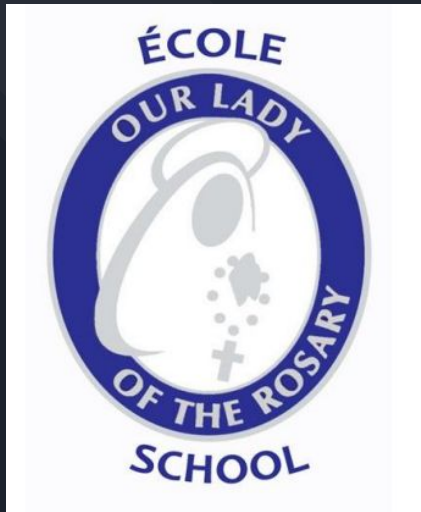


School Improvement Plan (SIP)



École Our Lady of the Rosary School



The Process



Alberta Education ASSURANCE MEASURES RESULTS

Alberta Education - Alberta Education Assurance (AEA) Survey - School's Report Card:

- Grade 4, 7, 10 Students/Parents
- Teachers

Red Deer Catholic School Division - Schollie Survey

- Faith component

The data from these surveys drives our school improvement plan.

- Stakeholder feedback
- Feedback on goals

Results from last year: AEA



Required Alberta Education Assurance Measures - Overall Summary Spring 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	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	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

Results from last year: Schollie

Student Survey : Comparative Results by Year

		2023/24		2022/23		2021/22		2020/21		2019/20	
		Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools
1. I enjoy learning about faith in my school.	Agree	91%	83%	91%	80%						
	Disagree	9%	17%	9%	20%						
2. My school encourages me to learn more about faith.	Agree	97%	96%	97%	95%						
	Disagree	3%	4%	3%	5%						
3. I learn about the patron saint at my school.	Agree	97%	86%	100%	78%						
	Disagree	3%	14%		22%						
4. I am inspired by the Catholic faith at my school.	Agree	86%	82%	91%	77%						
	Disagree	14%	18%	9%	23%						
5. My school prays together as a community of believers.	Agree	100%	95%	100%	95%						
	Disagree		5%		5%						
6. I am provided opportunities to pray at my school.	Agree	95%	96%	99%	96%						
	Disagree	5%	4%	1%	4%						
7. I understand how helping others is what God teaches me to do.	Agree	98%	95%	100%	93%						
	Disagree	2%	5%		7%						
8. I understand what it means to love and help my neighbour as a Catholic member of our community.	Agree	98%	95%	99%	93%						
	Disagree	2%	5%	1%	7%						
9. I learn that we all need to play a part in helping make our world a better place for everyone.	Agree	98%	97%	99%	96%						
	Disagree	2%	3%	1%	4%						
10. I feel a part of our church community.	Agree	91%	84%	91%	78%						
	Disagree	9%	16%	9%	22%						
11. I believe that the Catholic Faith teaches me a good way to live.	Agree	97%	91%	100%	88%	91%	91%	92%	88%	96%	91%
	Disagree	3%	9%		12%	9%	9%	8%	12%	4%	9%
12. I learn about God in classes other than religion classes.	Agree	71%	77%	88%	75%	68%	80%	75%	63%	88%	69%
	Disagree	29%	23%	12%	25%	32%	20%	25%	37%	12%	31%
13. Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	Agree		82%		78%		88%				
	Disagree		18%		22%		12%				
14. My school helps me be inspired by Jesus.	Agree	98%	88%	94%	84%						
	Disagree	2%	12%	6%	16%						
15. I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	Agree	91%	91%	96%	89%	91%	93%				
	Disagree	9%	9%	4%	11%	9%	7%				
16. In all my subjects there are times when my teacher brings the Catholic faith into my learning.	Agree	81%	81%	88%	78%						
	Disagree	19%	19%	12%	22%						
17. I feel connected to my school.	Agree	95%	85%	88%	81%						
	Disagree	5%	15%	12%	19%						
18. There is at least one adult in my school who I trust and could go to for help.	Agree	93%	91%	90%	90%						
	Disagree	7%	9%	10%	10%						
19. I would recommend my school to a friend.	Agree	93%	90%	94%	86%	92%	92%				
	Disagree	7%	10%	6%	14%	8%	8%				

Results from last year: Schollie

11 Parents completed survey

How can we increase participation?

