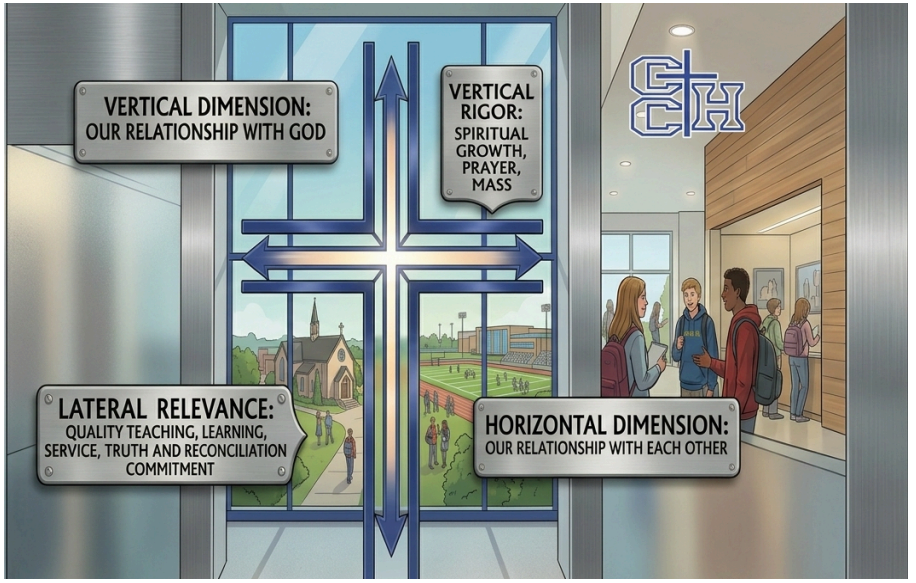
Continuous Improvement Plan

Catholic Central High School

2026-2027



At Catholic Central, we have thrived on the motto of “Rigor, Relevance, and Relationships” for over 10 years and, as certain ideas tend to cycle through, we have found ourselves revisiting this motto but wanting to dig a bit deeper into what each of these components truly mean/ stand for in our community.



The triad of Rigor, Relevance, and Relationships provides a framework for holistic education at Catholic Central, aligning academic excellence with faith formation and community development.

Vertical Rigor (Faith & Spiritual Growth)

- Spiritual Discipline: High expectations in prayer, liturgy, and sacramental life (Eucharist) challenge students to deepen their personal relationship with God.
- Moral & Ethical Depth: Rigor extends beyond test scores to include character formation, requiring critical thinking grounded in Catholic social teaching.

Lateral Relevance (Academic Excellence & Service)

- Meaningful Learning: Academic subjects, service projects, and initiatives like 10-Days of Truth and Reconciliation connect classroom instruction directly to real-world impact and culture.
- Purpose-Driven Skills: Curricular standards are framed around serving the broader community and living out Gospel values in contemporary society.

Horizontal Relationships (Community & Belonging)

- Relational Foundation: Strong, supportive connections among peers, teachers, and staff create the safety and trust necessary for risk-taking in learning and spiritual growth.
- Invasive Care: Community life reflects the image of Christ, ensuring every student feels valued, heard, and held accountable within a shared faith context.

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

Holy Spirit Division Priority #1: Strengthening our Catholic Faith

CCH Priority #1 – Catholic Central will deepen our **relationship** with God through the call to action to Love Him. Scripture: "You shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself." (Matthew 22: 37-39).

