



2025-2029

# FOUR-YEAR EDUCATION PLAN

*Year One*



SCHOOL: 0519 NOTRE DAME COLLEGIATE

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**2025-2029**



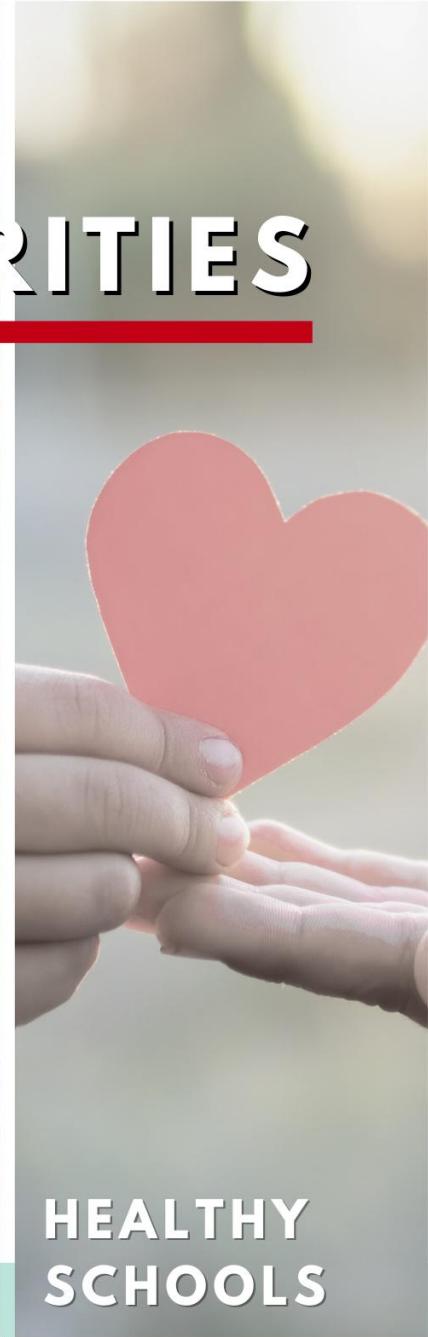
## CATHOLIC FAITH

CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



## ACADEMIC EXCELLENCE

CTR schools have high academic results, outperforming the province on all assurance measures. We continually strive to further improve student learning experiences within our classrooms.



## HEALTHY SCHOOLS

CTR nurtures Healthy Schools that support our students' intellectual, mental, social, emotional, spiritual, and physical wellbeing. In CTR, everyone is treated with love and respect.

# DIVISIONAL PRIORITIES

## CATHOLIC FAITH

Notre Dame Collegiate (NDC) enters into year three of our three-year faith theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

## HEALTHY SCHOOLS

*Healthy Schools* remains as a division priority as it centres our faith lived out to provide care and support for our NDC community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient, meeting their fullest potential, reflective of the image and likeness of God.

## ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. NDC utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 12 and supporting their transition into the future.

## COMMITMENT TO ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and review of draft documentation over the course of many months. Superintendent and trustee engagement regarding emergent areas and feedback related to effective education practices and student supports occurs regularly throughout the school year.

LOCAL DOMAIN: CATHOLIC FAITH	
OUTCOMES	
<b>Long Term:</b>	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of NDC.
<b>Medium Term:</b>	Perspective holders believe that NDC continues to have a significant impact in the formation of staff and students in the Catholic faith.
<b>Short Term:</b>	Perspective holders believe that NDC has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 8 and 11 achieving an Acceptable Standard on assessment.	98%	99%
% of students in Grades 8 and 11 achieving an Excellence Standard on assessment.	43%	44%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	93%	94%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	94%	95%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	91%	92%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education.	87%	88%
<b>Note: Modification of question from 2024-2025 onward:</b> % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.		
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education.	96%	97%
<b>Note: Modification of question from 2024-2025 onward:</b> % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.		
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done.	92%	93%
<b>Note: Modification of question from 2024-2025 onward:</b> % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.		

