

**ST. FRANCIS OF ASSISI
MIDDLE SCHOOL**



ST. FRANCIS OF ASSISI MIDDLE 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:

St. Francis of Assisi Middle School is a Christ centered learning environment whose members are called to Be Loving, Be Joyful, Be Humble and Be Forgiving.

Core Beliefs:

- We are committed to providing a Catholic centered learning environment that nourishes an active spiritual practice and fosters a sense of community.
- We believe student well being comes above all else, by advocating on their behalf and providing a safe and caring environment where respect of people and property are valued.
- We believe in providing an authentic learning environment, built on innovation and collaboration.
- We believe in the value of a strong effective team who listens, celebrates and supports one another by creating a welcoming and inviting atmosphere.
- We believe in the value of lifelong, innovative, engaging and authentic learning opportunities that enhance the education of the whole child.
- We believe in the value of high expectations and consistency by setting high goals and upholding agreed upon standard practices.

School Profile

St. Francis of Assisi Middle School serves students from southeast Red Deer providing quality, Catholic education. As an administrative team, we are pleased to report that the student population is strong, currently enrolling 758 students and 72 staff. The students at St. Francis of Assisi Middle School have rich opportunities to learn in an innovative, literacy rich and fully inclusive environment that integrates a variety of programs to enhance the delivery of core curriculum. Expectations for achievement are high and all students are encouraged to work to their full potential.

Parents are viewed as integral partners in the growth and development of each child and are encouraged to be involved in the Catholic education of their children. We celebrate our Faith daily through regular liturgies and masses, daily prayer, and by participating in a variety of community service and social justice projects. As a Catholic school, we endeavor to foster the Christian values of the Catholic Church and encourage the application of these values in student's daily interactions with others. We see the school, the home and the Church as an integral part of this education. We recognize parents as the first teachers, with the school and the Church playing a supportive role in the total development of the child.

Foundations/Blended Programs:

The middle school Foundations/Blended Program is designed to meet the needs of students diagnosed with moderate to severe disabilities, as described by Alberta Learning definitions. The program focuses on life-skills, pro-social skills, small group work, functional literacy and functional numeracy, and partial integration into non-academic/academic classes. Each student has an Individual Support Plan (ISP). The program offers a collaborative team approach to education involving teachers, counselors, parents, educational assistants and administrators. The teachers also access other professionals for programs such as Speech and Language Therapy, Occupational Therapy, Physical Therapy and other programs specific to the needs of various children in the classes. Students are offered an education in a safe and friendly environment, which allows them to take risks and be successful within the realm of their own abilities. They are an integral part of the school community.

Accountability Report Card

Measure Category	Measure	St. Francis of Assisi			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	92.4%	89.3%	92.3%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.9%	87.5%	89.5%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent
	Education Quality	92.4%	91.2%	91.5%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	0%	0%	0%	2.6%	2.3%	2.9%	Very High	Maintained	Excellent
	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	84.3%	86%	87.5%	73.8%	73.6%	73.6%	High	Declined	Acceptable
	PAT: Excellence	25.7%	29.6%	32.9%	20.6%	19.9%	19.6%	High	Declined Significantly	Issue
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	91.1%	85.2%	87%	83%	82.4%	82.6%	Very High	Maintained	Excellent
	Citizenship	86.6%	80.8%	85.8%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.9%	83.2%	84.5%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	94.6%	87.9%	89.6%	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.	98.3%	99% (3 Yr)
Prayer helps me feel closer to God.	92%	92.6% (3 Yr)
I believe that God created me.	90.3%	93.2% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	93.3%	95.9% (3 Yr)
I learn about God in all my classes.	78.7%	83.3% (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.	86.3%	89.6% (3 Yr)
I learn about the Sacraments at my school.	88.3%	92.7% (3 Yr)
I let others see God in me.	90.3%	90.3% (1 Yr)
My school helps me to see God in all things.	91%	91% (1 Yr)
Every person in our school is a child of God and made in His image.	90.3%	90.3% (1 Yr)
I respect others even if they are different than me.	95.3%	95.3% (1 Yr)
We celebrate student successes at our school.	89.3%	89.3% (1 Yr)

AERR Comments (November)

