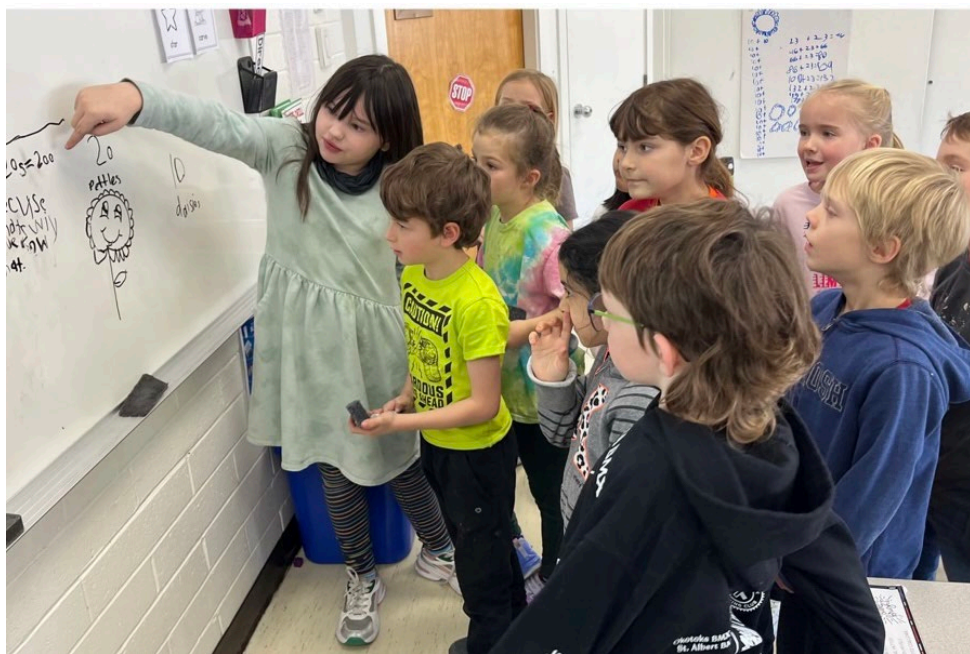# Lakeview Elementary School

www.lv.lethsd.ab.ca

2025/2026 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

Lethbridge
SCHOOL DIVISION

ASSURANCE PLANNING

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

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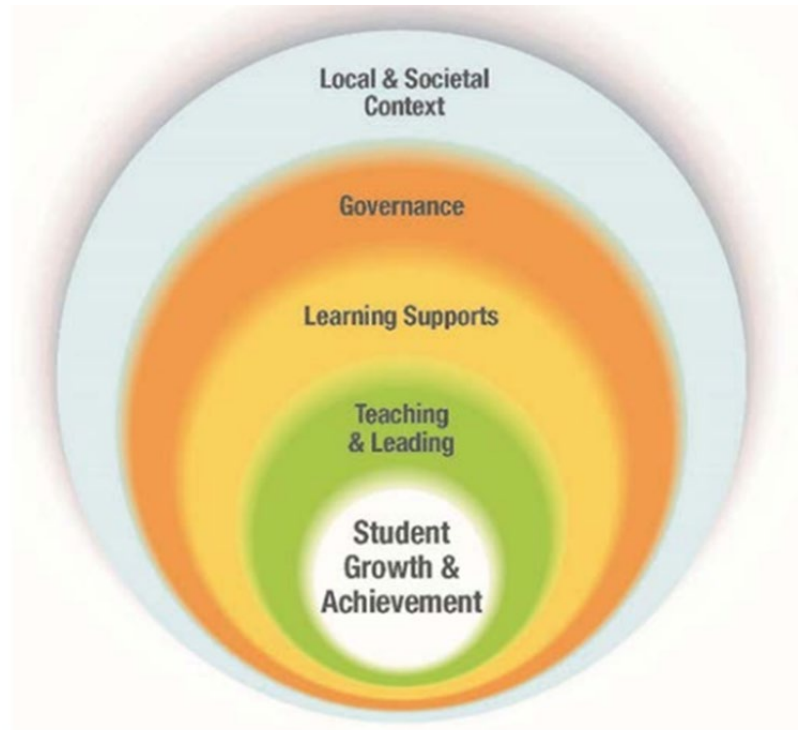
SCHOOL CONTEXT

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. 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, 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 positively impacted the physical and mental well-being of our students while contributing 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
    - o **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
    - o **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
    - o **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
    - o **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.

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
  - Build "green bins" from Lakeview Learning Commons for weekly delivery to classrooms
- School wide Response to 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 (Libby)
- Connect all families to the Lethbridge Public Library

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

Literacy:

In the 2025-2026 school year, we will focus on implementing structures/evidence-based practices for a comprehensive literacy program. Our emphasis is on improving whole group instruction and implementing a school-wide Response to Intervention model. 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 new curriculum and designing tasks for inquiry-based learning.

