

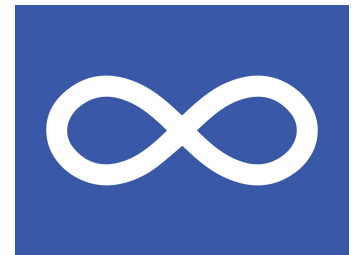


St. Dominic Catholic High School

2022-2023

SCHOOL IMPROVEMENT PLAN

Red Deer Catholic Regional Schools would like to thank God for all of creation. We acknowledge that we are on two territories: Treaty Six territory to the North of the Red Deer River and Treaty Seven territory to the South of the Red Deer River. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator's blessings.



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 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 2022/23, "Inspired by Christ on a Journey to Encounter, Nurture, and Serve," 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 modeled 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, 2022)

9	58
10	52
11	48
12	55
Total	213

Middle School 57, High School 154

Assurance Framework Report Card

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Student Learning Engagement	87.3	85.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Citizenship	87.8	86.5	86.9	81.4	83.2	83.1	Very High	Maintained	Excellent
3-year High School Completion	93.3	87.7	83.9	83.2	83.4	81.1	Very High	Improved	Excellent
5-year High School Completion	83.3	90.1	93.2	87.1	86.2	85.6	Intermediate	Declined	Issue
PAT: Acceptable	62.9	n/a	85	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	7.8	n/a	24.4	18	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	82.8	n/a	74.6	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	21.9	n/a	9	18.2	n/a	24	n/a	n/a	n/a
Education Quality	90	90.7	92.5	89	89.6	90.3	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	93.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	92.5	92.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Parental Involvement	91.7	86.6	86.3	78.8	79.5	81.5	Very High	Maintained	Excellent

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve	2021/22	2020/21	2019/20	3 Year Average
I learn about the Catholic Faith at my school.	98.61%	94.44%	99.24%	97.43%
Prayer helps me feel closer to God.	83.33%	88.58%	83.08%	85.00%
I believe that God created me.	88.19%	89.42%	85.14%	87.59%
I believe that the Catholic Faith teaches me a good way to live.	89.58%	91.05%	90.91%	90.51%
The Catholic faith is a focus in my school.	95.74%	63.64%	66.67%	75.35%
I learn about God in all my classes. (Grade 4 students)	66.67%	86.11%	76.26%	76.35%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	81.25%	N/A	N/A	81.25%
My teachers show me what it is like to be friends with Jesus. (Grade 4 students)	N/A	N/A	N/A	
My teachers show me what it is like to develop a relationship with Jesus. (Grade 7 & 10 students)	72.92%	88.89%	72.73%	78.18%
I learn that we all need to play a part in helping to make our world a better place for everyone.	85.42%	N/A	N/A	85.42%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	70.83%	N/A	N/A	70.83%
I would recommend my school to a friend.	78.72%	N/A	N/A	78.72%

AERR Comments

For the 2021/2022 school year, much of the focus on faith at St. Dominic was spent exploring the two remaining Characteristics of Catholic Identity: Community and Tradition. Given a continuation of the academic uncertainty of previous years, growth in both of these areas was a welcome change, and led to significant spiritual growth in our building. However, results from our Schollie survey (April 2022) showed that our grade 10 students were more disconnected from their faith than we have seen in other recent groups. For example, when measuring whether students learn the "importance of the traditions of our faith," only 71% of our students agreed with examples such as scripture, liturgies, and sacraments. Additionally, when asked if "prayer helps me feel closer to God," only 63% of students agreed, which is lower than typical years. Parent and staff responses, however, were very supportive on questions of faith with all responses higher than 88%, and the median and mode being 100% in agreement. While the drop in support from grade 10 students in 2021/2022 at St. Dominic was disappointing, it was not surprising given the relatively low sacramental participation of the group being polled, and the disruption the pandemic has made to our ability to build relationships with students, attend mass in person, and help them to understand God's plan for them. This only reiterates the need to continue our important work, and strive to build authentic connection with our students at home, at school, and in our parish community.

