

Lethbridge Christian School



2018/19 Three Year Education Plan

and

2017/18 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

www.lethsd.ab.ca



Lethbridge School District No. 51



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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.

Lethbridge School District Priority: Achievement.

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

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.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

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 continue to develop a Literacy Action Plan that includes increased reading/writing time, Leveled Literacy Intervention, research-based reading/writing strategies, and Collaborative Response Meetings.
- Staff will create a Comprehensive Literacy Culture at LCS that is vibrant and transforming. (e.g. posters on walls about reading, literature in the foyer for visitors and students to engage with)
- Support FNMI student achievement to meet or exceed provincial standards using the supports described above.
- Support staff understanding of FNMI history and current challenges in order to better equip students and staff to be participants in the reconciliation process. (e.g. blanket exercise, FNMI PL opportunities)
- Identify and use simple math strategies to support foundational math skills at all levels. (e.g. Mathletics, math clubs, competitive math games, etc.)

Lethbridge School District Priority: Innovation

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 accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

School Goal

Students will develop into innovative and critical thinkers.

Strategies

- Utilization of new technologies: 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, Office 365, etc. Training will be ongoing, involving staff collaboration and sharing of best practices.
- 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”
- Innovative thinking will be taught and encouraged through the use of STEM projects (Science, Technology, Engineering and Math) and higher level questioning. <https://www.edutopia.org/pdfs/stw/edutopia-cochrane-schturnaround-PD-essential-questions.pdf> (e.g. robotics club and coding)
- Exploratory programming (What can we wonder about this?); Project-based learning/Concept-based learning model
- 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, and the LCS Facebook page 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)

Lethbridge School District Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

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 and 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 including school-based projects, classroom support, school wide chapels, and district representation. (e.g. guest speakers, sharing at Lethbridge Ministerial Association)
- 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.
- Staff will offer students opportunities for exploration, problem-solving, and discovery.
 - Maker’s Space, (Science, Math manipulatives)
 - Robotics, Green Screen technology
 - Games Club, Reader’s Club
- Staff will use a numeracy pyramid of intervention (3 tiers) to streamline responses to a student’s numeracy needs. (Lethbridge School District Pyramid of Intervention Checklist)
 - What works for all kids? What works for kids with just a few gaps?
- Admin will use the Indicators of Inclusive Schools to assess our progress.
- Investigating and expanding our middle school exploratories.

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 begin to see and respond to the world from a Biblical perspective.

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--speaking the truth in love.
- Students will regularly take leadership roles in chapel sharing their gifts as Christ followers.
- LCS will offer encouragement and resources to strengthen its families.

School Goal

Staff will model and encourage students to be lifelong disciples of Jesus Christ.

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"--Improved)
- Staff and students will seek to affirm, encourage, and challenge one another to grow in Christ as exemplified in scripture.
- The school community will seek to recruit families and community as partners in Christian education through interactions, visits, social media, and prayer.
- Staff will work to ensure that our physical space at LCS reflects this goal. (e.g. theme Bible art and 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.
- Provide other opportunities for students to take responsibility. E.g. running sound, organizing events, being recess helpers.

Accountability Pillar Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 6497 Lethbridge Christian School



Measure Category	Measure	Lethbridge Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.8	92.1	91.6	89.0	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	75.6	81.2	77.3	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Education Quality	96.4	96.2	93.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	89.8	77.5	83.8	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	28.4	35.0	32.4	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	92.5	92.5	95.2	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	89.9	90.9	88.5	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.8	93.6	92.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.8	92.0	86.4	80.3	81.4	80.7	Very High	Maintained	Excellent

Highlights

- Safe and Caring school (94%) and Education Quality (96%) both remained very high. (Percent of teachers, parents, and student agreement that LCS demonstrates these); Safe and Caring continues to improve.
- PAT Excellence (28%) and Acceptable (90%) both remain very high.
- Work Preparation (93%), Citizenship (90%), Parental Involvement (95%) and School Improvement (86%) all remained very high.
- Parental Involvement increased over last year (from 94% to 95%).

Challenges to Address

- Opportunities for the middle school students to serve (give back—work; help others; be active)
- Anxious students. Supporting healthy/connected relationships for struggling students.
- The percent of teachers, parents, and student agreement that we offer a broad Program of Studies dropped from 81% to 76%.
- PAT excellence dropped from 35% to 28%.