

Lakeview Elementary School



www.lv.lethsd.ab.ca

2024/2025 Assurance Plan

Vision Statement

Living to Learn, Learning to Live

Mission Statement

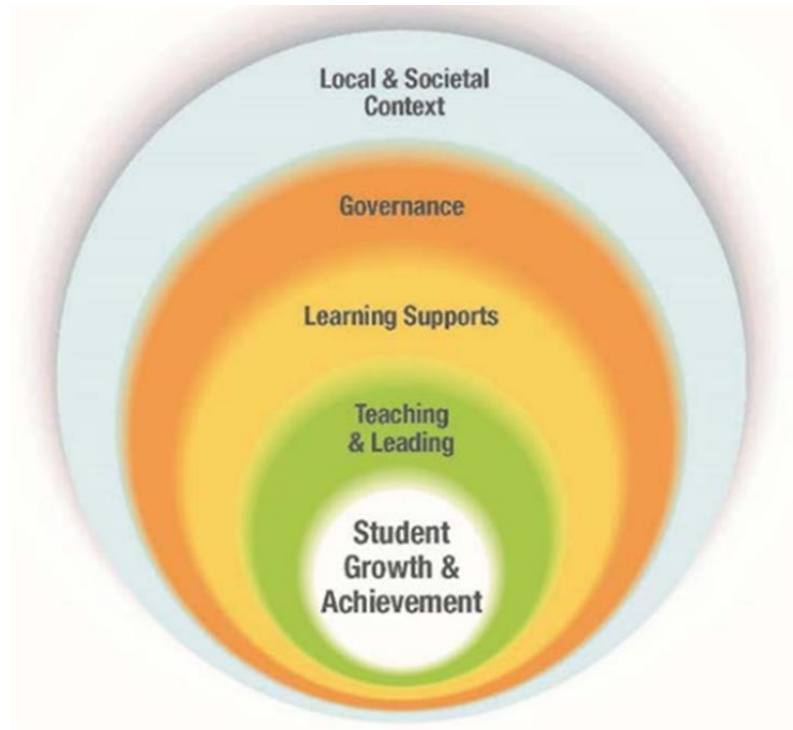
The Lakeview School community is committed to providing a positive learning environment that promotes the development of responsible, productive citizens



ASSURANCE PLANNING

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

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



SCHOOL CONTEXT

At Lakeview Elementary School we express gratitude to teach, learn, and to grow together on Blackfoot land. We dedicate ourselves in this place of learning on this land to celebrate and honour Indigenous ways of knowing. Lakeview welcomes approximately 375 students from Kindergarten to Grade 5. Most of our students live in the surrounding Southside neighbourhood and are able to walk, bike or scooter to school. We have over 26 different languages spoken in the homes of our families.

School Highlights:

Lakeview is committed to building a culture of thinking. Our teachers integrate visible thinking routines and inquiry-based learning into their curriculum, encourage students to actively engage in thoughtful discussions, ask probing questions, and explore various perspectives. A culture of thinking requires spaces where collaboration, creativity, character and communication skills can be practiced. Our Learning Commons is a warm welcoming space that provides active learning opportunities and rich literacy experiences. Our whole school approach to ensure students spend more time outdoors continues to be a priority as we know this is essential for healthy social, emotional, and physical childhood development. It has also shown to lead to greater focus, higher cognitive function, and better learning outcomes. This year, we have placed an even greater emphasis on creating a healthy and holistic learning environment for all students. The integration of weekly wellness opportunities and outdoor learning initiatives has not only positively impacted the physical and mental well-being of our students but has also contributed to a more engaged and enriched educational experience.

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 empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

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

- Implement Comprehensive Literacy and Evidence-based Instruction Plan
- Embedded collaborative time
- Common grade level literacy/numeracy time
- Establish book boxes/rich classroom libraries
- School-wide intervention plan
- Common resources across grade levels
- Peter Liljedahl's 14 practices for enhancing learning
- Learning Commons Plan (learning experiences that enhance/literacy/numeracy/critical thinking skills)
- Literacy Celebration—family literacy events, March Madness, World Read Aloud Day
- Promote online reading (SORA)

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

Literacy:

In the 2024-2025 school year, we will focus on implementing structures/evidence-based practices for a comprehensive literacy program. Our emphasis is on improving whole group instruction by using the insights gained from the intervention model we used in 2023-2024. Our K-5 classes will utilize a variety of resources including Heggerty, UFLI, and Levelled Literacy Intervention. As well, our embedded collaborative time will allow for discussions focussed on data that informs instruction and improves student achievement.

Numeracy:

We will continue our work in creating rich numeracy tasks that are low entry and high ceiling, implementing manipulatives, and building capacity around a thinking classroom. We will also be adding more Math Up licenses toward our goal of making this digital resource available school wide.

Critical Thinking

As the hub of learning, our Learning Commons plan specifically targets critical thinking skills. All classrooms are focused on implementing the new Science curriculum, designing tasks for inquiry-based learning and three teachers will pilot the new Social Studies Curriculum, and share their learning with colleagues.