The data from the current results show that we did well at St. Francis of Assisi Middle School in enhancing staff awareness and understanding of Humanness and Sacramentality. Schollie survey results proved the strategies implemented last year to be successful, with 100% of the staff believing they gained a better understanding of Sacramentality and that we as a school helped students see God in all things. The student recognition team worked hard at revamping the recognition program to focus more on students witnessing faith characteristics in their daily actions and recognizing/celebrating these actions as a school community. The Schollie data showed that 97% of Grade 7 students believe students in the St. Francis of Assisi School community respect others, even if they are different. Continued focus on recognizing students witnessing their faith in daily actions will be embedded throughout our new strategies. St. Francis of Assisi Middle School continues to grow in permeating the Catholic faith into daily lessons. Although there were many successes in this area it is a goal that continues to need improvement. Due to results showing that 45% of Grade 7 students say they learned about God in all their classes and 76% say they learned about the Sacraments at school, the staff at St. Francis of Assisi Middle School will continue to make this a priority in their classrooms and lessons.

Comment on School Goals (November)	Comment on Results (May)
Over the past two years we have focused on creating a culture of faith amongst our students, staff and stakeholders that focuses on our four Faith Pillars (Be Loving, Be Joyful, Be Humble, Be Forgiving). We first started with branding our school introducing our four Faith Pillars, and then moved to deepening the understanding amongst our staff. This year, our goals focus on deepening the understanding and faith in our students using our four Faith Pillars and the two Characteristics of Spirituality and Rationality. In addition, our Schollie results from the 2018-2019 school year provided data that showed a need for a stronger connection between our Pillars and the two Characteristics we are focusing on as a division. Our strategies are specifically directed towards providing opportunities within our school for our students to learn about the four Faith Pillars and the two characteristics through classroom lessons, school based events/activities and being part of a variety of faith groups. In conducting our student focus groups last year to discuss the Schollie survey it was clearly evident that our teachers need to enhance their ability to permeate our faith in their lessons, using the language associated with the eight characteristics. This year, our teachers are breaking down the language and key understandings in each of the characteristics and ensuring that these are permeated in their lessons intentionally. The assumption we made last year was that students would be able to identify the key teachings of each characteristic inherently through	

our classroom lessons and permeation, this was proven to be an incorrect assumption.

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
• Enhance student understanding of Spirituality and Rationality.
• Enhance the capacity of staff to effectively permeate the eight characteristics into their lessons and interactions with students.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.5%	89.3%	87.4%	86%	84.3%	High	Declined	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	38.4%	32.4%	36.7%	29.6%	25.7%	High	Declined Significantly	Issue

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	0%	0%	0%	0%	0%	Very High	Maintained	Excellent
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%	86.4%	90.1%	80.8%	86.6%	Very High	Maintained	Excellent

AERR Comments (November)
During the 2018-2019 school year, St. Francis of Assisi's community focused on firmly establishing an environment where rigorous, authentic learning was occurring across all curriculums. Students continued to do well in the areas of acceptable standard and standard of excellence on Provincial Achievement Tests, although continued focus on helping students achieve standards of excellence in all subject areas is needed. Based on the 2018-2019 data, gaps are evident in the areas

of numeracy performance assessments and reading comprehension/source based questioning. For the 2019-2020 school year our focus will continue to be rooted in the improvement of instructional practices to increase student achievement in numeracy and literacy performance tasks. Results have shown that the St. Francis of Assisi community was extremely satisfied with how students modeled active citizenship and the behaviours/attitudes that make them successful when they finish school. Our Accountability Pillar results suggested that this work was meaningful as we saw a significant increase in School Improvement from 87.6% to 94.6%. Our focus on this continual improvement should lead to improvements in our Provincial Assessment results in the 2019-2020 school year.

Comment on School Goals (November)	Comment on Results (May)
<p>As a school, we continue to strive in all our practices to ensure that each student at St. Francis of Assisi Middle School is thriving. Through instructional staff and school administration's analysis of summative assessments, we have identified that performance tasks in both literacy and numeracy are areas that offer opportunities for enhancement. Our Numeracy teachers are focusing on rich math tasks by using the work of Peter Lijedhal to create classrooms that utilize the ideas of Thinking Classrooms. This subtle shift in pedagogical delivery emphasizes increased discussion of how/why students solve the problems they encounter. Our Literacy teachers have identified source-based questions and the critical thinking skills needed to navigate them to be an area of growth. Utilizing the Workshop Model strategy, they are having students work through a variety of source-based questions and performance tasks weekly in class to increase students' confidence and skill set when navigating these performance tasks. Literacy teachers are intentionally exposing students to a rich sample of sources to help build the decoding skills necessary to interpret the messages that a source present. By using a variety of source-based questions, students will be asked to present their thinking and understanding in a variety of ways. This shift to engaging in more in-depth critical thinking should lead to students being more confident when addressing the rigorous task of source-based questioning. These authentic learning strategies will continue to build on the rigours academic standards expected within St Francis of Assisi Middle School and the work that accomplished in the 2018-2019 school year.</p>	

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
• Students will improve their critical thinking and comprehension skills in literacy across all grades.
• Students will improve their ability to apply numeracy skills in problem solving contexts across all grades.

