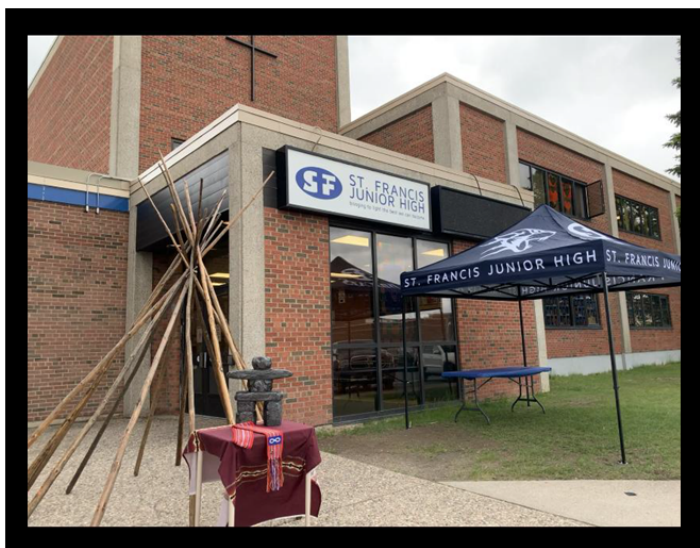




# Alberta Education Assurance Measures Report

2023-2024

## St. Francis Junior High School

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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 535 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 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 class for all Grade 8 classes
  - 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 Response 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, Teachings of the Metis.
  - 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.**

# Results - Student Learning Engagement



| 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 | <a href="#">Student Learning Engagement</a>                                           | 85.9                           | 83.0             | 83.0                | 84.4           | 85.1             | 85.1                | n/a                | Maintained  | n/a        |
|                                | <a href="#">Citizenship</a>                                                           | 84.7                           | 75.2             | 81.9                | 80.3           | 81.4             | 82.3                | Very High          | Maintained  | Excellent  |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                            | n/a              | n/a                 | 80.7           | 83.2             | 82.3                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                            | n/a              | n/a                 | 88.6           | 87.1             | 86.2                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT: Acceptable</a>                                                       | n/a                            | 76.2             | n/a                 | n/a            | 67.3             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT: Excellence</a>                                                       | n/a                            | 20.6             | n/a                 | n/a            | 18.0             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                            | n/a              | n/a                 | n/a            | 75.2             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                            | n/a              | n/a                 | n/a            | 18.2             | n/a                 | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 89.4                           | 87.3             | 90.6                | 88.1           | 89.0             | 89.7                | High               | Maintained  | Good       |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 85.5                           | 78.6             | 78.6                | 84.7           | 86.1             | 86.1                | n/a                | Improved    | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 82.6                           | 75.0             | 75.0                | 80.6           | 81.6             | 81.6                | n/a                | Improved    | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 76.2                           | 67.8             | 76.1                | 79.1           | 78.8             | 80.3                | Intermediate       | Maintained  | Acceptable |

## Comments on Results

- ◆ We have improved in comparison to the province in **Student Learning Engagement** from our results last year.
- ◆ We have improved significantly in citizenship from last year and are high in comparison to the province.
- ◆ The quality of education continues to be high and we have demonstrated improvement in the welcoming, caring, respectful and safe learning environments.
- ◆ Our parental involvement has improved from last year.

## Strategies Moving Forward

- ◆ Our results have improved and we need to continue to focus on always improving. We need to celebrate our success and continue to evaluate what we do to ensure we move forward with purpose and accountability.
- ◆ Support teachers around professional learning and research based pedagogy.
- ◆ Continue to engage the parent community through a variety of approaches: school council meetings, parent information evenings, social media, emails, newsletters) we value parent input and involvement.
- ◆ We would like to continue to recognize and celebrate students for their academic achievements.

