



ÉCOLE CAMILLE  
J. LEROUGE SCHOOL

**École Camille J. Lerouge 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:

Laisse briller ta lumière

Let Your Light Shine

Guided by Christ, we inspire our students to let their light shine by becoming faith-filled, French learners who build connections and value their education.

## Mission:

École Camille J. Lerouge School is a Catholic, French Immersion community.

We believe that Catholic education is guided by the light of Christ. By immersing children in a French environment, we inspire a love of learning while fostering meaningful connections and creating authentic classroom experiences. We empower our students to develop their unique gifts and talents so they may let their light shine throughout the world.

## School Profile:

École Camille J. Lerouge is a Kindergarten to Grade 9 French Immersion school. École Camille is Red Deer's only Catholic French Immersion school. French Immersion students are bused from all areas of the city and county and our current student population is at 620 students. Our school community continues to experience declining enrollment and our focus this year is on the recruitment and retention of students and families. We have a vibrant parent population that works to support their children as they acquire an additional language and a School Council with over 20 active members.

There are four pillars which are the cornerstones to our vibrant French Immersion environment. Our school community is committed to the following pillars:

1. We are faith filled
2. We are French learners
3. We value learning
4. We are connected

These four pillars are the root of all we do at École Camille J. Lerouge and we believe that by honouring

these four pillars then we will continue to experience success.

As move out of the COVID-19 pandemic we continue to search for new and innovative ways to bring our families back to our school. A challenge that we face, is that we are not a community school, and our students come from all over Red Deer and the surrounding areas. To strengthen and build the relationships that our families have with our school we are seeking ways to open the doors of our school and invite our families in. We have partnered with our School Council to plan and run Family dances, Family Movie nights, Family French cultural events and low cost activities to connect our families back to our school.

École Camille offers a wide range of curricular, extracurricular and social justice opportunities. Along with the regular array of academic core subjects at a middle school level, a wide variety of Career and Life Skills courses are also offered. The rebuilding of connections within our Kindergarten-Grade 9 school community will be a focus this year as we strive to enhance the relationship each of our students feels to our school community. Extra-curricular activities include a wide range of competitive sports teams (Volleyball, Basketball, Ski Club, Track and Field, Badminton) and other after school activities such as EDGE, Jazz Band. The Grade 9 French Immersion students plan an annual trip to Quebec which is set for May 2023.

Our school based LIFT Team has evolved to better meet the needs of our students by using data acquired by the province to target our vulnerable students at a variety of levels. Our support team continues to shift and adjust so that student success is our number one focus. We also continue to promote our school as a vibrant French Immersion Centre.

Our staff continues to work diligently to help each student to reach their full potential. Guided in our faith by the teachings of Jesus Christ, we journey together learning through our everyday life experiences.

## 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)
Student Learning Engagement	89	90.8	n/a	85.1	85.6	n/a
Citizenship	91.1	90.8	90.6	81.4	83.2	83.1
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
PAT: Acceptable	81.8	n/a	91.5	67.3	n/a	73.8
PAT: Excellence	20.3	n/a	22.6	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
Education Quality	92.6	93.9	92.7	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	94	n/a	86.1	87.8	n/a
Access to Supports and Services	93.3	90.2	n/a	81.6	82.6	n/a
Parental Involvement	88.5	86	82.4	78.8	79.5	81.5

## 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	2022/23	2021/22	2020/21	3 Year Average
I enjoy learning about faith in my school	92.26%	33.33%	33.33%	52.98%
My school encourages me to learn more about faith	98.08%	N/A	N/A	98.08%
I learn about the patron saint at my school	83.60%	N/A	N/A	83.60%
I am inspired by the Catholic faith at my school	80.73%	N/A	N/A	80.73%
My school prays together as a community of believers	98.17%	N/A	N/A	98.17%
I am provided opportunities to pray at my school	93.98%	N/A	N/A	93.98%
I understand how helping others is what God teaches me to do	96.30%	N/A	N/A	96.30%
I understand what it means to love and help my neighbour as a Catholic member of our community	95.37%	N/A	N/A	95.37%
I learn that we all need to play a part in helping make our world a better place for everyone	96.33%	N/A	N/A	96.33%
I feel a part of our church community.	77.98%	N/A	N/A	77.98%
I believe that the Catholic Faith teaches me a good way to live	90.74%	93.65%	90.60%	91.66%
I learn about God in classes other than religion classes	63.89%	67.21%	62.93%	64.68%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	68.00%	84.62%	N/A	76.31%

**AERR Comments**

Overall our results, according to the questions asked in the Schollie survey, continue to be strong. It is evident to our students, staff and parent community that our community permeates our Catholic Christian faith in all we do. Specifically, our teachers' foundational knowledge of Community & Tradition increased through professional development learning offered by our Faith Coach. All elementary classrooms learned about the power of the Holy Spirit through the narrative of the pinwheel and 15/19 elementary classes also had presentations from the Faith Coach focusing on how we can positively contribute to our greater community as one of the 8 Characteristics of Catholic Education.