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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	63.5%	100%	75%	76.2%	75%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.3%	41.7%	22.7%	16.7%	16.3%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI 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 self-identified FNMI 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 self-identified FNMI students aged 14 to 18	*	0%	0%	*	0%	Very High	Maintained	Excellent
High school to post-secondary transition rate of self-identified FNMI 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 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

AERR Comments (November)
<p>Our results have shown that the effort we made last year in connecting with and providing support for our 53 self identified First Nation, Metis, and Inuit students was successful. St. Francis of Assisi school community's understanding and awareness of Indigenous culture grew substantially throughout the 2018-2019 school year. By embracing, enhancing, and celebrating the First Nation, Metis, and Inuit cultures within our Catholic context, we were able to meet the needs of our students. Our school community's focus for the 2019-2020 school year is to authentically share this awareness personally in all aspects of our instructional and social interactions so that all stakeholders can witness the shared values that Indigenous spirituality and our Catholic faith have. Staff will continue to utilize dialogue circles to enhance instructional practices/resolve conflict, and participate in Smudging as a practice to bring greater self-awareness of personal self. Instructional staff continues to seek ways to use Red Deer Catholic First Nation, Metis, and Inuit team to build authentic learning in their lessons. As our school community continues to journey together in Truth and Reconciliation, we will develop an awareness/understanding of Indigenous Tipi teachings and its powerful connection to reconciliation.</p>

Comment on School Goals (November)	Comment on Results (May)
<p>Over the last three years, the community of St. Francis of Assisi Middle School's awareness of Indigenous culture and practices has grown with staff, students, and community stakeholders. During the 2019-2020 school year, we continue to seek ways to continue this growth. Instructionally we continue to find ways to use dialogue circles to aid in curriculum delivery, build capacity within the staff to help facilitate various activities like Smudging, Blanket</p>	

teachings, Wampum Belt creation, and Buffalo teachings to help develop student empowerment. Our primary focus this year will be the introduction of Tipi teachings in December. Its emphasis on Truth and Reconciliation is directly supported by our Pillar of 'Be Forgiving.' As we increase our understanding of both, we as a school community will seek ways to ensure that each member of our school community appreciates how the shared virtues of forgiveness and reconciliation are present within Indigenous culture and the Catholic faith.

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"> St. Francis of Assisi will continue to build school based capacity in indigenous perspectives to journey toward cultural reconciliation.

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.	91.9%	89.6%	91.4%	87.5%	91.9%	Very High	Maintained	Excellent

AERR Comments (November)
Our results showed an increase in student and parent satisfaction in opportunities for students to explore Fine Arts, Careers, Technology, and a Broad Range of Programming here at St. Francis of Assisi Middle School. The strategies put in place for the 2018-2019 school year proved to be successful, with an increase from 87.5% satisfaction to 91.9% overall. Student learning improved because of new technologies integrated into a variety of CLS courses including, Art, Media Studies, STEM, and Design Thinking. We will continue to offer a variety of clubs, activities, and programming to meet the needs of our students during the 2019-2020 school year. In addition to this, St. Francis of Assisi's staff will shift their focus to Micro-Learning Goals, which specifically target pedagogical improvement, which enhances our ability to scaffold student learning, concepts taught, and products created throughout all courses in Grade 6 to 9.