# Results - Citizenship, Education Quality, WCRSLE



| 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 | <a href="#">Student Learning Engagement</a>                                           | 85.9                           | 83.0             | 83.0                | 84.4           | 85.1             | 85.1                | n/a                | Maintained  | n/a        |
|                                | <a href="#">Citizenship</a>                                                           | 84.7                           | 75.2             | 81.9                | 80.3           | 81.4             | 82.3                | Very High          | Maintained  | Excellent  |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                            | n/a              | n/a                 | 80.7           | 83.2             | 82.3                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                            | n/a              | n/a                 | 88.6           | 87.1             | 86.2                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT: Acceptable</a>                                                       | n/a                            | 76.2             | n/a                 | n/a            | 67.3             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT: Excellence</a>                                                       | n/a                            | 20.6             | n/a                 | n/a            | 18.0             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                            | n/a              | n/a                 | n/a            | 75.2             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                            | n/a              | n/a                 | n/a            | 18.2             | n/a                 | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 89.4                           | 87.3             | 90.6                | 88.1           | 89.0             | 89.7                | High               | Maintained  | Good       |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 85.5                           | 78.6             | 78.6                | 84.7           | 86.1             | 86.1                | n/a                | Improved    | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 82.6                           | 75.0             | 75.0                | 80.6           | 81.6             | 81.6                | n/a                | Improved    | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 76.2                           | 67.8             | 76.1                | 79.1           | 78.8             | 80.3                | Intermediate       | Maintained  | Acceptable |

## Comments on Results

- ◆ The initiative to foster **welcoming, caring, respectful, and safe learning environments (WCRSLE)** has shown significant progress, advancing from a score of 78.6 to an impressive 85.5. This growth signifies an enhancement in the school's commitment to cultivating an atmosphere where students, staff, and stakeholders feel valued, supported, and secure. 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 trajectory supports the collective efforts invested in nurturing a positive school culture, ultimately contributing to an enriched educational experience for all involved.
- ◆ The current **education quality** satisfaction rate stands at 89.4, reflecting a sustained measure evaluation over the years. This consistent high level of satisfaction is a testament to the commitment and continuous efforts of our St. Francis School Community to deliver excellence in teaching and learning experiences. The maintenance of the effectiveness of our educational strategies, curriculum enhancements, and the dedication of our educators and staff. It reaffirms our collective focus on meeting the expectations of our students, parents, and the broader community.
- ◆ The **citizenship** measure evaluation has notably increased from 75.2 to 84.7, 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.

## Strategies Moving Forward

- ◆ Continued Focus on Citizenship Education: Develop and implement structured programs or initiatives that specifically target citizenship..
- ◆ Enhanced Community Engagement: Strengthen partnerships with local communities, organisations, and leaders to provide students with more opportunities for meaningful engagement. Partnerships with the U of L, City of Lethbridge and Helen Schuler Nature Center.
- ◆ Student Leadership Development: Foster student leadership programs that encourage responsibility, critical thinking, and decision-making.
- ◆ Promote Inclusive and Diverse Perspectives: Encourage discussions and activities that embrace diverse perspectives on citizenship and societal issues. Create a safe space for open dialogue that respects differing viewpoints, promoting understanding and empathy among students.
- ◆ Celebrating and Showcasing Success: Recognize and celebrate instances where students demonstrate exemplary citizenship values. Highlight success stories and achievements related to community engagement, ethical behaviour, and responsible citizenship within the school and wider community. Local Media, citizenship awards.
- ◆ Parent and Community Involvement: Encourage family participation in events, workshops, or volunteer opportunities that reinforce values and strengthen community ties.

# Results - Life Long Learners

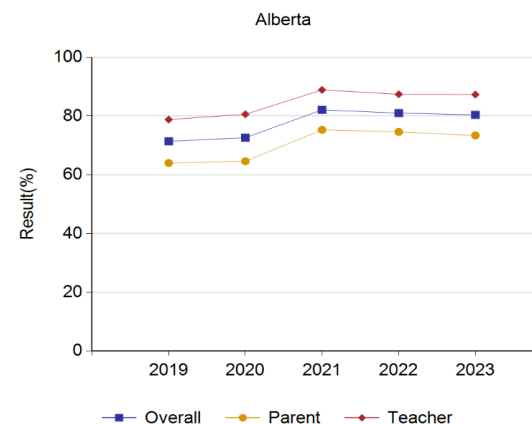
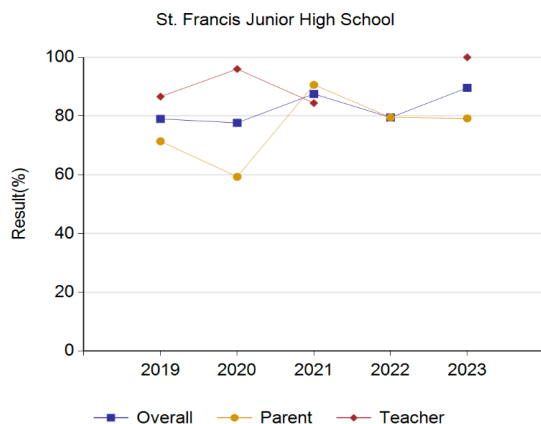


