

# Continuous Improvement Plan

Catholic Central High School

2022-2023 - YEAR THREE (of this three-year plan)



## YEAR ONE - 2020-2021

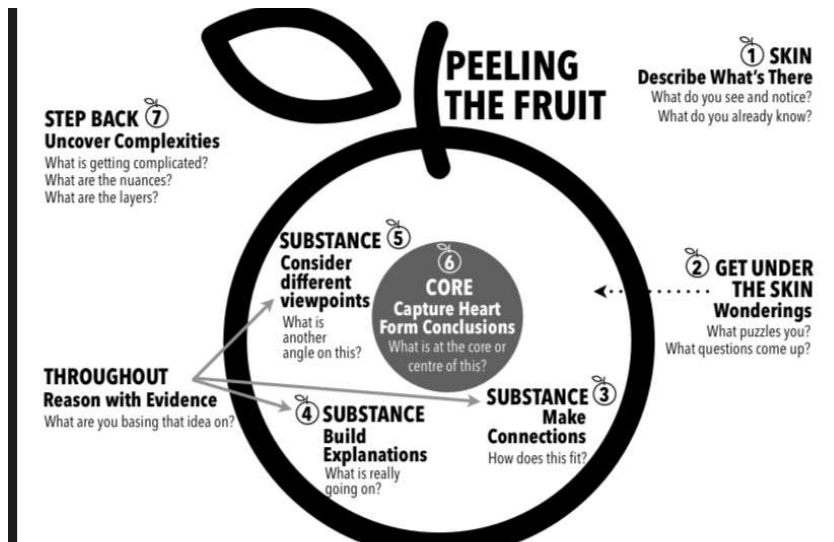
The Vision of Year One under the new Board Priorities is **to examine and describe the current culture** through focus on faith, high quality instruction rooted in sound research, First Nations, Metis, and Inuit Education for all, and wellness. To use the “Peeling The Fruit” analogy, Year One would allow us to describe what’s on the surface (1: the skin) and to ask ourselves “What do we see and notice?” and “What do we already know?” with regards to current school culture. Further, we may start to “get under the skin”(2) and ask/ wonder: “What puzzles us?” and “What questions/ wonderings have come up?” as a result of our initial examination.

## YEAR TWO – 2021-2022

The Vision of Year Two would be **to make connections between and build explanations for the culture(s) that exist** and how they fit with areas we want to grow in, with respect to faith, high quality instruction rooted in sound research, First Nations, Metis, and Inuit Education for all, and wellness. To use the “Peeling The Fruit” analogy, Year Two would allow us to ask ourselves: “How does our analysis of cultures that exist “fit” with the goals we have/ areas we would like to see progress in?” and build explanations for the question of “What is really going on?”

## YEAR THREE – 2022-2023

The vision for Year Three would be **to reason with the evidence (examination of culture and explanations) and consider different viewpoints and/or uncover more complexities**. To use the “Peeling The Fruit” analogy, Year Three would encourage us to pose questions such as “What is the core/ centre of the identified culture that exists?”, “Are there other nuances and layers to consider when looking at school culture?”, “How do we either work toward cultivating more nuances of identified culture (to make it sustainable) or how do we work toward changing nuances for a better outcome?”



**Continuous Improvement Plan for 2022-2023**

Source documents: The Five Marks of an Excellent Catholic School and Excellent Catholic Teacher, Divisional Faith Plan

Holy Spirit Division Priority #1: Staff and students will grow in their faith and experience the richness of Catholic Education.

**CCH Priority #1 – To reason with the evidence and consider different viewpoints and/or uncover more nuances of culture of faith that exists at CCH. How will we embrace/ enact the new Three-Year Faith Plan here at CCH?**

<u>Data and Strategy</u>	<u>Who will make it happen</u>	<u>Measurement/ Outcome/ What we hope to accomplish</u>
<p>Data: <b>From OurSchool Survey</b> 2021-2022, students were asked “I am encouraged and given opportunity to live my faith actively, in the school and in the community.” Results: 26% SA plus 60% A = 86%. <b>From Alberta Education Assurance Measure</b>, Spring 2022, the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has dropped from 86% to 84.2%</p> <p>Strategy 1: What does “Arise!” look like at CCH? Foster more visible and accessible ways for students to share personal faith journeys and experiences through a. prayer boxes/ intentions in every classroom, b. activities accessible to students per quarter (ie: “Post-It” Note Art Show based on scripture, Acts of</p>	<p>Faith Committee Students Staff Parents/ Guardians Faith partners - NET Team</p>	

<p>Kindness during Lent, etc.), c. Team and Club masses, 4. NET Team involvement, d. different (cultural) ways to pray</p> <p>Strategy 2: Creating a “Culture of Care” through a. small, actionable project/works beyond Santa’s Anonymous, b. grade level retreats for team building and opportunity for leadership</p>		
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Source document: Alberta Education’s Teacher Quality Standards, quality standard #5 (applying foundational knowledge about First Nations, Métis, and Inuit).

[Holy Spirit Division Priority #3](#): First Nations, Métis and Inuit education for all.

