

2021-2025

Year Two

NOTRE DAME COLLEGIATE FOUR-YEAR EDUCATION PLAN



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SCHOOL PRIORITIES

FAITH

NDC enters into Year II of its Three-Year Faith Theme, *I AM the Way, the Truth, and the Life*, inspired by and taken from scripture in the Gospel of John. The three pillars from this verse will provide the direction to seek (Evangelize), to form (Catechesis), and transform (Service) all staff and students who enter our buildings. This framework will support the development and fostering of a holistic Catholic identity.

HEALTHY SCHOOLS

Healthy Schools is NDC's touchstone in this plan. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our *Healthy Schools* will focus on both recovery from the pandemic and a return to excellence in all areas.

ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS

Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, NDC's subject based teams identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. NDC teachers are then given time to collaboratively reflect on the impact of their practice on student learning.



STAKEHOLDER ENGAGEMENT

NDC staff, administration and School Council will initiate processes to engage parents, community influencers, students, and staff in building community, reviewing results, identifying key issues, and developing strategies for improvement.

TRANSITION TO POST SECONDARY

NDC will continue to develop strategies to promote and secure Registered Apprenticeship (RAP) placements for students. NDC will also continue to promote post-secondary transition planning for students, especially in grade 12 but providing opportunities to meet with various post-secondary institutions, attend (when possible) different post-secondary fairs, and have the opportunity for individual meetings about post-secondary opportunities.



PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement rates, while also being prepared with the literacy levels and math skills, qualifying them for post-secondary admission or success as they directly enter the workforce.
Medium Term:	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and the three-year average of high school completion rates will increase from 84.2% to 86%.
Short Term:	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams.

Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	SCHOOL PRIORITY	LOCAL MEASURES	TARGET
Divisional Teams and Departments NDC staff will participate in divisional teams in targeted areas to improve student learning. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in their grade level and/or discipline. Targeted areas include: Math, PE, Art, Drama, Biology, Construction, Band and Counseling.	Academic Excellence Through Collaborative Praxis	% of divisional team participants	90%
STEAM Implementation of options and links to STEAM. Participate in the Divisional pilot for Coding	Academic Excellence Through Collaborative Praxis	number of teachers implementing STEAM specific items	5
		number of teachers participating in the coding pilot	1
CLC Praxis Plans NDC will designate at least 15 Friday Catholic Learning Community (CLC's) and 1 Professional Development Day to facilitate the team/department work on the execution of praxis (theory, action, reflection) plans to improve student learning via high yield goals/strategies in the areas of curriculum, instruction, or assessment. NDC will additionally focus praxis plans on continued Universal Mental Health strategies and build on supports already implemented in the area of ARC.	Academic Excellence Through Collaborative Praxis	% of teachers satisfied with team/department praxis plans	90%
Readers' and Writers' Workshop The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language.	Academic Excellence	% of students involved in at least one aspect of Workshop in the classroom	80%
		% of LA teachers who have received training	80%

EXISTING STRATEGIES

All classrooms are equipped with [Classroom Libraries](#).

Math 8 students participate in [Junior Achievement](#) program on finance

Enhanced Reading will continue in Junior High

PROVINCIAL MEASURES	TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in 9 who achieved the acceptable standard on the test.	85%
Provincial Achievement Test Excellence Standard Overall percentage of students in 9 who achieved the standard of excellence on the test.	20%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	85%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	20%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	85%
Percentage of students who complete high school within 5 years of entering Grade 10.	93%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90%

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

OUTCOMES

Long Term: NDC's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on all measures.

Medium Term: NDC's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 75% of the measures.

Short Term: NDC's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 50% of the measures.

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.

NEW STRATEGIES

	SCHOOL PRIORITY	LOCAL MEASURES	TARGET
Truth and Reconciliation NDC will enhance learning with targeted lesson planning for Truth and Reconciliation	Curriculum Alignment	% of LA/SS teachers who embed learning into classes	100%
FNMI Resources Purchase First Nations, Métis, and Inuit resources to improve student learning	Academic Excellence	Money spent on First Nations, Métis, and Inuit resources	\$500
Many and One Committee The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. The committee is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on indigenous students and issues.	Healthy Schools	% of Many and One initiatives that are executed division wide	75%
Professional Development NDC will provide professional development for staff on Truth and Reconciliation and FNMI	Truth and Reconciliation	% of staff who participate	100%

EXISTING STRATEGIES

Each school in CTR is represented by a [First Nations, Métis, and Inuit Lead Teacher](#) responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

[Foundational Knowledge Professional Development](#) is available for all CTR staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

Read the [Land Acknowledgement](#) in once a week in the mornings and at special events

PROVINCIAL MEASURES

	TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 9 who achieved the acceptable standard on the test.	85%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 9 who achieved the standard of excellence on the test.	20%

Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	85%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	20%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	85%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90%



PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term: Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 90% or higher.

