

**ST. FRANCIS OF ASSISI  
MIDDLE SCHOOL**

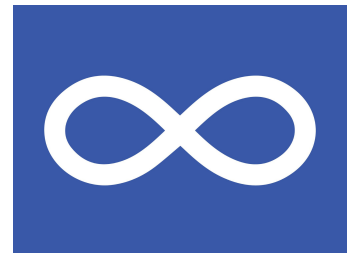


**St. Francis of Assisi Middle School**

**2022-2023**

**SCHOOL IMPROVEMENT PLAN**

Red Deer Catholic Regional Schools would like to thank God for all of creation. We acknowledge that we are on two territories: Treaty Six territory to the North of the Red Deer River and Treaty Seven territory to the South of the Red Deer River. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator's blessings.



## 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 Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achieve-ment	Improve-ment	Overall
Student Learning Engagement	90	88.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Citizenship	86.3	85	85.9	81.4	83.2	83.1	Very High	Maintained	Excellent
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
PAT: Acceptable	81.3	n/a	84.3	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	26.9	n/a	25.7	18	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24	n/a	n/a	n/a
Education Quality	93.3	91	92	89	89.6	90.3	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	88.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	92.2	90.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Parental Involvement	84	87.3	86	78.8	79.5	81.5	Very High	Maintained	Excellent

## RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve	2021/22	2020/21	2019/20	3 Year Average
I learn about the Catholic Faith at my school.	98.66%	99.54%	99.76%	99.32%
Prayer helps me feel closer to God.	94.20%	90.76%	95.79%	93.58%
I believe that God created me.	92.99%	89.75%	94.01%	92.25%
I believe that the Catholic Faith teaches me a good way to live.	95.03%	95.22%	95.94%	95.40%
The Catholic faith is a focus in my school.	96.06%	64.76%	64.92%	75.25%
I learn about God in all my classes. (Grade 4 students)	62.66%	82.91%	83.50%	76.36%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	89.17%	N/A	N/A	89.17%
My teachers show me what it is like to be friends with Jesus. (Grade 4 students)	N/A	N/A	N/A	
My teachers show me what it is like to develop a relationship with Jesus. (Grade 7 & 10 students)	92.41%	82.67%	91.10%	88.72%
I learn that we all need to play a part in helping to make our world a better place for everyone.	94.30%	N/A	N/A	94.30%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	96.18%	N/A	N/A	96.18%
I would recommend my school to a friend.	91.72%	N/A	N/A	91.72%

<b>AERR Comments</b>
<p>Our St. Francis of Assisi School community focused on creating cross grade faith opportunities to foster community and service last year. We are happy to share that we saw great successes through the work of our faith coach and our student council. Together, they were able to build community within the same grade level and across varying grade levels, specifically Grade 9 leaders reaching out and connecting with Grade 6 students through options, lunch hour activities, and connections in the hall.</p> <p>Our Grade 6 population provided positive feedback including, "having a connection with students in Grade 9 made us feel like we were welcomed". Some feedback from our Grade 9 leaders included, "having the opportunity to be a positive role model to someone specific in our school helped me". We look forward to building more connections focused within both our student and staff community this school year.</p> <p>Results from our Schollie Survey were also positive, including Question #10 "I learn that we all need to play a part in helping to make our world a better place for everyone - 94%" and Question #12 "I would recommend my school to a friend - 92%. These results indicate that students see our community and the role each of us have in our community as a positive factor here at St. Francis of Assisi School. The work our faith team did this year contributed to these results.</p>

