

**ST. FRANCIS OF ASSISI
MIDDLE SCHOOL**



St. Francis of Assisi Middle School

2021-2022

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.

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 837 students and 80 staff in both our mainstream and congregated Foundations/Blended classrooms. 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.

Assurance Framework Report Card

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	88.8	n/a	n/a	85.6	n/a	n/a
Citizenship	85	85.3	84.2	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	85.1	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	27.6	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	91	91.5	91.7	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	90.3	n/a	n/a	82.6	n/a	n/a

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.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	99.54%	99.76%	98.30%	99.20%
Prayer helps me feel closer to God.	90.76%	95.79%	92.04%	92.86%
I believe that God created me.	89.75%	94.01%	90.48%	91.41%
I believe that the Catholic Faith teaches me a good way to live.	95.22%	95.94%	93.49%	94.89%
I learn about God in all my classes.	83.46%	85.66%	78.84%	82.65%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	96.32%	94.14%	92.69%	94.38%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	82.67%	91.10%	74.36%	82.71%
We learn that everyone is important and belongs.	98.13%			98.13%
We learn when we need to apologize and forgive.	96.75%			96.75%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)				
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)	95.27%			95.27%

AERR Comments

Last year our goals and strategies focused on deepening our understanding of Hospitality in our students and staff and creating an environment where our faith was clearly evident upon entering our building and classrooms. Our staff worked hard at creating faith rich opportunities for our students to engage in, like our "Call to Serve" initiative, our monthly masses at the school where we were able to share in the Eucharist as a whole school community, and our faith based morning announcements focusing on our 8 characteristics and Four Pillars. We are happy to share that our Schollie survey provided data that showed our efforts in enhancing student understanding of Hospitality were successful with a 99% (Question 8) and 95% (Question 11) satisfaction in Hospitality amongst our Grade 7 students.

Our Schollie results demonstrated that staff implemented the strategies well with student satisfaction continuing to be high in 6 of the 9 categories. The data also showed that continued focus in the area of prayer and relationship with God is needed. 81% of the students agree that prayer helps them feel closer to God, 76% agree that God created them and 56% agree they learn about God in all my classes.

We had the most parents complete our faith survey than ever before with 143 parents providing feedback. From that feedback we were able to hear that parents are happy with the quality of faith education their children are receiving, evident in the high satisfaction rates in all 11 categories. Overall we were successful in meeting our goals of enhancing whole school hospitality and Social Justice and creating a faith filled environment where our community leads with their feet, together as one.

Comment on School Goals

This school year we are focusing on building community in St. Francis across all grades. This has started with some specific grade activities and faith coach support in building the knowledge and experience around community. Our student council has started creating intentional connections with our grade 6 students to form a stronger relationship and connection to our school culture. Our hope is to start our Family Groupings in December to create consistent groupings across all grades that focus on enhancing and forming our community.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

School Goals

Create cross grade faith opportunities that foster community and service.

Alberta's students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	85.1	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	27.6	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	85	85.3	84.2	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments
<p>Our focus for academic success in the 2020-2021 school year was on problem solving skills within numeracy as well as enhancing critical thinking and comprehension skills in literacy. We had positive observations regarding student engagement, dialogue, and stamina. within our numeracy lessons. 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 with an average of 20% from Term 1 to Term 2. Even with these improvements, we continue to recognize areas to grow relating to deeper understanding of rich math tasks. Professional Development plans were started and a St. Francis of Assisi Math Hub team was created consisting of 5 numeracy teachers and a 6-step plan for implementation leading into the 2021-2022 school year.</p> <p>During the 2020-2021 school year, our literacy goal focused on performance tasks associated with critical thinking. St. Francis worked on source-based questions to enhance critical thinking in English Language Arts and Social Studies. Instructional staff continued to utilize a variety of approaches to increase student competency within this skill, specifically the utilization of the Workshop Model in English Language Arts.</p> <p>For the 2021-2022 school year, instructional staff have identified that critical thinking through high-impact instructional strategies continues to be an area of focus. Therefore, through a collective invitation, a literacy team (six instructional staff that represent each grade level) has been established for the 2021-2022 school year. This collaborative leadership group identified the need to revisit high-impact instructional strategies through professional development activities, Professional Learning Communities dialogue, and our LIFT model to enhance the skill-based instruction of critical thinking.</p>

