



**St. Dominic Catholic High School**

**2021-2022**

**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:

St. Dominic is committed to serving students in a Catholic-centered environment. We provide a safe and caring atmosphere for all students and we foster an academic environment filled with opportunities for student growth and student success. We offer a student-focused environment with dedicated Catholic role models who strive to build positive personal relationships with students and nourish spiritual faith building opportunities for students with our Lord and Savior Jesus Christ.

## Mission:

Through Christ's guidance, we prepare students to become responsible citizens by embracing continual spiritual, academic and social growth within our community.

## School Profile:

St. Dominic Catholic High School, within Red Deer Catholic Regional Schools, is located in Rocky Mountain House and is one member of Confluence Campus. Built in 2005, this tri-campus facility also encompasses West Central High School (Wild Rose Public Schools) and Red Deer Polytechnic. St. Dominic is a Christ-centred, semesterised Grade 9 -12 environment which offers a comprehensive course selection within a High School Redesign learning environment. Our grade nine timetable reflects Social Studies 9 and Science 9 writing standardized provincial exams in January, and Mathematics 9 and English Language Arts 9 exams in June.

We have a commitment to excellence in all spiritual, academic, physical, social and emotional facets of student life. We pride ourselves on previous Annual Education Result Report measurements which indicate strength as a community in the areas of safe and caring schools, educational quality, completion rate, student learning opportunities in the area of citizenship and continuous overall school improvement. We are a school that recognizes the importance of teaching students responsible citizenship, resilience, perseverance and creativity. The staff establishes a learning environment that

seeks continuous school improvement by listening to all of our stakeholders' input.

At our school, students have daily opportunities to experience activities to learn, express, and connect with God. Our close relationship with St. Matthew Parish, coupled with our vibrant Youth Ministry program ensure that students are regularly exposed to moments of faith building and spirituality through a catholic lens. Daily prayer, social justice projects, retreats and liturgical celebrations are all regular components of a student's life at St. Dominic. Students learn in the presence of God at St. Dominic High School as we establish a sense of belonging that engages the 21st century learner to aspire to excellence. Our division faith theme for 2021/22, "Be Strong. Be Brave. Be Fearless. You Are Never Alone," taken from Joshua 1:9, is essential in helping staff to permeate faith in all classes throughout the school year.

### School Highlights

Faith – Continuous staff faith development journey through participation in ministries promotes a positive spiritual journey for our students. Students are challenged to continually strengthen their relationship with God by attending religion class, participating in liturgy, participating in our Youth Ministry program and participating in retreats. Seeing what "Jesus would do" is modelled in the school daily by staff. Our school chapel is the most prominent visual image as you enter into our school and is also at the center of our building. We proudly proclaim our Catholic Faith at St. Dominic.

Academics – We focus on rigorous and relevant curriculum, assessment, literacy and numeracy, inclusion and engagement for the purpose of student success. All core subject areas have master teachers delivering course content that emphasize Rutherford excellence standards while building student confidence and creativity.

Careers – We integrate and reinforce career planning to support high graduation rates. Our Career Advisor places emphasis on student opportunity and exposure to Career Prep to promote lifelong learning. Student placements into various programmes including Work Experience, the Registered Apprenticeship Program, Job shadowing, and the Green Certificate program, allow us to foster personalized student success in a flexible learning environment that adapts to student learning needs.

### SCHOOL ENROLMENT

STUDENT COUNT (SEPTEMBER 30, 2021)

9	58
10	50
11	53
12	48
Total	209

Middle School 58, High School 151

## Assurance Framework Report Card

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	85.5	n/a	n/a	85.6	n/a	n/a
Citizenship	86.5	89.8	86.6	83.2	83.3	83
3-year High School Completion	87.7	80.2	83.7	83.4	80.3	79.6
5-year High School Completion	90.1	96.4	91.4	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	79.7	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	20	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	81.7	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	12	n/a	n/a	24.1
Education Quality	90.7	94.7	91.6	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.5	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	92.7	n/a	n/a	82.6	n/a	n/a

**Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

<b>Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.</b>	<b>2020/21</b>	<b>2019/20</b>	<b>2018/19</b>	<b>3 Year Average</b>
I learn about the Catholic Faith at my school.	94.44%	99.24%	95.42%	96.37%
Prayer helps me feel closer to God.	88.58%	83.08%	88.89%	86.85%
I believe that God created me.	89.42%	85.14%	90.20%	88.25%
I believe that the Catholic Faith teaches me a good way to live.	91.05%	90.91%	91.50%	91.15%
I learn about God in all my classes.	85.86%	81.82%	79.79%	82.49%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	95.83%	91.67%	90.00%	92.50%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	88.89%	72.73%	62.75%	74.79%
We learn that everyone is important and belongs.	95.37%			95.37%
We learn when we need to apologize and forgive.	94.14%			94.14%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)				
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)	92.59%			92.59%

#### **AERR Comments**

St. Dominic enjoyed positive feedback from the Schollie survey, which polled grade 10 students about the quality of catholic education at our school in 2020//21. Results indicate an improvement over the previous years' data in most areas of focus. For example, a question that asks students "if teachers show them what it is like to develop a relationship with Jesus" saw an increase of 16% over the same data from the previous year. Similarly, some of the lowest 3 year trend data has surrounded the statement that "I learn about God in all my classes," where an increase of 4% has been recorded. These results reflect much of the work that has been done in recent years, and specifically last year in the targeted areas of Hospitality and Justice, which are among the Eight Characteristics of Catholic Identity used by the broader RDCRS community. Given the unusual academic year in 2020/21, the choice to intentionally focus on permeation of Hospitality and Justice in lesson planning meant that the practice could be continued regardless of how courses were delivered. Overall, data from the Schollie survey supports the conclusion that St. Dominic continues to engage students in ways that promote a relationship with Jesus, and teaches the Gospel spirit.

#### **Comment on School Goals**

Throughout the 2021/22 school year, of the eight characteristics of Catholic identity, Community and Tradition will be at the center of the way our catholicity radiates throughout our school. Community encourages our staff and students to seek active engagement in school life through a lens of faith, and understand that in pursuing the common good, we improve life collectively. Through our catholic traditions, we get to have a deeper understanding of the message of Jesus Christ, and the salvation He promises. By sharing the Good News and observing the sacraments and liturgical seasons, our students are better prepared to face life after high school as they are more open to journeying with Christ.

<b>Division Goals</b>
Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

<b>School Goals</b>
Enrich our Catholic school identity through the intentional permeation of Community and Tradition in the 2021/22 school year.

## Alberta's students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	79.7	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	20	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	81.7	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	12	n/a	n/a	24.1
Citizenship	86.5	89.8	86.6	83.2	83.3	83
3-year High School Completion	87.7	80.2	83.7	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	47.6	55.1	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	80	67.6	70.3	68	66.6	64.9
Transition Rate (6 yr)	64	62.1	61	60	60.3	59.5

### AERR Comments

Collecting data to determine if St. Dominic was able to maintain the optimal student learning experiences affiliated with the “excellence of learning strategy” in Math 30-1 and Math 30-2 was a challenge. Normally the ACOL measuring tool helps the school determine if the selected strategy was successful or not. Unfortunately, this tool could not be relied upon for the 2020/21 school year. However, by focusing on two other measuring tools, the “school awarded final grade” and the “qualitative data collected from pre and post observation conversations between administrator/teacher”, it was determined that our desired outcomes were achieved.

