

Lethbridge Christian School



www.lcs.lethsd.ab.ca

2024/2025 Assurance Plan

School Mission Statement

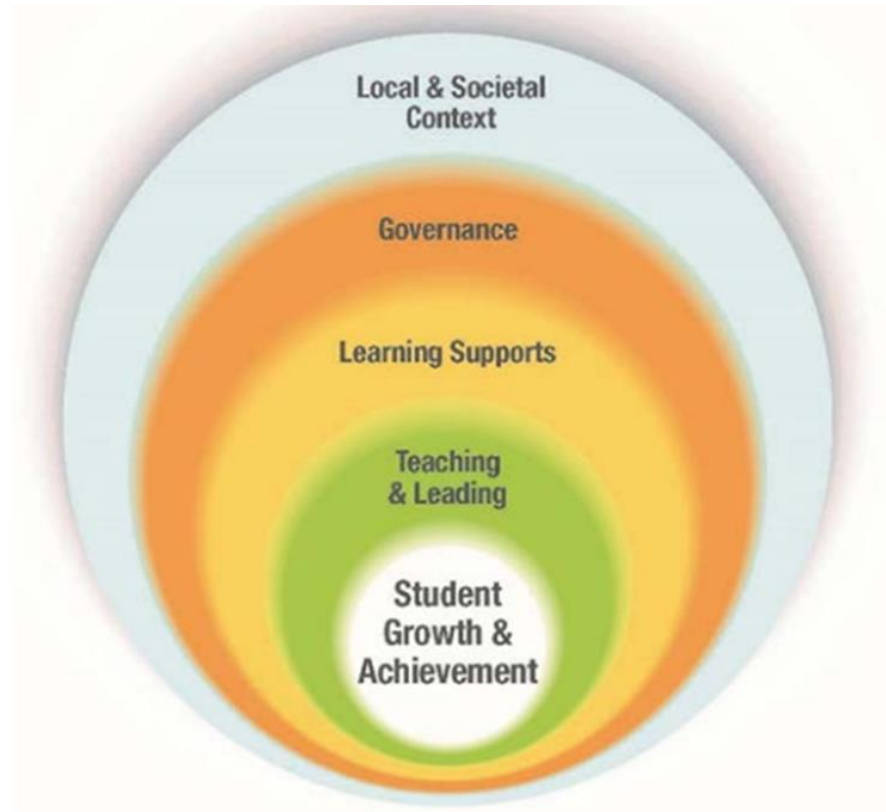
To provide quality Christian education in an interdenominational setting, challenging student to lifelong excellence as they grow in knowledge, love, and in obedience to Jesus Christ.



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- **Learning, Well-Being, Respect, Inclusion and Leadership**



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.

School Highlights:

As an alternative Christian school, we integrate biblical ideas not only in teaching and learning, but in every aspect of the school. This is demonstrated through routines such as chapel, Bible programming, encouragement to memorize scripture and ties with churches in the community. We regularly gather as an entire school for chapel times twice a week. This not only promotes biblical understanding and living, but also promotes a strong sense of community. This sense of community extends beyond grade 8 and we are encouraged by the stories of alumni when they share their stories of how LCS helped prepare them for success in future endeavours. The understanding that every person is made in the image of God encourages an atmosphere of welcome and respect for all people.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.
- Provincial Achievement Test results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Numeracy and Literacy Plans - Maintain Numeracy and Literacy Plans to guide planning and progress
- Analyzing Data - Analyze data from provincial assessments, Fountas and Pinnell Testing, EICS numeracy assessment and provincial achievement tests to guide instruction.
- Literacy and Numeracy Committees - Work with Lethbridge School division on numeracy and literacy committees to share the successes of Lethbridge Christian School and to learn from the ideas and practices of other schools in the division.
- Efficient use of current resources - Continue to look for ways to implement literacy resources and numeracy manipulatives that maximize student learning.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

The area of focus for this year is on increasing students' writing stamina. We will be devoting common professional learning time to explore areas of literacy that support this including, student engagement, student expectations (by the using the writing continuum produced by Lethbridg School Division) and collaborating with the literacy lead teacher. Current resources at the school will be re-evaluated to determine how to use them most effectively in our classrooms. This focus will be cross curricular, not just occurring in ELAL classes.



Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.

2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

Staff respond effectively to the unique needs of all learners.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Classroom composition understanding – Teachers will use assessment information to guide instruction. There will be time for teachers to collaborate with other teachers and the learning support teacher to work together to meet the needs of all students.
- Advanced Education Support – The school will work with the school division to provide observations, suggestions, and feedback on students needs and structures that support them.
- Individual Support Plans/Behaviour Support Plans – Staff will create ISPs and BSPs to not only plan to meet the unique needs of students, but a place to reflect on the plans throughout the year.
- Parental Input – Ensure there are times for learning team meetings, parent teacher conferences and other communication between the school and parents/guardians.
- Pyramid of Intervention – Staff have a consistent language of universal, targeted, and individual instruction and intervention.
- Homework Club – Provide students a place and time to be supported in work not completed in regular class time.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

This year, Lethbridge Christian School will explore reading interventions that provide students with intensive instruction at their level. This will require the use of assessments to first evaluate students reading abilities and limitations. Then, fluid, mixed grade groupings will be made and intervention implemented. The students will be re-assessed following the intervention to track their progress. This will be continued throughout the year and monitored for effectiveness. Where possible, this will be supported by intentional time tabling and provision of additional staff support. This also may be an area that could be supported by volunteers in the school.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

To ensure every person feels valued, respected, safe and welcomed in our school communities.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Invitation to community for events – Ensure that community members know they are invited for regular events such as chapel twice a week, as well as special events such as pancake breakfast, book fairs, read ins and many others.
- Explore ways for volunteer opportunities – Curate a list of opportunities in the school along with requirements for people in the larger school community to help with.
- Communication - Maintain communication with the community using regular emails, website, calendar, and social media.
- Personal Value – promote the understanding that all people are made in God’s image and worthy of love and respect.
- Family Engagement Evening – Host an evening that promotes family understanding one of literacy, numeracy, and faith development for youth each year.
- Staff Care→ - Provide time for staff to gather and interact outside of the regular school environment.
- Expectations – provide clear expectations in staff meetings and classrooms of how to be welcoming. This may require instruction and possible support for some classrooms.
- Basic needs – provide and advocate for the basic needs of all students to be met. This could be the provision of food, essentials, or other school-related items.

2024/2025 School Domain – Area of Focus

What is our desired *outcome*?

To provide quality Christian education in an interdenominational setting, challenging student to lifelong excellence as they grow in knowledge, love, and in obedience to Jesus Christ.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Chapels – Gather twice a week as a whole school for worship and spiritual teaching.
- Local Churches – Maintain connection with local churches and invite representatives from the churches to be involved with chapels and other spiritual learning.
- Missions Day Chapel – Encourage students to consider ways they faith can be used to serve others and be inspired to serve.
- Day of prayer – Join with the Association of Christian Schools International’s (ACSI) Global Day of Prayer, teaching and encouraging students to develop the practice of prayer.
- Lethbridge Christian School Society – The LCS society has a mandate for supporting and promoting Christian education at LCS. They will be involved as partners in the school’s mission and vision.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

This year, we will be reviewing the biblical worldview that is integrated throughout our school. We will be using the book *“Leading Insights: Biblical Worldview and Spiritual Formation”* to review, refine, and direct our practice. We will also collaborate with Serena Jackson, Field Director for Association of Christian Schools International Western Canada (ACSIWC) to give teachers tools to help teachers integrate biblical worldview through the curriculum they teach. Teachers will attend that annual ACSIWC teachers’ convention held at Glenmore Christian Academy in the fall to maintain connection to other schools and staff and provide an opportunity to gather ideas from other Christian schools in Western Canada. The school will also participate in the annual administrator and board conference hosted by ACSIWC.