Data and Strategy	**Who will make it happen**	**Measurement/ Outcome/ What we hope to accomplish**
Data: In the 2025-2026 Schollie Survey, student perspective indicates that 96% of students are satisfied with the over quality of education they receive. 94% of students are satisfied that there is a Christian atmosphere in the school, and 94% are satisfied with their opportunities to participate in religious activities. 93% of teachers are satisfied that the Division Faith Plan is meaningfully permeated throughout the school.		
Strategy 1: Identify what it means to "Love God" at CCH for students, staff, and community?	CCH Staff and Students Faith Formation Committee	Strategy 1 - three touchstones: 1. see the call to action to "Love God" applied to four pillars of academics, service, fine arts, and athletics; 2. celebrate all the good and important work being done at CCH through announcements/ Daily Bulletin/ social media; 3. celebrate what it looks like to "Love God" at CCH
Strategy 2: Focus on the Mass and Eucharistic Understanding.	Faith Formation Committee - both staff committee and Students' Council Faith Committee, Set Apart Bible Study	Strategy 2 - three touchstones: 1. break down parts of the mass by offering target "mini" formation sessions for staff and students during flex; 2. focus particularly on the real presence and meaning of the

Strategy 3: Frame all school spiritual initiatives around the symbolism of the cross.	Faith Formation Committee - both staff committee and Students' Council Faith Committee, Set Apart Bible Study	Eucharist; 3.expand scriptural literacy and Catholic terminology for both staff and students through structured study opportunities, utilizing Formed video resources during PD Days and faith workshops Strategy 3 - three touchstones: 1. create an image to show the vertical beam as our relationship with God (loving God) and the horizontal beam to drive our lateral relevance (loving and serving others); 2. establish a dedicated student team to actively promote local Youth Group opportunities through IG and the Daily Bulletin; 3. empower teachers and students to confidently lead diverse forms of prayer (prayer methods, contemplative traditions, and classroom devotions)

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), Schollie Survey

Holy Spirit Division Priority #3: Living Truth and Reconciliation

CCH Priority #2- Catholic Central will honor the lateral **relevance** of the cross by advancing our commitment to Truth and Reconciliation, fostering authentic relationships, cultural understanding, and active partnership with Indigenous communities.

Data and Strategy	**Who will make it happen**	**Measurement/ Outcome/ What we hope to accomplish**
Data: In Spring 2026 AEAM FNMI report, areas of improvement were the high school completion rates (3 year 97.4% vs. Alberta 82.1% - which declined from previous year of 87.4%, 5 year 95.9% vs. Alberta 86.7% - which increased from previous year of 94.1%). Additionally, in the measurement of "Welcoming, Caring, Respectful, Safe, and Caring Learning Environments, Catholic Central's results have ***improved and are excellent***. Overall, CCH results are 90.3% compared to Alberta results of 85.8%.		
Strategy 1: Complete and celebrate physical campus projects that honor Indigenous heritage.	FNMI Education for All Committee	Strategy 1 - three touchstones: 1. every classroom will have a "place of knowing"; 2. advancement on the Tipi project on Campus East; 3. Taatsikioyis logo visible more prominently within the school and perhaps create a symbol or ribbon that can be worn by students and staff

Strategy 2: Indigenous Knowledge Sharing. Strategy 3: Experiential learning for students and staff.	All staff Elders and Knowledge Keepers Grad Coach FNMI Worker Indigenous Students CCH Staff and Students	Strategy 2 - three touchstones: 1. student advisory and/or female empowerment group committee is created; 2. partner with Elders, Knowledge Keepers, and Indigenous students to lead meaningful learning opportunities during PD Days; 3. incorporate First Nations, Metis, and Inuit celebrations and expressions of faith into school-wide retreat, masses, etc. Strategy 3 - three touchstones: 1.organize staff tour of Red Crow College to deepen educator understanding of local Blackfoot history, culture, and educational traditions; 2. partner with Elders, Knowledge Keepers, and Indigenous students; 3. encourage more staff to engage with Learn, Build, Go sessions

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, Schollie Survey

Holy Spirit Division Priority #2: Learning through Quality Teaching

CCH Vision #3 – Catholic Central will elevate academic **rigor** and instructional excellence across all disciplines by building strong collaborative networks, enhancing targeted student supports, and strengthening professional capacity within our learning environment.

