

Immanuel Christian Elementary



2022/23 Assurance Plan

School 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



ASSURANCE PLANNING

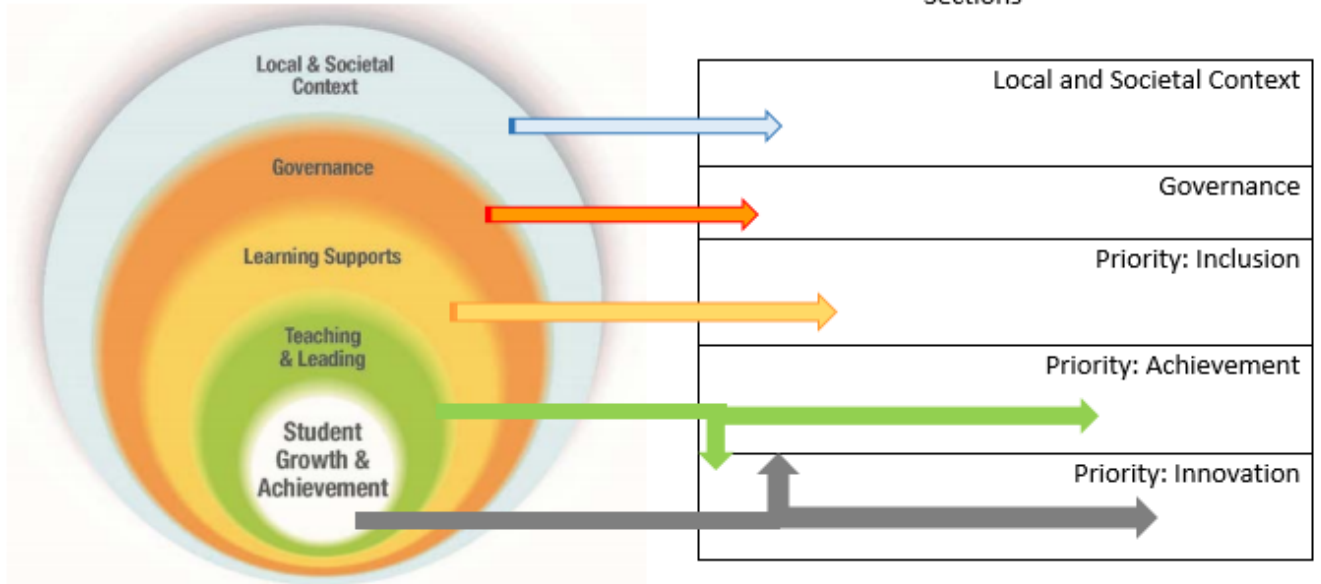
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are threaded through 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.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of learning engagement
 High School Completion

| Goal | Study/Resources | Strategies | Measures |
|---|---|--|---|
| 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 LeNs Assessment CC3 Assessment |
| Numeracy | <i>Building Thinking Classrooms in Mathematics</i> Building Math Fluency Kits MIPI assessment Div One Guided 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 Alberta Ed Gr. 1 Numeracy Assessment |
| 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 welcoming, caring, respectful and safe learning environment.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

| Goal | Study/Resources | Strategies | Measures |
|--|--|--|---|
| <p>Continue to support and implement Universal Design for Learning which includes:</p> <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice | <p>Shelley Moore <i>Teaching to Diversity</i> LST <i>Creating Thinking Classrooms</i> <i>Creating Cultures of Thinking</i> Universal Self-regulation supports Division Mental Health Capacity Building Team Student Support Worker School Wellness Rep</p> | <p>LST—support within classrooms and provide information to teachers and support staff</p> <p>Identifying student needs</p> <p>PL for universal supports</p> <p>Collaboration with other educators</p> | <p>Regulated & focused classrooms</p> <p>Common language</p> <p>Ongoing development of universal supports within classrooms</p> |
| <p>Ongoing PL for staff to acquire and apply foundational knowledge of Indigenous experiences</p> | <p>Division Lead Teachers ATA PL opportunities Division PL for ICES Indigenous Education rep and Gr. 2 teacher Books Indigenous games Monthly resources provided by division Elementary</p> | <p>Ongoing participation in reconciliation through a Christian worldview and developmentally appropriate activities</p> <p>Ongoing development of school-based resource list</p> | <p>Staff members attending</p> <p>PL share resources</p> <p>Resource list</p> |
| <p>Teachers will develop a TFT FLEx projects that align curriculum outcomes with service projects</p> | <p>Embedded time for PL TFT Lead Teachers TFT 101 Resources Book Study: <i>Undistracted</i> by Bob Goff</p> | <p>TFT Mentoring and coaching</p> <p>Embedded time for teachers to share their FLEx projects, the impact on their teaching practice, and student growth</p> | <p>Completed TFT Grade level FLEx projects</p> |

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 PL regarding effective thinking routines | <i>The Power of Making Thinking Visible</i> (Ron Ritchart) <i>Creating Thinking Classrooms</i> (Case & Gini-Newman) Division Admin PL | Teacher lead PL at monthly staff meetings Admin embedding thinking routines into monthly staff meetings & PL days | Evidence of change in instructional practice |
| PL support for the new Alberta Education curriculum (K—3) with a focus on concept based learning | Ongoing Division PL Alberta Education <i>Programs of Study</i> Division-supported resources Division Lead Teachers | Embedded collaborative time for teaching staff | Deepened understanding of the new curriculum and best practices to support it |
| 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 implement and review a written Bible curriculum as a foundation for Biblical teaching and the Christian worldview at ICES.

Possible Resources: Prairie Centre for Christian Education, (PCCE), various publications, other PCCE schools

| Goal | Study/Resources | Strategies | Measures |
|---|---|---|--|
| Implement, review, and refine 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 Resources in one place, organized and easily accessible | Collaboration with other PCCE schools Embedded time Flexibility in the curriculum for student interests, current events, and issues | Reviewed and updated grade-level curriculum Annual review and reflection on created K — 5 curriculum |
| Implement, review and refine 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 Prairie Page (PCCE) - highlight | Collaboration between ICES grade level teachers Collaboration with other PCCE schools Embedded time | Reviewed and updated scope and sequence based on teacher feedback Continue to refine through annual review and reflection on scope and sequence |