Comment on School Goals

For the 2021-2022 school year, we are excited to move forward with our academic goals in numeracy and literacy. Our Math Hub team will be connecting through Professional Development. They will then put what they learn into practice in their classrooms, followed by building and leading Professional Development for the larger numeracy staff at St. Francis of Assisi. Through this collective visioning and the value of voice from our lead team, we foresee many celebrations occurring as a result of collective leadership within our Math Hub Team including teacher growth in creating and implementing rich math tasks which will result in greater student engagement and confidence when working through these tasks within a problem solving context.

Our Literacy Team is excited to use the group's collective expertise to engage and enhance St. Francis's staff through Professional Development, Professional Learning Community conversations and targeted use of our LIFT model; to reinforce and improve all instructional staff's teaching of critical thinking skills in humanities.

Division Goals

Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

School Goals

Build staff's knowledge and ability in bringing rich math tasks and problem solving to students which will, in turn, improve student confidence and skill when working with multi-step problems.

Create and maintain optimal student learning experiences through our revised LIFT model.

Continue to create a literacy-focused learning environment where instructional staff center on high impact teaching strategies focused on enhancing all learners critical thinking metacognition.

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

Alberta Ed Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	11.2
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
3-year High School Completion	n/a	n/a	16.5	n/a	n/a	7
Drop Out Rate	0	0	0	5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.5	39.1	37.4
Transition Rate (6 yr)	n/a	n/a	n/a	35.7	35	34.1

AERR Comments

St. Francis of Assisi’s school community’s journey towards the calls of the truth and reconciliation commission continues to evolve and expand. Our results from the 2020-2021 school year indicate that we continued to offer rich learning experiences to all of our students regarding Indigenous culture and traditions as a school community. We welcomed our divisional Indigenous Education team 27 times to either provide Professional Development, conduct lessons or visit with our stakeholders to make meaningful connections. In addition, our school community took part in several professional development sessions that focused on cultural awareness and diversity knowledge. Our ACOL survey results show success in these initiatives, as 92% of students and 97% of staff agree with this statement: I believe that our school communities welcome human diversity by learning from other traditions. However, areas of improvement continue to exist in staff creating connections between this learning and how it connects with improving their instructional practices. Our ACOL survey questions, 11 and 15, suggest that professional development learning is not improving instructional practices or assisting in preparing and meeting the needs of emerging demands in education. The connection between Indigenous awareness and cultural competency is an area that all stakeholders must explicitly connect to in the 2021-2022 school year as we build in our knowledge and awareness of Outcome 2.

Comment on School Goals

St. Francis of Assisi’s focus for the 2021-2022 school year is to continue to increase the foundational knowledge of all stakeholders within our community to responsibly and with a sense of permission share the values and teachings of Indigenous culture to benefit all members. As a community we will work in collaboration with all stakeholders, especially Elders, Knowledge Keepers, and our Divisions Indigenous Education team to allow instructional staff to seek clarification and de-mystify assumptions so that they feel that they have permission to authentically share Indigenous teachings and knowledge within their instructional practices.