NEW STRATEGIES	DESCRIPTION
<b>Faith Formation Professional Development Resources</b>	School-based Faith Leads will provide faith formation in Catholic Learning Communities (CLCs) sessions or through other formation opportunities.
<b>Many and One School Implementation</b>	NDC will continue to implement plans to address racism and discrimination through our Catholic Social Teachings.
<b>Youth Faith Retreats</b>	NDC will support student participation in a larger faith retreat or summit.
<b>Faith Permeation</b>	NDC will provide professional learning and support for faith permeation into additional subject areas.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Sharing of Faith Formation with Broader Community</b>	Faith information will be included in the NDC newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration.
<b>Establishment and Use of Sacred Spaces in Schools</b>	NDC administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in each of our schools in accordance with diocesan guidelines.
<b>Faith Leaders</b>	NDC's Faith Lead will plan and set direction for religious events, teacher faith formation, and related initiatives across our school.
<b>Activities Related to Authentic Catholic Education</b>	<p>NDC will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities may include:</p> <ul style="list-style-type: none"> <li>• Student faith retreats</li> <li>• Eucharistic adoration in schools and as a division</li> <li>• Masses and liturgies in schools and church, corresponding to the liturgical calendar</li> <li>• Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, families, and the division</li> <li>• NDC will support and promote the Diocesan renewal</li> </ul>

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	
OUTCOMES	
<b>Long Term:</b>	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
<b>Medium Term:</b>	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
<b>Short Term:</b>	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grade 9 who achieved the <b>acceptable</b> standard on the test.	74%	75%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grade 9 who achieved the standard of <b>excellence</b> on the test.	22%	23%
<b>Diploma Acceptable Standard</b> Overall percentage of students who achieved the <b>acceptable</b> standard on examinations.	79%	80%
<b>Diploma Excellence Standard</b> Overall percentage of students who achieved the standard of <b>excellence</b> on examinations.	17%	18%
<b>High School Completion Rate</b> Percentage of students who completed high school within <b>three</b> years of entering Grade 10.	92%	93%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	88%	89%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	89%	90%
<b>Catholic Learning Communities</b> Percentage of teachers who believe CLCs are leading to improved student learning.	N/A	85%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
<b>Assessment for Mastery</b>	As an extension of our Catholic faith, NDC will pursue exploration of assessment practices which allow students to achieve their academic potential. NDC will work with schools to implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. School-based plans will be executed and feedback shaping the division's Assessment for Mastery Framework will be received.

<b>Career Exploration and Dual Credit</b>	NDC will prioritize career exploration, work experience, post-secondary transitions, and dual credit opportunities to support student success in high school, post-secondary education, and in the workforce.
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<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Divisional Teams</b>	NDC will continue to support the divisional team model, utilizing divisional leads to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.
<b>Catholic Learning Communities (CLCs)</b>	Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.
<b>Mathematics Support</b>	Provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, and number sense routines.
<b>Coding</b>	NDC will continue to promote engagement with computational thinking through coding and robotics option classes.
<b>Artificial Intelligence</b>	NDC will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.

## PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

### OUTCOMES

<b>Long Term:</b>	NDC's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
<b>Medium Term:</b>	NDC's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
<b>Short Term:</b>	NDC's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grade 9 who achieved the <b>acceptable</b> standard on the test.	N/A	75%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grade 9 who achieved the standard of <b>excellence</b> on the test.	N/A	23%
<b>Diploma Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students who achieved the <b>acceptable</b> standard on examinations.	N/A	80%
<b>Diploma Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of <b>excellence</b> on examinations.	N/A	17%
<b>High School Completion Rate</b> Percentage of First Nations, Métis, and Inuit students who completed high school within <b>three</b> years of entering Grade 10.	83.3%	86%
<b>Active Citizenship</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	89%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	90%

