

**ST. FRANCIS OF ASSISI
MIDDLE SCHOOL**



St. Francis of Assisi Middle School

2020-2021

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.

Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	90.44%	91.87%	90.26%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent
Education Quality	91.51%	92.40%	91.68%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Citizenship	85.26%	86.58%	85.84%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent
Life Long Learning	79.03%	88.99%	83.08%					Maintained	
Work Preparation	84.83%	91.11%	88.69%	84.10%	82.99%	82.72%	High	Maintained	Good
Satisfaction with Program Access	84.03%	85.60%	85.21%					Maintained	
Program of Studies - At Risk Students	88.74%	91.12%	90.76%					Maintained	
Safe and Caring	91.47%	92.40%	91.77%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	85.08%	86.93%	84.67%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	95.08%	99.15%	97.03%					Maintained	
School Improvement	90.30%	94.62%	91.73%	81.55%	81.04%	80.91%	Very High	Maintained	Excellent

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

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2019/20	2018/19	2017/18	3 Year Average
I learn about the Catholic Faith at my school.	99.76%	98.30%	99.45%	99.17%
Prayer helps me feel closer to God.	95.79%	92.04%	91.93%	93.25%
I believe that God created me.	94.01%	90.48%	94.93%	93.14%
I believe that the Catholic Faith teaches me a good way to live.	95.94%	93.49%	97.09%	95.51%
I learn about God in all my classes.	85.66%	78.84%	83.30%	82.60%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	93.60%	74.36%	84.15%	84.04%
We pray regularly at my school.	94.45%			94.45%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	91.33%			91.33%
At my school, staff and students talk about God.	93.96%			93.96%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	97.32%			97.32%
My teacher explains how our faith connects with the topics I am learning in my classes.	91.79%			91.79%
I believe that God created the world and He wants us to explore His creation.	89.68%			89.68%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

AERR Comments
<p>Our 2019-2020 school year allowed us to deepen the understanding and faith in our students using our four Faith Pillars and the two Characteristics of Spirituality and Rationality. Our staff worked hard at creating faith rich opportunities for our students to engage in, and we are excited to share that our Schollie survey provided data that showed our efforts were successful. Not only did we see an increase in student and parent satisfaction among all 6 repeating categories compared to the 2018-2019 school year, our results that focused only on the characteristics of Spirituality and Rationality were strong as well. The largest increases being in the categories of "teachers showing students what it is like to develop a relationship with Jesus", increasing from 74% to 91% satisfaction and "students learning about God in all their classes", increasing from 45% to 62% satisfaction. Our strategies were 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</p>

and being part of a variety of faith groups. Our results show that staff implemented the Spirituality and Rationality strategies well with student satisfaction being high in all six categories. The data also shows that continued focus in the area of Spirituality is needed with a satisfaction rate of 86% but students (97%) know and believe they should be taking what they learn to serve others in need. Overall we were successful in meeting our goals of enhancing the students' understanding of the 8 characteristics and staff's ability to permeate the characteristics.

Comment on School Goals

This year, our faith goals focus on enhancing and strengthening our faith community through the characteristics of Hospitality and Social Justice. Our Schollie results were robust last year, demonstrating that teachers successfully implemented the strategies to increase critical understandings of the Eight Characteristics. Still, one area that stood out concentrated on students applying what they are learning in their daily lives and actions. As a school community, we felt Hospitality's characteristic lines up perfectly with our STF Four Pillars. By concentrating on these and the other aspects of Hospitality, we want to ensure that our school first and foremost looks, feels and is a building of faith, not just an institution of learning. This year it is crucial that we see the students and staff witnessing their faith through their actions. This focus has led us to encourage staff and our school council to focus more on social justice initiatives with their students and incorporate more task-oriented learning within their classes. We want our community to lead with their feet, together as one!

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

School Goals

Enhance student and whole school Hospitality at St. Francis of Assisi Middle School.

Enhance and create an environment and building of faith at St. Francis of Assisi Middle School.

