



ÉCOLE CAMILLE
J. LEROUGE SCHOOL

ÉCOLE CAMILLE J. LEROUGE SCHOOL

2017 - 2018

SCHOOL IMPROVEMENT PLAN

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

Mission:

We, the staff of École Camille J. Lerouge, believe that Catholic education is guided by the light of Christ on a continuous lifelong journey. Our aim is to promote the spiritual, academic, social, physical and emotional growth of our students in a bilingual setting characterized by respect, love and understanding. We are guided in our actions by Alberta Education guidelines and the Red Deer Catholic District Mission Statement.

School Profile

École Camille J. Lerouge is a Kindergarten to Grade 9 French Immersion school. We also offer English Pre- Kindergarten programs. École Camille is Red Deer's Catholic French Immersion school. Our kindergarten program has four classes this school year and our Pre-K program has two classes. French Immersion students are bused from all areas of the city and county. There is a student population of 765 students for the 2017-2018 school year.

École Camille offers a wide range of curricular, extracurricular and social justice opportunities. Along with the regular complement of academic core subjects the middle school Career and Life courses currently include Art, Nutrition, Construction Media, Technical Theatre, Band, Coding, Drama, Sports Medicine and Robotics. Extra-curricular activities include a wide range of competitive sports teams (Aquathon, Volleyball, Basketball, Ski Club, Track and Field, Badminton) and other after school activities such as EDGE, Ambassadors Group, Gardening Club, Rosary Club and Jazz Band. The Grade 9 French Immersion students plan an annual trip to Quebec.

We have increased our L.I.F.T. (Literacy, Inclusion, Faith and Technology) Team to support diverse

student needs and to align with division and provincial priorities. We are receiving strong support from our French Immersion Leadership teacher as she provides oral language support in our elementary immersion classrooms. We continue to promote our school as a vibrant French Immersion Centre.

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

Trends & Issues at a Glance

École Camille J. Lerouge School is a dynamic school with a great deal of opportunity for students and staff alike. The school continues to experience changes, as the demographic of our French Immersion Program changes. We are currently experiencing more diverse learning needs than we have in the past. Our highlight this school year continues to be our L.I.F.T. (Literacy, Inclusion, Faith and Technology) Team. We continue to strive to meet the needs of all learners. We intend to continue with the promotion of this school as a vibrant French Immersion program and anticipate continued growth in the future. We will continue to dedicate finances toward literacy professional development, resources, as well as numeracy resources for all classrooms. Given the challenge of finding appropriate French resources, building classroom libraries will also continue to be a priority.

A current issue is being able to efficiently and effectively access French speaking substitute teachers for short or long term absences of classroom teachers.

Aligning to district priorities and responding to our school Provincial Achievement Test results we are implementing plans to improve student levels of excellence. Data will be examined, inviting the critical eye of LIFT and French Immersion Leadership Team. Literacy, Numeracy as well as Intentional Faith Permeation remain our primary focus areas for LIFT and staff professional development.

Accountability Report Card

Measure Category	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
Safe and Caring Schools	Safe and Caring	95.3%	94.7%	93.5%	89.5%	89.5%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.2%	90.4%	88.4%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
	Education Quality	95.2%	92.9%	91.1%	90.1%	90.1%	89.6%	Very High	Improved	Excellent
	Drop Out Rate	0.1%	0%	0%	3%	3.2%	3.3%	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.1%	83.2%	83.5%	73.4%	73.6%	73.2%	Very High	Maintained	Excellent
	PAT: Excellence	16.8%	15.4%	16%	19.5%	19.4%	18.8%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
	Work Preparation	86.5%	84.3%	82.5%	82.7%	82.6%	81.9%	Very High	Maintained	Excellent
	Citizenship	92.9%	92.4%	89.2%	83.7%	83.9%	83.6%	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	83.2%	77.1%	80.5%	81.2%	80.9%	80.7%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.8%	83.5%	84.6%	81.4%	81.2%	80.2%	Very High	Improved	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.
(Psalm 66:2)*

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	99%	99% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	95.7%	96% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	97.3%	97% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	95.7%	95% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	92%	93% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	96.3%	96% (2 Yr)

AERR Comments

An awareness of the Six Tasks of Catechesis was created for all stakeholders. We continue to provide staff and students opportunities to develop deeper relationships with Jesus through our masses, liturgies, celebrations and social justice opportunities. Schollie results affirm the level of understanding related to the Six Tasks of Catechesis.

