

# Lethbridge Christian School



## 2016/17 Three Year Education Plan

and

## 2015/16 Results Report

### **Vision Statement**

Challenging students to know, love and obey Jesus Christ

### **Mission Statement**

Lethbridge Christian School exists to provide students with a Christ-centered education in an interdenominational setting, challenging them to life-long excellence as they grow in knowledge and love, and in obedience to Jesus Christ.



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

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Lethbridge Christian School, an Alternative Program with Lethbridge School District 51 that teaches from a Christ-centered perspective, is an ECS-8 school established to provide schooling based on the Scriptures and the fundamental teaching of the Gospel of Jesus Christ. Our teachers aim to guide the children in applying spiritual truths and values in their everyday learning experiences while fully delivering the educational curriculum set out by Alberta Education. The staff team works closely with parents to promote the Gospel of Christ and to address student educational concerns.

As a Christian school, LCS is an extension of the Christian home. Any teaching received in the Christian School is supplementary and complementary to the teaching, training, and example of parents in the home. We find great value in working as a community inclusive of parents, community agencies, local churches, and School District 51 staff to meet the needs of the students of Lethbridge Christian School.

Our mandate for Christian Education comes from God's command that parents teach their children the sole purpose of life: To love God and place Him first in their lives. Scripture imposes responsibility on the parents for the total education and training of their children. At the parents' request, the Christian School along with the Church becomes a partner in this education. From this conviction, the school commits to achieving the following:

- (1) Work with the home and family of the student and the local church.
- (2) Provide opportunities for the spiritual growth of the student.
- (3) Provide opportunities for the academic growth of the student.
- (4) Provide opportunities for the social and physical development of the student.

## PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

## Lethbridge School District Priority: Supporting Student Achievement.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
  - Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
  - \* Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

## Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- FNMI accountability pillar outcomes relative to achievement improve

## School Goal

Staff will continue to use a Collaborative Response Model using data from literacy and numeracy assessments in conjunction with differentiated instruction to engage students and improve their learning.

## Strategies

- Continue to build understanding and use of the Fountas and Pinnell Benchmark Assessment System as an accurate and reliable tool to identify the reading levels of all students and document students' progress through one-to-one formative and summative assessments.
- Staff will regularly engage in Collaborative Response Model teams to identify, address, and reassess student learning needs.
- Staff will develop a Literacy Action Plan based on key portions of the District's plan.
- Expand school-wide literacy project. (e.g. One School One Book)—OSOB
- Continue to investigate and evaluate the use of the numeracy assessment developed by Lenee Fyfe to determine relative strengths and weaknesses of students. (K-6).
- Support FNMI student achievement to meet or exceed provincial standards using the supports described above.
- Investigate and evaluate other potential numeracy assessment programs such as:
  - *Math Assessment Profile Tool* (Tanya Braybrook, Gr. 1-6).
  - *Numeracy Nets: Quick Assessment Tasks* (Pearson, Gr. 3-Gr. 8).
  - *Success Maker: Pearson Education*

## Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers

### OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of understanding digital information and creating knowledge AND all learners are responsible digital citizens
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

### Performance Measures

- Students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Opportunity for students to receive a broad program of studies
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

### School Goal

Students will become innovative and critical thinkers.

### Strategies

- Innovative thinking through the use of higher level questioning.  
<https://www.edutopia.org/pdfs/stw/edutopia-cochrane-schturnaround-PD-essential-questions.pdf>
- Training will be embedded in our PL days and staff meetings with respect to the use of the new technologies—iPads, PowerSchool, Learning Commons software, Smartboards, etc. Training will be ongoing, involving staff collaboration and sharing of best practices. Teachers will visit classrooms to observe the use of technologies. (More training on this for all staff—including EAs; build into our rhythms)
- School-based professional learning opportunities will regularly re-visit the use of technology within classrooms, providing job-embedded, collaborative, and differentiated presentations to ensure effective support, understanding, and use of technology to apply tools in the service of learning. (e.g. staffroom in-service or demonstration)
- Outdoor School—students learn “on the jobsite”
- STEM projects—Science, Technology, Engineering and Math
- Exploratory programming (What can we wonder about this?)
- Expanding student collaboration opportunities (projects, leadership, service)
- Work with families to assist them with school based technologies such as PowerSchool Parent Portal and the LCS webpage for optimal dissemination of information.
- Digital citizenship --Teachers will use the District outlines to instruct each grade in the appropriate content for Digital Citizenship. (entrepreneurial spirit; maker spaces; safe use of technology; innovative thinking regarding technology; using technology creatively to share our faith)

## PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership.
- Engaged and effective governance.

## Lethbridge School District Priority: Supporting Student Diversity

### OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

## Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring for others, learning respect for others and are treated fairly at school.

