

St. Francis of Assisi Middle School Improvement Plan

2024/2025

ST. FRANCIS OF ASSISI
MIDDLE SCHOOL



Red Deer Catholic
Regional Schools

Faith Priority: Nurture a vibrant spiritual community where students and staff are provided opportunities to deepen their faith, build a relationship with God, and grow through service to others.

Student Learning Priority: Create classroom environments supporting all students to actively participate and engage cognitively in their learning.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>Schollie Survey Results (Spring 2024) Student Data:</p> <ul style="list-style-type: none"> I enjoy learning about faith in my school (77%- 2% increase). I learn about our patron Saint at my school (St. Francis) (99% - 10% increase). I am inspired by the Catholic faith at my school (79% - 6% increase). I learn about God in classes other than Religion. (68%) 	<p>Collective Caring: Faith in Action Foster a vibrant spiritual community that encourages students and staff to deepen their relationship with God, actively engage in service, and inspire one another through the principles of the Catholic faith in all aspects of school life.</p>	<p>Schollie Survey Results (Spring 2025) Student Data:</p> <ul style="list-style-type: none"> Increase in the percentage of students: <ul style="list-style-type: none"> I enjoy learning about faith in my school (77%-%) I am inspired by the Catholic faith at my school (79%-%). I learn about God in classes other than Religion. (68%-%) 	<p>Deepen Understanding of The 4 Pillars:</p> <ul style="list-style-type: none"> Continue with Faith Fact Fridays and conduct monthly workshops led by Faith Coaches for staff and students to explore each of The 4 Pillars, fostering a shared understanding and practical application in school activities. <p>Mass Etiquette and Teachings:</p> <ul style="list-style-type: none"> Organize interactive sessions for Grade 6 students with Faith Coaches focused on Mass Etiquette and the teachings of the Mass, promoting greater understanding and engagement in liturgical practices. <p>Service Opportunities:</p> <ul style="list-style-type: none"> Create a community service calendar that includes monthly service projects both in and out of school, encouraging students and staff to actively participate in serving others and living their faith in action.
Student Growth and Achievement	<p>Provincial Achievement Test (PAT) School Data - Spring 2024:</p> <ul style="list-style-type: none"> Percentage of students in grade 9 who scored below acceptable standard in reading (3.6% compared to 12.4% the previous year). Percentage of students in grade 9 who scored below acceptable standard in total math (16.6% compared to 36.7% the previous year). <p>TOSREC: Silent Reading Efficiency & Comprehension: Grade 6: 32% below average</p>	<p>Academic Caring: Enhance student engagement and satisfaction with their learning experiences by implementing effective engagement practices and fostering a culture of continuous improvement among teachers, leading to increased academic proficiency in reading and math.</p>	<p>Provincial Achievement Test (PAT) School Data - Spring 2025:</p> <ul style="list-style-type: none"> Decrease in percentage of students who: <ul style="list-style-type: none"> scored below the acceptable standard in both total math and reading. <p>TOSREC: Silent Reading Efficiency & Comprehension: Decrease in the percentage of students who: <ul style="list-style-type: none"> score below average. </p>	<p>Data Analysis:</p> <ul style="list-style-type: none"> Guide all staff in analyzing literacy data to understand the strengths and needs of our learners, and determine how this data can inform instruction, assessment, and support. <p>Formative Assessment Practices:</p> <ul style="list-style-type: none"> Implement effective formative assessment practices to guide instruction and address the diverse learning needs of our students.
Teaching and Leading	<p>Annual Education Assurance Measure Results: Student Data - Spring 2024</p> <ul style="list-style-type: none"> Percentage of students who agree that they are engaged in their learning at school (77% - 5% increase). Percentage of our students who are satisfied with the overall quality of basic education (87.7% - 2.2% increase). <p>Teacher Data - Spring 2024</p> <ul style="list-style-type: none"> 100% of teachers acknowledge receiving support in deepening their understanding of student engagement strategies, indicating a strong commitment to enhancing their instructional practices. 97% of teachers express a desire to shift from recalling engagement strategies to actively integrating these practices into their teaching, reflecting their desire to continue growing confidence and proficiency in utilizing diverse strategies. 97% of teachers support the collective focus on expanding engagement strategies to enhance their instructional approaches and strive for increased student participation and deeper learning. 	<p>Collective Leadership Foster collective leadership to enhance the capacity of all teachers in expanding their repertoire of engagement strategies, aligning instructional practices with essential learning outcomes, and assessment criteria to boost student engagement and achievement.</p>	<p>Annual Education Assurance Measure (AEA) Results - Spring 2025:</p> <ul style="list-style-type: none"> Increase in percentage of students who <ul style="list-style-type: none"> agree that they are engaged in their learning at school (77% -%). are satisfied with the overall quality of basic education (87.7% - %). <p>Teacher Self Reflection Data - Spring 2025 The percentage of teachers: <ul style="list-style-type: none"> who report expanding their repertoire of engagement strategies (%). who demonstrate increased implementation of diverse engagement strategies (%). </p>	<p>Embedding Structured Engagement Strategies</p> <ul style="list-style-type: none"> Utilize resources from Total Participation Techniques to embed a structured framework in lessons, promoting active participation from all students. Collaboratively assess the effectiveness of the strategies through shared reflections, observation, and data collection. <p>Promoting Deeper Cognitive Engagement and Discussions</p> <ul style="list-style-type: none"> Implement The Ripple structure alongside high-level questioning using Bloom's verb wheel to stimulate deeper cognitive engagement and critical thinking. Ensure all students actively participate in meaningful discussions, sharing their insights to promote collaborative learning. <p>Utilizing High-Yield Practices and Feedback to Inform Instruction</p> <ul style="list-style-type: none"> Explore and integrate high-yield instructional and formative assessment practices to boost student engagement. Leverage ongoing feedback and assessment data to generate high-level questions and adapt instruction to meet the diverse needs of learners.