Strategies:	Evidence:	Next Steps:
• Realize our call to action of Task 6: Living in Solidarity: Promoting a missionary spirit that prepares us to be present as Christians in society,	• During the staff professional development session on August 30, 2017, we reviewed Task 6. We reviewed the Seven Principles of	• At our professional development meeting on December 7, 2017, discuss in team, a time for staff to review their projects during an

<p>through the creation and connection of social justice projects and our Catholic Social Teachings.</p>	<p>Catholic Social Teaching as well as the core of the virtue of solidarity: the pursuit of justice and peace. Staff were challenged to think of how their grade-level social justice projects could align with at least one of the Seven Principles.</p> <ul style="list-style-type: none"> • During the staff professional development session on September 22, 2017 staff were provided with time to plan their grade-level social justice activities. Each grade-level team has developed their projects. • On October 24, 2017 all Grade 2 students distributed welcome cards to all of the new students in our school. As part of their social justice project their focus is on the Catholic Social Teaching: Call to Family, Community and Participation. The focus of this teaching is: We believe that people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable. 	<p>embedded professional development session in January, 2018.</p> <ul style="list-style-type: none"> • Continue to celebrate the social justice projects on social media throughout the 2017-2018 school year. Strive to celebrate one per month.
<ul style="list-style-type: none"> • Continue to transform our school in the area of the 6 Tasks of Catechesis. 	<ul style="list-style-type: none"> • Praying: As of September 1, 2017, we begin all of our collaboration meetings in prayer. Staff also meet every Monday at 3:30 p.m. to pray together. Once per month, during this time of prayer we participate in the prayer format: Encountering Jesus, the Living Word - a form of Lectio Divina. Our first Encountering Jesus took place on October 30, 2017. • Believing: As of September 1, 2017 we have aligned our monthly faith virtue lessons with our First Nations, Métis and Inuit 7 Sacred Teachings. All elementary students will participate in lessons on these 	<ul style="list-style-type: none"> • Continue to explore ongoing opportunities to create awareness of the "Six Tasks of Catechesis" within our school community. • Continue to find Faith Facts that are age-level appropriate and that teach students about our Catholic Faith. • Continue to align our faith focus and virtues with our First Nations, Métis and Inuit 7 Sacred Teaching lessons for each school year. • In February, 2018, our Faith Coach will follow up with the churches to see if students who are eligible to receive their sacraments have been registered. A follow-up email to

	<p>virtues as they make connections and continue to learn about the Catholic Faith.</p> <ul style="list-style-type: none"> • Believing: As of September 8, 2017, a Fun Faith Fact is shared each Friday morning over the intercom. This fact provides our students with opportunities to learn more about the Catholic Faith. • Believing: As of October 1, 2017 our Faith Coach has scheduled monthly visits into all of our grade-level classes. The first visit consisted of a lesson on the division faith theme: All are Welcome: All Belong. These lessons provide students with opportunities to learn about the Catholic Faith. • Celebrating: During the months of October and November, 2017, our Faith Coach mailed a letter to all families who have children who are eligible to receive their Sacraments, but who have not registered at the church. This letter of invitation included all of the registration information required by the parish. 	<p>these families will be sent by March 1, 2018.</p> <ul style="list-style-type: none"> • Celebrate and recognize all students who have received their sacraments during our year-end mass on June 15, 2018.
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Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	96.3%	96% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98.7%	98% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	91%	91% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	97.7%	95% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	91.3%	93% (2 Yr)

