

# Immanuel Christian Elementary School



## 2021 /22 Assurance Plan

### **Mission Statement:**

To provide a Christian environment in which God calls His children to develop and use their gifts for joyful service in His kingdom.



[ices.lethsd.ab.ca](http://ices.lethsd.ab.ca)



# ASSURANCE PLANNING

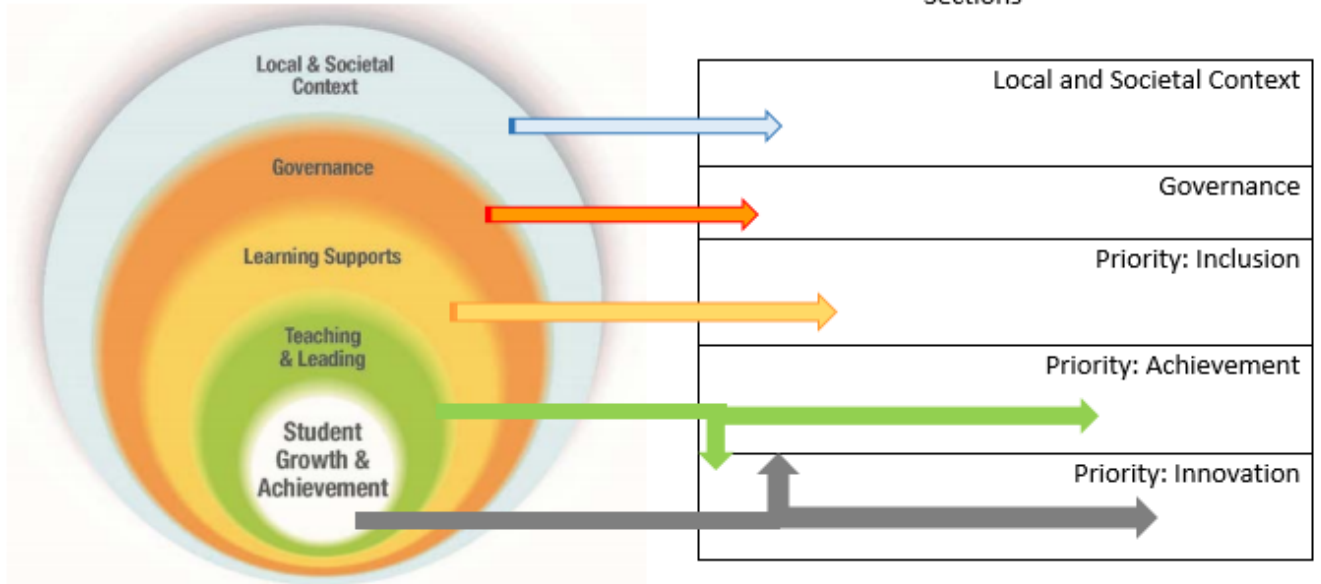
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Immanuel Christian Elementary School offers an alternative program for Early Education to Grade 5 learners within Lethbridge School Division. Our school is operated through a partnership between the Society of Christian Education in Southern Alberta and the Lethbridge School Division. ICES aligns with the School Divisions' key priorities including achievement, innovation, and inclusion. The school offers a distinctive Christian program through the Teaching for Transformation (TfT) framework which integrates faith, Bible-based learning, and service throughout the Alberta curriculum as outlined in the Programs of Study.

As an alternative program within the Lethbridge School Division, we serve both urban and rural populations. ICES is a school with high levels of support and engagement from our families, community members and Society stakeholders. Within our building we strive to create an inclusive environment which supports all our learners.