Faith is the root of what we do and is integrated in all aspects of our school day. 94% of our parents believe that our Catholic faith is integrated in a way where students are shown that our world viewpoint reflects that of our Catholic faith. While we can always improve and look for innovative ways to bring faith to our students, we are proud of our school community and the activities we do to make a difference in the lives of others. We continue to be grateful for the relationship built with Sacred Heart Parish and look forward to getting back to the church in the coming school year on a more regular basis with our students and strengthening our partnership with the parish.

Through the work that our school community focused on throughout the school year, with intentional projects to contribute to the Food Bank, the Mustard Seed, the Pregnancy Care Centre, the Ukrainian Catholic Church, Loaves & Fishes and the Christmas Bureau, our staff and students felt called to support those more vulnerable. We took this one step further on our May 6th PD Day when staff visited the 49th Street Youth Shelter, the Red Deer Outreach Center and Morning Star. During this activity our staff witnessed first hand the work that is done to support people in our greater community. Overall, our satisfaction rate by teachers on all Schollie questions, pertaining to faith was at 100%.

Our Grade 4 & 7 student results for the Schollie surveys show that 100% of students feel that they learn about the Catholic faith here at Camille. We continue to look for unique and creative ways to support teachers with faith permeation in all classes. We saw positive results with the question, 'My teachers show me what it is like to be friends with Jesus' with 97% of students in Grades 4 & 7 in agreement with this.

Comment on School Goals	Comment on Results
As we look at our Division theme, "Inspired by Christ on a Journey to Encounter, Nurture and Serve" our community will focus on providing authentic opportunities for students to encounter Jesus. Being a school with such a wide age range we need to really look at ways where encountering others, as Jesus would want us to, can be meaningful and attainable for all age groups.	Continued efforts this year to pray and worship as a school community paid off as we saw an increase in the amount of times our entire community gathered to authentically pray as a school community. We increased these experiences for our students by 50% from last year and gathering as a whole school community became more of a regular occurrence.
We have committed to increasing the number of times our school comes together in community and to further enhancing the engagement and understanding of Jesus' message. We are working in partnership with one of our	When reflecting on our Schollie survey results, they indicate that 98% of our surveyed students believe that our school encourages them to learn more about their faith and that 94% of our students are provided with opportunities to pray as a community at school.

<p>parishes to promote a youth led mass once a month and to continue to invite parents to be an active partner in helping our students experience the Sacraments.</p> <p>Continued efforts to increase our social justice activities with school wide buy in will be a focus. Through our House System we hope to encourage our students, families and staff to look for ways we can support those most vulnerable within our community.</p>	<p>Concentrated efforts on creating a Social Justice footprint in our community continue to be area of focus here at Camille. Not only do we need to partner with agencies that are in need but growing our student's social justice conscience will continue to be an area of priority. This year our school community partnered with the Mustard Seed by providing monetary donations with the intention of deepening this relationship next year by having students and staff volunteer and connect with the Mustard Seed in time and talent.</p> <p>With that being said, students in Grade 4-9 were surveyed in May, after the Holy Doors of Mercy Lenten project and 89% of students believe that our social justice projects done at the school impact those whose are less fortunate and marginalized. This baseline data will help guide the work that we will continue to build on in the 2023-2024 school year.</p>
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<b>Division Goals</b>
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.

<b>School Goals</b>
Staff will develop a deeper awareness and understanding of how to encounter Jesus in an authentic and meaningful way and to bring these encounters alive to others.



