

St. Gregory the Great Catholic School Improvement Plan

2024/2025

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 Results: Students "Learning about the importance of our tradition of our faith such as scripture reading, liturgies, sacraments, and celebration" (90%) Teachers "The school division wants to support my faith development" (80%) Teachers "I am inspired by the Holy Spirit in the work that we do at my school." (85%) Teachers "I believe members of our community re provided with opportunities to learn about their faith" (85%)</p>	<p>Our school is dedicated to nurturing a deep understanding and appreciation of our faith tradition, guiding students to live out their beliefs through acts of service.</p>	<p>Increase students that report "Learning about the importance of our tradition of our faith such as scripture reading, liturgies, sacraments, and celebration" to 93% Increase teachers that report they "believe that the school division wants to support my faith development." to 85% Increase teachers that report "I am inspired by the Holy Spirit in the work that we do at my school" to 85% Increase teachers that report "Members of our community are provided with opportunities to learn about their faith" to 90%</p>	<ul style="list-style-type: none"> -Students will have Chapel Time twice a month where they will participate in a lesson focused on traditional bible teachings. -Staff will be provided with two opportunities throughout the year for staff to participate in the work of the Holy Spirit through service. -Students in each grade team will lead a service project and connect it with the WHY we serve. -Staff will participate in faith PD and set a goal around "Encountering, Nurturing, and Service" which will be revisited twice throughout the year.
Student Growth and Achievement	<p>Literacy Assessment Results: 29% of Grade 1 students have not yet achieved Alberta Norms on LeNS 33% of Grade 2 students have not yet achieved Alberta Norms on LeNs. 27% of Grade 2 students have not yet achieved Alberta Norms on CC3. 33% of Grade 3 students have not yet achieved Alberta Norms on CC3 23% of Grade 4 students have not yet achieved Alberta Norms on CCS. 67% of Grade 5 students have not yet achieved Alberta Norms in Reading Comprehension. 44% of Grade 6 students have not yet achieved Alberta Norms in Reading Comprehension.</p>	<p>Division 1 and 2 students will improve their reading proficiency utilizing the RDCRS Literacy Framework, and 5 Pillars of Reading as outlined in new curriculum.</p>	<p>19% of Grade 1 students have not yet achieved Alberta Norms on LeNS 25% of Grade 2 students have not yet achieved Alberta Norms on LeNs. 27% of Grade 2 students have not yet achieved Alberta Norms on CC3. 25% of Grade 3 students have not yet achieved Alberta Norms on CC3 17% of Grade 4 students have not yet achieved Alberta Norms on CCS. 45% of Grade 5 students have not yet achieved Alberta Norms in Reading Comprehension. 35% of Grade 6 students have not yet achieved Alberta Norms in Reading Comprehension.</p>	<ul style="list-style-type: none"> -Classroom teachers understand and utilize 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: Teaching and Leading- Percentage of parents satisfied with overall quality of basic education (77.3%) Oct. 15 Teacher Survey: I feel confident in differentiating instruction for my students (83.4%) I have a variety of strategies to differentiate learning for my students (83.4%) I have a strong classroom structure that allows me to work with students independently and in small groups to further target student learning (89%)</p>	<p>All staff will have the ability to apply a variety of strategies to differentiate literacy instruction and assessment to support all learners.</p>	<p>Assurance Measures: Increase Teaching and Leading Measure - Percentage of parents satisfied with overall quality of basic education to 5% Teacher Survey: Increase "I feel confident in differentiating instruction for my students" to 87% Increase "I have a variety of strategies to differentiate learning for my students" to 87% 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 93%</p>	<ul style="list-style-type: none"> -Grade team collaboration and professional development will support teachers in understanding and utilizing high yield literacy strategies (focusing on word study, morphology and comprehension). -Teachers will explore and share effective classroom structures to support targeted literacy intervention. -Teachers will develop a greater understanding of differentiated learning, enhancing their toolkit of high-yield strategies to support targeted instruction.
Learning Supports	<p>Literacy Assessment Results: 29% of Grade 1 students have not yet achieved Alberta Norms on LeNS 33% of Grade 2 students have not yet achieved Alberta Norms on LeNs. 27% of Grade 2 students have not yet achieved Alberta Norms on CC3. 33% of Grade 3 students have not yet achieved Alberta Norms on CC3 23% of Grade 4 students have not yet achieved Alberta Norms on CCS. 67% of Grade 5 students have not yet achieved Alberta Norms in Reading Comprehension. 44% of Grade 6 students have not yet achieved Alberta Norms in Reading Comprehension.</p>	<p>All teachers will actively support targeted student literacy intervention to increase reading proficiency, through strong classroom structures and high-yield literacy strategies to differentiate student learning.</p>	<p>19% of Grade 1 students have not yet achieved Alberta Norms on LeNS 25% of Grade 2 students have not yet achieved Alberta Norms on LeNs. 20% of Grade 2 students have not yet achieved Alberta Norms on CC3. 25% of Grade 3 students have not yet achieved Alberta Norms on CC3 17% of Grade 4 students have not yet achieved Alberta Norms on CCS. 45% of Grade 5 students have not yet achieved Alberta Norms in Reading Comprehension. 35% of Grade 6 students have not yet achieved Alberta Norms in Reading Comprehension.</p>	<ul style="list-style-type: none"> -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. -Teachers will create and utilize a classroom profile, encompassing a variety of data, to inform literacy intervention and differentiated instruction, providing targeted support for tier 2 and tier 3 students.

Governance

Schollie Results:
I believe my child's school has adequate procedures for sharing information (75%)

Assurance Measures:
Parental Involvement -To what extent are you involved in decisions about your child's school (70.4%)

Enhance communication with parents to assist them in understanding and supporting their child's learning. Enhance meaningful opportunities for families to be involved in our school community.

Increase "I believe my child's school has adequate procedures for sharing information" to 85%

Assurance Measures:
Increase Parental Involvement -"To what extent are you involved in decisions about your child's school" to 77%

-Effective parent communication on student achievement is critical to our success as a school. We have developed a team to enhance our monthly newsletters for families to encompass more information and further details on upcoming school events and activities. All teachers have developed a classroom newsletter to share with families each week, sharing consistent school wide information.

-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 provide families with Schoology tips on our monthly Newsletter and a Schoology Handout at Parent Teacher Interviews.

-Enhance our social media presence, sharing up coming information with families.

-Share with parents opportunities to become involved in our school community. This includes supporting our library, volunteering in classrooms, being a Room Rep and inviting families to all mass and liturgies.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	84.2	84.1	86.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.9	76.2	79.1	79.4	80.3	80.9	High	Maintained	Good
	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	67.2	71.0	71.0	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	18.0	11.3	11.3	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	68.6	71.3	71.3	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	7.8	11.8	11.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	86.5	87.5	89.3	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	82.6	85.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.8	82.8	83.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.4	81.9	76.4	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

