



ÉCOLE OUR LADY OF THE ROSARY SCHOOL

2019 - 2020

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 town of Sylvan Lake. As of September 2019, 371 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 while focusing on knowing, understanding and responding to our learners. 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.

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	97.4%	99.1%	99.3%	89.4%	89%	89.2%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.2%	94%	97.2%	82.4%	82.2%	82%	Very High	Maintained	Excellent
	Education Quality	98.6%	99.3%	99.8%	90.3%	90.2%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7%	2.6%	2.7%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7%	79.1%	78.4%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8%	73.6%	73.6%	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6%	19.9%	19.6%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4%	56.3%	55.6%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6%	64.8%	63.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1%	59%	58.5%	n/a	n/a	n/a
	Work Preparation	90.9%	100%	100%	84.1%	83%	82.7%	Very High	Declined	Good
	Citizenship	99.2%	100%	100%	83.3%	82.9%	83.2%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	97.5%	98.2%	98.7%	81.8%	81.3%	81.2%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.5%	95.7%	96.6%	81.5%	81%	80.9%	Very High	Maintained	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	97.7%	99% (2 Yr)
Prayer helps me feel closer to God.	99%	99.6% (2 Yr)
I believe that God created me.	97.7%	98.4% (2 Yr)
I believe that the Catholic Faith teaches me a good way to live.	98%	98% (2 Yr)
I learn about God in all my classes.	94.3%	96.4% (2 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	98.5%	98.5% (1 Yr)
We pray regularly at my school.	96.3%	97.7% (1 Yr)
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	98.7%	98.7% (1 Yr)
At my school, staff and students talk about God.	97%	97% (1 Yr)
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	98.7%	98.7% (1 Yr)
My teacher explains how our faith connects with the topics I am learning in my classes.	95.3%	95.3% (1 Yr)
I believe that God created the world and He wants us to explore His creation.	97.7%	97.7% (1 Yr)

AERR Comments (November)
<p>During the 2018-19 school year the Eight Characteristics of Catholic Identity resource was utilized to support teachers with intentional permeation. This resource was valuable in supporting teachers' lesson development as they intentionally foster in students an appreciation for the Catholic Characteristics of Sacramentality and Humanness. Using the technique of one-sentence permeation allowed teachers to infuse Faith on a daily basis in all areas of the curriculum. Through professional development, support from our faith coach and school administrators, teachers worked on increasing their awareness along with an effective instructional process to bring our values alive in our classes. Through the continued focus on viewing the world through a Catholic lens via the morning announcements and daily conversations around the question ""Where did you see God today?", our staff and students experienced and witnessed Humanness and Sacramentality. According to Schollie data, 98% of our students and 97% of our parents agreed that their school helps students to see God in all things. Our Faith Coach modelled to our grade 3 teachers and students ways to write prayers. In addition, students posted their "God sightings" on a bulletin board in the gathering area. These activities along with all the other faith activities throughout the school year provided students with a heightened awareness of the characteristics of Sacramentality and Humanness. Using the technique of one-sentence permeation in lessons was effective in increasing teacher confidence and understanding of how to effectively permeate our Faith on a daily basis. 100% of teachers agree that our Catholic Faith is permeated into our curriculum. Teachers' confidence in this area was evident as they were calling attention to how our faith is connected to each lesson in all subjects. 95% of our students agreed that they learned about God in all of their classes.</p>

Comment on School Goals (November)	Comment on Results (May)
As a Catholic school division, we are called to lead our school community to the Light of Christ. While our Schollie scores from 2018-19 were strong, we must continue the work of	As our staff continues to do the work of Christ within the community of EOLRS, we are proud to see that students and parents hear about the mission of God in their classes and in

<p>Christ to build His Kingdom here on earth. In order for our school community to grow in faith, we must be relentless in sharing how Christ is at the centre of all relationships and academic learning within Ecole Our Lady of the Rosary.</p>	<p>the school as a whole. Students within the 19-20 school year became aware of the importance of using rationality as the guide to good choices and God's hand in the world. Teacher survey results reported that 100% of our teachers are comfortable permeating our Catholic faith in their lessons.</p>
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<p>Division Goals</p>
<p>FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)</p>
<p>FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.</p>

<p>School Goals</p>
<ul style="list-style-type: none"> • EOLRS will enrich our students' Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
<ul style="list-style-type: none"> • Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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
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
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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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

AERR Comments (November)
Professional conversations occurred at all grade levels ensuring that teachers collaboratively used strategies, programs and teaching techniques to meet all the needs of all students. A school focus for the 2018-2019 school year was French Immersion teachers implementing 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 was a focus for our Grade 1,2,3 classes. Reciprocal Teaching is a scaffolded structure that assists students in learning and monitoring their reading comprehension. Teachers also used the high yielding numeracy strategy of Number Talks to aide students in developing their number sense.

