

# Lakeview Elementary School



## 2021 /22 Assurance Plan

Living to Learn, Learning to Live

The Lakeview School Community is committed to providing a positive learning environment that promotes the development of responsible, productive citizens.



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# ASSURANCE PLANNING

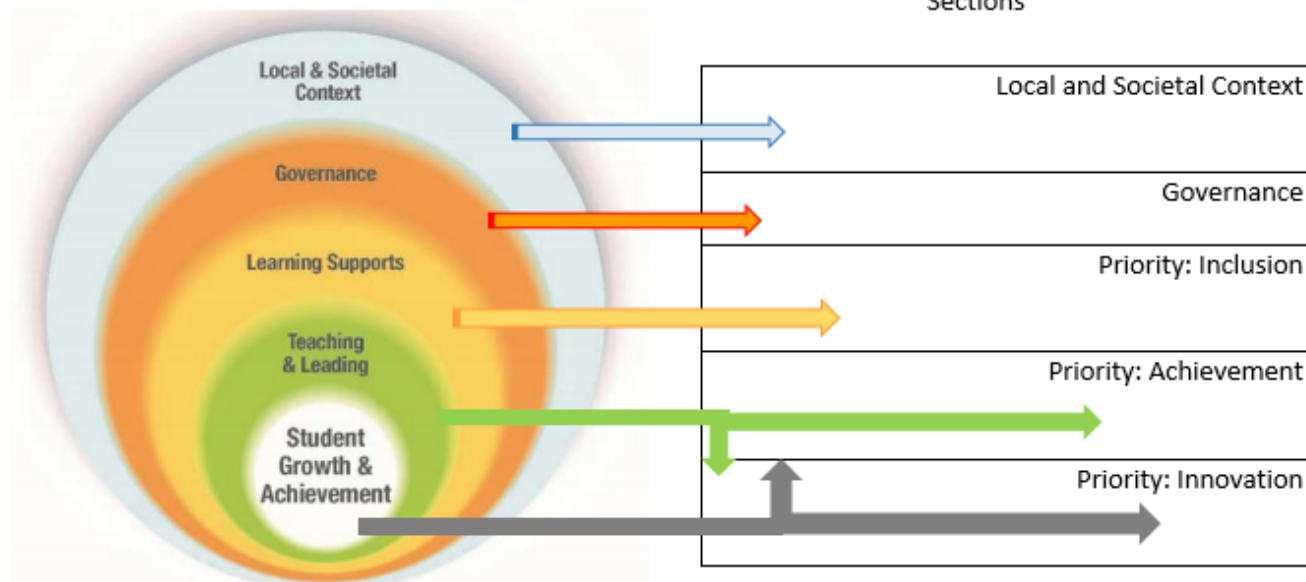
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Lakeview Elementary School welcomes approximately 390 students from the Early Education Program to Grade 5. Most of our students live in the surrounding southside neighbourhood and are able to walk, bike or scooter to school. Our community is diverse and strong, with our families collectively speaking more than 20 different languages.

Our school is situated next to a generous green space that provides numerous opportunities for outdoor play and learning. The recently built playground is truly a beautiful structure that further promotes wellness and physical activity. This gathering space is the heart of the Lakeview Community and serves as a place where children can build new friendships and practice honing social and emotional skills both during and after school. As well, new to our school this year is an outdoor classroom—an inspiring space with stumps and benches situated next to a large shade-bearing tree.

Lakeview Elementary School provides students with an inclusive and engaging learning environment. In addition to rich academic programming, students are given opportunities to extend learning through field trips, guest speakers, presentations, and regularly scheduled STEM activities in the learning commons. Lakeview Elementary promotes the arts and all students receive programming by our music teacher. Some of our extracurricular activities include handbells, basketball and volleyball.

Lakeview Elementary School is a place where everyone belongs. In addition to our diverse student population, our valued team includes a large group of teachers, educational assistants, a student support worker, speech language assistant, administrative assistant and administrative support, caretakers, a teacher-counsellor, learning commons facilitator, EEP manager, learning support teacher and two administrators. We have a vibrant school council and a large group of parent volunteers that further support our school.

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

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

## 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.

## 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
To improve student engagement and achievement using evidence based practices.	<ul style="list-style-type: none"> <li>• Building Fact Fluency kits</li> <li>• School-based literacy/numeracy teacher</li> <li>• <i>Building Thinking Classrooms in Mathematics</i>—Peter Liljedahl</li> <li>• Heggerty Phonemic Awareness Lessons</li> <li>• Words their Way Resource</li> <li>• Lucy Caulkins Reading/Writing Resources</li> <li>• District lead literacy/numeracy teachers</li> <li>• District Comprehensive Literacy Resource Book</li> </ul>	<ul style="list-style-type: none"> <li>• Implement practices that foster divergent mathematical thinking</li> <li>• Number Talks</li> <li>• Implement reading/writing workshop model</li> <li>• Develop school-based literacy and numeracy plans</li> <li>• Implement targeted intervention LLI/Boost programs</li> <li>• Modeled literacy/numeracy lessons during collaborative teaching time</li> <li>• Foster a deeper understanding of how to use assessment to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI results—fall and post assessment</li> <li>• Teacher self assessments</li> <li>• Fountas and Pinnell Assessment</li> <li>• Words their Way Assessment</li> <li>•</li> </ul>
To infuse Indigenous ways of knowing into all content areas and the culture of Lakeview Elementary.	<ul style="list-style-type: none"> <li>• Melanie Morrow</li> <li>• Indigenous Education teacher representatives</li> <li>• EverActive partnership (Scott Bailey)</li> <li>• Outdoor classroom</li> <li>• <i>Coyote's Guide to Connecting with Nature</i></li> <li>• <i>Braiding Sweetgrass</i></li> <li>• <i>Walking Curriculum</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and make visible Sacred Teachings as a school-wide values initiative</li> <li>• Use of meaningful Land Acknowledgment</li> <li>• Indigenous announcements</li> <li>• Outdoor land-based learning modeled by administrators</li> <li>• Capacity building by sharing at staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Our School Survey</li> <li>• School based data collection</li> <li>• Teacher reflection</li> </ul>
To increase student and staff wellness.	<ul style="list-style-type: none"> <li>• <i>Self Compassion for Educators: Mindful Practices to Awaken Your Well-Being and Grow Resilience</i> (Lisa Baylis)</li> <li>• EverActive resources for outdoor learning, winter, and wellness</li> <li>• Calm—mindfulness flash cards for kids</li> <li>• Health Champion</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator will share strategies for teacher well-being in weekly staff memos</li> <li>• Staff will intentionally plan for recess to ensure optimal experience for students (supply equipment, support SEL)</li> <li>• Increase the time staff take students outside to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Self reflection</li> <li>• Student surveys</li> <li>• Track outdoor learning time</li> </ul>

