

# Immanuel Christian Elementary



## 2023/24 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.



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## Alberta Education Assurance Measures Overall Summary

### Spring 2024 Required 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	87.7	84.9	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.2	88.1	89.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.0	94.8	95.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	90.1	91.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.0	85.3	85.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	96.3	82.4	87.0	79.5	79.1	78.9	Very High	Improved	Excellent

### Areas of success

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

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

The increase in Student Support Worker time provided consistent additional levels of support.

The reintroduction of Chapel Groups built community.

New families from varied backgrounds feel welcomed at ICES and multiple Christian denominations are represented.

### Areas for growth

Ongoing development of grade-level Formative Learning Experiences (FLEX) aligned with curriculum and service projects.

Continuing to support professional learning opportunities around the curriculum changes as well as embedding the Christian worldview into the curriculum.

Collaboration with other Christian school educators to build a collection of resources to support teachers planning.

# DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Assurance Measure: *Citizenship*

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

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	147	88.9	102	93.5	94	90.4	104	88.1	104	89.2	Very High	Maintained	Excellent
Parent	37	97.3	21	96.2	14	94.3	15	88.7	14	94.2	Very High	Maintained	Excellent
Student	101	69.6	71	84.3	70	78.9	81	75.5	80	75.3	Very High	Maintained	Excellent
Teacher	9	100.0	10	100.0	10	98.0	8	100.0	10	98.0	Very High	Maintained	Excellent

### Evaluation:

- Active citizenship is connected to the Teaching for Transformation (TfT) throughlines which are embedded in all subject areas
- Chapels are purposeful and intentional in supporting an active faith, including various initiatives supporting community and global agencies
- Classroom devotions provide opportunities to highlight specific attributes of citizenship
- Opportunity for FLeX projects 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)*, *Intramurals (Servant Working)*, *Recess Helpers (Community Building)*, *Learning Commons Helpers*, *Lost and Found*, *Music*)
- Grade 5 leadership opportunities to promote citizenship - chapel groups, service clubs, Friendship Day, Sports Day
- 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: 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	45	95.4	31	94.1	24	91.7	23	82.4	24	96.3	Very High	Improved	Excellent
Parent	36	90.9	21	88.1	14	91.3	15	64.8	14	92.5	Very High	Improved	Excellent
Teacher	9	100.0	10	100.0	10	92.0	8	100.0	10	100.0	Very High	Maintained	Excellent

### Evaluation:

- The increase in having have a student support worker 4 days per week to collaborate with families, staff and administration in supporting student wellness has been evident
- This year ICES has a teacher counselor one day per week (increased from one morning per week)
- The partnership with the Executive Director for the Society aligns inquiries and school tours with a consistent person who also serves as a liaison for new families as they begin at ICES
- Intentional checking in with new families & students: phone calls from teaching staff
- Collaborative Learning Team meetings continue to provide opportunity for parental input in- to ISPs, BSPs and learning team meeting discussion
- High levels of participation in Learner Conferences
- Weekly communication from homeroom teachers regarding programing, classroom initiatives, curriculum, etc. maintains open communication between home and school
- Virtual School Council meetings in winter allow for parent engagement with out the need for childcare
- Field trips are aligned with outcomes in the Programs of Study and are open to parents to attend and learn with their children

# 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	102	85.9	94	88.6	104	84.9	104	87.7	n/a	Maintained	n/a
Parent	n/a	n/a	21	93.7	14	95.1	15	86.7	14	100.0	n/a	Improved	n/a
Student	n/a	n/a	71	64.1	70	70.7	81	67.9	80	63.1	n/a	Maintained	n/a
Teacher	n/a	n/a	10	100.0	10	100.0	8	100.0	10	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
- Integration of technology with newly replenished 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
- Wellness Space and Multipurpose Room support student self-regulation resulting in higher classroom engagement

#### **Parent engagement**

- Communication from staff is strong, opportunity for parent to engage with teachers through various means (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
- Ongoing Professional Learning provided by Lethbridge School Division around new Science curriculum as well as providing resources to support this area
- Teachers working collaboratively with our Learning Commons Facilitator to align curriculum with grade-level maker space activities
- Wellness Space supports 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	147	97.7	102	96.9	94	97.0	104	94.8	104	97.0	Very High	Maintained	Excellent
Parent	37	95.0	21	95.1	14	96.4	15	87.6	14	97.6	Very High	Maintained	Excellent
Student	101	98.0	71	95.7	70	96.4	81	96.9	80	96.9	Very High	Maintained	Excellent
Teacher	9	100.0	10	100.0	10	98.3	8	100.0	10	96.7	High	Maintained	Good

