




	Domain: Faith <i>Growing in the Trinity: Love, Mercy & 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 is 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 2024 Data					
 DATA ANALYSIS	<p>Evidence of Success</p> <p>Students:</p> <ul style="list-style-type: none"> Teachers share their own faith and the role of God in their life. At school, I am encouraged to get involved in activities that help my community. <p>Parents:</p> <ul style="list-style-type: none"> Teachers share their faith and the role of God in their life. My child's religion classes help them to understand how faith can guide the way they live their life. My child has opportunities to participate in activities that teach about First Nations, Métis, and Inuit culture and traditions to further reconciliation. 	<p>Evidence of Success</p> <p>Students:</p> <ul style="list-style-type: none"> I like learning language arts (upward trend). <p>Parents:</p> <ul style="list-style-type: none"> Teachers at our school use a variety of methods to help my child learn. Staff at our school help students learn to the best of their abilities. My child is encouraged at our school to try their best. My child has opportunities (e.g., options, extracurricular, online learning) that supports engagement in school. Overall, my child finds school work interesting. Overall, my child finds school work challenging. My child clearly understands what they are expected to learn at school. My child is learning what they need to know. The numeracy skills my child is learning at school are useful. In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years? (Improved, Stayed the Same) <p>Literacy/Numeracy Data:</p> <ul style="list-style-type: none"> T-Series data demonstrates growth in all areas for all grades from fall to winter term. Kindergarten Cogito LeNS data shows 11/12 students are not at risk. 	<p>Evidence of Success</p> <p>Students</p> <ul style="list-style-type: none"> When I need it, teachers and staff at my school are available to help me with my schoolwork (upward trend). <p>Parents:</p> <ul style="list-style-type: none"> How satisfied are you that your child can access the following services in a timely manner at school when needed: <ul style="list-style-type: none"> School Library Services Services (beyond regular instruction) that help students to read and write Does your child receive specialized supports and services at school to help with their learning? 	<p>Evidence of Success</p> <p>Parents:</p> <ul style="list-style-type: none"> Most students at my child's school treat each other with care and respect. Teachers care about my child. My child is treated fairly by adults at school. Most students at my child's school follow the rules. 	<p>Evidence of Success</p> <p>Students:</p> <ul style="list-style-type: none"> I feel safe on the way to and from school. <p>Parents:</p> <ul style="list-style-type: none"> My child is safe at school (100%) Our school has a positive reputation in the community. How satisfied are you that your input into your child's school decisions is considered?
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<p>Students:</p> <ul style="list-style-type: none"> My religion classes help me understand how faith can guide the way I live my life (Watch -3.8) <p>Parents:</p> <ul style="list-style-type: none"> My child has opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish (watch -2.4%). 	<p>Students:</p> <ul style="list-style-type: none"> I receive ongoing feedback to improve (IDK response 13.9%). I have opportunities (e.g., options, extracurricular, online learning) that supports engagement in school (IDK response 10.4%). <p>Parents:</p> <ul style="list-style-type: none"> The literacy skills my child is learning at school are useful (watch -0.4%) 	<p>Students</p> <ul style="list-style-type: none"> I have access to technologies to meet my educational needs (IDK response 13.0%). When I need it, teachers and staff at my school are available to help me with problems that are not related to school work. At school, I feel like I belong. I feel welcome at my school. <p>Parents:</p>	<p>Students:</p> <ul style="list-style-type: none"> At school, I feel like I belong (IDK response 12.2%) I feel welcome at my school (IDK response 9.6%) Other students treat me well (IDK response 13.0%) Students treat each other with respect (IDK response 11.2%) Most students follow the rules (IDK response 13.9%) <p>Parents:</p>	<p>Students:</p> <ul style="list-style-type: none"> People in the community say good things about my school (IDK response 28.6%) I feel safe at school. I am proud of my school (IDK response 10.7%) Overall, I am confident that this is a good school (IDK response 8.7%) <p>Parents:</p>