Division Goals

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals

In collaboration with our Indigenous communities continue to build a school environment where staff and students have the required knowledge to responsibly share Indigenous knowledge and teachings to benefit all members of the St. Francis community

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	91.2	90.4	89.9	81.9	82.4	82.1

AERR Comments
<p>St. Francis of Assisi staff worked hard in the 2020-2021 school year to develop personal goals and focus on improving pedagogy. It was a year of continual adjustments, and we have been proud of the agility shown by our teachers when changes in education demanded changes in teaching which, in turn, required changes in goals. Our focus during instructional walkthroughs also adjusted as we observed needs for teacher wellness and support remain a priority. St. Francis of Assisi staff responded well to Micro Learning practice with 96% sharing that they saw growth in their pedagogy, and 100% of staff sharing that they also saw improvement in student learning or engagement. As we begin the 2021-2022 school year, we are excited to move deeper into Micro Learning through timely and targeted Professional Learning Communities. Our administration team will be focusing on leading learning by participating in evidence-informed inquiry. By shaping the conditions for collaboration and goal setting, we aim to create a culture of continual learning.</p>

Comment on School Goals
<p>Micro-Learning will continue to be a focus for St. Francis of Assisi Middle School for 2021-2022. We committed to making adjustments to our timetable in order to provide team collaboration through focused Professional Learning Communities. Setting the direction was important at the start of the year as it ensured that all staff members were aware of and able to take part in the visioning for our Micro-Learning conversations. This visioning process also allowed staff to better understand the focus placed on building relationships with students and families, thus creating strategic alignment moving forward. As school leaders, we are targeting our actions to support the instructional goals of teachers through our Professional Learning Communities, Professional Development, and instructional walkthroughs. This will create collaboration between administration and the school community to implement this shared vision. Through purposeful conversations surrounding goals, we are confident that teachers will be able to investigate, discover, and diagnose the status of learning occurring in their classrooms, all of which will lead to adjustments in pedagogy, teacher growth, and positive impacts on student learning.</p>

Division Goals
<p>Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.</p>
<p>Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.</p>

School Goals

Teachers will focus on relationship building in order to improve their professional practice and enhance student success through the process of Micro-Learning during PLC times.

Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	91	91.5	91.7	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	n/a	n/a	87.8	n/a	n/a
Work Preparation	95.2	84.8	87.1	85.7	84.1	83.2

AERR Comments

St. Francis of Assisi Middle School focused greatly on targeting and tracking support for our students in the 2020-2021 school year. We adjusted our goal of creating and following a Response Model, and we are very proud of how this original plan evolved to better respond to the needs of our staff and students due to Covid-19. Our focus shifted from a model that had support staff attached to multiple classrooms throughout the entire building, to creating intentional movement that was carefully tracked. The tracking system developed allowed us to provide support to students who needed it most each block of the day, while also supplying us with data needed for close contact protocols. Further, our Support Document morphed from being heavily focused on our 17 Tier 2 and 3 social-emotional learners to including a purposeful focus on our 71 Tier 2 and 3 academic students as well. These adjustments developed when our Inclusive Lead Team joined in regular meetings with our counselling team. In coming together to share information, these two teams recognized that there were overlapping needs for many students. This deeper sharing created a stronger response model that included specific strategies, supports, and transitions resulting in more students gaining specific, targeted support. With these changes, we still supported our 88 Tier 2 and 3 students with the careful responses of our six inclusion educational assistants. We also noticed an increased need for counselling support and we responded with small adjustments to our timetable and supervision schedule. This adjustment created additional support for students in our buildings, made room for stronger communication between our counselling team and staff, and also stretched beyond our walls to include greater communication with families and outside agencies. Overall, we were pleased with the levels of support our students received due to our adjusted support model and intentional conversations within the team.

Comment on School Goals

This year for the 2021-2022 school year, we are focusing on building strong relationships with our students, putting their mental health first before academics. We have had a strong start with staff identifying their vulnerable students, creating plans to support their students and discussing them in team during Professional Learning Communities. Staff have expanded their focus by focusing their micro-learning goals on their vulnerable students and their ability to form intentional relationships with them. As a school we are focusing some of our Professional Development time on Trauma Informed practices, Diversity and Cultural Awareness and empowering our students to take a leadership role in connecting our community together. We have done this through forming our first Student Council and informing our parent community through school council professional development sessions.

Division Goals
RDCRS provides enhanced education through communication, engagement and partnership.

School Goals
Through relationship move students towards individual success.
Help our vulnerable students “belong” by focusing on... students first, curriculum second.