Outcome 1: Alberta's students are successful.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
PAT Exam Measures									
PAT: Acceptable	**	**	**	**	**	**	**	**	**
PAT: Excellence	**	**	**	**	**	**	**	**	**
Assurance Framework									
Citizenship	85.26%	86.58%	85.84%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>Our focus for student academic success in the 2019-2020 school year was on enhancing critical thinking and comprehension skills and problem-solving skills in a numeracy context through performance tasks. We improved in our ability to provide rich math tasks and source-based questioning to our students. Through qualitative data surrounding numeracy, our teachers noted improvement in student engagement, dialogue and stamina. Quantitative data across the six Grade 9 classes showed an increase in the average of 10% from Term 1 to Term 2. Improvement in our six Grade 8 classes showed an increase in the average of 20% from Term 1 to Term 2. We found that students' overall ability to problem solve multi-step problems were enhanced. Qualitative data from our literacy teachers revealed improved student ability to engage in more in-depth discussions, more sharing and the ability to break down sources and questions. Teachers have shared the improvement in students' ability to critically analyze sources instead of just seeing the obvious. Overall we were successful in meeting our goals of enhancing critical thinking and comprehension skills in literacy and numeracy and will continue this focus into the 2020/2021 school year.</p>

Comment on School Goals
<p>For the 2020-2021 school year, we have decided to continue to focus on the same goals from the 2019-2020 school year. Although our data showed success in our plans, we feel through conversations with teachers in September and data from current levels of achievement and gaps within student learning that continued focus on comprehension skills in Literacy and Numeracy is needed. Our goals will reduce the gap from last year and deepen the understanding and skills associated with our goals in those students where the gap is not evident. We do not want teachers to hit pause in all learning but want to ensure that the foundation and skills needed to succeed in Literacy and Numeracy are firmly established and enhanced. 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. Using the Workshop Model strategy, literacy teachers have students work through various source-based questions and performance tasks weekly to increase students' confidence and skill set when navigating these performance tasks. Literacy teachers are intentionally exposing students to a rich sample of</p>

sources to help build the decoding skills necessary to interpret the messages that a source presents.

Division Goals

Create and maintain optimal student learning experiences

Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

School Goals

Students will improve their critical thinking and comprehension skills reducing the gap in Literacy across all grades.

Students will improve their ability to apply Numeracy skills in problem solving contexts, reducing the gap across all grades.

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

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
PAT Exam Measures (FNMI)									
PAT: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
PAT: Excellence (FNMI)	**	**	**	**	**	**	**	**	**

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>Our results have shown that the effort we made during the 2019-2020 school year to connect with and provide support for our 53 self-identified First Nation, Metis, and Inuit students were successful. St. Francis of Assisi school community's understanding and awareness of Indigenous culture continued to grow through the 2019-2020 school year. By embracing, enhancing, and celebrating the First Nation, Metis, and Inuit cultures within our Catholic context, we were able to continue to create meaningful spaces to meet our Indigenous and non-Indigenous students' needs and our intertwined cultures. St. Francis of Assisi school's shared journey towards truth and reconciliation is rooted in all stakeholders seeking various means to continue to grow/develop in our understanding/appreciation of Indigenous life.</p>

Comment on School Goals
<p>Our school community's focus for the 2020-2021 school year is to continue to authentically share Indigenous awareness 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 talking circles to enhance instructional practices/resolve conflict, participate in Smudging to help augment our prayer life, and seek relevant Indigenous resources to aid in curricular/non-curricular instruction.</p>

Division Goals
<p>Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>
<p>Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</p>

School Goals
<p>St. Francis of Assisi will advance the foundational knowledge and capacity in staff so they independently celebrate the culture of Indigenous perspectives.</p>

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

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	90.44%	91.87%	90.26%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent

AERR Comments
<p>School Administration focused diligently on their instructional leadership conversations targeting and supporting teachers' Micro-Learning Goals. Professional Growth Plan conversations and post instructional walkthrough conversations occurred on a schedule that our administration team followed to ensure instructional leadership was designed well and was at the forefront of our minds. Documenting reflective discussions with teachers in our 'Classroom Visits' Google Sheet allowed us to follow-up with further support and encouraged the next steps for growth in their professional practice. Due to schools closing in mid-March, our transition to online learning, and the cancellation of Provincial Achievement Tests, we could not gather the data we had initially planned. We are proud to share that our Schollie results have shown teachers' 100% satisfaction with the support given to create and implement their own personal, professional growth plan and 100% satisfied with the opportunity to share expertise and skills. Overall, we have very positive feedback regarding our Professional Development, with our lowest result at 85% and 17 survey responses resulting between 95 and 100% satisfied. We did not have the chance to administer our planned survey as the transition to online learning due to Covid 19 occurred before our planned date.</p>

Comment on School Goals
<p>St. Francis of Assisi Middle School is continuing to focus on improving teacher professional practice through Micro-Learning. Supporting staff in developing purposeful Micro-Learning goals will allow teachers to reflect deeply on their practice. It will enable them to target pedagogical improvement areas that are reflected in our school and division goals. We have provided Professional Development to revisit the purpose and direction of Micro-Learning at St. Francis of Assisi. Staff will be given regular time during Friday full-day Professional Development to review their goals, adjust their next steps, and share both challenges and celebrations with other staff. These consistent times dedicated to returning to their Micro-Learning goals will allow teachers to continue to drive their professional growth in unique areas to each of them individually. By creating opportunities for teachers with complementary targets to come together, we are excited to see the collaboration also being a benefit resulting in more robust overall teaching and, therefore, greater student learning here at St. Francis of Assisi.</p>

Division Goals
<p>Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</p>

School Goals

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.

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Education Quality	91.51%	92.40%	91.68%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
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Work Preparation	84.83%	91.11%	88.69%	84.10%	82.99%	82.72%	High	Maintained	Good
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Parental Involvement	85.08%	86.93%	84.67%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	90.30%	94.62%	91.73%	81.55%	81.04%	80.91%	Very High	Maintained	Excellent

AERR Comments

St. Francis of Assisi Middle School teachers continued to improve their ability to establish inclusive learning environments in their classrooms in our 2019-2020 school year. Before schools were closed in March 2019, our teachers had shown growth in their ability to develop modified and adapted lessons for the Blended and Foundations students who were integrating into their TAG classrooms. This had also proven to benefit other students in their classrooms. In addition to teacher growth, the 2019-2020 school year saw steps forward in how Educational Assistant support was scheduled—focusing on moving from one-on-one support of individual students within their inclusion classrooms to clustered support resulting in movement from assisting three in one block to 7 classrooms. We are excited to share that even during the difficult time when schools closed in March, our teachers continued to rise to the challenge and grow their teaching pedagogy to incorporate online adaptations when students needed them most. We did not have the chance to administer our planned survey as the transition to online learning due to Covid 19 occurred before our planned date.

Comment on School Goals

This year, St. Francis of Assisi has chosen to focus on staff and student wellness as we continue to build a strong community of support, especially in a year with so much uncertainty. Our data has shown strong results in areas of Safe and Caring categories. We recognize some decline in our students' feelings of being treated well and parents' feeling that their child can receive help from the school both for academics and areas not related to schoolwork. We are dedicated to making staff wellness a priority as our teachers, and educational assistants' wellbeing will directly affect the support they can provide our students and their families. Through purposeful check-ins, instructional walkthroughs, and wellness-focused Professional Development, we will ensure we have a strong understanding of how St. Francis of Assisi staff are doing in these unprecedented times. The year 2020-2021 must also focus on student wellness. Student recognition will increase through our Way of the Wolf program and personalized written postcards from staff. We have also created a schedule that allows for extra counselling time to provide more opportunities to connect and support our students.

Division Goals

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

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

Develop an understanding of mental wellness and create the capacity to respond to identified needs.

School Goals

Create opportunities that will provide support to both staff and students resulting in stronger community building and ensuring wellness is a priority.

Establish our EA Response Model in supporting each other and students as a team.