

Lethbridge Christian School



2021/22 Assurance Plan

Challenging students to know, love & obey Jesus Christ



www.lcs.lethsd.ab.ca



ASSURANCE PLANNING

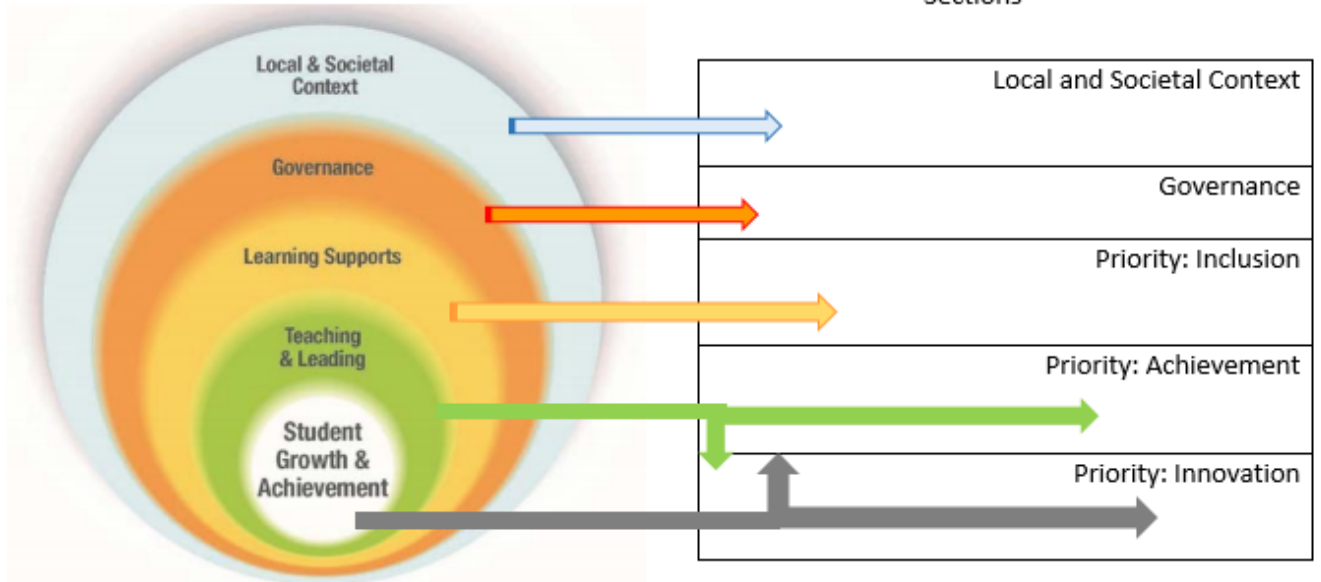
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

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 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.

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Staff will continue to gather and use high-quality data in the area of literacy to inform instruction that take into account diverse learning needs in order to provide optimal learning experiences for all students.	<ul style="list-style-type: none"> • Literacy Place resources • LLI resources • Lucy Calkins Writing materials 	<ul style="list-style-type: none"> • Literacy Plan • Analysis of F&P results 	<ul style="list-style-type: none"> • F&P results
Staff will continue to gather and use high-quality data in the area of numeracy to inform instruction that take into account diverse learning needs in order to provide optimal learning experiences for all students.	<ul style="list-style-type: none"> • Graham Fletcher building fact fluency kits 	<ul style="list-style-type: none"> • Numeracy Plan • Analysis of MIPI results 	<ul style="list-style-type: none"> • MIPI Results
Staff will communicate that every member of the learning community is a learner.	<ul style="list-style-type: none"> • Building a learning commons philosophy (ie Makerspace area) • Learning Commons division policy • Curriculum Resource Centre 	Staff will continue to use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth communicating a philosophy of education that every student can learn and be successful.	<ul style="list-style-type: none"> • Communication to families during learning team meetings and other discussions reflect this philosophy • ISPs, BSPs and report cards reflect this philosophy.
Students will be encouraged to think about their thinking and continuously reflect on their learning.	<ul style="list-style-type: none"> • Creating cultures of thinking (Ritchhart) • Creating Thinking Classrooms (Gini-Newman) • Building Thinking Classrooms (Liljedahl) 	Building common language in the school Encouraging the use of thinking routines embedded in the school culture (announcements, classrooms, activities etc.)	<ul style="list-style-type: none"> • The use of thinking routines in the classrooms

