Ecole Camille J Lerouge School Improvement Plan

2024/2025

Red Deer Catholic Regional Schools

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

Student Learning Priority: Through a collective leadership model, staff will utilize high impact, data driven and evidence-based teaching practices to improve student literacy outcomes. Central to this is a focus on ensuring a safe, caring and welcoming environment for all students.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	**Student Schollie Survey Results:** • I learn about God in all of my classes other than Religion classes (84%) • Catholic viewpoints and connections are integrated into my school subjects and activities (76%) • I feel connected to my school (81%) • I would recommend my school to my friends (82%) **Parent Schollie Survey Results:** • I believe my child seems interested to learn more about their faith because they attend our Catholic school (92%)	• We will dedicate this year to intentionally permeating faith in all classes, committing to nurturing the partnership with the Mustard Seed and intentionally serving others within our greater community though acts of service by staff and students both inside and outside of the school.	• Based on Schollie Survey student response "I learn about God in all of my classes other than Religion classes" will increase to 90%. • Based on Schollie Survey student response "Catholic viewpoints and connections are integrated into my school subjects and activities" will increase to 85%. • Based on Schollie Survey student response "I would recommend my school to my friends" will increase to 90% on Schollie	• Staff supported social justice activities x3 in the year in conjunction with the Mustard Seed & other outside community agencies. • Increased permeation of Faith in all classes as noted through walk throughs, collaborative conversations and intentional planning in lessons. • Increased participation of middle school students in school based community connections based on data collected for religion hours.
Student Growth and Achievement	• 43% of students in Grade 1 are below Alberta norms on the French LeNS • 24% of students in Grade 2 are below Alberta norms on the French LeNS • 14% of students in Grade 3 are below Alberta norms on the French CC3 • 17% of students in Grade 4 are below Alberta norms on the French CC3 • Based on standardized assessment data in Grade 6 from June 2024, 28% of students did not meet the acceptable standard in exams written in French • Based on standardized assessment data in Grade 9 from June 2024, 25% of students did not meet the acceptable standard in exams written in French	• Student achievement in literacy will improve through the use of a collaboratively created plan to direct instructional strategies to improve identified needs such as letter identification, fluency, comprehension and academic vocabulary.	• 20% of students in Grade 1 are below Alberta norms on LeNS • 10% of students in Grade 2 are below Alberta norms on LeNS • 0% of students in Grade 3 are below Alberta norms on CC3 • 0% of students in Grade 4 are below Alberta norms on CC3 • Based on standardized assessment data in Grade 6 from June 2025, all students will meet acceptable standard in exams written in French • Based on standardized assessment data in Grade 9 from June 2025, all students will meet acceptable standard in exams written in French	•Elementary teachers will use their Lens and CC3 data to identify student literacy needs, set goals for improvmenet, implement effective strategies, and measure progress. •Middle School teachers will identify student needs in vocabulary development, set goals for improvement, implement effective strategies, and measure progress.

Teaching and Leading	• 100% of teachers set data-based goals to increase student achievement in literacy **Teacher Schollie Survey Results:** •Data states that 91% of staff indicated the Professional Development Plan provided them with opportunities for collaboration •Data states that 94% of staff indicated that they are satisfied with their input into the development of PD activities within our school community • Data states that 6% of staff feel that our school's PD Plan helped to improve instructional strategies only a small amount	• Through dedicated professional development on 100% of PD Days and self-directed collaboration time, teachers will improve their use of data informed strategies to improve literacy outcomes.	• 80% of data-based literacy goals are successful by the end of the year • Schollie data will increase by 5% with teacher satisfaction in their input into the development of PD activities within our school community • Schollie data will increase by 5% in the area of improvement of teacher instructional strategies with regards to professional development, based on the question, "To what extent is your school's Professional Development plan assisting you as a teacher in improving your instructional practices?"	• Collaboration time for planning and implementation, instructional strategies and assessment will be addressed at 100% of PD Days • All collaboration groups make use of 3 half day collaboration days using the funding from the new curriculum implementation grant • All baseline data, specific to gaps, goal setting, and planning to achieve goals will be established by the end of September, 2024
Learning Supports	•Through a student voice survey, 18% of students, "do not know who they can go to if they have worries". •Through a student voice survey, 18% of students, "do not feel that their learning needs are being met in the classroom".	• Increase staff awareness how to work with diverse social, emotional and educational needs of our learners with dedicated time at 100% of PD sessions for learning, discussion and collaboration	• A student voice survey will demonstrate less than 10% of students will report that they "do not know who to go to if they have worries" • A student voice survey will demonstrate less than 10% of students will report that they "do not feel that their learning needs are being met in the classroom"	• Learning about social-emotional needs, regualtion strategies, and trauma informed care at 100% of Professional Development sessions • Through discussion and collaboration, teachers will share evidence of effective strategies that positively affect social and emotional needs of students •Administrators will notice effective strategies being implemented in classrooms during walkthroughs •Grades 8 & 9 students will have dedicated teaching time with the school counsellor with a health & wellness focus
Governance	**Parent Schollie Survey Results** • 97% of parents answered "I believe our family is invited and welcomes to attend faith celebrations/liturgies/masses at my child's school" •100% of parents answered- I believe my school provides opportunities for me to be involved in the school • Data collected at the end of June 2023, indicated 75 parents volunteered within our school community on an occasional basis	• Continue to create ways for parents to be welcomed into the school community on a periodic basis but also look for opportunities to create deeper and consistent relationships with parents to support in the academic learning here at Camille.	• Increase to 100% of parents answered "I believe our family is invited and welcomes to attend faith celebrations/liturgies/masses at my child's school" • Maintain 100% of parents answered- I believe my school provides opportunities for me to be involved in the school • Increase parent voluteers within the school community to over 100 parents volunteering on an occasional basis	• Create a volunteer coordinator position on School Council to streamline the process of how parents commit to ongoing volunteer opportunities within the school • Increase opportunities for parents to be involved in Faith Baking Mornings, Mustard Seed social justice initiatives and the Ronald McDonald House, "Home for Dinner" with an end goal of having 25 parents donate their time • Include in monthly newsletters and WAAG's targeted new curriculum information to inform K-6 parents of changes

Alberta

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 4473 Ecole Camille J Lerouge School

Assurance Domain	Measure	Ecole Camille J Lerouge School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.8	89.1	89.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.0	85.8	88.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	69.0	58.9	58.9	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	5.6	3.6	3.6	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	78.3	67.3	67.3	62.5	62.6	62.6	High	Improved	Good
	PAT9: Excellence	13.8	9.4	9.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.5	91.2	91.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	89.4	91.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.5	87.9	90.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	91.2	87.7	88.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.