Medium Term: 100% of active School Council executive will understand CTR's *Enhanced Supervision* process for teachers and administrators.

Short Term: 25% of NDC's teachers will be engaged in an *Enhanced Supervision* process each year

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	SCHOOL PRIORITIES	LOCAL MEASURES	TARGET
Professional Development NDC teachers will learn strategies and skills to improve student learning and interest level within the classroom	Academic Excellence Through Collaborative Praxis	% of teachers who use praxis to improve learning and engagement within the classroom	100%
Staff Wellness NDC will form a Wellness focus group comprised of staff members who will provide involvement and influence in NDC Staff Wellness	Healthy Schools	number of staff involved in the Focus group	5
Staff Wellness NDC Administration, in particular the Vice Principal will lead staff through the 13 Factors: Addressing Mental Health in the Workplace, creating school priorities, practices and activities.	Healthy Schools	% of 13 Factors that are discussed and used within our priorities	50%

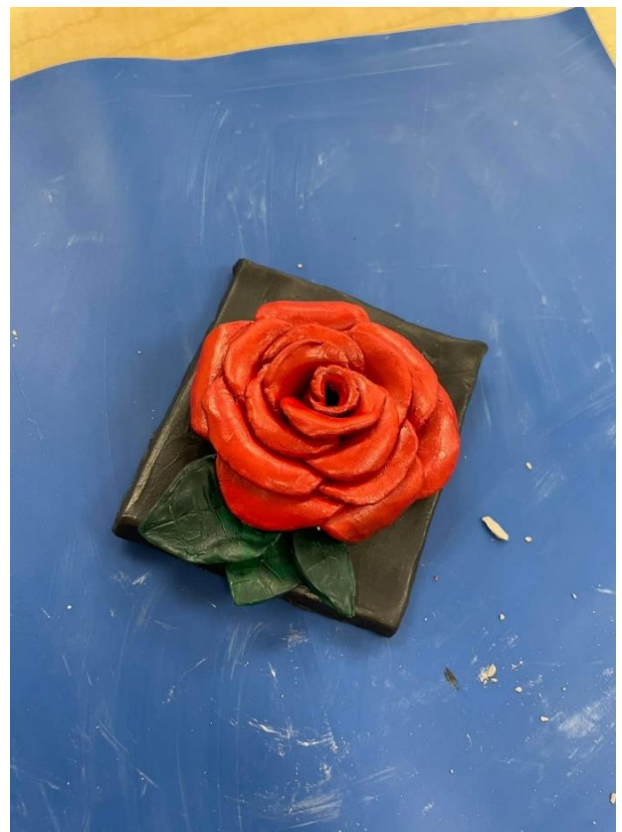
EXISTING STRATEGIES

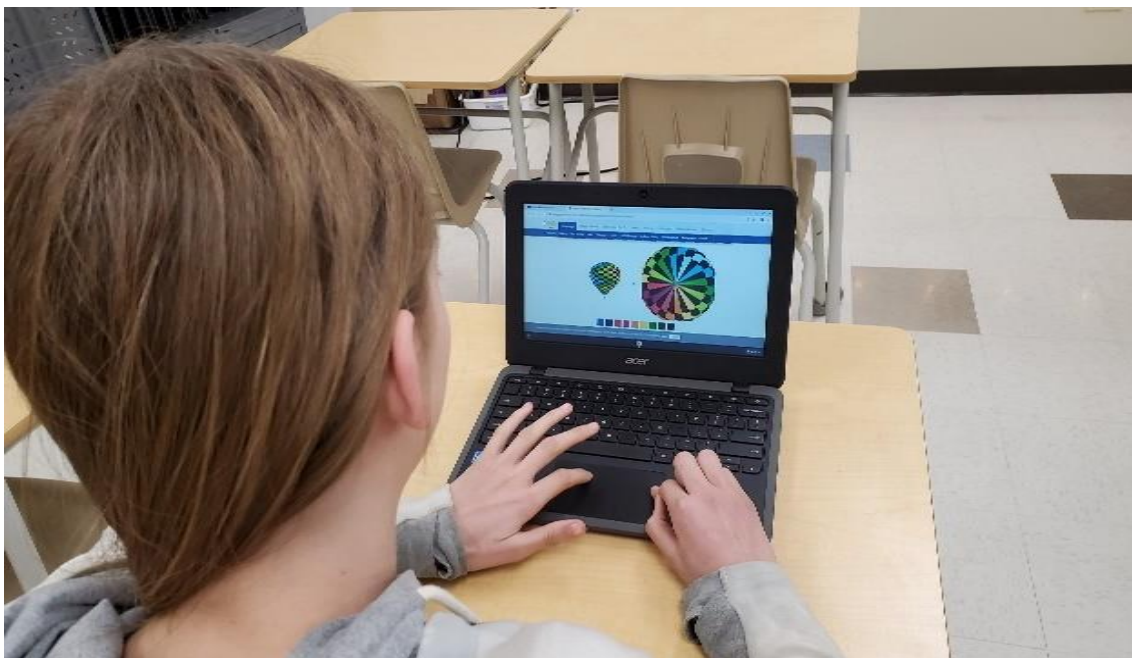
The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the [Teacher Supervision, Growth and Evaluation](#) as well as the [Principal Supervision, Growth and Evaluation](#).