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

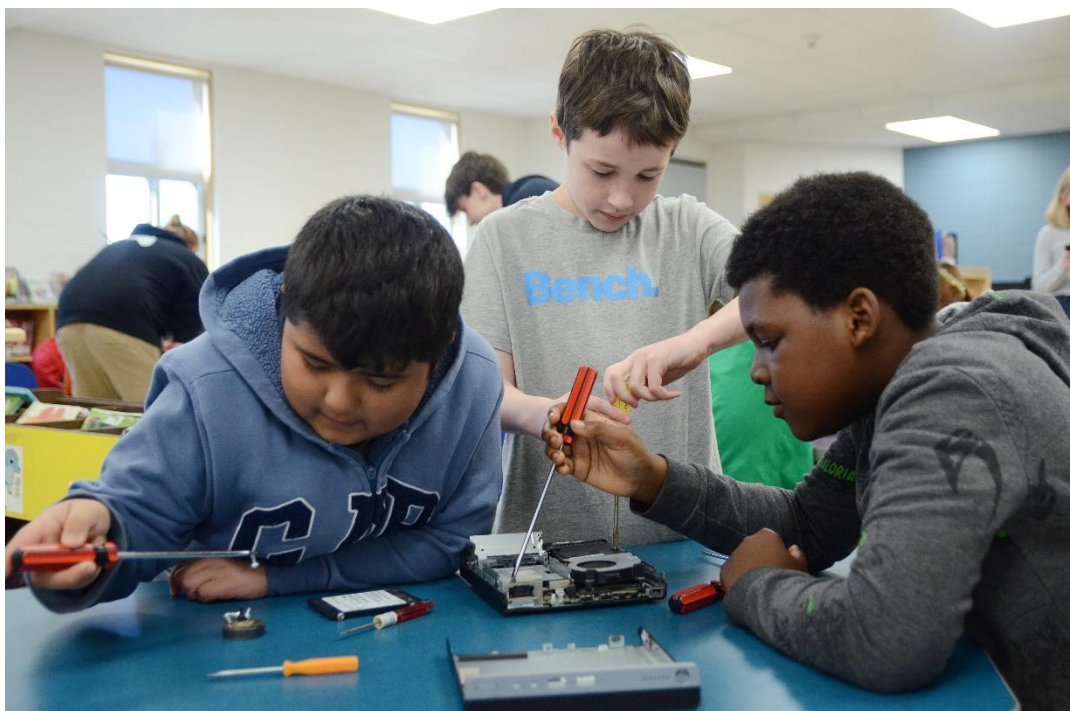
- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

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 communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

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

- Establish school communication procedure
- Re-visit timeline for communicating student success/challenges with families
- Create opportunities for face-to-face discussions/connections with families
- Engage in professional learning around assessment practices
- Celebrate learning to honour growth
- Post learning intentions at the start of the lesson
- Share learning progressions—posted for all stakeholders
- Investigate outcome-based reporting

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

As a school, we are eager to establish a school communication process that is clear, concise and effective. This plan will serve the following three areas:

1. Classroom Communication
 - a. Class websites/ blogs/ newsletters
 - b. Common app will be selected to create consistency between classrooms for families
 - c. Establish effective use of texts/emails/phone calls
2. Reporting Student Growth/ Celebration
 - a. October/March Interviews
 - b. May Celebration of Learning
3. School Wide Communication
 - a. Monthly newsletters
 - b. Increased social media presence
 - c. Yearly calendar of events
 - i. Family engagement evenings
 - ii. Spirit days
 - iii. Assemblies/concerts

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 learning environments that enable each student to achieve learning success.

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

- Access to breakfast and lunch programs for all students
- Lesson planning that ensures every child sees themselves represented in their education
- Specialized supports such as SLP, OT, PT, access to a teacher counsellor
- Implement visuals in classrooms and common areas throughout the school
- Establish thinking routines in every classroom (Project Zero)
- Increase opportunities for robotics, coding, collaborative and creative work in the Learning Commons
- Increase opportunities for land-based learning
- Post our school's land acknowledgement
- Incorporate the 7 Sacred Teachings
- Highlight outdoor assemblies to build community and celebrate learning
- Display exemplars (ie. Writing Continuum)
- Design learning that utilizes technology in a meaningful way
- Extracurricular activities that further enhance the educational experience

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

Our Learning Commons committee has developed a year long plan for the 2024-2025 school year that provides all students with a range of learning activities that promotes collaboration, curiosity, and creativity.

1. Higher order thinking skills
 - a. Coding (tech and non-tech)
 - b. Create open-ended learning activities that do not have one set answer or method
 - c. Learning experiences are explored and developed for hands-on learning
2. Multiple flexible spaces
 - a. Collaboration zones to support different learner needs (i.e. spaces for quiet, independent learning, group learning, experimental learning)
 - b. Makerspace challenges to promote inquiry mindset
 - c. Stations for specialized work i.e. video production, drama, makerspaces
3. Interactive learning experiences
 - a. Monthly challenges
 - b. Listening centres
4. Celebrations
 - a. Showcasing student work
 - b. Monthly highlights

Learning at Lakeview

We have focused on outdoor learning, play, and student health and wellness, and have seen a significant and sustained impact.

- Outdoor all-school assemblies have provided monthly opportunities for our community to connect and engage with one another
- Awarded Community Foundation of Southern Alberta Grant towards the purchase of high quality all-weather outdoor sound equipment to enhance outdoor gatherings
- Lakeview's Indigenous learning committee collaboration with Indigenous Education Lead Teachers to organize place-based learning opportunities, professional learning, and smudges, highlighting Blackfoot traditions and connection to the land