## 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	81.8	n/a	91.5	67.3	n/a	73.8
PAT: Excellence	20.3	n/a	22.6	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	91.1	90.8	90.6	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	87.8	87.1	78.2	81	82.1	72
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68	66.4

AERR Comments
<p>Our school community has recognized the correlation between the success of French Immersion students and oral production of the language therefore, will continue to make this a priority within our school.</p> <p>As our school continues to emphasize the importance of oral production, we also created an optimal learning environment to support French language acquisition infused with French culture. We have recognized that because we are a uniquely single-track French Immersion school, we have the opportunity to celebrate many French cultural and faith-filled events such as making pulled molasses taffy for La fete de St. Catherine (la tire), Le réveillion, Le carnaval d'hiver and many more. Staff and students have, and will continue to plan activities to learn about and celebrate French culture throughout the calendar year.</p> <p>Data-driven initiatives have addressed learning gaps in reading acquisition in Grades 1, 2 and 3 through the forming of groups of students that received daily, targeted explicit teaching and reinforcement of reading acquisition skills. A new French, phonemic awareness program was piloted and is currently being used in Kindergarten to Grade 2 classrooms.</p> <p>Through our overarching goal of retention and recruitment of students our teaching staff and school community have made commitments to hold each other accountable to high standards of sustaining a vibrant French Immersion learning environment where ALL students experience success.</p>

Comment on School Goals	Comment on Results
Our school community has recognised the correlation between the success of French Immersion students and oral production of the language therefore, will continue to make this a priority within our school. As we begin to	Our school community continued to prioritize the importance of providing a true French immersion environment at École Camille J. Lerouge. Teachers focused on implementing high yielding teaching

<p>take a deeper look at the impact of strong second language teaching practices, our school community will work to provide authentic opportunities during class time to practice oral production and reading comprehension strategies.</p> <p>In Division 1, teachers have implemented a program, based on the science of reading which includes a focus on phonemic awareness in both oral and written components. Our LIFT structure has been modified to address the results of literacy data. LIFT teachers created small groups and implemented targeted intervention for students at risk as well as students just below grade level.</p> <p>In Division 2 and 3, teachers have identified specific ways that they will modify their teaching practices based on results of both literacy data and student feedback about their own learning challenges. In collaborative discussions, teachers will share the results of their use of high yielding teaching strategies and modify their practices accordingly. The Learning Sprint model is being employed at middle school in French Language Arts and Math to help target exactly what supports students need and how the instruction needs to be adjusted to meet their needs.</p> <p>Furthermore, based on numeracy data and PAT results, middle school LIFT support has shifted to address the needs of our Grade 6 and 7 students in math. To help support the new math curriculum in Division 1 and gaps in number sense of our Division 2 and 3 students, conversations about vertical alignment of curriculums and intentional professional development with teachers is occurring.</p>	<p>strategies to create optimal and authentic learning experiences for our students. Breaking down the meaning of an optimal learning environment in French Immersion was a priority in our professional development sessions.</p> <p>Continued efforts to maintain an environment where the French language is heard, spoken and seen continues to be a priority at ECJL and according to our Schollie survey results, 96% of all parents surveyed, indicate that their child's school works toward improvement and innovation and 100% of parents surveyed believe that there are opportunities provided to become involved in our school community. We increased the number and frequency of engaging and meaningful cultural experiences to address our ongoing goal to recruit and retain French immersion students and grew these experiences for students by 50%.</p> <p>In Division One, teachers have collaborated to implement a new French literacy program that aligns with the Science of Reading and the new FILAL curriculum, to be fully implemented in K-3 classrooms this fall. Classroom and Inclusion lead teachers have been using the CC3 and LENS data to monitor the progress of our students with the literacy program and our targeted interventions. To date, 20% of students receiving interventions have progressed and are no longer considered at risk in French reading at their grade level.</p> <p>In Divisions Two and Three, our focus has been on addressing the learning needs identified by both students and teachers while learning in a French immersion environment. Teachers used student survey data and professional development to modify their teaching practices and create common goals to ensure that students experience success. Data from surveys conducted in January to April, indicated an increase from 45% to 80% of Grade 9 students choosing to stay in French Immersion beyond middle school, due to students feeling successful and authentically engaged in their learning,</p> <p>Although early intervention was a priority, our school</p>
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	<p>recognised the needs in specific areas of literacy and shifted our LIFT to ensure that support was in place for all our learners. Our LIFT model was ever evolving, based on the needs of our students. Twice this year, our LIFT teachers responded to the data collected and supported students who met intervention criteria. We are extremely proud of how our students responded to a variety of intervention strategies and are excited to re-administer assessments in the coming weeks to see the growth in literacy and numeracy with our students.</p>
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<b>Division Goals</b>
Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

<b>School Goals</b>
Create and maintain an optimal student learning environment for French language acquisition, fluency and expression.

