



ST. ELIZABETH SETON SCHOOL

2019 - 2020

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:

Growing Together Faith and Learning as One

Mission:

St. Elizabeth Seton School is committed to working in partnership with our parents, faith and community members to provide educational opportunities that develop our students as ethical citizens and engaged thinkers with an entrepreneurial spirit.

School Profile

St. Elizabeth Seton School is a Pre-Kindergarten to Grade 5 school located in the Anders subdivision with a population of 406 students. As a Catholic school, we focus on faith-based educational opportunities. We integrate prayer throughout the school day and our entire school participates in liturgies and masses at St. Mary's church, our home parish. Our students learn prayer through song during 'Praise and Worship' once a week. The 'Footprints of Faith' assemblies tie in the gifts of the Holy Spirit while incorporating the Seven Sacred Teachings from our First Nations, Metis and Inuit culture. Faith permeates all we do. Students are invited to participate in Sacramental preparation in partnership with St. Mary's and Sacred Heart parishes. By actively participating in social justice activities, students embrace our school division's theme, "Lord, light the path and I will lead others".

Through their daily interactions, students participate in learning about faith, within the Catholic context, and the connections to experiential learning. Our counselling program provides students with a variety of supports to help them be successful. Technology is available to all students and are taught about being a responsible 21st century learner. Flexible seating options are also available in all classrooms to assist with sensory regulation.

To meet the needs of all children entrusted to our care, we provide an inclusive model of education. In all classes our Literacy, Inclusion, Faith and Technology (LIFT) teachers provide additional numeracy and literacy support, which is timely, targeted and driven by our formative assessment. Our staff provides authentic learning opportunities for all students to develop competencies, as outlined by Alberta Education, by providing voice and choice during our STEPS Program (Students and staff Thinking and trying Explaining and exploring Practicing and playing Sharing and succeeding)

Accountability Report Card

Measure Category	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			
Safe and Caring Schools	Safe and Caring	98.7%	96.7%	96.9%	89%	89%	89.3%	Very High	Maintained	Excellent			
Student Learning Opportunities	Program of Studies	95.3%	92.3%	93.5%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent			
	Education Quality	97.6%	97.7%	97.2%	90.2%	90%	90.1%	Very High	Maintained	Excellent			
	Drop Out Rate	n/a	n/a	n/a	2.6%	2.3%	2.9%	n/a	n/a	n/a			
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1%	78%	77.5%	n/a	n/a	n/a			
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8%	73.6%	73.6%	n/a	n/a	n/a			
	PAT: Excellence	n/a	n/a	n/a	20.6%	19.9%	19.6%	n/a	n/a	n/a			
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a			
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a			
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3%	55.7%	55.1%	n/a	n/a	n/a			
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8%	63.4%	62.2%	n/a	n/a	n/a			
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59%	58.7%	58.7%	n/a	n/a	n/a			
	Work Preparation	92.5%	95%	91.4%	83%	82.4%	82.6%	Very High	Maintained	Excellent			
	Citizenship	97.2%	94.5%	95.1%	82.9%	83%	83.5%	Very High	Maintained	Excellent			
Parental Involvement	Parental Involvement	93.2%	96.3%	92.4%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent			
Continuous Improvement	School Improvement	100%	94.4%	94.2%	81%	80.3%	81%	Very High	Improved Significantly	Excellent			

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	100%	99.8% (3 Yr)
Prayer helps me feel closer to God.	98.7%	98.8% (3 Yr)
I believe that God created me.	98.3%	98% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	99.3%	99.6% (3 Yr)
I learn about God in all my classes.	92%	95.9% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	100%	98.2% (3 Yr)
I learn about the Sacraments at my school.	96.3%	97.7% (3 Yr)
I let others see God in me.	99.3%	99.3% (1 Yr)
My school helps me to see God in all things.	99.3%	99.3% (1 Yr)
Every person in our school is a child of God and made in His image.	98.3%	98.3% (1 Yr)
I respect others even if they are different than me.	99.3%	99.3% (1 Yr)
We celebrate student successes at our school.	99.3%	99.3% (1 Yr)

AERR Comments (November)
As the Schollie Results for 2018-2019 indicate, St. Elizabeth Seton had a very high level of satisfaction in our Faith Outcomes from most all stakeholder groups. Parents and Staff remained at the 100th percentile while our students indicated that learning about God in all their classes was not as apparent. This important measure has allowed staff to reflect on permeation strategies to infuse the Holy Trinity within all daily lessons. Staff continued to make connections with students using 'God Glasses', sharing on daily announcements to discuss where they saw God throughout the day and through teacher's intentional permeation statements embedded within daily lessons. The Schollie questions aimed specifically at our two focus Characteristics of Catholic Identity (Humanness and Sacramentality) scored high with Humanness being the more successful of the two.

Comment on School Goals (November)	Comment on Results (May)
At St. Elizabeth Seton, we are focusing on Spirituality and Rationality within the Eight Characteristics of Catholic Identity. Our goal is to develop an awareness and deepen the understanding of both these characteristics with students, staff and parents. Our Faith Coach has successfully implemented 'Praying in Color' with all students and will continue to highlight the importance of Spirituality in their daily lives. Using the lens of Rationality, our school will link our social justice projects to deepen their understanding of this characteristic.	

