



ÉCOLE CAMILLE
J. LEROUGE SCHOOL

École Camille J. Lerouge School

2021-2022

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

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. We also offer an English Pre- Kindergarten program. 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 658 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.

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. These CLS courses include Forensics, Sports Medicine, Construction Technology, Technical Theatre, Musical Theatre, Sports Medicine, Food Studies, Robotics, Coding, Drama, Caring for Community, Band, Outdoor Education, Fashions, Recreational Education and Art.

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, Camille Ambassador Leadership Disciples (CALD) Team, Rosary Club and Jazz Band. The Grade 9 French Immersion students plan an annual trip to Quebec which is set for May 2022.

Our school based LIFT (Literacy, Inclusion, Faith and Technology) Team helps to support diverse learning needs and works in collaboration with classroom teachers to meet the needs of all students. We 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 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	90.8	n/a	n/a	85.6	n/a	n/a
Citizenship	90.8	89.8	90.5	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	85.1	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	19.5	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	93.9	93.7	91.5	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	90.2	n/a	n/a	82.6	n/a	n/a

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

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	99.02%	99.75%	99.28%	99.35%
Prayer helps me feel closer to God.	91.16%	95.98%	94.73%	93.96%
I believe that God created me.	91.37%	95.71%	95.78%	94.29%
I believe that the Catholic Faith teaches me a good way to live.	95.09%	96.70%	97.84%	96.55%
I learn about God in all my classes.	86.25%	89.72%	93.98%	89.99%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	95.45%	98.29%	94.56%	96.10%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	92.59%	96.77%	91.07%	93.48%
We learn that everyone is important and belongs.	97.47%			97.47%
We learn when we need to apologize and forgive.	96.73%			96.73%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)	95.24%			95.24%
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)	96.30%			96.30%

AERR Comments
<p>École Camille J. Lerouge focused on a unified social justice project for the Lenten season, which was a tremendous success. Modelled after Pope Francis' 2015 Year of Mercy campaign, our school community spent time learning more about the corporal acts of mercy and how to put those into action. Jesus said "Truly, I am the door; if any one enters by me, he will be saved, and will go in and out and find pasture. I came that they may have life, and have it abundantly." John 10: 7-10. Staff, students and parents partnered with community agencies and completed different acts of service within our community to raise an understanding of those less fortunate and how we are called to help.</p> <p>Agencies such as the Central Alberta Pregnancy Care Centre, The Mustard Seed, Safe Harbour Society, Chalice, and the Red Deer Food Bank were beneficiaries of our school community. Internal acts of service also took place with our Grade 9 students reading to Kindergarten during their lunch break each day, students creating projects to bring awareness to the plight of clean drinking water across the globe and how the COVID-19 pandemic has impacted those less fortunate.</p> <p>When we look at our Grade 4 & 7 student results for the Schollie surveys we can see that all areas are strong across the board, with one exception. "I learn about God in all of my classes" continues to be an area of growth with only 86.25% of students agreeing with this statement. We will once again make permeation a goal for the 2021-2022 school year and will support teachers through ongoing Professional Development and learning.</p>

Comment on School Goals

As we move through the final year of focus on the 8 Characteristics of Catholic Education, our focus is on community and tradition. Developing a deeper understanding of both of these characteristics at a deeper level will be a focus this year.

As always, we work to also understand and have students understand our Division theme, 'Be Strong, Be Brave, Be Fearless, You are Never Alone'. Our Faith Coach has created beautiful lessons which link the works of the Holy Spirit to the invisible presence that surrounds us and is always by our side.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

School Goals

Staff will develop a deeper awareness and understanding of Tradition and Community.

