

St. Gregory the Great Catholic School Improvement Plan

2023/2024

Faith Priority: Grow in our mission and understanding of living as Disciples of Christ.

Student Learning Priority: Enhance teacher confidence and capacity in meeting the diverse literacy 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	<p>Schollie Survey Results:</p> <p>I am inspired by my Catholic Faith at my school (63% - Gr.7)</p> <p>I feel connected to my school (68%-Gr.7)/ (87%-Gr.4)</p> <p>I believe our school provides a welcoming, safe, caring environment (91% -Gr.7)</p> <p>I believe our school encourages students to understand the church's mission to help the common good (91% - Parents)</p> <p>Assurance Measures:</p> <p>Welcoming, Caring, Respectful & Safe Learning Environments (82.6%)</p> <p>Children treat each other well in school (50%-Parents, 78%-teachers)</p>	Students will embrace our Catholic mission by caring for others and their community through acts of kindness and compassion.	<p>Schollie Survey Results:</p> <p>Increase "I am inspired by my Catholic Faith at my school" to 70%</p> <p>Increase "I feel connected to my school" to 75% for Gr.7</p> <p>Increase "I believe our school provides a welcoming, safe, caring environment" to 93% for Gr.7</p> <p>Increase "I believe our school encourages students to understand the church's mission to help the common good" to 93% for Parents</p> <p>Assurance Measures:</p> <p>Increase "Welcoming, Caring, Respectful & Safe Learning Environments" to 88%</p>	<p>-Students will participate in three lessons focusing on universal acts of kindness and compassion in our school Social/Emotional learning block throughout the school year</p> <p>-Our staff will reflect on opportunities to help their community around them through service. Grade teams will complete one service project during the school year that focus on living our Catholic mission through acts of kindness and compassion.</p> <p>-Students will be recognized in two different ways for spreading kindness in our school community. We will give a "GOTCHA" ticket to students who portray kindness and compassion, recognized at three assemblies throughout the year. Staff will also complete a Gladiator Postcard to be filled in every 2nd Professional Development, recognizing two students who have shared acts of</p>
Student Growth and Achievement	<p>Literacy Assessment Results:</p> <p>41%of Grade 1 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>21% of Grade 2 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>30% of Grade 3 students have not yet achieved Alberta Norms on CC3</p>	Division 1 students will improve their reading proficiency utilizing the RDCRS Literacy Framework, and 5 Pillars of Reading as outlined in new curriculum.	<p>20%of Grade 1 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>15% of Grade 2 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>20% of Grade 3 students have not yet achieved Alberta Norms on CC3</p>	-Classroom teachers understand and utilize Haggerty intervention strategies to target literacy in small group intervention and whole group class instruction. Intervention strategies will be used daily by classroom teachers during a 30 minute literacy block.
Teaching and Leading	<p>Assurance Measures:</p> <p>Teaching and Leading (90.6% - teachers)</p> <p>Sept. 2023 Staff Capacity Survey:</p> <p>With regards to Response to Intervention (RTI), I am able to effectively use student data to differentiate my instruction to further meet student needs (85.7%)</p> <p>I have many tools and strategies to differentiate student learning (88.7%)</p> <p>I have a strong classroom structure that allows me to work with students independently and in small groups to further target student learning (81.4%)</p>	All staff will have the ability to apply a variety of strategies to differentiate literacy instruction and assessment to support all learners.	<p>Assurance Measures:</p> <p>Increase Teaching and Leading Measure to 94%</p> <p>Staff Capacity Survey:</p> <p>Increase "With regards to Response to Intervention (RTI), I am able to effectively use student data to differentiate my instruction to further meet student needs" to 90%</p> <p>Increase "I have many tools and strategies to differentiate student learning" to 92%</p> <p>Increase "I have a strong classroom structure that allows me to work with students independently and in small groups to further target student learning" to 88%</p> <p>Steady Improvement in Staff Capacity Survey (10-15%)</p>	<p>-Grade team collaboration and professional development will support teachers in understanding and utilizing high yield literacy strategies (focusing on word study, morphology and vocabulary). This will be a focus each week in collaboration and will be a topic in three professional development sessions for the year.</p> <p>-Teachers will participate in one Show and Share, providing opportunities for staff to learn literacy best practices from one another.</p> <p>-Teachers in each division will implement a strong classroom structure supporting the differentiation of student needs in small group and individual settings by the end of the school year.</p>
Learning Supports	<p>Literacy Assessment Results:</p> <p>41%of Grade 1 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>21% of Grade 2 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>30% of Grade 3 students have not yet achieved Alberta Norms on CC3</p>	LIFT teachers support targeted student literacy intervention to increase reading proficiency, while building teacher capacity in supporting these needs.	<p>20%of Grade 1 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>15% of Grade 2 students have not yet achieved Alberta Norms on LeNS and CC3</p> <p>20% of Grade 3 students have not yet achieved Alberta Norms on CC3</p>	LIFT will focus on Haggerty strategies to support literacy intervention. Grade 1 intervention will focus on phonological awareness. Grade 2 and 3 intervention will focus on blending and segmenting sounds. LIFT intervention will take place two to three times per week.
Governance	<p>Schollie:</p> <p>I believe I have the opportunity to be heard if I have a question or concern (90%)</p> <p>I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS (92%)</p> <p>Assurance Measures:</p> <p>Parental Involvement (77.6%)</p> <p>To what extent are you involved in decisions about your child's school (67% some)</p>	Regular communication with parents to assist them in understanding and supporting their child's learning.	<p>Schollie:</p> <p>Increase "I believe I have the opportunity to be heard if I have a question or concern" to 94%</p> <p>Increase "I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS" to 95%</p> <p>Assurance Measures:</p> <p>Increase "Parental Involvement" to 83%</p> <p>Increase "To what extent are you involved in decisions about your child's school?" to 75%</p>	<p>-We will gather parent feedback to help improve our school process and enhance our community. We will have parents complete a survey three times this school year. As well, monthly School Council meetings will continue to be a voice for the Administration team to listen, and improve communications.</p> <p>-Effective parent communication on student achievement is critical to our success as a school. Using the online platform of Schoology, we will work to educate our parents on the efficient use of Schoology with students, parents, and staff. We will have parents complete a survey, sharing details on challenges they are experiencing. As well, during both scheduled Parent Teacher Interviews this year, we will set up a parent help desk for parents to receive Schoology support.</p>

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2079 St. Gregory The Great Catholic School

Assurance Domain	Measure	St. Gregory The Great Catholic			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	84.1	89.8	89.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	76.2	82.1	79.6	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	71.2	49.2	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	11.6	7.6	n/a	16.0	17.7	n/a	Low	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	87.5	91.0	90.7	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	88.2	88.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.8	84.7	84.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.9	70.8	79.2	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.
- 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.