AERR Comments

An awareness of the Five Marks of an Authentically Catholic School was created for all stakeholders. We continue to find opportunities to permeate our faith in everything we do. Schollie results affirm the level of understanding related to the Five Marks of an Authentically Catholic School.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Expand intentional permeation in all classes and all subjects, by utilizing the 8 Characteristics of Catholic Identity. 	<ul style="list-style-type: none"> Some examples of completed intentional permeation lessons include: September 2017 our Pre-Kindergarten classes learned about how being a bucket filler is what Jesus taught us. These students also completed a unit on how each of them is different and is created by God. October 2017, our Grade 4 Social Studies teachers began their natural resource unit with the story of Creation. September 2017, our Grade 5 students have been studying weather. They compared natural disasters to the bible story, Noah's Ark. October 2017, our Grade 6 - 9 English Language Arts teacher has built text sets which include saint stories and bible parables into her units. All of the units are also connected to the Catholic Social Teachings. October 2017, Grade 9 French Language Arts students have been studying the Canadian Charter of Rights and Freedoms. They spent time comparing this document to the Ten Commandments. 	<ul style="list-style-type: none"> During our November 24, 2017, Professional Development Day we will spend time reviewing intentional permeation. Staff will have time to continue working on their permeation lessons in grade-level teams. Continue to explore opportunities for staff to share their intentional permeation lesson ideas in collaboration meetings during the school year. During our January and February walkthroughs, administration will seek evidence of permeation and will include this information on commendations and/or recommendations provided to teaching staff.
<ul style="list-style-type: none"> Provide our staff with opportunities to be witnesses of goodness. Through these encounters with Jesus they will be better formed to evangelize and catechize our students. 	<ul style="list-style-type: none"> As of September 1, 2017, a staff social justice activity plan has been created. All staff may volunteer to be involved in these activities. By offering staff opportunities to participate in active social justice projects, we are providing them with opportunities to witness goodness; to become closer to Jesus. On October 24, 2017, nine staff 	<ul style="list-style-type: none"> Continue to explore opportunities for staff to be involved in social justice activities. Activities that we are currently considering include: The Red Deer Food Bank Work Bee, Canadian Blood Services Blood Donations, Sacred Heart Parish Friendship Meal and Pregnancy Care Centre. One staff member to share their

	<p>members participated in the Home for Dinner program at the Ronald McDonald House in Red Deer. Staff planned the meal, purchased the groceries and prepared the meal for the 25 current residents staying in the home.</p> <ul style="list-style-type: none"> • During the October 30, 2017 staff meeting the participants of the social justice activity at the Ronald McDonald house had the opportunity to share their stories of faith witness. 	<p>story of witness with staff members following the completion of each activity.</p> <ul style="list-style-type: none"> • Continue to explore ongoing opportunities to create awareness of the "Five Marks of an Authentic Catholic School" within our school community.
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Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85%	79.7%	87.6%	83.2%	85.1%	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.6%	15.4%	17%	15.4%	16.8%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0%	0%	0%	0%	0.1%	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.9%	87.6%	87.7%	92.4%	92.9%	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.5%	80.4%	83%	84.3%	86.5%	Very High	Maintained	Excellent

AERR Comments

Creating engaging learning environments as well as sensory friendly classrooms was a school-wide focus to meet the diverse learning needs from Pre-Kindergarten to Grade 9. Staff also implemented the Zones of Regulation curriculum to respond to the diverse needs of our learners. Using our data, we developed action plans to meet the individual needs of all learners in our classrooms.

