provide PD opportunities to ensure assessment practices align with strategic reading priorities.</li> </ol>
<b>Measures</b>	<p>The general outcomes will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. Utilizing ReadTheory (an AI driven digital reading comprehension platform)</li> <li>2. Analyzing the data in the student ReadTheory reports (these reports are emailed home to parents)</li> <li>3. Provincial Achievement Tests (G6 and G9) relative to the previous year's result</li> <li>4. Anecdotal teacher observation</li> <li>5. Increased student achievement on reading comprehension assessments that target various aspects of reading comprehension</li> </ol>
<b>Implementation Plan (2026-2029)</b>	<p>For the 2026-2029 school year, the Education Plan will be implemented by the following:</p> <ol style="list-style-type: none"> <li>1. Continuing to develop an MCA school reading program.</li> <li>2. Providing a budgetary allowance (for teachers) to purchase high-interest literature.</li> <li>3. Utilizing 1 PD day/year for staff collaboration regarding reading comprehension strategies, assessment, and resources.</li> <li>4. Utilizing staff meetings to facilitate staff working groups for collaborating on reading comprehension strategies, assessment, and resources.</li> <li>5. Inspecting teacher gradebooks to ensure alignment with reading priorities.</li> </ol>

SCHOOL PRIORITY #4	
<b>School Priorities</b>	Support the Diverse Needs of MCA Students
<b>Assurance Framework Domain</b>	Learning Supports
<b>Outcomes</b>	All MCA students, regardless of diverse educational needs, will be supported
<b>Context</b>	Students at Meadows Christian Academy (MCA) demonstrate a wide range of learning needs. Through ongoing collaboration with parents, teachers, support staff, and external service providers, including speech-language pathologists and occupational therapists, MCA works to provide students with the tools and supports they need to succeed.
<b>Strategies</b>	<p>The staff will do the following:</p> <ol style="list-style-type: none"> <li>1. Utilize the Expanding Capacity Learner Support (ECLS) grant to provide SLP and OT support for students.</li> <li>2. Work with SLP and OT services to increase the capacity of MCA staff.</li> <li>3. When students require extra academic support, seek to increase the capacity of parents (so parents can better help their struggling children).</li> <li>4. Identify specific strategies (sharing them with EA's, teachers, and parents) that target a child's specific learning needs.</li> </ol>
<b>Measures</b>	<p>The general outcome will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. Alberta Education Assurance Measure surveys.</li> <li>2. School-provided parent feedback forms.</li> <li>3. Anecdotal teacher notes.</li> <li>4. IPP reviews (notable improvement in students reaching targeted academic and social goals).</li> <li>5. Conversations with service providers.</li> </ol>
<b>Implementation Plan (2026-2029)</b>	<p>For the 2026-2029 school year, the Education Plan will be implemented by the following:</p> <ol style="list-style-type: none"> <li>1. Continuing to facilitate weekly meetings between admin and the student support coordinator.</li> <li>2. Continuing to facilitate weekly meetings between teachers and in-class educational assistants.</li> <li>3. Including student support updates during the regular report card cycle.</li> <li>4. Coordinating SLP / OT services to expand educational assistant capacity through observation and training.</li> </ol>

\*A link to the 2025-2026 budget overview can be found here: [2026-2027 Budget Overview](#)\*