

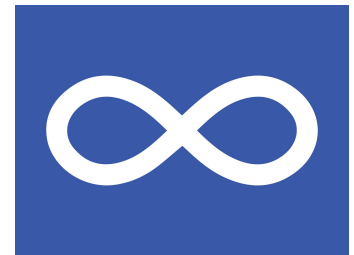


École Our Lady of the Rosary School

2022-2023

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 2022, 383 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)	Achievement	Improvement	Overall
Student Learning Engagement	89	87.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Citizenship	93.2	93.2	99.6	81.4	83.2	83.1	Very High	Declined	Good
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	n/a	n/a	n/a	18	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24	n/a	n/a	n/a
Education Quality	95.4	91.5	98.9	89	89.6	90.3	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.5	93.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	92.8	85.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Parental Involvement	88.8	77.5	97.8	78.8	79.5	81.5	Very High	Declined	Good

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve	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)	N/A	N/A	N/A	
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)	N/A	N/A	N/A	
I learn that we all need to play a part in helping to make our world a better place for everyone.	98.65%	N/A	N/A	98.65%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	90.54%	N/A	N/A	90.54%
I would recommend my school to a friend.	91.89%	N/A	N/A	91.89%

AERR Comments

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 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 last 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.

Comment on School Goals

Ecole our Lady of the Rosary school has two areas of focus for the 2022-2023 school year. First, we endeavour to increase the amount of students who believe they learn about God in all of their classes from 68% 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, encountering Christ in all that we do is a more spiritual endeavour than one relating to content being taught. Therefore, we are focusing on ensuring students encounter Christ throughout a variety of subjects, each day. We are hoping that changing our focus to a more spiritual approach rooted in our relationship with Christ will improve our result immensely. Secondly, we look to continue in reinvigorating 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 give all stakeholders opportunities to encounter Christ in all that we do.

Division Goals

Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

School Goals

EOLRS will create learning environments that ensure abundant opportunities for stakeholders to encounter the fullness of a relationship with Christ.

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	67.3	n/a	73.8
PAT: Excellence	n/a	n/a	n/a	18	n/a	20.6
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24
Citizenship	93.2	93.2	99.6	81.4	83.2	83.1
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6
Lifelong Learning	82.8	85.7	95.9	81	82.1	72
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68	66.4

AERR Comments

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.

Comment on School Goals

Through professional learning communities our teams will have voice and choice in using innovative practices towards new curriculum and in choosing their literacy and numeracy focus. This process is being done by each grade team in a collective way, in order to meet the needs of their unique learners. This approach allows us to explore and implement best practices as we continue to enhance the delivery of new curriculum. Through this process teachers will be able to respond to student needs through Knowing, Understanding and Responding to their students through these collectively led goals. Some of the current projects grade teams are working on through Professional Learning Communities is developing Math Unit plans with new curriculum and students in mind, planning phonics and phoenemes learning activities with assessments, and going through old and new curriculum in Math to identify the main differences for instruction.

Division Goals

Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

School Goals

Focus on Knowing, Understanding and Responding to students through the implementation of the new curriculum while creating conditions to support creativity, innovation and evidence-based practices.

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	n/a	46.4	n/a	54
PAT: Excellence	n/a	n/a	n/a	6.4	n/a	7.4
Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2
Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4
3-year High School Completion	n/a	n/a	n/a	59.5	62	58.4
Drop Out Rate	n/a	n/a	n/a	4.9	5	5.3
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	24.6
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	41.1	39.5	38.6

AERR Comments

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 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 grew immensely.

Comment on School Goals

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 that facilitate students experiencing the powerful culture and history of our Indigenous people. ÉOLRS staff will continue to build their capacity to reflect the foundational knowledge and rich heritage of our First Nations, Métis and Inuit Peoples. Students will experience a variety of Indigenous lessons through the support of teacher professional development and our Indigenous Education Services team. Additionally, we strive further to Know, Understand, and Respond to our

Indigenous students from a more academic lens as well. Looking at the government literacy and numeracy screeners, we will ensure that each at-risk Indigenous student receives targeted academic support from our lead literacy and numeracy teachers.

Division Goals

The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.

School Goals

Knowing, Understanding, and Responding to the academic and social emotional needs of Indigenous students.

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)
In-Service Jurisdiction Needs	97	89.5	97.9	83.7	84.9	85.1

AERR Comments

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, 90% of teachers reported Professional Learning Communities (PLC) provided opportunities for them to demonstrate collective leadership. Teachers were also supported with instructional leadership by administration engaging in over 100 instructional walkthroughs followed up with professional conversations. This combined structure supported teachers to Know, Understand, and Respond to their students in a collective and collaborative way.

Comment on School Goals

Administration supports professional learning goals through continuous processes for feedback to staff that includes walk-through debrief and professional growth goal meetings. This process allows administrators to better Know, Understand and Respond to the needs of staff and students. We provide a variety of opportunities for collective leadership, such as PLC's and staff meeting process. in an effort to empower teachers to share their God given talents with our school community.

Division Goals

Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching and learning practices.

School Goals

Quality learning experiences for students are fostered through a shared, collective responsibility of staff, with continuous improvement of evidence-based teaching and learning practices.

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	95.4	91.5	98.9	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.5	93.7	n/a	86.1	87.8	n/a
Parental Involvement	88.8	77.5	97.8	78.8	79.5	81.5
Safe and Caring	95.1	92.4	98.3	88.8	90	89.2

AERR Comments
<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 hand making perogies, cooking pupusas, breathing techniques, making snowman crafts, creating sugar scrubs and pencil door hangers. Each professional development day had some teaming opportunities with the intent of creating joy and working in community. In addition, staff also received monthly appreciation through our wellness wagon that was 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 provided 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>

Comment on School Goals
<p>Our goals reflect our continued focus on Know, Understand and Respond to our Learner, Staff and Community. This focus is demonstrated through work done in PLCs towards new curriculum, feedback given from families through School Council, surveys, and our French Immersion families. Staff mental health is also a large focus this year with an emphasis on creating opportunities for positive social interaction. We have renamed our social committee to our social wellness committee in an attempt to focus on community as a support for mental health and positive school culture. We strive to Know, Understand, and Respond to the needs of our staff by planning events such as our mental health choice sessions during professional development, and our staff being highlighted on social media to create a sense of community appreciation and care.</p>

Division Goals
<p>Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.</p>

School Goals
Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.
ÉOLRS will support student, parent and staff mental health in order to create a positive learning environment for all stakeholders.