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports and services

Goal	Study/Resources	Strategies	Measures
Establishing optimal learning experiences for all students through building common language for supporting students.	<ul style="list-style-type: none"> • SIVA 	<ul style="list-style-type: none"> • Provide SIVA training for all teachers and educational assistants, student support workers and learning commons facilitators. • Collaborative communities 	<ul style="list-style-type: none"> • We are effectively utilizing SIVA strategies to strengthen relationships and create a safe environment for all
Establishing optimal learning experiences for all students through creating a culture of strength-based understanding of learners.	<ul style="list-style-type: none"> • RTI2 pyramid of intervention • Alberta Teacher and Leadership quality standards 	<ul style="list-style-type: none"> • Review of teacher quality standard during staff meetings • LST supporting teachers to understand implement the RTI2 model 	<ul style="list-style-type: none"> • Language on ISPs, report cards, BSPs and other communication reflects the strengths of the learners.
Establishing optimal learning experiences for all students by recognizing the diversity of students with a holistic approach that acknowledges the mental, physical, social, emotional, and spiritual well being of each individual.	<ul style="list-style-type: none"> • School Psychologist • Director and coordinator of Inclusive learning • Flourishing Schools Culture Instrument (FSCI) • Association of Christian Schools International Teachers' convention 	<ul style="list-style-type: none"> • We make connections with LST, student support worker, and outside agencies to fully support students in their areas for growth. • Implementing the FSCI and analyzing the results to improve wellbeing in the school 	<ul style="list-style-type: none"> • Assurance measures (safe and caring schools) • Alignment of vision and mission statement through conversation and collaboration.

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> • Inquiry templates 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups • Generative Dialogue • Using PL time to guide the inquiry process. 	<ul style="list-style-type: none"> • Staff engagement • Observable change in instructional practice
Staff will be encouraged to think about their thinking and continuously reflect on their learning.	<ul style="list-style-type: none"> • Creating cultures of thinking (Ritchhart) • Creating Thinking Classrooms (Gini-Newman) • Building Thinking Classrooms (Liljedahl) 	<ul style="list-style-type: none"> • Incorporate into PL, staff meetings and announcements • Inquiry time • Integration of targeted thinking routines (October calendar) 	<ul style="list-style-type: none"> • Increased use of thinking routines in classrooms • Staff reporting and reflecting of thinking routines during staff meeting
Refine our teaching and leading practices to reduce the impact of bias to learning and belonging.	<ul style="list-style-type: none"> • Dear White Peacemakers (Moore) • How to Fight Racism: Courageous Christianity and the Journey Toward Racial Justice (Tisby) • Admin PL group 	<ul style="list-style-type: none"> • Invite staff to participate in a book club and discussion of literature • Administrators participating in admin PL through the division 	<ul style="list-style-type: none"> • Bias becomes a part of discussion and evaluation of practices.

School Goal or Inquiry

To implement thinking routines as a school wide focus.

To become a flourishing school that embraces a strengths based approach and recognizes the importance and worth of each member of a community.

Possible Resources: Division learning leaders, Creating cultures of thinking (Ritchhart), Creating Thinking Classrooms (Gini-Newman), Building Thinking Classrooms (Liljedahl), Association of Christian Schools International, Flourishing Schools Culture Instrument

Strategies	Timeline	Indicators of Success
<ul style="list-style-type: none">Dedicating PL time for staff to experience thinking routinesInviting students to participate in thinking routines during announcements	<ul style="list-style-type: none">Throughout the yearSeptember and October	<ul style="list-style-type: none">Staff using thinking routines more frequently in classIncrease in student engagement and participation in learningIncrease in student engagement with thinking routines
<ul style="list-style-type: none">Use collaborative communities to develop ideas and understandings of building thinking schools	<ul style="list-style-type: none">October, April	<ul style="list-style-type: none">Thinking practices are regularly and consistently applied as part of school culture.
<ul style="list-style-type: none">Participate in the Flourishing Schools Culture Instrument (https://www.acsi.org/flourishing-schools-culture)	<ul style="list-style-type: none">November and December	<ul style="list-style-type: none">Data is gathered and collated into a report for the school.
<ul style="list-style-type: none">Use the data gathered from the instrument to guide discussions during staff meetings and PL opportunities	<ul style="list-style-type: none">January—June	<ul style="list-style-type: none">Engaging in open and honest dialogue to promote a safe and caring school.Shared responsibility and ownership of vision and mis-

