



ÉCOLE OUR LADY OF THE ROSARY SCHOOL

2018 - 2019

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.
We provide a safe and secure environment.
We live and proudly proclaim our Catholic Christian faith.
We provide quality education in a Catholic environment.
We pray as an educational community.
We practice servant-leadership.
We focus on our mission through clarity of purpose.
We value our staff.

Vision:

Learning, Listening and Following Jesus!

Mission:

École Our Lady of the Rosary School, in partnership with home, church and community, is committed to making Christ known to children through a variety of rich learning opportunities in French or English. We provide all students with a safe and nurturing environment that develops the whole child, fostering their intellectual, social, physical and spiritual growth.

School Profile

École Our Lady of the Rosary School doors opened in November 2007. It is located in the growing resort town of Sylvan Lake. As of September 2018, 382 students are enrolled from Pre-K to Grade Three in this dual track school. Many services are needed and offered by our school and the community to support young children. Connections between the church, community and the various agencies serve our school and the families well.

École Our Lady of the Rosary is a community that welcomes all students, celebrating their individual strengths and gifts. We strive for academic excellence. Opportunities are provided for varied learning experiences, the focus being to help all reach their fullest potential, using the gifts provided by God. We recognize the need for collaboration between home, school and parish to ensure that programming meets the spiritual, social and academic needs of students. As a school team we are focused on our belief that all children can learn. This belief is reflected in the ways in which we provide instruction and modify activities to meet changing needs. Increasing opportunities for staff to work together in a differentiated learning model and focusing on the gradual release of responsibility are professional goals. These goals are supported through the necessary supports such as materials, knowledge and skills to ensure that all students are successful.

Sylvan Lake has one Catholic church, Our Lady of the Assumption, serving École Our Lady of the Rosary School and École Mother Teresa School. We have a number of committed families who attend regularly providing strong leadership in the parish. We are blessed with many community connections to draw on as we strengthen our connections between school and parish.

Trends & Issues at a Glance

Increasing Population and Diverse Learning Needs

École Our Lady of the Rosary School continues to respond to increasing population with the expansion and inclusion of our Grade 3 students. With the addition of these students comes challenges with meeting increased diverse learning needs and providing suitable resources for both English and French Grade 3 students.

We strive to work in collaboration with the family and community agencies to provide intervention and support to meet the needs of students. Our Learning Commons continues to make purchases of developmentally appropriate resources and materials to achieve our common goal of meeting the needs of all learners.

Healthy Living and Self-Regulation

In response to the increasing changes of family lifestyles our school focuses on healthy, active living. Staff provide daily intramural programming at lunch and students experience a connection to the earth by growing their own whole foods at Hidden Valley Gardens.

Due to increasing challenges for students we are focussing on student self-regulation and creating mindful classrooms. Staff teach students awareness and independence in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. We implement the "Zones of Regulation" cognitive behavioural approach along with daily soft starts to support all learners. In addition, we are developing the skills and attitudes necessary for our staff and students to face challenges, with a Growth Mindset. Through a variety of school initiatives, we build collaboration, creativity, communication, initiative, productivity, accountability, and responsibility in our school community.

Evidence Based Instructional Strategies

We are continuing to expand our knowledge of best teaching practices such as the Accelerative Integrated Method (AIM), Reciprocal Teaching and Gradual Release of Responsibility. Students are acquiring a deeper understanding of the mathematical processes which they will use to aid them in learning new concepts and procedures, practising skills, and solving problems.

As a school community we extend our knowledge of how to use assessments and effectively plan for varied teaching and learning opportunities that meet the targeted needs of students. Opportunities to work collaboratively will result in a learning environment in which all can be successful.

Living our Faith

In our Catholic faith, we believe that "God makes no mistakes". It is central to our belief that every life is sacred and holy. We all belong. When children begin to point out difference, this is the moment to

pause and really have the conversation that explains differences and the value of each and every person. Here is where teaching and modeling self-acceptance and peer acceptance can take place. Recognizing the holy in every person means recognizing that our challenges and our gifts come in many different packages. We look forward to "Making Christ Known to Children" through inclusive education; our community members will become aware of our Division Theme, "God, let them see You in me!". Our staff and students have embraced the division theme and actively engage in seeking and sharing where they see God daily both in and out of the classroom.

