St. Elizabeth Seton School Improvement Plan

2024/2025

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: By implementing differentation of instruction techniques and purposeful planning, teachers will identify and respond to the literacy learning needs of 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	**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- 85%) *Students:* I learn about the patron saint at my school. (Agree- 94%) *Parents:* I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS.(Agree- 87%)	The school community strives to continue the charitable works of our patron saint, St. Elizabeth Seton, both within our school walls and out into the greater community through our Seton Serves projects.	**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 learn about the patron saint at my school" to over 95% *Parents:* Increase "I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS" to over 95%	*Staff:* "Open the Eyes of my Heart" PD to begin the year; Bible Study in January; Schedule service project time 2 PD afternoons - 1 fall, 1 spring for staff. AP Faith coach will lead. Facilitate and enrich our relationship with Fr. Mirek, and St. Mary's Parish (priest visits to the school, morning mass as part of 4 school PD sessions, variety of prayer forms for each PD day, ready for classrooms). *Students:* In-class lessons about the life and ministry of St. Elizabeth Seton; having students engage in Seton Serves by small acts of kindness/ charity such as Christmas cards to Armed Forces overseas, baking muffins for our breakfast program, etc; celebrate students receiving their Sacraments over intercom/ presentation at end of year. *Parents:* Engage parents in Seton Serves projects, Social Justice projects through school council, seeking feedback from parents "How are we doing?" survey. Increase parent attendance at school masses with direct invitations.
Student Growth and Achievement	• **27%** of Grade One students identified as 'At Risk' based on September 2024 LeNS testing • **20%** of Grade 2 students identified as 'At-Risk' based on September 2024 LeNS and CC3 testing. • **22.2%** of Grade 3 students identified as 'at-risk' based on September 2024 CC3 testing. • **8.7%** of Grade 4 students identified as 'at-risk' based on September 2024 CC3 testing.	• Division 1 & 2 students will improve their reading proficiency utilizing the RDCRS Framework and 5 Pillars of Reading as outlined in the new curriculum.	• Less than 20% of Grade 1 students identified as 'At-Risk' based on Spring 2025 LeNS and CC3 testing. • Less than 15% of Grade 2 students identified as 'At-Risk' based on Spring 2025 LeNS and CC3 testing. • Less than 15% of Grade 3 students identified as 'At-Risk' based on Spring 2025 CC3 testing. • Less than 5% of Grade 4 students identified as 'At-Risk' based on Spring 2025 CC3 testing.	• Each Professional Development session will include at least one literacy- based team exercise. • Regular walkthroughs and conversations will focus on literacy practices (UFLI, Heggerty, 3T's) where appropriate. • Collaborative Response Model sessions will be regularly incorporated into our Professional Development days.
Teaching and Leading	• 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 - 71%* • 81% of parents think that their child's school work is challenging • 86% of teachers think that student's school work is challenging	• Implement our Literacy Support Programs within the class leveraging the UFLI & Heggerty programs as well as resources from Dr. George and Alberta Education.	• 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 90%+ by April)* • Percentage of teaching staff and parents that believe students school work is challenging *(Target 90%+)*	• K-5 Collaboration Blocks focused on student needs and supports. *(30 Minutes each professional development day)* • Professional Development Refresher Sessions from Dr. George on PD Days *(2 Half Days)* • Professional Development on Alberta Education Resources and UFLI Program Training *(2 Days)* • Each teacher will identify, implement, and evaluate at least 2 differentiated instruction strategies with a focus on meeting the needs of all students within a literacy focus
Learning Supports	• **27%** of Grade One students identified as 'At Risk' based on September 2024 LeNS testing • **20%** of Grade 2 students identified as 'At-Risk' based on September 2024 LeNS and CC3 testing. • **22.2%** of Grade 3 students identified as 'at-risk' based on September 2024 CC3 testing. • **8.7%** of Grade 4 students identified as 'at-risk' based on September 2024 CC3 testing.	• ILT Team works with teachers to plan and implement additional supports to students who are not demonstrating an increase in reading proficiency through universal supports.	• Less than 20% of Grade 1 students identified as 'At-Risk' based on Spring 2025 LeNS and CC3 testing. • Less than 15% of Grade 2 students identified as 'At-Risk' based on Spring 2025 LeNS and CC3 testing. • Less than 15% of Grade 3 students identified as 'At-Risk' based on Spring 2025 CC3 testing. • Less than 5% of Grade 4 students identified as 'At-Risk' based on Spring 2025 CC3 testing.	• 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. • Walkthrough conversations centered on differentiated instruction and purposeful planning to meet the needs of all learners
Governance	• To what extent are you involved in decisions about your child's school? (Parents satisfied- 68%) • How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered (Teachers agree - 86%)	• Regularly communicate information to parents to help build awareness of supports for students as well as enhance parent voice in decision making within the school community.	• Improve parent response "To what extent are you involved in decisions about your child's school?" to over 80% satisfaction • Improve teacher response "How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered" to over 90%	• Create and share a weekly "Seton Update" which will augment our monthly newsletter. The weekly update will include a feedback portal for all families. • Encourage parents/guardians to join us for more celebrations and liturgies. • Promote School Council attendance through weekly/monthly communication as well as during school events. The Council meetings will include an opportunity to provide feedback on school operations.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

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	92.6	90.4	93.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	94.4	95.7	96.4	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	95.7	96.5	96.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.2	94.0	95.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.2	84.6	91.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.7	78.7	87.7	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.