**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	88.9	n/a	n/a	46.4	n/a	54
PAT: Excellence	2.2	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**

Our school community has so much to celebrate as we worked to create a better understanding of traditional Indigenous culture and teachings. With the closing of our tipi project on May 17, our school community has taken a permanent step forward in our intentional teachings of Indigenous culture. Working alongside the Division Indigenous Education Services team and community members was a wonderful learning experience for our staff and students.

This project began in September 2021 with multiple meetings and conversations happening throughout the year to fully understand the cultural significance of this project and to follow all cultural protocols. Our school community has over 50 self identified First Nations, Métis or Inuit students and the raising of this tipi has helped to create a culturally safe space.

As we move forward into the 2022-2023 school year our professional development will be focused on the tipi teachings and furthering our understanding of the tipi. When surveyed 77% of our students and 100% of our staff felt that having the tipi onsite would further their own knowledge of Indigenous teachings. Our goal for the 2022-2023 school year will be to have the tipi used by classes as an authentic teaching and learning space on a daily basis.

As a community we brought back our Winter Carnaval in February. Intentional connections were built between the Francophone and Métis culture with activities that highlighted the link between both. This activity was very well received by our staff and students and we will continue this tradition in the future.

Our staff continued to develop their own knowledge through the opportunities offered by the Indigenous Education Services team with participation in all events that were held outside of school hours. The Division team has supported in 10 different classrooms over the course of this year to further the learning in our school

community.

Comment on School Goals	Comment on Results
<p>Over the last few years the community of Ecole Camille J. Lerouge has increased awareness of Indigenous culture and practices. This year we will bring forward the learning of the tipi teachings from our lead teachers and administrators to our entire staff and students. Our tipi was raised in April 2022 and we will strive to use this space as an authentic teaching and learning environment.</p> <p>As we increase our understanding of Indigenous culture, as a school community we will seek ways to ensure that each member of our school community appreciates how the shared virtues of forgiveness and reconciliation are shared in both Indigenous and Catholic traditions.</p> <p>Instructionally, we continue to seek ways to use dialogue circles to aid in curriculum delivery, build capacity within staff to help facilitate various activities such as Smudging, Blanket teachings, Wampum Belt creation and Buffalo teachings to help build student empowerment.</p>	<p>As a school community we continue to work in partnership with our Indigenous Education Services team to grow in our understanding and empathy of the Indigenous peoples and the history of the culture. We have built capacity in many classrooms and teachers are working to permeate these understandings to create more of a compassionate viewpoint.</p> <p>The Indigenous Education Support Team did an excellent job in providing our community with learning opportunities and were able to connect with École Camille J. Lerouge, ten times over the course of the year to support students and teachers in their knowledge and learning.</p> <p>Our tipi is used as an outdoor classroom and learning space weekly and students and teachers alike, through the teachings of the tipi, feel more comfortable using the space. Our school community has closed any achievement gap with our self-identified Indigenous students with targeted intervention in needed areas.</p> <p>In a survey conducted with students in Grades 4-9 in May, 94% of students believe that our school community is doing a good job of increasing their understanding of Indigenous ways of knowing, history and culture at Ecole Camille J. Lerouge. As a French Immersion community a dedicated effort to also provide a Metis perspective has occurred with all French cultural activities held within our school.</p> <p>As we move forward to the 2023-2024 school year our focus will be to continue to increase our empathy and compassion to the history of Indigenous people and to build our school wide acceptance and permeation of culture, teachings and understandings.</p>

#### 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.

<b>School Goals</b>
Staff will develop a deeper understanding of cultural diversity, pride, Reconciliation and share Indigenous cultural teachings, with a specific focus on the tipi teachings, in a faith permeated environment.

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	94.2	91.6	91.4	83.7	84.9	85.1

AERR Comments
<p>As we continued to focus on making École Camille J. Lerouge a center of excellence in French Immersion learning a tremendous amount of work was done with our staff to create optimal learning environments for all students. By focusing on a model of collective leadership we highlighted the contributions that each individual staff member made to the greater good of the entire community. Our teaching staff continued to work in a collaborative model where data and research drove how we can improve student learning. Our school based administrative team, along with guidance from the Senior Leadership team created trust, had high levels of accountability and encouraged a culture of being reflective.</p> <p>Overall, our staff had an exceptional level of appreciation for this work with data from the Schollie survey indicating that: 100% of ECJL teachers felt that the school leadership team involves them in decisions that affect their work, encourages them to offer opinions and ideas, sets realistic and achievable goals and act consistently and do what they say they will do.</p> <p>Our goal of recruitment and retention was the backbone for all decisions made this year and the efforts to create more authentic French cultural and learning opportunities were appreciated by our students and parents. Staff took a greater effort this year in leading professional development with 14/26 PD sessions led by 'in house experts' over the course of the year. Families who are not returning to École Camille J. Lerouge for the 2022-2023 school, were sent an exit interview to complete and received a follow up conversation from Administration where necessary. When we tracked our data of students leaving ECJL, we can discern that 11/39 are leaving to move to English programming and 3/39 are leaving to pursue French Immersion programming at another site.</p> <p>As a school community who have faced declining enrollment since the COVID-19 pandemic we will continue to be open and honest with our staff regarding the need to create authentic learning environments where the needs of all students are being met and continuing to foster an environment where reflective practice is the centre of what happens daily.</p>

