




	Domain: Faith <i>Arise: Get up, Get Going, Go with God!</i>	Domain: Excellence <i>Student Growth and Achievement</i>	Domain: Equity <i>Learning Supports</i>	Domain: Relationships <i>Teaching and Leading</i>	Domain: Responsiveness <i>Governance and Context</i>
 DIVISION OUTCOMES	Students, parents, and staff know, model and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools	Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.	From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.	Students experience excellence in Catholic teachings and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).	Students succeed when stewardship of system resources are based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.
Division Assurance Survey Measures - Spring 2022 Data					
 DATA ANALYSIS	Evidence of Success <ul style="list-style-type: none"> • Making the connections between our Faith and Indigenous spirituality and its visibility to the school community. • Religion class - learning about faith <ul style="list-style-type: none"> ◦ Students share and ask questions to parents and guardians about what they are learning about our faith • Different feel in our Catholic School: <ul style="list-style-type: none"> ◦ Daily Prayer - come together as community ◦ Inclusive and welcoming - place for everyone to belong. ◦ Prayer - brings calmness and break (removes the feeling of being rushed). ◦ Visibility of our faith in the building (symbols, prayer tables, pictures, messaging, etc) ◦ in Faith-based activities and service projects. ◦ Visuals of our faith throughout the school. • Student recognition: <ul style="list-style-type: none"> ◦ Bear Paws ◦ Birthday Pencils/acknowledgement ◦ Sacramental preparation ◦ Acts of Service ◦ 'Welcome bags' for new students 	Evidence of Success <ul style="list-style-type: none"> • School theme weeks (Numeracy and literacy weeks, Battle of the Books, Mental Health Awareness Week, and Catholic Education Week as examples) • 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. • Wide range of instructional approaches used by the teaching staff. • Families have the choice between Academy Programming (sports) and complementary courses to compliment core programming. • Parents and students believe that students are encouraged to do their best and learn to the best of their abilities. • Students are more inclined to share their enjoy learning about math as opposed to language arts. 	Evidence of Success <ul style="list-style-type: none"> • Students can show their learning in different ways. • Teachers make learning fun. • Teachers help students to understand when they need it - Time is taken to make sure students understand so their needs can be met. • If students fall behind, teachers help students catch up. • Variety of tech that are used in the classroom and for learning • Online field trips - can continue in conjunction with in-person field trips next year. • Students willing work in a collaborative manner supporting one another in the completion of their learning activities. 	Evidence of Success <ul style="list-style-type: none"> • Very dedicated group of teachers that build relationships and continually focus on their pedagogy. • Teachers collaborate on a consistent basis and engage in ongoing professional learning. • Students willing work in a collaborative manner supporting one another in the completion of their learning activities. • Tech Use and Safety are taught at the beginning of the school year. • Students can borrow technology at school or sign one out if online if needed. • Parents and students feel welcomed in our school • Someone is always available help when help (teachers, counsellors, EAs, Administration) • Students engaged in a range of learning activities that encourage collaboration and working together. 	Evidence of Success <ul style="list-style-type: none"> • Students feel safe at school and to and from school - supervision, secured entry and exit, check out procedures, school expectations, Covid protocols, transparency and communication. • Ongoing access for parents and students to see their learning progress through PowerTeacher Pro and SeeSaw/Google Classroom. • Within our Catholic School review, parent feedback highlighted parent satisfaction with our school-wide communication within the school. • Parents and guardians expressed a relatively high level of agreement that they are involved in decisions related to the school and that their input is considered.
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<ul style="list-style-type: none"> • There is a large contingent of parents and guardians who responded "Unsure" on the surveys - explore opportunities for parents and guardians to volunteer within our school • Exploring ways to effectively communicate how teachers explain and model like Jesus and how religion classes help students to know and live like Jesus. • Getting more of our students to receive the sacraments (First Communion, Reconciliation, and Confirmation). 	<ul style="list-style-type: none"> • Highlight and showcase the opportunities that students have to participate in curricular, co-curricular, and extra curricular opportunities within our school (nearly 15% of parent responses were 'Unsure.'). 	<ul style="list-style-type: none"> • Accessing academic and career counselling services at the school. • Accessing library services within the school. • Accessing programs and services to get help with school work. 	<ul style="list-style-type: none"> • People in the community say good things about my child's school (Over 30% were unsure). • Students expressed a high level of uncertainty pertaining to others following school expectations and their own knowledge of what is expected of them. • Students expressed a high level of uncertainty pertaining to respecting, treating, caring, and helping one another. 	<ul style="list-style-type: none"> • The extent to which parents and guardians are involved in decisions related to their child' program - identify and communicate how parents and guardians are and can be involved in decisions related to their child's program to both faculty and parents.

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents)					
	<ul style="list-style-type: none">For faith-based classroom activities - seek out opportunities for project-based learning.Exploring ways to welcome parents back into our school to see first hand what happen in our Catholic School (Address the 'Unsure' responses).Further use and incorporation of electronic GFGC resource for teachers and parents/guardians.Incorporation of prayer throughout the school day, not just for lunch hour.	<ul style="list-style-type: none">Exploring ways to welcome parents back into our school to see first hand what happen in our Catholic School (Address the 'Unsure' responses).Explore other alternatives for students who do not wish to be part of a single sport program such as sports academy programming - Recreation Academy, fine arts electives, outdoor programming as examples (Our Community Journey Forward).Draw explicit connections between parent engagement opportunities (Division survey Provincial Assurance Survey, and Our Community Journey forward).	<ul style="list-style-type: none">Return to having off-campus field trips in order to enhance curricular-based learning opportunities.Timeliness of access to required student supports for students who are struggling.	<ul style="list-style-type: none">Engage in the periodic review of technology-related lessons throughout the course of the school year.Continue re-introducing leadership opportunities (e.g. lunch monitors, cross-graded BEAR dens, etc) to provide students opportunities to 'help one another' within our school community.	<ul style="list-style-type: none">Reexplore and communication opportunities for parents/guardians to be involved in the school and child classroom - volunteering opportunities have just resumed as COVID restrictions have been lifted.Continue to showcase our school on social media and Division communication platforms to showcase the good news within our school.Linking our BEAR Bones and other school-wide communication to our social media platforms.