Strategies:	Evidence:	Next Steps:
• Deepen our understanding and	• In team with our Division 2 LIFT	• Continue to ensure that the GB+

<p>implementation of evidence-based literacy instructional strategies.</p>	<p>Lead Teacher, all Division 1 and 2 teachers reviewed the process for administering the GB+ assessment during our August 30, 2017 Professional Development session. This was necessary in order to ensure proper alignment from grade to grade as well as within each grade.</p> <ul style="list-style-type: none"> • September 22, 2017, a professional development session on the new Grade 1 French Language Arts program, Lecture en Santé, was attended by four Grade 1 teachers, the Grade 1 Literacy Coach and one administrator. This program encompasses high frequency words, letter and word sounds, letter and word recognition and phonemic awareness. • Effective September 15, 2017, all Grades 2 and 3 Tier 2 and 3 students, as identified on the Phonemic Awareness Test, have started their small group targeted intervention using the Wise Reading Intervention Model. These targeted small groups meet three times per week and are led by our Speech and Language Assistant and our LIFT teachers. • Division 1 teachers, as well as LIFT lead teachers, attended professional development on Accelerative Integrated Methodology (AIM) on October 6, 2017. Through this program, authentic learning is achieved through scaffolding techniques which use story-telling, gestures, active collaboration and repetition. The use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance, allows students to achieve levels of oral and written proficiency in a second language setting. 	<p>administration process is being followed by all teachers by engaging in collaborative conversations during our weekly collaboration grade-level meetings during the months of January and February, 2018.</p> <ul style="list-style-type: none"> • All Grade 1 teachers will fully implement all components of the balanced language arts program, Lecture en Santé by November 30, 2017. • We will continue to use Wise Reading Intervention Model within Grades 1, 2 and 3 during the 2017-2018 school year. This intervention will be completed by our Literacy Coach and LIFT lead teachers. All data collected will be shared with the Grade 1, 2 and 3 teachers throughout the implementation process. • Upon completion of the Wise Reading Intervention Model a post-assessment will be completed and data will serve as an indicator of program success. • By June 1, 2018, a second Fountas and Pinnell Benchmark Assessment will be complete on Tier 2 and Tier 3 Grade 6 students. • Continue to purchase and provide resources for teachers and students in the area of literacy learning as required. • By January 8, 2018, all Grade 1 and 2 teachers will implement the Lucy Calkins writing model in their French Language Arts classes. This program will be modified to meet the needs of second language learners. • Ensure that the Reciprocal Teaching strategy is being used in all Grade 4 classes by December 1, 2017. • By November 15, 2017, all Grades 3, 4 and 5 Tier 2 and 3 students will
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	<ul style="list-style-type: none"> • In September, 2017, using data from the STAR reading screen, Grade 6 Tier 2 and 3 students were identified. November 5 and 6, 2017, these students have been further assessed using the Fountas and Pinnell Benchmark Assessment System. This data is being used to inform and guide instruction in the Grade 6 Language Arts classroom. • September 22, 2017, Grade 3 teachers and LIFT lead teacher spent a half of a day working collaboratively with Grade 4 and 5 teachers to begin the implementation process of Leveled Literacy Intervention System within their classrooms. • October 6, 2017, all Grade 4 teachers attended professional development on the Reciprocal Teaching strategy which is used to enhance literacy practices. • As of October 31, 2017 all Grade 3, 4 and 5 students have been assessed using both GB+ and Fountas and Pinnell Benchmark Assessment System. • During our November 1-15, 2017 grade-level collaboration meetings, teachers analyzed the data from both the GB+ and Fountas and Pinnell assessments. Using this data, they formed instructional plans to meet the diverse learning needs in their classrooms. 	<p>begin Levelled Literacy Intervention instruction with their targeted students.</p>
<ul style="list-style-type: none"> • Deepen our understanding and implementation of evidence based numeracy instructional strategies. 	<ul style="list-style-type: none"> • During September 2017, all Grade 6-9 students completed the Math Intervention Programming Instrument (MIPI). • During the week of October 2-6, 2017, our Grade 6-9 Math teachers reviewed the results of the Math Intervention Programming Instrument (MIPI) during their 	<ul style="list-style-type: none"> • The Division Numeracy Lead Teacher will work in team with our Grade 6 Math teachers on November 3, 2017 and December 4, 2017. She will also be in to meet with our Grade 7-9 Math teacher on November 3, 2017, November 14, 2017 and December 1, 2017. The purpose of these meetings is to provide support

