

West Coulee Station Elementary School



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2025/2026 Assurance Plan



School Vision Statement

Our vision at West Coulee Station Elementary School is to achieve academic success within a nurturing and respectful learning environment. By embracing 'The PRIDE,' we unite parents, students, and staff to foster a culture of academic excellence and a caring attitude towards to each other.

School Mission Statement

At West Coulee Station Elementary School, we embrace 'The PRIDE' by focusing on the unique contributions of every member of our school community:

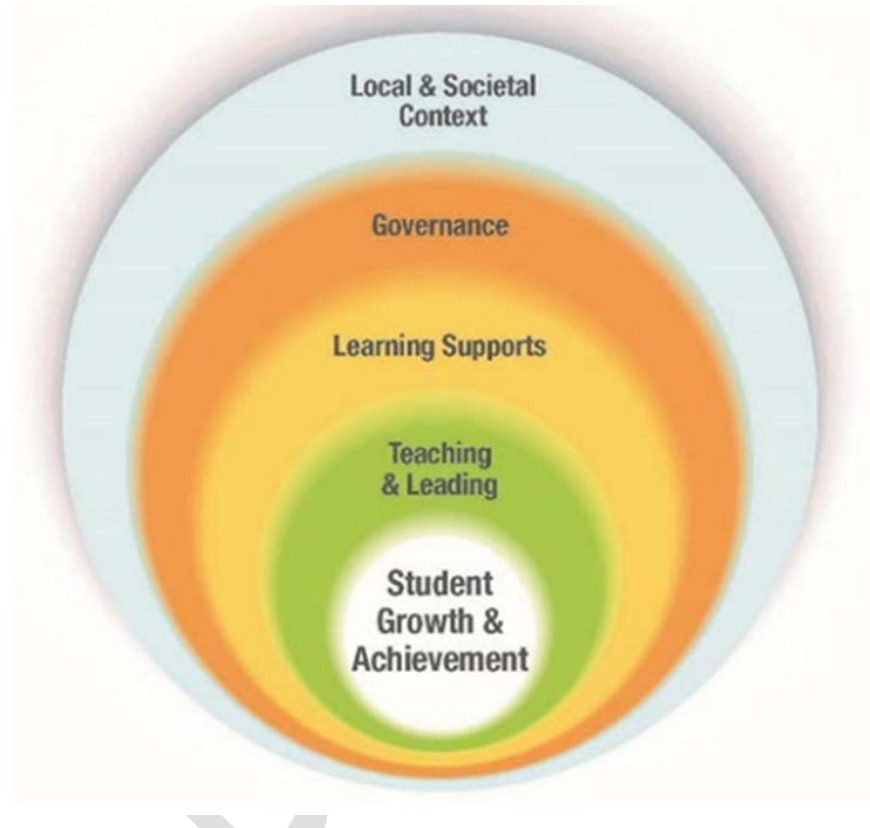
- **Parents:** We encourage parents to be active partners in their child's education, supporting their learning journey and engaging with school activities to strengthen the home to school connection.
- **Students:** We inspire students to take pride in their learning, exhibit responsibility, and strive for academic and personal excellence, while fostering a sense of belonging and collaboration.
- **Staff:** We are dedicated to providing a supportive and dynamic learning environment, guiding and empowering each student with commitment and passion to help them achieve their highest potential.

Together, through this collaborative effort, we aim to create a thriving educational experience where every member of THE PRIDE contributes to the success and well-being of all our students.

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

School Description – West Coulee Station Elementary School

West Coulee Station Elementary School is located at the north end of West Lethbridge, at 1350 Abitibi Road West. The school serves approximately 465 students from Kindergarten through Grade 5 and operates as a dual-track institution, offering both an English program and a Spanish Bilingual program. We currently have 32 staff members in a variety of roles.

West Coulee Station is committed to three core priorities that guide its educational approach:

- A strong focus on literacy, supported through the Fountas & Pinnell (F&P) classroom framework.
- A commitment to numeracy development, utilizing the Math Up program.
- A comprehensive, school-wide emphasis on bilingualism.

These priorities reflect the school's dedication to fostering academic excellence and cultural enrichment in a supportive learning environment.

School Highlights:

As a newly established school in a developing community, our diverse team of educators is committed to fostering a unified school culture and delivering an outstanding educational experience for all students from Kindergarten to Grade 5.

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.

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.
- Alberta Education Numeracy Screening Assessment results and trends.



