

Immanuel Christian Elementary



2022/2023 Annual Education Results Report

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 Deep Hope

Equipping Learners, Nurturing Faith, Flourishing in Community

Immanuel Christian Elementary School offers an alternative program for Kindergarten 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.



www.ices.lethsd.ab.ca



Alberta Education Assurance Measures Overall Summary

Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Immanuel Christian Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	88.8	88.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.1	90.4	89.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	87.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.8	97.0	97.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	93.0	93.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.3	86.4	86.4	80.6	81.8	81.8	n/a	Maintained	n/a
Governance	Parental Involvement	82.4	91.7	93.5	79.1	78.8	80.3	Very High	Declined	Good

Highlights

ICES has maintained high satisfaction levels in citizenship and educational quality.

Strong results in provincial Literacy and Lethbridge School Division Numeracy assessments

High levels of parental engagement through chapels, report card conferences, volunteering and field trips

Student Support worker time increase and Teacher Counsellor

Challenges to Address

Small survey size

School council participation

Lack of a complete Wellness team has had an impact on our staff and student well-being

Access to Division specialists is limited due to a shortage in staffing such positions.

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	111	93.1	147	88.9	102	93.5	94	90.4	104	88.1	Very High	Maintained	Excellent
Parent	18	98.8	37	97.3	21	96.2	14	94.3	15	88.7	Very High	Maintained	Excellent
Student	83	80.8	101	89.8	71	84.3	70	78.9	81	75.5	Very High	Maintained	Excellent
Teacher	12	100.0	9	100.0	10	100.0	10	98.0	8	100.0	Very High	Maintained	Excellent

Evaluation

- Active citizenship is connected to the Teaching for Transformation (TfT) throughlines which are embedded in all subject areas
- School theme and chapels are purposeful and intentional in supporting an active faith, including monthly initiatives supporting various community and global agencies
- Classroom devotions provide opportunities to highlight specific attributes of citizenship
- Opportunity for FLeX projects will align curriculum with community service projects and the Christian worldview
- Grade 4 and 5 service clubs (Recycling (*Earth Keeping*), Lunch Leaders (*Community Building*), Milk (*Servant Working*), Audio Visual (*Order-Discovering*), Intramurals (*Servant Working*), Monday Observances, Recess Helpers (*Community Building*), Learning Commons Helpers, Lost and Found)
- Grade 5 leadership opportunities to promote citizenship
- School-wide participation in financially supporting various projects through Compassion Canada's Christmas campaign
- Multi-grade chapel groups meet monthly and participate in supplemental activities directly related to the theme chapels

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	102	85.9	94	88.8	104	84.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	21	93.7	14	95.1	15	88.7	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	71	84.1	70	70.7	81	67.9	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	10	100.0	10	100.0	8	100.0	n/a	Maintained	n/a

Evaluation

- **Student engagement**—new strategies and supports in place including various resources to support curriculum and best practices to engage students
- New integration of technology with laptops and iPads
- Classrooms have been equipped with flexible seating to provide students with opportunities to remain engaged, supporting self-regulation to ensure students can access the curriculum and content at an appropriate level
- **Parent engagement** — communication from staff is strong, opportunity for parent to engage with teachers through various means (Open House, September parent connections, Meet the Teacher, regular communication, parent/teacher conferences, interagency learning team meetings, classroom volunteering)
- **Staff engagement** - School staff's investment in their inquiry questions for professional growth extends to the classrooms, increasing student engagement
- Division lead teachers' involvement further supports teacher development and awareness to promote best practices and optimal learning environments (literacy residencies)
- Thematic maker-space activities in the Learning Commons allows students for various hand-on engagement opportunities –expansion into the Wellness Space
- Wellness space to support student self regulation resulting in higher classroom engagement

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	111	98.2	147	97.7	102	96.9	94	97.0	104	94.8	Very High	Maintained	Excellent
Parent	16	95.8	37	95.0	21	95.1	14	96.4	15	87.6	Very High	Maintained	Excellent
Student	83	98.8	101	98.0	71	95.7	70	96.4	81	96.9	Very High	Maintained	Excellent
Teacher	12	100.0	9	100.0	10	100.0	10	98.3	8	100.0	Very High	Maintained	Excellent

Evaluation:

