

2021-2025

Year Three

# NOTRE DAME COLLEGIATE FOUR-YEAR EDUCATION PLAN



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## SCHOOL PRIORITIES

### FAITH

NDC enters into Year I of our new 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* 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 continue to be an ongoing focus as we support students in becoming strong and resilient.

### 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

<b>Long Term:</b>	Students will leave school with high academic engagement rates, while also being prepared with literacy levels and math skills, qualifying them for post-secondary admission or success as they directly enter the workforce.
<b>Medium Term:</b>	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%.
<b>Short Term:</b>	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
<b>Divisional Teams and Departments</b> 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.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of divisional team participants	90%
<b>STEAM and Coding</b> NDC will be intentional about the implementation of options and links related to STEAM. Additionally, 1 staff member will have the opportunity to participate in the Divisional pilot for Coding.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of teachers that believe that students have improved in computational thinking as a result of coding.	75%
<b>Catholic Learning Communities</b> NDC will use a research-based approach to improve student learning via high yield goals/strategies in the areas of curriculum, instruction and/or assessment. This will be integrated with the Universal Mental Health strategies by continuing to implement ARC.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of teachers satisfied with team/department praxis plans	90%

## EXISTING STRATEGIES

The [Readers' and Writers' Workshop](#) model is implemented in NDC classrooms.

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

Math 8 students will participate in [Junior Achievement](#) program throughout the year.

Enhanced Reading will continue in Junior High

PROVINCIAL MEASURES	TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in 9 who achieved the <b>acceptable</b> standard on the test.	85%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in 9 who achieved the standard of <b>excellence</b> on the test.	20%
<b>Diploma Acceptable Standard</b> Overall percentage of students who achieved the <b>acceptable</b> standard on examinations.	85%

<b>Diploma Excellence Standard</b> Overall percentage of students who achieved the standard of <b>excellence</b> on examinations.	20%
<b>High School Completion Rate</b> Percentage of students who completed high school within <b>three</b> years of entering Grade 10.	85%
Percentage of students who complete high school within <b>five</b> years of entering Grade 10.	93%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	85%
<b>Academic Engagement</b> 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

<b>Long Term:</b>	NDC's First Nations, Metis, and Inuit students meet or exceed NDC's overall assurance standards on all measures.
<b>Medium Term:</b>	NDC's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 75% of the measures.
<b>Short Term:</b>	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
<b>Truth and Reconciliation</b> NDC will enhance learning with targeted lesson planning for Truth and Reconciliation. Teachers will intentionally embed Indigenous content and perspective into their planning.	Curriculum Alignment	% of LA/SS teachers who embed Indigenous content & perspective into classes	100%
<b>FNMI Resources/Perspective at Graduation</b> NDC will Include Indigenous traditions into our Graduation Ceremony including Land Acknowledgment and traditional gifts depending on the Indigenous cultural beliefs.	<a href="#">Healthy Schools</a>	% of students, teachers, and parents who believe the school is seeking to end racism and promote inclusion.	85%
<b>Inclusive Education</b> NDC will use Catholic Social Teachings along with Many and One divisional initiatives, to promote inclusion and to develop combat racism.	<a href="#">Healthy Schools</a>	% of students, teachers, and parents who believe the school is seeking to end racism and promote inclusion.	85%
<b>Success for First Nations, Métis, and Inuit Administrative Procedure</b> NDC uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	FNMI students at NDC are achieving a provincial average or above on PAT results	100%

## EXISTING STRATEGIES

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

<b>Diploma Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students who achieved the <b>acceptable</b> standard on examinations.	85%
<b>Diploma Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of <b>excellence</b> on examinations.	20%
<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.	85%
<b>Active Citizenship</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	85%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90%

# PROVINCIAL DOMAIN: TEACHING AND LEADING

## OUTCOMES

<b>Long Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 90% or higher.
<b>Medium Term:</b>	100% of active School Council executive will understand CTR's <i>Enhanced Supervision</i> process for teachers and administrators.
<b>Short Term:</b>	25% of NDC's teachers will be engaged in an <i>Enhanced Supervision</i> 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
<b>Communicate Teacher Supervision, Evaluation, and Growth (TSEG) and Enhanced Supervision</b> NDC's admin will share the infographic created by CTR with parent council and the school newsletter.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of teachers and parents who are satisfied with CTR's teacher supervision, growth and evaluation process.  Question- Teachers and Parents- How satisfied are you with the effectiveness of the CTR's teachers supervision, growth and evaluation process?	100%
<b>Aspiring Leaders Program</b> NDC will continue to nominate and encourage staff to attend Aspiring Leader session facilitated by CTR. Sessions will build leadership capacity in staff.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of teachers who believe that they are given opportunities to develop their leadership capacity.  Question- Teachers- How satisfied are you with the opportunities you have had to learn about leadership, share in leadership, or lead?	90%