Alberta's students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	85.1	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	19.5	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	90.8	89.8	90.5	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments

Our school community continues to recognize the correlation between French oral production and optimal student success in a French Immersion environment. As students worked to develop and increase French language acquisition, our teaching staff continued to explore and implement the strategies of French Immersion expert, Leo James Levesque during Professional Development opportunities. Two distinct French speaking incentive programs were also developed in elementary and middle school to help increase engagement and motivation. Further to this, our school recognized the need to dig deeper to determine if the French language acquisition strategies, expectations and incentive programs that teachers were using in their classrooms, were in fact helping to increase oral language production.

We recognize that ongoing shifts to online learning have decreased the authentic French language interactions however, we also know that oral production is the foundation of language acquisition. In order for our community to assess those gaps effectively and program for them moving forward, we needed to find a measurement tool to assess this. Measurement tools were created based on the Common European Framework of Reference for Languages (CEFR) as well as the Diploma in French Language Studies (DELF).

Comment on School Goals

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 our school continues to emphasize the importance of oral production, we also create 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.

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.

Division Goals

Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

School Goals

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 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	n/a	n/a	n/a	n/a	n/a	11.2
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
3-year High School Completion	n/a	n/a	n/a	n/a	n/a	7
Drop Out Rate	*	*	n/a	5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.5	39.1	37.4
Transition Rate (6 yr)	n/a	n/a	n/a	35.7	35	34.1

AERR Comments
<p>École Camille J Lerouge continues to deepen its foundational knowledge of Indigenous culture through permeation and building a greater knowledge of how to imbed these pedagogies into daily practice. Teachers are taking greater risks through the use of talking and restorative circles as a means to build and strengthen classroom communities. Many teachers use these circles as a soft start check-in with students each morning.</p> <p>Instructionally, our teaching staff continue to make gains in their own understanding of Indigenous culture, history and their situational impacts through learning on their own. The powerful events that have been hosted by our First Nations, Metis & Inuit team have been well attended by school staff. The making of ribbon skirts workshop had two staff members attend and then wear their ribbon skirts to school afterwards to showcase their work. The book study, "21 Things You May Not Know About the Indian Act" had four staff members participate. Two of our staff members attended the virtual paint night with Indigenous artist, Kevin Peeace and 7 staff members worked with an Indigenous knowledge keeper in a multi night beading activity. These activities were all done after school hours, demonstrating a commitment to gaining knowledge and becoming more connected to the Indigenous culture.</p> <p>Our student recognition award, Esprit de L'aigle (Spirit of the Eagle), has also helped our community build awareness with our students and families when students receive the award and bring home the certificate. This enhancement of the Seven Sacred Teachings knowledge has provided a springboard to conversation within our classrooms. Attending a mass at the Sacred Heart of the First Peoples in Edmonton continues to be a desire and we are hopeful that once COVID-19 subsides we can move forward with this.</p>

Comment on School Goals
<p>Over the last three years the community of Ecole Camille J. Lerouge has increased awareness of Indigenous culture and practices. During the 2021-2022 school year we continue to seek ways to continue this growth with</p>

an intentionality of learning more about the tipi and Indigenous practices. As we increase our understanding of all three, 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.

The tipi raising project, generously funded by our School Council will bring learning and understanding to what a tipi is, the materials used and their relationship to the land, how it is raised and the opportunities it presents to our staff and students as an authentic outdoor learning environment. We will continue to work with our community Knowledge Keeper and the Indigenous Education Services team to support the professional development and learning necessary to make this project a success.

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.

Division Goals

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals

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)
Program of Studies	90.3	92.5	91.6	81.9	82.4	82.1

