



St. Joseph High School

2020-2021

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

A Christ-centered, school community that is caring and safe, and is grounded in faith, belonging and excellence.

Mission:

At St. Joseph High School, it is our mission to create a transformative educational community. We:

- * model our Catholic faith in all that we do and foster discipleship;
- * utilize our flexible learning environment and work collaboratively to create excellent learning opportunities;
- * educate students; sharing learning that prepares students as global citizens;
- * foster initiative to challenge, to grow and to achieve;
- * encourage personal excellence of all individuals, and support students and staff to exceed expectations;
- * celebrate initiatives, contributions and achievements to instil pride and shared school community;
- * respect diversity in our school community;
- * create opportunities to build positive relationships that make meaningful impacts among the school community.
- * work to collaboratively connect education to the community at large;

COVENANT of Respect: Respect for every member of the community is the keystone of our life at St Joseph High School. The quality of life here at school is in direct relationship to respect. As students, faculty and administration of St. Joseph, we are each called to live the following covenant:

- * I promise to actively contribute and challenge myself to do my very best; always working with integrity and honesty.
- * I promise to treat everyone with kindness as members of this sacred community; respecting teachers, staff members, students, parents and equipment at all times.
- * I promise to help uplift others and contribute to a supportive environment in the classroom, on the athletic field and in school-life; whether on campus or off.
- * I promise to uphold the vision, mission, and expectations of St. Joseph which promote excellence, faith

formation and community.

In return, St. Joseph High School will work to equip young people with the knowledge, attitudes and skills to enable them to become mature, productive members of society. St. Joseph High School will mentor staff and students concerning faith formation. St. Joseph will encourage innovation, and support risk taking that is essential to innovation. The experience of failure, as a result of risk taking in a safe environment, can help to build resilience to setbacks and help young people to manage risk better in the future. St. Joseph will support and trust all members of our school community to do their very best. All members of our school community are empowered to overcome adversity, foster resilience and pursue excellence.

School Profile:

St. Joseph High School opened its doors to students in September 2017 and currently serves 755 students in Grades 10-12. The school is located in the new Emerson subdivision in Northeast Red Deer.

St. Joseph has a design focus to facilitate 21st Century Skills that students will require to navigate future employment requirements. With collaboration at its core, spaces are designed to help students develop trust, lead, work with others and practice global awareness. Staff engage in a variety of instructional practices to enhance students' skills in preparing them for graduation.

There are approximately 60 staff members consisting of teachers, educational assistants, inclusive education program staff, office personnel, cafeteria staff, computer technologist, learning commons technicians, day maintenance worker and day custodian.

St. Joseph is blessed to work with four Parishes which serve the students, staff and parents of St. Joseph: Sacred Heart Parish (Red Deer), St. Vladimir Ukrainian Catholic Church (Red Deer), St. Stephen Catholic Parish (Lacombe/Blackfalds) and Our Lady of the Assumption Parish (Sylvan Lake).

Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	88.68%	84.71%	80.89%	82.42%	82.19%	81.99%	Very High	Improved Significantly	Excellent
Education Quality	92.54%	91.55%	89.26%	90.31%	90.20%	90.12%	Very High	Improved	Excellent
Citizenship	87.35%	84.77%	83.36%	83.27%	82.85%	83.17%	Very High	Improved	Excellent
Life Long Learning	88.23%	81.33%	82.47%					Maintained	
Work Preparation	84.87%	80.27%	81.92%	84.10%	82.99%	82.72%	High	Maintained	Good
Satisfaction with Program Access	87.75%	87.88%	82.45%					Improved	
Program of Studies - At Risk Students	90.66%	90.67%	87.72%					Improved	
Safe and Caring	92.69%	91.97%	91.08%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	85.90%	82.04%	80.37%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	92.47%	84.44%	77.56%					Improved	
School Improvement	91.42%	87.50%	83.06%	81.55%	81.04%	80.91%	Very High	Improved Significantly	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2019/20	2018/19	2017/18	3 Year Average
I learn about the Catholic Faith at my school.	96.32%	95.24%	98.69%	96.75%
Prayer helps me feel closer to God.	85.88%	86.27%	80.13%	84.09%
I believe that God created me.	89.48%	85.46%	82.46%	85.80%
I believe that the Catholic Faith teaches me a good way to live.	91.20%	92.46%	86.01%	89.89%
I learn about God in all my classes.	82.67%	78.78%	73.32%	78.26%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	87.32%	67.32%	68.42%	74.35%
We pray regularly at my school.	99.09%			99.09%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	90.56%			90.56%
At my school, staff and students talk about God.	89.92%			89.92%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	94.71%			94.71%
My teacher explains how our faith connects with the topics I am learning in my classes.	85.19%			85.19%
I believe that God created the world and He wants us to explore His creation.	80.28%			80.28%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

AERR Comments
Faith Permeation in all subject areas and throughout our school community has continued to be a focus. Student Schollie results increased by 5% to 51% while parents increased by 2% to 100%. Parents continue to indicate that this is a strength in our community. Our Faith Coach and Chaplain have been instrumental in bringing our faith alive at St. Joseph High School.

Comment on School Goals
Permeation of Faith, Hospitality and Justice will be the focus of our faith goals this year.
COVID has impacted the influence Faith and Church have in our daily lives. Staff and students have shared that

they are anxious about attending Church. With a focus on Hospitality, the school will develop ways to bring the community of Church to the school and school community. As we examine our Social Justice in our school community, work will be targeted around the tie between Catholic Social Justice and our annual School Graduation Project.

Another area of focus will be developing our school motto. Rooted in our Catholic Faith, staff and students will develop our school model rooted in our faith and what we stand for.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

School Goals

We will enrich our Catholicity by focusing on two chosen characteristics of Catholic Identify; Hospitality and Justice.

Support staff in their journey and capacity to permeate our Catholic Faith into the lives of students and their teaching.

Outcome 1: Alberta's students are successful.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Diploma Exam Measures									
Diploma: Acceptable	**	**	**	**	**	**	**	**	**
Diploma: Excellence	**	**	**	**	**	**	**	**	**
Other Ab Ed Measures									
High School Completion Rate	92.36%	*		79.68%	79.11%	78.35%	Very High		
Drop Out Rate	0.73%			2.69%	2.63%	2.67%	Very High	*	*
Diploma Exam Participation Rate (4+ exams)	52.87%	*		56.36%	56.30%	55.64%	Intermediate		
Rutherford Scholarship Eligibility Rate	79.25%	71.19%	71.19%	66.58%	64.76%	63.50%	Very High	*	*
High School Transition Rate (6 yr)				60.10%	58.97%	58.54%			
Assurance Framework									
Citizenship	87.35%	84.77%	83.36%	83.27%	82.85%	83.17%	Very High	Improved	Excellent

* Methodology Update: Improvement evaluations were not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates by Alberta Education. Starting in 2019 an updated methodology was applied by Alberta Education to more accurately attribute results between schools for these measures. This methodology better reflects the variety of program delivery options. Alberta Education suggests that, "Caution should be used when interpreting school and school authority results over time".

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
Teachers have applied their foundational teaching and learning beliefs to develop a plan to support student learning. Using Learning Sprints, teachers developed comprehensive strategies to address Formative Assessment in their classrooms. The goal was to see an improvement in school Acceptable and Excellence diploma scores. As a result of these efforts, January 2020 showed significant gains over previous results. Comparing January 2019 to January 2020 course diploma results, 15/18 diploma measures improved with 8 measures showing an increase of 10% or better.

Comment on School Goals
Students have returned after a six month absence from school routines and expectations, resulting in a

discontinuity in their learning. Teachers are responding to students' current knowledge by creating plans to ensure success on their current high leverage outcomes. Instructional strategies employed are continuing our focus on checking for understanding, "do nows" and beginning work on vertical alignment of high leverage outcomes

Division Goals

Create and maintain optimal student learning experiences

Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

School Goals

Support teachers in utilizing data to create learning environments and practices to meet the needs of all learners.

Understanding and effectively utilizing formative assessment strategies to support all learners.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Diploma Exam Measures (FNMI)									
Diploma: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
Diploma: Excellence (FNMI)	**	**	**	**	**	**	**	**	**
Other Ab Ed Measures (FNMI)									
High School Completion Rate (FNMI)	*			55.78%	56.57%	54.51%	*		
Drop Out Rate (FNMI)	0.00%			5.51%	5.36%	5.32%	Very High	*	*
Diploma Exam Participation Rate (4+ exams) (FNMI)	*			24.39%	24.64%	23.61%	*		
Rutherford Scholarship Eligibility Rate (FNMI)	83.33%	*		39.14%	37.11%	35.73%	Very High	*	*
High School Transition Rate (4 yr) (FNMI)									
High School Transition Rate (6 yr) (FNMI)				35.04%	34.17%	32.99%			

* Methodology Update: Improvement evaluations were not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates by Alberta Education. Starting in 2019 an updated methodology was applied by Alberta Education to more accurately attribute results between schools for these measures. This methodology better reflects the variety of program delivery options. Alberta Education suggests that, “Caution should be used when interpreting school and school authority results over time”.

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
The Division First Nations, Metis and Inuit team have supported the staff at St. Joseph High School in furthering our Indigenous cultural understandings through two professional development opportunities and a variety of teacher supports. This has involved a focus on residential schools, the Truth and Reconciliation Commission and supporting students in addressing cultural biases. A variety of First Nations, Metis and Inuit instructional resources have been shared to support teachers in meeting the First Nations, Metis and Inuit standard in the new Teaching Quality Standard.

Comment on School Goals
Ensuring that all Alberta students will learn about the history and legacy of residential schools, along with the history of First Nations, Métis and Inuit peoples of Canada is crucial to meeting the Calls to Action of the Truth and Reconciliation Commission. St. Joseph High School will continue to ensure that teachers are ready to meet the

foundational knowledge FNMI standards in the new Teaching Quality Standard (TQS) by accessing the expertise of our division First Nations, Métis and Inuit team.

Division Goals

Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.

School Goals

Enhance our connection with the Indigenous Community and continue to build student and staff capacity in further appreciating the First Nations, Metis and Inuit perspective.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	88.68%	84.71%	80.89%	82.42%	82.19%	81.99%	Very High	Improved Significantly	Excellent

AERR Comments
<p>A major focus this school year will be on supporting student learning. The Response to Intervention (RTI) process is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity. Course specific Learning Strategies classes in Term 1 enabled 91% of enrolled students to successfully pass their January Diploma Exam. A total of 112 Tier three learners who received RTI support in a specific course passed the course. A total of 108 students benefited from RTI support by having their stress and anxiety relative to this subject area significantly reduced.</p>

Comment on School Goals
<p>Leading teacher learning and development continues to be a significant factor within our instructional leadership journey. To move a school forward, administrators and teachers must participate in professional learning together in team, walking alongside the journey together. To support this, subject team and administrator collaboration will continue to be a focus for school-based professional development. Two areas of focus for this time are maintaining the high-leverage practices implemented last year and continuing to explore additional high-leverage outcomes to further meet the diverse needs of our learners.</p>

Division Goals
<p>Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</p>

School Goals
<p>Enhance instructional leadership practices by focusing on "Leading Learning."</p>

Outcome 4: Alberta's education system is well governed and managed.

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Education Quality	92.54%	91.55%	89.26%	90.31%	90.20%	90.12%	Very High	Improved	Excellent
Life Long Learning	88.23%	81.33%	82.47%					Maintained	
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Parental Involvement	85.90%	82.04%	80.37%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	91.42%	87.50%	83.06%	81.55%	81.04%	80.91%	Very High	Improved Significantly	Excellent

AERR Comments

Engaging stakeholders to inform practice continues to be paramount at St. Joseph High School. We have engaged students this past year and sought input into decisions around effective times for Scheduled Help and Teacher Advisory Group activities.

Over the past two years, parents have shared their feelings about the timetable change process in August and January. They have shared the process is frustrating and have asked us to explore different procedures. Administration has reached out to other high schools in the province and a new process has been developed. Using the skill set of school counsellors, each student timetable will be examined, ensuring course loads are balanced and meet student course requests. If students still require a timetable change, students will request the change in writing and counsellors will complete this process in September and February.

Comment on School Goals

September has brought students back to school and ready to learn. We are noticing that our staff and students have increased anxiety which is transferring into a compromised state around their mental and physical wellness. For students to be successful in their learning, students need to be mentally prepared to engage. As teachers and support staff are on the front lines and often the first point of contact, teachers need to be equipped and well to support students. To achieve this, the focus this year will be on supporting staff with wellness opportunities, providing voice and choice around professional development, and opportunities for personal connections.

Division Goals

Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.

Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed.

Develop an understanding of mental wellness and create the capacity to respond to identified needs.

School Goals

Create opportunities for students and staff to engage in wellness activities and learning.