This is a tender age of learning self-acceptance and peer acceptance. And this is a wonderful time to discuss differences. We provide the École Our Lady of the Rosary School community with opportunities to see our students practice and exemplify acceptance of all.

Accountability Report Card

Measure Category											
		Measure	Our Lady of the Rosary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools		Safe and Caring	100%	98.8%	99.6%	89%	89.5%	89.4%	Very High	Maintained	Excellent
Student Learning Opportunities		Program of Studies	97.6%	100%	98.4%	81.8%	81.9%	81.7%	Very High	Maintained	Excellent
		Education Quality	100%	100%	100%	90%	90.1%	89.9%	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	2.3%	3%	3.3%	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	78%	78%	77%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)		PAT: Acceptable	n/a	n/a	n/a	73.6%	73.4%	73.3%	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.9%	19.5%	19.2%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)		Diploma: Acceptable	n/a	n/a	n/a	83.7%	83%	83%	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	24.2%	22.2%	21.7%	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7%	54.9%	54.7%	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4%	62.3%	61.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship		Transition Rate (6 yr)	n/a	n/a	n/a	58.7%	57.9%	59%	n/a	n/a	n/a
		Work Preparation	100%	100%	100%	82.4%	82.7%	82.4%	Very High	Maintained	Excellent
		Citizenship	100%	100%	100%	83%	83.7%	83.7%	Very High	Maintained	Excellent
Parental Involvement		Parental Involvement	99%	98.8%	99.6%	81.2%	81.2%	81%	Very High	Maintained	Excellent
Continuous Improvement		School Improvement	100%	94.1%	98%	80.3%	81.4%	80.7%	Very High	Maintained	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.
(Psalm 66:2)*

Division Outcome D1: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	100%	100% (3 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	98.5%	99.3% (3 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	100%	100% (3 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	100%	100% (3 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	98.5%	99.3% (3 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	100%	100% (3 Yr)

AERR Comments

During the 2017-18 school year teachers were given the autonomy to work with their students in choosing their social justice project that created an opportunity for students to genuinely witness their faith. Students were involved in the choosing, planning and delivery of their project. At the onset of the Grade 1 social justice project, students set a goal of collecting 100 food items for students in need at ÉOLRS . They were successful in collecting over 1500 food items. Another social justice project was a joint effort between one of our Grade 3 classes and a Grade 5 class at EMTS was making portraits for the organization Students Rebuild. For every portrait submitted, \$12 dollars was donated from the Bezos Family Foundation to support programs run by CARE and Search for Common Ground. This collaborative effort raised \$700 from ÉOLRS. Dreams Take Flight was another social justice project chosen by one of our Grade 2 classes. Students decided to raise money through a lemonade sale. Their fundraising

efforts provided 5 children with special needs some spending money at Disneyland. All of our Kindergarten to Grade 3 classes were involved in a social justice project during the 2017-18 school year. It was our intent that our students would be inspired to continue developing their missionary spirit.

Strategies:
<ul style="list-style-type: none"> • Initiate steps to ensure that teachers will foster in students an appreciation for the Catholic Characteristics of Sacramentality and Humanness.
<ul style="list-style-type: none"> • Witness and celebrate, within our school community, our lived and shared experiences of Humanness and Sacramentality.

Comments on outcome strategies-

During the 2018-19 school year the Eight Characteristics of Catholic Identity resource will be utilized to support teachers with intentional permeation. This key resource is valuable in supporting teachers lesson development as they are intentionally permeating the Eight Characteristics of Catholic Identity in all subject areas.

Comments on progress-

Through the use of God Glasses and daily conversations around Where did you see God today? our staff and students are experiencing and witnessing humanness and sacramentality. Our Faith Coach provide professional development highlighting the Eight Characteristics of Catholic Identity and intentional permeation. She arranged Bethany Buddies for each class to create connections with the residents of Bethany Care Centre; these connections foster relationship and build on the characteristic of humanness.

Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	98.5%	99.3% (3 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98.5%	99.3% (3 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	98.5%	99.3% (3 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	97.5%	98.8% (3 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	98.5%	99.3% (3 Yr)

AERR Comments

During the 2017-18 school year the Eight Characteristics of Catholic Identity was used as a source document to support teacher efforts with intentional permeation. This key source was very valuable in aiding teachers to intentionally permeate our faith in all subject areas. The source identifies specific ways to connect our faith to all our curriculums.