### 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

# 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		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	102	93.3	94	93.0	104	90.1	104	91.5	n/a	Maintained	n/a
Parent	n/a	n/a	21	95.8	14	96.4	15	89.0	14	92.8	n/a	Maintained	n/a
Student	n/a	n/a	71	84.2	70	84.1	81	81.3	80	83.0	n/a	Maintained	n/a
Teacher	n/a	n/a	10	100.0	10	98.6	8	100.0	10	98.6	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 students, staff, and families
- The partnership with the Executive Director for the Society has provided a point person for new families and connections to the school. This has streamlined the enrollment process and has provided consistency for all new families.
- 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
- 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
- This year, we will host our first Christmas Heritage Celebration honoring the various cultures represented at ICES. A parent survey was provided with moderate levels of participation.
- In March, we will have our first student lead Celebration of Learning for our school community.

# 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	102	86.3	94	86.4	104	85.3	104	88.0	n/a	Maintained	n/a
Parent	n/a	n/a	21	87.1	14	94.3	15	79.7	14	91.2	n/a	Maintained	n/a
Student	n/a	n/a	71	81.7	70	79.0	81	86.3	80	84.9	n/a	Maintained	n/a
Teacher	n/a	n/a	10	90.0	10	86.0	8	90.0	10	88.0	n/a	Maintained	n/a

### Evaluation:

- Integration of technology, TEAM EAs, LST, RTI Meetings Division supports (lead teachers, psychologist), standing desks, alternative seating
- Our Division psychologist 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.
- 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.
- This year, we have our Student Support Worker 4 days per week and our Teacher Counselor, 1 day per week.
- An Advance Educational Assistant, is assigned to ICES on a 4 week rotation to support the behavioral needs of students and help equip staff with frameworks to embed into their daily practice.



# SUPPLEMENTAL MEASURE: 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	46	94.8	31	94.0	24	96.5	23	94.8	24	95.4	Very High	Maintained	Excellent
Parent	37	92.5	21	93.3	14	97.1	15	91.3	14	93.5	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	9	97.2	10	94.7	10	95.9	8	98.3	10	97.3	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 specialist for program consistency
- 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 support the technology for chapels and weekly praise times
- 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
- Partnership with Lethbridge Polytechnic and Grade 5 science STEM kits has been highly engaging
- This year, Grade 4 and 5 students have Drama classes embedded in the weekly schedules

# 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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	42	72.2	28	94.2	24	89.5	21	85.7	20	79.8	High	Maintained	Good
Parent	34	71.0	18	88.5	14	85.7	13	71.4	10	66.7	High	Maintained	Good
Teacher	8	73.3	10	100.0	10	93.3	8	100.0	10	92.9	Very High	Maintained	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
- ICES has a collective Deep Hope of: *Equipping Learning, Nurturing Faith, Flourishing Community* which is the foundation of all that we do. Additionally, each staff member and every common space has a Deep Hope aligned to the ICES Deep Hope

## School Priority:

Ongoing intentionality around nurturing the Christian faith through curriculum and school initiatives.

### Performance Measures

Data from *Our School* survey (72 Grade 4 and 5 students) affirms the role of ICES in the faith formation of students.

### Qualitative Data:

What things at ICES help you in your growth as a student and in your faith life?

*Chapels, Bible classes, class devotions, class discussions, teachers, friends.*

What 3 things do you enjoy most about the chapels at ICES?

*Skits (funny and help us understand what the Bible is saying), singing, guest speakers*

What would make our chapels better?

*Longer skits, keep chapel groups, more students involved*

**Quantitative data:** At ICES I learn about my faith through (select as many subjects as needed)

Art	Bible	ELAL	French	Math	Music	PEW	Science	Social
28	52	23	19	22	35	20	25	24

### Strategies

- Grade level collaborative time is embedded within the schedule to accommodate the professional learning time necessary to facilitate professional growth and build staff capacity.
- These practices will be enmeshed throughout the curriculum to ensure that the Christian worldview is reflected throughout.
- Christmas Heritage Celebration in December and the Celebration of Learning in March focus the weaving of Christian worldview through curriculum
- Involvement of students (Music Club) in weekly praise time and chapels—helping lead
- Chapel skits are written by an ICES teacher so there is consistency and alignment with the monthly theme chapels
- Grade-level FLEX projects are shared at monthly chapels
- Intentionality around guest speakers with connections to initiatives and our community help build connections, understanding, and involvement
- Daily classroom devotions are a part of each classroom