Data and Strategy	**Who will make it happen**	**Measurement/ Outcome/ What we hope to accomplish**
Data: In Spring 2026 AEAM report, Education Quality was 91.2% (compared to 87.8% Alberta) and Student Learning/ Engagement was 89.3% (compared to 84.2% Alberta). Students at that take 4+ diploma exams are 61.7% compared to Alberta at 53.6% Further, there was student growth and achievement in the following courses: ELA 30-1 (improved significantly), FLA 30-1 (improved), Math 30-1 (improved significantly), Social 30-1 (improved), Chemistry 30 (improved), Physics 30 (improved), and Science 30 (improved). Strategy 1: Provide specialized PD focused on effective literacy and numeracy instruction, with a specific emphasis on supporting English as an	Principal Admin Team PD Committee Support from SALT	Strategy 1 - three touchstones: 1. time built in for targeted and measured professional development; 2. establish inquiry-question research topics related to student achievement and teacher

Additional Language learners across all subject areas.	Teachers	quality standards (based upon teacher growth plans); 3. assessment practices "audits" of previous assessments, including itemization and review of diploma exams
Strategy 2: Implement a regular teacher-to-teacher observation cycle - moving beyond administrative evaluations - to encourage reflective practice and shared pedagogical strategies.	Admin Team Lead Teachers Teachers New Teachers	Strategy 2 - three touchstones: 1. all growth plans submitted to principal with identified mentor; 2.establish inquiry-question research topics related to teacher quality standards (based upon teacher growth plans); 3.investigate/ establish cycle for teacher-to-teacher observations
Strategy 3: Reinvestigate and develop interdisciplinary learning opportunities that help students connect knowledge across subject areas and real-world contexts.	Admin Team PD Committee Teachers	Strategy 3 - three touchstones: 1. revisit previous work that was done to initiate discussions; 2. provide time for cross-curricular mapping; 3. review what could work on the timetable to allow students/ teachers to experience interdisciplinary teaching and learning

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 – Catholic Central will cultivate an inclusive, supportive environment that prioritizes **relationships** (support and care for each other), social transition, and cultural belonging for staff and students.

Data and Strategy	**Who will make it happen**	**Measurement/ Outcome/ What we hope to accomplish**
Data: In the Spring AEAM, the measured evaluation for "Welcoming, Caring, Respectful, and Safe Learning Environments" shows 90.3%, compared to 85.8% Alberta. In the 2025-2026 Schollie Survey, 84% of students agree that students respect one another in the school. The issue is most pronounced among grade 10 students. From a parent perspective, 95% of parents are satisfied with the safety of the school environment. Strategy 1: Expand and diversify the types of social events offered throughout the year for both staff and students	Staff Committee for Wellness and Inclusivity Students' Council Student Wellness Committee Staff Students FSLC	Strategy 1 - three touchstones: 1.identify dates for staff functions and have various individuals on committee to organize and oversee; 2. consult with the Student Wellness Committee on school-wide events; 3. try new activities instead of falling into the same ones we have done

Strategy 2: Actively honor the rich diversity within our school community.	Admin Team Staff Committee for Wellness and Inclusivity Students' Council Student Wellness Committee Staff Students	Strategy 2 - three touchstones: 1.visual representation of cultures; 2. food or cultural dress days as ways to share and celebrate the diverse cultures at CCH; 3. investigate cultural heritage months or multicultural showcases
Strategy 3: Build systems (social, academic, mental health) for incoming grade 10s and new students, ensuring a smooth transition to CCH.	Staff Committee for Wellness and Inclusivity Student Wellness Committee Staff Students FSLC	Strategy 3 - three touchstones: 1. provide a flex option/ activity for new students to drop into/ by; 2. peer-to-peer Q&A sessions lead by grade 12 students; 3. administer a quick quarter 1 survey to identify students feeling disconnected or overwhelmed