	<p>collaboration time.</p> <ul style="list-style-type: none"> • The Division Numeracy Lead Teacher worked in team with our Grade 6 Math teacher on October 10, 2017 and November 3 and with our Grade 7-9 Math teacher October 17, 2017 and November 14, 2017. These collaborative visits focused on enhancing effective numeracy strategies within our Grades 6-9 mathematics classes. • Grade 6 Middle School Math teachers are involved in a book study using the resource Mathematical Mindsets by Jo Boaler. Beginning September 2017 they will study each chapter during their collaboration blocks with Division Numeracy Lead. 	<p>to teachers, to provide guidance and strategies to improve our mathematics instruction and learning.</p>
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Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.2%	76.6%	*	72.2%	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.1%	9.4%	*	5.6%	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

AERR Comments

First Nations, Métis and Inuit culture continues to play an important role in our school. Each month of the school year saw a focus on one of the 7 Sacred Teachings.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Create an appreciation for First Nations, Métis, and Inuit culture through teachings and experiences provided for staff and students. 	<ul style="list-style-type: none"> Our school has aligned the 7 Sacred Teachings with our virtue of the month for elementary assemblies. The first assembly which took place on October 30, 2017, celebrated the virtue of compassion. Division First Nations, Métis and 	<ul style="list-style-type: none"> Continue to align the 7 Sacred Teachings with our virtue assemblies that will take place on; November 27, 2017, December 18, 2017, January 22, 2018, February 26, 2018, March 26, 2018, April 30, 2018, May 28, 2018 and June 25, 2018.

	<p>Inuit Support Team team met with the Faith Coach in September, 2017, to plan Year Two 7 Sacred Teachings with our Elementary students. The first presentation took place on November 14, 2017, focusing on Courage.</p> <ul style="list-style-type: none"> September 6, 2017, the Grade 9 English Language Arts Teacher met with the Division First Nations, Métis, Inuit Support Team to develop a First Nations permeation plan for Grade 9 English Language Arts classes. September 27, 2017, Grade 9 students participated in a Blanket Ceremony led by the Division First Nations, Métis, Inuit Support Team. September 28, 2017, Grade 9 English Language Arts students participated as audience members, in a memorial stone unveiling ceremony called Remembering the Children, honoring the four students who died at Red Deer's Residential School. September 29, 2017, as part of the Residential School commemoration events, in multi-grade family groups, our school participated in Orange T-Shirt Day activities. 	<ul style="list-style-type: none"> Year Two 7 Sacred Teachings presentations in elementary classrooms will take place monthly on the following dates; December 6, 2017, January 17, 2018, February 6, 2018, March 14, 2018, April 10, 2018, May 8, 2018 and June 6, 2018. Continue to access the Division First Nations, Métis and Inuit Support Team during the 2017-2018 school year. Continue to play O'Canada in the Cree language on Friday mornings. Meet with Division First Nations, Métis, Inuit Team to plan the possible implementation of the Circle of Courage within the Middle School by December 1, 2017. In January, 2018, Grade 9 English Language Arts will focus on the book, They Called Me Number One: Secrets and Survival at an Indian Residential School by Bev Stellars, to explore the roles residential schools played in Canadian history. All Middle School English Language Arts classes will incorporate First Nations, Métis, Inuit mentor texts within their lessons by March 30, 2018. Develop a committee to organize a First Nations celebration week in conjunction with Education Week by Jan 31, 2018.
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Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.3%	91.9%	93.8%	94.7%	95.3%	Very High	Maintained	Excellent