Comment on School Goals (November)	Comment on Results (May)
GB + data and Fountas Pinnell Data, demonstrate the rationale for continued focus on high leverage literacy strategies to support learners. With the focus on timely and targeted, supporting the development of essential outcomes along with success criteria will allow us to support student centered assessment and instruction focus.	The use of AIM continued to be a focus for the 2019-2020 school year. Fountas Pinnell Data from Spring to Fall of 2019 reflects an increase of 7.95% at above Grade Level to 51.95% and a decrease in at risk by 5% to 19.48%. These results demonstrate the positive impact on high leverage literacy strategies including Leveled Literacy Intervention. During COVID-19 these literacy supports continued with 60 students receiving literacy intervention and 32% went up at least one instructional level in 6 weeks. Decrease in GB+ results from fall led to increase in French Immersion support and also more focus on GB+ alignment in process of assessment. Another focus was on formative assessments through ANIE and the development of Essential Learning Outcomes. The

	development of essential learning outcomes was very beneficial for teams as 71% of teachers responded that development of essential learning outcomes supported Live Reporting practices and allowed collaboration and discussion regarding the curriculum.
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Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
<ul style="list-style-type: none"> • Continue to deepen our understanding of high yield literacy and numeracy strategies with a focus on Accelerated Integrated Method (AIM), and Essential Learning Outcomes.
<ul style="list-style-type: none"> • Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning with a focus on numeracy (Use of ANIE, Essential Learning Outcomes Aligned with Edsby).

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

No Data Available

AERR Comments (November)
During the 2018-19 school year one Sacred Teaching was highlighted per month. Teachers taught the identified Sacred Teaching each month as well as permeated these teachings in their classrooms. As a school community we gathered once a month to recognize students that demonstrated the Sacred Teaching of the month. An added element to the Sacred Teachings celebrations is that we had students share where they witnessed the previous month's teaching within our school community. Elder and author, Theresa 'Corky' Larsen-Jonasson, shared with staff and students information about the Cree culture and her book, The Sharing Circle, which provided the opportunity to gain a deeper understanding of the beauty, value and wisdom of Indigenous Culture and perspectives. As a staff, we enhanced our understanding of First Nations, Métis and Inuit cultural beliefs and values through presentations on the Medicine Wheel, Talking circles and question and answer session that were led by our First Nations, Métis and Inuit support team.

Comment on School Goals (November)	Comment on Results (May)
We have created a good base of cultural understanding towards First Nation, Metis and Inuit, and this goal will help us understand at a deeper level by utilizing some of the practices and core documents related to First Nation Metis and Inuit.	With a continued emphasis on understanding the cultural richness of First Nations, Metis and Inuit cultures, EOLRS staff continued to be supported by the team members from Montfort. 100% of all staff appreciate receiving support in order to meet the TQS competencies for Applying Foundational Knowledge for First Nations, Metis and Inuit cultures.

Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.
O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals
<ul style="list-style-type: none"> • Increase cultural understanding in order to promote an appreciation of diverse cultures.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	98.1%	97.2%	100%	97.6%	94%	Very High	Maintained	Excellent

AERR Comments (November)
The redesigned collaboration sessions from last year provided a forum for a focus on high yielding strategies as well as an opportunity to seek best practices from colleagues teaching the same grade or otherwise. Each week, all teachers, LIFT, Faith, Tech coaches and School Administration met in the same room for discussions. Our Schollie data has shown that 87% of teachers were satisfied with the scheduled opportunities to collaborate therefore we will continue this initiative during the 2019-2020 school year.

