

# Continuous Improvement Plan

Catholic Central High School

2024-2025 - YEAR TWO (of a three-year plan)



## YEAR ONE - 2023-2024

For Year One, keeping in mind the Division Priorities, along with the Faith Plan (of which we are in Year Two, with the theme of “Build!”) Catholic Central is focusing on the goal of **nurturing and building** a culture that is balanced in strengthening our Catholic Faith, living Truth and Reconciliation, learning through quality teaching, and belonging in a diverse community. **We will aspire to cultivate a supportive community that values the unique contributions of each individual (identity) and fosters a culture of empathy, respect, and collaboration (family).**

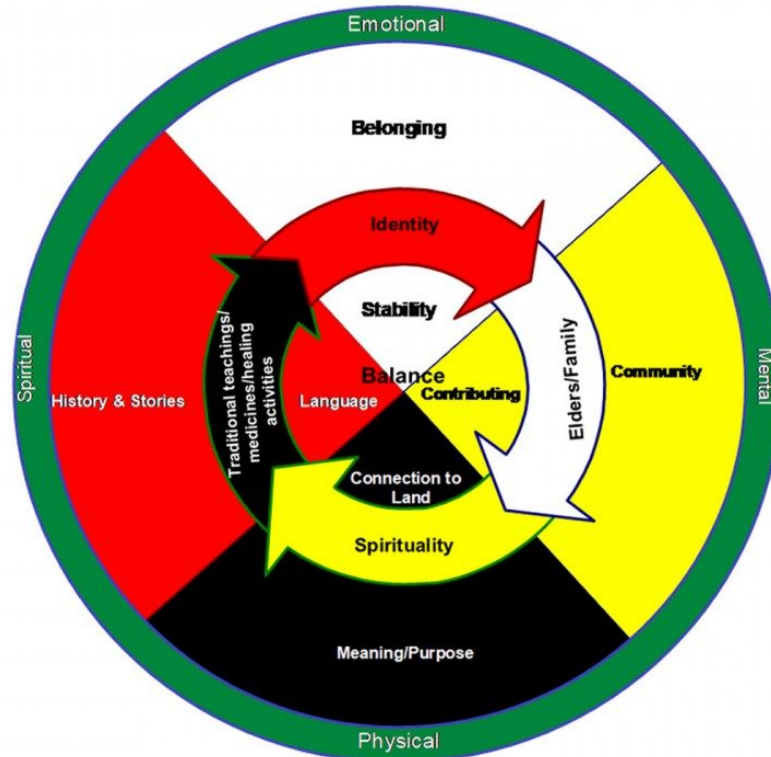
## YEAR TWO – 2024-2025

For Year Two, keeping in mind the Division Priorities, along with the Faith Plan (of which we are in Year Three, with the theme of “Proclaim!”) Catholic Central is focusing on the goal of **strengthening and committing to** sharing the many gifts we have that enhance our Catholic faith, allow us to live Truth and Reconciliation, learn through quality teaching, and feel like we belong to a diverse community. **We will aspire to empower each other to thrive academically, socially, emotionally, physically, and spiritually (meaning and purpose).** Additionally, as this particular

school year also marks the school’s 60th Anniversary, there would be so much to celebrate!

## YEAR THREE – 2025-2026

For Year Three, keeping in mind the Division Priorities, along with the introduction of a new three-year Faith Plan, the tentative culmination of Catholic Central’s three-year Continuous Improvement Plan would involve **embracing the profound impact of history and stories (legacy) while establishing and contributing to new traditions.** Ultimately, our three-year journey would allow us to **find a balance between “old” and “new.”**



Source documents: The Five Marks of an Excellent Catholic School and Excellent Catholic Teacher, Divisional Faith Plan, Alberta Education Assurance Measure, OurSchool Survey

Holy Spirit Division Priority #1: Strengthening our Catholic Faith

**CCH Priority #1** – To strengthen and commit to becoming a supportive community that values the unique contributions and many gifts of each individual and aspires to empower each other to thrive spiritually.