	<ul style="list-style-type: none"> My child is encouraged at the school to be involved in activities that help the community I receive ongoing feedback to improve (IDK response 13.0%). 	<ul style="list-style-type: none"> My child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime (Watch -3.0). My child receives ongoing feedback to improve (IDK response 13.0%). <p>Literacy/Numeracy Data:</p> <ul style="list-style-type: none"> Community kindergarten at-risk students' literacy support is based on LeNS data. 	<ul style="list-style-type: none"> My child can easily access programs and services at school to get help with schoolwork (Concern). When my child needs it, teachers and staff at my child's school are available to help them (Concern). How satisfied are you that the specialized supports and services your child is receiving enable them to be a successful learner? (Concern) 	<ul style="list-style-type: none"> My child is taught how to use technologies and social media safely. My child learns about wellbeing and healthy living. Parents are made to feel welcome at our school (Watch - 3.1) 	<ul style="list-style-type: none"> How satisfied are you with the opportunity to be involved in decisions about your child's school? (Watch - 4.1%) Overall, I am confident that this is a good school (Watch - 1.0).
--	---	--	--	--	---

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)

 <p>STRATEGIES</p>	<ul style="list-style-type: none"> Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses. Further use and incorporation of electronic GFGC resources for teachers and parents/guardians. Drawing clear connections between our faith, service projects, and how student involvement impacts others. Supporting the development of a faith-infused curriculum to develop and promote faith, hope, and engagement by using Educating for Eternity: A Teacher's Companion for Making Every Class Catholic as a guiding framework (Salkeld, Brett). Re-establish our bear dens to support the building of school community spirit between all students and faculty. Promote faith formation opportunities for parents, students, and faculty through St. Albert Parish and the Edmonton ArchDiocese. Exploring and Incorporating ways for our students to 'give back' to our school community and the community at large. <ul style="list-style-type: none"> Eg. Christmas Cards for residents in the area. Monthly sign-up (one for each homeroom to take a lead) Connect to the Catholic Social Teachings 	<ul style="list-style-type: none"> Expand the Catholic Cogito Academy Program to include grade 2 for 2024-25 and grade-level offerings for each subsequent year. Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses. Survey students and parents at the beginning of the school year to determine interest in noon-hour clubs and activities - communicate about the noon-hour clubs with parents and guardians. Incorporation of different racial and cultural perspectives, authors, and art/ists into curricular programming. Provide further training to parents/guardians and students to access grade books through the Parent Portal As part of the ongoing reporting, strive to incorporate formative assessment more frequently with assessment codes and comments - parents can see how formative assessment is feedback that supports student learning. Incorporation of literacy/numeracy information sessions when parents/guardians are already in attendance at the school (e.g. Parent-teacher interviews). 	<ul style="list-style-type: none"> Timeliness of access to required student supports for all students. Developing greater student independence and confidence to assist one another with school work. Completion of our Continuum of Supports for Academic learning support (literacy and numeracy). Completion of our Continuum of Supports for social-emotional learning supports. 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.). Showcase how diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction and support access to continuums for support for students. Showcase how all students are supported in the school through school-based communications, such as: <ul style="list-style-type: none"> Continuum of support that can include examples through VTRA and DLT. 	<ul style="list-style-type: none"> Engage in the periodic review of technology-related lessons throughout the course of the school year. Make available community-based learning opportunities for youth and parents through our BEAR Bones that are offered through: <ul style="list-style-type: none"> City of St. Albert GSACRD Voice Sponsored opportunities (e.g., School Council Engagement grants) Continue revisiting of school expectations based on patterns related to student conduct observed within the school. As the dignity of the human person and solidarity of we are one race, building student awareness surrounding topics of racism and discrimination. Provide parents/guardians and students training to access grade books through the Parent Portal. As part of the ongoing reporting, strive to incorporate formative assessment more frequently with assessment codes and comments - parents can see how formative assessment is feedback that supports student learning. Share digital citizenship and other social-media awareness materials with parents and guardians to build awareness of what is taught and how they can support their child/ren. 	<ul style="list-style-type: none"> Explore further opportunities for parent and guardian participation in classroom and school-wide events and activities to reduce the number of unsure responses. Continue to showcase our school on social media and Division communication platforms to showcase the good news within our school. Maintain "Famous Fridays" to showcase our school events and community events involving our students. Linking our BEAR Bones and other school-wide communication to our social media platforms. Share positive word-of-mouth stories about our school community through our BEAR Bones, Social media, and our parish. Focus on the promotion of our school that "all are welcome," regardless of faith or family composition.
--	--	---	---	---	--