Comment on School Goals

Following four years of learning about the eight characteristics of Catholic Identity, our staff is eager to move on and try something new. In keeping with the division goal of seeing the world as being sustained by God's love, our staff will pursue a book study dedicated to the Ministry of Teaching as a vocation. This Dynamic Catholic publication, "Teach, Lead, Serve: The Ministry of Teaching" (2015), developed under the Archdiocese of Cincinnati, specifically targets the questions of catholic educators, and is intended as a form of catechesis to be carefully nurtured. Led by our Faith Coach, the book, reflections, and accompanying video series will be split into 10 mini-lessons to be delivered over the next two years as part of our professional development plan.

Division Goals

Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

School Goals

Enhance the permeation of faith to students through the catechesis of school staff, helping us to embrace our vocation as Catholic Educators

Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	62.9	n/a	85	67.3	n/a	73.8
PAT: Excellence	7.8	n/a	24.4	18	n/a	20.6
Diploma: Acceptable	82.8	n/a	74.6	75.2	n/a	83.6
Diploma: Excellence	21.9	n/a	9	18.2	n/a	24
Citizenship	87.8	86.5	86.9	81.4	83.2	83.1
3-year High School Completion	93.3	87.7	83.9	83.2	83.4	81.1
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	51.1	n/a	n/a	56.6
Lifelong Learning	91.7	97.4	90.2	81	82.1	72
Rutherford Scholarship Eligibility Rate	65.9	80	71.7	70.2	68	66.4

AERR Comments

Due to limited available data from the Alberta Education Assurance (AEA) survey, some results have been challenging to monitor. Our 3-year graduation rate however, when compared to the province, is fully 10% higher than average, and continues a trend of helping students at St. Dominic meet the requirements of graduation. Much of this success likely comes from the work of the Career Advisor at St. Dominic, whose role directly monitors student progress, course sequencing, career path exploration, and parental involvement when things are not going as planned. Further data, collected internally following the cancellation of Diplomas Exams in Jan '22, indicated that students responded positively when asked to write teacher-made final exams and experience a low-anxiety test scenario following several years of not writing cumulative exams. Over 90% of students wrote their exams despite knowing there would be no consequence for missing them. Much of this experience helped teachers to understand the gaps in learning of their students, better scaffold the learning, and address much of the test anxiety that faced students during their exams later in June.

Comment on School Goals

In continuing to reorient our practices back towards a less disruptive school year as we emerge from the pandemic, St. Dominic is spending considerable effort creating conditions to support evidence-based practices that lead to successful student learning. Our new "tumbling block" schedule, which begins several weeks into each semester, reorganizes existing instructional time in a way that provides additional opportunities for teachers to collect, identify, and target the needs of specific students in a more timely manner. Multiple sources of data will be used and collaboratively discussed among teachers in order to provide additional support to students who may be at-risk of falling behind in their studies, suffering from gaps in learning, or not demonstrating their full potential. Essentially, teachers will have the data to direct their targeted instruction, the students they need, an arranged time to provide the necessary support on a regular basis, and the support of administration and other school staff to enact new practices. Additionally, the effectiveness of this new process should be reflected over time in these same tools, in addition to other means such as teacher, student, and parent feedback.

Division Goals

Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

School Goals

Create a response to intervention model that is teacher-directed and focused upon data-supported areas of student need

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

Alberta Ed Required 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	67.9	46.4	n/a	54
PAT: Excellence	n/a	n/a	0	6.4	n/a	7.4
Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2
Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4
3-year High School Completion	n/a	69.4	84.7	59.5	62	58.4
Drop Out Rate	0	0	6.3	4.9	5	5.3
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	50	n/a	n/a	24.6
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	50	41.7	41.1	39.5	38.6

AERR Comments

The 2021/22 school year at St. Dominic was greatly helped by an active group of young leaders who were motivated to help build connections with indigenous ways of knowing. Throughout the year several activities were student led, and these enjoyed the support provided through our division Indigenous Education Services team. Other connections with our community included working together with our campus partner, West Central High school as well as our local Âsokêwin Native Friendship Centre to provide opportunities for students to work together and grow, such as a joint-school indigenous school council, and a march held down main street in support of red dress day for MMIWG. AEA results, while incomplete, offer a bit of insight into the care afforded to these efforts, as our self-identified indigenous population are significantly between 8 - 12% of our total school population, and we are committed to putting supports in place on the path towards graduation.

