

Lethbridge Christian School



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



www.lcs.lethsd.ab.ca



Accountability Pillar Results

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	77.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	75.5	84.8	87.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	87.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	96.1	96.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.0	93.3	94.0	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

- LCS continues to have parental involvement and education quality that are above the provincial average.
- Whether online or in-person, parents have commented about how LCS seeks to build strong connection with students and families.

Challenges to Address

- COVID has presented a number of restrictions that inhibited both student engagement as well as parental involvement that resulted in a decline.
- Working on intentional ways to combat the decrease in this area including re-instituting off-campus field trips and finding intentional ways to safely have parents in the school building will be important in rebuilding these metrics.

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.
- Indigenous 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.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	115	77.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	93.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91	61.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Evaluation

- *The re-instatement of off campus field trips will help to boost student engagement by experiencing the real-world application of their learning.*
- *The development of technological skills has improved the student and family experience of at-home learning when it is necessary.*
- *By implementing thinking classrooms, students become more aware and active in their learning and this also will assist in the area of student learning engagement.*

Performance Measures

2. Education Quality

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	106	96.2	116	96.4	112	96.4	132	96.1	116	90.1
Parent	22	97.7	21	98.4	21	98.4	30	97.2	24	94.4
Student	77	90.8	84	90.9	82	90.7	94	91.2	92	85.9
Teacher	7	100.0	11	100.0	9	100.0	8	100.0	n/a	n/a

Evaluation

- *Staff will continue to gather and use high-quality data to inform instruction, with particular attention to the areas of numeracy and literacy*
- *This includes the use of Fountas and Pinnell as well as MIPI results which will be reviewed.*
- *We will seek to create a culture of thinking by implementing thinking routines across the school and in a variety of ways to communicate that all people are always learning.*

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

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

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	115	81.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	81.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91	80.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Evaluation

- *The school will continue to work with the school division to access the variety of supports available for students as needs are identified including speech-language pathologist, occupational therapist, physiotherapy support and behaviour support team.*
- *We will continue to work with our speech-language pathologist (division based) and assistant (school based) to support students in the area of speech and language development. We will build capacity of the staff within our building to help ensure continued support.*
- *The primary role of our learning support teacher will be to work alongside teachers, helping with instructional planning and strategies while using a UDL approach to ensure that all students can access the full curriculum*

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	115	83.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	90.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91	76.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Evaluation

- *The school will prioritize creating optimal learning experiences for all students by building common language for supporting students by ensuring that SIVA (supporting individuals through valued attachments) training is available for staff*
- The school will use the RTI2 pyramid of intervention and Alberta Teacher Quality standards to contribute to a culture of strength-based understanding of learners.

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	29	93.6	32	94.8	30	93.9	38	93.3	24	85.0
Parent	22	87.3	21	93.3	21	87.9	30	91.7	24	85.0
Teacher	7	100.0	11	96.4	9	100.0	8	95.0	n/a	n/a

Evaluation

- *We will engage with parents particularly through the school council and by the flourishing schools culture instrument survey to gain feedback from parents.*
- *Acknowledge that COVID has impacted this metric and look for ways to invite parents into the school.*

Lethbridge School Division Priority: Innovation

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

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	107	90.9	116	89.9	112	88.5	132	84.8	115	75.5
Parent	22	97.3	21	98.1	21	94.2	30	92.7	24	79.5
Student	78	75.4	84	71.6	82	71.2	94	71.9	91	71.5
Teacher	7	100.0	11	100.0	9	100.0	8	90.0	n/a	n/a

Evaluation

- *The school will seek ways to create a culture of strength-based understanding of learners. A strength-based approach is foundational to building a community based on the strengths of the individuals.*

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	26	78.2	31	66.7	29	78.9	38	65.0	18	91.7
Parent	20	67.5	20	69.7	20	76.5	30	72.9	18	91.7
Teacher	6	88.9	11	63.6	9	81.3	8	57.1	n/a	n/a

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

- *The school will communicate and demonstrate that every member of our community is a learner, demonstrating every person plays a key role in society.*
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