In comparing school awarded grades from 2019/20 with 2020/21 data, several positive trends were identified. Firstly, there was a 27% increase in student enrollment in Math 30-2 last year. This increase is the result of consciously involving the career advisor in student course selection even more in 2020/21. Early in the semester, the career advisor scheduled one on one sessions with every grade 12 student. During these sessions students were purposefully informed of the newly updated Student Handbook (page 11, item 9) which states that course contracts are required for any student with a mark under 65% in a diploma course. Secondly, even though a slight drop was observed in the Math 30-2 excellence level from the previous year, there was a 15% increase in the Math 30-1 excellence level. Both courses also recorded an increase in satisfactory levels. A major contributor to these improvements was linked to the continued focus on a scheduled learning strategies class with a Math 30 focus. A second measuring tool, in the form of “qualitative data”, was collected from our “administrator’s input form list” (AFIL), and it presented three positive trends. This data was generated through monthly check-ins with teachers, following walkthroughs, by focusing dialogue on excellence as well as student learning success and struggles. The first observed trend was that students were engaged for most of the class and they seemed happy to be back in the classroom. Secondly, the teacher regularly prepared a diverse set of learning progressions for “At Risk Students”. Lastly, the teacher’s daily criteria for success focused on student generated responses emphasizing both mathematics and vocabulary.

**Comment on School Goals**

Following a year and a half of disruption, the desire among our staff, students, and parents to resume a more typical academic structure became apparent. With this comes the reality that final exams, Provincial Achievement Tests, and Diplomas are likely to occur despite either significant breaks, or modified implementation in the past two years. This return to normal academic life needs to be properly supported, as it accompanies a host of potential issues including student anxiety, a lack of familiarity with end of year summative exams, and identifying student learning gaps. By focusing closely on our formative assessment as a school community, we intend to identify and address existing learning gaps, as well as provide opportunities to know our learners. Additionally, collective efforts will be made to prepare students for cumulative exams by regularly exposing students to summative-type questions in anxiety-reduced scenarios such as in small groups, regular classroom instruction, teacher modelling, and exemplar questions. To measure the progress of this goal, a number of lead measures are in place, such as the qualitative data continually being collected as part of the teacher support model. Additionally, several lag measures include a comparison of final grades to teacher awarded marks in February and August, and final exams themselves. Ideally, PAT and Diploma results will be presented and comparable via ACOL data in the future.

**Division Goals**

Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

**School Goals**

Engage in timely, targeted, and flexible formative assessment in order to support end of course summative assessment.



## First Nations, Métis, and Inuit students in Alberta are successful.

Alberta Ed Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	35.3	n/a	n/a	11.2
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
3-year High School Completion	n/a	n/a	8.3	n/a	n/a	7
Drop Out Rate	0	14.2	6.3	5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)	n/a	*	46.4	n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate	50	*	33.3	39.5	39.1	37.4
Transition Rate (6 yr)	57.4	*	29.7	35.7	35	34.1

### AERR Comments

Throughout the 2020/21 school year St. Dominic initiated several events and tracking mechanisms specifically designed to support Indigenous ways of knowing, and cultural perspectives in order to log support services in use by our First Nations, Métis, and Inuit student population. By working collaboratively with the First Nations, Métis, and Inuit support team on four separate occasions throughout the year, administration was able to create purposeful and relevant connections with staff and Indigenous students. The stated goal of developing programs designed to support indigenous ways of knowing that include cultural perspectives, student connection and building capacity in our school was measured using primarily internal data, given that the Accountability Pillar Results for the Annual Education Results Report (AERR) measurements were not available. These measurements include tracking the success of attempts to engage our staff and students in foundational knowledge, and our significant efforts towards graduation success for FNMI students through our career advisor, counsellor, Family School Enhancement Counsellor, and administrative efforts. All levels have been engaged in planning with outside agencies and supports in order to empower students from the moment they enter our building, to the moment they graduate.

### Comment on School Goals

Our First Nations, Métis, and Inuit student population of 19 students is approximately 9% of our overall student body as of September 30th, which is a slight decrease over previous years. Despite the drop, these numbers give us a strong cultural base of knowledge to draw upon, as we learn about our indigenous families and draw upon their experiences. Our goal is universal in that we hope to build understanding about indigenous culture with all of our students, especially in a year when truth and reconciliation are at the forefront of public discourse. To measure our progress, a number of lead and lag measures focussed on student understanding and connection will be followed. These measures include tracking the amount of student engagement in school wide events, observing the frequency of student requests about foundational knowledge, and student reported comfort with these perspectives on provincial and school based surveys.

<b>Division Goals</b>
In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

<b>School Goals</b>
Build student understanding and connection with indigenous ways of knowing, and cultural perspectives.