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals
<ul style="list-style-type: none">• Enrich our school's Catholicity by focusing on the two chosen characteristics of Catholic Identity. (2019-2020 - Spirituality and Rationality).
<ul style="list-style-type: none">• Teachers will authentically permeate their lessons, in process or content, through a lense of faith, with the support of the Eight Characteristics of Catholic Identity.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89%	95.5%	95.3%	94.5%	97.2%	Very High	Maintained	Excellent

AERR Comments (November)

Throughout the 2018-2019 school year, St. Elizabeth Seton's staff concentrated on providing engaging, authentic learning opportunities, specifically in Literacy and Numeracy, with a focus on effective assessment practices. Our Accountability Pillar results indicate that teachers, parents and students are extremely satisfied with how students modelled the characteristics of active citizenship. Further, there was an 8.4% increase (from 86.6% to 95%) of teachers and parents agreeing that students were taught attitudes and behaviours that will make them successful at work when they finish school. St. Elizabeth Seton's plan is to continue to improve on these current results.

Comment on School Goals (November)	Comment on Results (May)
As we continue to examine our Formative Assessment practices, teachers, in collaboration with the Montfort Literacy Team, will deepen their understanding by using a variety of effective formative assessment strategies. The fall session of LIFT 3.0 allowed teachers to enhance their understanding of using access points to support student learning and achievement. To encourage reflective practice, our grade level team will work collaboratively, in a co-teaching model, to provide learning opportunities and constructive feedback. Teachers identify a goal and target its implementation through a Learning Sprint (Breakspare) this increases teacher expertise and, ultimately, student success.	

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
<ul style="list-style-type: none">• Ensure all staff are capable of creating optimal student learning experiences by implementing diversified formative assessment best practices.• Teachers engage in foundational expectations and authentic learning opportunities for student literacy that promotes lifelong learning.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

No Data Available

AERR Comments (November)
The Division's First Nations, Metis and Inuit Support Team was a great resource who supported our staff in deepening their understanding of many cultural aspects of our Indigenous community. Talking Circles, Storytelling and Drumming activities broadened student and staff learning at St. Elizabeth Seton. Our 'Footprints of Faith' assemblies recognized our students who displayed positive attributes focused on the Seven Sacred Teachings.

Comment on School Goals (November)	Comment on Results (May)
In collaboration with our First Nations, Metis and Inuit Support Team, the St. Elizabeth Seton community continues to deepen our understanding regarding the rich Indigenous culture and history through authentic learning activities such as: students and staff will learn alongside each other through talking circles, drumming circles, storytelling and Reconciliation activities. Through these experiences, teachers will enhance their understanding and promote the Indigenous culture within their teaching practice. Moving forward, we want to ensure that teachers are equipped to meet the First Nations, Metis and Inuit competency as indicated in the Teaching Quality Standard document.	

Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.
O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals
<ul style="list-style-type: none"> • Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	91.4%	93.8%	94.3%	92.3%	95.3%	Very High	Maintained	Excellent

AERR Comments (November)
St. Elizabeth Seton continued to be a school that valued and demonstrated a safe and caring environment. With sustainability in our results at 96.7%, it was evident that all stakeholders felt this continued to be a priority and a highlight for our school. We maintained this standard of excellence as staff continued to focus on teaching students self-regulation strategies, created soft starts to build relationships and provided flexible seating arrangements. All these strategies supported students in a safe, caring and healthy learning environment. As the data showed, all stakeholders agreed students are safe at school, have learned the importance of caring for others, have learned respect for others and were treated fairly in school.

Comment on School Goals (November)	Comment on Results (May)
St. Elizabeth Seton continues to grow in its diversity and, as such, is developing a more in depth understanding on how to meet the individual learning needs of all students through the exploration of Shelley Moore's work on teaching to the edges. Our staff continues to strive to know, understand and respond to students by building positive relationships and trust in order to create a foundation of student success and achievement. By implementing a model that promotes student self-regulation using soft starts, counselling presentations, and regular meetings with administration; the Teacher-Counselor and the Family School Enhancement Counselor, along with the Montfort MS2 team, continue to foster strong relationships and uphold a school environment that is healthy, safe and caring.	

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
• Teachers know, understand and respond to students' individual learning.
• Fostering effective relationships through the use of self-regulation strategies.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.3%	97%	96.9%	96.7%	98.7%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.1%	97.2%	96.8%	97.7%	97.6%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	97.5%	92.5%	86.6%	95%	92.5%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (This measure is required for charter and private school authorities that do not have grades 10-12.)	80%	84.6%	79.6%	82.5%	79.3%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82%	93.6%	87.2%	96.3%	93.2%	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	94.5%	90.6%	97.8%	94.4%	100%	Very High	Improved Significantly	Excellent

AERR Comments (November)

Stakeholders continued to feel a very high level of satisfaction (92.3%) with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education as stated within the Accountability Pillar results. We continued to ensure that our parent community had a voice in decisions that impacted their child by using weekly newsletters, inviting parents to celebrations, masses and classroom activities as well as the informal dialogue that provided the opportunity to seek parent feedback.

Comment on School Goals (November)

As teachers continue to grow professionally, a school wide focus will support a deeper understanding of grade level outcomes and promote a systematic model of Response to Instruction. As teachers become more familiar with identifying access points to curriculum for students; their understanding, skills and knowledge will promote meaningful differentiation of instruction and assessment strategies that will be used for students to succeed. Further, as Learning Maps are more formally introduced, the data resulting from this process will assist teachers in explaining their classroom profiles.

Comment on Results (May)

Division Goals

O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed

O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place

O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical

O.4.4 Ensure that staff and students have access to safe and healthy learning environments

O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming

O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development

O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework

O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals

- Teachers will know, understand and respond to their curriculum and gain mastery of grade level outcomes.