AERR Comments

Using data such as our Continuum of Supports and Services document, GB+ reading assessment, ESL Benchmarks and Fountas and Pinnell Benchmarking, we were able to provide timely and targeted supports for our learners. Our division LIFT sessions, school-based Professional Development and weekly grade-team collaboration, along with our data informed teachers of effective strategies for intervention.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Assist teachers in developing and implementing inclusive strategies that are timely, targeted and specialized to meet the student's individual needs through a collaborative team approach. 	<ul style="list-style-type: none"> • Dossier training session held for all staff on September 25, 2017. This training provided staff with information on how to input their data, but more importantly how to access the data that is on Dossier. • October 2, 2017, an additional EA was hired to support high needs in two of our elementary classes. • Additional classroom supports such as stand up desks, rocking chairs, swing bar desks, noise cancelling headsets, and fidget tools were purchased in September, 2017. These supports are used to enhance learning and to meet the needs of individual learners. • During our October 23, 2017 embedded professional development session we trained all of our Educational Assistants on the use of the ABC model of positive behavior supports. All Educational Assistants began to immediately implement this data collection tool. 	<ul style="list-style-type: none"> • Dossier will continue to be used to collect all student data during the 2017-2018 school year. Continue to provide opportunities for staff to view the different data sources available through the Dossier program. • During our weekly collaboration meetings we will look at our class profile data and discuss the current level of supports as well as additional supports and interventions that may be required. • Continue to provide supports for inclusive learning environments as required. • Continue to provide our Educational Assistants opportunities to analyze the behavior data collected using the ABC behavior tracking tool. This will be complete monthly during an embedded pd session and they will work in team with a LIFT team member and an administrator.
<ul style="list-style-type: none"> • Strengthen collaboration with outside agencies that support schools to expand instructional practices and create authentic learning environments. 	<ul style="list-style-type: none"> • Monthly meetings have been set for our school LIFT team and our Regional Collaborative Service Delivery Team to discuss student concerns as well as universal, targeted and specialized instructional strategies. • During our Professional Development session on October 23, 2017, our school Speech and Language Pathologist reviewed the Regional Collaborative Services 	<ul style="list-style-type: none"> • Continue to collaborate monthly with our Speech Language Pathologist and our Occupational Therapist. • Beginning December 1, 2017 we will have two more phonological awareness groups for our Grade 3 students. These groups will be co-taught by our LIFT teacher as well as our Speech and Language Pathologist and his assistant. • Continue to use data and teacher

	<p>Delivery Model with our Pre-K - Grade 3 teachers. Teachers had an opportunity to distinguish between mild, moderate and severe criteria as well as to review the online supports available.</p> <ul style="list-style-type: none"> • Two phonological awareness groups took place for targeted Grade 3 students during the months of September and October 2017. • As of November 13, 2017, we have a targeted group for selected Grade 3 students. This group is focusing on listening and comprehension skills as identified on the Fountas and Pinnell Benchmark Assessments and GB+ Assessments. • During the month of September 2017, our Grade 1 Literacy Coach completed the Print Power Fine Motor Program as a universal strategy for all Grade 1 students. • As of October 1, 2017, we have 8 phonological awareness groups for our Grade 2 students. These targeted groups work daily on specific phonological awareness skills. Students were identified in June, 2017 using the Phonological Awareness Assessment. • As of November 23, 2017 we have a targeted group of Grade 3-5 students working on personal space. This group is led by our LIFT teacher and Occupational Therapist. Classroom teachers identified this as an area of need for these students. 	<p>observations to develop targeted groups for both speech, language and fine motor skills.</p>
<ul style="list-style-type: none"> • Continue to develop collaborative partnerships amongst school counsellors, Health Champions and student leaders to enhance positive mental health projects in our school. 	<ul style="list-style-type: none"> • During Anti-Bullying week (November 13-17, 2017) all students participated in daily challenges. On November 17, 2017, middle school and elementary classes worked together on an anti-bullying poster entitled, "All are Welcome, All Belong." These posters are proudly 	<ul style="list-style-type: none"> • Continue to align our monthly focus areas with needs that arise within the school. For example, in October we saw an increase in playground behaviors which provided an area of focus for the month of October. • By November 30, 2017, invite our