On a four-year cycle, each [teacher](#) and [administrator](#) with a continuous contract participates in *Enhanced Supervision* with their principal or superintendent.

Using multi-media resources to engage students

PROVINCIAL MEASURE	TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	90%





PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term: Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.

Medium Term: Stakeholder satisfaction with access to a continuum of supports and services will be 88% or higher.

Short Term: Stakeholder satisfaction with access to a continuum of supports and services will be 86% or higher.

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, 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	SCHOOL PRIORITIES	LOCAL MEASURES	TARGET
<p><u>Universal Mental Health Supports</u></p> <p>Universal Mental Health continues to be a focus for NDC and staff will continue to build upon mental health strategies they have already implemented. As part of our planning, staff will specifically identify a strategy in each area to focus on with students - relationships, regulation, and safety. We will focus on these as well as other targeted wellness strategies. For example, a staff may focus on test taking strategies to reduce anxiety for students.</p>	<u>Healthy Schools</u>	Teachers will identify and implement at least one strategy for each of the 3 areas - relationship, regulation, safety and link each strategy to a specific area of mental wellness. For example, this can	+5%
<p>Communication</p> <p>NDC stakeholders are aware of the supports available to help with learning.</p>	<u>Academic Excellence Through Collaborative Praxis</u>	% of satisfaction that there are supports and services available to help with learning	90%
<p><u>Movement and Regulation Circuits</u></p> <p>ARC breaks - Attachment, Regulation Competencies are designed to provide students with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.</p>	<u>Healthy Schools</u>	% of teachers using movement and regulation circuits to support student learning	100%
<p>Many and One Committee</p> <p>The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives that schools can choose to employ based on their contexts.</p>	<u>Healthy Schools</u>	% of schools implementing 3 of the strategies designed by the Many and One Committee	100%

Wellness NDC stakeholders satisfaction with the support and services provided with problems that are not related to school work	Healthy Schools	% satisfied with their child/themselves being able to access supports not related to school work	80%
		FSLW and Connections workers will work with students in need	
Post-Secondary Transitioning NDC grade 11-12 students will have the opportunity to attend post-secondary fairs and/or sessions	Transition to Post Secondary	Number of students who attend post secondary fairs/sessions	100
Post-Secondary Transitioning NDC grade 12 students will have the opportunity to meet with Post-Secondary Counselor to do planning	Transition to Post Secondary	% of grade 12 students who schedule a 1-1 sessions	90%
Post-Secondary Transitioning NDC students who transition to post-secondary within 6 years of entering into grade 10	Transition to Post Secondary	%of students who transition to post secondary	60%
Enhanced Reading (ER) Reading interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level (grade 7-9)	Academic Excellence Through Collaborative Praxis	% of applicable students involved in ER	80%
Attachment, Regulation, and Competency (ARC) Educational Assistant's NDC will continue to focus on ARC model through professional development for all EAs. This innovative approach addresses issues of attachment, regulation and competency to support student success.	Healthy Schools	% of EAs trained in ARC strategies	100%
NDC Student Wellness NDC will implement innovative programs to promote attachment, regulation and competency to promote student success. For example staff or LS will continue to support class wide body break, Reading to Dogs etc.	Healthy Schools	Number of programs for students to promote regulation, attachment and competency	3
		Number of staff who utilize class wide breaks.	25

EXISTING STRATEGIES

NDC will continue to have access to services provided by [Family School Liaison Workers \(FSLWs\) and Connections Workers.](#)

NDC will continue to provide Learning Strategies classes to students to support their academic achievement

School staff have engaged in training to understand [ACES](#) and the impact childhood trauma has on learning and the brain.

