

# Immanuel Christian Secondary School



[www.icss.lethsd.ab.ca](http://www.icss.lethsd.ab.ca)

## 2024/2025 Assurance Plan

### School Vision Statement

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

### School Mission Statement

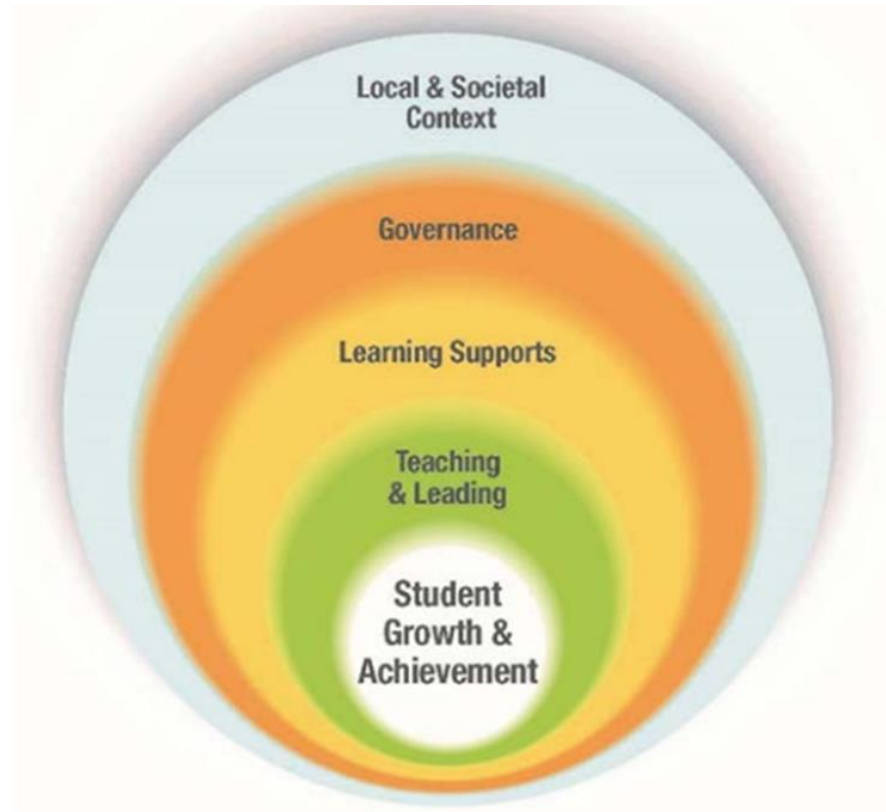
Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



# ASSURANCE PLANNING

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

- Learning, Inclusion, Well-being, Respect and Leadership



## SCHOOL CONTEXT

### Description of School:

Immanuel Christian Secondary School offers Grades 6-12 with our divisions being a Grades 6-8 Middle School and a Grades 9-12 High School. Our student population of 300 students come from the city of Lethbridge and a 60km radius around the city. Including teachers, support staff and instructors, we have a staff of thirty (30) professionals that serve our students and school community. As a Christian Alternative program, we welcome families from our 30+ church denominations/traditions that support our Statement of Faith and Philosophy of Christian Education. We offer a broad range of programming that moves our students towards completion of an Alberta High School Diploma, Certificate and/or Life Skills Programming.

### School Highlights:

Our school has a vibrant mix of rural and urban families, an expanding multi-ethnic/cultural student body and inclusive practices towards students with learning and physical disabilities. Our parents/guardians partner with us towards a quality education infused with Christian biblical worldview and values. We are a small secondary school that strives to build into the gifts and talents of all students through inclusive programming, fine arts, athletics and excellence in academics for all students. School chapels are a highlight of our community and express what we are: Immanuel Christian Secondary School is a place of becoming where students are seen as young people in process in need of grace-filled teaching, direction and discipleship. We strive towards that goal.

# 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.

## Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

## 2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are provided with multiple ways to **demonstrate progress, identify strengths and areas for growth** through **effective assessment practices**.

