

# Immanuel Christian Elementary



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

## 2025/2026 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: Learning, Inclusion, Well-being, 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, sustained enrollment that draws from a 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, October Parent/Teacher Conferences, Christmas Heritage Celebration, Celebration of Learning.

# 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.

## 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.
- Alberta Education Numeracy Screening Assessment results and trends.

## 2025/2026 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 (from Division as well as school funds) - support new curriculum
- Training – Division supported PL, lead teacher involvement
- Time - school provided collaborative time for staff teams to work together to 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 2024/2025 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.
- **Numeracy**- Similarly, in the 2024/2025 school year, our focus was also on numeracy. This included residencies with our Numeracy Lead Teacher with a focus on new curriculum and practices to support student engagement and develop staff efficacy.
- **Critical Thinking** - As a school, we continue moving toward embedding critical thinking into all aspects of our learning. An example of this the scientific method which is incorporated into the various components of the Science curriculum at all grade levels.

This year, select curricular outcomes were displayed as learning targets to the benefit of staff, students and community members. Moving forward, increased targets will continue to serve as anchors for instructional practices and learning throughout the 2025-26 school year.

With a shift to a new Report Card in 2025-2026, ongoing professional learning pertaining to assessment and outcomes-based report cards will be the focus of our professional growth.



# 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.



## 2025/2026 Teaching and Leading

What is our desired outcome?

Staff respond effectively to the unique needs of all learners.

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

**Differentiated Instruction** - Meeting the needs of all learners so they can access the curriculum in meaningful ways

- Ongoing support from Division Lead Teachers, providing professional learning opportunities, grade-level collaboration, classroom visits, discussions throughout the year with the entire teaching team

### **ISPs**

ISPs – more collaboration between the LST, classroom teachers and parent/guardians to create a document that reflects the strengths and needs of the student as well as strategies that support student growth

- PL provided by the LST which will align with the work the Division has been doing in this area

### **BSPs**

BSPs – positively supporting students whose behaviours impact their learning and/or positive social relationships; equipping staff with strategies and supports, informing parents of community supports and/or outside agencies to increase student achievement and engagement

- PL provided by the LST and Division staff (psychologist)

### **Assessment**

Effective communication about student learning that shows evidence of curricular achievements, information unique to each student that informs instructional practices (including provincial requirements, Division requirements and formal and informal classroom assessments

- New report card
- Celebration of Learning – student lead
- School administrators will be in a Professional Learning Community throughout the year with other Division administrators and assessment expert, Myron Dueck

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

- August – PL for staff around ISPs and BSPs
- September – Parent presentation at school council meeting around ISPs and BSPs, clarification around who requires Learning Team meetings; phone calls to classroom parents
- October – ISPs and BSPs with admin approval and shared with parents, school/parent/guardian conferences
- November – Report Cards
- January/February – Two Stars and a Wish (Teachers to Parents)
- March – Report Card & Celebration of Learning
- April/May – Parent Reflection Survey
- June – Report Cards

# 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.
- 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.

## 2025/2026 Learning Supports – Area of Focus

### 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 2025-2026 school year to help progress towards achieving this outcome?

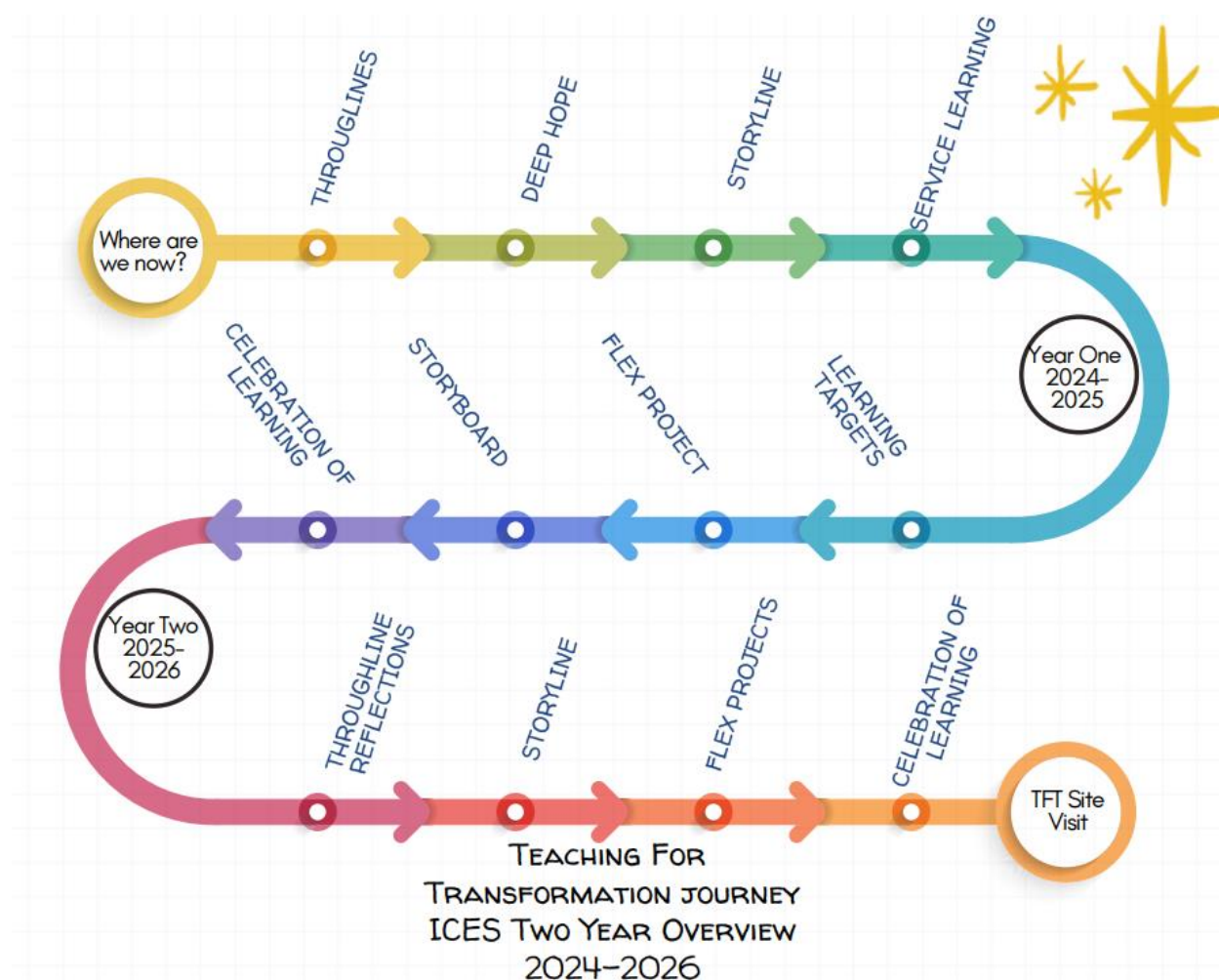
- Ongoing intentional parent communication – school wide as well as grade level with a focus on student growth
- Christmas cultural event – continuation of a heritage event as way of celebrating the diversity of our school community
- Spring celebration of learning – curriculum focused evening in which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



## School Domain

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

Below is map of the learning journey that our staff will continue into our second year.



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.

School site visits to observe TFT in other PCCE schools.

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

Ongoing alignment of individual *Deep Hopes* with our school's *Deep Hope* of: *Equipping Learners, Nurturing Faith, Flourishing in Community*

TFT site visit/evaluation from Jeremy Horlings of the Prairie Centre for Christian Education. This visit will align with the March 12, 2026 Celebration of Learning.