



Holy Cross 2026–2030 Assurance Plan

Detailed HCE - LCSD 2026-2027 Education Assurance Plan

Cross-Cutting Priorities 2026–2030				
Engagement & Behaviour	Strengthen student engagement with learning and improve peer behaviour, respect, and responsibility in every school.			
Supports & Inclusion	Increase timely access to academic, mental-health, and specialized supports so that students with diverse needs can succeed in inclusive environments.			
Trust & Transparency	Build confidence in division decisions and operations through clear communication, visible alignment of budgets to classrooms, and meaningful stakeholder engagement.			
Section	Catholic Christian Identity	Student Success	Equity, Inclusion & Student Wellness	Organizational Excellence
Connection to Alberta Education Domain	Local & Societal Context; Student Growth and Achievement	Student Growth and Achievement; Teaching and Leading	Learner Supports; Learning Supports	Governance
Division Assurance	LCSD’s mandate is to nurture the faith of staff and students shaping them into inspired Catholic Christian citizens.	LCSD is dedicated to providing equitable access to a high-quality education for every student.	LCSD understands that students who are well supported and engaged at all grade levels will be successful.	LCSD is committed to ongoing stakeholder engagement for continuous improvement through open dialogue, timely communication, and transparent feedback.
Goal	LCSD will deepen Catholic Christian identity so that faith is fully permeated across curriculum and culture, with students actively leading and living Catholic Social Teaching in learning, relationships, and citizenship.	LCSD will improve student achievement and engagement so that provincial and local literacy/numeracy results move to higher evaluation bands, and more students report that learning is meaningful, challenging, and engaging.	LCSD will provide a coherent, culturally responsive continuum of academic, wellness, and behavioural supports so that students experience high levels of safety and belonging, improved access to services, and reduced achievement gaps, particularly for FNMI learners.	LCSD will strengthen trust, transparency, and coherence in division governance so that parents and staff express increased confidence in division responsiveness, communication, resourcing, and the manageability of professional expectations.
Division Outcome	Cultivate a learning environment where students and staff grow in faith understanding and practice, actively apply Catholic Social Teachings, and contribute to a culture of respect, responsibility, and service in their schools and communities.	Support students’ continuous growth so that they achieve proficiency or excellence in literacy and numeracy and demonstrate the confidence, engagement, and skills needed to acquire, construct, and communicate meaning, make informed decisions, and successfully transition to life beyond school.	Enhance student success, engagement, and sense of belonging through inclusive practices, targeted supports, and comprehensive programming that address diverse learning needs, student wellness, and readiness for lifelong learning.	Strengthen assurance, accountability, and transparency so that stakeholders experience division decisions, communication, and services as responsive, responsible, and clearly connected to school-level impact.
Holy Cross Focus	Holy Cross will help students understand and live out Catholic Social teachings so that students experience how their faith guides them to be caring and active members of their school community.	Holy Cross will enhance student success by strengthening Tier 1 instructional strategies and cultural programming.	Holy Cross will enhance student success, engagement, and sense of belonging by strengthening inclusive practices and enhancing the school's behaviour matrix.	Holy Cross will strengthen communication, school visibility and student leadership.
Key strategies	- Student-Friendly Catholic Social Teachings - Faith in Action - Faith Fridays and Monthly Assemblies - Student-Led Prayer and Liturgies - Social Justice Opportunities - Holy Cross and Cold Lake Community Connections	- Consistent Tier 1 Instructional Strategies - Structured Literacy blocks result in Targeted Supports - Thinking Classrooms format in Math classes - Exam-Readiness in Grades 4 to 6 - French and Indigenous Cultural Learning such as FSL and local Indigenous cultures - Visible Evidence of Learning for Families	- Behaviour Matrix refinements and Consistent Expectations - Positive Behaviour Supports and Recognition - Behaviour Data and Responsive Supports - Collaborative Response Model used to leverage strong practices - EAL and Inclusive Education Supports - Protected Collaboration and Literacy Time	- Regular Classroom Newsletter Communication - Embed information on learning supports at home via classroom newsletters - Weekly School Newsletters Updates for Families - Increased Student Leadership Opportunities