- Teachers continue to engage in various Professional Learning opportunities which enhance their professional practice ie. Division Professional Learning Communities and Professional Learning opportunities, on-line Professional Learning, site-based Professional Learning
- Individual professional growth plans for ICES teaching staff includes self-reflection around the competencies and indicators of the Teacher Quality Standard (TQS). Growth is guided by inquiry questions in areas of interest which align with the TQS and teacher practice as well as ongoing generative dialogue sessions with school administration.
- Individual professional growth plans for ICES support staff includes self-reflection around division job descriptions and responsibilities. Growth is guided by an inquiry question in an area of interest and ongoing generative dialogue sessions with school administration.
- Ongoing collaboration with grade-level partners as well as division teams is valuable and enriching to professional practices
- Division lead teachers provide support for teacher growth and development in the areas of Literacy, Numeracy, Indigenous Education, and English as an Additional Language
- Prairie Centre for Christian Education provides Teaching for Transformation training for all new teaching staff and ongoing supports (weekly resources) for all staff
- Increased access to various technology and resources to support best teaching practices
- An abundance of resources have been provided by the Division to support new curriculum
- Professional learning has been provided by the Division to deepen understanding of the new curriculum and equip teachers to deliver the curriculum and use the new resources
- Literacy Lead Teacher residencies and collaborative time (October, November, February)

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	102	93.3	94	93.0	104	90.1	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	21	95.8	14	98.4	15	89.0	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	71	84.2	70	84.1	81	81.3	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	10	100.0	10	98.8	8	100.0	n/a	Maintained	n/a

Evaluation:

- This year ICES will have a student support worker 4 days per week to collaborate with families, staff and administration in supporting student wellness
- ICES has a teacher counselor one morning per week to support
- Classroom lockdown kits have been assembled to support teachers and students in the event of a lockdown
- The hiring of an Executive Director for the Society has provided a point person for new families which bridges to the school
- Our year begins with an Open House which provides opportunity for families to engage with staff prior to the first day of school, Meet the Teacher in September, attendance at monthly and seasonal chapels
- Intentional checking in with new families & students: phone calls from teaching staff
- Administrators welcome students each morning at both drop-off locations
- All staff participate in recess supervision
- The division Mental Health Capacity Building Team will be providing universal programming to support all students in January
- Leadership opportunities for Grade 4 and 5 students provide connection with other grades
- Participation in Division volleyball and basketball leagues provides space for connection and skill development

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	102	86.3	94	86.4	104	85.3	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	21	87.1	14	84.3	15	79.7	n/a	Declined	n/a
Student	n/a	n/a	n/a	n/a	71	81.7	70	79.0	81	86.3	n/a	Improved	n/a
Teacher	n/a	n/a	n/a	n/a	10	90.0	10	86.0	8	90.0	n/a	Maintained	n/a

Evaluation

- Integration of technology, TEAM EAs, LST, RTI Meetings Division supports (lead teachers, psychologist), standing desks, alternative seating
- Presently, there is one psychologist in our Division. She supports ICES by providing consultation, assessment, and support with student learning and behaviour within the RTI framework (universal, targeted and individualized).
- Utilize the Southwest Collaborative Support Services to meet the needs of students with Physical Therapy concerns, as well as engaging with the Deaf and Hard of hearing teacher to support specific students and their classrooms.
- ICES has an assigned a speech-language pathologist (SLP) who provides universal and targeted strategies to support speech and language development in the classroom. Following assessment, they work on a more individualized basis with students who need more intensive supports. Due to a shortage of SLPs, there was a gap for several weeks with no SLP support, resulting in no speech supports for students
- Learning Support Teacher (LST) works with teachers to help students access supports and services within the RTI framework. They also work with teacher and EA teams and division support personnel to help remove barriers to learning.
- Educational Assistants (EAs) are an important component of our continuum of supports and services as they work closely with teachers in implementing students' ISPs and strategies that get students ready for or able to access learning.
- Speech Language Assistants (SLAs) are provided in elementary schools to work alongside SLPs in supporting speech and language development in the early years. Much of this work is done in the classroom so that SLAs could support the transfer of skills across all subject areas rather than working on speech and language development in isolation.
- Access to a Student Support Worker last year was limited to one day per week. This year, we have our Student Support Worker 4 days per week and our Teacher Counselor, 1 morning per week.
- When hired, an Advance Educational Assistant, will be assigned to ICES on a 3 week rotation to support the behavioral needs of students and equipping teachers with frameworks to embed into their daily practice.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	27	82.4	45	85.4	31	84.1	24	81.7	23	82.4	Very High	Declined	Good
Parent	15	88.5	38	80.8	21	88.1	14	81.3	15	84.8	Intermediate	Declined Significantly	Issue
Teacher	12	88.3	9	100.0	10	100.0	10	92.0	8	100.0	Very High	Maintained	Excellent

