

St. Francis of Assisi Middle School Improvement Plan

2023/2024



Faith Priority: Promote encounters with Christ that will inspire students and staff to continue to build on the foundational knowledge of faith in our school and impact our community.

Student Learning Priority: Create and maintain optimal student learning experiences by selecting and using the most effective instructional and assessment practices and resources to support student engagement.

| Assurance Category | Current Reality (Baseline Data) | School Goal (Linked to Priorities) | Desired Reality (Targeted Endpoint/Lag Measure) | Lead Measures (1-3) / Strategies |
|---------------------------------------|---|--|--|--|
| Faith | Schollie Survey Results (Spring 2023) Student Survey: • I enjoy learning about faith in my school (75%). • I learn about our patron Saint at my school (St. Francis) (89%). • I am inspired by the Catholic faith at my school (73%). | Collective Caring Inspire and nurture faith in our staff, students and families to encounter Christ while nurturing our call to the common good by living our faith in action. | Schollie Survey Results (Spring 2024) Student Survey: Increase in the percentage of students: • I enjoy learning about faith in my school (___%). • I learn about our patron Saint at my school (St. Francis) (___%). • I am inspired by the Catholic faith at my school (___%). | • Implement Faith Fact Fridays creating a common understanding of our faith. (i.e. reverence, St. Francis, liturgical calendar) • Repurpose and reintroduce our chapel to students and staff as a space for prayer, teaching and learning of our faith. • Build upon our foundational knowledge of The 4 Pillars, using our Faith Coaches, to guide our work |
| Student Growth and Achievement | Provincial Achievement Test (PAT) School Data: • Percentage of students in grade 9 who scored below acceptable standard in reading (12.4%). • Percentage of students in grade 6 who scored below the acceptable standard in reading (6.3%). • Percentage of students in grade 9 who scored below acceptable standard in total math (36.7%). • Percentage of students in grade 6 who scored below acceptable standard in total math (9.3%). | Academic Caring Students improve reading and math proficiency as a result of implementing high yielding instructional practices and effective use of resources. | Provincial Achievement Test (PAT) School Data: Decrease in percentage of students who: • scored below the acceptable standard in both total math and reading. | • Work collaboratively in PLCs to reflect and discuss student progress and identify what is working and next steps. • Implement strong formative assessment practices to guide instruction and deliver meaningful instruction to meet the diverse learning needs of our students. |
| Teaching and Leading | Annual Education Assurance Measure Results: • Percentage of students who agree that they are engaged in their learning at school (72%). • Percentage of our students are satisfied with the overall quality of basic education (87.7%). Teacher Self Reflection Data - October • 95% could benefit from increase knowledge and understanding of formative assessment. • 80% could benefit from increase knowledge and understanding of summative assessment. • 23% felt that their grade team have consistent, effective assessment strategies across all subjects. | Collective Leadership Utilize collective leadership to build capacity of all teachers' knowledge and understanding of the alignment of essential learning outcomes, success criteria and formative/summative assessments to inform instruction yielding increased student engagement. | Annual Education Assurance Measure (AEA) Results: Increase in percentage of students who • agree that they are engaged in their learning at school (___%). • are satisfied with the overall quality of basic education (___%). Teacher Self Reflection Data - Spring 2024 Increase in the percentage of teachers: • who indicate growth in their knowledge and understanding of formative & summative assessment. • who indicate growth in their grade team consistency of effective assessment strategies. | • Utilize resources from New Learn Alberta and the Alberta Assessment Consortium to guide our work in assessment. • Examine success criteria for each learner outcome outlining the conversations, observations and products. • Explore high yielding instructional and formative assessment practices to increase engagement and inform instruction. |
| Learning Supports | St. Francis Student Demographics: • Percentage of students are on the Continuum of Supports (25%). • Percentage of student population who are English as Additional Language learners (13%). • Percentage of students who self identify as Indigenous (6%). • 17 students from Ukraine. | Intervention- Responsive Support Model Respond to student needs by maximizing the use of our Student Support Team, including ILT, LIFT and Educational Assistants, by collaborating with teachers to provide additional support to students in reading and math proficiency through universal, targeted and individual supports. | Division Literacy Assessments Decrease in the percentage of students: • identified as at-risk Responsive Model of Student Support Team Increased use of team in the areas of reading and math | • Allocate time to know, understand and respond to your learner during scheduled PLCs to support teachers. • Create a responsive model for LIFT teachers and EAs to be accessed and utilized to support students allowing for consistency and flexibility. • Establish 3 learning spaces, The Hub, The Pod and The Zone, to support both targeted and individualized instruction. |
| Governance | Teacher Survey (Start Up) • 100% of teachers indicated a desire to move towards regularly scheduled collaboration to provide support in achieving goals and desired outcomes. • Context: Infrequent PLC sessions offered to teams approximately 1x/month without consistent admin participation in previous years. | Comprehensive Support Structure Implement and support regularly scheduled collaboration, including both Professional Learning & Working Communities (PLC/PWC) embedded in the school day, throughout the year with focused agendas and administration participation. | Teacher Survey (Year End) Teachers indicate that the comprehensive supportive structure was effective in achieving goals and desired outcomes. Walkthroughs Evidence of use of formative assessment practices, high yielding instructional practices and student engagement. | • Develop timetables to support collaboration 1 time with focused agendas (for 56 minutes) in a 6 day cycle including both PLC and PWC totalling a minimum of 26 hours including Know Your Learner (Sept - Oct); Learning Outcomes/Success Criteria/Resources/Formative & Summative Assessment (Nov-April). • Align Professional Development Plan with our focus areas and allocate adequate time in plan to support the learning and implementation. • Develop a walkthrough process that supports all 3 school admin in all classrooms and recording focus areas/observations and providing meaningful feedback to teachers. |

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

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 | 90.0 | 90.0 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 87.3 | 86.3 | 85.8 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | 81.3 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 26.9 | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 93.5 | 93.3 | 92.4 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 90.2 | 88.9 | 88.9 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 92.8 | 92.2 | 92.2 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 89.7 | 84.0 | 84.5 | 79.1 | 78.8 | 80.3 | Very High | Maintained | Excellent |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.