**School: 6481 St. Francis Junior High School**

**Province: Alberta**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

|         | St. Francis Junior High School |      |      |      |      |      |      |      |      |       |             |             |           | Alberta            |      |        |      |        |      |        |      |        |      |
|---------|--------------------------------|------|------|------|------|------|------|------|------|-------|-------------|-------------|-----------|--------------------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2019                           |      | 2020 |      | 2021 |      | 2022 |      | 2023 |       |             |             |           | Measure Evaluation |      |        | 2019 |        | 2020 |        | 2021 |        | 2022 |
|         | N                              | %    | N    | %    | N    | %    | N    | %    | N    | %     | Achievement | Improvement | Overall   | N                  | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall | 62                             | 79.0 | 57   | 77.7 | 47   | 87.5 | 24   | 79.5 | 44   | 89.6  | Very High   | Improved    | Excellent | 66,943             | 71.4 | 69,182 | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 |
| Parent  | 26                             | 71.4 | 30   | 59.3 | 30   | 90.6 | 24   | 79.5 | 14   | 79.2  | Very High   | Maintained  | Excellent | 33,876             | 64.0 | 35,454 | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 |
| Teacher | 36                             | 86.6 | 27   | 96.0 | 17   | 84.4 | n/a  | n/a  | 30   | 100.0 | Very High   | Improved    | Excellent | 33,067             | 78.8 | 33,728 | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 |



## Comments on Results

- The satisfaction levels among parents and teachers regarding students' demonstration of knowledge, skills, and attitudes necessary for lifelong learning have notably increased. The measure evaluation of achievement is now rated as very high, with an overall assessment indicating excellence. This improvement showcases the concerted efforts and effective strategies implemented to enhance students' readiness for lifelong learning. The increased satisfaction reflects the acknowledgment of students' improved capabilities and adaptability in acquiring not only knowledge but also the essential skills and attitudes required for continuous growth and development.

## Strategies Moving Forward

- Integrated Lifelong Learning Skills into Curriculum: Embed skills like critical thinking, problem-solving, communication, and self-directed learning within the curriculum across subjects and grade levels. Emphasize practical application of knowledge rather than rote memorization.
- Concept-Based Learning and Real-World Applications: Implement concept-based learning approaches that encourage students to explore real-world problems, fostering a hands-on and inquiry-based learning environment. Engage students in activities that connect classroom learning to practical, everyday situations. Thinking Classrooms, Thinking Routines.
- Encourage Self-Reflection: Introduce regular self-assessment to help students understand their strengths, weaknesses, and areas for improvement.
- Technology Integration and Digital Literacy: Incorporate technology into learning experiences, teaching students digital literacy skills and how to use technology as a tool for lifelong learning. Google Classroom, Gradedcam, Mathletics, Read Write Google.
- Collaborative and Cooperative Learning: Foster collaborative learning environments where students work in teams, exchange ideas, and solve problems together.
- Parent Engagement and Communication: Establish clear communication channels between teachers and parents to keep them informed about their child's progress, and strategies for lifelong learning. Encourage parental involvement in supporting learning activities at home. School Council, Parent information nights (ISWAG, Digital Technology)
- Assessment for Learning Growth: Use formative assessments and feedback to track students' progress, providing personalized guidance and support tailored to individual learning needs. Review District Admin Procedure on Assessment, District Assessment PD. Collaborative Response Assessment Conversations.
- Celebrating Learning Milestones: Acknowledge and celebrate students' achievements and learning milestones, fostering a positive learning culture that encourages continuous improvement and growth. Academic Awards, FNMI Awards

