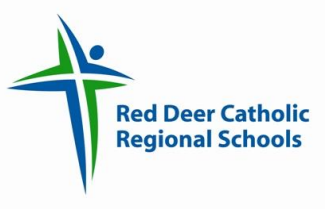


St. Elizabeth Seton School Improvement Plan

2023/2024

Faith Priority: Our school family (staff, students, parents) will walk together in our faith journey, nuturing one other through acts of service.	Student Learning Priority: Bridging the literacy learning gap for our grade 1-4 learners.
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Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Schollie Survey Results: Staff: The school division wants to support my faith development without judgement and in the spirit of all of growing together in Christ. (Agree- 86%) Students: I feel connected to my school. (Agree- 91%) Parents: I believe my child seems interested to learn more about their faith because they attend our Catholic school. (Agree- 91%)	<ul style="list-style-type: none">St. Elizabeth Seton will grow together in our faith, targeting the heads, hearts, and hands of each of our members.	Schollie Survey Results: Staff: Increase "The school division wants to support my faith development without judgement and in the spirit of all of growing together in Christ." to over 90% Students: Increase "I feel connected to my school" to over 95% Parents: Increase "I believe my child seems interested to learn more about their faith because they attend our Catholic school" to over 95%	Head: Facilitate and enrich our relationship with Fr. Mirek, and St. Mary's Parish (priest visits to the school, morning mass as part of school PD sessions, faith retreats at St. Elizabeth Seton for each grade) Heart: Welcoming, including staff, families to Sunday mass each week. Setting up a table regarding ministries, sacraments, parish information during parent-teacher interviews. Using Bucket Fillers to celebrate kind acts by students, and staff. Hands: Schedule service project time 2 PD afternoons - 1 fall, 1 spring for staff. Christmas/ Valentines Day card delivery to neighbours. VP Faith coach co-teaches Religion with staff to support professional growth.
Student Growth and Achievement	<ul style="list-style-type: none">23% of Grade 2 students identified as 'At-Risk' based on September 2023 LeNS and CC3 testing.30% of Grade 3 students identified as 'at-risk' based on September 2023 CC3 testing.38% of Grade 4 students identified as 'at-risk' based on September 2023 CC3 testing.	<ul style="list-style-type: none">Division 1 & 2 students will improve their reading proficiency utilizing the RDCRS Framework and 5 Pillars of Reading as outline in new curriculum.	<ul style="list-style-type: none">10% of Grade 2 students identified as 'At-Risk' based on Spring 2024 LeNS and CC3 testing.15% of Grade 3 students identified as 'At-Risk' based on Spring 2024 CC3 testing.20% of Grade 4 students identified as 'At-Risk' based on Spring 2024 CC3 testing.	<ul style="list-style-type: none">Each Professional Development session will include at least one literacy- based team exercise.Regular walkthroughs will focus on literacy practices (UFLI, Heggerty, 3T's) where appropriate.Collaborative Response Model sessions will involve literacy practice discussions in each classroom.
Teaching and Leading	<ul style="list-style-type: none">Percentage of teaching staff that have received advanced training with the implementation of our identified literacy programs aimed at targeting the 3 of the 5 Pillars of Reading (Phonemic Awareness / Phonics / Vocabulary). Current - 17%	<ul style="list-style-type: none">Implement our Literacy Support Programs within the class leveraging the UFLI & Heggerty programs as well as resources from Dr. George and Alberta Education.	<ul style="list-style-type: none">Percentage of teaching staff that have received specific training with the implementation of our identified literacy programs aimed at targeting the 5 Pillars of Reading instruction. (Target 50%+ by November) (Target 90%+ by April)	<ul style="list-style-type: none">K-5 Collab Blocks focused on student needs and supports. (30 Minutes Each Week)Professional Development from Dr. George on PD Days (3 Half Days)Professional Development on Alberta Education Resources and UFLI Program Training (2 Days)Professional Development on supporting exceptional learners. (1 Half Day)
Learning Supports	<ul style="list-style-type: none">23% of Grade 2 students identified as 'At-Risk' based on September 2023 LeNS and CC3 testing.30% of Grade 3 students identified as 'at-risk' based on September 2023 CC3 testing.38% of Grade 4 students identified as 'at-risk' based on September 2023 CC3 testing.	<ul style="list-style-type: none">LIFT Team works with teachers to plan and implement additional supports to students who are not demonstrating an increase in reading proficiency through universal supports.	<ul style="list-style-type: none">10% of Grade 2 students identified as 'At-Risk' based on Spring 2024 LeNS and CC3 testing.15% of Grade 3 students identified as 'At-Risk' based on Spring 2024 CC3 testing.20% of Grade 4 students identified as 'At-Risk' based on Spring 2024 CC3 testing.	<ul style="list-style-type: none">Use LeNS and CC3 data to guide the creation of our small group support for students.Use UFLI and for targeted lessons in small group instruction as well as the ABEd Reading Intervention Lessons.
Governance	<ul style="list-style-type: none">To what extent are you involved in decisions about your child's school? (Very Little, Not At All - 45%)At school, there are appropriate supports and services available to your child to help with their learning (Agree - 85%)	<ul style="list-style-type: none">Regularly communicate information to parents to help build awareness of supports for students as well as help parents better connect with the school.	<ul style="list-style-type: none">Improve "How satisfied or dissatisfied are you that your input into decisions about your child's school is considered?" to over 90% satisfactionImprove "There are appropriate supports and services available to your child to help with their learning" to over 90%	<ul style="list-style-type: none">Create and share a weekly "Seton Update" which will augement our monthly newsletter. The weekly update will include information on our literacy and faith journey within the school.Encourage parents/guardians to join us for more celebrations. Invite School Council to lead a school celebration/mass.Promote School Council attendance through weekly/monthly communication as well as during school events.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4477 St. Elizabeth Seton School

Assurance Domain	Measure	St. Elizabeth Seton 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	90.4	96.1	96.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	95.7	97.1	96.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.5	97.4	97.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	97.1	97.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	84.6	97.8	97.8	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	78.7	96.8	92.1	79.1	78.8	80.3	High	Declined	Acceptable