Lethbridge Christian School

2022/23 Assurance Plan

Challenging students to know, love & obey Jesus Christ

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.

lcs.lethsd.ab.ca

Lethbridge
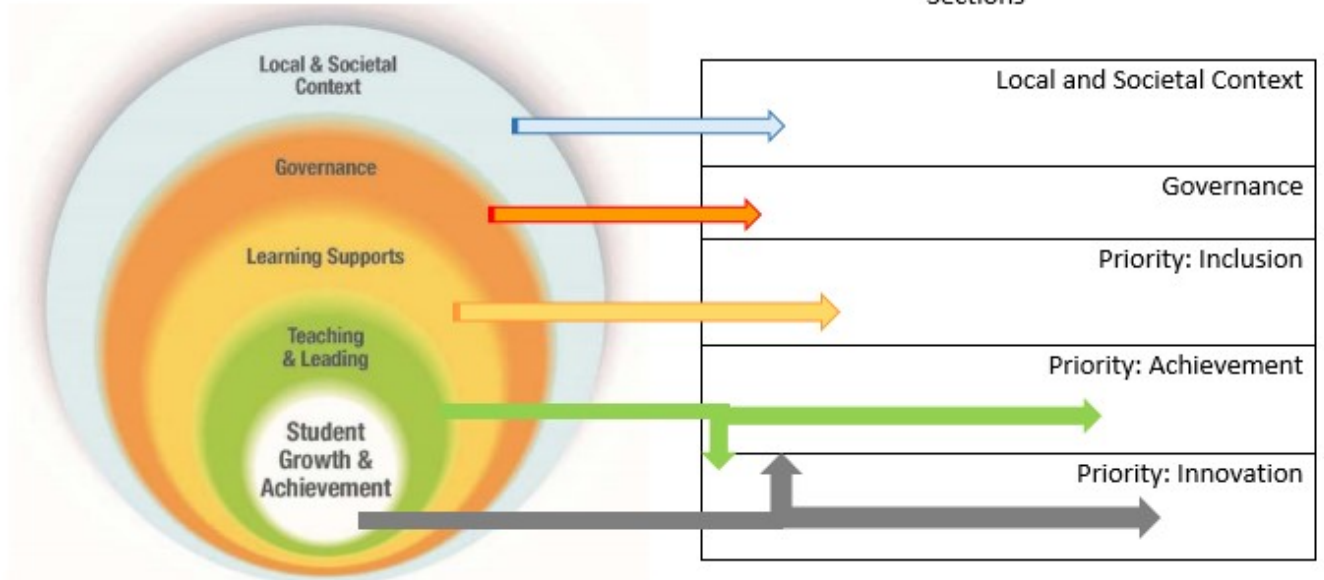**SCHOOL DIVISION**

ASSURANCE PLANNING

Assurance Planning 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 threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections

Provincial Assurance Domains (concentric circles):
- Local & Societal Context
- Governance
- Learning Supports
- Teaching & Leading
- Student Growth & Achievement

Lethbridge School Division Assurance Plan Sections:
- Local and Societal Context
- Governance
- Priority: Inclusion
- Priority: Achievement
- Priority: Innovation

SCHOOL CONTEXT

Lethbridge Christian School, an Alternative Program with Lethbridge School Division that teaches from a Christ-centered perspective, is an Kindergarten - Grade 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, emotional, and physical development of the student.

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.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
Provincial Assurance Survey measure of citizenship
Provincial Assurance Survey measure of learning engagement
High School Completion

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.	• Literacy Place resources • LLI resources • Lucy Calkins Writing materials • Professional Learning on new curriculum	• Literacy Plan • Analysis of F&P results • Literacy residency with literacy lead teacher • Collaboration with staff on new curriculum (grades k-3)	• F&P results • Provincial assessments (LeNS, Castles & Coltheart 3)
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.	• Graham Fletcher building fact fluency kits • Professional Learning on new curriculum • Guide to effective math instruction (division resource)	• Numeracy Plan • Analysis of MIPI results • Numeracy residency with numeracy lead teacher • Staff meetings	• MIPI Results • Provincial numeracy assessment
Staff will communicate that every member of the learning community is a learner.	• Buliding a learning commons philosophy (ie Makerspace area) • Learning Commons division policy • Curriculum Resource Centre	• Use of RTI language and strength based philosophy • Equip the learning commons with tools and technology • Visit other learning commons to investigate how they promote learning	• 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.	• 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, staff meetings etc.)	• The use of thinking routines in the classrooms • Reflection on thinking routines

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 welcoming, caring, respectful and safe learning environment.
Provincial survey measure of student inclusion.
Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
Establishing optimal learning experiences for all students through building common language for supporting students.	• Professional learning on self regulation • Parent night in collaborations with other school(s) • Professional learning division school psychologist	• Self regulation strategies (Shanker book) • Collaborative communities	• 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.	• RTI2 pyramid of intervention • Alberta Teacher and Leadership quality standards	• Review of teacher quality standard during staff meetings • LST supporting teachers to understand implement the RTI2 model • Regular educational assistant meetings	• Language on ISPs, report cards, BSPs and other communication reflects the strengths of the learners. • Increased student engagement
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.	• School Psychologist • Director and coordinator of Inclusive learning mentorship • Flourishing Schools Culture Instrument (FSCI) • Association of Christian Schools International Teachers' convention	• 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 • Regular teacher meetings to improve communication • Embedded time for	• Assurance measures (safe and caring schools) • Alignment of vision and mission statement through conversation and collaboration.

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.	• Inquiry templates	• Time scheduled for collaborative groups • Generative Dialogue • Using PL time to guide the inquiry process. • Embedded time for teacher pairings	• Staff engagement • Observable change in instructional practice
Staff will be encouraged to think about their thinking and continuously reflect on their learning.	• Creating cultures of thinking (Ritchhart) • Creating Thinking Classrooms (Gini-Newman) • Building Thinking Classrooms (Liljedahl)	• Incorporate into PL, staff meetings and announcements • Inquiry time • Integration of targeted thinking routines (October calendar)	• 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.	• Administrator generative dialogue pairings	• Invite staff to participate in a book club and discussion of literature • Administrators participating in admin PL through the division	• Bias becomes a part of discussion and evaluation of practices. • Common language about equitable practices and building equitable practices

School Goal or Inquiry

To implement self-regulation strategies 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:

Strategies	Timeline	Indicators of Success
• Dedicating PL time for staff on self-regulation	• Throughout the year	• Staff using self-regulations strategies more frequently in class • Increase in student engagement and participation in
• Connect with other schools for parent night(s) and professional learning for staff	• Throughout the year (one fall, one spring)	• Self regulation strategies are regularly and consistently applied as part of school culture
• Book study/professional learning from "Flourishing Together: A Christian Vision for Students, Educators, and Schools"	• Throughout the year, broken into 5 domains	• Discussion and thinking routine about each of the five domains • Staff vision is tied to creating/maintaining/improving