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Student Growth and Achievement

### OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

## Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes  
 Provincial Assurance Survey measure of citizenship  
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Provide the students with the foundations and tools to flourish and grow in all areas.	<i>Creating Thinking Classrooms</i>  <i>Creating Cultures of Thinking</i>	Teach problem solving and adaptability Teach students how to advocate for themselves Teach students how to articulate their learning Use best practices for teaching, knowledge and skills	Celebrating individual and group achievements
Literacy: Writing	LSD Writing Continuum Lucy Calkins Writing Words Their Way Moving Up Literacy Place	Writers Workshop Model	Classroom-based assessments
Literacy: Reading	Lucy Calkins Reading Program Moving Up & Literacy Place Fountas & Pinnell Reading Benchmark Assessments Raz Kids, Essential Skills EAs, SLA, SLP	Fountas & Pinnell—leveled reading & LLI Guided reading groups Learning support	Fountas & Pinnell Benchmark Assessments Classroom home reading programs Raz Kids leveled reading Essential Skills various assessments
Numeracy	<i>Building Thinking Classrooms in Mathematics</i> Building Math Fluency Kits MIPI assessment Div One Guided Math Jump Math Teacher created Math guides & games Essential Skills	Math Workshop Model Whole group, small group and targeted instruction Hands-on interactive manipulatives & games Cyclical units	MIPI results—post assessment Classroom-based assessments Problem based learning Game theory
Faith: All students have an understanding of how they have a place in God's story	TfT 101 Training TfT Lead Teachers TfT visuals throughout the building & in classrooms	Chapels School theme Morning devotions time	FLEX projects Our School Survey Reflective writing Class discussions

**DIVISION PRIORITIES**

**Inclusion**

**PROVINCIAL GOALS**

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

**Domain: Learning Supports**

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

**Performance Measures**

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning which includes: <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Trauma-informed practice</li> </ul>	Shelley Moore  <i>Teaching to Diversity</i>  LST <i>Creating Thinking Classrooms</i>  <i>Creating Cultures of Thinking</i>  Universal Self-regulation supports	LST—support within classrooms and provide information to teachers and support staff  Identifying student needs  PL for universal supports  Collaboration with other educators	Regulated & focused classrooms  Common language  Ongoing development of universal supports within classrooms
Ongoing PL for staff to acquire and apply foundational knowledge of Indigenous experiences	Division Lead Teachers  ATA PL opportunities  Division PL for ICES Indigenous Education rep and Gr. One teacher  Books  Indigenous games  Monthly resources provided by division Elementary Lead Teacher	Ongoing participation in reconciliation through a Christian worldview and developmentally appropriate activities  Ongoing development of school-based resource list	Staff members attending  PL share resources  Resource list
Teachers will develop a TFT storyline that is integrated into their daily classroom practice	Embedded time for PL TFT Lead Teachers TFT 101 Resources	TFT Mentoring and coaching Embedded time for teachers to share their storylines, the impact on their teaching practice, and student growth	Completed TFT classroom storylines



## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers  
and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based Professional Learning as part of growth planning.	Inquiry templates	Embedded time for generative dialogue with administration  Embedded time for Professional Learning Communities	Staff engagement  Observable change in instructional practice  Various self-reflection pieces
Ongoing development of distributed leadership within staff.	School Admin Division Lead Teachers	TfT Lead Teachers—monthly meetings with admin  Division leaders—weekly meetings with admin  Schools reps on Division committees	Embedded time at monthly staff meetings to lead PL on TfT Lead monthly division meetings Sharing division level information Annual intention forms
Ongoing development of data informed practices	MIPI Fountas and Pinnell ELL Benchmarks Our School Survey Classroom assessments	Analyzing assessment data to guide instruction - universally, small group and targeted	Formative assessments Summative assessments Academic student growth

## School Goal

To develop a written Bible curriculum as a foundation for Biblical teaching and the Christian worldview at ICES.

Goal	Study/Resources	Strategies	Measures
Development of general and specific learner outcomes.	Prairie Center for Christian Education (PCCE) - staff and other schools Weekly PCCE communications and resources Review Committee's Updated Bible Principles	Collaboration with other PCCE schools Embedded time	Completed curriculum Annual review and reflection on draft curriculum
Development of a Kindergarten to Grade 5 scope and sequence of the Bible program.	Prairie Center for Christian Education (PCCE) - staff and other schools Weekly PCCE communications and resources	Collaboration between ICES grade level teachers Collaboration with other PCCE schools Embedded time	Completed scope and sequence Annual review and reflection on scope and sequence