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
    - o **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
    - o **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
    - o **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.
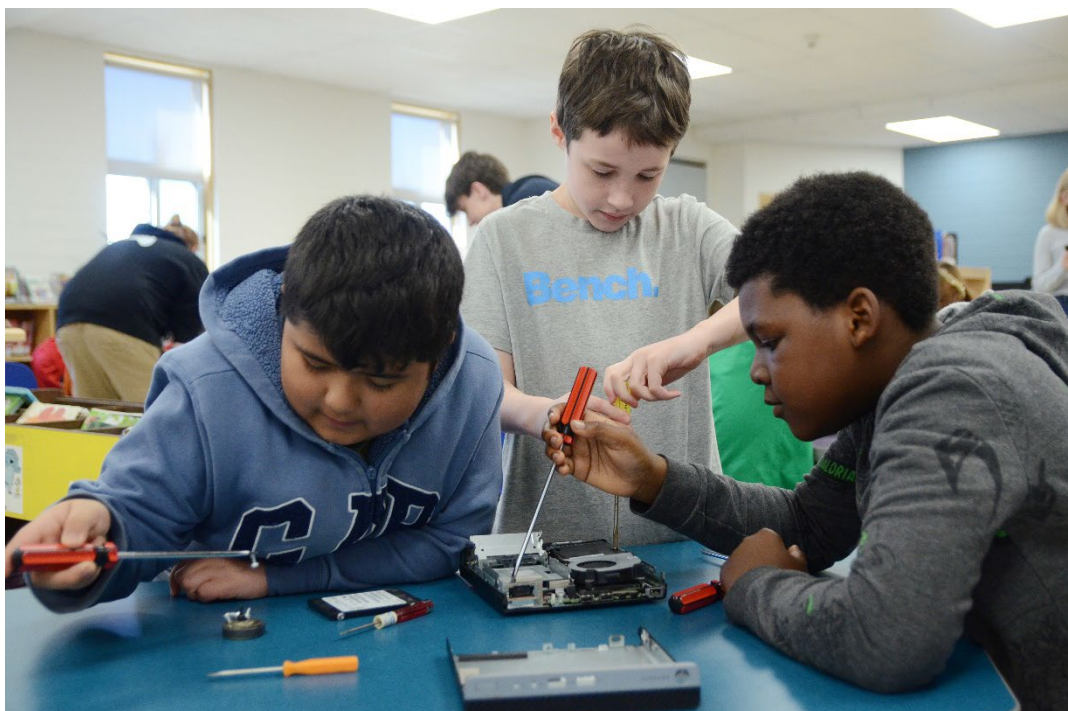
2025/2026 Teaching and Leading
Respond Effectively to Student Needs

<u>What is our desired *outcome*?</u>

Staff respond effectively to the unique needs of all learners

<u>What *strategies* will we *implement* to progress toward achieving this outcome?</u>

- Embedded collaborative time with LST
- Post learning intentions at the start of the lesson
- Share learning progressions—posted for all stakeholders
- Implement outcome-based reporting
- Establish a Pyramid of Intervention
    - Ensure universal strategies are utilized in every classroom
- Display exemplars (ie. Writing/ Reading Continuum)
- Provide a resource bank for families/home support

<u>What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?</u>

As a school, we are eager to establish systems and structures that enable staff to respond effectively to the unique needs of all learners.

1. Sustain a Collaborative School Culture
    a. Establish regular meetings during teacher collaboration blocks to identify needs and design interventions
    b. Embed a standing agenda Item for staff meetings around student diversity and learning strategies
    c. Create additional collaborative opportunities to analyze student work, problem-solve, and share inclusive practices during professional learning days.
2. Build staff capacity
    a. Develop a professional learning plan that includes
        i. Myron Dueck: assessment practices that support student growth and engagement
        ii. Sensory Profiles--explicit teaching on sensory needs/tools
        iii. Knowledge and understanding around neurodiversity
3. Nurture family partnerships
    a. Regular Communication: Update families on learning progress, goals, and supports.
    b. Parent Workshops: Offer learning sessions on navigating supports, executive functioning, or emotional regulation at home through School Council meeting

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.

<u>What is our desired *outcome*?</u>

To foster learning environments that enable each student to achieve learning success.

<u>What *strategies* will we *implement* to progress toward achieving this outcome?</u>

- Access to breakfast and lunch programs for all students
- Lesson planning that ensures every child sees themselves represented in their education
- 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
- Design learning that utilizes technology in a meaningful way
- Extracurricular activities that further enhance the educational experience

<u>What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?</u>

Our Learning Commons committee has developed a yearlong plan for the 2025-2026 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

At Lakeview, we're proud of the strong culture of thinking we've built—where curiosity is encouraged, ideas are valued, and learning is deep and meaningful. We see this reflected every day in our students' engagement, their joy for learning, and the way they take ownership of their growth with confidence and creativity.