

Immanuel Christian Secondary School



2019/20 Three Year Education Plan

and

2018/19 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School Division is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



www.lethsd.ab.ca



ICSS Mission Statement

To provide a Christian environment in which God calls His children to develop and use their gifts for joyful service in His kingdom.

At ICSS, our goal is to assist students in understanding their role as God's children. Specifically, we want to educate them to become:

God- Worshippers

Students will understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of God and His promises. Students will see this worship as a way of life.

Idolatry-Discerners

Students need to learn to 'read' a worldview by asking questions about what is being portrayed in culture, values, and belief systems. Through the curriculum students will be challenged to identify, understand, and lay bare the idols of our time (and time past). But, that is not the end. Students also need to test these ideas against the Transformational worldview and be modern-day prophets.

Earth-Keepers

Students will respond to God's call to be stewards of all of creation. Caretaking can so easily succumb to exploiting. We need to reclaim and relearn how to respectfully treat the world / universe and all things contained in it. This is a matter of respecting God and our responsibility to be earth-keepers.

Beauty-Creators

Students will create beauty that praises God and enriches our world. Creation shouts that our God is a God who loves diversity, complexity, and creativity. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in.

Justice-Seekers

Students will act as agents of restoration. The world is not as God intended it to be. We lead our students to see the injustices in this world - but seeing those things can't be where we stop. We need to enable our students to act as agents of restoration by both identifying and responding to injustices.

Creation-Enjoyers

Students will celebrate God's beautiful creation and give testimony to the presence of God in creation. Creation enjoying is looking at, talking about, studying creation. Ordinary things become extraordinary when seen in a new way. Creation enjoying is helping to coax the 'song of joy' (Psalm 65:8) from ourselves and our students.

Servant-Workers

Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in. We need to cultivate in our students the desire and ability to offer hope, healing, and restoration to this world and its people.

Community-Builders

Students will be active pursuers and builders of community in their classrooms, their neighbourhoods, and in the global village they are a part of. Students need to learn to pursue Shalom - to be active and eager examples of peaceful/shalom-filled communities. Our classrooms will become communities of grace where students will learn to walk and work together in peace.

Image-Reflectors

Students bear the image of God in their daily lives. Being an image-bearer isn't something we DO. It is deeper than that. Image-bearer is something we ARE. We reflect God's image and we learn to see God's image in others. The more Christ-like our actions are, the more clearly Christ's light shines in a dark world.

Order-Discoverers

Students see God's fingerprints all over creation. When we read the creation account we read a story of God creating order out of chaos. There is purpose in God's creation and we are able to discover this amazing order within creation. One of the inescapable conclusions for our students must be, "God really had an amazing plan for all of this, didn't He!"

Lethbridge School Division Priority: **Achievement**

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful

Strategies

- Developed an ICSS Literacy Plan that is tied to the Division Literacy Plan: (1) creating a sustainable culture for literacy; (2) focussing on student learning; (3) assessing literacy learning and using data for decision making. Specific strategies include:
 - invite guest authors to the Learning Commons – Alex Lyttle, TBD;
 - establish a baseline of literacy skills among Middle Years students by using the CAT4 testing;
 - use the Fountas and Pinnell Intervention Program;
- Utilizing MyBluePrint across grades 9 to 12. Students will use this program to collect and store data related to their learning – develop a learning profile, link current course work to their learning profile, and begin to plan for the post-secondary world.
- Engage all staff members in Generative Dialogue that focusses on teacher practice to enhance student learning.
- Developing Numeracy and Literacy time for middle school during dedicated FOCUS blocks.
- FOCUS blocks in high school are utilized by students to gain additional support in coursework.
- Analysis of Provincial Testing (PAT, Diploma) to form action plans addressing student and class needs related to classroom concepts. Emphasis is on student growth from Grade 6-12 and that all teachers take ownership of student learning.
- Initiating discussions around student assessment and its role in student learning and engagement.

Lethbridge School Division Priority: **Innovation**

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Strategies

- Increase the implementation of Office 365 in the classroom with an emphasis on the collaborative features. Staff are exploring the use of Microsoft Teams and Notebook with laptops and iPads.
- Expand the Trades Program at ICSS
- Utilizing outside agencies and clubs to encourage student exploration talents and gifts: Arconic STEM Club, UofL Cardboard Boat Races, World of Choices, 3D Printing, Virtual Reality, etc.
- Claymation and Stop-Motion Animation that utilizes iPad and Surface tablet technology
- Exploration of Podcasting/Podcasting in Middle School Humanities to encourage student voice and expression
- Expansion of CTF courses that include robotics, coding, culinary arts and community connections
- Encourage staff, through generative dialogue, to increase their implementation of Inquiry-Based learning in their lesson plans.

