

# Immanuel Christian Elementary School



## 2023/24 Assurance Plan

### School Vision Statement

*Division Vision Statement:* Learners are innovative thinkers who are successful, confident, respectful and caring.

### 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.



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



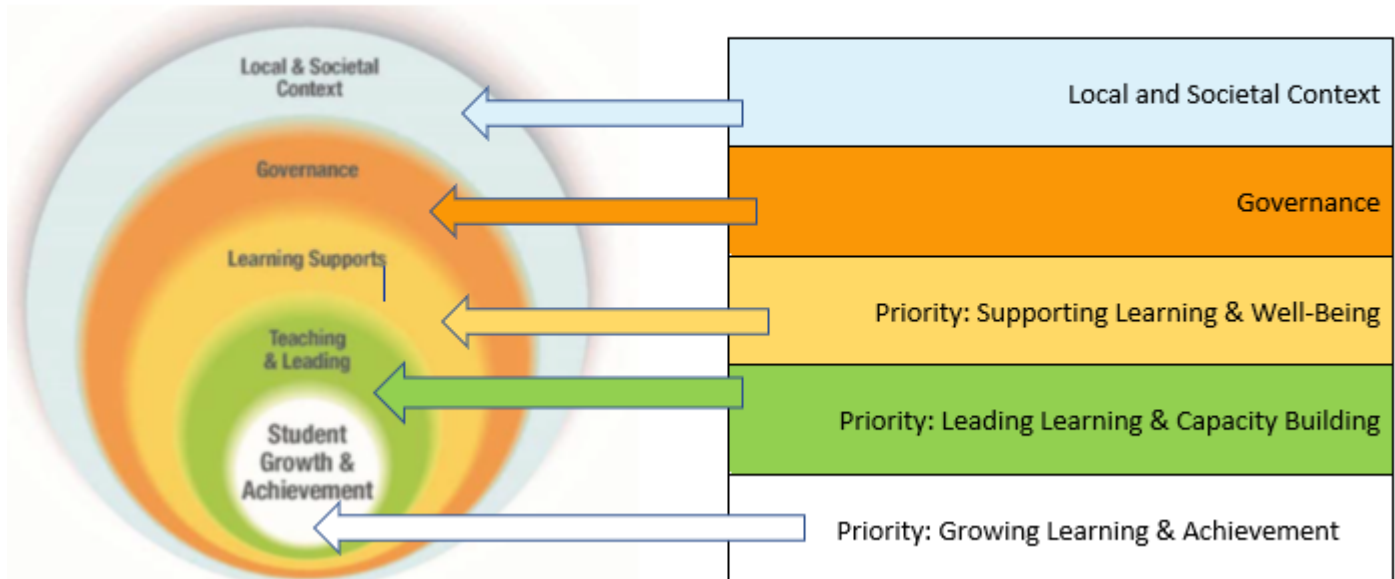
# ASSURANCE PLANNING

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.

## ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



## 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.

**Strengths:** Strong sense of community with various cultures and denominations represented. A common Christian worldview provides cohesion and guides decision making. All teaching staff are trained in the TFT framework which provides a common understanding, language and pedagogy for teachers to incorporate into their practice.

**Highlights:** Increased enrollment, strong staff retention, greater community involvement, quality of education and strong results in provincial literacy and Lethbridge School Division Numeracy assessments. Opportunity to offer Christian education to families in southern Alberta. Strong family involvement and support.

**Challenges:** Majority of our students are bussed, so the opportunity for afterschool events is limited. Dealing with the complex community that surrounds our school location, student safety is always paramount.

## DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

### Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.  
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	Strategies	Resources	Measures
<b>Literacy:</b> To continue to develop best literacy practices to support the growth of all learners.	Writers Workshop Model Fountas & Pinnell— leveled reading & LLI Guided reading groups Learning support	Division and Provincial recommended resources EAs, SLA, SLP Division Literacy Lead Teacher	Classroom-based assess- ments Fountas & Pinnell Bench- mark Assessments Classroom home reading programs Raz Kids leveled reading LeNs & CC3 Assessments
<b>Numeracy:</b> To continue to develop best numeracy practices to support the growth of all learners.	Math Workshop Model Whole group, small group and targeted in- struction Hands-on interactive manipulatives & games Cyclical units Building Thinking Class- rooms	Division and Provincial recommended resources Building Math Fluency Kits Div One Guided Math Teacher created Math guides & games Interactive Math Journals Division Numeracy Lead Teacher	Classroom-based assess- ments Problem based learning Game theory Alberta Ed Gr. 1 Numeracy Assessment
<b>Faith:</b> All students have an understanding of how they have a place in God's story	Chapels School theme Morning devotions time Monthly school initiatives School-wide Deep Hope Statement	TfT 101 Training TfT Lead Teachers TfT visuals throughout the building & in classrooms	FLEX projects Our School Survey Reflective writing Class discussions

## DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

### Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

### Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff engagement in Inquiry Based Professional Learning as part of growth planning.	Embedded time for generative dialogue with administration and a colleague  Celebration of professional learning highlights (June staff meeting)	Inquiry templates	Staff engagement in new practices  Observable change in instructional practice  Various self-reflection pieces
School wide Professional learning regarding best Literacy practices	Monthly engagement with professional academic articles around Literacy	Various academic websites and print articles around best literacy practices  Division Literacy Lead Teacher	Evidence of change in instructional practice
PL support for the new Alberta Education curriculum with a focus on concept based learning	Embedded collaborative time for teaching staff	Ongoing Division PL  Alberta Education <i>Programs of Study</i>  Division-supported resources  Division Lead Teachers	Deepened understanding of the new curriculum and best practices to support it
Ongoing development of data informed practices	Analyzing assessment data to guide instruction - universally, small group and targeted	Fountas and Pinnell  CC3 & LeNS  EAL Benchmarks 2.0  Provincial Numeracy Assessments  Our School Survey  Classroom assessments	Formative assessments  Summative assessments  Academic student growth  Growth based benchmark assessments

## DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

### Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

### Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.  
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Wellbeing - continue to navigate supports within the school and greater community to best serve our families	Increased community awareness of the availability of services  PL at School Council Meetings  Ongoing relationship building with families	Mindful Munchies  MHCB Team  Student Support Worker  Family Support Worker  Designated space for self-regulation  Sensory path throughout the school	Increased access to services & supports
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  Books - specific space in the Learning Commons  Indigenous games  Monthly resources provided by division Elementary Lead Teacher	Ongoing participation in reconciliation through a Christian worldview and developmentally appropriate activities  <i>Mathology</i>  Ongoing development of school-based resource list  Classroom observations for best practices and strategies	Staff members attending PL  Shared resources  Resource list and space  Learning Commons
Celebrating cultural diversity within ICES	Grandparents Event  Welcome Sign  Family Interview/Survey  Monthly cross-grade activities	Family Interview/Survey  School Community members	Increased visibility throughout the school  Connections created through shared histories and stories  School wide FLeX projects



## School Goal or Inquiry

How to we elevate best practices for literacy throughout all curriculum and grades at ICES?

**Possible Resources:** Division Literacy Lead Teacher, Division Comprehensive Literacy Strategies, thinking classrooms, Writing Continuum, qualitative and quantitative assessment data (classroom & provincial), division recommended resources

Strategies	Timeline	Indicators of Success
Residencies by our Literacy Lead Teacher with each grade-level	October 2 - 6	Resources being used in the classrooms  Increased differentiation to provide various access points for students
Comprehensive Literacy Strategies	Monthly Staff Meetings	See new practices in classrooms
<ul style="list-style-type: none"><li>• Lead by Grade level teams</li><li>• Showcasing best practices by Grade level teams</li><li>• Staff-created ICES Literacy Plan</li></ul>	Division Level Monthly Meetings	Growth in assessments
Whole-school write	September & May	Assess using the Writing Continuum  Writing samples for each student from beginning and conclusion of the school year to demonstrate growth
<ul style="list-style-type: none"><li>• Literacy Committee comes up with picture prompt</li></ul>		
Literacy Lead Teacher PL	November 13th PL Day	Refined classroom practices  Ongoing teacher reflection on their professional practices
<ul style="list-style-type: none"><li>• Based on teacher requests &amp; identified areas for growth</li></ul>		