

Continuous Improvement Plan

2023-2024



St. Francis Junior High School

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Strengthening our Catholic Faith

Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
<p>We foster a Catholic worldview of reflection, service and sacramentality.</p> <p>Our staff and student demonstrate knowledge of faith and commit to faith development.</p> <p>We create Communities of Accompaniment in our schools and school division.</p>	<p>To foster a Catholic worldview grounded in reflection, service, and sacramentality by delivering a comprehensive education that permeates faith into all aspects of our curriculum and activities.</p> <p>To establish an enriching Community of Accompaniment that engages both staff and students in a meaningful and collaborative exploration of their personal Catholic faith journey.</p>	<ul style="list-style-type: none"> ● Second year of the divisional faith plan: Theme 'Build ! Pilgrims of Hope!' ● Promoted through monthly division newsletter; DREC instructions and in Religion classes. ● Variety of religions in St. Francis community. 	<ul style="list-style-type: none"> ● Increase in student involvement in celebrations/ liturgies and in receiving sacraments. ● Offer sacramental prep in the school. ● Teachers/students signing up for celebrations/liturgies. ● Public involvement at our masses/ celebrations. 	<ul style="list-style-type: none"> ● NET team in the school offering youth group activities. ● Spring Staff & Student Retreat Days focussing on Faith & Wellness. ● Morning prayer with staff and students. ● Offer Adoration at lunch. ● Have students read the Sunday Gospel to the school. ● Gratitude conversations- Every morning teachers from homerooms discuss a prompt with students about being thankful for something in our lives.

Learning Through High Quality Teaching



Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
<p>We prepare students for career pathways.</p> <p>All students demonstrate growth in literacy and numeracy.</p> <p>Schools reflect collaborative teaching and learning environments.</p>	<p>To enhance teaching excellence: reflect, revisit and reboot student assessment strategies to support growth for all learners.</p> <p>To plan and implement targeted strategies from informed data that allows for growth in all learners through differentiated approaches to instruction.</p> <p>To improve literacy/ numeracy skills in all learners.</p>	<ul style="list-style-type: none"> ● Multiage/ differentiated learning environments for students to receive instruction and concepts reflective of where they are at in their learning. ● Fountas & Pinnell data: approximately half of the students assessed are not yet meeting expectations. ● F&P, CMA and PAT assessments provide concrete data to lead to interventions. ● Our School Survey: 77% of students have positive homework behaviours (positive attitude and in a timely manner) compared to the Canadian norm is 63% ● Large group of students needing further differentiation/assessments to ensure accurate reporting/growth in learning. ● Collaborative response conversations based on classroom assessments to target individual program goals. ● Our School Survey: We have positive teacher-student relations. Students who feel teachers are responsive to their needs and encourage independence with a democratic approach was rated 6.7 out 10 compared to the Canadian norm 6.6 out of 10. 	<ul style="list-style-type: none"> ● Improve the number of students meeting grade level expectations for fluency, accuracy and comprehension measured through Fountas and Pinnell assessments. ● Teachers are using sound formative and summative assessments that serve all learner needs and provide accurate reporting from a variety of sources. ● Teachers are meeting students where they are at in their learning and supporting them with effective, inclusive goals that target positive growth and progress and set the expectation of success for each individual learner. ● Use of collaborative time to work on targeted ISP and goals/strategies in collaboration with wrap-around supports and services, as well as parent involvement to improve learning and help increase student achievement in literacy and numeracy. 	<ul style="list-style-type: none"> ● Curriculum committee members collaborate with grade level teams to discuss "Thinking Routines" ● Effective Assessment Practices: PD Session and collaborative meeting discussions where teachers are asked to consider rebooting/revisiting and reflecting on assessment strategies. ● Offer programming for students at a variety of grades/abilities. Research based pedagogy to impact individual student success. Fountas and Pinnell Leveled Literacy Intervention to targeted small groups. ● Numeracy/ Literacy core extension and intervention built into the timetable. ● Teachers are using platforms like google classroom, grade cam to provide students with immediate feedback regarding their learning. ● FNMI Grad available daily for academic support in all subjects.

