École Our Lady of the Rosary School Improvement Plan

2023/2024

Faith Priority: École Our Lady of the Rosary School will create abundant opportunities for students and staff to nurture their Catholic faith in ways that are personally meaningful to each student and employee.

Student Learning Priority: Foster teacher efficacy in the implementation of new curriculum through enhancing collective leadership structures.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Schollie Data (Spring 2023) Students: My school prays together as a community of believers. (100%) My school encourages me to learn more about faith. (97%) Parents: I believe our school creates opportunities for students to encounter and make connections with our faith through various experiences such as scripture reading, liturgies, sacraments, and celebrations. (100%) Teachers: I believe our school creates opportunities for students to encounter and make connections with our faith through various experiences such as scripture reading, liturgies, sacraments, and celebrations. (100%)	Through professional development, create authentic opportunities for staff to nurture their own faith and to collaborate on how best to nurture their students' relationship with God.	Maintain: My school prays together as a community of believers. (100%) My school encourages me to learn more about faith. (97%) Maintain: I believe our school creates opportunities for students to encounter and make connections with our faith through various experiences such as scripture reading, liturgies, sacraments, and celebrations. (100%) Maintain: I believe our school creates opportunities for students to encounter and make connections with our faith through various experiences such as scripture reading, liturgies, sacraments, and celebrations. (100%)	In September, staff will engage in a retreat to foster self-reflection and provide opportunities for personal connection with God. Our faith team will plan and facilitate a Faith Focus on every professional development day and plan monthly initiatives such as reflective questions that provide opportunities for staff to nurture their foundational knowledge of faith. Our faith team will ensure our students have opportunities to personalize their Catholic faith through bi-weekly Spiritual Me lessons, 2 faith retreats, teaching masses and teacher-directed classroom experiences.
Student Growth and Achievement	September 2023: Students Below the AB ED Norms in Literacy (LENS & CC3) Grade 2 ENG LENS: 29% Grade 2 ENG CC3: 28% Grade 2 FRE LENS: 40% Grade 2 FRE CC3: 24% Grade 3 ENG CC3: 36% Grade 3 FRE CC3: 43% Grade 4 ENG CC3: 28% Grade 4 FRE CC3: 48% AEA Spring 2023: Student Learner Engagement: Teacher, Parents, Students Overall: (84.9%) Parents: The literacy skills your child is learning at school are useful. (93%) Students: Do you like learning Language Arts? (65%) Teachers: The literacy skills students are learning at your school are useful. (95%)	Students will show improvement in literacy through engagement with the English Language Arts curriculum.	May/June 2024: Decrease in Students Below the AB ED Norms in Literacy (LENS & CC3) Grade 2 ENG LENS: 20-24% Grade 2 ENG CC3: 18-23% Grade 2 FRE LENS: 30-35% Grade 2 FRE CC3: 14-19% Grade 3 ENG CC3: 26-31% Grade 3 FRE CC3: 33-38% Grade 4 ENG CC3: 18-23% Grade 4 FRE CC3: 38-43% Student Learner Engagement: Increase of 5%: Teachers, Parents, Students Overall Maintain: The literacy skills your child is learning at school are useful. (Parents) Increase of 10% - Do you like learning Language Arts? (Students) Maintain: The literacy skills students are learning at your school are useful. (Teachers)	At risk students will receive a minimum of 5 one hour LIFT blocks per week for literacy Tier 2 interventions across grades 1-4. Teachers will follow the Literacy Framework to ensure the required elements in the 5 Pillars of Reading are embedded in their daily and weekly practices. Administration and teachers will break open engaging literacy strategies which align with the new ELA curriculum in our grade 4 team PLCs.
Teaching and Leading	Teacher Survey (Spring 2023): How well has the PLC process supported you in learning the new curriculum or responding to the academic needs of your students? A Lot (20%), Somewhat (80%), Very Little (0%) How has creating your own goals allowed you to have voice and choice? A Lot (90%) Somewhat (10%) Very Little (0%) Do you feel you've had the opportunity to build collective leadership through sharing your gifts and talents with colleagues? A Lot (50%) Somewhat (40%) Very Little (10%) AEA Spring 2023: Education Quality: Parents: How satisfied or dissatisfied are you with the quality of teaching at your child's school? (93%) Students: Are the teachers in your school Very Good/Good? (97%)	Teachers will collaboratively set goals for new curriculum implementation with a focus on innovative, engaging, and evidence-based teaching practices to support the needs of their students.	