<b>Comment on School Goals</b>
<p>The 2022-2023 school year brings with it a fresh focus through our new Division Theme, "Inspired by Christ on a Journey to Encounter, Nurture, and Serve." We also celebrate and support a new Faith Coach in our building who, with our school Faith leadership team, have collectively planned and developed our goal to 'create encounters with Christ through community service'. Teacher voice has been strong in building a vision for encounters within our St. Francis of Assisi community. Such as developing a plan that includes opportunities to create encounters with giving, encounters with those in need in our Red Deer community, and to create encounters within our own building.</p> <p>In addition to our staff Faith Lead team, we are seeking additional stakeholder engagement including parent voice during our school council meetings and student involvement in the proposal for a St. Francis of Assisi Youth Group. Our parent voice has shared suggestions for reaching out to our Red Deer community as well as ways to nurture the relationships within our school community. These include visits to seniors homes, supporting a food bank competition, and organizing school functions that bring our community together outside of the academic school day. Our plans to truly create encounters with Christ for others has added excitement to our team and the vision we have moving forward.</p>

<b>Division Goals</b>
Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

<b>School Goals</b>
Create encounters with Christ through community service

## Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	81.3	n/a	84.3	67.3	n/a	73.8
PAT: Excellence	26.9	n/a	25.7	18	n/a	20.6
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24
Citizenship	86.3	85	85.9	81.4	83.2	83.1
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6
Lifelong Learning	87.1	91.8	84	81	82.1	72
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68	66.4

AERR Comments
<p>Our focus for academic success in the 2021-2022 school year included our Numeracy Lead Team leading and learning the growth surrounding Rich Math Tasks. They worked hard to leverage the intellectual capacity of our teachers both through modeling their learning in colleagues' classrooms as well as meeting with them afterwards for professional reflections. This required strategic scheduling which allowed rich conversations focused on examining their own processes as well as looking for ways to enhance current ones.</p> <p>Our Provincial Achievement Test results for numeracy are something we are proud of. Data presented that 83.5% of Grade 6 students achieved within the acceptable standard. This is over 20% higher than the provincial average of 63%! An interesting statistic to note is that our data results for Grade 6 students falling within the excellent range is also above the provincial average, but by less than 4%. While this is still a celebration, we find ourselves asking if this could be an area of focus when compared to our success in our overall scores mentioned above. Our Grade 9 Provincial Achievement Test results were closer to the provincial averages within the acceptable and excellence ranges with a difference of 11% and 2% respectively. We are excited for the growth we have seen and are taking the data given to us to move forward with our goals for our 2022-2023 school year.</p> <p>For the 2021-2022 school year St. Francis literacy team focused on enhancing students' critical thinking metacognition. Through several Professional Development opportunities, focused Professional Learning Community conversations, instructional walk-through debriefs, and strategic LIFT resources, the St. Francis school community moved forward with enhancing instructional practice and student performance with critical thinking skills. Schollie data suggests that teachers were happy with our professional development throughout the year, as we saw a significant increase in satisfaction in professional development activities and collaboration to improve instructional practice and effective teaching strategies. Through professional conversations during May's professional development activities and anecdotal discussions, the Literacy team has identified that reading stamina and comprehension are focus areas for the upcoming years. Identifying and developing this growth area will help further enhance the foundational work in students' critical thinking.</p>

**Comment on School Goals**

For the 2022-2023 school year, we are excited to move forward with our academic goals in numeracy and literacy. An intentional focus for us this year is to engage the voice of our teachers to a greater degree. We trust them to recognize our students' needs and they have passionately advocated for a focus on foundational numeracy skills to build student confidence within their Math classrooms. By implementing an intentional target on foundational skills, St. Francis of Assisi numeracy teachers believe their students' confidence and appreciation of Math will increase, while allowing them to improve the deeper level skills required of them as well. In addition to this, we are committed to supporting our students within or approaching excellence ranges to hone in on their skills and achieve even higher results. The use of our Math Hub team and resources will be beneficial in this area. We are excited to see how our intentional focus will improve the love of Math, resulting in higher achievement across the board.

Our Literacy Team is excited to try and bring back a school culture of starting the day off with reading. Collectively, our Literacy School Improvement Plan team is excited to foster a love of reading and focus on reading comprehension strategies, which will help the students in all subject areas. The Literacy School Improvement Plan created a video and sent this out to the staff, indicating the reasons why they felt the school needed a shift back to starting the day with reading. When surveyed, 100% of the staff were in favor of starting the day with reading. Teachers will continue to teach reading comprehension strategies in their Language Arts classes and use CommonLit program to assess how each student is doing. The teachers will assess the students three times throughout the year to gain an understanding where each student is starting at, mid year levels to understand if adjustments need to be made and an end of the year assessment to determine the students' reading comprehension scores.