Comment on School Goals (November)	Comment on Results (May)
These goals further support other goals in other categories by providing support from instructional leadership and professional development in knowing and responding to our learner.	Instructional Leadership was a focus for the 2019-2020 school year. Specifically, the Administration focused on walk throughs to support student and teacher learning. Administrators performed instructional walk throughs daily in classroom rotating which grades each administrator would visit on a monthly basis. Feedback was positive both from the Schollie and the School Survey. In a school developed survey 82% found walk throughs helpful for student learning while in the Schollie Survey 73% highlighted feedback as an important part of the process.

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
<ul style="list-style-type: none"> Enhance instructional leadership practices through the implementation of daily walk-throughs and having professional development aligned with school goals. Teachers will demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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%	98.8%	100%	99.1%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100%	100%	100%	100%	99.3%	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.	100%	100%	100%	100%	100%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	100%	100%	100%	95.2%	100%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100%	100%	98.8%	99%	98.2%	Very High	Maintained	Excellent
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.	100%	100%	94.1%	100%	95.7%	Very High	Maintained	Excellent

AERR Comments (November)

Our teachers developed their formative assessment practices. This was evident in their use of formative assessments, through conferring and checking for understanding. These practices took place during instruction and in collaboration with their students. The use of a variety of formative assessments allowed for feedback to both the student and teacher, the teacher was able to adjust their teaching and the learning activities accordingly to best meet the needs of their students. Specific to numeracy, teachers did 2-3 Math Talks per week with their students. Math Talks are a teacher-led, student-centred technique for building math thinking. Being able to discuss math concepts and share their understanding was important learning for students. As well, Math Talks provide teachers with data to guide future instruction.

During the 2018-19 school year an emphasis was placed on effectively communicating with parents. Parents have had access to our school website, Edsby(91% of parents have accessed), Email, Facebook(585 followers), Twitter(195 followers), Instagram(292 followers), classroom newsletter, Week at a Glance and Remind 101. For the second year our Advent concert was streamed live, which allowed working parents and distant relatives to attend virtually. 100% of parents gave feedback through our school survey and our Grade 3 parents had the opportunity to complete the Schollie survey. Parents were very satisfied with the level of communication from EOLRS. For example, "I love the teachers we have received throughout the years at EOLRS. I think all staff is very friendly. I think you guys have excellent communication at letting the parents know what is going on". "Teacher / parent communication was great this year, parents are always invited to special events, weekly newsletters".

Comment on School Goals (November)

Based on the need for academic and behavioural support, we continue to have a focus on knowing our learner, self regulation and relationships.

Comment on Results (May)

During the 2019-2020 School year we focused on knowing, understanding and responding to our students needs. Through this staff focused on knowing our learners through

<p>Understanding the fiscal realities of the building are important. Continuing the strong relationship with school council and engaging the larger community is important as Our Lady of the Rosary School is the only Catholic elementary school in the community Sylvan Lake.</p>	<p>such strategies as Soft Starts, formative assessment techniques such as ANIE and identifying Essential Learning Outcomes. 90% of staff reported that the ANIE formative assessment tool provided next steps for Math instruction for students. Teachers were also able to collaboratively identify Essential Learning outcomes for two core subject areas. This allowed for instruction and assessment for Live Reporting to work in conjunction of one another. We also focused on providing opportunities for stakeholder feedback and participation in school events. Stakeholders were able to provide feedback through Schollie for Grade Three Families, Advent Concert Survey, and Distance Learning Survey. Through the Distance Learning Survey 78% reported the amount of communication to be, "just right."</p>
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<p>Division Goals</p>
<p>O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed</p>
<p>O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place</p>
<p>O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical</p>
<p>O.4.4 Ensure that staff and students have access to safe and healthy learning environments</p>
<p>O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming</p>
<p>O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development</p>
<p>O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework</p>
<p>O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs</p>

<p>School Goals</p>
<ul style="list-style-type: none"> • EOLRS will know, understand and respond to student needs.
<ul style="list-style-type: none"> • EOLRS will continue to support a self-regulation process and a focus on knowing our learners and their needs.
<ul style="list-style-type: none"> • Ensure that Ecole Our Lady of the Rosary School is fiscally responsible with all resources: staff, financial, and physical.
<ul style="list-style-type: none"> • Provide opportunities for stakeholders to share feedback on events and learning opportunities that impact the school community of Ecole Our Lady of the Rosary School.