



École Our Lady of the Rosary School

2020-2021

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 town of Sylvan Lake. As of September 2020, 414 students are enrolled from Pre-K to Grade Four 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.

Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	95.16%	94.02%	97.21%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent
Education Quality	98.61%	99.28%	99.76%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Citizenship	99.17%	100.00%	100.00%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent
Life Long Learning	91.89%	100.00%	98.41%					Maintained	
Work Preparation	90.91%	100.00%	100.00%	84.10%	82.99%	82.72%	Very High	Declined	Good
Satisfaction with Program Access	87.80%	99.28%	97.38%					Declined	
Program of Studies - At Risk Students	95.77%	98.55%	98.98%					Maintained	
Safe and Caring	97.44%	99.12%	99.32%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	97.48%	98.21%	98.69%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	97.22%	98.55%	99.52%					Maintained	
School Improvement	90.48%	95.65%	96.59%	81.55%	81.04%	80.91%	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.

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	98.69%	98.24%	98.33%	98.42%
Prayer helps me feel closer to God.	94.70%	99.61%	99.17%	97.82%
I believe that God created me.	95.15%	97.84%	98.74%	97.24%
I believe that the Catholic Faith teaches me a good way to live.	94.65%	97.81%	97.62%	96.69%
I learn about God in all my classes.	89.11%	96.08%	96.74%	93.98%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	96.67%	98.82%	98.74%	98.08%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.				
We learn that everyone is important and belongs.	98.72%			98.72%
We learn when we need to apologize and forgive.	97.62%			97.62%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)	97.22%			97.22%
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)				

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

AERR Comments
During the 2019-20 school year staff received professional development aimed to assist them with incorporating the 8 characteristics of Catholic identity into their lessons. RDCRS' Lead Faith Permeation Teacher lead sessions which allowed the teachers of EOLRS to use a one sentence permeation format to inspire how the characteristics of Spirituality and Rationality can be taught to our students. According to our Schollie data, 99% of our student population stated that they learn about God, Jesus and the Holy Spirit at EOLRS. Our parent survey results reported that 100% of parents believed that our Catholic faith was integrated into the curriculum that is delivered to their children. Through the professional development that was provided to our staff, 100% of staff are comfortable in permeating our Catholic faith in their daily lessons.

Comment on School Goals	Comment on Results
As a school community, we will be focusing on	Overall, our Catholic faith results, according to the

<p>Hospitality and Justice, two of the Eight Characteristics of Catholic Identity, throughout this school year. We aspire to deepen our understanding of Hospitality and Justice among staff, students and the school community. With these foundational characteristics for the 2020-21 school year, the staff and students of EOLRS will strive to be true witnesses of inclusive, welcoming environments showing compassion for all of God's people.</p>	<p>questions asked in the Schollie survey, continue to be strong. It is evident to our students, staff and parent community that our Catholic faith is embedded into all that we do at Ecole Our Lady of the Rosary School. Opportunities for our staff and students to grow in the understanding of hospitality and justice were offered through faith coach sessions led at staff professional development days. Through student focused spiritual me lessons and teacher permeated lessons, 100% of surveyed students noted that they learn about the Catholic Faith at school.</p>
---	--

Division Goals
<p>Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)</p>
<p>Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.</p>

School Goals
<p>Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)</p>

Outcome 1: Alberta's students are successful.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Citizenship	99.17%	100.00%	100.00%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent

AERR Comments
<p>The use of AIM continued to be a focus for the 2019-2020 school year. Fountas and 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 supports 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 beneficial for teams as 71% of teachers responded that development of essential learning outcomes supported Live Reporting practices and allowed staff to collaborate and discuss the curriculum.</p>

Comment on School Goals	Comment on Results
<p>GB + data and Fountas and Pinnell data demonstrate the rationale for continued focus on high leverage literacy strategies to support learners. With the focus on timely and targeted interventions, supporting the development of essential learning outcomes along with success criteria will allow staff to support student centered assessment and instruction focus.</p>	<p>Teachers focused on a variety of instructional strategies to support numeracy and literacy. As a whole school we used Assessment of Numeracy In Education, (ANIE), as this numeracy assessment tool aligned well with our Know, Understand and Respond to our learner goals. Grade 1-2 focused on the use of phonemic awareness and phonics to support emergent readers, grades 3-4 identified comprehension strategies based on the needs of their students using the Fountas and Pinnell Wheel of Strategic Actions. French Immersion used Accelerated Integrated Method, along with Menu De Jour strategy, to support student literacy development. Through the use of these instructional strategies, we saw a decrease of 8% in our At-Risk Students in the area of reading.</p>

Division Goals
Create and maintain optimal student learning experiences
Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

School Goals
Create and maintain optimal learning experiences by using high leverage literacy and numeracy strategies.
Utilize timely, targeted, and flexible formative and summative assessment to know understand and respond to our learner, with a focus on using essential learning outcomes, and success criteria.

