

Lethbridge Christian School



2023/24 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.



www.lcs.lethsd.ab.ca



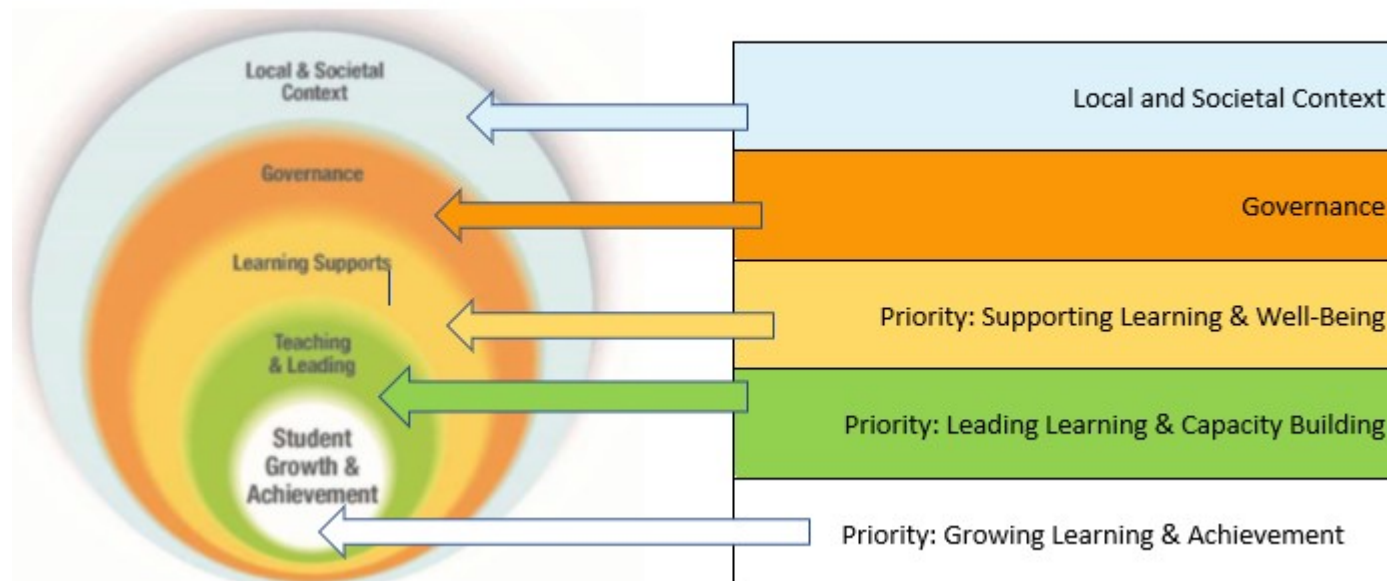
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



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.

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	Strategies	Resources	Measures
Support the implementation of new curriculum and concept based learning	<ul style="list-style-type: none"> • Provide collaborative professional learning for teachers on new curriculum • Collaborate with Indigenous, literacy, Numeracy and EAL lead teachers 	<ul style="list-style-type: none"> • Purchase and use new resources • Creating Thinking Classrooms book 	<ul style="list-style-type: none"> • Classroom observations/instructional supervision • Our school and assurance survey results
Support the workshop model in classrooms in the areas of numeracy and literacy	<ul style="list-style-type: none"> • Allocate time to learn about new resources • Connection to lead teachers within the division including school-based residences 	<ul style="list-style-type: none"> • Purchasing new resources • Literacy and numeracy plans • Thinking classrooms professional learning 	<ul style="list-style-type: none"> • Classroom observations/instructional supervision
Increase the amount of project based learning/sustained inquiry in classrooms	<ul style="list-style-type: none"> • Professional learning on Creating Thinking Classrooms • Have each teacher create one unit using sustained inquiry 	<ul style="list-style-type: none"> • Creating Thinking Classrooms book • Professional Learning with Garfield Gini Newman. 	<ul style="list-style-type: none"> • Teachers are able to share their learning with other teachers in this area • This is included on teacher professional growth plans
Increase communication with students and families	<ul style="list-style-type: none"> • Develop norms and more clear expectations for middle school reporting • Continue to reflect on the communication model as a whole school 	<ul style="list-style-type: none"> • Powerschool training administration and teaching staff • Collaborative time to develop norms 	<ul style="list-style-type: none"> • Feedback from school council • Middle school reporting is more consistent between teachers and grades