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

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

Strategies

- Supporting our Wellness Team (Teacher Counsellor and FSLC) by creating a Wellness Centre that is student orientated and provides a calm space for students in need.
- Partnering with Big Brothers and Big Sisters to provide mentoring skills to our Grade 11 CALM class to impact a Division elementary school.
- Promoting active citizenship through advocacy and support of local and global community needs: Weekends

and More Program and Compassion Canada Sponsorship (Grade 6)

- Continuing to promote FNMI awareness, appreciation, and respect in our school through various events such as Orange Shirt Day, Roc Your Mocs, and integration of FNMI Resources in the classroom (*Indian Horse*, *Elder in the Making*, *Fatty Legs*, etc.)
- Continue to focus on the Biblical through-lines of “Community Building”, “Justice Seeking”, and “Image Bearing” as way to model and teach the importance of caring and respecting others.
 - Restorative Practices of Justice in approaches to discipline and to the creation of a safe and welcoming school culture and climate
 - Leading restorative circles as a way to promote classroom norms of speaking and listening to give all students voice
- Work with our school community and collaborate with other Division schools in encouraging and promoting healthy living practices – Wellness Challenges
- Promote student leadership initiatives that encourage discussion and reflection on issues of health and identity. Planned initiatives include: Headstrong Summit on mental health, Division Student Advisory Committee, Unity in Diversity Student Club

School Priority: Developing and Sharing a Set of Beliefs / Vision / Understanding about Student Learning.

Outcomes:

- Teachers use the Teaching for Transformation model as the foundation for pedagogical practices and move further into identifying Deep Hopes and Classroom Storylines
- Staff deepen their understanding how student diversity and inclusion are critical factors that influences the learning environment.
- Staff intentionally collaborate with each other to share understandings of student learning.
- Staff become more data-driven and data-conscious in understanding student learning.

Performance Measures

- Staff appreciates individual differences and believe that all students can learn.
- Staff recognizes students' individual differences and strive to accommodate those differences in their classrooms.
- Students and staff appreciate and respect each other's individual differences and strive to build unity within the diversity.

Strategies

- Inviting leadership from Prairie Centre for Christian Education (PCCE) to engage our staff in professional learning around TFT integration and the development of Classroom Storylines centered around Deep Hopes
- Analysis of MIPI/CAT-4/PAT/Diploma results to inform teacher practice and student learning
- Monthly staff meetings have scheduled time for collaboration and generative dialogue
- Continuing to support and promote student wellness through our counselling wellness team and in encouraging students to engage in efforts to build an inclusive student community around faith and life.

Accountability Pillar Results

Measure Category	Measure	Immanuel Christian Secondary S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.1	91.7	93.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.2	86.7	87.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	94.8	91.0	93.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.6	0.4	0.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.0	82.5	89.9	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.6	82.3	82.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.2	17.9	21.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.3	87.3	89.8	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	30.3	19.7	26.8	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	76.2	61.2	73.1	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	86.5	85.0	92.1	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	76.0	88.6	79.0	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	100.0	94.4	96.4	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	90.2	86.4	88.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.0	90.1	94.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.6	81.5	88.0	81.0	80.3	81.0	Very High	Maintained	Excellent

Highlights

- Our school population, while not significantly growing, is changing. There is increasingly more diversity in the student population, and this has had a positive effect on our school.
- We have high parental involvement with parents being pleased with the quality of education their children receive here.
- Through the Division, our senior high students have a variety of ways to access personalized learning – including Off-Campus and Dual-Credit opportunities.
- We have a robust Co-Curricular program that seeks to involve as many students as possible in a wide variety of athletics and activities

Challenges to Address

- Some of the academic achievement indicators show that we need to identify and address concerns regarding declining numbers
- Diversity is a very positive thing – our challenge is to ensure that we intentionally create an environment where diversity is respected and appreciated. We can't assume that this will occur organically.
- Staying true to our mission and vision, how do we engage our students in matters of faith formation and ground them in an identity that is rooted in Christ and creating structures to grow and express faith.
- Our youth are firmly planted in the iGen stage and our challenge is to ensure that they are meaningfully engaged in learning.
- As a small high school, our challenge has always been one of economy of scale – offering as robust a program as possible within limited resources.

School Reserves

Total reserves as of Aug. 31, 2019: \$34,039.00

Planned use of reserves	
Hire an additional teacher for the second semester (Estimated)	\$37,820.25
Total	(-3,781.25)

School Generated Funds

Fund balance as of June 30, 2019: \$63,709.59

Funds are carried over for:	
Co-Curricular Programs <ul style="list-style-type: none">• Senior High Sports Program• Middle School Sports Program• Choir Trips• Band Camp• French 30 Trip (Quebec)• Grade 12 Graduation Trip• iLoL (Black Light Theatre Group)	\$63,709.59