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

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
---	----------------	------------------	---------------------	--------------------------	----------------------------	-------------------------------	-------------	-------------	---------

AERR Comments

During the 2019-20 school year we continued to highlight The Seven Sacred Teachings within EOLRS. Classroom teachers taught about the foundational knowledge behind each Sacred Teaching. Additionally, students learned how the characteristics were identified within their classmates. Each month, students were honoured through a celebration by both the school and the parent community. Professional development sessions were offered to EOLRS staff which focused on sharing talking circle protocols and providing teachers with resources to assist in imparting the First Nations, Metis and Inuit foundational knowledge and cultural richness with the students of EOLRS. 100% of all staff appreciated receiving PD support in order to meet the TQS competencies for Applying Foundational Knowledge for First Nations, Métis and Inuit cultures.

Comment on School Goals	Comment on Results
In collaboration with RDCRS' Coordinator of the First Nations, Métis and Inuit Support Team we continue to provide our staff and students with learning activities so that students can experience the powerful culture and history of our Indigenous people. EOLRS staff will continue to build their capacity to reflect the foundational knowledge and rich heritage of our First Nations, Métis and Inuit nation.	Our school community continues to develop a deeper appreciation and foundational understanding of First Nations, Metis and Inuit culture. Staff and students in grades 1-4 had the opportunity to take part in two Indigenous read alouds where students were encouraged to both make connections to the story's meaning while also understanding the Indigenous history embedded into the story's words and pictures. Through collaboration with RDCRS Coordinator of First Nations, Metis and Inuit support team, EOLRS' two chosen Indigenous read alouds provided the opportunity for 100% of grade 1-4 students to make meaningful connections to the heritage of Indigenous peoples.

Division Goals

Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.

School Goals

Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

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

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	95.16%	94.02%	97.21%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent

AERR Comments
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 walkthroughs daily in classrooms 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 walkthroughs helpful for student learning while in the Schollie Survey 73% highlighted feedback as an important part of the process.

Comment on School Goals	Comment on Results
Instructional leadership supports school and staff professional learning goals through the feedback given by administrators. As part of instructional leadership we are supporting the pillar of collective leadership through the distribution of different roles and responsibilities amongst our staff. Both elements of these goals foster the importance of mentorship for staff from Administrators, as well as staff building their own leadership capacity.	Administrators fostered instructional leadership through daily walk throughs. Administrators did walkthroughs daily rotating through different grades. 83% of teachers responded that walk-throughs were very impactful or impactful with 0% responding that they had no impact. Teachers were able to show collective leadership with participation in professional learning communities and through collaboration at staff meetings on the vision statement Know, Understand and Respond to our Learners, with 100% of staff feeling that they had input in our Professional Development sessions.

Division Goals
Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership

School Goals
Enhance instructional leadership practices through the implementation of daily walk-throughs, and collective leadership practices.

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

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Education Quality	98.61%	99.28%	99.76%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Life Long Learning	91.89%	100.00%	98.41%					Maintained	
Work Preparation	90.91%	100.00%	100.00%	84.10%	82.99%	82.72%	Very High	Declined	Good
Safe and Caring	97.44%	99.12%	99.32%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	97.48%	98.21%	98.69%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	90.48%	95.65%	96.59%	81.55%	81.04%	80.91%	Very High	Maintained	Excellent

AERR Comments

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 such strategies as Soft Starts, formative assessment techniques such as Assessment of Numeracy In Education (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 with 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."

Comment on School Goals	Comment on Results
Based on the need for academic and behavioural support, we continue to have a focus on knowing our learner, responding to our learner and using data informed instructional practices. Based on our current societal needs we also have a focus on mental health for our staff and students.	Through professional learning communities staff were able to know, understand and respond to their learner with 86% of staff responding that it helped a great deal or helped. In terms of the use of learning progression and success criteria 87% of staff responded it helped a great deal or helped. In terms of student mental health our counsellour has supported 34 students, and our Family School Enhancement Counsellour has worked with 43 families. In addition our Mindful Me Mondays

	program had over a hundred sessions in regards to students mental health. With a focus also on supporting staff mental health through walk through dialogue and professional development, staff responded with 95% positive rate for support with self-care.
--	--

Division Goals	
Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.	
Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed.	
Develop an understanding of mental wellness and create the capacity to respond to identified needs.	

School Goals	
EOLRS will know, understand and respond to students needs through programming.	
EOLRS will support student and staff mental health.	