	<p>displayed in the school hallways.</p> <ul style="list-style-type: none"> • Elementary students participate weekly in iMind sessions. These sessions provide students with the opportunity to learn social and emotional skills for self-regulation, to develop a growth-mindset and to practice friendship, conflict resolution and safety skills. The September 2017 area of focus was a review of self-regulation techniques. The October 2017 focus was playground safety and friendship skills with the introduction of the Buddy Bench. • Family groupings were established in September, 2017. In this model, each elementary class is paired with a middle school class. Monthly activities are planned to bring these groups together and strengthen relationships among our school community. Our first family grouping activity was held on September 29, 2017 and our second family grouping activity was held October 25, 2017. • September 2017, Grade 4 and 5 students were partnered with Kindergarten, Grade 1 and Grade 2 students to help with the transition to their school buses after school. This buddy system began the second week of school and continues daily. • Weekly meetings have been established with our counselling team, our Family School Enhancement Counselor and our administration team. During these scheduled meetings we discuss programming as well as student concerns. • Our Family School Enhancement Counsellor and our counselling team presented an information booth to parents at our Meet the Staff Event on September 12, 2017 to inform 	<p>Parish Priest in to bless our Buddy Bench.</p> <ul style="list-style-type: none"> • During our December, 2017, Professional Development, we will update our elementary staff on the areas of focus from the elementary iMind sessions. This will allow them to align their own teaching with what has been covered during our sessions. • Organize and plan a family group activity for Pink T-Shirt Day, February 28, 2018 to bring continued awareness to anti-bullying. • One of our school counsellors will attend the 40 Developmental Assets for Adolescent training. She will then offer professional development for our staff in the Spring of 2018. • Our counselling team will deliver a second professional development session for staff on building positive relationships. Staff will select students in the school to connect with over the school year. These students are identified as needing some additional support in the area of relationships and connections with others.
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	<p>parents of available services, resources and programs.</p> <ul style="list-style-type: none"> • Camille's Ambassador Leadership Disciples "C.A.L.D." is a new team at our school. This team was officially formed on October 2, 2017. The vision of the CALD Team is to engage and mobilize our Grade 8 and 9 student leaders to improve school climate and to participate in social justice activities within our school community, our local community of Red Deer as well as our Global community. This team meets every Day 3 in our 6 day schedule. • Staff attended a Building Positive Relationships professional development session on September 22, 2017. Our counselling team led this session and all staff learned the importance of being a champion of all students. • Our counselling team delivered a second professional development session for staff on building positive relationships. Staff selected students in the school to connect with over the next two months. These students were identified as needing some additional support in this area. • November 1, 2017, 15 Grade 9 students were to attend WE day in Calgary with 3 staff members. Due to poor weather and road conditions, the trip was cancelled, however the staff and students were able to livestream the event. This day was an amazing celebration of young people committed to making a difference in our world and provided our students with many ideas on how to begin their WE School projects! 	
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Outcome 4: Alberta has excellent teachers, and school and school authority leaders

Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.1%	88.4%	86.5%	90.4%	86.2%	Very High	Maintained	Excellent

AERR Comments

We modified our Middle School option program into a Career and Life Skills program in order to reflect the new Alberta Career and Technology Foundation curriculum framework. Student feedback has been positive in regards to these changes.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Utilize resources to assist students in making career connections. 	<ul style="list-style-type: none"> September 2017, Career and Life Skills courses have been modified to offer a wide variety of choices to include more career and community connections. The following courses choices are offered to our Middle School students; Sports Medicine, Construction Technology, Nutrition, Robotics, Coding, Drama, Technical Theatre, Caring for Community, Band, Recreational Education and Art. My Blueprint is currently being implemented in Grade 8 and 9 boys Health classes. 	<ul style="list-style-type: none"> Grade 9 Mock Interviews will be planned during the 2017-2018 school year as part of our Division Career Plan. Our first and second round of Mock interviews will take place in November, 2017, and February, 2018. My Blueprint will be implemented during the 2017-2018 school year in Grades 6-9 during their scheduled Health class. Implementation for Grades 4 and 5 will begin in December, 2017. Grade 9 students will attend "Try a Trade" at École Notre Dame High School in 2017-18 school year. "That's Danger" presentation to be booked for 2018. In the 2017-2018 school year, Grade 8 students will attend Skills Alberta at the Expo Center in Edmonton and Grade 9 students will attend Career Expo at Red Deer College as part of our Career plan. By December 15, 2017, develop a committee to coordinate a Career

