Immanuel Christian Secondary School

2022/23 Assurance Plan

ICSS School Mission Statement

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

Lethbridge School Division Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring

Lethbridge School Division 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.
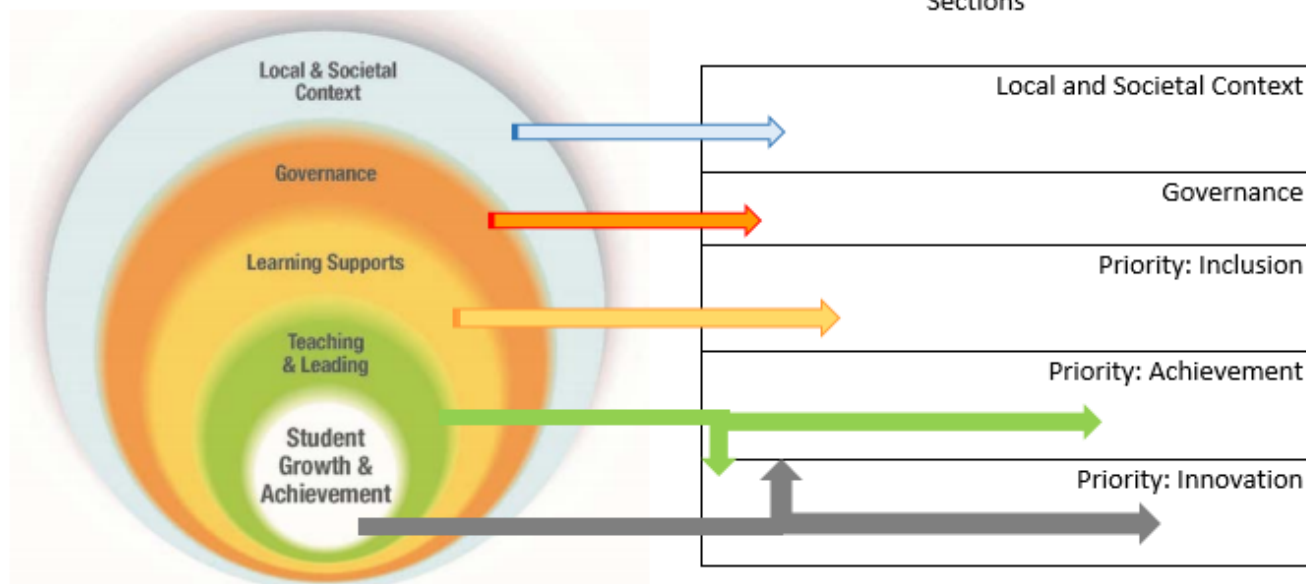
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ASSURANCE PLANNING

This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It 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 identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

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

Immanuel Christian Secondary School is a school that offers a Christian day school education for students in Grades 6-12. Our student population is currently 285 and can fluctuate +/- 10 students any given year. We draw our students from Lethbridge and surrounding communities with a mix of rural and urban families that also reflects the schools history but also it's future. New families continue to make our community more diverse due to the varied cultural, ethnic and denominational backgrounds they bring which allows our students to benefit from a broad worldview and richer conversations on what it is to live in God's world.

Strengths: Immanuel Christian Secondary can be best described as a school that is too big to be small and too small to be big which leads to considerable strengths along with challenges. A tight knit community, there is a desire for the home, school and church to be in concert with one another as we look to educate our students within the values and character education of a biblical Christian worldview. We offer comprehensive and holistic programming that allows for our students to gain the academic learning and required courses for students to graduate with an Alberta High School diploma along with a full compliment of option/exploratory courses, fine arts and athletics opportunities.

Challenges: Offering a broad range of courses and we rely on a small teaching staff and their gifts and talents to develop and lead courses. We continue to look at offering new courses or adapt current ones to match student interests and needs. Our staff are very committed to their classes as we benefit from smaller class sizes and communication with home is encouraged and supported.

Hopes: Our school theme of *CORE* looks to guide our approaches to student learning and development of community and culture where we look for students to be Christ honoring, Open to growth, Room making and Excellence pursuing. After two and a half years of challenges due to Covid-19 protocols and fractured community, we look to take deliberate steps towards building stronger school community as students, staff, parents and larger community, inviting all to become involved in athletics, fine arts, parent councils, fundraising and open houses.

Immanuel Christian Secondary School is a place of becoming where students are seen as people in process in need of grace-filled teaching, direction and discipleship. We strive towards that goal.

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.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
Provincial Assurance Survey measure of citizenship
Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement practices that foster divergent mathematical thinking and a deep understanding of number sense	• Building Thinking Classrooms in Mathematics—Peter Liljedahl • Foundational Skills Interview • Building Facts Fluency Kits • Michaela Demers (Division Lead Teacher)	• Staff led PL • MIPI assessment and analysis of results—Sept./Oct. • Scheduling math department engagement time • Access to Math tutor (Math 10C)	• MIPI results—post assessment (following year) • PAT/Diploma results • Anecdotal, formative, and summative evidence from classroom teachers
Students are active/healthy/well	• Trauma-Informed Approaches to relationship building • "Kids in the Know" Program • Middle School • Health Curriculum • Student Activity/House Days	• Teacher Counsellor led universal programming and teacher PL • Homeroom teacher led Kids in the Know program • Monthly admin counselling meetings	• Student feedback from Accountability surveys • Feedback from Teacher Counsellor
Creating a culture of literacy engagement where student stamina for reading and writing is increased	• Division Literacy plan and meetings • 180 Days—Kelly Gallagher and Penny Kittle • Literacy Lead Teachers/LST	• Middle School Book Club • Literacy time during CORE • Middle School reading challenge— Learning Commons • Re-writing school literacy plan • Daily reading and writing in Humanities (ELA/SS)	• Student engagement in literacy challenges • Teacher anecdotal feedback • F&P Testing/PAT/Diploma results
Further engagement of students in CORE time for learning enrichment, building teacher-student relationships and connection to school	• Principles of high school redesign—flexible/student voice and choice • Mentor schools/administrators • Refining CORE philosophy and advisory structure	• Continual reinforcement of CORE time use with students • Developing advisory themes and scope and sequence • Create parameters that make clear when students need to engage in CORE time as instructional time	• Students engage in CORE time • Staff feedback on effectiveness and usefulness of CORE time • Students have connection with an adult at ICSS