AERR Comments
<p>The development of formative assessment practices continued to be a priority for our Administrative team and our school community. Continued conversations surrounding the differentiating of instruction and assessment practices occurred throughout the year. The COVID-19 crisis assisted our school community in learning about a variety of formative assessment practices that have continued to support student learning in a timely and targeted way. This enhanced understanding of formative assessment remained a priority as we moved through the 2020-2021 school year, ensuring that we continued to use best practices and a balance of summative and formative assessments for all students.</p> <p>As we recognized the learning gaps that students presented from the past two years, we identified the need to gather data to see exactly where our students showed deficits. The integrity of a French Immersion learning environment is contingent on being consistently immersed in the language and having exposure to authentic French learning experiences. Closing language gaps with targeted instruction and intervention was a priority and will continue to be a priority as we move forward.</p> <p>Building collective leadership within our school community emerged as an area of focus. Having teachers influence others with solid practices and instructional techniques within collaborative environments engaged in dialogue to improve pedagogy and assessment. Strategic staffing and creating forward momentum were focus areas of instructional leadership within our Administrative team.</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 instruction we will continue to see an increase in student achievement.</p> <p>Building the 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</p>	

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.

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.

Division Goals

Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.

Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.

School Goals

Enhance instructional leadership practices through the implementation of the four pillars

Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	93.9	93.7	91.5	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94	n/a	n/a	87.8	n/a	n/a
Work Preparation	87	88.7	82.6	85.7	84.1	83.2

AERR Comments
<p>A continued sustained focus on the mental health of our staff and students has continued to be a priority for our Administration. Taking our lead from our Senior Administration and our Board of Trustees, our school community had many learning opportunities for spiritual and mental well being and growth. Each time our staff gathered together for Professional Development, there was a meditative and reflective component which started each day. These targeted sessions allowed time for each individual to pray, reflect, release emotions or be still in an embedded manner. These opportunities were positively received by staff and allowed for a mental health check in each month. A conscious effort was also made to share love with our staff members who experienced periods of quarantine during the school year. Multiple groups of people were shifted out of the building and our staff did a beautiful job of reaching out to connect during those trying times.</p> <p>Our School Council, Counselling and Administration teams worked together to come up with creative ways to thank staff during this difficult school year. These were not limited to; Professional Development opportunities focused on self care, notes and tokens of appreciation to staff, the Gifts from the Heart campaign, partnering with local businesses to provide donations to staff and the "Give One, Get One" campaign which focused on highlighting the gifts of staff, practicing gratitude and highlighting the ways that people are making a difference in our school community. When we look at the data collected by the Schollie survey it was affirming to see that 100% of our teaching staff felt that there was a harmonious atmosphere at École Camille J Lerouge and that 100% of our staff felt satisfied that RDCRS handled the pandemic as well as possible.</p> <p>Our virtual Career Fair in January was a tremendous success. Students from Grades 3-9 participated in a variety of lessons to learn more about different career journeys, potential educational requirements, interest and skill inventory surveys, follow-up activities, school-wide trivia and the opportunity to explore in more detail, different career paths. Based on verbal feedback from parents, students and teachers, our virtual career week was a success.</p> <p>Furthermore, we created opportunities for our Grade 6 students to experience CLS courses this year. CLS 'taster' options were scheduled for our Grade 6 students in 5-6 week cycles, allowing for some voice and choice in their learning and an opportunity to explore their interests in these adapted experiences. As a result of COVID-19 cohorting protocols, our Middle School teachers modified its CLS course programming for Grade 7-9 students as well. The traditional termed option experiences were adapted into shorter 6 week modules allowing students to explore and challenge a larger variety of new learning experiences. This change proved to be positive one for both our Middle School students and staff, and is something we will continue explore in the following years.</p>

Comment on School Goals

Our school community will endeavour to deepen our understanding of life long learning and work preparation of all students again this year. We will host a virtual 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.

When the shift to online learning with Grades 7-9 occurred in December, we reflected on the changes to Career and Life Skills course structure. Students in Grade 6 were able to access modified course work during the 3 weeks that our older students moved online which has been a positive experience.

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 journey a difficult year, we reflect on the need to make this a priority.

Division Goals

RDCRS provides enhanced education through communication, engagement and partnership.

School Goals

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 which will benefit them now and in the future.

Knowing and supporting the social emotional wellness and mental health of staff & students.