Teacher Survey (Spring 2024): Increase A Lot to 40% - How well has the PLC process supported you in learning the new curriculum or responding to the academic needs of your students? Maintain: How has creating your own goals allowed you to have voice and choice? Increase A Lot by 20% - Do you feel you've had the opportunity to build collective leadership through sharing your gifts and talents with colleagues? AEA Spring 2024: Education Quality: Maintain : How satisfied or dissatisfied are you with the quality of teaching at your child's school? (Parents) Maintain: Are the teachers in your school Very Good/Good? (Students)	During bi-weekly PLCs, teachers will create 3 WIGs per year (2 academic/new curriculum and 1 social emotional goal) with lead measures identifed (4 Disciplines of Execution) based on students' needs. Administration will facilitate bi-weekly PLC meetings, have bi-annual PGP meetings, and provide coaching sessions for teachers 7 times to increase teacher efficacy and collective leadership. Professional development will ensure collaboration time is embeded within professional development sesssions on curriculum and new assessment (Schoology) a minimum of 6 times.
Learning Supports	AEA Spring 2023: Access to Supports/Services: The percentage who agree that students have access to the appropriate supports and services at school. Parents (82.4%), Students (90.3 %), Teachers (84.4%) At school, there are appropriate supports and services available to your child to help with their learning. Parents (83%) Your child can easily access programs and services at school to get help with school work. Parents (76%) Your school's continuum of supports and services are responsive to students' needs. Teachers (71%) The percentage of students who agree that they can get help with school work at school if they need it. (86%)	Our Inclusive Learning Teacher, teachers and support staff will collaboratively ensure students receive universal, targetted, and specialized supports in an inclusive environment.	AEA Spring 2024: Access to Supports/Services: Increase Parents to 85%, Maintain Students, Increase Teachers to 86% - The percentage who agree that students have access to the appropriate supports and services at school. Increase Parents to 90% - At school, there are appropriate supports and services available to your child to help with their learning. Increase to 85% - Your child can easily access programs and services at school to get help with school work. (Parents) Increase to 80% - Your school's continuum of supports and services are responsive to students' needs. (Teachers) Increase to 90% - The percentage of students who agree that they can get help with school work at school if they need it.	Our Inclusive Learning Teacher will meet with teachers of complex learners to create literacy programming for Tier 3 interventions formally once/term and provide direct support to complex learners 3-4 times/week. Further develop the collective leadership model with our ILT team through weekly meetings, through establishing shared goals, and reassessing action plans. Targeted professional development for our educational assistants will be provided on every PD day so they are better equipped to support students.
Governance	AEA Spring 2023: Parental Involvement: Overall percentage of teachers and parents satisfied with parental involvement. Teachers (95.5%), Parents (64.4%) Communications Parent Survey (Spring 2023): How often do you read our Week at a Glance? Every Week (61%) Often (16%) Sometimes (9%) Rarely (9%) Never (3%) How useful do you find the letter we send home as part of our Week at a Glance? Very Useful (56%) Somewhat Useful (28%) Not Useful (4%) I don't read the letter (11%)	Increase authentic strategic partnerships and parent engagement opportunities.	AEA Spring 2024: Parental Involvement: Maintain Teachers, Increase Parents to 75% - Overall percentage of teachers and parents satisfied with parental involvement. Communications Parent Survey (Spring 2024) Increase Every Week to 75% - How often do you read our Week at a Glance? Increase Very Useful to 75% - How useful do you find the information in our Week at a Glance? Smore Analytics: 250 Average weekly "hits."	Analyze the parent engagement data with School Council to find ways to increase parent involvement in team with our school council in our November meeting. Continue with French Immersion parent engagement nights and use this model to provide similar structures and supports for our entire parent community three times/year. Use communication avenues such as newsletters, website and social media to increase parent awareness of learning supports, innovative and engaging learning opportunities. Continue to solicit and be responsive to feedback from parents in regards to parent teacher interviews, parent involvement, and communication channels.

Required Alberta Education Assurance Measures - Overall Summary
Spring 2023

School: 1369 Our Lady of the Rosary School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.9	89.0	89.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.3	93.2	96.2	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.3	95.4	97.0	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	94.5	94.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.7	92.8	92.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	79.8	88.8	93.1	79.1	78.8	80.3	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.