Strategies:
<ul style="list-style-type: none">• Teachers will create intentional permeation plans, which will develop the Eight Characteristics of Catholic Identity.
<ul style="list-style-type: none">• Initiate steps to ensure that teachers will have the confidence and understanding to permeate their lessons and build an accountability model that ensures follow-through by all staff.

Comments on outcome strategies-

Our Lady of the Rosary teachers will continue to increase their skill to effectively implement and permeate our Catholic values. Using the technique of one-sentence permeation in lessons allows teachers to infuse our Faith on a daily basis in all areas of the curriculum. Through professional development, support from our faith coach and school administrators, teachers will work on increasing their awareness along with an effective instructional process to bring our values alive in our classes.

Comments on progress-

Using the technique of one-sentence permeation in lessons is proving to be very effective in increasing teacher confidence and understanding of how to effectively permeate our Faith on a daily basis. Teachers' confidence in this area is evident as they are starting to share their one sentence permeation plans with students so that permeation is becoming visible and recognizable in the classroom.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	100%	100%	100%	100%	100%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	93.3%	100%	100%	100%	100%	Very High	Maintained	Excellent

AERR Comments

During the 2017-18 school year, Ecole Our Lady of the Rosary School continued to provide excellent literacy and numeracy instruction to all learners from Prekindergarten to Grade 3. Professional conversations occurred at all grade levels to ensure that teachers collaboratively used strategies, programs and teaching techniques to meet the needs of all students. In order to know, understand and respond to the diverse learners' needs and create engaging learning environments, teachers developed and updated student learner profiles throughout the 2017-18 school year.

Strategies:
<ul style="list-style-type: none"> Continue to deepen our understanding and implementation of high yielding evidence-based literacy strategies: the Accelerative Integrated Method and Reciprocal Teaching. Continue to deepen our understanding and implementation of the high yielding evidence-based instructional strategy of Number Talks.

Comments on outcome strategies-

Professional conversations occur at all grade levels to ensure that teachers are collaboratively using strategies, programs and teaching techniques to meet the needs of all students. A school focus for the

2018-19 school year is for French Immersion teachers to implement a strong evidence-based method, AIM (Accelerative Integrated Method). This method was chosen because it allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods. In addition, Reciprocal teaching is a focus in our Grade 1, 2 and 3 classes. Reciprocal Teaching refers to a scaffolded structure that helps students learn to be actively involved and monitor their comprehension as they read. Teachers will be implementing another high-yield strategy in the area of Numeracy. The use of "Number Talks" helps to develop number sense in students. Students who have strong number sense can solve problems in more than one way, and check that their answers make sense.

Comments on progress-

Implementation of AIM(Accelerative Integrated Method) language learning is taking place in our Kindergarten to Grade 3 classes through the support of our French immersion Lead teacher. A major focus in the area of reading comprehension is the implementation of Reciprocal Teaching. Students are learning to comprehend instructional leveled texts successfully through this collaborative approach. Teachers integrate the 7 Math Processes, focusing on the implementation of "Number Talks", into instruction and assessment as part of providing a balanced numeracy program.

Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

No Data Available

AERR Comments

We continued to build awareness and celebrate the First Nations, Métis and Inuit culture. With the support of our First Nations, Métis and Inuit team we integrated many different experiences throughout all areas of the curriculum throughout the 2017-18 school year including the Seven Sacred Teachings.

Strategies:
<ul style="list-style-type: none">• Provide staff, students and parents opportunities to share a deeper understanding of the beauty, value and wisdom of Indigenous Culture and perspectives through presentations and resources which help in our journey towards truth and reconciliation.

Comments on outcome strategies-

Our First Nations, Métis and Inuit Support Team are instrumental in supporting our staff and students in gaining a deeper understanding of First Nations, Métis and Inuit culture as we journey towards truth and reconciliation as a community. Through resources, classroom activities and professional development, we are helping teachers become competent and confident with implementing indigenous perspectives to our classrooms.

Comments on progress-

During the 2018-19 school year we will be highlighting one Sacred Teaching per month. During the month of October and November, we celebrated the Sacred teachings Truth and Humility. Teachers permeated the teaching of Truth and Humility in their classrooms. An added element to our Sacred Teachings is that we will be starting the following month's Sacred Teaching celebration with students sharing where they witnessed the previous month's teaching within our school community.

