

École Our Lady of the Rosary School Improvement Plan

2024-2025



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: Enhance teacher efficacy in literacy instruction through increased engagement with the RDCRS Literacy Framework.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies																																
Faith	<p>Schollie Data (Spring 2024) Students: I understand what it means to love and help my neighbour as a Catholic member of our community (98%). I learn that we all need to play a part in making our world a better place for everyone (98%).</p> <p>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. (91%)</p> <p>Teachers: I believe our school encourages students and staff to understand the church's mission to help our community and their personal responsibility to actively participate in our community through social justice (100%).</p> <p>Alberta Education Assurance Measure Results (AEA) (Spring 2024) Teachers: Students are encouraged at your school to be involved in activities that help the community (86%)</p>	Create authentic opportunities for our school community to nurture their faith through continued professional development and meaningful social justice projects.	<p>Schollie Data (Spring 2025) Maintain or improve: I understand what it means to love and help my neighbour as a Catholic member of our community (98-100%).</p> <p>Improve: I learn that we all need to play a part in making our world a better place for everyone (98-100%).</p> <p>Improve: 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. (95-100%)</p> <p>Maintain: I believe our school encourages students and staff to understand the church's mission to help our community and their personal responsibility to actively participate in our community through social justice (100%).</p> <p>AEA (Spring 2025) Improve: Students are encouraged at your school to be involved in activities that help the community (93-100%)</p>	<p>Our faith team will plan and facilitate a Faith Focus on every professional development day with a focus on nurturing their own faith.</p> <p>Our faith team will ensure our staff and students have opportunities to nurture their Catholic faith through 2 faith retreats and through social justice projects tied to a chosen charity that is personally meaningful to our school community (Strong for Sloane).</p> <p>By June, staff and students will have the opportunity to nurture their faith through multiple authentic social justice initiatives both within our school and the Central Alberta community.</p>																																
Student Growth and Achievement	<p>September 2024: Students Below the AB ED Norms in Literacy (LeNS, CC3, RAN, and PAST)</p> <table border="0"> <tr> <td>Grade 1 ENG LeNS: 57%</td> <td>Grade 1 FRE LeNS: 63%</td> </tr> <tr> <td>Grade 1 ENG CC3: January 2024</td> <td>Grade 1 FRE CC3: January 2024</td> </tr> <tr> <td>Grade 1 ENG RAN: 48.5%</td> <td>Grade 1 FRE RAN: 58%</td> </tr> <tr> <td>Grade 1 ENG PAST: 61%</td> <td>Grade 1 FRE PAST: 32%</td> </tr> </table> <table border="0"> <tr> <td>Grade 2 ENG LeNS: 45.5%</td> <td>Grade 2 FRE LeNS: 48%</td> </tr> <tr> <td>Grade 2 ENG CC3: 36.5%</td> <td>Grade 2 FRE CC3: 61%</td> </tr> </table> <table border="0"> <tr> <td>Grade 3 ENG CC3: 36%</td> <td>Grade 3 FRE CC3: 14%</td> </tr> </table> <table border="0"> <tr> <td>Grade 4 ENG CC3: 20.5%</td> <td>Grade 4 FRE CC3: 17%</td> </tr> </table>	Grade 1 ENG LeNS: 57%	Grade 1 FRE LeNS: 63%	Grade 1 ENG CC3: January 2024	Grade 1 FRE CC3: January 2024	Grade 1 ENG RAN: 48.5%	Grade 1 FRE RAN: 58%	Grade 1 ENG PAST: 61%	Grade 1 FRE PAST: 32%	Grade 2 ENG LeNS: 45.5%	Grade 2 FRE LeNS: 48%	Grade 2 ENG CC3: 36.5%	Grade 2 FRE CC3: 61%	Grade 3 ENG CC3: 36%	Grade 3 FRE CC3: 14%	Grade 4 ENG CC3: 20.5%	Grade 4 FRE CC3: 17%	Students will show improvement in literacy through targeted intervention, personalized learning strategies, and ongoing assessment in alignment with the Literacy Framework.	<p>May/June 2025: Decrease in Students Below the AB ED Norms in Literacy (LeNS, CC3, RAN, and PAST)</p> <table border="0"> <tr> <td>Grade 1 ENG LeNS: 10-15%</td> <td>Grade 1 FRE LeNS: 20-25%</td> </tr> <tr> <td>Grade 1 ENG CC3: TBD</td> <td>Grade 1 FRE CC3: TBD</td> </tr> <tr> <td>Grade 1 ENG RAN: 20-25%</td> <td>Grade 1 FRE RAN: 25-30%</td> </tr> <tr> <td>Grade 1 ENG PAST: 25-30%</td> <td>Grade 1 FRE PAST: 10-15%</td> </tr> </table> <table border="0"> <tr> <td>Grade 2 ENG LeNS: 10-15%</td> <td>Grade 2 FRE LeNS: 5-10%</td> </tr> <tr> <td>Grade 2 ENG CC3: 10-15%</td> <td>Grade 2 FRE CC3: 20-25%</td> </tr> </table> <table border="0"> <tr> <td>Grade 3 ENG CC3: 10-15%</td> <td>Grade 3 FRE CC3: 0-5%</td> </tr> </table> <table border="0"> <tr> <td>Grade 4 ENG CC3: 5-10%</td> <td>Grade 4 FRE CC3: 0-5%</td> </tr> </table>	Grade 1 ENG LeNS: 10-15%	Grade 1 FRE LeNS: 20-25%	Grade 1 ENG CC3: TBD	Grade 1 FRE CC3: TBD	Grade 1 ENG RAN: 20-25%	Grade 1 FRE RAN: 25-30%	Grade 1 ENG PAST: 25-30%	Grade 1 FRE PAST: 10-15%	Grade 2 ENG LeNS: 10-15%	Grade 2 FRE LeNS: 5-10%	Grade 2 ENG CC3: 10-15%	Grade 2 FRE CC3: 20-25%	Grade 3 ENG CC3: 10-15%	Grade 3 FRE CC3: 0-5%	Grade 4 ENG CC3: 5-10%	Grade 4 FRE CC3: 0-5%	<p>Using the RDCRS Literacy Framework, teachers will develop and implement 1-2 Literacy goals per year, grounded in student data and assessment results.</p> <p>Teachers will have access to 2.5 days of dedicated release time to collaborate and implement their targeted literacy goals.</p> <p>Inclusion Lead Teachers will provide literacy intervention for students at risk during scheduled literacy intervention blocks.</p>