Parent Survey : Comparative Results by Year

		2023/24		2022/23		2021/22	
		Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools	Our Lady of the Rosary	Red Deer Catholic Schools
1. I believe I can see evidence that my child learns about the Catholic faith in school.	Agree	100%	97%	93%	98%		
	Disagree		3%	7%	2%		
2. I believe our family is invited and welcomed to attend faith celebrations / liturgies / masses at my child's school.	Agree	100%	96%	100%	92%		
	Disagree		4%		8%		
3. I believe my child seems interested to learn more about their faith because they attend our Catholic school.	Agree	100%	87%	93%	85%		
	Disagree		13%	7%	15%		
4. I believe our school encourages students to understand the church's mission to help the common good and students' personal responsibility to actively participate in society - through service to others.	Agree	100%	97%	100%	96%		
	Disagree		3%		4%		
5. 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.	Agree	91%	97%	100%	97%	98%	97%
	Disagree	9%	3%		3%	2%	3%
6. I believe our school provides a welcoming, safe, caring environment for our children.	Agree	91%	87%	93%	96%		
	Disagree	9%	3%	7%	4%		
7. I believe I have the opportunity to be heard if I have a question or concern.	Agree	82%	94%	93%	95%		
	Disagree	18%	6%	7%	5%		
8. I believe my school provides opportunities for me to be involved at the school (surveys, school council, celebrations, open houses, information nights).	Agree	100%	98%	100%	97%		
	Disagree		2%		3%		
9. I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS.	Agree	82%	83%	77%	89%	89%	89%
	Disagree	18%	17%	23%	11%	11%	11%
10. I believe my child's school works towards improvement and innovation.	Agree	91%	95%	87%	96%		
	Disagree	9%	5%	13%	4%		
11. I believe there is a culture of innovation at my child's school and throughout the school division.	Agree	91%	92%	79%	94%		
	Disagree	9%	8%	21%	6%		
12. I believe RDCRS has adequate procedures for sharing information	Agree	91%	92%	100%	95%	98%	96%
	Disagree	9%	8%		5%	2%	4%
13. I believe my child's school has adequate procedures for sharing information.	Agree	91%	94%	100%	95%		
	Disagree	9%	6%		5%		
14. I would recommend RDCRS as a great place for students to attend.	Agree	100%	95%	93%	97%	100%	99%
	Disagree		5%	7%	3%		1%



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.



School Goal:

Create authentic opportunities for our school community to nurture their faith through continued professional development and meaningful social justice projects.



Baseline Data:

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%).

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%)

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%).

Alberta Education Assurance Measure Results (AEA) (Spring 2024)

Teachers: Students are encouraged at your school to be involved in activities that help the community (88%)

Lead Measures:

Our faith team will plan and facilitate a Faith Focus on every professional development day with a focus on nurturing their own faith.

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).

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.



Student Learning Priority

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





Student Growth and Achievement

School Goal:

Students will show improvement in literacy through targeted intervention, personalized learning strategies, and ongoing assessment in alignment with the Literacy Framework.

Baseline Data

September 2024: Students Below the AB ED Norms in Literacy (LeNS, CC3, RAN, and PAST)

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: 46.5%	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%

Lead Measures

Using the RDCRS Literacy Framework, teachers will develop and implement 1-2 Literacy goals per year, grounded in student data and assessment results.

Teachers will have access to 2.5 days of dedicated release time to collaborate and implement their targeted literacy goals.

Inclusion Lead Teachers will provide literacy intervention for students at risk during scheduled literacy intervention blocks.



Teaching and Leading

School Goal:

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.

Baseline Data

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%).

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%)

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%)

Lead Measures

Professional development will ensure collaboration time is embedded within professional development days on literacy instruction and assessment a minimum of 5 times.



Learning Supports

School Goal:

Our teachers and support staff will collaboratively ensure students receive universal, targeted, and specialized supports in an inclusive environment.

Baseline Data

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%)

Lead Measures

Through professional development, staff will develop a shared vision of inclusion and deepen understanding of complex learners' needs.

Inclusion Lead Teacher roles will be redistributed to ensure intensified supports in targeted areas.

Teachers will collaborate with Inclusion Lead Teachers and MS2 to program for diverse students' needs.

Educational Assistants assignments will be coordinated to enhance communication and collaboration opportunities by grade team.

Targeted professional development for our educational assistants will be provided on every PD day, so they are better equipped to support students.



Governance

School Goal:

To maintain and enhance meaningful parental involvement in partnership with School Council executive through increased alignment with Council's Operating Procedures.

Baseline Data

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%)


Lead Measures

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.

School Council will add a volunteer coordinator position to coordinate parent volunteers. The coordinator and administrator will provide in-servicing for all Council volunteers.

School Council intends to alternate meetings between during the school day and in the evening to increase parental involvement opportunities.

Administrators and School Council Chair will continue to solicit and be responsive to feedback from parents in regards to school operations and school engagement.

- 
- We are so proud of our school - students, teachers, parents, parish - it is a team effort!
 - You can help us reach our goals!

