

St. Elizabeth Seton School Improvement Plan

2023/2024

Faith Priority: Our school family (staff, students, parents) will walk together in our faith journey, nurturing one other through acts of service.

Student Learning Priority: Bridging the literacy learning gap for our grade 1-4 learners.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>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%)</p>	<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. <p>RESULTS - Spring 2024- From Schollie Survey</p> <ul style="list-style-type: none"> Over 85% of teaching staff and 89% of support staff feel supported in their faith journey by the school. 95% of students feel a strong connection to their school. ALL parents believe their child is eager to deepen their faith through attending the Catholic school. 	<p>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%</p>	<p>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.</p>
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. <p>RESULTS - Spring 2024</p> <ul style="list-style-type: none"> 17% of Grade 2's are "At-Risk" based on May LeNS & CC3 25% of Grade 3's are "At-Risk" based on January CC3 25% of Grade 4's are "At-Risk" based on January CC3 	<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. <p>RESULTS - Spring 2024</p> <ul style="list-style-type: none"> Percentage of Teachers with Literacy Training (Nov.) - 47% Percentage of Teachers with Literacy Training (May) - 71% 	<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. <p>RESULTS - Spring 2024</p> <ul style="list-style-type: none"> 17% of Grade 2's are "At-Risk" based on May LeNS & CC3 25% of Grade 3's are "At-Risk" based on January CC3 25% of Grade 4's are "At-Risk" based on January CC3 	<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? (Some/A Lot - 55%) At school, there are appropriate supports and services available to your child to help with their learning (Agree - 73%) 	<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. <p>RESULTS - Spring 2024</p> <ul style="list-style-type: none"> Parent Satisfaction with student learning supports - 91% Parent Satisfaction with involvement in decisions - 68% School Weekly Update viewed over 250 times each week 	<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% satisfaction. Improve "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 augment 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.