**Division Goals**

Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

**School Goals**

Increase student success in foundational numeracy skills to prepare them for higher level thinking.

Increase reading comprehension in all students.



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

Alberta Ed Required 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	67.7	n/a	75	46.4	n/a	54
PAT: Excellence	10.5	n/a	16.3	6.4	n/a	7.4
Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2
Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4
3-year High School Completion	n/a	n/a	n/a	59.5	62	58.4
Drop Out Rate	0	0	0	4.9	5	5.3
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	24.6
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	41.1	39.5	38.6

### AERR Comments

St. Francis of Assisi school community's journey towards the calls of the truth and reconciliation commission continues to evolve. Our results from the 2021-2022 school year indicated that we continued to offer rich learning experiences to all of our students regarding Indigenous culture and traditions as a school community and were successful in achieving our goal of "building 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". We continued to welcome our divisional Indigenous Education team approximately 30 times to either provide Professional Development, conduct lessons or visit with our stakeholders to make meaningful connections. St. Francis of Assisi's Indigenous team accomplished many wonderful things through their shared leadership and collaboration during the 2021-2022 school year. As a school community, our stakeholders experienced a variety of Indigenous teachings through the Division's Indigenous Education team, the Red Feather Women, hosted Knowledge Keeper Charlene Bearhead, and community initiatives like the Inspiring Success Youth Conference. Our goal as a community was to increase the overall foundational knowledge of all stakeholders in Indigenous culture. We witnessed staff develop and share their awareness of Indigenous teachings by completing the University of Alberta Indigenous Canada course, leading their classes in monthly smudging ceremonies, and creating and collaborating on lessons on important Indigenous topics like Truth and Reconciliation and Missing and Murdered Indigenous women. As a community, we were successful in meeting our goal and continue to strive to enhance what we are currently doing.

### Comment on School Goals

St. Francis of Assisi's focus for the 2022-2023 school year is to continue to increase empathy and openness in our school community regarding indigenous history, culture and ways of knowing. This has been a focus in our school community for the past two years where we have seen tremendous growth in our instructional practices and staff, this year our main focus is on our students. Collectively our teachers are wanting to see an improvement in how

our entire community embraces indigenous history and culture. Their initial plan is to make the learning experiences more targeted within classrooms and grades instead of a one size fits all approach. Through the intentional use of our medicine wheel garden, connection to our own Catholic faith, and activities/experiences created by our Indigenous Services School Improvement Team, the goal is to empower students to give voice to their learning and experiences.

#### **Division Goals**

The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.

#### **School Goals**

To increase empathy and openness in our school community regarding indigenous history, culture and ways of knowing.

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)
In-Service Jurisdiction Needs	94.2	92.4	97.1	83.7	84.9	85.1

AERR Comments
<p>Last year, we had a Micro-Learning focus through our Professional Learning Communities that aligned teachers and our administrative team in goal setting and had allowed continual dialogue surrounding student success. The timetable was changed and the new structure allowed for grade teams to meet twice per month for 50 minutes to focus on both their practice and student learning.</p> <p>There was some mixed feedback from staff members when asked to reflect on their Micro-Learning experience. Some grade teams reported back with 100% satisfaction in the improvement they have seen in their pedagogy as well as 100% acknowledgement of the positive impact on their students. Other teams found the process tedious in regard to the collection of data and were able to share some suggestions that we will move towards next year. Overall, 83% of our teaching staff have stated that they have noticed benefits to their practice due to their Micro-Learning goals. Similarly 83% have also stated that they have noticed benefits to student learning. Our professional development sessions throughout the year focused on knowing our learners and relationship building among students.</p> <p>We noted several increases in teacher satisfaction regarding Professional Development including 97% responding with high satisfaction regarding the support received for their Professional Growth Plans. Further, we can celebrate that 96% of staff responded with high satisfaction in respect to Professional Development adequately preparing them to meet TQS and 97% responded with high satisfaction with the opportunities they have had to collaborate. This is an improvement from 83% and 86% respectively last year. With guidance from our administrative team, teachers were able to shift their thinking from learning loss, to targeted relationship building which has allowed them to diagnose barriers, discover new strategies, and move forward with small, incremental changes to their own pedagogy resulting in positive strides and student success.</p>