Evaluation:

- Continued parental input into ISPs, IPPs, BSPs and learning team meetings
- Weekly update provided by school administration with key events and information
- Virtual School Council meetings allow for parent engagement without the need for childcare
- Consistent strong teacher-parent communication through various platforms ie: classroom practices, assessments, etc.
- Well attended parent/teacher conferences. Moving forward, the platform will include virtual or in-person options.
- Chapels are open for parents and families to attend
- Field trips aligned with outcomes in the Programs of Study are open to parents attending and learning with their children
- Consistent teacher communication includes various easy to navigate apps or emails
- Teachers provide supplemental resources which can be used at home to support student academic growth

SUPPLEMENTAL MEASURES: Program of Studies

Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	28	94.4	48	94.8	31	94.0	24	96.5	23	94.8	Very High	Maintained	Excellent
Parent	18	92.9	37	92.5	21	93.3	14	97.1	15	91.3	Very High	Maintained	Excellent
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	12	95.8	9	97.2	10	94.7	10	95.9	8	98.3	Very High	Maintained	Excellent

Evaluation

- Yearly plans include all areas of curriculum and ensure the Programs of Study are included in the instructional time of the school year
- Music specialists for Division One and Division Two
- Dance specialist is brought in to facilitate the dance/movement outcomes for all grades
- Field trips are aligned with curricular outcomes that support in class programming
- Current support of co-curricular activities include Grade 5 Division volleyball and basketball leagues
- Grade 5 students develop the slides for the front lobby television and support the technology for chapels
- High availability of technology to support classroom programming
- Parents are well-informed of the activities and initiatives occurring in the classrooms through grade-level teacher and school-wide communication
- Outside community agencies partner with various classroom teachers to provide a rich learning experience
- The ICES Spring Program is a full-school endeavor that involves all students with the music components and the Grade 5 students specializing in instruments, drama, and singing groups
- ICES community garden boxes to support interactive and hands on learning opportunities

SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	27	78.2	42	72.2	28	94.2	24	89.5	21	85.7	Very High	Maintained	Excellent
Parent	15	78.6	34	71.0	18	88.5	14	85.7	13	71.4	High	Maintained	Good
Teacher	12	73.9	8	73.3	10	100.0	10	93.3	8	100.0	Very High	Improved	Excellent

Evaluation

- Tying classroom TFT storylines into teaching and classroom practices
- Embedding real-world contexts in learning and classroom discussions
- Encouraging students to develop their passions through their demonstration of learning
- Hands-on options for serving beyond the classroom and/or school—FLEX projects
- Increased technology accessibility
- Our classrooms are well-equipped with large classroom libraries and supplemental resources
- Learning Commons Facilitator supports curricular, seasonal and division events to deepen students understandings on pertinent topics (ie. Terry Fox Walk, Orange Shirt Day, Remembrance Day, etc.)
- Community stakeholders and agencies present to various classes and/or whole school audiences

School Priority: How do we elevate best practices for literacy throughout all curriculum and grades at ICES?

Performance Measures: Resources being used in the classrooms, increased differentiation to provide various access points for students, see new practices in classrooms, growth in assessments, Assess using the Writing Continuum, refined classroom practices, ongoing teacher reflection on their professional practices

- Residencies by our Literacy Lead Teacher with each grade-level
- Comprehensive Literacy Strategies lead by Grade level teams, showcasing best practices by Grade level teams
- Staff-created ICES Literacy Plan
- Whole-school write - Literacy Committee comes up with picture prompt
- ICES literacy best practices shared throughout the year at staff meetings and PL opportunities
- Each grade level has a teacher representative on the school based literacy committee along with numerous Educational Assistants