

Albert Lacombe Catholic Elementary School
2020-2023 Three – Year School Assurance Plan

Required Outcomes, Strategies and Performance Measures

FAITH PRIORITY: ARISE: GET UP, GET GOING AND GO WITH GOD!

Outcome **Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.**

Strategies Students will:

- animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice;
- engage in community projects that explicitly name how they encourage students to be Christ for others;
- engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement;
- participate in an animated and actionable representation of the Division's faith theme;
- experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish;
- develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters; and
- develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.

School Priority Through our call to family, community, and participation, Albert Lacombe Catholic Elementary School, will foster a Catholic Community Culture. All members are understood, valued and respected to achieve improved educational outcomes and greater success for all students within our faith-centred environment.

- Social Justice - Catholic Social Teachings through the completion of service projects in the school
- Preference of supporting Catholic Social Services - Our GSACRD adopt-a-ministry St. Vincent de Paul (Youth at Risk).
- Promoting Faith and Hope in Students
 - o Maintain Parish Partnership Meetings with St. Albert Parish
 - o Priest visits - Father Ignacy visiting each of our religion classes
 - o Faculty and student leading our Liturgies/Prayers/Celebrations - Desire to see increases in numbers of parents joining us for our liturgies through virtual means.
- Animating the District Theme - Identifying school service projects according to the Catholic Social Teachings and Corporal/Spiritual Works of Mercy and sharing the work with our school community.
- Connections with Indigenous Spirituality
 - o E.g. Linking our Sacraments to Indigenous Practices
- Use of our BEAR Dens - Re-imagined of our school BEAR program (cross-graded activity based 3X/year) compliments our code of conduct and connecting students across the grades.
- Information is also shared through the newsletter, the school website, social media, classroom communication and interaction with parents on a formal or informal basis.
- Use of Social Media, website, and SeeSaw App to showcase learning within our classrooms and the activities taking place within our school.

- Religious Education Consultant Faith Presentations from CCLC are reviewed and discussed at our faculty meetings and made available for our faculty to reference.
- Presentations to school council regarding faith based activities within our school (e.g Christmas Bags for the Imprisoned).

PRIORITY ONE: EXCELLENCE - STUDENT GROWTH AND ACHIEVEMENT

Outcome Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.

Strategies Students will:

- benefit from research-based classroom practices that are focused on:
 - o hands-on, differentiated instruction, including
 - universal, targeted, and individual supports;
 - integrating literacy and numeracy strategies;
 - teaching for conceptual understanding;
 - visible learning (Practice Progressions), with emphasis on feedback and communication;
 - students' God-given gifts and strengths to foster hope and wellbeing;
 - diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction;
 - improving student achievement, based on ongoing data analysis;
 - programming choices (academy)
 - interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy; and
 - learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.

School Priority With the Catholic Social teachings serving as a foundation for our guiding principles, Albert Lacombe Catholic Elementary school will emphasize literacy and numeracy for all students to continue their academic journey to success and to be contributing members within the context of a globalized society.

- Time will be dedicated at each faculty meeting for our pedagogy team (Ped Lead, Literacy Lead, and Numeracy Lead) to present to our faculty that emphasizes:
 - o competencies
 - o practice progressions
 - o differentiated instruction
 - o learning walks and share sessions
 - o Peer and Admin feedback Padlets
 - o Visible Mentorship (AL Supervision Plan)
 - o Documenting Our Journey
- Religious Education Consultant Faith Presentations from CCLC are reviewed at our faculty meetings and made available for our faculty to review.
- Early Parent-Teacher Interviews that focus on goal setting for the students. This also serves as an opportunity to explain the report card to our parents.

- The use of data informed decision making to serve as a to guide instructional approaches and programming interventions that include the following diagnostic tools:
 - Fountas and Pinnell
 - MIPI
 - Q-Pas
 - Words their Way
- LLI Kits for Intervention and Literacy Continuum resources for setting literacy goals for students on IPPs
- Numeracy and Literacy weeks
- External Professional Development approvals are based on learning needs identified in faculty PGPs and through teacher supervision as per the school supervision plan.
 - With the current context, explore virtual conference/PD opportunities that would otherwise be cost prohibitive that support professional growth interests and Division learning needs.
- Regular updating of google classroom and SEESAW platforms by homeroom teachers.
- Use of school SeeSaw for teachers to showcase learning within their classroom and to facilitate collegial discussion and feedback

OUTCOME FOUR: RESPONSIVENESS – GOVERNANCE AND CONTEXT

Outcome	Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.
Strategies	<p>Students will:</p> <ul style="list-style-type: none"> ● benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success; ● have an emotional attachment to their school and faith community, through community engagement and consultation; ● continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting; ● share positive word-of-mouth stories about our schools, as they transition between them, when schools: <ul style="list-style-type: none"> ○ collaborate to promote continuity of programming (K-12); and ○ make early and timely notifications of programming opportunities for students;

- succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures;

**School
Priority:**

Through our call to family, community, and participation, Albert Lacombe Catholic Elementary School will strive to provide meaningful parent and guardian engagement by using various approaches at both the classroom and school levels to build greater awareness of and attachment to our school community.

- Provision of **timely, targeted, accurate, and predictable** (TTAP) communication to parents and guardians (e.g. BEAR Bones Weekly Newsletter delivered Sundays at 3:00 PM).
- Providing an overview of staff meeting professional development topics to reinforce the continuous improvement practices within our school community within our newsletters.
- Evolution of our school council meeting agendas to transition from a greater emphasis of “reporting” to engage council members in “discussion” surrounding programming and school operations.
- Maintaining the:
 - “School Re-Entry” tab on the school website with information specific to school operations, procedures, and information within our current context.
 - Re-post “Online Learning” tab on the school website should the school be required to transition to Senario 3.
- Opportunities for parents to engage discussion topics in a structured format:
 - “Ask the Principal” questions in the BEAR Bones
 - Looking at and commenting on activities posted to Google classrooms and/or Seesaw
 - Parent feedback requests regarding classroom activities (proposed and those currently underway) from homeroom teachers.
- Engagement of all faculty in **discussion** to outline current and potential ways in which parents and guardians can engage.
- Issuance and completion of a parent-engagement survey seeking out parent and guardian input pertaining to the following themes of:
 - What aspects of your child’s education do you wish to be part of?
 - What decisions of our school’s operations would you like to be part of?
 - Within the current context how would you like to be involved in our school community?