




	Domain: Faith <i>Growing in the Trinity: Love, Mercy &amp; Grace</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 2023 Data				
 DATA ANALYSIS	<b>Evidence of Success</b>  Students: <ul style="list-style-type: none"><li>My religion classes help me understand how faith can guide the way I live my life.</li></ul> Parents: <ul style="list-style-type: none"><li>In my child's school, students live their faith through works of charity and service to those in need.</li><li>My child has opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish.</li><li>My child is encouraged at school to be involved in activities that help the community.</li></ul>	<b>Evidence of Success</b>  Students: <ul style="list-style-type: none"><li>I have opportunities (e.g., options, extracurricular, online learning) that supports engagement in school.</li></ul> Parents: <ul style="list-style-type: none"><li>The literacy skills my child is learning at school are useful.</li><li>My child is taught attitudes and behaviours to be successful at work when they leave school.</li><li>My child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.</li></ul>	<b>Evidence of Success</b>  Students <ul style="list-style-type: none"><li>I have access to technologies to meet their educational needs.</li><li>When I need it, teachers and staff at my school are available to help me with problems that are not related to schoolwork.</li><li>At school, I can get the help I need with using the school library.</li></ul> Parents: <ul style="list-style-type: none"><li>My child has access to technologies to meet their educational needs.</li><li>How satisfied are you with the variety of courses available to your child at school?</li><li>How satisfied are you that your child can access the following services in a timely manner at school when needed - Library</li><li>How satisfied are you that your child can access the following services in a timely manner at school when needed - Services (beyond regular instruction) that help students to read and write</li><li>My child can easily access programs and services at school to get help with schoolwork.</li><li>My child can get help at school with problems that are not related to schoolwork.</li></ul>	<b>Evidence of Success</b>  Students: <ul style="list-style-type: none"><li>I feel welcome at my school.</li><li>I am taught how to use technologies and social media safely.</li><li>At school, I feel like I belong.</li></ul> Parents: <ul style="list-style-type: none"><li>My child learns about well-being and healthy living.</li><li>Most students at my child's school follow the rules.</li><li>Our school has clear behavioural expectations.</li><li>My child's school is a welcoming place to be.</li><li>Parents are made to feel welcome at our school.</li></ul>	<b>Evidence of Success</b>  Students: <ul style="list-style-type: none"><li>I feel safe on the way to and from school.</li></ul> Parents: <ul style="list-style-type: none"><li>My child is safe at school.</li><li>My child is safe on the way to and from school.</li><li>Satisfaction with the opportunity to be involved in decisions about your child's school?</li><li>I know how to access information about my child's learning.</li></ul>
	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>
	Students: <ul style="list-style-type: none"><li>At school, I am encouraged to get involved in activities that help my community.</li></ul> Parents: <ul style="list-style-type: none"><li>Teachers share their faith and the role of God in their life.</li></ul>	Students: <ul style="list-style-type: none"><li>I like learning language arts.</li></ul> Parents: <ul style="list-style-type: none"><li>I am satisfied with the opportunities my child has to participate in Physical Education.</li><li>My child is learning what they need to know.</li><li>Overall, my child finds schoolwork challenging.</li><li>My child has opportunities (e.g., options, extracurricular, online learning) that support engagement in school.</li><li>My child receives ongoing feedback to improve.</li></ul>	Students: <ul style="list-style-type: none"><li>When I need it, teachers and staff at my school are available to help me with my school work.</li></ul> Parents: <ul style="list-style-type: none"><li>My child can easily access programs and services at school to get help with school work.</li></ul>	Students: <ul style="list-style-type: none"><li>At school, most students follow the rules.</li></ul>	Students: <ul style="list-style-type: none"><li>People in my community say good things about my school.</li></ul> Parents: <ul style="list-style-type: none"><li>How satisfied are you that your input into decisions about your child's school is considered? (Parents - 26% "Dont Know")</li></ul>

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
	<ul style="list-style-type: none"><li>For faith-based classroom activities - seek out opportunities for project-based learning.</li><li>Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses.</li><li>Further use and incorporation of electronic GFGC resources for teachers and parents/guardians.</li><li>Drawing clear connections between our faith, service projects, and how student involvement impacts others.</li></ul>	<ul style="list-style-type: none"><li>Initiate and implement the Catholic Cogito Academy for kindergarten and grade one for 2023-24 and expanded to other grades in the future.</li><li>Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses.</li><li>Draw explicit connections between parent engagement opportunities (Division survey Provincial Assurance Survey, and Our Community Journey Forward).</li><li>Communicate about the lunch hour clubs - Share yearly overview.</li><li>Incorporation of different racial and cultural perspectives, authors, and art/ists into curricular programming..</li></ul>	<ul style="list-style-type: none"><li>Timeliness of access to required student supports for all students.</li><li>Developing greater student independence and confidence to assist one another with school work.</li><li>Completion of our Continuum of Supports for Academic learning support (literacy and numeracy).</li><li>Completion of our Continuum of Supports for social-emotional learning supports.</li><li>Explore ways to minimize racial, cultural, or language barriers that limit parent and student engagement in school activities and develop a continuum of supports for families (e.g., translation services for PTI, community resources for new Canadians, etc.).</li></ul>	<ul style="list-style-type: none"><li>Engage in the periodic review of technology-related lessons throughout the course of the school year.</li><li>Make available community-based learning opportunities for youth and parents through our BEAR Bones that are offered through:<ul style="list-style-type: none"><li>City of St. Albert</li><li>GSACRD Voice</li><li>Sponsored opportunities (e.g., School Council Engagement grants)</li></ul></li><li>Continue revisiting of school expectations based on patterns related to student conduct observed within the school.</li><li>As the dignity of the human person and solidarity of we are one race, building student awareness surrounding topics of racism and discrimination.</li></ul>	<ul style="list-style-type: none"><li>Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses.</li><li>Continue to showcase our school on social media and Division communication platforms to showcase the good news within our school.</li><li>Continue incorporating our "Famous Fridays" to showcase our school events and community events involving our students.</li><li>Linking our BEAR Bones and other school-wide communication to our social media platforms.</li></ul>