Goals	
FAITH GOAL: 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.	LEARNING GOAL: 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.
<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none">Albert Lacombe Catholic Elementary School will participate in an animated and actionable representation of the Division's faith theme by;<ul style="list-style-type: none">Resuming the cross-graded meetings for our BEAR Dens to build our school community cohesiveness from pre-k to grade 6.Drawing explicit connections between our faith and 'what we do' and the "why we do it" within the context of our Catholic School.Drawing connections with the Catholic Social Teachings, explore our responses to the various injustices we observe though current events in our society - EG. racism, discrimination (dignity of the human person).Expand opportunities for our Parish Priest and Division Chaplain to visit our school for both student learning opportunities and to build relationships with the students and faculty within our school community.Continuing to participate and promote service projects in our school community that allow for all students to fully participate - donations in kind (students sharing their gifts and talents) and donations (monetary or item donation) that explicitly name how they encourage students to be Christ for others.Albert Lacombe Catholic Elementary School with evangelize and showcase our Catholic Faith to the greater school community by:<ul style="list-style-type: none">Use of Social Media, website, and SeeSaw App to showcase learning within our classrooms and, Social Justice Projects, and activities taking place within our school.Presentations to school council regarding faith based activities within our school (e.g Christmas Bags for the Imprisoned).Linking our BEAR Bones to our social media accounts (Facebook, Instagram).Explore communication opportunities with parents and the Parish to promote Sacramental Preparations.Albert Lacombe Catholic Elementary School will continue develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters.Albert Lacombe Catholic Elementary School will continue to build foundational knowledge of our faith by:Expand professional development opportunities for faculty members at our faculty meetings and those expressed through Professional Growth Plans.Provide opportunities for faculty to develop a greater familiarity of our Growing in Faith, Growing in Christ, and Fully Alive digital resources.	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none">Showcasing equitable opportunities to showcase within all of our classrooms the learning activities that are occurring in each of our classrooms through:<ul style="list-style-type: none">Teacher sharing at our monthly school council meetingsIn our school-based communication to parents and guardians (social media, BEAR Bones, Website, etc).Increased opportunities for parents/guardians to visit our school and to volunteer within our classrooms.Promotion of school learning activities and event within Division and Parish communication.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.Using T-Series Date, teachers will implement an intensional systematic and incremental approach to building student vocabulary on a daily basis.The use diagnostic assessments and interventions in in math/numeracy and language arts/literacy, to make data informed decisions that connect assessment to instruction that include:<ul style="list-style-type: none">T-Series;MIPI;Q-Pas; andWords their Way.Continued implementation of the Collaborative Response Model to include:<ul style="list-style-type: none">Development of an inventory of universal, targeted and intensive student supports that are made available to students and families when required.External Professional Development approvals are based on learning needs identified in faculty PGP's and through teacher supervision as per the school:<ul style="list-style-type: none">hands-on differentiated instruction;teaching for conceptual understanding;visible learning (Practice Progressions), with emphasis on feedback and communication.

Measures	
<ul style="list-style-type: none">• % of parents, teachers, and students that feel teachers explain and model how to live like Jesus.• % of parents, teachers, and students that feel religion classes help students to know and live like Jesus Christ.• % of parents, teachers, and students that feel students learn how and why to respond to the needs of others (social justice projects, charitable works, service to others).• % of parents, teachers, and students that feel students learn about and practice faith in school (prayers, liturgies, celebrations, masses).• % of parents, teachers, and students that feel students learn about connections between Catholic faith and Indigenous beliefs and practices.• % of parents, teachers, and students that feel students participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.• % of parents, teachers, and students that feel most students respect each other.• % of parents, teachers, and students that feel most students help each other.• % of parents, teachers, and students that feel most students care about each other.• % of parents, teachers, and students that feel teachers care about the students.• % of parents, teachers, and students that feel students are treated fairly by the adults at school.• % of parents, teachers, and students that feel most students follow the rules.• % of parents, teachers, and students that feel students know what is expected of them at school.• % of parents, teachers, and students that feel students can get help at our school with problems that are not about school work.• % of parents, teachers, and students that feel welcome at the school.• % of parents, teachers, and students that feel students are safe at school.• % of parents, teachers, and students that feel that students are safe on the way to and from school.	<ul style="list-style-type: none">• % of parents, teachers, and students that feel teachers at out school use different ways to help students learn.• % of parents, teachers, and students that feel staff at our school help students learn to the best of their abilities.• % of parents, teachers, and students that feel students are encouraged to try my best.• % of parents, teachers, and students that feel students receive ongoing feedback to improve.• % of parents, teachers, and students that feel it is easy for students to get help with school work at school if they need it.• % of parents, teachers, and students that feel, when needed, teachers and staff at our school are available to help students.• % of parents, teachers, and students that feel students can get the help they need with reading and writing.• % of parents, teachers, and students that feel know how to find information about student learning (Google Classroom, class website, teacher feedback).• % of students that achieve the Acceptible Standard on the Provincial Achievement Test (2022-23 school year will re-establish our baseline for the school).• % of students that achieve the Standard of Excellence on the Provincial Achievement Test (2022-23 school year will re-establish our baseline for the school).