**DIVISION PRIORITIES**

**Inclusion**

**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
<p>Continue to support and implement Universal Design for Learning which includes:</p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Trauma-informed practice</li> <li>• Zones of regulation</li> <li>• Pyramid of Intervention</li> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Shelley Moore</li> <li>• LST</li> <li>• Teacher Counsellor</li> <li>• Mind-Up</li> <li>• PL—Universal Designed Strategies (October 13)</li> <li>• Kathy Mundell—professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms and provide information to teachers and support staff</li> <li>• Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers</li> <li>• Targeted UDL professional learning</li> <li>• Soft start to the day</li> <li>• Identifying barriers to learning and implementing change</li> <li>• Nurture (promote) a growth-mindset through schoolwide common language</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated &amp; focused classrooms</li> <li>• Common language used throughout the school</li> <li>• Document of strategies used by teachers</li> </ul>
<p>To nurture a climate that fosters a respectful, equitable and inclusive learning environment where everyone feels a sense of belonging.</p>	<ul style="list-style-type: none"> <li>• Nutrition grant</li> <li>• MHCB team</li> <li>• Teacher Counsellor</li> <li>• A Little SPOT SEL Series</li> <li>• Kristin Wiens visuals for students/teachers</li> <li>• Wellness Team</li> <li>• <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i></li> <li>• <i>Creating Thinking Classrooms</i></li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast program/mindful munchies available for all students (access grants)</li> <li>• Commitment to inclusive language for our website, handbook, and home communication</li> <li>• Celebration of students in several ways (office, classroom, whole school)</li> <li>• Creating positive spaces where everyone feels welcome</li> <li>• Universal planning for SEL</li> <li>• Wellness Wednesday Assemblies</li> <li>• Regular positive communication to home from school</li> <li>• Create opportunities for students to share their home language and culture with the rest of the school</li> <li>• Celebrate diversity on TEAMS meetings and morning announcements and in our hallways, classrooms and learning commons space</li> <li>• Engage in thinking routines</li> </ul>	<ul style="list-style-type: none"> <li>• Check-ins—what does Lakeview look like, feel like, sound like?</li> <li>• Self reflection</li> <li>• The physical spaces in the school reflect our diversity</li> <li>• Track the number of students accessing breakfast/lunch</li> <li>• Our School Survey</li> </ul>

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

## 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 engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> <li>• Inquiry templates</li> <li>• LST</li> <li>• Administrators</li> <li>• Literacy/numeracy teacher</li> <li>• School-based collaboration plan</li> </ul>	<ul style="list-style-type: none"> <li>• Time scheduled for staff engagement</li> <li>• Embedded collaboration time</li> <li>• Professional learning around effective inquiry practices</li> <li>• Meetings with administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engagement</li> <li>• Observable change to instructional practice</li> <li>• Self reflection</li> <li>• Anecdotal information gathered through collaborative practice meetings</li> </ul>
Teachers engage students in rich learning experiences that develop critical and creative thinking skills.	<ul style="list-style-type: none"> <li>• <i>Creating Cultures of Thinking</i></li> <li>• <i>Leading Learning: Standards of Practice for School Library Learning Commons in Canada</i></li> <li>• Learning Commons facilitator</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled time for all students to engage in critical thinking activities</li> <li>• Model thinking routines during assemblies, morning announcements and for staff PL</li> <li>• Implement the use of vertical surfaces</li> <li>• Promote innovative and multiple ways to demonstrate learning</li> <li>• Showcase student learning in a variety of ways (outdoors, in classrooms/ common areas, on TEAMS)</li> </ul>	<ul style="list-style-type: none"> <li>• Growth indicators from <i>Leading Learning</i></li> <li>• Observable change of the physical spaces: i.e. learning commons, shared spaces, classrooms</li> <li>• Tracking the types of learning activities that take place in the learning commons</li> </ul>

## School Goal or Inquiry

In what ways and to what extent can we develop a shared culture at Lakeview Elementary School?

### Possible Resources:

Strategies	Timeline	Indicators of Success
Engage in a making meaning thinking routine with staff, and student focus group	Staff— August, 2021 Students—September, 2021 School council—October, 2021	Positive feedback; sense of excitement
Develop a list of actions from the questions staff wrote in August	October 13, 2021 (site-based)	
Share process with School Council and get input	October 21, 2021	
Create a new vision/mission statement	Spring 2022	
Positive spaces committee	October, January, March, May	