| <b><u>Data and Strategy</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><u>Who will make it happen</u></b>                                                                                                       | <b><u>Measurement/ Outcome/<br/>What we hope to accomplish</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Data: In the 2023-2024 OurSchool Survey, 88% of students agreed or strongly agreed to “My school reflects a Catholic worldview that contributes to a deeper understanding of the Catholic Faith” and 90% agreed or strongly agreed to “I am encouraged and given opportunity to live my faith actively, in the school and in the community.”</p> <p>Strategy 1: Identify what “Proclaim!” looks like at CCH for students, staff, and community?</p> <p>Strategy 2: Pray and Eat Sessions and priest engagement with School Council - invitation to staff and students with a parish priest.</p> | <p>CCH Staff and Students</p> <p>Faith Formation Committee - both staff committee and Students’ Council Faith Committee, School Council</p> | <p>Strategy 1 - three touchstones: 1. see our faith “in action” and applied to four pillars of academics, service, fine arts, and athletics; 2. through announcements/ Daily Bulletin/ social media, acknowledge and celebrate all the good and important work being done at CCH; 3. more opportunities for staff and students to engage with and express their faith</p> <p>Strategy 2 - three touchstones: 1. students, staff, and parish priest come together for at least one or two “Pray and Eat Sessions”; 2. invitation from School Council to parish priest to attend meetings to provide updates; 3. creation of a student Faith Formation Committee under Students’ Council</p> |

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| Strategy 3: Four masses over the course of the year - possibility of four teams of teachers planning and organizing these masses | Faith Formation Committee | Strategy 3 - three touchstones: 1. each mass is organized by four different teams;<br>2. capacity is built amongst staff members;<br>3. more student engagement and more visible student roles for ministry |
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Source document: Alberta Education's Teacher Quality Standards, quality standard #5 (applying foundational knowledge about First Nations, Métis, and Inuit), Alberta Education Assurance Measure (FNMI report), OurSchool Survey

Holy Spirit Division Priority #3: Living Truth and Reconciliation

**CCH Priority #2-** To strengthen and commit to becoming a supportive community that values the journey of Truth and Reconciliation and to aspire to empowering each other in a socially inclusive environment.

| <u><b>Data and Strategy</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u><b>Who will make it happen</b></u>                                  | <u><b>Measurement/ Outcome/<br/>What we hope to accomplish</b></u>                                                                                                                                            |
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| <p>Data: In Spring AEAM FNMI report, areas of improvement were the high school completion rates (3 year 76.9% vs. Alberta 58.6%, 4 year 86.8% vs. Alberta 65.3%, and 5 year 80.7% vs. Alberta 69.4%). As well, the Drop Out Rate and High School to Post-Secondary Transition rate improved significantly (double the rates of the province).</p> <p>In the 2023-2024 OurSchool Survey, 82% of students agreed or strongly agreed to “Catholic Central is a community that values the unique contributions of individuals and fosters a culture of respect, acceptance, and empathy.”</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 Tipi project on Campus East</p> | <p>FNMI Education for All Committee<br/>Grad Coach<br/>FNMI Worker</p> | <p>Strategy 1 - three touchstones: 1. every classroom will have a “place of knowing”; 2. advancement on the Tipi project on Campus East; 3. Taatsikiyoyis logo visible more prominently within the school</p> |

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| Strategy 2: Student advisory committee and student created land acknowledgement.                              | FNMI Education for All Committee<br>Student Advisory Committee<br>FNMI Worker<br>Elders           | Strategy 2 - three touchstones: 1. student advisory committee is created; 2. student-created land acknowledgement is created in consultation with elders; 3. a succession plan for student advisory committee is established                                                                                                                                      |
| Strategy 3: Empower First Nations students to speak about their schooling experience at CCH to feeder schools | Director of Religious Education<br>FNMI Facilitator<br>Grad Coach<br>FNMI Worker<br>FNMI students | Strategy 3 - three touchstones: 1. students with high attendance rates and outstanding contributions in the pillars of academics, service, athletics, and fine arts will be identified; 2. opportunities for students to share their stories with feeder schools will be created and facilitated; 3. follow up sessions with Grad Coach Program will be provided. |

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) as well as individual Teacher Growth Plans, Alberta Assurance Measure, OurSchool Survey

Holy Spirit Division Priority #2: Learning through Quality Teaching

**CCH Vision #3** – To strengthen and commit to developing a learning environment that nurtures the holistic development of students by providing them with high-quality teaching, diverse assessments, and a return to rigor.

