

Galbraith Elementary School



www.gal.lethsd.ab.ca

2025/2026 Assurance Plan

School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful, and caring.

School Mission Statement

Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds, and responsible citizens.



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:
Learning, Inclusion, Well-being, Respect and Leadership



SCHOOL CONTEXT

Galbraith Elementary School was one of the first schools in Lethbridge School Division, built in 1913 in North Lethbridge. It is the oldest operating school in our city and historically served the mining and labour communities that surrounded it.

In 2025, the students at Galbraith represent a wide range of socio-economic backgrounds and diverse cultures and birth countries. Galbraith students speak over 30 languages at home. At Galbraith, 310 students and 50 staff live by the Galbraith Promise, which highlights the way we strive to make Galbraith Elementary a place where everyone feels safe and respected for the purpose of learning.

School Highlights:

- Galbraith is excited to be on a modernization journey over the next few years, focused on building a positive and engaging learning environment for all.
- Galbraith is welcoming a new administrative team in the fall of 2025, which means that building school culture and trusting relationships will be a priority in the 2025-2026 school year.

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 provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.

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

- Comprehensive Literacy: Comprehensive literacy programs in all classrooms including reading, writing, word work, speaking, viewing, and cross curricular literacy instruction; an emphasis on formative and consistent assessment specifically connected to the Alberta learner outcomes to guide instructional decisions.
- Comprehensive Numeracy: Comprehensive numeracy programs in all classrooms reflecting the new curriculum and acknowledging that teachers need to bridge gaps from the old to new curriculum, with an emphasis on formative and consistent assessment specifically connected to the Alberta learner outcomes to guide instructional decisions.
- Collaborative Meetings: Frequent and consistent collaborative meetings to discuss student learning; these meetings focus on reflecting on data and assessment and subsequently planning for student growth.
- Professional Learning: Focusing on assessment connected to Lethbridge School Division's new outcome-based report card.

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

- Consistent, supportive, and fair assessment for learning in daily classroom practice.
- Support teachers in developing sound assessment practices connected to the outcome-based report card.
- Consistent Collaborative Response Meetings (CRMs) with deep conversations between grade level teams, Learning Support Teacher, and school leadership team that focus on assessment and data to support student achievement.
- Professional Learning Year Plan with school-based PL Days focused on assessment for learning, outcome-based assessment, and using data to inform teaching and learning.
- Targeted instruction and intervention literacy model in all classrooms using resources such as: Levelled Literacy Intervention, UFLI, Flyleaf, Writers Workshop, and Heggerty, with additional supports provided by LST as needed.
- Targeted instruction and intervention numeracy model in all classrooms that supports all students in their academic growth, with additional supports provided by LST as needed.

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 communicate with students, families, and other stakeholders to collaboratively enhance student learning and achievement.

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

- Digital Communication: continue regular and purposeful use of school social media to communicate celebrations, learning and school events; teachers use digital tools in their classroom to communicate about student learning with families.
- In Person Communication: enhancing our consistent and varied opportunities for in-person communication by facilitating opportunities for families to discuss and celebrate student learning.
- Communication re: New Report Card Implementation: ensuring staff and families have a deep understanding of the interconnectedness of assessment, instruction, and learning activities; supporting caregivers in understanding the new report card and how it communicates student learning.

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

- School social media accounts regularly sharing celebrations about student learning.
- Teachers have the option to use Seesaw as a communication tool to celebrate student learning.
- Teachers will continue to regularly communicate with families through email and phone calls.
- Learning Team Meetings (including classroom teachers, leadership team, LST, Wellness Team, EAs, and families) that focus on supporting students who require targeted and individualized supports.
- Consistent Collaborative Response Meetings (CRMs) with deep conversations between grade level teams, Learning Support Teacher, and school leadership team that focus on assessment and data to support student achievement.
- In-person opportunities for parents to learn about the new report card and how it can support deeper understanding of student learning.
- Digital information for parents regarding the new report card and how it connects to student learning.

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 Environment 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.



2025/2026 Learning Supports – Area of Focus

What is our desired outcome?

To ensure every person feels valued, respected, safe, and welcomed in our school community.

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

- Relationship Building with Staff: opportunities to connect, learn from one another, distribute leadership, and support growth.
- Relationship Building with Students: opportunities to connect, learn from one another, distribute leadership, and support growth.
- Relationship Building with Families: opportunities to connect, learn from one another, distribute leadership, and support growth.

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

Galbraith is welcoming a new leadership team in the fall of 2025, which means that building school culture and trusting relationships will be a priority in the 2025-2026 school year. While the new leadership team is not in place yet, we believe that focusing on facilitating opportunities to build connections between the school community members will be key to success in the upcoming school year. Strategies to build connections could include:

- Community building activities such as Family Fun Nights, school-wide events, Spirit Days, assemblies.
- High visibility of leadership team in classrooms.
- Purposeful opportunities for connections with families.
- Collaboration between staff on effective instruction and assessment.
- Purposeful opportunities for student feedback (e.g. Weekly Wellness meetings).