Goals	
<b>FAITH GOAL:</b> 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.	<b>LEARNING GOAL:</b> 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><b>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</b></p> <ul style="list-style-type: none"><li>We are all created in the likeness and image of God, and through the Catholic Social Teachings that we are one human race (Solidarity) and are to be treated with dignity:<ul style="list-style-type: none"><li>To critically review our school operational practices for the presence of racism (structural, overt, or covert) within our school.</li><li>Explore ways to minimize racial, cultural, or language barriers that limit parent and student engagement in school activities and develop a continuum of supports for families (e.g., translation services for PTI, community resources for new Canadians, etc.).</li><li>Racial and cultural diversity is accepted and celebrated in our school community through community events, literature, and the arts.</li></ul></li><li>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"><li>Continuation of the cross-graded meetings for our BEAR Dens to build our school community cohesiveness from Pre-K to grade 6.</li><li>Drawing connections with the Catholic Social Teachings, explore our responses to the various injustices we observe though current events in our society - e.g., racism, discrimination (dignity of the human person).</li><li>Continuing to participate and promote service projects in our school community that allow all students to participate fully - 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.</li><li>Explore further opportunities for parents and guardians to be invited into the school as volunteers or spectators for school events (e.g., liturgies, school presentations).</li></ul></li><li>Albert Lacombe Catholic Elementary School will evangelize and showcase our Catholic Faith to the greater school community by:<ul style="list-style-type: none"><li>Use of Social Media, website, and Google Classroom to showcase learning within our classrooms and Social Justice Projects and activities taking place within our school.</li><li>Presentations to the school council regarding faith-based activities within our school (e.g., Christmas bags for the imprisoned).</li><li>Animating our new Faith Theme: Growing in the Trinity: Love, Mercy &amp; Grace<ul style="list-style-type: none"><li><b>2023-24 Growing in Love, with the Father</b></li><li>2024-25 Growing in Mercy, with the Son</li><li>2025-26 Growing in Grace, with the Spirit</li></ul></li></ul></li><li>Albert Lacombe Catholic Elementary School will continue to build foundational knowledge of our faith for students, parents, and faculty by:<ul style="list-style-type: none"><li>Albert Lacombe Catholic Elementary School will continue to develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of the Indigenous community.</li><li>Expand professional development opportunities for faculty members at our faculty meetings and those expressed through Professional Growth Plans.</li><li>Provide opportunities for faculty to be more familiar with our Growing in Faith, Growing in Christ digital, and Fully Alive PDF resources.</li></ul></li><li>Introduction of the Catholic Cogito Academy Program for Kindergarten and grade 1 for 2023-24 and grade level offerings for each subsequent year.<ul style="list-style-type: none"><li>Establishment of classroom routine and communication protocols consistent with program objectives.</li><li>Implementation of the Principals of the Catholic Cogito Academy that embeds and permeates our faith throughout the program delivery.</li></ul></li></ul>	<p><b>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</b></p> <ul style="list-style-type: none"><li>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"><li>Teacher sharing at our monthly school council meetings</li><li>In our school-based communication to parents and guardians (social media, BEAR Bones, Website, etc.).</li><li>Increased opportunities for parents/guardians to visit our school and volunteer in our classrooms.</li><li>Promotion of school learning activities and events within Division and Parish communication.</li></ul></li><li>Early Parent-Teacher Interviews that focus on goal setting for the students. This also allows us to explain the report card to our parents.</li><li>The use of diagnostic assessments and interventions 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"><li>T-Series</li><li>Elk Island Math Assessment</li><li>CC3</li><li>Q-Pas and LeNs</li><li>Phonics Companion Assessment Tool</li></ul></li><li>Further teacher awareness and familiarization opportunities:<ul style="list-style-type: none"><li>Of subject-specific curriculum, numeracy and literacy resources that have been acquired to support the new programs of studies.</li><li>To incorporate literature from a wide range of racial and cultural perspectives and authors as part of the Language Arts program and our Learning Commons, as well as artists in the Fine Arts.</li></ul></li><li>Continued implementation of the Collaborative Response Model to include:<ul style="list-style-type: none"><li>Development of an inventory of universal, targeted, and intensive student supports made available to students and families when required.</li><li>More efficient use of meeting time.</li><li>Incorporating the CBR model to increase efficiencies for our regular faculty meetings.</li></ul></li><li>External Professional Development approvals are based on learning needs identified in faculty PGPs and through teacher supervision.</li><li><b>Introduction and promotion of ongoing assessment</b><ul style="list-style-type: none"><li><b>Leveraging Parent-Teacher Interviews to Inform parents of the on-going reporting.</b></li><li><b>School support in assisting parents to access student reports.</b></li></ul></li><li>Introduction of the Catholic Cogito Academy Program for Kindergarten and grade 1 for 2023-24 and grade level offerings for each subsequent year.<ul style="list-style-type: none"><li>Establish and maintain partnerships with Edmonton Public Schools to access resourcing, collaboration, and professional development opportunities for Catholic Cogito Academy Teachers.</li><li>Incorporate the use of the Literacy M.A.P. developed by Edmonton Public Schools to support literacy and Jump Math to support numeracy for program deliveries for students.</li></ul></li></ul>

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