

Ecole Camille J Lerouge School Improvement Plan

2023/2024



Faith Priority: Students and staff will nurture their relationship with Jesus by seeking ways to serve others.

Student Learning Priority: Through a collective leadership model, staff will utilize high impact, data driven and evidence-based teaching practices to improve student learning and implement new curriculum.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>Student Schollie Survey Results:</p> <ul style="list-style-type: none"> I learn about God in all of my classes other than Religion classes (64%) Catholic viewpoints and connections are integrated into my school subjects and activities (68%) I would recommend my school to my friends (72%) <p>Parent Schollie Survey Results:</p> <ul style="list-style-type: none"> I believe my child seems interested to learn more about their faith because they attend our Catholic school (87%) 	<ul style="list-style-type: none"> We will dedicate this year to intentionally permeating faith in all classes, committing to nurturing the partnership with the Mustard Seed and intentionally serving others within our school community 	<ul style="list-style-type: none"> Based on Schollie Survey student response "I learn about God in all of my classes other than Religion classes" will increase to 80%. This student response increased to 84% based on current Schollie Survey results Based on Schollie Survey student response "Catholic viewpoints and connections are integrated into my school subjects and activities" will increase to 85%. This student response increased to 76% on Schollie Survey results compared to 68% from the previous years Schollie results Based on Schollie Survey student response "I would recommend my school to my friends" will increase to 82% on Schollie and an in school survey asking MS students the same question will increase to 90%. This student response increased to 82% from 72% based on Schollie Survey results. When MS students were asked the same question on a school based survey, 81% answered that they would recommend their school to a friend Based on Schollie Survey parent response "I believe my child seems interested to learn more about their faith because they attend our Catholic school" increased from 87% to 92% 	<ul style="list-style-type: none"> Staff supported social justice activities x3 in the year in conjunction with the Mustard Seed & other outside community agencies. These activities occurred 10 times throughout the year. 88% of staff surveyed stated that "I believe that our school helped me to increase my own personal connection to helping my community through the social justice programs that were offered" Increased permeation of faith in all classes as noted through walk throughs, collaborative conversations and intentional planning in lessons. 89% of staff surveyed stated that "I believe that our Faith Team implemented new and unique ways to help me permeate faith in daily lessons" Increased participation of middle school students in school based community connections 92% of all MS students completed over 6 hours of faith community connection work in Term I and Term II 86% of staff surveyed stated that "I believe that our middle school students benefitted from the faith community connections" that occurred throughout the year
Student Growth and Achievement	<ul style="list-style-type: none"> 30% of students in Grade 2 are below Alberta norms on LeNS 18% of students in Grade 3 are below Alberta norms on CC3 38% of students in Grade 4 are below Alberta norms on CC3 Based on standardized assessment data in Grade 6 from June 2023, 23% of students did not meet the acceptable standard in exams written in French Based on standardized assessment data in Grade 9 from June 2023, 28% of students did not meet the acceptable standard in exams written in French 	<ul style="list-style-type: none"> Student achievement in identified assessments will improve through the use of a model of data driven collaborative discussions designed to build systems to address student needs 	<ul style="list-style-type: none"> 10% of students in Grade 2 are below Alberta norms on LeNS As of January, 2024, 4% of Grade 2 students are currently below the norm on the LeNS, an improvement of 26% 10% of students in Grade 3 are below Alberta norms on CC3 This data is to be collected in the final round of literacy assessments in May 2024 20% of students in Grade 4 are below Alberta norms on CC3 This data is to be collected in the final round of literacy assessments in May 2024 Based on standardized assessment data in Grade 6 from June 2024, 10% of students did not meet the acceptable standard in exams written in French This data is to be collected in the final round of literacy assessments in May 2024 Based on standardized assessment data in Grade 9 from June 2024, 10% of students did not meet the acceptable standard in exams written in French This data is to be collected when PATS have been completed in June 2024 	<ul style="list-style-type: none"> Improved formative assessment strategies targeting collaboratively identified goals to help address areas of difficulty for students 96% of teachers identify that they now use new or more formative assessment strategies, and 72% of teachers say they now use a significant amount of new strategies to identify and address difficulties in student learning Lens and CC3 re-testing in January to help identify continued or new areas of need 100% of Grades 2-4 teachers participated in Lens and CC3 retesting in January. This data was used to direct our literacy support in the second half of the year LIFT support was shifted to Grade 4 mid February to the end of the year to address the literacy gaps of over 30% of the Grade 4 students
Teaching and Leading	<ul style="list-style-type: none"> Baseline survey administered to students in Grades 5-9 indicated that 70.5% of students felt their learning needs were being met in the classroom <p>Teacher Schollie Survey Results:</p> <ul style="list-style-type: none"> Data states that 87% of staff indicated that they are satisfied with their input into the development of PD activities within our school community Data states that 16% of staff feel that our school's PD Plan helped to improve instructional strategies only a small amount 	<ul style="list-style-type: none"> Through professional development and collaboration teacher efficacy will increase. Improved understanding of formative assessment and data driven results will enhance student achievement 	<ul style="list-style-type: none"> Follow up survey will be administered to students in Grades 6-9 and will demonstrate an increase to 80% of students who feel their learning needs are being met in the classroom. 92% of students felt that that learning needs are being met in the classroom by the teachers and EAs that support me Schollie data will increase by 5% with teacher satisfaction in their input into the development of PD activities within our school community 94% of staff agreed that they had input in the development of PD activities within our community. This was a 7% increase from last years results Schollie data will increase by 10% in the area of improvement of teacher instructional strategies with regards to professional development, based on the question, "To what extent is your school's Professional Development plan assisting you as a teacher in improving your instructional practices?" 