

# Lakeview Elementary School



## 2022/23 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.



[lv.lethsd.ab.ca](http://lv.lethsd.ab.ca)



# ASSURANCE PLANNING

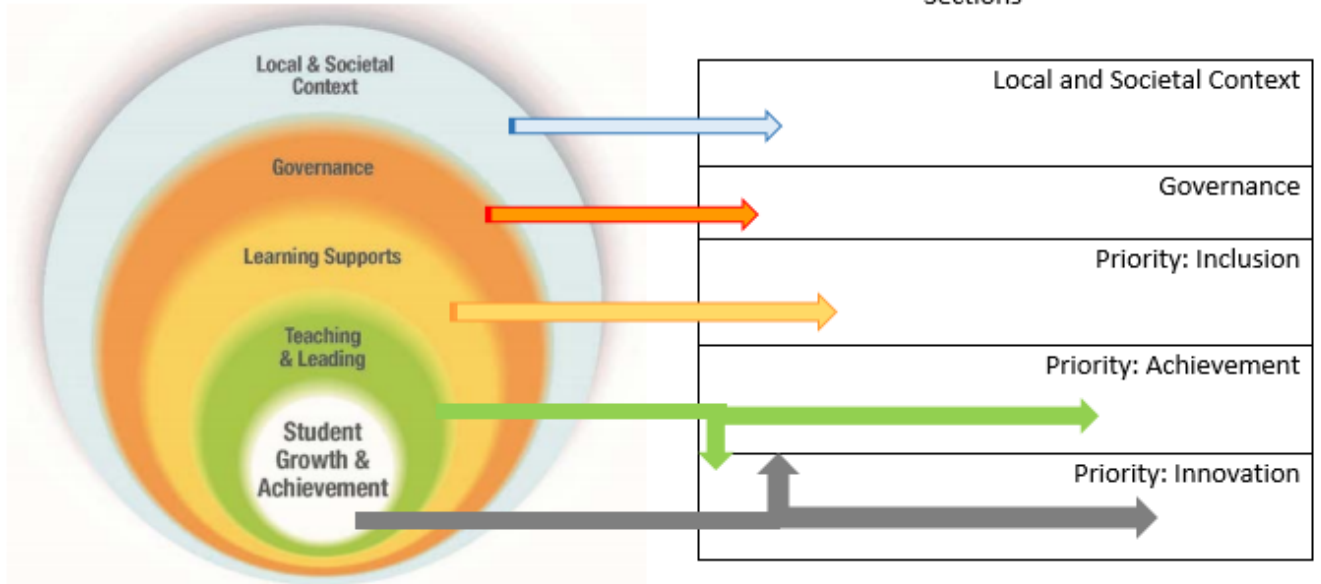
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through 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.

## Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes  
 Provincial Assurance Survey measure of citizenship  
 Provincial Assurance Survey measure of learning engagement  
 High School Completion

Goal	Study/Resources	Strategies	Measures
To improve student achievement in literacy using evidence based practices.	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment</li> <li>• Division Comprehensive Literacy Resource</li> <li>• Reading/Writing Units of Study</li> <li>• Levelled Literacy Intervention</li> <li>• Heggerty</li> <li>• Flyleaf Publishing Emergent Reader Series</li> <li>• Rime Magic</li> <li>• The How-To Guide for Non-Fiction</li> <li>• Next Step Forward in Word Study and Phonics</li> <li>• Words Their Way</li> <li>• Literacy Place</li> <li>• Literacy Lead Teacher</li> <li>• Book Study, <i>The Joy of Reading</i> Donalyn Miller</li> <li>• <i>Sometimes Reading is Hard</i>, Robin Bright</li> </ul>	<ul style="list-style-type: none"> <li>• Provide school wide training in the Fountas &amp; Pinnell assessment/MSV analysis to ensure consistent results</li> <li>• Schedule into the timetable a common literacy block for each division</li> <li>• Implement reading/writing workshop model</li> <li>• School-based intervention plan                             <ul style="list-style-type: none"> <li>• Embedded collaboration for teachers</li> <li>• Implement targeted intervention/LLI</li> <li>• Emphasis on using assessment to inform instruction</li> </ul> </li> <li>• LST modelling and collaborating with teachers</li> <li>• Establish rich libraries in every classroom</li> <li>• Invest in new literature book clubs to support the Units of Reading (Gr3-5)</li> <li>• Encourage on-line reading using Sora and Epic</li> <li>• Ensuring every child has access to on-demand book exchanges</li> <li>• Partnership with Book Mobile</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Assessment results</li> <li>• Words their Way assessments</li> <li>• Writing continuum (developed by the division)</li> <li>• Classroom assessments that focus on reading and writing growth</li> <li>• Student engagement in reading (book talks/self-check out)</li> </ul>