## School Goal

Staff will build an inclusive environment supporting diverse learning and wellness.

## Strategies

- Continue to seek family and community engagement for school wide chapels.
- Continue our “Serving Lethbridge” Opportunities for all students.
- Seek intentional opportunities for families to be involved within the school setting at all grade levels.
  - 5 Minute readers—parent involvement with literacy
  - Parents leading clubs with teacher support
  - Parents giving time and resources to beautify the school and grounds
- Investigate and use various school spirit building activities such as Pep-Rallies and school t-shirts.
- Continue and enhance Reading Buddy program, encouraging relationships throughout all grade levels.
- Consider providing leadership training for older buddies (e.g. reading comprehension prompts, reading to others, literacy-coaching).
- Staff will build a behavioural pyramid of intervention (3 tiers) to streamline responses to student behaviours.
  - Maker’s Space, (Science, Math manipulatives)
- Staff will build a numeracy pyramid of intervention (3 tiers) to streamline responses to a student’s numeracy needs. (Here are some great tools to develop math competencies.)
  - What works for all kids? What works for kids with just a few gaps?
- Staff will use the Indicators of Inclusive Schools to assess our progress.
- Take a Book, Leave a Book—Students exchange books to share their reading experiences

## **School Priority: Engaging students to live a Christ-centered life inspiring them to become devoted disciples of Jesus Christ.**

### Outcomes:

- Students will understand what it means to be like Jesus.
- Students will practice servant discipleship as they learn to love one another.
- Students will be prepared to live a vibrant Christian life.
- Students will become strong godly leaders in their community.

### **Performance Measures**

- Students articulate and demonstrate strategies for dealing with anger, worry and fear in a respectful, gracious and forgiving manner.
- Families and the community at large see a lasting difference in students' attitude and actions that reflect the character of Jesus Christ.
- Learners will develop the attitudes and skills required to sustain caring relationships.

### **Strategies**

- Staff will model and demonstrate the Christian life, integrating Biblical teaching into classroom learning and teaching each day. E.g. encouraging and modeling regular prayer for others
- Staff and students will find ways for all learners to experience and practice community service such as: student leadership, Serving Lethbridge, World Vision, Feed the Bug, Missions Day and Reading Buddies.
- Staff will facilitate and encourage open-ended dialogue to connect students with others and help maintain caring relationships. (“Everybody has Somebody”)
- Staff and students will seek to affirm and encourage one another.
- School community will seek to recruit families and community as partners in Christian education.
- Staff will work to ensure that our physical space at LCS reflects this goal. (e.g. theme Bible verses displayed, student work that articulates Bible teaching)
- Build on and enhance leadership opportunities through student council.
- Involve student participation in leading various school-wide activities such as chapel.
- Bible Theme verse for the year displayed on walls (e.g. in gym). Bible verses in hallways. (e.g. panels from classroom; stickers on the wall)—chosen in early September.

## Accountability Pillar Results

### Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Lethbridge Christian School			Alberta			Measure Evaluation		
			Current Result	Prey Year Result	Prey 3 Year Average	Current Result	Prey Year Result	Prey 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.3	89.4	88.6	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	76.4	74.2	81.8	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	93.9	91.7	93.4	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	*	n/a	3.2	3.5	3.5	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.4	79.5	83.5	73.6	72.9	73.4	Very High	Improved	Excellent
		PAT: Excellence	23.6	38.6	28.1	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	95.9	97.1	90.5	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	89.5	85.2	83.9	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	92.4	90.9	92.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.1	83.2	87.3	81.2	79.6	80.0	Very High	Maintained	Excellent

## Highlights

- 93.3% of respondents feel that students are safe and cared for at LCS.
- 93.9% of respondents are satisfied with the overall quality of basic education.
- 95.9% of respondents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. (This was previously 97.1%)
- 92.4% of teachers and parents are satisfied with parental involvement in decisions about their child's education.
- 84.1% of respondents feel that their school and schools in their jurisdiction have improved or stayed the same the last three years.

## Challenges to Address

- Program of studies (diverse offering of options)--76.4% of respondents were satisfied with the opportunity for students to receive a broad program of studies.
- Opportunities for the middle school students to serve (give back—work; help others; be active)
- Recess boredom