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Teachers will develop and implement their inquiry based professional learning plan	<ul style="list-style-type: none"> • Provide a structure and framework for teachers to layout their goal(s), strategies, resources and measures • Teachers have time to discuss and demonstrate progress to administration 	<ul style="list-style-type: none"> • Teacher professional growth guide template • Time for teachers to work on their inquiry 	<ul style="list-style-type: none"> • Teachers demonstrate to administration their professional learning • This learning is shared with other teaching staff
School-wide growth in the area of thinking classrooms based on the work of Garfield Gini Newman in “Creating Thinking Classrooms”	<ul style="list-style-type: none"> • Professional leaning with Garfield Gini Newman • Teachers explore and implement the idea of sustained inquiry in at least one unit of study. 	<ul style="list-style-type: none"> • Professional learning time • “Creating Thinking Classrooms” book and professional learning • Data from assurance survey and Our School survey. 	<ul style="list-style-type: none"> • Observation of sustained inquiry in classrooms • Assurance and Our School Surveys
Foster greater partnerships with families to enhance optimal learning experiences for students.	<ul style="list-style-type: none"> • Numeracy Night (January) • Communication with families by teachers and administration • Sharing classroom highlights 	<ul style="list-style-type: none"> • Time allocated during meetings to review school communication • Multiple platforms for communication such as website, social media, email, phone etc. 	<ul style="list-style-type: none"> • Feedback from families and school council • Assurance and Our School Surveys
Improve instructional leadership through classroom observations.	<ul style="list-style-type: none"> • Develop a framework to provide additional structure to classroom observations • Include teacher and school learning goals in the template to observe and celebrate progress 	<ul style="list-style-type: none"> • Teacher and Leadership quality standards • Fountas & Pinnell, MI-PI, and other data about learning 	<ul style="list-style-type: none"> • Framework is created and used • Administration is better able to give specific feedback with respect to school goals, literacy and numeracy instruction

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

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

Goal	Strategies	Resources	Measures
Build the sense of community through the school	<ul style="list-style-type: none"> • Semi-weekly chapels where the community is invited to come • Family numeracy night • Continuing to revise the communication model • Clubs in the learning commons (Lego and gardening clubs) 	<ul style="list-style-type: none"> • Organizers and speakers for chapel • Variety of communication platforms • Materials for clubs 	<ul style="list-style-type: none"> • Our School and Assurance Surveys • Events like family numeracy night and clubs run and students can participate
Continued implementation of RTI ² model for universal, targeted, and individual responses to instruction and intervention	<ul style="list-style-type: none"> • Continue to use the RTI² framework when planning for numeracy and literacy instruction as well as intervention planning. 	<ul style="list-style-type: none"> • Time for discussions and alignment of models • Literacy and numeracy plans 	<ul style="list-style-type: none"> • Our School and Assurance Surveys • Anecdotes of meeting student needs
Continue to build athletics opportunities in the middle school.	<ul style="list-style-type: none"> • Provide time for an athletic director to coordinate a variety of athletic opportunities for students 	<ul style="list-style-type: none"> • Time for athletic director • Staff and community volunteers for coaches 	<ul style="list-style-type: none"> • Sport seasons follow regional seasons (ie volleyball, cross country running, basketball, track & field)
Increase the offering of options classes in middle school.	<ul style="list-style-type: none"> • Allocate more teaching time for options so that more courses can be offered 	<ul style="list-style-type: none"> • Teacher time allocation 	<ul style="list-style-type: none"> • Students have increased choice in options • Data from assurance and Our School surveys