Comment on School Goals

Our First Nations, Métis, and Inuit student population of 25 students is approximately 12% of our overall student body as of September 30th, which is a 24% increase over the previous year. Much of this increase came from an unexpected influx of students from Smallboy camp about over an hour west of the school. Seeing a need for greater support, our FSEC was put into contact with the division Indigenous Ed Services team. While the support was initially intended for one particular student who was struggling to attend, it was later decided that more of an effort should be made to help our new St. Dominic students feel welcome and comfortable. This goal, which is measurable by well attended cultural lunches and students who continue to ask for events that reflect culture and the knowledge of elders, is part of a broader effort to move beyond welcoming our new students, to celebrating our diverse and rich school population.

Division Goals

The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.

School Goals

Build a school culture that is welcoming, full of connection, and belonging for all self-identified First Nations, Métis and Inuit students at St. Dominic

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)
In-Service Jurisdiction Needs	100	100	100	83.7	84.9	85.1

AERR Comments

The newly implemented teacher support model in 2021/22 was an area of focus intended to directly support the professional goals set by individual teachers, as well as to provide opportunities for instructional leadership for administration. This initiative was supported by the Executive Coaching provided by the division to administrators, and produced many rich conversations about substantive topics, taking the role of administrator from one of supervision and evaluation to one of support, dialogue, and facilitation. These efforts towards continuous improvement were attempts to leverage collective leadership as a means to drive increased evidence-based practices in individual classrooms. Evidence in the AEA survey indicates the continuation of a high standard in the delivery of the program of studies at St. Dominic, and the pursuit of excellent teachers and school leaders.

Comment on School Goals

The goal of providing instructional leadership that directly supports the individual goals set by teachers has not changed this year. In practice, this was largely accomplished through last year's newly implemented teacher support model, and backed by the professional goals it was designed to assist. One significant refinement however, has been an increased emphasis on evidence-based practice in relation to our new tumbling block. Starting in the second semester, teachers will be encouraged to demonstrate a link between students who are At-Risk and teacher directed interventions implemented in their weekly tumbling block. This goal is being refined in order to improve this model as a strategy to help teachers get the best out of their students.

Division Goals

Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching and learning practices.

School Goals

Refine the use of 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 Required 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	90.7	92.5	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	93.5	n/a	86.1	87.8	n/a
Parental Involvement	91.7	86.6	86.3	78.8	79.5	81.5
Safe and Caring	94.2	94.3	92.5	88.8	90	89.2

AERR Comments

Data collected from the 2021/22 AEA survey supports the conclusion that St. Dominic has been able to provide a high quality of education in preparing its students for work after leaving school. Furthermore, parents have been encouraged to play active roles in our educational journey, and our welcoming and safe learning environment. Efforts in 2021/22 were made to target mental wellness of staff and students as we collectively emerged from the pandemic through a series of professional development activities, frequent family intervention via our Family School Enhancement Counsellor, and increased messaging to staff and students to prioritize their health over their time in school. While this may seem intuitive, it is very challenging for highly motivated staff and students who want to be a part of the best possible educational experience. Additionally, an entirely new school council was created, and as a new and sole administrator, a concerted effort was made to create opportunities for stakeholder collaboration on school management. One noticeable result of these efforts is the new student information monitor which has been prominently located and now loops a stream of school information to help students keep up and participate in our community events.

Comment on School Goals

As St. Dominic anticipates a year without significant learning disruptions, building connections with all stakeholders of our school community continues to be a priority. One of our goals is to continue to create opportunities to engage our parent community in our decision making process, and help parents to understand how valuable their input and feedback is to our decision making process. A new goal this year is to seek strategic partnerships with community organizations to help us enhance the authentic learning and educational experiences of our students. As an example of this, from January to June, we intend to raise 65 rainbow trout in one of our classrooms from fry to fish, and release them to the wild. This Fish in Schools (FinS) program will be done through the Bow Habitat Station, and we welcome additional opportunities for community partnerships from other partners.

Division Goals

Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.

School Goals
Seek out a strategic partnership to provide an authentic learning experience for students which enhances their educational experience.
Continue to create opportunities for stakeholders to provide input and collaborate on school management.