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

- Gradebook Structure – Identifying reasonable and accurate category weightings within courses that are consistent and reflect a holistic approach to student achievement.
- Mastery-based approaches to Assessment – Expanding opportunities for students to demonstrate learning through various summative assessments until demonstration of learning has been achieved (ie. assessment re-writes, alternate assignments, oral assessments)
- Communication of Learning – Developing and refining report card practices
- Staff Professional Learning on Assessment Practices – Engaging with local educators (eg. Dr. Chris Mattatall – UofL) on formative vs. summative assessment, assessment for/as/of learning

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

In our commitment to a student focus on the process of learning, we will continue to look at how assessment practices either move students forward or may unintentionally hold students back. As students engage in high school programming, we want to ensure that they are in the correct academic program stream (-1/-2/K&E/Life Skills) and supported with clear instruction and authentic methods of assessment. Partnering with students, we will focus on effective study skills, assessment writing techniques and provide a supportive environment towards students building resilience, developing growth mindsets and taking ownership of their learning. In our Middle School, assessment practices should be skill and thinking focused where a progression of learning is scaffolding from Grades 6 to 8 in a flexible and formative learning environment.



# 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?

- Universal Design for Learning (UDL) – Learning and teaching is designed to provide multiple means of curricular representation, expression and engagement. This approach acknowledges the need to reach all students and that what is good for one student can be good for all.
- Dual Credit/Off-Campus Education Opportunities – Maintaining flexibility in timetable for students to engage with RAP, Work Experience, Green Certificate and Dual Credit Courses at Lethbridge College or exploratory learning at the Grade 7-9 level via the Southern Alberta Collegiate
- Expanded Options/Exploratory Classes – Expanding and refining these programs towards high-interest options(HS) and exploratories (MS) for students
- Dedicated EA-Teaching Staff Connect Time – Creating shared collaborative/prep time in the timetable to meet needs of **all** students in the classroom and develop a team approach as EAs and teaching staff.

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

We will intentionally focus on how we can meet the needs of students with exceptionalities through in-class supports or providing programming that matches college or career paths. Staff will also be committed on following student ISP/IPPs and take continual ownership of leading support staff in following through with student learning supports. This requires a team approach, and we will create time for those ties to be strengthened through collaborative planning meetings. In leading classroom learning, staff will also reflect on and explore authentic and alternative instructional strategies to reach struggling or reluctant learners.



# 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.

## Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

## 2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

- To foster the **physical, mental and emotional wellness of students** to **support optimal learning**.

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

- Empowering student voice and resiliency – Through a more robust student advisory during CORE time, students will be given tools and direction towards ownership of learning and reinforcement of positive student habits of learning.
- Expansion of Student and Counselling Supports – Utilizing our Wellness Team (FSLC/Student Support Worker), we will look to expand small group and classroom supports towards student skills, community building and mental/emotional health resiliency towards greater school and class attendance
- Digital Wellness and Restricted personal tech use – Using evidence based approaches, we will look to continue educating students on digital wellness and removing tech from classrooms in ways that inhibit learning in the classroom and school environment

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

In response to what staff are noticing as declining in-class engagement, resiliency to challenges and lower levels of attendance, we will intentionally commit to a greater focus on positive student habits of learning, clarity on student academic and community expectations and finding the balance on personal tech use on campus. We will focus on teaching students these skills and intentionally connecting with parents to partner in enhancing learning and achievement, much earlier in the year that we have typically. Using our wellness team, we will look to empower students towards students owning growth in their physical, mental, emotional and spiritual health.





## 2024/2025 School Domain – Area of Focus

### What is our desired outcome?

- To have our students live into our new school Deep Hope: *Living Authentic Faith / Pursuing Knowledge and Wisdom*

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

- Staff developing “We.....” statements for shared values and norms – In developing a shared language for student habits of learning, students know what our aspirations are for them
- Development of Bible 10 Course Curriculum – In identifying a gap in our high school Bible scope and sequence, this course will provide a bridge between Bible 9 and Religious Meanings 20.
- School Chapels – Continue to look for ways to engage students in worship through an engaging and compelling chapel theme that centralizes the gospel of Jesus Christ.
- Partnering with School Society – Our essential partner in carrying out our school’s distinct mission and vision, we will look to engage our parent community and society board on strengthening and refining our schools Christian Worldview and Bible programming.

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

The ongoing work of our school remains partnering with the Prairie Centre for Christian Education (PCCE) in infusing the curriculum framework: “Teaching for Transformation”. This will involve our staff continuing to engage in professional learning opportunities at a school level, building on the work of developing “Storyboards” and looking to engage students in Formative Learning Experiences (FLEx). Staff will attend our annual PCCE Teachers Convention in the fall and school admin will engage with and attend the Christian Schools Canada Conference, Converge Conference and PCCE Leadership Retreat. The development of a Bible 10 course will also require us to look at, reflect on and refine the scope and sequence of Bible programming at ICSS.

