



Alberta Education Assurance Measures Report

2025-2026

St. Francis Junior High School

333 18th St. S., Lethbridge, Alberta T1J 3E5

Phone: (403) 327-3402 Fax: (403) 320-1877

<https://sfjh.holyspirit.ab.ca>

Facebook: St. Francis Junior High

Instagram & Twitter: @sfleth

Motto

"Bringing To Light The Best We Can Become"

Mission Statement

We are a Catholic Faith community dedicated to educating and fostering the growth of responsible citizens who are lifelong learners encouraged to live and celebrate our

faith.

Vision Statement

St. Francis Junior High School is a Christ-centered learning community where all achieve their potential.



ST. FRANCIS JUNIOR HIGH

The approximately 720 students in grades 7-9 at St. Francis come from all over the city of Lethbridge, its neighboring towns, and First Nations reserves. We are a diverse crowd! We also have a number of new Canadians learning English in our classes. Lethbridge is a very close-knit community, and many of our students' parents went to St. Francis, too.



Learning through High-Quality instruction

- ◆ Identifying and R
 - Responding to student achievement.
 - More core time focused on Literacy and Numeracy
 - Structure of 'what is needed' class to specifically target numeracy and literacy interventions
 - Introduced a literacy intervention classes for grade 7,8,9
 - Analyze all PAT results
- ◆ Work with French Immersion teachers on differentiation, assessment, and instructional practice to continue providing a high standard of French education.
- ◆ Professional Development on Assessment and Assessment practices with greatest impact on student learning.

Collaborative staff conversations to look at individual student data and implementation of research based strategies to improve student learning and teacher pedagogy.

Belonging in Our Diverse Community

- ◆ Collaborate with all stakeholders in education to provide various pathways of support for all students.
- ◆ Continue to cultivate an academic culture with high expectations and rigor while meeting all learners where they are at to celebrate individual successes.
- ◆ Provide research based programming support to promote the wellbeing of all learners and staff.
- ◆ Students, parents and school authorities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. When students feel like they belong at St. Francis, it encourages them to attend, learn and succeed.

Living Truth and Reconciliation

- ◆ Creating a Culture of accompaniment and recognition of the ongoing impacts of the past.
 - Provide opportunities for staff and students to participate in cultural activities: Learn, Build and Go; Blood Reserve Bus experience.
 - Partnership with the U of L to provide FNMI mentors to students.
- ◆ Celebrate/witness all FNMI honour days as a school community
 - Week of Living Truth and Reconciliation
 - Authentic Content integration
- ◆ Create a "sharing of resources" of cross-curricular FNMI content through Google community
 - Use of inclusive language
 - Visual display of Resources
- ◆ Supporting FNMI learners in achieving equitable outcomes
 - Regular meetings with both Grad Coach and FNMI family worker to foster connections.
 - School Elder involvement
 - Attendance information sharing by social media, school messenger
 - Connecting with First Nations, Metis, Inuit Elder, Role Models, Societies to create connections for students and staff.

Created and Fostered Through...

- **Respectful and healthy relationships focused on the whole individual**
- **Students feel that adults care for them as a group and as individuals**
- **Positive mental health is promoted - collaboration with Mental Health team to provide supports for staff and students**
- **Values, rights, and responsibilities are respected**
- **Support is demonstrated through collaboration, high expectations, mutual trust and caring diversity is respected, celebrated and understood as a strength.**
- **Culture of communication is paramount; expectations are clear, consistent, and regularly communicated.**
- **Consequences of unacceptable behaviour take into account the students age, maturity, and individual circumstances**
- **Partnerships exist to provide support for those impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours**
- **Partnerships and mentorship programs to provide children, youth and adults model positive social-emotional skills, including empathy and compassion.**

Continuous Improvement Plan

2025-2026



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Strengthening our Catholic Faith



Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
We foster a Catholic worldview of reflection, service and sacramentality. Our staff and student demonstrate knowledge of faith and commit to faith development. We create Communities of Accompaniment in our schools and school division.	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. 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.	• First Year of the new Three year Faith Plan : Open Wide The Doors! Sent To Share Christs Love • Promoted through monthly division newsletter; DREC instructions and in Religion classes. • Variety of religions in St. Francis community. • 95% of students agree that - My school reflects a Catholic worldview that contributes to a deeper understanding of the Catholic faith • 91% of students agree that- "I am encouraged and given opportunity to live my faith actively, in the school and in the community."	● 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.	• Spring Staff & Student Retreat Days focusing on Faith & Wellness. • Morning prayer with staff and students. • Offer Adoration at lunch. • Have students read the Sunday Gospel to the school. • Be like the Saints - Our Gimme 5 incentive program connected to Sainthood. How can we be like the saints. Teachers and students having conversations about the saints • Work with Fr. Santiago and Fr. Kevin in a variety of classes. • Collaborate with the youth minister - Aj Barrows to collaborate with the parish