NDC Students across the division continue to access [Sensory Rooms](#) on both a scheduled and as-needed basis.

School staff continue to engage in professional learning around [Trauma Informed Practices](#) and the impact of implementation on students and learning.

NDC will continue to grow in their professional development on supporting at-risk students

Schools have access to CTR's divisional Psychologist through the Request for Support process for [Psychological Assessments](#) for students.

CTR's schools continue to have access to specialized support services including [Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports.](#)

All students who have received an Alberta Education Special Education Code have an [Individualized Program Plan](#) on Template A, B or C, as determined by student need.

NDC will continue to support student wellbeing through a [Nutrition Program](#). This program helps to support the division's overall Healthy Schools initiative by providing fresh fruit and engaging with Food For Thought for lunches for kids in need.

MANDT - NDC will train support staff (EAs) in the philosophy and process of using [MANDT](#) to support students.

PROVINCIAL MEASURES	TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	85%
Student Inclusion: Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.	85%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	85%



PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Long Term:	Stakeholders view NDC as strong in the areas of faith, learning, creating safe and caring schools, and stewardship.
Medium Term:	Four-Year Education plans are increasingly reflective of input from various stakeholders.
Short Term:	improve communication through newsletters and social media

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.

Processes, strategies, and local measures/data to demonstrate that stakeholders 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.

NEW STRATEGIES	SCHOOL PRIORITIES	LOCAL MEASURES	TARGET
Communication NDC will use newsletters and social media to improve communication to stakeholders	Stakeholder Engagement	Number of newsletters	9
School Council School Council members will arrange for 3 presentations to the larger parent community that highlight school programs or engage parents in 'hot topics' around High River.	Stakeholder Engagement	number of engagement activities through School council	3
School Council School Council will host community engagement activities to promote parent involvement with the support of the school	Stakeholder Engagement	Number of engagement opportunities	2
Communication and Influencer's Engagement NDC will participate in the Communication Team Lead pilot to promote the school and it's activities.	Stakeholder Engagement	Number of activities and school events promoted on social media Number of people in the Communication Team Lead	1

EXISTING STRATEGIES

CTR's senior team meets with Alberta Education annually to review plans in detail.

The Four-Year Education Plan is presented annually to both School Council and Ward Committees.

Academic, sports and fine arts awards nights will be hosted

School Council will meet regularly

School Council Chairs are gathered two to three times per year at *Council of School Councils* Meetings

PROVINCIAL MEASURE	TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80%



LOCAL DOMAIN: FAITH COMMUNITY

OUTCOMES

Long Term: Aggregate satisfaction rates on faith surveys are 95% or higher.

Medium Term: Aggregate satisfaction rates on faith surveys are 93% or higher.

Short Term: Aggregate satisfaction rates on faith surveys are 91% or higher.

NEW STRATEGIES	SCHOOL PRIORITY	LOCAL MEASURES	TARGET
Participation with our Local Parish. Father will host mass/liturgy for NDC students and families. We will have specialized celebrations with a faith portion for Remembrance Day and/or Truth and Reconciliation	Faith	# of masses/liturgies each year	10
Staff Mass Staff will participate in one staff mass each month on first Fridays	Faith	# of masses each year for staff	9
Champion Program The Director of Catholic Education will support NDC in learning about the Champion Program aimed at ensuring every student in the school has an adult advocate from the school in their life.	Healthy Schools	# of staff participating in learning about the program	10
Participation with our local Parish NDC students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest	Faith	# of times per year	2

EXISTING STRATEGIES

NDC will participate in Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).

[Catholic Education Sunday \(November\)](#) and [Catholic Education Week \(May\)](#) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.

NDC will continue to include a link to GrACE in newsletters. [GrACE](#) is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.

NDC will continue to have a faith portion of each newsletter

NDC staff will continue to participate in Faith Days

NDC will continue to have designated 2 [Faith Leader\(s\)](#) at each school who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.

DIVISIONAL MEASURES	TARGET
% of students, parents, and teachers who indicate that the students are developing a meaningful prayer life.	90%
% of students who pray by means of morning or evening prayer, prayers of thanks to God, prayers asking for God's assistance, reading the Bible or select scriptures from the Bible and reflecting on the meaning, Rosary, or formal prayers such as the Lord's Prayer, personal prayer, and contemplation of God's will.	100%
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	90%
% of students who attend Catholic mass or, if not Catholic, services at their church.	30%
% of students Grades 8, and 11 achieving an Acceptable Standard on assessment.	100%
% of students Grades 8, and 11 achieving an Excellence Standard on assessment.	100%
% of staff who have participated in one or more faith growth experiences.	100%

% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	90%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	90%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.	90%