93% staff felt this to be true based on Schollie Survey results. This is a 9% increase from last year's results 	<ul style="list-style-type: none"> Collective & Teacher Efficacy will be addressed at each PD opportunity. Collaboration time for planning, implementation, instructional strategies and assessment will occur on an ongoing basis Collective and teacher efficacy was discussed at 100% of our PD days and collaboration times with grade and/or subject teams. Time was given during these times to also plan or improve the implementation of new instructional strategies and assessments All baseline data, specific to identified gaps, goal setting, and plans to achieve goals will be established by October 27 to drive the data cycle Teams brought baseline data to the October 27th PD Day and finalized their analysis on the November 24th PD Day Follow up from Cycle 1 in mid-December 2023 - becomes the lead measure to drive the next cycles which will be completed by the end of March & June On March 8th, 2024, collaborative teams presented their strategies and data from Cycle 1. 100% of teams had celebrations to share about student learning increases from their work in Cycle 1, and were able to take this data to to drive Cycle 2 Through a survey completed in October teachers will identify their own gaps in the areas of assessment, effective instructional strategies and pedagogy In April, 96% of teachers identified that their use of formative assessment strategies has increased over the year. Specific areas identified will continue to be an area of focus in subsequent years.
Learning Supports	<ul style="list-style-type: none"> 30% of students in Grade 2 are below Alberta norms on LeNS 18% of students in Grade 3 are below Alberta norms on CC3 38% of students in Grade 4 are below Alberta norms on CC3 Based on standardized assessment data in Grade 6 from June 2023, 23% of students did not meet the acceptable standard in exams written in French Based on standardized assessment data in Grade 9 from June 2023, 28% of students did not meet the acceptable standard in exams written in French 	<ul style="list-style-type: none"> LIFT team works collaboratively with teachers to help provide targeted support to students who are not responding to universal classroom teaching strategies 	<ul style="list-style-type: none"> 10% of students in Grade 2 are below Alberta norms on LeNS As of January, 2024, 4% of Grade 2 students are currently below the norm on the LeNS, an improvement of 26% 10% of students in Grade 3 are below Alberta norms on CC3 This data is to be collected in the final round of literacy assessments in May 2024 20% of students in Grade 4 are below Alberta norms on CC3 This data is to be collected in the final round of literacy assessments in May 2024 Based on standardized assessment data in Grade 6 from June 2024, 10% of students did not meet the acceptable standard in exams written in French This data is to be collected in the final round of literacy assessments in May 2024 Based on standardized assessment data in Grade 9 from June 2024, 10% of students did not meet the acceptable standard in exams written in French This data is to be collected when PATS have been completed in June 2024 	<ul style="list-style-type: none"> Through a collective leadership model, targeted intervention and dedicated support is being provided to Grades 1 & 2 until January and will be revisited based on January LeNS and CC3 results All 3 Grade 2 classes received targeted literacy intervention from 3 LIFT teachers and 3 EAs with 45 minute, daily blocks of literacy support As of January, 2024, all Grades 2-4 students were re-assessed and 4% of Grade 2 students were below the norm on the LeNS, an improvement of 26% Staff are working with targeted groups x3 per 6 day cycle to increase reading comprehension and improve French vocabulary in middle school FLA and Etudes Sociales collaboration time was focused on team goal setting, developing measurement tools as well as implementing universal strategies to address the need for improvement in reading comprehension in all 6-9 classes Based on common assessments developed by teachers, 7/9 FLA and Etudes Sociales classes improved in their reading comprehension in January, 2024 Teachers use collaborative time and PD to build vertical alignment with the new FLA curriculums in K-3 and the new ELA curriculums in 4-6 to ensure that outcomes are covered explicitly in each grade level 100% of K-6 Language Arts teachers used collaboration and PD time to build vertical alignment across grade levels
Governance	<p>Parent Schollie Survey Results</p> <ul style="list-style-type: none"> 93% of parents answered "I believe our school provides a welcoming, safe, caring environment for our children" 100% of parents answered- I believe my school provides opportunities for me to be involved in the school (100%) Data collected at the end of June 2023, indicated 75 parents volunteered within our school community on an occasional basis 	<ul style="list-style-type: none"> Continue to create ways for parents to be welcomed into the school community on a periodic basis but also look for opportunities to create deeper and consistent relationships with parents to support in the academic learning here at Camille. 	<ul style="list-style-type: none"> I believe our school provides a welcoming, safe, caring environment for our children will increase to 97% Based on Schollie Survey parent response this increased to 100% I believe my school provides opportunities for me to be involved in the school will be sustained at 100% Based on Schollie Survey parent response this was maintained at 100% Sustain the number of parent volunteers within our community at 75, but increase the number of consistent volunteers to focus on faith & literacy based activities to 10 Based on tracking this parent volunteer number has been maintained and the frequency of activities to which parents could volunteer increased to 10 	<ul style="list-style-type: none"> Create a volunteer coordinator position on School Council to streamline the process of how parents commit to ongoing volunteer opportunities within the school Offer 4 opportunities at First Friday Coffee throughout the year to share new curriculum outcomes and how parents can support their children Include in monthly newsletters and WAAG's targeted new curriculum information to inform K-6 parents of changes

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 4473 Ecole Camille J Lerouge School

Assurance Domain	Measure	Ecole Camille J Lerouge 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	89.1	89.0	89.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.8	91.1	90.4	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	81.8	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	20.3	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	91.2	92.6	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	93.2	93.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	87.9	93.3	93.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	87.7	88.5	88.3	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

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