# Results - Program of Studies

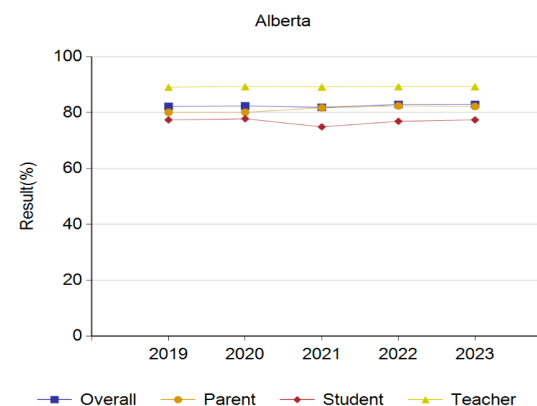
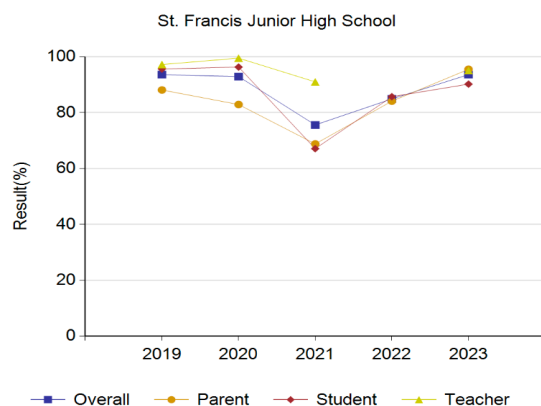


**School: 6481 St. Francis Junior High School**

**Province: Alberta**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

|         | St. Francis Junior High School |      |      |      |      |      |      |      |      |      |             |             |           | Alberta |      |         |      |         |      |         |      |         |      |
|---------|--------------------------------|------|------|------|------|------|------|------|------|------|-------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2019                           |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      |             |             |           | 2019    |      | 2020    |      | 2021    |      | 2022    |      | 2023    |      |
|         | N                              | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement | Improvement | Overall   | N       | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 221                            | 93.6 | 208  | 92.9 | 195  | 75.6 | 182  | 84.9 | 186  | 93.6 | Very High   | Improved    | Excellent | 181,846 | 82.2 | 184,393 | 82.4 | 157,680 | 81.9 | 172,339 | 82.9 | 179,589 | 82.5 |
| Parent  | 27                             | 88.1 | 31   | 82.9 | 30   | 68.8 | 24   | 84.1 | 15   | 95.5 | Very High   | Improved    | Excellent | 35,252  | 80.1 | 36,901  | 80.1 | 30,817  | 81.7 | 31,625  | 82.4 | 31,780  | 82.2 |
| Student | 158                            | 95.6 | 150  | 96.3 | 147  | 67.1 | 158  | 85.7 | 140  | 90.2 | Very High   | Maintained  | Excellent | 113,304 | 77.4 | 113,541 | 77.8 | 96,676  | 74.9 | 109,776 | 76.9 | 115,487 | 77.4 |
| Teacher | 36                             | 97.2 | 27   | 99.5 | 18   | 91.0 | n/a  | n/a  | 31   | 95.1 | Very High   | Declined    | Good      | 33,290  | 89.1 | 33,951  | 89.3 | 30,187  | 89.2 | 30,938  | 89.3 | 32,322  | 89.3 |



## Comments on Results

- The satisfaction levels among teachers, parents, and students regarding the opportunity for students to access a broad program of studies encompassing fine arts, career education, technology, and health and physical education have notably increased. The measure evaluation of achievement now stands at a very high level, indicating significant improvement, with an overall rating denoting excellence. This enhancement reflects the dedicated efforts and effective implementation of a diverse and comprehensive curriculum. The increased satisfaction signifies recognition of the enriched learning experiences available to students, catering to their holistic development and diverse interests. This positive trend reinforces our commitment to providing a well-rounded education that prepares students with a versatile skill set for future success across various disciplines.