Learning Supports	<p>St. Francis Student Demographics (Fall 2024):</p> <ul style="list-style-type: none"> Percentage of Grade 6 students scoring below average on the reading comprehension literacy screen: (32%). Percentage of Grade 7-9 students scoring below average on the reading comprehension literacy screen: (23%). Percentage of student population who are English as Additional Language learners (13%). Percentage of students on our continuum of supports and services (26%). Number of Grade 6 students referred to school counselling team (35). 	<p>Intervention- Responsive Support Model Strategically respond to student needs by maximizing the use of our Student Support Team - ILT, LIFT, Educational Assistants and Counsellors, through intentional timetabling. Provide additional support to students in reading and math proficiency through universal, targeted and individualized strategies.</p>	<p>Division Literacy Assessments Decrease in the percentage of students: <ul style="list-style-type: none"> identified below average on TOSREC. </p> <p>Responsive Model of Student Support Team Increase in the number of intervention blocks <ul style="list-style-type: none"> being timetabled to support classrooms with diverse learning needs. </p>	<p>Professional Collaboration and Development</p> <ul style="list-style-type: none"> Allocate time to know, understand and respond to your learner during scheduled PLCs to support teachers during professional development. Work with community agencies to enhance and implement universal lessons across the school. <p>Responsive Student Support Structures</p> <ul style="list-style-type: none"> Create a responsive model by intentionally scheduling LIFT teachers and EAs to ensure consistent support for students. Identify strong candidates for intervention during Term 1 and implement intervention blocks to support grade 6 students. Timetable school counsellors to teach Health classes to support the delivery of universal lessons and overall student well-being. <p>Accommodations and Assessment Support</p> <ul style="list-style-type: none"> Expand staff and student capacity to use technology that supports student accommodations. Allocate human resources to assist with accommodations for summative assessments, ensuring all students can demonstrate their learning. Timetable counsellors to teach Health classes to support implementation of universal lessons. Work collaboratively with community agencies to support universal lessons.
Governance	<p>Collaboration Elimination of structured Professional Learning Communities and Professional Working Communities embedded in the school day due to budget constraints.</p> <p>Schollie Survey Results (Spring 2024) Teacher Data:</p> <ul style="list-style-type: none"> Percentage of teachers indicating that the school Professional Development Plan provides opportunities to collaborate (62% moderate-great deal). <p>Student Voice and Choice (Spring 2024) Low student engagement and interest in some CTF course offerings resulting in attendance and behaviour concerns along with an inequity of student enrollment in course offerings.</p> <ul style="list-style-type: none"> Percentage of courses dropped (10 courses =25%). Percentage of new course offerings (11 courses =26%). 	<p>Comprehensive Support Structures Establish and sustain a comprehensive collaboration cycle integrated into professional development days to support PLCs, PWCs, wellness initiatives, and reporting structures. Leverage teacher and student feedback to refine practices and develop course offerings that align with student interests, and Career and Technology Foundations (CTF) clusters, enhancing engagement and participation.</p>	<p>Teacher Survey (Year End) Teachers indicate that the comprehensive supportive collaboration cycle was effective in achieving goals and desired outcomes.</p> <p>Walkthroughs Evidence of use of a variety of effective student engagement techniques, formative assessment practices, high-level questioning and active participation.</p>	<p>Collaboration Cycle</p> <ul style="list-style-type: none"> Support professional learning and collaboration through a structured 4-session cycle, with focused agendas (45 minutes each) on PLC, PWC, Wellness, and Communication and Reporting, totaling 3 hours per professional development day. <p>Align Professional Development Plan</p> <ul style="list-style-type: none"> Ensure the PD plan aligns with our focus areas, allocating adequate time for learning and implementation of engagement techniques. <p>PLC Focused Agendas</p> <ul style="list-style-type: none"> Deepening our knowledge, skills and confidence in expanding student engagement techniques (Sept-Nov), Success Criteria: Identify and implement specific techniques suited to the desired learning outcome, and measure effectiveness (Dec- May). <p>Instructional Leadership and Feedback</p> <ul style="list-style-type: none"> Establish a walkthrough process for all three school administrators to regularly visit classrooms, record observations, and provide meaningful feedback to teachers, focused on priority areas. Administration lead professional learning focused on student engagement during PLCs. <p>Student Feedback and Provincial CTF Course Alignment</p> <ul style="list-style-type: none"> Gather feedback on grade 6 exploratory and grades 7-9 CTF course offerings to assess interest and engagement levels. Introduce new courses that align with student interests and discontinue courses with low interest.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1123 St. Francis of Assisi

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.1	88.1	89.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.9	87.3	86.8	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	84.4	88.4	88.4	68.5	66.2	66.2	Very High	Declined	Good
	PAT6: Excellence	21.4	38.2	38.2	19.8	18.0	18.0	High	Declined Significantly	Issue
	PAT9: Acceptable	86.6	74.0	74.0	62.5	62.6	62.6	Very High	Improved Significantly	Excellent
	PAT9: Excellence	26.3	16.1	16.1	15.4	15.5	15.5	Very High	Improved Significantly	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.7	93.5	93.4	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.8	90.2	89.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	88.3	92.8	92.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	80.1	89.7	86.8	79.5	79.1	78.9	High	Declined	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.