2025/2026 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

Numeracy:

- **Math Up resource and resources provided by the division and school to support new curriculum implementation** – Universal implementation of Math Up online resource to support instruction and delivery of the new math curriculum. This license was purchased for every classroom at West Coulee Station.
- **Building Fact Fluency Kits** – tool talks, image talks and small guided groups.
- Number talks
- Math groups

Literacy:

- **Fountas and Pinnell Classroom** – a cohesive, multi-text approach to literacy instruction throughout the school. Including read-alouds, phonics, spelling, writing, book clubs, and various forms of reading opportunities.
- **Literacy Benchmarking Assessments** – Utilization of literacy assessments to determine student levels, areas of growth, and reflection of that growth. These assessments include platforms such as Levelled Literacy Intervention, Flyleaf, UFLI, Heggerty, etc.
- **Implementation of Workshop Writing Models** - Will be implemented in every classroom and grade level. School wide implementation of approaches such as F&P classroom writing. This includes independent writing opportunities with a focus on the evolution of the writing process.

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

- Establish and provide grade-level planning time to focus on our goals.
- Sharing of research-based practices that meet the needs of our school population.
- Teacher feedback through surveys to allow for open and transparent conversations.
- Common assessments used in the grade levels.
- Utilize data from provincially mandated assessment to help identify universal/individualized gaps and support instruction.
- New Curriculum Professional Learning Opportunities provided by Lethbridge School Division and provincial consortiums (Social Studies).
- Peer Relationships: mentoring, buddies, cooperative 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
 - **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.



2025/2026 Teaching and Leading – Area of Focus

What is our desired *outcome*

- Staff engage in ongoing professional learning to support optimal student learning.

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

Bilingualism:

- **Spanish Bilingual Instruction** - subjects are taught 50% of the time in both Spanish and English, following the international language guide provided by Alberta Education.
- **Language Development** -Emphasis on developing listening, speaking, reading, and writing skills in both languages.
- **Cultural Integration** - Incorporates Hispanic cultures and traditions to enrich learning and promote cultural appreciation.
- **Language-Rich Classrooms** - Encourage collaboration between Spanish and English program teachers to align goals and share strategies.
 - Encourage students to use both languages through group work, classroom jobs, and routine tasks.
 - Display visual supports, bilingual word walls, anchor charts, and student work in both languages.
- **Staff Collaboration and Professional Development** - provide ongoing training in second language acquisition, and culturally responsive teaching.
- **Family and Community Engagement** - host bilingual family nights, cultural celebrations, and literacy events. Provide school communications, newsletters, and signage in both languages. Encourage families to maintain and celebrate their home language.
- **Student Leadership and Peer Language Support** - create opportunities for cross-language peer tutoring or reading buddies.
 - Recognize and celebrate bilingualism through awards, assemblies, or student showcases.

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

Bilingualism:

Creating a bilingual school goes beyond offering a language enriched program; it involves building school-wide culture where both languages are valued, visible, and used meaningfully across all aspects of the school environment.

1. Vision and leadership – having a clear vision that promotes bilingualism, and cross culture competence.
2. Dual Language Learning Environment throughout our Spanish classrooms.
3. Equitable Language status – both languages are treated as equals.
4. Culturally responsive practices – learning multicultural content and involving the community and families in these activities is crucial to the success of the program.
5. Collaboration amongst the school, staff and community.

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.
- 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.



2025/2026 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

- **Build Strong Relationships**
 - Learn about our students' interests, backgrounds, and goals.
 - Strong and effective communication through consistent, open dialogue with students, families, and staff.
 - Check-ins and active listening, ensuring each student feels seen, heard, and valued.
- **Establish Clear Expectations and Routines**
 - Provide consistent structure and rules throughout school and within classrooms.
 - Use visual schedules, daily agendas.
 - Reinforce positive behavior with encouragement and recognition.
- **Creation of Safe and Inclusive Spaces**
 - Use inclusive language and materials.
 - Identify and research strategies to meet the diverse needs of students.
 - Design spaces that are physically and emotionally safe.
 - Development and utilization of sensory rooms that are available for all students
 - Recognize how sensory and environmental factors impact learning and well-being.
 - Teachers will use a foundation skills interview to determine student knowledge and level of numeracy skill development.
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- **Collaboration with Families and Specialists**
 - Maintain open communication and connection with caregivers – website, emails, phone calls, meetings, social media platforms.
 - Include support staff (e.g., EA's, OT's, PT's, SLP's) in planning.
 - Share student progress and seek input on support strategies – what is going well and what needs to be adjusted.

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

As this is the first year of West Coulee Station Elementary, it will be imperative to create a culture of inclusion, belonging, and safety for all. This begins with building strong, trusting relationships with students, their families, our local community, and the broader community within the City of Lethbridge.

To be successful in doing this it will require:

- Strong and effective communication
- Clear expectations that promote an environment of learning
- Develop spaces and strategies to support all learners
- Reflect on various events throughout the year – afterschool programs, athletics, concerts, parent-teacher interviews, professional learning opportunities, Friday celebrations, etc.
- Establishment of committees to support various needs within the school.

School Reserves

Total estimated reserves available for use in 2024/2025

Planned use of reserves	
1. N/A	\$ 0.00
2. N/A	\$ 0.00
3.	\$
4.	\$
Total	\$ 0.00

School Generated Funds

Fund balance estimate for the 2024/2025 school year:

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