

Lethbridge Christian School



2020/21 Three Year Education Plan

and

2020/21 Results Report

Vision Statement

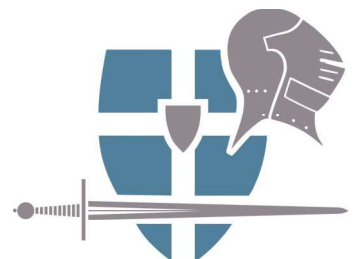
Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School Division 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 Christian School, an Alternative Program with Lethbridge School Division 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 Division 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 Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- First Nations, Metis and Inuit student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

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.

School Goal

Staff will continue to gather and use high-quality data to inform engaging learning opportunities that take into account diverse learning needs in order to provide an optimal learning experience for all students.

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 analyze data from the MIPI (Math Intervention Programming Instrument) to drive decisions about numeracy instruction.
- Staff will continue to develop a Literacy Action Plan that includes increased reading/writing engagement, Leveled Literacy Intervention, research-based reading/writing strategies, and Collaborative Response Meetings.
- Staff will create a Numeracy Action Plan that provides both continuity of student experience and flexibility for staff to tailor instruction to meet the needs of all learners.
- Support Indigenous student achievement to meet or exceed provincial standards using the supports described above including using diverse texts in the classroom.

Lethbridge School Division Priority: Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

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 be encouraged to develop competencies including critical thinking, problem solving, and creativity.

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—PowerSchool, Epson Projectors, Office 365 (with a focus on Teams and OneNote), My Blueprint “All About Me” portfolios etc. Training will be ongoing, involving staff collaboration and sharing of best practices.
- School-based professional learning opportunities will 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 and individualized in-service or demonstration)
- Innovative thinking will be taught and encouraged through the use of STEM projects (Science, Technology, Engineering and Math), project based learning, and concept based learning.
- Exploratory programming in middle school to invite students. (What can we wonder about this?)
- Work with families to assist them with school based technologies such as PowerSchool Parent Portal, the LCS webpage, LCS Facebook, Teams, OneNote and My Blueprint page for optimal dissemination of informational.
- Digital citizenship will be modeled and explicitly taught using the Everfi Ignition curriculum.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.

Lethbridge School Division 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:

- Administration will use indicators of inclusive schools to measure progress.
- Support staff understanding of the history and current challenges experienced by Indigenous peoples of Canada in order to better equip students and staff to be participants in the reconciliation process.
- Create a welcoming, safe, caring and respectful learning environment for all learners through a high trust culture and by providing a sense of belonging for each student and staff member.
- Minimize barriers and maximize opportunities for all students to experience success through instructional supports and a holistic approach to supporting students and their families.
- Focus on being strengths-based in each classroom, supporting students in areas identified for growth without a deficit mindset. Believe in the God-given potential of each student, looking for ways to leverage student strengths for their engagement and success.
- Provide engaging learning environments for all students through nature-based and outdoor classrooms, project-based learning, collaboration, concept-based curriculum, and community partnerships.
- Build relationships with students, families, and staff, strengthening partnerships with education professionals, staff and families through learning team meetings and the collaborative response model.
- Provide support for staff in implementing universal, targeted, and individualized strategies for the engagement of all learners, using the pyramid of intervention to guide practices.

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

Outcomes:

Students will grow in their understanding of 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

Challenge students to know, love, and obey Jesus Christ.

Strategies:

- Staff will model and demonstrate the Christian life, integrating Biblical teaching into classroom learning and teaching each day. IE encouraging and modeling regular prayers of adoration, confession, thanksgiving and supplication.
- Staff and students will find ways for all learners to experience and practice community service such as: student leadership, Serving Lethbridge, World Vision, and Missions Day.
- 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, 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. IE running sound, organizing events, being recess helpers.

Accountability Pillar Results

Combined May 2020 Accountability Pillar Overall Summary

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	91.6	92.5	92.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.7	85.1	80.6	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	96.1	96.4	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	*	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	85.0	84.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	22.5	28.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.3	92.1	92.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	84.8	88.5	89.7	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	93.3	93.9	94.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.5	86.5	88.1	81.5	81.0	80.9	High	Declined	Acceptable

Highlights

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- LCS was rated as high or very high on all measures
- LCS continues to excel in the measure of Education Quality.

Challenges to Address

Challenges

- Measures of Citizenship and School improvement declined.
- School improvement measure is particularly low compared to other results
- How to restore Citizenship measure during the protocols in place due to a pandemic.