| <u><b>Data and Strategy</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u><b>Who will make it happen</b></u>                                               | <u><b>Measurement/ Outcome/<br/>What we hope to accomplish</b></u>                                                                                                                                                                                                                                      |
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| <p>Data: In Spring AEAM report, while areas of diploma exam results by course have moved into the “Intermediate” or “Very High” categories (English 30-1, 30-2, Social 30-1, Chemistry 30, Physics 30), there are still “Low” to “Very Low” categories (Social 30-2, Biology 30). In both Math 30-1 and Math 30-2, CCH is below the provincial average.</p> <p>Strategy 1: Provide ongoing professional development and departmental opportunities for teachers to enhance their teaching skills, including pedagogical methods, technology integration (including AI tools), and assessment practices (and potential “audits” of previous assessments).</p> | <p>Principal<br/>Admin Team<br/>PD Committee<br/>Support from SALT<br/>Teachers</p> | <p>Strategy 1 - three touchstones: 1. time built in for targeted and measured professional development; 2. self-directed topics related to student achievement and teacher pedagogy identified; 3. opportunity to implement, review, assess, reflect, and try again with three different strategies</p> |

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| <p>Strategy 2: Support teacher growth and collaboration through partnered mentorship opportunities like teacher growth plans and PD Teams. Consider use of a Pineapple Chart approach (<a href="https://www.cultofpedagogy.com/pineapple-charts/">https://www.cultofpedagogy.com/pineapple-charts/</a>)</p> | <p>Principal<br/>Lead Teachers<br/>Teachers<br/>New Teachers</p> | <p>Strategy 2 - three touchstones: 1. all growth plans submitted to principal with identified mentor; 2. time built into PD days to work with/ check in with mentor; 3. mentorship program for new teachers established and run by department lead teachers</p> |
| <p>Strategy 3: Investigate “High Yield Strategies” for teachers that have a greater student impact</p>                                                                                                                                                                                                      | <p>Principal<br/>Admin Team<br/>PD Committee<br/>Teachers</p>    | <p>Strategy 3 - three touchstones: 1. introduction of “High Yield Strategies” at PD Day; 2. PD Projects based on three high yield strategies established at November PD; 3. Reflection in June on three strategies.</p>                                         |

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: Belonging in a Diverse Community.

**CCH Vision #4** – To strengthen the supportive community that values the unique contributions of each individual and fosters a culture of empathy, respect, and acceptance. To commit to creating opportunities to celebrate the inclusive and diverse community at CCH.

| <b><u>Data and Strategy</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b><u>Who will make it happen</u></b>                                                                                                                                                                                                      | <b><u>Measurement/ Outcome/<br/>What we hope to accomplish</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Data: In the Spring 2024 AEAM, the number of students who agreed to: “students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school” declined from 90.7 to 88.0</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.)</p> <p>Strategy 2: Empower staff to take the lead on student wellness, while supporting each other to gain knowledge in the area of student wellness.</p> | <p>Staff Wellness Committee in partnership with Students’ Council<br/>Student Wellness Committee<br/>Staff</p> <p>Staff Wellness Committee in partnership with Students’ Council<br/>Student Wellness Committee<br/>Staff<br/>Students</p> | <p>Strategy 1 - three touchstones:<br/>1. identify dates for staff functions and have various individuals on committee to organize and oversee; 2. organize the 60th Anniversary Gala with “Friends of CCH” as a means to engage with greater community; 3. consult with Student Wellness Committee on school-wide events</p> <p>Strategy 2 - three touchstones: 1. Staff engagement with students outside the classroom (ie: attending sporting or fine arts events); 2. establish a celebration of cultures (ie: a food-sharing day); 3. invitation to parents/ School Council to partake in school events</p> |

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| Strategy 3: Utilize grade 12 students as mentors and leaders for upcoming grade 10 and 11 students and/ or create a student-lead wellness advisory team | Staff Wellness Committee in partnership with Students' Council<br>Student Wellness Committee<br>Staff<br>Students | Strategy 3 - three touchstones: 1.create Student Wellness Committee under Students' Council; 2. connect Student Wellness members with Staff Wellness members to brainstorm possibilities; 3. see events implemented (perhaps one per quarter) |
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