Cross-cutting priority emphasis	Primary emphasis: <i>Engagement & Behaviour</i> . This priority contributes to Engagement and Behaviour by connecting Catholic Social teaching to school culture, peer relationships and student leadership.	Primary emphasis: <i>Engagement & Behaviour and Supports & Inclusion</i> . This strategy connects to our Big Rocks. Specifically, Engagement & Behaviour and Supports & Inclusion by strengthening student engagement, belonging, and academic confidence through clear, consistent, and responsive classroom practices. By using strong Tier 1 instruction, data-informed numeracy supports, exam-readiness strategies, and meaningful language and cultural learning, students will be more actively engaged, better supported, and more connected to their learning, their peers, and their school community.	Primary emphasis: <i>Supports & Inclusion</i> . This priority strongly connects to Supports & Inclusion by ensuring students receive timely, coordinated, and targeted support for learning, language, literacy, behaviour, and wellness. Through consistent behaviour expectations, the Collaborative Response Model, and structured Tier 2 and Tier 3 literacy supports, students with diverse needs will be better supported in inclusive classroom environments.	Primary emphasis: <i>Trust & Transparency</i> . This goal connects directly to Trust & Transparency because clear, consistent communication helps families and the broader community understand what is happening at Holy Cross, what students are learning, and how school priorities are being acted on. By increasing school visibility and student leadership, Holy Cross will build confidence, strengthen family and community engagement, and show that student voice is valued in shaping school life.
Performance measures	LCSD: Catholic School Review, Bishops Assurance evidence, LCSD Education Assurance Survey, school faith environment, staff and student faith formation, community engagement, active citizenship, peer relationships and respect; Bishop’s Assurance evidence. Alberta Education Measure: Citizenship; Student Learning Engagement sub-measures on respect and responsibility. Students model active citizenship and are familiar with and live out the catholic social teachings.	LCSD: Division literacy and numeracy results based on screeners and local assessment, T Series (3Ts): TOWRE, TOSWRF, TOSREC ; Provincial Literacy Screener Assessment & Provincial Numeracy Screener Assessments; EICS Math Assessments (grades 4 -10); student learning engagement including “schoolwork is interesting”; exam-readiness evidence. Alberta Education Measure: Literacy and Numeracy Screening Assessments; PATs, LCSD Education Assurance Survey, Provincial Literacy Screener Assessment, Provincial Numeracy Screener Assessment, Student Learning Engagement, Education quality, Access to Supports and Services, First Nations, Métis and Inuit Student Success, English Language Learners	LCSD: LCSD Assurance Survey items on help for students needing extra support; reading/writing help; mental-health support; relationships and belonging for students on IPPs and EAL learners; attendance and behaviour trends. Employee engagement. Staff workplace wellbeing, Student Health and Wellness. Alberta Education Measure: WCRSLE; Access to Supports and Services; FNMI Student Success; English Language Learners; Program of Studies – At Risk; Safe and Caring Schools.	LCSD: LCSD Assurance Survey items on division responsiveness and responsibility, communication, information about division operations, and staff perceptions of workload and PL. Stakeholder engagement, School Council, TBAC. Alberta Education Measure: Parental Involvement; School Improvement; In-Service Jurisdiction Needs; Program Access.
Evidence / rationale from stakeholder feedback	Stakeholders consistently identified our Catholic Christian identitiy as strong. Despite this, students struggle to consistently apply Catholic Social Teachings which indicates increased exposure and support re required.	Teachers and parents identified students are being engaged in their learning however students reported a lower score for their engagement. Additionally, stakeholders identified strong literacy foundations giving us the opportunity to enhance current practices and increase student engagement.	Stakeholders identified increasing classroom complexity and refinements needed for tier 2 and 3 supports. Additionally, there were noticable gaps in achievement data for Indignous students. Enhancing behavioural and tiered academics supports is therefore a priority.	Stakeholders identified a desire for increased information regarding learning in the classroom such as activities that can be done at home to support classroom learning. Additional data identified a desire for increased student leadership opportunities.