

St. Joseph High School Improvement Plan

2023/2024

Faith Priority:

To provide facilitated opportunities for staff and students to nurture their personal faith development.

Student Learning Priority:

Improve teaching so that all students make the academic progress they are capable of.



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 (Students): - "I enjoy learning about my faith" - 62% / Division - 80% - "I learn about the patron saint at my school" - 50% / Division - 78% - "I feel a part of our church community" - 60% / Division - 78% - "My school helps me be inspired by Jesus" - 66% / Division - 84% - "My school prays together as a community of believers" - 91%	Staff will provide opportunities for students to actively participate in experiences that will help them develop and nurture their faith.	Schollie Survey Results (Students): - "I enjoy learning about my faith" - Increase to over 67%. - "I learn about the patron saint at my school" - Increase to over 60% - "My school prays together as a community of believers" - Increase to 91%	SJHS will come together as a full school community 9 times for faith-based sessions led by our Faith Coach and Youth Minister that are aligned with staff feedback and our year-long scope and sequence. Creation of an Active Citizenship plan to ensure a variety of opportunities exist for students to be involved in the community. Create opportunities every Friday morning and preceding all lunch hours for teachers and staff members to pray alongside their students.
Student Growth and Achievement	Our students achieved below the provincial average on 7 out of 10 diploma exams.	Improve student success on diploma exams.	In all 10 subject areas, we want our students to achieve above the provincial average.	Admin will lead teachers through a collaborative Diploma Analysis designed to celebrate student success and to identify future areas of focus.
Teaching and Leading	Teachers identified lagging skills during initial PLC's that are impacting overall understanding and achievement across specific subject areas. Identified lagging skills include: - Academic Vocabulary (Science) - Writing frameworks (English) - Establish a consistent subject specific writing framework (Social Studies) - Vertical alignment of academic vocabulary and language (Math)	Through data-driven goals, specific to departments, teachers will create and implement a plan to enhance student learning.	Teachers will produce a tangible resource that all team members will use across all course levels. This will be created by the end of each semester.	Department Teams will meet with Administration 5 times throughout the year to develop and achieve data-driven goals based on student data. Teachers will engage in focused collaboration through 7 professional development opportunities (PD Days).
Learning Supports	PGP meetings and feedback from staff have highlighted the importance of focusing on trauma informed practice.	Enhance SJHS safe and caring environment through training on trauma informed practices	Schollie Survey Results (Students): - "I feel connected to my school" - Increase to 80% - "There is at least one adult in my school who I trust and could go to for help" - Increase to 80%	By spring 2024, the SJHS ADCO team will be utilizing the Abalon approach to supporting students. Staff will participate in a poverty simulation and community service opportunities within Red Deer on November 24. Trauma informed professional development sessions led by our ADCO team will take place 3 times throughout our 2023-2024 school year.
Governance	School Council has not been established within our school community. Teachers have not typically engaged in general class communication and updates for parents.	Enhance teacher and administration parent communication.	Schollie Survey Result (Parents): - "I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS" - Increase to 90%.	Teachers will send bi-weekly updates to parents highlighting curriculum focus areas, class celebrations and upcoming learning opportunities. An established parent advisory committee that will meet monthly. Bi-monthly principal parent updates will be distributed.

St. Joseph High School 2022/2023 Alberta Education Assurance Report Card



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1923 St. Joseph High School

Assurance Domain	Measure	St. Joseph 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	87.7	89.7	89.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.8	88.4	87.9	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	88.0	83.2	89.4	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	96.1	97.0	97.0	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	71.7	66.3	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	14.1	7.5	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	92.0	92.4	92.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	90.3	90.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.0	91.9	91.9	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	84.4	88.1	87.0	79.1	78.8	80.3	Very High	Maintained	Excellent