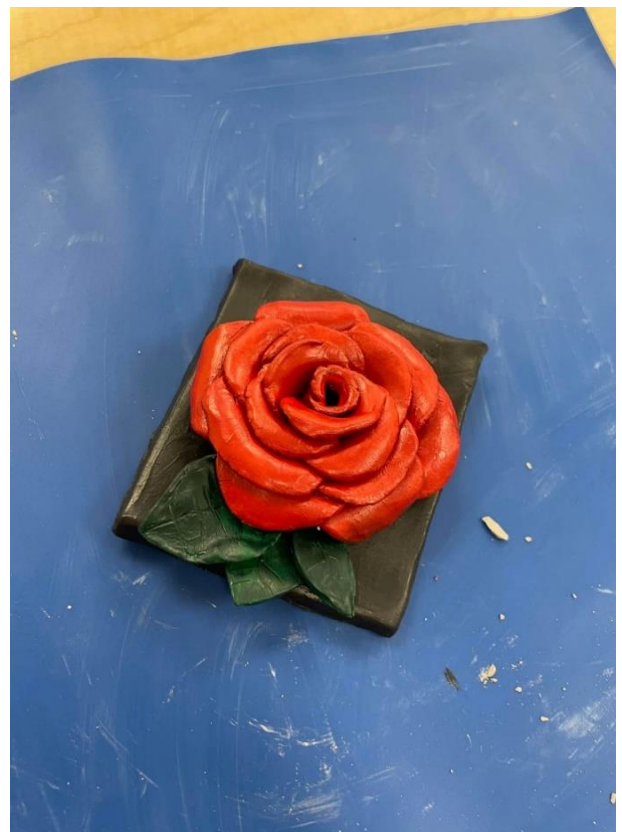
## EXISTING STRATEGIES

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
<b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	90%



# PROVINCIAL DOMAIN: LEARNING SUPPORTS

## OUTCOMES

<b>Long Term:</b>	Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.
<b>Medium Term:</b>	Stakeholder satisfaction with access to a continuum of supports and services will be 88% or higher.
<b>Short Term:</b>	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
<a href="#">Universal Mental Health Supports</a> Universal Mental Health Supports continue to be a focus for NDC. Staff will continue to build upon mental health strategies they have already implemented. Staff will specifically identify a strategy in each area - relationships, regulation, and safety. We will focus on these as well as other targeted wellness strategies.	<a href="#">Healthy Schools</a>	% of Teachers who 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.	95%
<a href="#">Movement and Regulation Circuits</a> Attachment, Regulation and Competency (ARC) will continue to provide an innovative approach to address issues of dysregulation, attachment, regulation, and competency to ensure success for all students. NDC will explicitly schedule and implement meaningful opportunities for students.	<a href="#">Healthy Schools</a>	% of teachers using movement and regulation circuits to support student learning.	100%
<b>NDC Student Wellness</b> NDC will implement innovative programs to promote student success. For example, staff or LS will continue to implement class wide body breaks, Reading to Dogs etc.	<a href="#">Healthy Schools</a>	Number of programs for students to promote regulation, attachment and competency.	3
		Number of staff who utilize class wide breaks.	25
<b>Post-Secondary Transitioning</b> NDC grade 11-12 students will have the opportunity to meet with Post-Secondary counsellor for planning. Additionally, they can attend post-secondary fairs and/or sessions	<a href="#">Transition to Post Secondary</a>	% of eligible students who access these supports.	90%
<a href="#">Enhanced Reading (ER)</a> 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)	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% 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%

## 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 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.

NDC students 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 PRIORITY	LOCAL MEASURES	TARGET
<b>Communication</b> NDC will use newsletters and social media to improve communication to stakeholders.	<a href="#">Stakeholder Engagement</a>	Number of newsletters	9
<b>School Council</b> School Council and Administration will host community engagement activities to promote parent involvement.	<a href="#">Stakeholder Engagement</a>	Number of engagement opportunities	2
<b>Communication Team Lead</b> NDC will continue to develop its social media presence through the Communications Team Lead.	<a href="#">Stakeholder Engagement</a>	Number of people in the Communication Team Lead	1

### EXISTING STRATEGIES

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
<b>Parental Involvement:</b> 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
<b>Monthly Mass Celebrations</b> We will host masses/liturgies at NDC and/or Parish with a focus on Advent and Lenten seasons.	<a href="#">Faith</a>	# of masses/liturgies each year	10
<b>Staff Mass</b> Staff will participate in one staff mass	<a href="#">Faith</a>	# of masses each year for staff	7
<b>Reconciliation/Spiritual Counseling</b> NDC students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest throughout the school year.	<a href="#">Faith</a>	# 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\(s\)](#) 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%