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100%	100%	100%	98.8%	100%	Very High	Maintained	Excellent

AERR Comments

During the 2017-18 school year with the support of our counsellor and professional development, teachers taught and implemented "Zones of Regulation" and "Soft Start". Students learned calming techniques, cognitive strategies, and sensory supports to use to move between zones. We saw an increase in students abilities to identify their emotions and to use effective tools to self-regulate. With the implementation of "Soft Start" tardiness and student discipline decreased. Teachers identified that students are more focused, calm and ready to learn.

Strategies:
• Teachers will improve upon their understanding of and response to students' individual literacy learning needs based on effective formative and summative assessment practices.
• Teachers will improve upon their understanding of and response to students' individual numeracy learning needs based on effective formative and summative assessment practices.

Comments on outcome strategies-

Our Division Literacy and Numeracy Lead Team have been instrumental in providing teachers with best assessment practices when conferring with students specific to writing and mathematics. Teachers are implementing conferring techniques as part of their formative assessment practices. This will assist teachers with gathering meaningful data which can be used to inform their instruction and provide their students with specific feedback to increase their achievement.

Comments on progress-

Teachers are learning effective assessment practices that will help guide and direct their teaching. It is important that teachers feel supported in developing their pedagogical practices.

Outcome 4: Alberta has excellent teachers, and school and school authority leaders

No Data Available

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	94.4%	98.1%	97.2%	100%	97.6%	Very High	Maintained	Excellent

AERR Comments

During the 2017-18 school year our mentorship program was led by our Vice Principal and our aspiring leader/French lead teacher. Our mentorship program provided a forum for guidance in pedagogical practices and Division expectations as well as an opportunity to ask questions for new teachers. An opportunity for student leadership was the launch of our "Recess Rangers" program and ÉOLRS "Leadership" team. Our "Recess Rangers" program consisted of 28 Grade 3 students who worked in small teams to assist with our intramural program. Our ÉOLRS "Leadership" team consisted of 15 Grade 3 students who had to submit an application to our counsellor. Some of the activities they spearheaded were; Breakfast Bowls upkeep, Breakfast Bowl presentations to all classes, the creation of recycling posters, recycling presentations to all classes and providing guided tours of our community to guests.

Strategies:
<ul style="list-style-type: none">• Support excellence in teachers through the inclusion of professional learning opportunities focusing on high-yield strategies in the areas of literacy and numeracy as well as targeted and structured 45 minutes of weekly collaborative time.

Comments on outcome strategies-

We have redesigned and increased time in our weekly collaboration sessions to include all grade teams, LIFT support, Tech and Faith coaches, Counsellor as well as Administration. These weekly sessions take place in a common area enabling collaboration across grades. This redesign is providing staff the opportunity to engage in professional conversations to improve pedagogical practices to ensure optimal learning experiences for all students.

Comments on progress-

Teaching is highly complex; our redesigned collaboration sessions have provided a forum for guidance in pedagogical practices as well as an opportunity to seek best practices from colleagues teaching the same grade or otherwise.

Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9%	100%	100%	94.1%	100%	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.9%	100%	100%	98.8%	99%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100%	100%	100%	100%	100%	Very High	Maintained	Excellent

AERR Comments

School Council continued to be extremely involved in the planning and organizing of events during the 2017-18 school year. We continued to provide parents and teachers with many opportunities to give input on school based decisions through conversations, monthly staff meetings, and monthly School Council meetings.

Strategies:

- Provide opportunities for stakeholders to share feedback on events and learning opportunities that impact the school community of École Our Lady of the Rosary School.

Comments on outcome strategies-

Parent support is key to the success of every child. We are striving to involve all of our parents in school decisions and activities by creating a welcoming environment. Increased opportunities for parents to become involved with either voluntary or school council capacity are being implemented through digital means as we explore ways to engage our parent community in a meaningful way with the school. School administration works to build relationships with the parent community by being welcoming and available to connect with parents.

Comments on progress-

In response to an increase in parents working greater distances away from home, the school has incorporated higher levels of social media to support communication and sharing of their child's engagement with their learning and participation in the school community. There has been an increase in our followers on all of our social media platforms.