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Teaching and Leading	<p>Teacher Survey (Spring 2024): How has creating your own goals allowed you to have voice and choice? A Lot (90%) Somewhat (10%) Very Little (0%).</p> <p>Schollie Data (Spring 2024) To what extent does your school Professional Development Plan provide you with opportunities to collaborate with teacher colleagues on student learning? A Great Deal (45%) A Moderate Amount (25%) A Small Amount (30%).</p> <p>AEA Data (Spring 2024) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. Parents (84.3%) Students (100%), Teacher (98.7%)</p>	Teachers will collaboratively set goals for literacy with a focus on key elements of the RDCRS Literacy Framework utilizing evidence-informed decision making to enhance instructional practices.	<p>Teacher Survey (Spring 2025) Maintain: How has creating your own goals allowed you to have voice and choice?</p> <p>Schollie Data (Spring 2025) Increase top 2 boxes to 85%. To what extent does your school Professional Development Plan provide you with opportunities to collaborate with teacher colleagues on student learning?</p> <p>AEA (Spring 2025) Education Quality Maintain: How satisfied or dissatisfied are you with the quality of basic education.</p>	Professional development will ensure collaboration time is embedded within professional development days on literacy instruction and assessment a minimum of 5 times.																																
Learning Supports	<p>AEA Spring 2024: Access to Supports/Services: The percentage who agree that students have access to the appropriate supports and services at school. Parents (79.5%), Students (95.4%), Teachers (81.3%) At school, there are appropriate supports and services available to your child to help with their learning. Parents (88%) Your child can easily access programs and services at school to get help with school work. Parents (72%) Your school's continuum of supports and services are responsive to students' needs. Teachers (79%) The percentage of students who agree that they can get help with school work at school if they need it. (91%)</p>	Our teachers and support staff will collaboratively ensure students receive universal, targeted, and specialized supports in an inclusive environment.	<p>AEA Spring 2025: Access to Supports/Services: Maintain/improve: The percentage who agree that students have access to the appropriate supports and services at school. Maintain/improve: At school, there are appropriate supports and services available to your child to help with their learning. (Parents) Maintain/improve: Your child can easily access programs and services at school to get help with school work. (Parents) Improve: Your school's continuum of supports and services are responsive to students' needs. (Teachers) Maintain: The percentage of students who agree that they can get help with school work at school if they need it.</p>	<p>Through professional development, staff will develop a shared vision of inclusion and deepen understanding of complex learners' needs.</p> <p>Inclusion Lead Teacher roles will be redistributed to ensure intensified supports in targeted areas.</p> <p>Teachers will collaborate with Inclusion Lead Teachers and MS2 to program for diverse students' needs.</p> <p>Educational Assistants assignments will be coordinated to enhance communication and collaboration opportunities by grade team.</p> <p>Targeted professional development for our educational assistants will be provided on every PD day, so they are better equipped to support students.</p>																																
Governance	<p>AEA Spring 2024: Parental Involvement Percentage of parents satisfied with parental involvement in decisions about their child's education. (84.3%) Percentage of teachers satisfied with parental involvement in decisions about their child's education. (98.4%)</p>	To maintain and enhance meaningful parental involvement in partnership with School Council executive through increased alignment with Council's Operating Procedures.	<p>AEA Spring 2025: Parental Involvement: Improve to over 85%: Percentage of parents satisfied with parental involvement in decisions about their child's education. (84.3%) Maintain: Percentage of teachers satisfied with parental involvement in decisions about their child's education. (98.4%)</p>	<p>School Council past executive and school administrator will host 2 Information Sessions (during the school day and in the evening) in September which highlight School Council's Mission statement.</p> <p>School Council will add a volunteer coordinator position to coordinate parent volunteers. The coordinator and administrator will provide in-servicing for all Council volunteers.</p> <p>School Council intends to alternate meetings between during the school day and in the evening to increase parental involvement opportunities.</p> <p>Administrators and School Council Chair will continue to solicit and be responsive to feedback from parents in regards to school operations and school engagement.</p>																																

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	85.2	84.9	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	93.9	92.3	92.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	94.3	93.3	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.0	92.7	93.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.4	85.7	89.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.4	79.8	84.3	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.
- 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.