<b>Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.</b>	
NEW STRATEGIES	DESCRIPTION
<b>Implementation of Rupertsland Partnership Resources</b>	NDC will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of NDC.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Indigenous Student Support</b>	There will be a review of the continuum of supports provided for all Indigenous students enrolled in NDC with an emphasis on individual students.
<b>Success of First Nation, Métis and Inuit Students</b>	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
<b>School Representatives</b>	NDC is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share

	resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
<b>Foundational Knowledge Professional Development</b>	<a href="#"><u>Foundational Knowledge Professional Development</u></a> is available for all NDC staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's intranet.
<a href="#"><u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u></a>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING	
OUTCOMES	
<b>Long Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Medium Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Short Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
<b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	92%	93%
<b>School Improvement:</b> Percent of teachers, parents and students indicating that their school has improved or stayed the same the last three years.	87%	90%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.	
NEW STRATEGIES	DESCRIPTION
<b>Professional Development</b>	During CLCs, NDC staff will focus on professional development related to school improvement and education quality related to Assessment for Mastery.
<b>Athletic Team Leaders</b>	NDC administrators will work with their Athletic Team Lead to support the tasks associated with providing fulsome athletic programs and leadership within our secondary schools.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Team Leads</b>	NDC will use Team Leaders to support student learning and engagement
<b>Staff Wellness Supports</b>	NDC will lead professional development sessions on staff health and well-being. Our Vice Principal will facilitate interactive sessions with our faculty and staff members. NDC will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
<b>Mentorship</b>	New teachers will work collaboratively with a mentor teacher to support learning. Staff also have access to departmental mentorship.
<b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b>	NDC Administrators will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each <u>teacher</u> and <u>administrator</u> with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.

PROVINCIAL DOMAIN: LEARNING SUPPORTS	
OUTCOMES	
<b>Long Term:</b>	NDC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
<b>Medium Term:</b>	NDC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
<b>Short Term:</b>	NDC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
<b>Safe and Caring:</b> Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	89%	90%
<b>Access to Supports and Services:</b> Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	89%	90%

- **Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.**
- **Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.**

NEW STRATEGIES	DESCRIPTION
<b>Behavioral Supports and Professional Learning</b>	Provide supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants.
<b>Relaunch #Relationships in a Digital Age</b>	The <a href="#"><b>#Relationships in a Digital Age</b></a> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, NDC will relaunch the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.
<b>Universal Supports Toolkit Update</b>	The division-wide delivery of a universal supports toolkit will provide increased understanding of universal learning, mental health, and regulation supports for NDC teachers to provide in the classroom as part of their daily support of all students.
<b>SIVA Training</b>	Staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments (SIVA)</i> .

	This training program replaces MANDT use in NDC, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
<b>Accessing Community Resources</b>	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Family School Liaison Workers (FSLWs) and Connections Workers</b>	NDC will continue to have access to services provided by <a href="#"><u>FSLWs and Connections Workers</u></a> .
<b>Universal Mental Health Supports</b>	Universal mental health continues to be a focus for NDC and teachers will build upon the mental health strategies they have previously implemented.
<b>ARC – Attachment Regulation Competency</b>	ARC will be used for students identified with significant needs.
<b>Sensory Rooms</b>	Students at NDC continue to access <a href="#"><u>sensory rooms</u></a> on both a scheduled and as-needed basis.
<b>Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence</b>	NDC will continue to have access to <a href="#"><u>specialized support services</u></a> , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports.

\*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
<b>Long Term:</b>	Perspective holders view NDC as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through the engagement process.
<b>Medium Term:</b>	Engagement initiatives communicate NDC's successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit NDC.
<b>Short Term:</b>	NDC's new Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
<b>Parental Involvement:</b> Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84%	85%

<ul style="list-style-type: none"> <li>▪ Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.</li> <li>▪ Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.</li> </ul>	
STRATEGIES	DESCRIPTION
<b>Telling Our Stories</b>	All leaders within NDC will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.
<b>School Council Meetings</b>	NDC will host school council meetings. The principal will provide a report and engagement on various topics of interest to the division and school community.
<b>Four-Year Education Plan Input</b>	Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan. This was completed through consultations at Ward Meetings, Council of Councils and/or School Council meetings which will continue next year. This feedback helps to fuel goals related to student achievement and learning.

This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled "Education Plan + Results".