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<p>To improve student achievement in numeracy using evidence based practices.</p>	<ul style="list-style-type: none"> <li>• Book study: <i>Building Thinking Classrooms in Mathematics</i> (Peter Liljedahl)</li> <li>• Building Fact Fluency kits—Graham Fletcher</li> <li>• Little Books School Pack</li> <li>• Math manipulatives                             <ul style="list-style-type: none"> <li>• Jewels and gems</li> <li>• Cuisenaire rods</li> <li>• Dry erase boards</li> <li>• Fraction tiles</li> <li>• Fraction strips</li> <li>• Proportional time tiles</li> <li>• 24 hour clock</li> <li>• Starter money pack</li> <li>• Pretend play ATM</li> <li>• Pretend plat cash register</li> </ul> </li> <li>• Lead Numeracy Teacher</li> <li>• Build Math Minds, Christina Tondevold</li> </ul>	<ul style="list-style-type: none"> <li>• Implement practices that foster divergent mathematical thinking</li> <li>• Learning intention is explicitly stated for every lesson</li> <li>• Implement the use of building fact fluency in every classroom</li> <li>• Utilize Picture/Number talks</li> <li>• LST modelling and collaborating with teachers</li> <li>• Implement a wide variety of math manipulative at every grade level every day</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI Assessment</li> <li>• Grade 1 Alberta Education Assessments</li> <li>• Teacher made assessments</li> </ul>

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Goal	Study/Resources	Strategies	Measures
To infuse Indigenous Ways of Knowing into all content areas and the culture of Lakeview Elementary School.	<ul style="list-style-type: none"> <li>• Melanie Morrow</li> <li>• Indigenous Education teacher representative</li> <li>• <i>Walking Curriculum</i>, Gillian Judson</li> <li>• <i>Coyote's Guide to Connecting with Nature</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and make visible Sacred Teachings as a school wide initiative</li> <li>• Introduce students to the Blackfoot language by introducing new words each week</li> <li>• Invite FNMI parents, elders</li> <li>• Create our own Land Acknowledgment that is meaningful to our school community</li> <li>• Continue to build on the practices of outdoor land based learning already started</li> <li>• Build capacity among staff through sharing best practices (staff meetings/site-based PL days etc)</li> <li>• Establish a calendar for Indigenous learning at the start of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Our School Survey</li> <li>• Student-based data collection</li> <li>• Teacher reflection</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 welcoming, caring, respectful and safe learning environment.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
<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>• <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i></li> <li>• Ron Richart, <i>Cultures of Thinking</i></li> <li>• <i>Super Flex</i></li> <li>• Shelley Moore’s work</li> <li>• Kristin Wiens visuals for students and teachers</li> <li>• Teacher Counsellor</li> <li>• MHCB team</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support and implement Universal Design for Learning which includes:                             <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Trauma-sensitive practices</li> <li>• Zones of regulation</li> <li>• Pyramid of intervention</li> </ul> </li> <li>• Universal Planning / Programing for SEL</li> <li>• Targeted UDL professional learning for staff</li> <li>• Soft start/end to each day</li> <li>• Identifying barriers to learning and implementing change.</li> <li>• Build classroom communities</li> <li>• Establish school-wide common language</li> <li>• Breakfast program/mindful munchies available for all students</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>• Create opportunities for students to share their home language and culture with the rest of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated and focused classrooms</li> <li>• Common language used throughout the school</li> <li>• Document of strategies used by teachers</li> <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 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 will engage in inquiry-based professional learning responsive to their professional interests and needs.	<ul style="list-style-type: none"><li>• Inquiry template</li><li>• Administrators</li><li>• School-based collaboration plan</li></ul>	<ul style="list-style-type: none"><li>• A plan for staff engagement will be shared with staff at the beginning of the school year</li><li>• Embedded collaboration time</li><li>• Professional learning around generative dialogue</li><li>• Meetings with administrators</li></ul>	<ul style="list-style-type: none"><li>• Staff engagement</li><li>• Observable change to instructional practices</li><li>• Self reflection</li><li>• Anecdotal information gathered through collaborative practice meetings</li></ul>

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## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff will develop their understanding and application of evidence based numeracy practices in the classroom.	<ul style="list-style-type: none"> <li>• Numeracy Lead Teacher</li> <li>• <i>Building Thinking Classrooms in Mathematics</i></li> <li>• Building Fact Fluency</li> <li>• Math manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Staff retreat</li> <li>• Teachers will post the learning intention at the start of each lesson</li> <li>• Teachers infuse thinking routines in their lessons</li> <li>• Implement Peter Liljedahl's 14 teaching practices for enhancing learning</li> <li>• Teachers will have opportunities to observe and co-teach with others</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI</li> <li>• EYE-TA assessment results</li> </ul>
Teachers design learning experiences to invite innovation and creativity	<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>• Admin model thinking routines in staff meetings and during PL</li> <li>• Infuse play</li> <li>• Provide students with options for choice and voice to enhance student wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Growth indicators from <i>Leading Learning</i></li> <li>• Observable change of the physical spaces (classrooms, Learning Commons, shared spaces) and their uses</li> <li>• Tracking the types of learning activities that take place in the Learning Commons</li> </ul>



**School Goal or Inquiry**

*Note—this section will be completed in the fall and plan updated by October 1, 2022*

**Possible Resources:**

**Strategies**

**Timeline**

**Indicators of Success**