Comment on School Goals	Comment on Results
<p>Relationship, connection and support continues to be a priority for our school community. Many efforts were made last year to build trust, welcome open and honest dialogue and enhance our community. Although these still remain a priority for our school community, with in comes the increased focus on Instructional leadership. By working alongside teachers to further their pedagogy, enhance their collaborative skills and using data to drive</p>	<p>Connection and keeping our students engaged at school was a priority for our community this year. Strengthening relationships with all 630 students and faculty to focus on the retention of families was necessary and purposeful. In September we kicked off the idea of an 8 House System, where students had opportunities to participate in cross graded activities and experiences. Teachers and students were part of</p>

<p>instruction we will continue to see an increase in student achievement.</p> <p>ECJL has also established a 'House System' which will provide additional opportunities for students to build vertical connections with other adults and students in our school which will strengthen relationships. By sharing the ownership of all students our goal is to increase the shared value in what is unique and exciting about our school community.</p> <p>Building collective leadership in our school community continues to be a priority as we showcase our school as a strong French Immersion learning environment. Instructional walkthroughs, providing feedback and having teachers support each other will be critical to our success. The establishment of shared subject teams at a middle school level has created opportunities for collaboration and the sharing of best practices. The support of all members of the Administrative team in these collaboration meetings and using data to drive decisions will also continue to move our entire learning community forward.</p> <p>Continued energy continues to be focused on the recruitment and retention of our students. We are working alongside our Senior Administration team to explore ways that we can continue to highlight our school within the community to recruit new families to our school and to continue to provide robust numbers in our Kindergarten program. With our staff we are working to bring the conversation back to the authentic learning and engaging activities which will continue to move our students forward in a French Immersion learning environment.</p>	<p>House, named after a famous French Canadian, and throughout the year were able to gather 16 times.</p> <p>In May, students in Grades 4-9 were surveyed about the House System and 76% of students asked for more House activities in the coming year. The formative feedback indicated that the students would like more voice and choice in the activities that occurred with the House Groups and would like more opportunities to plan activities. This feedback will be taken into account and implemented next year. Informal feedback gathered from our parent communities indicates that students enjoy the activities of the House System and the younger students love the opportunities to work with older students.</p> <p>In conjunction with our School Council a concentrated effort was made to bring more families back to our school community. As a result of this goal, there were 3 additional activities planned in the evening that were of no cost to families and 100% of our parents responded in the Schollie survey with their satisfaction on how ECJL provided opportunities for them to be involved in the school. We will continue to offer opportunities for families to connect back to our school community next year in both formal (classroom volunteer) and informal ways.</p> <p>From an instructional leadership perspective we continue to work with our teachers to plan and implement optimal learning environments in a second language learning environment. A continued focus on professional development of what optimal learning looks like, walkthroughs in classrooms and feedback to reiterate this goal has been a focus towards improvement. 94% of our teaching staff indicated they were satisfied with the support given to implement their Professional Growth Plan according to the Schollie survey and 93% of our staff were pleased with the opportunities provided to collaborate on student learning and 100% of our certified staff feel a continuous opportunity to learn and grow professionally. We will continue to encourage our staff to provide voice to our PD team to ensure that ongoing professional development meets their needs.</p>
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	<p>The Schoology Learning Management System was implemented across all ten grades, not only as a reporting platform but also a method of communication and has been successful. We will continue to focus on engaging parents and stakeholders with the information presented on Schoology and how to ensure parents are informed of their child's progress. On the Schollie survey, 98% of parents indicated their satisfaction with our processes for sharing information.</p> <p>As we continue to roll out the new curriculum we look forward to further engaging our elementary teachers in the collective process of developing a scope and sequence, planning lessons, assessments and developing a strong understanding of where their students need to be. Structured and purposeful professional development is being planned to support all elementary teachers as they implement the new French Language Arts (K-3) and new English Language Arts and Math (4-6) curriculums in the Fall of 2023.</p>
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<b>Division Goals</b>
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.