## Strategies Moving Forward

- Curriculum Committee: Continuously review and update the curriculum to ensure it offers a diverse range of subjects, integrating fine arts, career education, technology, and health and physical education seamlessly into the program of studies. Create interdisciplinary options and cross-curricular projects to provide holistic learning experiences.
- Expanded Resources and Facilities: Allocate resources and invest in facilities that support fine arts (music rooms), technology (STEM, coding equipment), and health/physical education (sports equipment, fitness centres, academies). Ensure access to updated technology tools and resources to facilitate learning across subjects. Promote one to one robust device initiatives
- Collaborative Response: Foster collaboration among teachers from different departments to develop cross-curricular projects that incorporate multiple subjects into a cohesive learning experience. Coordinate efforts between departments to align learning outcomes and create a coherent program of studies.
- Promotion of Career Education and Guidance: Introduce career exploration programs, workshops, or guest speaker sessions that expose students to various career paths and opportunities through Developmental and Investigative Options, FNMI Grad coach, STEM club, and Partnerships with U of L.
- Emphasise Health and Well-being: Implement comprehensive health and wellness programs that encompass physical fitness, mental health, and healthy lifestyle choices. Daily Physical Education. Encourage participation in extracurricular activities that promote physical activity and overall well-being. Participation in our Hockey, Soccer and Dance academies.
- Engagement with Parents and Community: Organise information sessions, workshops, or open houses for parents to showcase the breadth of the program of studies and the benefits it offers to students including Showcase evening, and School council.
- Assessment and Feedback: Gather feedback from teachers, parents, and students regularly to assess the effectiveness and relevance of the diverse program of studies. Use feedback to make continuous improvements and adjustments to meet the evolving needs and interests of students.

# Results - Safe and Caring Schools

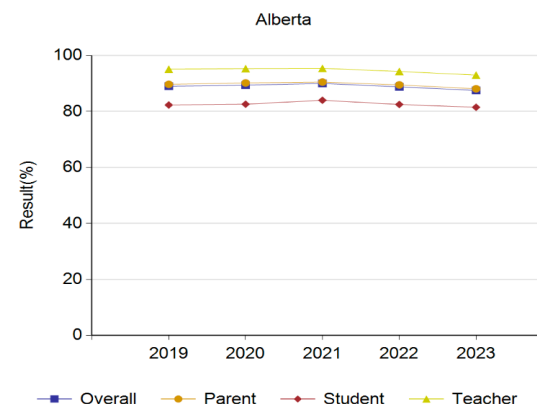
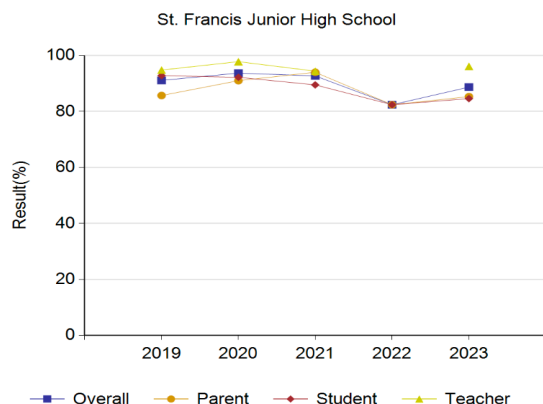


**School: 6481 St. Francis Junior High School**

**Province: Alberta**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

|         | St. Francis Junior High School |      |      |      |      |      |      |      |      |      |             |             |           | Alberta            |      |         |      |         |      |         |      |         |      |
|---------|--------------------------------|------|------|------|------|------|------|------|------|------|-------------|-------------|-----------|--------------------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2019                           |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      |             |             |           | Measure Evaluation |      |         | 2019 |         | 2020 |         | 2021 |         | 2022 |
|         | N                              | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement | Improvement | Overall   | N                  | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 221                            | 91.1 | 209  | 93.7 | 201  | 92.7 | 182  | 82.4 | 186  | 88.7 | Very High   | Maintained  | Excellent | 265,382            | 89.0 | 264,204 | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 |
| Parent  | 27                             | 85.7 | 32   | 91.0 | 30   | 94.0 | 24   | 82.4 | 15   | 85.3 | High        | Maintained  | Good      | 35,247             | 89.7 | 36,899  | 90.2 | 30,969  | 90.5 | 31,707  | 89.5 | 31,879  | 88.1 |
| Student | 158                            | 92.8 | 150  | 92.2 | 153  | 89.5 | 158  | 82.4 | 140  | 84.6 | Very High   | Maintained  | Excellent | 196,856            | 82.3 | 193,364 | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 |
| Teacher | 36                             | 94.8 | 27   | 97.8 | 18   | 94.4 | n/a  | n/a  | 31   | 96.1 | Very High   | Maintained  | Excellent | 33,279             | 95.1 | 33,941  | 95.3 | 30,205  | 95.4 | 30,963  | 94.3 | 32,350  | 93.0 |