Comment on School Goals (November)	Comment on Results (May)
St. Francis of Assisi Middle School has shifted its focus for the 2019-2020 school year from developing instructional staff's expertise in Career and Life Skills courses to focusing on a strategy of Micro-Learning Goals. Micro-Learning Goals encourage instructional staff to reflect deeply on their practice in relation to our school and divisional goals to achieve optimum learning within their practice, targeting pedagogical improvement. The St. Francis of Assisi staff received Professional Development during the August 29, 2019, Professional Development session regarding the philosophy and construct of Micro-Learning Goals. Within this Professional Development session, clarity regarding Optimum Learning was shared. Beginning on September 16, 2019, embedded Professional Development sessions focused on Micro-Learning Goals. Each month going forward, two embedded Mondays are dedicated to Micro-Learning with the pairing of the instructional staff of like-minded goals to encourage the	

collaboration of ideas/pedagogy.	
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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
<ul style="list-style-type: none"> Teachers will improve their professional practice and mastery of their grade level curriculum to enhance student learning through the process of Micro Learning.

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

Performance Measure	Results (in percentages)					Evaluation		
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	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.	94.7%	94%	93.6%	89.3%	92.4%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.1%	91.8%	91.5%	91.2%	92.4%	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.	87.5%	86%	89.7%	85.2%	91.1%	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.)	79.3%	81%	81.8%	78.4%	89%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8%	86.4%	83.9%	83.2%	86.9%	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.	88.8%	88.2%	92.7%	87.9%	94.6%	Very High	Improved Significantly	Excellent

AERR Comments (November)
<p>As a school community, we have progressed in offering opportunities for our students to come together in community and connecting with others. The data from our Accountability Report Card suggested that through our efforts we are addressing the gaps of achievement that occurred in Safe and Caring Environments (89.3% to 92.4%), Program of Studies (87.8 %-91%), and Citizenship (80.8 %-86%). Ensuring that St. Francis of Assisi is a safe and caring environment for our entire school community continues to be a high priority for our 2019-2020 school year. The opportunities we provided for our students to come together as a community, witnessing their gifts and faith with others proved to be successful in helping students follow the rules, respecting and helping one another. Students worked together in a positive, caring and respectful manner. We will continue to offer these opportunities to our students, expanding on and enhancing the importance of caring and respecting others.</p> <p>Results indicated that the strategies the St. Francis of Assisi Middle School community implemented during the 2018-2019 school year were successful, and the community is satisfied with the quality of education offered. As a school, we increased the level of involvement for parents through School Council sponsored events and whole school events. Staff worked hard to focus our communication methods to our stakeholders as well as reaching out to our community to take an active role in</p>

helping deliver the curriculum to our students. Continued focus on ensuring the communication and active parental participation are being enhanced will be part of our 2019-2020 plan, in addition to creating a safe and healthy learning environment.

Comment on School Goals (November)	Comment on Results (May)
<p>St. Francis of Assisi Middle School has had the privilege of housing the Red Deer Catholic Middle School Foundations program as part of our school programming. Within this program, we have created modified learning opportunities for some of our most vulnerable students. This year, we are eager to undertake a change in our programming. The 2019-2020 school year has brought with it Foundations as well as a Blended program. Deepening our understanding of personalized learning for these students while working closely in team is an exciting opportunity. Through strategic collaboration, co-teaching, and targeted planning we aim to incorporate strong pedagogical practices that will benefit our learners as they transition between these programs and mainstream classrooms. Our strategies are geared towards a stronger co-teaching model that includes knowing our learners and, together, having the ability to respond to their needs. Our Foundations and Blended teachers will focus on deeper collaboration and co-teaching which will, in turn, allow them to build capacity in our mainstream teachers who are also working with these students. Creating purposeful schedules and providing focused time for our educators to better know our students will also be a necessary step in achieving our goal.</p> <p>Over the past two years, the St. Francis of Assisi community has concentrated on increasing the level of meaningful involvement for parents and stakeholders in the school, this has become an integral part of our culture. This year our goal focuses on providing educational opportunities for our students that create a safe and healthy learning environment. We need to ensure that our student/staff (s) mental health is part of our school culture. Through opportunities such as our Grade Nine Empowerment day, our new Sports Development Program, and the various opportunities we provide for our student/staff, we are growing in our capacity to ensure the mental well being for all. Previous data show that not all students felt they were Safe and Cared for at St. Francis. Last year we worked diligently at changing this, and we were successful in doing so; therefore, we want to continue that success by enhancing what we are already doing.</p>	

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
<ul style="list-style-type: none"> • Our Foundations and Blended teams will increase personalized learning opportunities for their students within their own classrooms as well as within mainstream classrooms, increasing inclusion and teamwork.
<ul style="list-style-type: none"> • Enhance the educational opportunities for students at St. Francis of Assisi Middle School which focus on creating a safe and healthy learning environment.

