

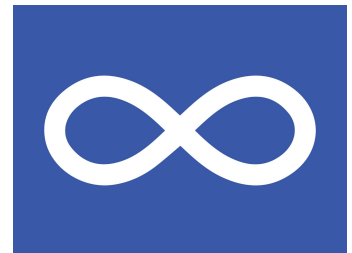


École Our Lady of the Rosary School

2021-2022

SCHOOL IMPROVEMENT PLAN

Red Deer Catholic Regional Schools would like to thank God for all of creation. We acknowledge that we are on two territories: Treaty Six territory to the North of the Red Deer River and Treaty Seven territory to the South of the Red Deer River. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator's blessings.



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 2021, 398 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

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	87.3	n/a	n/a	85.6	n/a	n/a
Citizenship	93.2	99.2	99.7	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	91.5	98.6	99.3	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	85.8	n/a	n/a	82.6	n/a	n/a

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.	2021/22	2020/21	2019/20	3 Year Average
I learn about the Catholic Faith at my school.	99.11%	98.69%	98.24%	98.68%
Prayer helps me feel closer to God.	95.11%	94.70%	99.61%	96.47%
I believe that God created me.	96.44%	95.15%	97.84%	96.48%
I believe that the Catholic Faith teaches me a good way to live.	95.18%	94.65%	97.81%	95.88%
The Catholic faith is a focus in my school.	97.30%	64.00%	66.67%	75.99%
I learn about God in all my classes. (Grade 4 students)	89.19%	89.82%	96.08%	91.70%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)				
My teachers show me what it is like to be friends with Jesus. (Grade 4 students)	90.28%	95.89%	96.47%	94.21%
My teachers show me what it is like to develop a relationship with Jesus. (Grade 7 & 10 students)				
I learn that we all need to play a part in helping to make our world a better place for everyone.	98.65%			98.65%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	90.54%			90.54%
I would recommend my school to a friend.	91.89%			91.89%

AERR Comments
Overall, our Catholic faith results, according to the questions asked in the Schollie survey, continued to be strong in the 2020-2021 school year. It was evident to our students, staff and parent community that our Catholic faith was embedded into all that we did 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 lessons and teacher permated lessons, 100% of surveyed students noted that they learn about the Catholic Faith at school. One area of growth would be that 75% of students noted that they learned about God in all of their classes.

Comment on School Goals	Comment on Results
Ecole our Lady of the Rosary school has two areas of focus for the 2021-2022 school year. First, we endeavour to increase the amount of students who believe they learn about God in all of their classes from 75% to 90%. Our teachers are doing an amazing job using the eight characteristics of Catholic identity as a tool for teaching curriculum with a Catholic worldview. However, although these characteristics are Catholic virtues, they can also be considered secular virtues	We are pleased with our results in the area of reinvigorating our school Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022 - Community and Tradition). Firstly, 91% of students noted that they learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations. In addition, 99% of students indicated that they learn we all need to play a part in helping to make our world a better place for

<p>when God is not explicitly mentioned. Therefore, we are looking to improve our consistency and ability to talk about God at every opportunity, especially when permeating using the eight characteristics of Catholic identity. Secondly, we look to use the division focus characteristics of Community and Tradition to reinvigorate the relationship between stakeholders and the parish. Our stakeholders are passionate about Catholic education, but the Covid 19 pandemic has diminished the involvement in parish and sacramental life for staff, parents, and students. Therefore, we are striving to reinvigorate the involvement between school and parish and increase sacramental preparation for our families. It is crucial to our mission that we know, understand and respond to the needs of our faith community in order to make Christ known to all.</p>	<p>everyone. Finally, with the help of individual phone calls from administration, 29 students received the sacrament of first communion and reconciliation that were unable to receive this sacrament during the pandemic, and 26 students received these sacraments on time this year, meaning 92% of eligible resident students received their sacraments. We were also blessed to have our parish priest visible in our building or at the Church 10 times this school year, helping our sense of connection to our Our Lady of the Assumption. Although we did fantastic in this area, we still believe we have work to do in permeating using the eight characteristics of Catholic identity with specific mention of one of the three persons of the Holy Trinity. Teachers took part in two professional development sessions in the area of intentional faith permeation, and administration noted permeation in teacher lesson plans. However, only 68% of students noted that they learn about God in all of their classes, which has highlighted a two year trend of this number decreasing. This is a concern for us, and we plan to increase our data collecting and efforts in this area moving forward.</p>
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Division Goals
Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