**CCH Priority #2- To reason with the evidence and consider different viewpoints and/or uncover more complexities of First Nations, Metis, Inuit Education for all culture that exists at CCH.**

<u>Data and Strategy</u>	<u>Who will make it happen</u>	<u>Measurement/ Outcome/ What we hope to accomplish</u>
<p>Data: <b>From Alberta Education Assurance Measure</b>, Spring 2022, with regard to percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe has been consistent over two years at 88.2% (provincial ave: 86.1%).</p> <p><b>From OurSchool Survey</b>, 2021-2022, 64% of students had a high sense of belonging (Cdn.</p>		

<p>Norm is also 64%).</p> <p>Strategy 1: Establish a “place of knowing” in every classroom through CCH Blackfoot Name (pronunciation and meaning) and a visible Land Acknowledgement. As an extension of this, endeavor to finalize the Blackfoot visible in entrance and school acquisition of a tipi and tipi-raising ceremony.</p> <p>Strategy 2: Identify commonly used phrases, words, along with pronunciation, for our community (ie: greetings and expressions).</p>	<p>First Nations, Metis, Inuit Education for All Committee  First Nations, Metis, Inuit, Education Worker  Grad Coach  Staff  Students</p>	<p>Since the Naming Ceremony on October 28, 2020, we have brainstormed the following projects to help solidify the importance of our name - Taatsikioysis - The Center Tipi:</p> <ol style="list-style-type: none"> <li>1. The front entry update to all of our buildings as a prominent welcome to ALL students - this is almost complete</li> <li>2. We have acquired a tipi. There will be a ceremony planned for the tipi to be passed on to us.</li> <li>3. A school-wide project/ lesson wherein students (cohort groups) create a visual/ tipi that represents their story as a part of the larger story of the school.</li> </ol>
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Source document: Alberta Education’s Teaching Quality Standard, quality standard #3 (to demonstrate a professional body of knowledge; apply a current and current repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student).

Holy Spirit Division Priority #2: High quality instruction rooted in sound research and effective assessment practices to support growth for all learners.

**CCH Vision #3 – To reason with the evidence and consider different viewpoints and/or uncover more complexities for the culture of quality instruction and effective assessment at CCH. To focus on rigor, accountability, and attendance.**

<u>Data and Strategy</u>	<u>Who will make it happen</u>	<u>Measurement/ Outcome/ What we hope to accomplish</u>
<p>Data: <b>From OurSchool Survey</b> 2021-2022, 65% of students at CCH are intellectually engaged and find learning interesting, enjoyable, and relevant (Cdn. Norm is 58%), 36% of students at CCH were interested in and motivated in their learning (Cdn. Norm is 37%), and 68% of students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn (Cdn. Norm is 64%). <b>From Alberta Education Assurance Measure</b>, Spring 2022, 90.6% of teachers, parents and students are satisfied with the overall quality of education (consistent with previous year)</p>		

<p>Strategy 1: Build in time during Professional Development Days for mentorship (many new teachers to CCH over last two-three years), staff-directed topics of relevance from Collaborative Response Meetings, Department time to process and refine attendance procedure over the course of the year, and deconstruct and discuss assessment strategies.</p> <p>Strategy 2: Utilize Collaborative Response Meetings (first year of monthly meetings) to determine “key” topics for development next year (ie: to bring in speakers or run workshops).</p>	<p>Professional Development Committee Administration Teaching Staff Educational Support Staff</p>	
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Source document: Alberta Education’s Teaching Quality Standard, quality standards #1 and #4 (to foster effective relationships and establish inclusive learning environments).

Holy Spirit Division Priority #4: Foster a culture of wellness that is foundational to support learning.

**CCH Vision #4 – To reason with the evidence and consider different viewpoints and/or uncover more complexities for the culture wellness (that is foundational to support learning) that exists at CCH for both staff and students. NOTE: This goal will be of HEAVY focus for us in the 2022-2023 school year.**

<u>Data and Strategy</u>	<u>Who will make it happen</u>	<u>Measurement/ Outcome/ What we hope to accomplish</u>
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<p>Data: <b>From OurSchool Survey</b> 2021-2022, 29% of students at CCH have intense feelings of fear, anxiety, or worry about particular events or social situations (Cdn. Norm is 26%), 30% of students at CCH have prolonged periods when they feel sad, discouraged, and inadequate (Cdn. Norm is 26%), and 69% of students like and accept themselves, and are proud of their accomplishments (Cdn. Norm is 71%). <b>From Alberta Education Assurance Measure</b>, Spring 2022, 85.6% of teachers, parents, and students agree that programs for at-risk students are easy to access and timely.</p> <p>Strategy 1: Explore new and more general opportunities for all students to participate in activities that provide outlets for wellness (physical, social, emotional, etc.) Note: This might require additional supervision to run activities on a daily basis so how do we do this without over-taxing staff?</p> <p>Strategy 2: For students, establish monthly activities or information sessions. For staff, establish regular (bi-monthly/ quarterly) activities or information sessions for staff to engage in professional development surrounding topics re: wellness.</p>	<p>Staff Wellness Committee  Students' Council  Collaborative Response Groups  School Council  Staff  Students  Community partnerships</p>	
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