Learning Through High Quality Teaching

Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
We prepare students for career pathways. All students demonstrate growth in literacy and numeracy. Schools reflect collaborative teaching and learning environments.	To enhance teaching excellence: reflect, revisit and reboot student assessment strategies to support growth for all learners. To plan and implement targeted strategies from informed data that allows for growth in all learners through differentiated approaches to instruction. To improve literacy/ numeracy skills in all learners.	● 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: 67% of students have positive homework behaviours (positive attitude and in a timely manner) compared to the Canadian norm is 51% ● Large group of students needing further differentiation/assessments to ensure accurate reporting/growth in learning. ● Collaborative conversations based on classroom assessments to target individual program goals and interventions. ● 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 7 out of 10 compared to the Canadian norm 6.5 out of 10.	● 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.	● Curriculum committee members collaborate with grade level teams to discuss "Thinking Routines" and Outcome Based Assessments ● 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 Coach available daily for academic support in all subjects.

Belonging in our Diverse Community



Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
We will assist students in navigating various pathways of support. We provide programming and support for students and staff well-being. We celebrate and respect all cultures and ethnicities in our schools.	To prioritizing an inclusive educational environment, supportive pathways for student well-being, a sense of belonging, and the celebration of cultural diversity. To create a dynamic and enriching learning environment where each student feels valued, supported, and empowered to succeed.	● 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%. ● Our School Survey: Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture sits at 64% at St. Francis, the Canadian norm is 51% ● Students have an understanding of the beliefs, values, attitudes and behaviours of other cultures sits at 80% 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.	● Expand Mental Health programs offered. Goal students receive 'kids have stress too' and 'Vaping' presentations. ● Offer a variety of interventions to support to have 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, Communita club, Go Girls Program with the FSLC. ● 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.	● 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 share 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. ● Community Partnerships with Boys and Girls Club to have a Go Girls club, student designed and painted murals throughout the school representing culture and identity

Living Truth and Reconciliation



Holy Spirit Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
Our First Nations, Metis and Inuit students will continue to see increasing success rates. We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past. We will deepen our understanding of our collective responsibilities as Treaty People.	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. To create an inclusive and supportive environment that honors Indigenous cultures, histories, and contributions while actively working towards reconciliation.	● We have 90 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.	● 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.	● 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. ● Napi stories and Staff PD on Blackfoot Language and symbols throughout the school ● 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. ● Drum club and connection of school elder with more language throughout the school and community.



Alberta Assurance Statement 2025

Area	SF	AB	Diff	
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	85.8%	83.9%	+2%	We continue to see positive growth in student learning and engagement, rising 2% above the provincial average. This indicates that students find the literacy and numeracy skills they are learning both useful and relevant, and that they feel adequately supported in achieving their learning goals. At St. Francis we are committed to delivering high-quality instruction rooted in research-based practices. School staff provide targeted interventions in areas of need. The use of assessment data to inform instruction and the use of timely feedback keeps teachers informed. The upward trend in this measure demonstrates that students are increasingly engaged in meaningful learning, confident in their skills, and prepared for future academic success.
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	87.9%	79.8%	+8%	The citizenship measure evaluation has notably increased from 75.2 two years ago to 84.7% last year and 87.9% this year, indicating a significant improvement in assessing our educational community's commitment to citizenship values. This enhancement highlights our focused efforts in nurturing civic responsibility, ethical behavior, and community engagement among students. The rise in the citizenship measure demonstrates the effectiveness of initiatives aimed at fostering responsible and engaged citizens. It supports our collective dedication of students, educators, and stakeholders in promoting these values. This progress reinforces our commitment to empowering individuals who contribute positively to their communities and society.
3-Year HS Completion <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	N/A	N/A		
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	N/A	N/A		
6 PAT: Acceptable				
6 PAT: Excellence				