School Goals
Lessons are permeated using the eight characteristics of Catholic identity with specific mention of one of the three persons of the Holy Trinity.
Reinvigorate our school Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022 - Community and Tradition)

Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	93.2	99.2	99.7	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments

EOLRS 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 teams determined instructional focuses based on knowing their student's needs. In grades 1-2 there was a focus 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. In 2020-2021 there was a decrease of 8% in our At-Risk Students in the area of reading through the use of these strategies.

Comment on School Goals	Comment on Results
Through professional learning communities our teams will have voice and choice in choosing their literacy and numeracy focus as they know, understand and respond to the specific learning gaps they identify in their classrooms. With the success of our Grade 1 and Grade 2 teams with literacy we have put a greater focus on the phonemes and phonics strategies in Grade 2 and Grade 3 and Grade 3 French Immersion. With the learning disruption that occurred for our French Immersion students in the area of literacy EOLRS teachers are focusing on the high leverage strategy of Guided Reading.	Teachers determined literacy goals based on data collected in the classroom and implemented chosen strategies based on student needs. Students demonstrated growth based on targeted teacher goals and learning progressions determined by teachers in their Professional Learning Communities (PLCs). French Immersion teachers had a focus on using guided reading in their classrooms to support all learners with a focus on decreasing at risk readers. By winter testing, our French at risk readers decreased by 6% due to their efforts. Staff focused on Knowing, Understanding and Responding by having this as a topic for collaboration 8 times at staff meetings and having 13 PLC sessions focused on targeted teacher goals responding to learner needs in literacy, numeracy and social/emotional, in

	which they chose one of each throughout the school year.
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Division Goals
Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

School Goals
Create and maintain optimal learning experiences by using high leverage literacy and numeracy strategies based on Knowing, Understanding and Responding to our students.
Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners.

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

Alberta Ed Required Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable				n/a	n/a	11.2
PAT: Excellence				n/a	n/a	n/a
Diploma: Acceptable				n/a	n/a	n/a
Diploma: Excellence				n/a	n/a	n/a
3-year High School Completion				n/a	n/a	7
Drop Out Rate				5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)				n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate				39.5	39.1	37.4
Transition Rate (6 yr)				35.7	35	34.1

AERR Comments

Our school community continued to develop a deeper appreciation and foundational understanding of First Nations, Metis and Inuit culture in the 2020 - 2021 school year. 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 the RDCRS Coordinator of the Indigenous Education Services 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.

Comment on School Goals	Comment on Results
We have taken great strides in our ability to know, understand and respond to the needs of stakeholders in the process of reconciliation. In collaboration with the division Coordinator of the Indigenous Education Services 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 Peoples. Particularly, we are working towards more and more teachers using Indigenous ways of knowing in their classrooms as a natural part of implementing the curriculum. Students will experience a variety of Indigenous lessons through the support of teacher professional development and our Indigenous Education	We are very proud of the work we have done in initiating programs to build capacity and grow the collective leadership culture of Indigenous education practices. An Indigenous lead teacher worked closely with administration in planning professional development and programming for staff and students. 93% of teachers noted that they grew in their ability to implement Indigenous ways of knowing in their classrooms, and this shone through our community with many more Indigenous images being seen around the school. This included a medicine wheel award wall and seven sacred teachings images around the school. Most notably, our Grade 4 leaders created ideas for Indigenous artwork that inspired administration's collaboration with a renowned local Indigenous artist who painted a golden eagle, orange son, rosary, and

Services team.	shared his knowledge of the golden eagle and the buffalo with our students. Each teacher led seven lessons and activities focussed on the seven sacred teachings which were attached to our virtue awards. The Indigenous Education Services team also led seven full school lessons on the seven sacred teachings, did a two day inservice which included Métis cultural activities, and led two professional development sessions for our staff, one specific to talking circles, and one focussed on Métis culture. Taken altogether, our ability to Know, Understand, and Respond to our Indigenous population, as well as all students has grown immensely.
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Division Goals
In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals
Initiate programs to build capacity and grow the collective leadership culture of Indigenous education.