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 safe and caring schools.
Provincial survey measure of student inclusion.
Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures

Creating learning environments are welcoming, caring, respectful and safe	• Trauma Informed Resources
	• Universal Health Programming
	  • FSLC/Health Teacher Collaboration
	• Teacher-Counsellor
	• Universal Design for Learning
	  • Classroom Profiles
		• Targeting universal programming for classrooms
		  • Consent
		  • Empathy
		  • Culture Building
		• Monthly staff PL sessions on dimensions of Trauma Informed practice
			• Student Anecdotal feedback
			• Teacher Anecdotal feedback

Working collaboratively as teachers and educational assistants to identify and meet diverse student needs in the classroom	• LST led Team Meetings • Variety of print and online resources to meet professional inquiry goals (EAs) • Collaboration with outside supports (Psychologist, SLP and OT)	• Monthly EA Team meetings • Bi-Monthly engagement time for Teaching Staff and EA Staff • Consistent use and refinement of ISPs and IPPs in Dossier • LT meetings (3x a year)	• Increased academic and behavioural success in the classroom • Anecdotal feedback from parents on programming • Meeting ISP and IPP goals
Meeting the programming needs of students outside the mainstream academic track (-1/-2) to find achievement and success	• Victoria Park High School DL Program • K&E Program of Studies • LST and EA Team • Off Campus Education • SIS Meetings • LT Meetings	• Utilizing K&E curriculum in the general classroom • Development of dedicated -3 into the regular timetable (Math 10-3/20-3/Science 14) • Adapting Life Skills programming to specific student needs (Hands-On Science, Work Experience, Coffee Cart)	• Individual student academic success of targeted programming • Student felt sense of belonging and support
Identifying struggling readers and provided targeted interventions to increase comprehension and fluency	• LLI Kits • Fountas and Pinnel Resourses • LST • Raz kids leveled literacy • Splash Learn	• Implementation of Leveled Literacy Intervention (LLI) groups based on the Fountas & Pinnel reading levels from assessments	• Increased student reading levels based on F&P testing • Teacher anecdotal feedback • Oral fluency improvement

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 continue to engage in inquiry based approaches to professional learning through collegial collaboration and support	• Inquiry guides • The Essential Equation—Adams and Townsend • Generative Dialogue Practices	• Bi-monthly generative dialogue sessions with colleagues • Bi-Annual generative dialogue sessions with school administration	• Staff engagement in the generative dialogue process • Observable change in instructional practice • Informal staff conversations on teaching practice
Implementation of Thinking Routine strategies into classroom practice to deepen engagement and learning for students	• Creating Thinking Classrooms—Newman and Case • Creating Cultures of Thinking—Ritchart • Project Zero Thinking Routines • Division Curriculum Department— Karen Rancier and Bev Smith	• Bi-Monthly introduction and modeling of thinking routines by admin • Thinking Routine Card sets • Use of "Commit-to-try" by staff for classroom infusion • Colleague to colleague observations	• Celebration of staff learning and "trys" • Observed use of Thinking Routines in classrooms • Student feedback on engagement
Administration action and reflection on strategies to support staff through the complexities of teaching and supporting students during the Covid-19 pandemic	• Admin Colleagues (in and out of division) • School Social Committee • Wellness team	• Formal/ Informal check-ins with staff • Prayer Partner teams • Staff social activities and appreciation • Collaborating on student academic and behaviour challenges	• Open lines of communication between admin and staff • Staff engagement in social activities • Overall observed, communicated and felt staff regulation and shalom

School Goal or Inquiry

In what ways can the development of Classroom Storylines and student Deep Hopes lead to opportunities for student spiritual formation and deeper immersion of Christian worldview into teaching practice?

Possible Resources: Teaching for Transformation (TFT) Framework (Jeremy Horlings and PCCE)

Strategies	Timeline	Indicators of Success
Staff (new probationary/continuing) participate in TFT 101 professional learning	November 2, February 8, March 1	• Observed implementation of TFT framework into planning, instructional practices and classroom visuals
Full staff "Storyline" training PL led by Jeremy Horlings (PCCE Associate Executive Director)	January 28	• Staff feedback on PL • Creation, Implementation and display of classroom storyline
TFT Leaders Cohort meets bi-monthly to review TFT implementation in schools and connect with other TFT leaders in PCCE	Bi-Monthly	• Attending meetings • Collaboration with TFT Leaders • ICSS TFT team de-brief and visioning • Increased TFT presence on ICS social media accounts
Students develop personal "Deep Hopes" as part of our high school bible program (CALM/Sociology) before graduation	September 2021—June 2022	• Student developed Deep Hopes

School Reserves

Total estimated reserves as of Aug. 31, 2022: $86,000

Planned use of reserves	
1. Teacher Support for 2022-23 School Year	
2. International Student SCESA Fees	
Total	

School Generated Funds

Fund balance estimate as of August 31, 2022:

Funds are carried over for:	
Graduation Committee	
Fine Arts Programs	
MS/HS Athletics	
Student Programming	
Co-curricular Trips	
Student Clubs	