ST. FRANCIS JUNIOR HIGH



<u>9 PAT: Acceptable</u>	65.5%	62.5%	+3%	Even though we are above provincial average, this number has reduced this time around. We have the majority of students achieving the acceptable standard when it comes to the Alberta curriculum.
<u>9 PAT: Excellence</u>	19.1%	15.6%	+4%	Historically we have been close to the provincial average with students achieving the standard of excellence on PAT's. We would get more to the acceptable standard, but this is an increase in the number of students achieving the standard of excellence.
<u>Diploma: Acceptable</u>				
<u>Diploma: Excellence</u>				
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	90.6%	87.7%	+3%	The current education quality satisfaction rate stands at 90.6%, reflecting a sustained measure evaluation over the years. This consistent high level of satisfaction is the staff collective efficacy for student learning. The staff are committed to high quality education and work with the community to deliver excellence in teaching and learning experiences. Teachers are consistently working on making adjustments to enhance the effectiveness of our educational strategies, curriculum changes, and the stay dedicated to always learning to have the greatest impact on students. It reaffirms our collective focus on meeting the expectations of our students, parents, and the broader community.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i>	88.9%	84.4%	+4.5%	The St. The Francis community works hard to foster welcoming, caring, respectful, and safe learning environments and has shown significant progress, advancing from a score of 78.6 two years ago to 85.5 last year and 88.9% this year. This growth signifies an enhancement in the school's commitment to creating a culture where students, staff, and community feel valued, supported, and safe. The considerable rise in the metric demonstrates the dedication and efficacy of implemented strategies, fostering an environment conducive to learning, mutual respect, and overall well-being. The upward trend supports the collective efforts invested in nurturing a positive school culture being intentional to acknowledge all involved in the school community. . Overall we are working towards students taking accountability for their actions and acknowledging a sense of belonging and with that the responsibility that comes with being part of a school family.



Access to Supports and Services <i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i>	81.1%	80.1%	+1%	FNMI Family Liaison, School Counselor, and our grad coach play a big role in supporting our students and families with the different supports to make them successful. We continue to grow in this area and remain above the provincial average. We also work with AHS to provide addictions counselling for any students impacted by addiction.
Parental Involvement <i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i>	89.2%	80%	+9.2%	Another huge jump in parental involvement again this year. Factors could include. • Advertisement to participate with parent council • Meet the teacher nights • Academy options give parents full control of what their students will be focused on for their co-curricular activities and option classes. • Parent evenings for feedback and open conversations. • Showcase evenings.

Summary Analysis of School Results

The 2025 Assurance results demonstrate strong overall performance at St. Francis Junior High, with improvement across all key measures and continued performance above provincial averages. These results reflect the collective efficacy of staff, students, and families in fostering high-quality education, strong relationships, and a supportive school culture grounded in our Catholic faith.

In particular, the school has seen notable growth in Education Quality, Welcoming and Caring Environments, Parental Involvement, and Access to Supports and Services. These trends indicate that students feel supported, parents feel engaged, and staff continue to implement effective teaching and learning practices.

Education Quality remains a strength for St. Francis, with a strong satisfaction rating of 90.6%. Consistent high results reflect effective instructional practices, a commitment to academic excellence, and a learning environment where students clearly understand expectations, find their work meaningful, and feel supported. This continued high performance affirms the dedication of staff in delivering rigorous, engaging, and purposeful learning experiences.



The good school's results show a commitment to building positive relationships, ensuring students feel safe, and creating a culture built on respect, and belonging. The continued high results demonstrates the effectiveness intentional efforts focused on wellness, mental health support, and community building.

Access to supports remains above the provincial average. The involvement of the FNMI Family Liaison, Family School Liaison Counselor, Grad Coach, and a broad range of academic and social supports has strengthened early intervention, responsiveness to student needs, and wraparound services for families. Continued focus in this area ensures students have the tools and strategies necessary for personal and academic success or seek out additional support.

Parental involvement has shown significant improvement and is now one of the school's strongest indicators. Families feel that their perspectives are valued, and they have meaningful opportunities to participate in decisions at the school and classroom level. The school is always trying to improve communication and provide opportunities for parents to get involved. We will continue with ongoing efforts to communicate openly, host parent engagement opportunities, and build strong partnerships between home and school.

Some additional highlights include improved student learning engagement from last year and is increasingly aligned with provincial expectations. We have also noted a significant improvement and now high in comparison to provincial results with regards to citizenship. Compared to past years, more students are achieving Standard of Excellence on PATs and having a great impact on academic achievement.

St. Francis Junior High is demonstrating steady and meaningful growth across all measured domains. Performance exceeds provincial results in every category, highlighting strength in teaching quality, student support, and community relationships. The school's focus on targeted intervention, high expectations, faith-based citizenship, and professional learning is directly contributing to positive student outcomes.

The data also affirms the strength of the school community. St. Francis is a place where students feel cared for, parents feel welcome and heard, and staff work collaboratively to create purposeful and engaging learning environments.

Assurance Domain	Measure	St. Francis Junior High School			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	85.8	89.9	86.3	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	87.9	84.4	81.4	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	65.5	73.5	72.0	62.5	62.5	62.6	Low	Declined	Issue
	PAT9: Excellence	19.1	15.1	16.5	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	92.0	89.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	88.7	84.2	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	81.1	80.2	79.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	89.2	88.7	77.6	80.0	79.5	79.1	Very High	Improved	Excellent

Notes: