St. Dominic Catholic High School Improvement Plan

2023/2024

Faith Priority: Increase the number of students who are inspired by the Catholic faith

Student Learning Priority: Expand our identity as a school where students are engaged in learning, compassionate problem solving, and pathways to future success.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Schollie Data from May '23 shows us that students in particular feel they are encouraged to learn about their faith (Q.2 = 95%), but are much less inspired by the Catholic faith, or by Jesus (Q.4 = 58% & Q.14 = 67%). Staff report similar apathy and lack of student engagement in faith particularly in grades 10 & 11 during school led Faith PD. Grades 9 & 12 are understood to be generally better supported year over year.	Focus intentionally on helping grade 10 & 11 students to be inspired by faith	- We make a better connection between our efforts to help students learn about faith, and student understanding of how faith can be inspirational - Increase in students who see the benefit of 'giving back' to their community with unsolicited service hours - May '24 Schollie data will reflect growth in Q.4 & Q.14 (and/or similar questions)	- Admin/Faith Coach involvement in RS 15, 25, & 35 classrooms to highlight and celebrate the importance of mandatory service hours each semester - A half-day faith retreat is developed and implemented for our grade 10 & 11 students, prior to Schollie survey roll out, which is generally focused on the division faith theme - Individual classrooms are able to incorporate authentic efforts to demonstrate the inspirational nature of faith
Student Growth and Achievement	AEA data reports a 4 and 6 year transition rate from High School to Post secondary which is slightly lower than the provincial average (4 year avg = 36.7% and 6 year = 57.1%) A majority of students leaving St. Dominic (roughly 70% annually) do not initially pursue post-secondary education	Explore additional career pathway opportunities with students by intervening sooner, and providing additional exposure to career choices	- Career Advisor successfully implements new division tracker career pathways tracker for grades 10 & 11 - Admin is effective in understanding and advocating our needs to community partners interested in dual-credit, RAP, & Green Certificate types of opportunities -AEA transition rate increases over time, and those not immediately pursuing pursue post-secondary report having a plan during their exit interview	- Career Advisor and admin communicate effectively in order to support students weekly - Students in grades 10 & 11 have done initial career exploration prior to entering grade 12 - There is a noticeable increase in students either getting hands-on experience at real job-sites, or having experts from the field explain their career options choices to students
Teaching and Leading	AEA table S.1 lists a significant decline in grade 10 students who feel engaged in their learning when compared to students from the previous year (from 77.4% in 2022 to 67% in 2023) Staff distinguished during our Sep 25 PD day the types of activities that students appreciate versus those that were engaging	Pursue non-traditional learning opportunities and experiences which expose students to real-life applications of curriculum or career links as a staff	- Student engagement increases in future AEA reports due to a culture shift towards relevant field studies and guest speakers - Staff feel encouraged and supported to explore community-based opportunities for learning - Efforts to specifically increase student engagement in learning translate to an increase in AEA table S.1	- Additional funds specifically allocated to provide access to learning opportunities are broadly accessed - PGP meetings with teachers in October and April reflect intentional planning towards student engagement/ field studies - Staff feel comfortable letting admin understand barriers to success, and ask for help - Be able to answer "when am I going to use this?"
Learning Supports	All Staff have had a basic introduction to J.S. Ablon's work, which stimulated a rich discussion A core pilot group consisting of an counsellor, an EA, our ILT lead, and an administrator have; - participated in continuing CPS training - met with the division team to set norms, expectations and priorities - taken initial steps to pilot this program at St. Dominic	Implement the Collaborative Problem Solving method at St. Dominic where feasible in order to practice Compassion in Action	- Successfully work in team to improve our collective capacity as Collaborative Problem Solving leaders. - By the end of the year, each group participant will have presented at least 1 case-study to the Pilot group where CPS was attempted, and sought feedback on the implementation	- As pilot group becomes more comfortable with CPS, continue to provide updates and PD to staff, including successes and failures - Pilot group will meet a minimum of once monthly outside of prescribed PD
Governance	Q.9 of the Schollie survey indicates that only 67% of the 13 parents who responded felt parent/stakeholder feedback leads to change at St. Dominic Regular SOP meetings with Confluence Campus Stakeholders take place Additional exploration is currently taking place to consider how our partnership with RDP might lead to increased dual-credit opportunities	Effectively communicate our St. Dominic student learning priorities to stakeholders, and seek feedback	-new partnerships with local individuals and businesses who either help students to know new career opportunities or understand the relevance of their curriculum - positive needle shift: enrichment activities lead to better quality education, as reported by students & teachers after each activity (other stakeholder feedback always welcome) - Future Schollie survey indicates an improvement on Q.9	- list of teachers who explore curriculum connections in new ways throughout the year grows - We do a good job of communicating our efforts and successes, using a variety of tools; received feedback is carefully considered from all stakeholders

Fall 2023

School: 1272 St. Dominic High School

Assurance Domain	Measure	St. Dominic 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	83.5	87.3	87.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.5	87.8	88.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	85.5	93.3	87.1	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	92.5	83.3	89.9	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	63.0	62.9	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	14.8	7.8	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	84.0	82.8	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	17.1	21.9	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	92.5	90.0	92.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	91.9	91.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	90.4	92.5	92.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.9	91.7	91.5	79.1	78.8	80.3	Very High	Maintained	Excellent