

# Immanuel Christian Elementary



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

## 2024/2025 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.

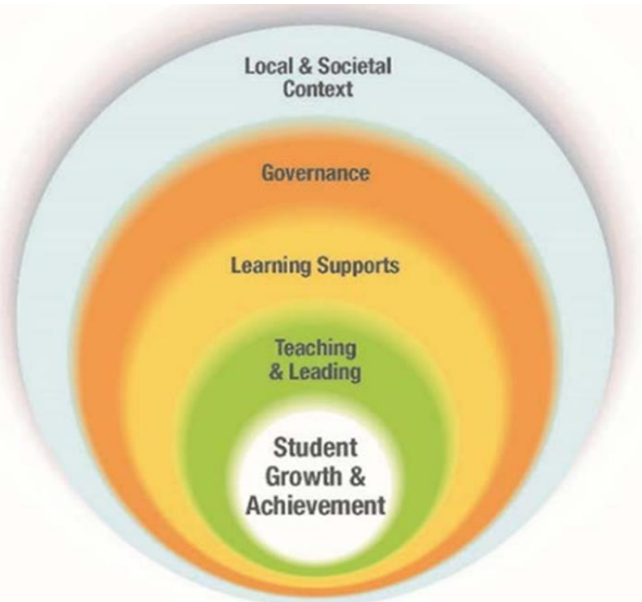
### **School Deep Hope**

Equipping Learners, Nurturing Faith, Flourishing in Community



## ASSURANCE PLANNING

**DIVISION VALUES:** We are growing, leading and supporting, with a focus on the following: Inclusion, Well-being, Learning, Respect and Leadership



### SCHOOL CONTEXT

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 while offering a distinctive Christian program. 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.

#### School Highlights:

- **Equipping Learners:** Strong staff retention, quality of education and strong results in provincial and division literacy and numeracy assessments, increased enrollment that draws from large geographic base with busing available, scaffolded instruction
- **Nurturing Faith:** The Teaching for Transformation (TfT) framework integrates faith, Bible-based learning, and service throughout the Alberta Curriculum as outlined in the Programs of Study, monthly theme chapels with chapel group activities
- **Flourishing in Community:** Community celebrations - Spring Program, Christian Education Week activities, Pastor's Welcome Back Breakfast, ICS- One school- two campuses (intentional connection - joint PL day, joint chapels, collaborative admin teams, SCESA, Executive Director), FLeX (Formative Learning Experiences) projects, community partnerships

# Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

## Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

## Desired Outcomes

- Foundational Learning
  - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
  - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
  - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
  - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

## Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

## 2024/2025 Student Growth and Achievement

### What is our desired outcome?

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

### What strategies will we implement to progress toward achieving this outcome?

- Plans - embedded time for school literacy and numeracy committees to reflect on best practices and goal setting
- Resources - support new curriculum
- Training – division supported PL, lead teacher involvement
- Time - school provided collaborative time for staff teams to work ensure learning outcomes are being addressed

### What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- **Literacy**- In the 2023/2024 school year we had a professional learning focus on literacy. This was a whole school focus that integrated the new resources and was well supported by the literacy lead teacher. The new curriculum presented an opportunity for teaching staff to engage with an in-depth understanding of the curricular outcomes. Our school wide literacy plan has been integral in guiding our literacy practices and growth, as time was embedded bi-monthly for our staff to review our commitments moving forward.
- **Numeracy**- In the 2024/2025 school year, our focus will migrate to numeracy. This will include residencies with our Numeracy Lead Teacher with a focus on new curriculum and practices to support student engagement and develop staff efficacy. School based professional learning will revolve around numeracy lead by staff, Division supports and external leaders.
- **Critical Thinking** - As a school, we are moving toward embedding critical thinking into all aspects of our learning. An example of this the scientific method which is embedded into the various components of the Science curriculum.

This year, throughout the school curricular outcomes will be displayed as learning targets to the benefit of staff, students and community members. These targets will act as anchors for instructional practices and learning.

# Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

## Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

## Desired Outcomes

- Respond Effectively to Student Needs
  - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
  - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
  - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



## 2024/2025 Teaching and Leading

What is our desired *outcome*?

Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Goal setting – collaborative family/school yearly goals for student growth and success
- Learning Targets – curriculum-based statements displayed to align with daily learning
- Storyboards – visual classroom learning journeys displayed to show growth
- Technology – use of school messenger and various platforms, to engage the parent community
- Weekly Update- school wide communication which highlights school based events
- Proactive conferences – now in alignment with the Division which should serve as ongoing communication around student growth

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Year-at-a-glance:

- September - Parent survey and teacher phone calls
- October – School/Family Conferences
- November - Report Card
- December - Cultural Heritage Event
- January/ February - Personalized Two Stars and a Wish Reflection (Teachers share with parents)
- March/April – Report Card and Celebration of Learning
- May – Parent Reflection Survey
- June - Report Card

# Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

## Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

## Desired Outcomes

- Safe and Caring Culture
  - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
  - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
  - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
  - **Desired Outcome** – School communities take action to advance Truth and Reconciliation.

## Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

## Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

## 2024/2025 Learning Supports

### What is our desired outcome?

To ensure every person feels valued, respected, safe and welcomed in our school communities.

### What strategies will we implement to progress toward achieving this outcome?

- Parent survey regarding family heritage
- Welcome board - languages spoken in the front foyer
- Lord's Prayer in different languages
- Chapel groups - cross grade monthly activities and special event days
- Ongoing common language development around TFT throughlines and their meaning
- Classroom storylines – establish class culture around community building and learning
- Supervision - high numbers of staff on supervision, every child is greeted at the onset of their arrival and at the end of the day
- Commitment to welcoming – staff are intentional around welcoming all visitors to the building

### What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

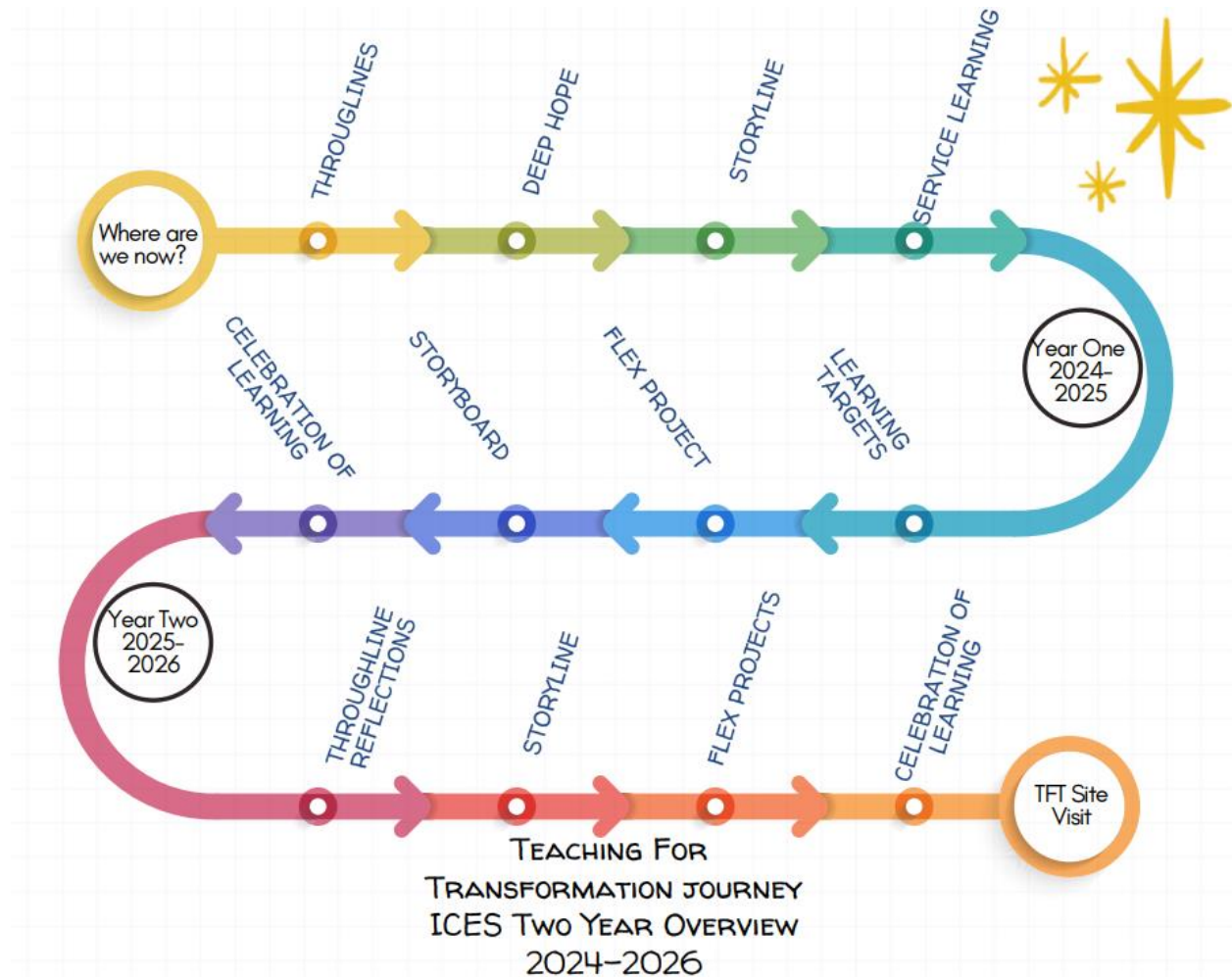
- Increased intentional parent communication – school wide as well as grade level with a focus on student growth
- Christmas cultural event – creation of a heritage event as way of celebrating the diversity of our school community
- Spring celebration of learning – curriculum focused evening in which students showcase their learning for our greater community



# School Domain

Teaching For Transformation journey with the ICES Two Year Overview 2024-2026

Below is map of the learning journey that our staff will dive into over the next two years.



Grade level collaborative time will be embedded within the schedule to accommodate the professional learning time necessary to facilitate professional growth in this area and build staff capacity.

These practices will be enmeshed throughout the curriculum to ensure that the Christian worldview is reflected throughout.