		Fair for students in Grades 4, 5 and 6. Community members will be invited to share their career choices and provide hands-on activities to expose students to a variety of experiences.
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Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.4%	82.3%	88%	83.5%	89.8%	Very High	Improved	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.7%	78.6%	85.9%	77.1%	83.2%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.1%	87.7%	92.6%	92.9%	95.2%	Very High	Improved	Excellent

AERR Comments

To gain an understanding of student voice, a Grade 8 and 9 student focus group was formed. Administration met with 12 students from each grade twice during the school year. Data from these focus groups was collected and we have created a plan to implement these changes during the 2017-2018 school year.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Engage parents to celebrate areas of strength and identify strategies for improvement for areas of growth as identified in our ACOL and Schollie surveys. 	<ul style="list-style-type: none"> Areas of strength and areas of growth as indicated in our ACOL and Schollie survey were identified by September 30, 2017. Areas of strength included: Safe and Caring; Program of Studies; Quality of Education; Work Preparation; Citizenship; Parental Involvement and School Improvement. Areas of growth included: PAT Acceptable and PAT Excellence. During our November School Council meeting parents were asked to share their feedback in regards to a Red Deer Catholic School survey. This is a division survey which will be used to inform the 3 Year Education Plan. 	<ul style="list-style-type: none"> Develop a mid-year parent survey for the 2017-2018 school year. This survey will be shared with parents by February 15, 2017, and will celebrate areas of success as well as ask for parent feedback on areas of improvement. Continue to ask for feedback at our monthly School Council meetings using intentional questions that will help inform and guide our administration team. In January, 2018, parents who attend the School Council meeting will be asked to provide feedback in regards to our new weekly school communication model which has been in place since September, 2017.
<ul style="list-style-type: none"> Engage students to celebrate strengths and identify strategies for improvement for areas of growth as identified in our ACOL and Schollie survey. 	<ul style="list-style-type: none"> As of September 2017, we implemented the following changes based on our 2016-2017 Grade 8 and 9 student focus group data: implementation of Middle School Ambassador Program, change in 	<ul style="list-style-type: none"> Twelve Grade 8 and 9 students will be selected in January 2018, to form student focus groups. Camille administration will meet with these groups in February and again in March, 2018. It is our hope that

	<p>placement of Grade 8 and 9 assigned lockers, cleaning of teaching and learning spaces within two classroom areas as well as the removal of the old wooden tables in our Foods Lab.</p>	<p>valuable student insights and perspectives will be gained which will continue to improve student learning at École Camille J. Lerouge. These focus groups will also give these student leaders the opportunity to share their voice and discuss areas of strength and growth within our school community.</p>
<ul style="list-style-type: none"> • Utilize social media to share and promote school events and activities and engage parents and students. 	<ul style="list-style-type: none"> • School-based Social Media Team is very active within our school. Our initial team meeting was held November 13, 2017. • Our Social Media Team has shared important event information with our parents for the following events: Opening Mass, Meet the Staff, Math Family Night, Elementary Awards Assembly, School athletic teams, our student and staff social justice activities and many other amazing school events! 	<ul style="list-style-type: none"> • Meet three times per year with School-based Social Media Team during the 2017-2018 school year. • Continue to find opportunities to celebrate our amazing school events through the use of social media during the 2017-2018 school year.