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	84.2	88.3	81.4	81.9	82.4	82.1

#### AERR Comments

The results indicated in the Accountability Pillar Results for the Annual Education Results Report (AERR) from 2020/21 indicate a continuing trend in support for the broad programming offered at St. Dominic. Aiming to improve upon this success, the goals for 2020/21 focused on building collective leadership within St. Dominic, particularly in response to a reduction in available administrative time. In practice, the structure for administrative classroom walkthroughs was refined with the aim of improving student learning through collective leadership, and learning progressions. Results gathered from the Teacher Observation Tracker (TOT) throughout this school year to determine if St. Dominic was able to hit the mark on both of our goals were clear; scheduled administrator walkthroughs were able to influence teacher pedagogical practices while maintaining an inclusive learning environment for all students. Throughout the year, a total of 58 observations among 11 teachers were recorded resulting in rich qualitative data, particularly in the areas of using assessment to fuel instruction, adopting learning progressions, and success criteria.

#### Comment on School Goals

For the 2021/22 school year, following a year and a half of significant disruption, teachers have been asked to identify and address the learning gaps of students in addition to providing rigorous instruction and assessment in their classrooms. This is why a significant goal at St. Dominic is using the fourth Pillar of Instructional Leadership; Collective Leadership, to focus admin-led instructional leadership on the professional growth goals of teachers. Research supports the view that this pillar is positively associated with teacher motivation, teachers' working conditions, and increased student achievement (Leithwood, 2012). A newly developed Teacher Support Model, introduced in September, has been designed to create opportunities for the school administrator to engage in substantive instructional leadership discussions with each teacher in a series of cycles lasting one week. The effectiveness of this goal will be gauged by a number of lead and lag measures, including both weekly and summative feedback surveys administered to teacher participants. Additionally, data measuring the quality of teacher/admin collaborative conversations following walkthroughs will help to determine the effectiveness of the instructional leadership provided in helping to further the professional goals of teachers.

#### Division Goals

Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.

Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.

<b>School Goals</b>
Use the fourth Pillar of Instructional Leadership; Collective Leadership, to focus instructional leadership on the professional growth goals of teachers

## Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	90.7	94.7	91.6	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.5	n/a	n/a	87.8	n/a	n/a
Work Preparation	95	91.9	84	85.7	84.1	83.2

### AERR Comments

St. Dominic has continued to receive excellent feedback from students, staff and parents on the quality of education offered at our school. Some areas, such as "Work Preparation" show a readiness that is fully 10% higher than the provincial average, which indicates that students graduating from St. Dominic feel prepared for what comes after. Much of this success can be attributed to the support provided by the career advisor, and frequent interventions with families using the Family School Enhancement Counsellor. Additionally, St. Dominic purposely targeted mental wellness awareness for all stakeholders in 2020/21 year, as a result of the frequent changes and stresses caused by life in the pandemic. This goal focused on a number of strategies designed to meet the needs of both students and staff, recognizing that mental wellness is a consideration for all individuals in our care, and affects our ability to provide a welcoming, caring, respectful, and safe learning environment.

### Comment on School Goals

Building connection with all stakeholders of our school community has become increasingly challenging throughout the pandemic, as we navigate restrictions and changes. At the same time, the need for connection has only grown as we have increasingly become aware of the toll taken on the mental wellness of staff, students, and families. St. Dominic's two goals focus on engaging our parent community in our decision making process, and supporting mental wellness for all stakeholders. Measurement of our mental wellness goal involves gathering data from a variety of sources, including students (through two principal-led student advisory panels), teachers, our school counsellor, and our FSEC reports. Stakeholder input will be measured by conversations at school council meetings seeking input, division and provincial surveys, and the establishment of an information monitor in our student gathering area, which will provide a pipeline of current information to interested viewers.

### Division Goals

RDCRS provides enhanced education through communication, engagement and partnership.

School Goals
Continue to support the developing awareness of mental wellness for all stakeholders and create the capacity to support identified needs
Create opportunities for stakeholders to provide input and collaborate on school management.