## Comments on Results

- ◆ The percentage of agreement among teachers, parents, and students regarding students' safety, understanding of the importance of caring for others, learning respect, and being treated fairly within the school has shown remarkable improvement. The measure of evaluation is now rated as very high, signifying significant advancement, resulting in an overall rating of excellence. This progress reflects our collective commitment to fostering a secure, empathetic, and inclusive environment. The increased agreement emphasizes the effectiveness of our strategies aimed at promoting safety, nurturing empathy, instilling values of respect, and ensuring fairness in all interactions. This positive trend reaffirms our dedication to providing a supportive and equitable school culture where every individual feels valued, respected, and has the opportunity to thrive.

## Strategies Moving Forward

- ◆ Comprehensive Safety Measures: Implement and regularly review student code of conduct, Discipline Policy, and procedures for handling conflicts or disciplinary issues.
- ◆ Promotion of Inclusivity and Diversity: Create a welcoming and inclusive school culture that celebrates diversity in all its forms. Provide opportunities for students to learn about different cultures, backgrounds, and perspectives.
- ◆ Restorative Justice Practices: Implement restorative justice approaches to address conflicts and disciplinary issues, emphasizing dialogue, understanding, and repairing harm. YMCA alternative suspension program. CYCW practicum student attendance works information sharing.
- ◆ Mentoring Programs: Partnership with the University of Lethbridge.
- ◆ Transparent Communication and Feedback: Encourage open communication between students, teachers, parents, and administrators to address concerns and ensure everyone feels heard and valued through Office Hours, PowerSchool, and Google Classroom.

# Results - School Improvement

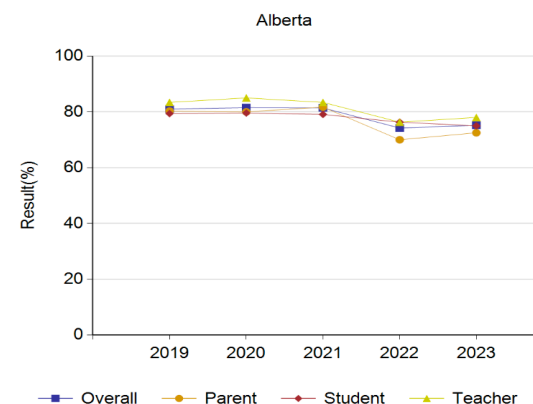
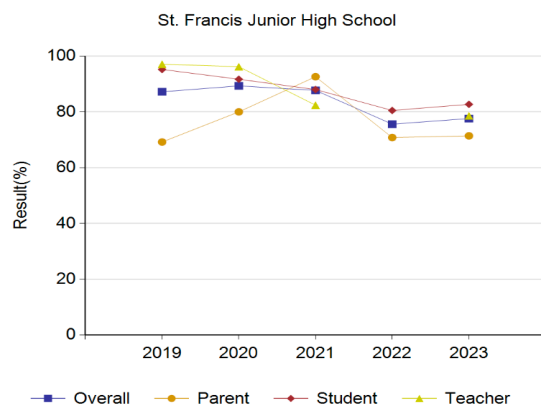


