

# St. Dominic Catholic High School Improvement Plan

2024/2025



**Faith Priority:** Students and staff will prioritize acts of service within our greater school community

**Student Learning Priority:** Teachers will impact student learning by working towards the mastery of one high impact teaching strategy

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
<b>Faith</b>	Data from our May 2024 Schollie survey was overwhelmingly positive, suggesting many of our efforts have been fruitful. We will continue to build upon the gr 10 retreat started last year, as well as our staff study of Matthew Kelly's <i>Teach, Lead, Serve</i> . We look to align with many other schools in RDCRS this year as we focus on <b>service</b> within and around our community.	Focus intentionally on acts of service as we explore our division faith theme this year.  As a staff, we will also work to better know Jesus with our head and our hearts	- The grade 10 religious retreat is renewed - A student survey to be held in May reports similar or better results in terms of students seeing the benefits of 'giving back' to their community with unsolicited service hours - Staff will complete the Case for Christ PD and at least one of the Heart PDs by the end of the year	- 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 students, prior to Schollie survey roll out, which is generally focused on the division faith theme - Staff will brainstorm ways to permeate a culture of service throughout our school this year. <b>This occurred at our October 21 PD, where we committed to doing a staff service project in Advent and Lent. We also prepared baking goods for the Mountain Rose Women's Shelter</b>
<b>Student Growth and Achievement</b>	Measurements from the Spring 2024 Alberta Education Assurance Summary support significant growth in Student Learning Engagement and Citizenship, with each having improved by over 5% when compared to previous data. These measurements sit at 88.9% and 90.1% respectively, in contrast with Provincial data sitting at 83.7 % and 79.4% for the same measures.	Teacher work towards mastery of at least one selected <i>High Impact Teaching Strategy</i> (HITS) will positively impact student learning	- AEA Student Growth and Achievement measures remain 'very high' and / or improve year over year. - Teachers are able to demonstrate a positive impact on student learning as a result of their work	- Evidence of work towards each teacher's stated goal is evident in classroom walkthroughs as early as November - Student feedback on the effectiveness of newly strategies, efforts, & techniques implemented within the classroom is elicited by teachers - ... this feedback in some cases leads to improvements and / or adjustments to how / when / for whom they are implemented
<b>Teaching and Leading</b>	St. Dominic has a generally well-seasoned staff who are comfortable with their teaching assignments, and have set personalized professional goals that encourage pedagogical growth. This comfort is supported by Table A.4 in the AEA May 2024 report explaining an overall satisfaction of 93.9% with Education Quality among teachers, students, and parents.	Staff professional development will be designed around specifically identified High Impact Teaching Strategies of individual teachers in order to facilitate the improvement of student learning.	- In comparison with recent years, there is an overall increase in external access of professional development among staff members, measured primarily in Professional Development Funds. - Staff are clear with the purpose, direction, and support being focused towards our student learning priority both in targeted PD sessions, and our day to day work.	- PGP plans broadly mention interest in attending external professional development sessions, seminars, and conferences. <b>This was observed in early October PGP meetings with individual teachers.</b> - Appropriate time is given to choose, research, plan, and execute chosen strategies, particularly within the school PD plan. - Staff help to guide the direction of PD throughout their year by offering feedback, and leading when ready to do so.

<b>Learning Supports</b>	With the intentional alignment of teacher professional growth goals comes a need to align supports including professional development, opportunities for teacher collaboration and peer observation, and assessment. Initial efforts will focus on identifying and removing as many constraints as possible in order to enable progress.	Teachers engage in professional collaboration, access relevant research, and the triangulation of assessment in relation to implementing their professional growth plan goals.	<ul style="list-style-type: none"> <li>- By the time PGP plans are reviewed in April, staff will report having tried to incorporate new pedagogical practice into their courses.</li> <li>- Regular walkthrough process will expand to include a triangulation of assessment on the progress towards the HITS, including conversation, observation, and product.</li> <li>- Collaborative groupings will have met a minimum of four times throughout the year in order to engage in professional dialogue about their identified strategies. <b>Time was set aside to meet Oct 11, &amp; Oct 25.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Judy Riege's work on addressing constraints to learning is incorporated into regular HITS PD sessions</li> <li>- Staff report feeling confident accessing external supports where necessary with other RDCRS or local teachers who have similar assignments</li> <li>- Staff who are willing engage in peer observation, supported by a sub at school cost where appropriate, and meet to collaborate afterwards</li> </ul>
<b>Governance</b>	St. Dominic has a strong connection with its stakeholders, but continues to look for new ways to connect with our community. Table C.1 of the May 2024 AEA report indicates that 97% of parents who responded (7) were satisfied with parental involvement in decisions about their child's education.	Effectively communicate our St. Dominic student learning priorities to stakeholders, and seek feedback.	<ul style="list-style-type: none"> <li>- Create a visual representation of progress to date in a central location for staff (and others) to see as a quick reference to progress, friendly competition, and as a daily reminder to continue the journey</li> </ul>	<ul style="list-style-type: none"> <li>- Update the chart periodically, such as at each PD session to reflect the current status with staff</li> <li>- Create a cadence of accountability with staff, in line with Franklin Covey's research, which includes regular team meetings &amp; collaboration, a scorecard, and regular classroom walkthroughs focused on our student learning priority</li> </ul>

Fall 2024

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	<a href="#">Student Learning Engagement</a>	88.9	83.5	85.4	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	90.1	84.5	86.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	89.3	85.5	88.8	80.4	80.7	82.4	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	93.3	92.5	88.6	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	73.6	63.0	63.0	62.5	62.6	62.6	Intermediate	Improved	Good
	<a href="#">PAT9: Excellence</a>	22.6	14.8	14.8	15.4	15.5	15.5	High	Improved	Good
	<a href="#">Diploma: Acceptable</a>	88.9	84.0	84.0	81.5	80.3	80.3	Very High	Maintained	Excellent
	<a href="#">Diploma: Excellence</a>	15.6	17.1	17.1	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	<a href="#">Education Quality</a>	93.9	92.5	91.3	87.6	88.1	88.6	Very High	Maintained	Excellent

Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.3	89.4	90.6	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	95.7	90.4	91.5	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	93.9	96.9	94.3	79.5	79.1	78.9	Very High	Maintained	Excellent