Comment on School Goals
<p>This year's overarching goal at St Francis is the assessment of our vulnerable learners. To accomplish this goal through an inclusion lens, our teachers worked collaboratively to create an inclusion goal that aligns with our school goal.</p> <p>Our inclusion goal is to educate staff on what inclusion in St Francis is and to equip the staff with the assessment tools they need to be successful. Our inclusion team is slated to speak or present at each professional day, speaking about such topics as Knowing your Learner, Individual Success Plan creation and the most effective use of our LIFT team members. Detailed documents have been created tracking student absenteeism, accommodations and support plans. During our administration led professional learning community meetings, this student data is at the forefront of our discussions as well as common assessment expectations.</p>

Another area of focus is a new learner management system called Schoology. At St. Francis, we have decided to dedicate professional development time to educate the teachers on how to best use this system. The learning curve for this program is steep and we are working collaboratively with our students and families as well. Learning Schoology will continue to be a focus of professional development throughout the year.

**Division Goals**

Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching and learning practices.

**School Goals**

To educate staff on what inclusion looks like in practice and equip them with the assessment tools they need to be successful.

St. Francis of Assisi staff will transition to the Schoology Learning Management System.

## Alberta's education system is well governed and managed.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	93.3	91	92	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	88.4	n/a	86.1	87.8	n/a
Parental Involvement	84	87.3	86	78.8	79.5	81.5
Safe and Caring	91.5	91.1	91.9	88.8	90	89.2

AERR Comments
<p>During the 2021-2022 school year our focus on building strong relationships with students had much success. Our awareness of the impact that Diversity, Cultural difference, and Trauma had on our school community increased and resulted in stronger relationships with all of our learners. As a school community, we witnessed our staff participate with greater involvement in our restorative practices model for student conduct, placing the relationship and complexities of young people first when addressing behavior. Within our professional learning community conversations, the focus continually was on developing strategies to serve our vulnerable students with fellow colleagues and our parent community. From the work accomplished the community of St. Francis of Assisi has shifted to how assessment practices can positively impact vulnerable learners. Professional Development results from our Satisfaction Survey indicated that 90% of staff felt the PD opportunities have assisted them in improving their instructional practice this school year. 93% felt it had provided support for effective teaching strategies. Professional Development focused on relationships, Trauma informed care and cultural differences within our own community. This data showed that the work done by our PD team created positive change in teachers' awareness and relationship focus.</p> <p>Our St. Francis student council experienced success throughout the year as they attempted to connect, bring together and represent our student community. They sought feedback and implemented activities, events and change to better meet the needs of the student community. Data from our Satisfaction Survey also indicated that 99% of the parents who completed the survey would recommend St. Francis for students to attend, we as an admin team feel this was largely due to the work staff completed in building relationships with students. Overall, we were successful in building strong relationships with our students.</p>

Comment on School Goals
<p>This year for the 2022-2023 school year, we are focusing on enhancing our assessment practices with our vulnerable students. We have had a strong start with staff identifying and agreeing upon their common summative and formative assessment practices, discussing them in team during Professional Learning Communities. We have formed a Peer coaching team of 13 staff members who are taking part in Professional Development on Peer Coaching and Assessment, in-turn taking this learning into the classrooms to help improve assessment practices collectively. The rich conversations, actions and learning that has already taken place is a strong start to our assessment journey and helping students achieve individual success.</p>

<b>Division Goals</b>
Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.

<b>School Goals</b>
Teachers will focus on the assessment practices with our vulnerable students in order to improve their professional practice and enhance individual student success.
St. Francis of Assisi staff will transition to the Schoology Learning Management System.