**School: 6481 St. Francis Junior High School**

**Province: Alberta**

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

|         | St. Francis Junior High School |      |      |      |      |      |      |      |      |      |              |             |            | Alberta            |      |         |      |         |      |         |      |         |      |
|---------|--------------------------------|------|------|------|------|------|------|------|------|------|--------------|-------------|------------|--------------------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2019                           |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      |              |             |            | Measure Evaluation |      |         | 2019 |         | 2020 |         | 2021 |         | 2022 |
|         | N                              | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement  | Improvement | Overall    | N                  | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 218                            | 87.2 | 206  | 89.3 | 197  | 87.7 | 180  | 75.6 | 181  | 77.6 | High         | Declined    | Acceptable | 263,364            | 81.0 | 262,079 | 81.5 | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 |
| Parent  | 26                             | 69.2 | 30   | 80.0 | 27   | 92.6 | 24   | 70.8 | 14   | 71.4 | Intermediate | Maintained  | Acceptable | 34,159             | 80.3 | 35,896  | 80.0 | 28,016  | 81.7 | 30,147  | 70.0 | 30,371  | 72.5 |
| Student | 157                            | 95.2 | 150  | 91.7 | 153  | 88.0 | 156  | 80.5 | 139  | 82.7 | Very High    | Maintained  | Excellent  | 196,592            | 79.4 | 192,917 | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 |
| Teacher | 35                             | 97.1 | 26   | 96.2 | 17   | 82.4 | n/a  | n/a  | 28   | 78.6 | Intermediate | Declined    | Issue      | 32,613             | 83.4 | 33,266  | 85.0 | 28,033  | 83.4 | 28,726  | 76.3 | 29,842  | 78.0 |



## Comments on Results

- ◆ The percentage of teachers, parents, and students expressing that their school and schools within the jurisdiction have either shown improvement or remained consistent over the last three years has shown a decline in the measure of overall achievement. This decline in the evaluation aligns with concerns primarily attributed to the age and condition of our existing infrastructure. Specifically, the lack of necessary facilities such as a band room, foods lab, and the outdated aesthetics of the building are contributing factors affecting perceptions.

## Strategies Moving Forward

- ◆ Infrastructure Upgrade Plan: Develop a comprehensive plan to address aging infrastructure, prioritizing improvements in critical areas like facilities for arts, labs, and general building aesthetics.
- ◆ Advocacy for Funding and Grants: Advocate for increased funding from local authorities, state or federal grants, and community partnerships to support infrastructure upgrades and facility expansion projects. Trustees are advocating for funds.