<b>School Goals</b>
Intentionally provide opportunities for students to feel connected to adults within our school community and build teacher efficacy which will foster the recruitment and retention of families.

## 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	92.6	93.9	92.7	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	94	n/a	86.1	87.8	n/a
Parental Involvement	88.5	86	82.4	78.8	79.5	81.5
Safe and Caring	94.4	96.3	94.8	88.8	90	89.2

AERR Comments
<p>A huge focus this past year was placed on connecting our students to the French culture. This was achieved by making intentional connections to authentic learning opportunities which were fun and educational. A recent survey of our students in Grades 4-9 indicated a high level of engagement and learning from our students when asked about the cultural activities, such as, Le carnaval, Le réveillon and St. Jean Baptiste Day with 89% of students saying they enjoyed the experiences that happened.</p> <p>Shifting gears, we supported the mental health of our young students coming out of the pandemic. There was a 25% increase in referrals for school based counseling support, with many of these referrals being initiated by parents, who are frustrated by the supports that community agencies can provide. We continued to look at ways in which we provided universal and targeted supports to our students. We provided universal mental health and executive functioning lessons to all middle school students this year in an effort to lessen the gaps that we are seeing with self help and resiliency. We also used extra counseling support from a practicum teacher to target further, selected groups of students, who have really struggled with some of these critical skills.</p> <p>By increasing the focus and awareness of trauma informed practice we felt we were better able to support all of our students and families. Our staff took part in 2 trauma focused professional development sessions and a trauma based book study which was voluntary and held in the evenings. A presentation from the Central Alberta Child Advocacy Centre deepened the foundational knowledge of trauma response with our students and how we change our practices.</p> <p>Our Schollie data indicated that our staff feel supported and that their mental wellness has been a priority this year with 100% of staff expressing satisfaction. We were grateful to have a School Council that goes above and beyond in showing appreciation for our staff and our 100% of our staff feel that RDCRS is doing a great job in recognizing the challenges that have occurred since March 2020.</p>

Comment on School Goals	Comment on Results
<p>Further deepening our understanding of French culture as it ties into the language that our students and staff speak everyday will continue to be a priority.</p> <p>Intentionally linking the culture with language, faith and our Indigenous ways of knowing will further help our</p>	<p>We continued to look for ways to provide connection and support to those in our school community who need it the most. A safe and caring environment where students and families alike can reach out for support continues to be a priority. Our families and students are</p>

<p>staff and students feel connected to being in a French Immersion environment.</p> <p>Our school community will endeavor to deepen our efforts in creating excellent citizens. We will host a Safe &amp; Caring Week in November and a Career Week in January which will allow students to explore future careers, learn about the skills and education that they will need to access these careers and to provide authentic experiences.</p> <p>In alignment with our Division priorities our school community will also focus on the mental health and emotional well being of our staff and students. Managing stress, creating a safe and caring workplace and fostering an environment of safety and well being will continue to be permeated into everything we do. As we continue to support our students, faculty and families we will make this a priority.</p>	<p>reaching out to access support and we have seen an increase in both the referrals to our school based counsellor with an increase of 18% from last year to this year in support to individual students. Our Family School Counsellor has also seen a slight increase throughout this year with 70 referrals at this time which is up from 67 for the 2022-2023 year.</p> <p>The quality support that both of these roles provide to students and families alike is invaluable and we are grateful for the work they do and the emphasis that RDCRS continues to place on positive mental health. Our community has also relied on the generosity of outside agencies like the Mustard Seed for school lunches and the Nutrition grant to help bridge the gaps with food scarcity and ensure that our students are nourished daily.</p> <p>Building the culture and increasing the cultural opportunities with our school was very successful this year. 78% of students in Grades 4-9 enjoyed the increased opportunities for cultural events and 79% felt these opportunities built on their French learning. By increasing the amount of French cultural events by 50% from last year to this year our entire school community benefited from music, dancing, language and traditions which directly make connections to the French language.</p>
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<b>Division Goals</b>
Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.

<b>School Goals</b>
Enhance the educational, learning and French cultural opportunities for students at Ecole Camille J. Lerouge which focus on creating a safe and healthy learning environment where stakeholder feedback is valued.
Knowing and supporting the social emotional wellness and mental health of staff & students and giving back to the greater community