Belonging in our Diverse Community



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<p>We will assist students in navigating various pathways of support.</p> <p>We provide programming and support for students and staff well-being.</p> <p>We celebrate and respect all cultures and ethnicities in our schools.</p>	<p>To prioritizing an inclusive educational environment, supportive pathways for student well-being, a sense of belonging, and the celebration of cultural diversity.</p> <p>To create a dynamic and enriching learning environment where each student feels valued, supported, and empowered to succeed.</p>	<ul style="list-style-type: none"> ● Our School Survey: 88.7% of students feel safe and cared for at school (up 6.3% from previous year). 82% of students at St. Francis have positive relationships with teachers, the Canadian norm is 77%. 36% of students have moderate to high levels of anxiety. The Canadian norm is 25%. ● District support from the Mental Health Capacity Building Team. Delivering various programs to students to support sense of belonging and mental health. ● Our School Survey: Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture sits at 63% at St. Francis, the Canadian norm is 51% ● Students have an understanding of the beliefs, values, attitudes and behaviours of other cultures sits at 84% at St. Francis. The Canadian norm for these grades is 75%. ● Many families are accessing food banks and asking for support with lunches and school fees. ● Partnerships with SWRCSS, U of L, AHS to provide as many supports for students and families. ● Full time Family School Liaison Counsellor at our school 5 days a week. ● Expansion of Mental Health work with individual students and target small and whole class groupings. ● Mental Health Literacy Curriculum being delivered to our Gr 9 students this school year. ● Significant population of students accessing our snack and lunch program. 	<ul style="list-style-type: none"> ● Expand Mental Health Capacity Team involvement with all of the classes and the programs offered. All students receive 'kids have stress too' and 'Vaping' presentations. ● Offer a variety of interventions to support wellness within the school day. (Option classes; extra-curricular; field trips, etc.). ● Utilize FSLC role within classrooms; assisting in delivering Mental Health Literacy Curriculum, targeted programs, Communitea club with the FSLC and CYCW. ● Ensure the mental well-being of all staff and students is supported through a variety of 'in-school' and divisional resources, PD Days, and initiatives within the school. ● Visible signs and sense of community and a positive school culture. School pride - wildwear Friday's. ● Expand the snack and lunch program to ensure all students are fed. Targeted snack and learning from the land program to engage at risk students. 	<ul style="list-style-type: none"> ● Continue to revitalize & expand the Breakfast/Nutrition Program. Look for community partners (Costco, local bakeries). ● Student Services collaborative meetings targeted to support students in need. Set up agencies or resources to support the student and families. ● Celebrate Diversity through embracing and celebrating all the cultures in our school. ● Multicultural week. Students shared their cultural celebrations, language, traditions and food with others in the school. ● Offer multiple language option classes. ● Implement teaching practices that encourage student participation, respect diverse viewpoints, and foster an inclusive classroom atmosphere. ● Foster a school culture where every student feels valued and respected, creating an environment conducive to learning and personal growth.

Living Truth and Reconciliation

Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
<p>Our First Nations, Metis and Inuit students will continue to see increasing success rates.</p> <p>We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past.</p> <p>We will deepen our understanding of our collective responsibilities as Treaty People.</p>	<p>To prioritize First Nation, Metis, and Inuit student success, fostering truth and reconciliation through listening and recognition, and deepening the understanding of collective responsibilities as Treaty People.</p> <p>To create an inclusive and supportive environment that honors Indigenous cultures, histories, and contributions while actively working towards reconciliation.</p>	<ul style="list-style-type: none"> ● We have 86 declared First Nation & Metis students. We have students that live on and off the reserve and in multigenerational homes. ● Widespread use of our FNMI classroom which is open for all students access the room several times a day to smudge, eat and learn. ● We work with the Blood Bus coop to transport students from on reserve to St. Francis. ● We have a half time grad coach on a full time FNMI Support. ● Students have an understanding of the beliefs, values, attitudes and behaviours of other cultures sits at 84% at St. Francis. The Canadian norm for these grades is 75%. ● We are working with many families to connect with agencies regarding housing, food, mental health support and funding. ● Targeted breakfast program connected with learning from the land and Elders for a group of students in the class. ● Partnership with the University of Lethbridge adult to student mentorship program. ● Blackfoot Naming for our students and the teaching around the protocol with getting a name or transferring names amongst families. 	<ul style="list-style-type: none"> ● Utilize cross curricular connections to infuse FNMI traditions & beliefs and ways of knowing. Use of School Elders and materials relevant to our local context. ● Increase academic achievement and retention rates among First Nations, Metis and Inuit students as evidenced by graduation rates and PAT results by tracking and looking through the data. ● Increase in student connectedness and relationship building with parents and students in all areas of the school through family nights and connection with U of L mentors. ● Improved cultural competence and awareness among staff and students demonstrated through surveys, assessments and participation in cultural events. ● Increased interest and attendance in the Learn, Build, Go Professional Development. 	<ul style="list-style-type: none"> ● Insertion of Blackfoot Language and stories into classes and offer language classes. ● Involvement of school Elder in smudge, class discussions and whole school events. ● Staff interest and attendance to the Learn, Build, Go Professional Development. ● Continue to explore 'Jordan's Principle' opportunities for parents/students. ● Staff field trip on a Blood Bus to the reserve. ● Collaborate with local Indigenous leaders, knowledge keepers, and organizations to engage students and staff in meaningful activities that highlight the importance of honoring treaty relationships.