# Results - Provincial Achievement Tests



| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |     |      |     |      |      |      |      |        |   |
|--------------------------------------------------|-----------|--------------------------|------|------|-----|------|-----|------|------|------|------|--------|---|
|                                                  |           | Results (in percentages) |      |      |     |      |     |      |      |      |      | Target |   |
|                                                  |           | 2019                     |      | 2020 |     | 2021 |     | 2022 |      | 2023 |      | 2023   |   |
|                                                  |           | A                        | E    | A    | E   | A    | E   | A    | E    | A    | E    | A      | E |
| English Language Arts 9                          | School    | 87.7                     | 13.6 | n/a  | n/a | n/a  | n/a | 84.6 | 21.7 | 85.3 | 16.4 |        |   |
|                                                  | Authority | 85.7                     | 12.7 | n/a  | n/a | n/a  | n/a | 79.6 | 16.1 | 81.9 | 14.2 |        |   |
|                                                  | Province  | 75.1                     | 14.7 | n/a  | n/a | n/a  | n/a | 69.6 | 12.9 | 71.4 | 13.4 |        |   |
| K&E English Language Arts 9                      | School    | 85.7                     | 9.5  | n/a  | n/a | n/a  | n/a | 62.5 | 8.3  | 48.4 | 12.9 |        |   |
|                                                  | Authority | 81.5                     | 11.1 | n/a  | n/a | n/a  | n/a | 70.7 | 7.3  | 52.6 | 10.5 |        |   |
|                                                  | Province  | 57.4                     | 5.4  | n/a  | n/a | n/a  | n/a | 50.5 | 5.0  | 50.2 | 5.7  |        |   |
| French Language Arts 9 année                     | School    | 88.5                     | 23.1 | n/a  | n/a | n/a  | n/a | 95.5 | 22.7 | 84.2 | 5.3  |        |   |
|                                                  | Authority | 88.5                     | 23.1 | n/a  | n/a | n/a  | n/a | 95.5 | 22.7 | 84.2 | 5.3  |        |   |
|                                                  | Province  | 82.9                     | 12.3 | n/a  | n/a | n/a  | n/a | 73.5 | 9.9  | 76.1 | 10.9 |        |   |
| Français 9 année                                 | School    | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  |        |   |
|                                                  | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  |        |   |
|                                                  | Province  | 88.6                     | 26.0 | n/a  | n/a | n/a  | n/a | 80.0 | 25.0 | 81.6 | 22.3 |        |   |
| Mathematics 9                                    | School    | 66.7                     | 20.3 | n/a  | n/a | n/a  | n/a | 70.7 | 20.7 | 63.9 | 16.0 |        |   |
|                                                  | Authority | 62.8                     | 15.5 | n/a  | n/a | n/a  | n/a | 60.4 | 17.1 | 61.5 | 13.4 |        |   |
|                                                  | Province  | 60.0                     | 19.0 | n/a  | n/a | n/a  | n/a | 53.0 | 16.7 | 54.4 | 13.5 |        |   |
| K&E Mathematics 9                                | School    | 100.0                    | 26.1 | n/a  | n/a | n/a  | n/a | 40.7 | 0.0  | 72.5 | 15.0 |        |   |
|                                                  | Authority | 90.9                     | 21.2 | n/a  | n/a | n/a  | n/a | 55.8 | 14.0 | 75.5 | 22.4 |        |   |
|                                                  | Province  | 59.6                     | 13.2 | n/a  | n/a | n/a  | n/a | 55.3 | 11.1 | 52.7 | 11.3 |        |   |
| Science 9                                        | School    | 83.0                     | 28.1 | n/a  | n/a | n/a  | n/a | 79.2 | 25.7 | 72.3 | 22.6 |        |   |
|                                                  | Authority | 83.4                     | 28.0 | n/a  | n/a | n/a  | n/a | 76.6 | 24.3 | 72.9 | 22.3 |        |   |
|                                                  | Province  | 75.2                     | 26.4 | n/a  | n/a | n/a  | n/a | 68.0 | 22.6 | 66.3 | 20.1 |        |   |
| K&E Science 9                                    | School    | 85.7                     | 14.3 | n/a  | n/a | n/a  | n/a | 58.3 | 4.2  | 64.5 | 29.0 |        |   |
|                                                  | Authority | 82.1                     | 17.9 | n/a  | n/a | n/a  | n/a | 72.5 | 10.0 | 68.4 | 23.7 |        |   |
|                                                  | Province  | 61.7                     | 10.7 | n/a  | n/a | n/a  | n/a | 57.8 | 11.0 | 52.9 | 10.9 |        |   |
| Social Studies 9                                 | School    | 80.4                     | 23.5 | n/a  | n/a | n/a  | n/a | 83.2 | 23.8 | 66.7 | 18.6 |        |   |
|                                                  | Authority | 77.3                     | 21.4 | n/a  | n/a | n/a  | n/a | 73.5 | 21.5 | 64.8 | 16.8 |        |   |
|                                                  | Province  | 68.7                     | 20.6 | n/a  | n/a | n/a  | n/a | 60.8 | 17.2 | 58.4 | 15.9 |        |   |
| K&E Social Studies 9                             | School    | 95.2                     | 23.8 | n/a  | n/a | n/a  | n/a | 52.2 | 13.0 | 50.0 | 9.4  |        |   |
|                                                  | Authority | 88.5                     | 26.9 | n/a  | n/a | n/a  | n/a | 65.8 | 23.7 | 47.5 | 12.5 |        |   |
|                                                  | Province  | 55.9                     | 15.0 | n/a  | n/a | n/a  | n/a | 53.2 | 14.1 | 49.6 | 10.6 |        |   |

## Comments on Results

- ◆ At St. Francis, our Acceptable Standard achievement levels on the Provincial Achievement Test stand notably higher when compared to the Provincial Data. This data emphasizes the dedication and commitment of our staff towards maintaining rigorous standards and fostering accountability, all while considering the unique demographics and context of our school. It serves as a testament to the collective efforts and dedication put forth by our educators and students alike. In the table, we have highlighted St. Francis' acceptable standard percentage in comparison to the Provincial Standards.