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, and all experience success in attaining their faith formation, personal, academic, and social-emotional goals within our faith-centred and enriched 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.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- 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:
 - To critically review our school operational practices for the presence of racism (structural, overt, or covert) within our school.
 - 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.).
 - Racial and cultural diversity is accepted and celebrated in our school community through community events, literature, and the arts.
 - Exploration of 'cultural theme days' to involve parents and families - to teach our school community
 - Focus on promoting our school that "all are welcome," regardless of faith or family composition.
- Albert Lacombe Catholic Elementary School will participate in an animated and actionable representation of the Division's faith theme by:
 - Continuation of the cross-graded meetings for our BEAR Dens to build our school community cohesiveness from Pre-K to grade 6.
 - Drawing connections with the Catholic Social Teachings, explore our responses to the various injustices we observe through current events in our society - e.g., racism, discrimination (dignity of the human person).
 - 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.
 - 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).
- Albert Lacombe Catholic Elementary School will evangelize and showcase our Catholic Faith to the greater school community by:
 - 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.
 - Presentations to the school council regarding faith-based activities within our school (e.g., Christmas bags for the imprisoned).
 - Animating our new Faith Theme: Growing in the Trinity: Love, Mercy & Grace
 - ~~2023-24 Growing in Love, with the Father~~
 - 2024-25 Growing in Mercy, with the Son
 - 2025-26 Growing in Grace, with the Spirit
- Albert Lacombe Catholic Elementary School will continue to build foundational knowledge of our faith for students, parents, and faculty by:
 - 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.
- Expand the Catholic Cogito Academy Program to include grade 2 for 2024-25 and grade-level offerings for each subsequent year.
- Promote faith formation opportunities for parents, students, and faculty through St. Albert Parish and the Edmonton ArchDiocese.
- Supporting the development of a faith-infused curriculum, to develop and promote faith, hope, and engagement by using Educating for Eternity: A Teacher's Companion for Making Every Class Catholic as a guiding framework (Salkeld, Brett).

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Showcasing equitable opportunities to showcase within all of our classrooms the learning activities that are occurring in each of our classrooms through:
 - Teacher sharing at our monthly school council meetings
 - In our school-based communication to parents and guardians (social media, BEAR Bones, Website, etc.).
 - Increased opportunities for parents/guardians to visit our school and volunteer in our classrooms.
 - Promotion of school learning activities and events within Division and Parish communication.
- Early Parent-Teacher Interviews that focus on goal setting for the students. This also allows us to explain on-going reporting to our parents.
- 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:
 - T-Series
 - Elk Island Math Assessment
 - CC3
 - Q-Pas and LeNs
 - Phonics Companion Assessment Tool
- Further teacher awareness and familiarization opportunities:
 - Of subject-specific curriculum, numeracy and literacy resources that have been acquired to support the new programs of studies.
 - 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.
- Continued implementation of the Collaborative Response Model to include:
 - Development of an inventory of universal, targeted, and intensive student supports made available to students and families when required.
 - More efficient use of meeting time.
 - Incorporating the CBR model to increase efficiencies for our regular faculty meetings.
- External Professional Development approvals are based on learning needs identified in faculty PGPs and through teacher supervision.
- Continue the promotion of ongoing assessment
 - Provide parents/guardians and students training to access grade books through the Parent Portal.
 - As part of the ongoing reporting, strive to incorporate formative assessment more frequently with assessment codes and comments - parents can see how formative assessment is feedback that supports student learning.
- Expand the Catholic Cogito Academy Program to include grade 2 for 2024-25 and grade-level offerings for each subsequent year.
 - Maintain partnerships with Edmonton Public Schools to access resourcing, collaboration, and professional development opportunities for Catholic Cogito Academy Teachers.
- Share digital citizenship and other social-media awareness materials with parents and guardians to build awareness of what is taught and how they can support their child/ren.
- Incorporation of literacy/numeracy information sessions when parents/guardians are already in attendance at the school (e.g. Parent-teacher interviews).
- Share positive word-of-mouth stories about our school community and through our BEAR Bones, Social media, and our parish.

Measures

- % 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.

- % 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 they know how to find information about student learning (Google Classroom, class website, teacher feedback).
- % of students that achieve the Acceptable 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).