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	75.6	95.2	95.6	81.9	82.4	82.1

AERR Comments
Instructional leadership was a focus in 2020-2021. This was accomplished through daily walkthroughs. Administrators did walkthroughs daily rotating through different grades. 83% of teachers responded that walkthroughs were very impactful or impactful with 0% responding that they had no impact. Teachers were able to show collective leadership through their participation in professional learning communities and through collaboration at staff meetings on the vision statement know, understand and respond to our Learners. Collective Leadership and input of staff was demonstrated when 100% of staff answered they had input in our Professional Development sessions.

Comment on School Goals	Comment on Results
Administration supports professional learning goals through continuous processes for feedback to staff. This process allows administrators to better know, understand and respond to the needs of staff and students. We are paying close attention to collective leadership in an effort to empower teachers to share their God given talents with our school community.	Administration supported teachers in understanding the Teacher Quality Standard and achieving collective leadership through instructional leadership practices. Teachers had four professional development sessions on their educational endeavour/ Professional Growth Plans, with November and May meetings to review with administration. Encouragingly, 91% of teachers reported in the mid-point Professional Learning Communities (PLC) review that PLC's provided opportunities for them to demonstrate collective leadership. Teachers were also supported with instructional leadership by administration by engaging in over 100 instructional walkthroughs followed up with professional conversations. We are looking forward to this combined structure continuing to help teachers Know, Understand, and Respond to their students in a collective and collaborative way.

Division Goals
Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.
Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.

School Goals
Enhance instructional leadership practices through the implementation of daily walkthroughs, and collective leadership practices.
Enhance instructional leadership through visible leadership practices and the opportunity for teacher voice in order to foster a culture of collective leadership.

Alberta's education system is well governed and managed.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	91.5	98.6	99.3	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	n/a	n/a	87.8	n/a	n/a
Work Preparation	83.3	90.9	97	85.7	84.1	83.2

AERR Comments
<p>In our professional learning communities, (PLC's) staff were able to know, understand and respond to their learner. 86% of staff responded that PLC's aided in this a great deal or helped. Learning progressions and success criteria were also a focus in PLC's as 87% of staff responded that this process assisted a great deal or helped. Keeping in mind the pandemic, student mental health was also a focus in responding to our learners. Our school counselor supported 34 students, and our Family School Enhancement Counselor worked with 43 families. In addition, our Mindful Me Mondays program had over a hundred sessions in regards to student's mental health. With a focus also on supporting staff mental health through walk through dialogue and professional development. Staff responded with a 95% positive rate for the support that was given for self-care.</p>

Comment on School Goals	Comment on Results
<p>Our goals reflect our continued focus on know, understand and respond to our Learner. This focus is demonstrated through work done in PLCs towards learning progressions, the focus on student mental health through Mindful Me Mondays, and the variety of instructional approaches and supports provided by our Family School Enhancement Counselor and our School Counselor. Staff mental health is also a focus and this is supported through monthly appreciation, conversations in walk-throughs, empowerment through voice and choice and most importantly our faith.</p>	<p>Staff were supported with mental health with a focus on joy. This was done through a variety of self-care choice sessions such as handmaking perogies, cooking pupusas, breathing techniques, making snowman craft, creating sugar scrubs and pencil door hangers. Each professional development day has some teaming opportunities with the intent of creating joy and working in community. In addition, staff also receive monthly appreciation through our wellness wagon that is delivered by administration, and were always asked about their mental health after instructional walkthroughs and how administration can support them. Staff built knowledge and understanding of trauma informed practices through participation in two professional development sessions. 80% of teachers reported that ÉOLRS school provides opportunities for personal wellness during non-instructional times. We look to continue our growth in this area as we continue to respond to the needs of our staff, knowing that staff wellness is paramount for the success of our students.</p>

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Division Goals
RDCRS provides enhanced education through communication, engagement and partnership.

School Goals
ÉOLRS will know, understand and respond to students needs through programming.
ÉOLRS will support student and staff mental health through increased opportunities for voice and choice to enhance sense of efficacy for all stakeholders.