

2021-2025

Year Four

NOTRE DAME COLLEGIATE FOUR-YEAR EDUCATION PLAN



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SCHOOL PRIORITIES

CATHOLIC FAITH

Notre Dame Collegiate (NDC) enters into year two 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.



ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS AND CONTINUOUS IMPROVEMENT



Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. NDC utilizes praxis as a method to achieve continuous improvement. Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.

STAKEHOLDER ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Council meetings to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

TRANSITION TO POST-SECONDARY

CTR's senior administration and site-based counselors will develop strategies to promote and secure career exploration and worksite learning opportunities, including Registered Apprenticeship Program (RAP) placements for students through a "Student Futures" focus.

LOCAL DOMAIN: CATHOLIC FAITH

OUTCOMES

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic Christian faith as a result of being a part of NDC
Medium Term:	Perspective holders believe that NDC continue to have a significant impact in the formation of staff and students in the Catholic Christian faith.
Short Term:	Perspective holders believe that NDC have an impact in the formation of staff and students in the Catholic Christian faith.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	87.5%	90%
% of students Grades 8, and 11 achieving an Acceptable Standard on assessment.	n/a	90%
% of students Grades 8, and 11 achieving an Excellence Standard on assessment.	n/a	25%
% 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.	94%	94%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	n/a	90%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.	91%	91%

NEW STRATEGIES	DESCRIPTION
Monthly Mass Celebrations	We will host masses/liturgies at NDC and/or Parish with a focus on Advent and Lenten seasons.
Staff Mass	NDC Staff will participate in staff mass at least 5 times this school year.
Reconciliation	NDC students will have the opportunity to participate in reconciliation and/or spiritual counseling with a priest throughout the school year.
Establishment and Use of Sacred Spaces in Schools	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.
Many and One School Plans	Through the guidance of the division's Many and One Committee, NDC will create plans to support Equity, Diversity and Inclusion through our Catholic Social Teachings.
Staff Catholic Social Teaching Professional Development	Division administration and site-based Faith Leads will prepare one professional development session focused on addressing, identifying and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.
Staff Intellectual Faith Formation Professional Development	Division administration and school-based Faith Leads will prepare four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year.
Staff Professional Development in Catholic Leadership	Division administration and site-based Faith Leads will prepare one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Eucharistic Adoration	NDC will participate in Eucharistic Adoration, coinciding with Catholic Education Sunday (May) and Catholic Education Week (October).
Catholic Education Sunday / Catholic Education Week	Catholic Education Sunday (May) and Catholic Education Week (October) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.
GrACE	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.
Faith Formation Component in Monthly School Newsletters	NDC will continue to have a faith portion of each newsletter. The Director of Catholic Education will produce content to be included in school newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year.
Faith Days	NDC staff will continue to participate in Faith Days.
Faith Leaders	NDC will continue to have designated 2 Faith Leaders who, under the supervision of the Director of Catholic Education and administration, plan and set direction for faith events and initiatives across the division and in their school.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	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.
Medium Term:	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.
Short Term:	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	2022-2023 RESULTS	2024-2025 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in 9 who achieved the acceptable standard on the test.	76%	80%
Provincial Achievement Test Excellence Standard Overall percentage of students in 9 who achieved the standard of excellence on the test.	17.6%	20%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	80.1%	85%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	14%	18%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	83%	85%
High School Completion Rate Percentage of students who complete high school within five years of entering Grade 10.	96%	96%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	83.1%	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	85.5%	90%
Catholic Learning Communities 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
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.
STEM	NDC will be intentional about the implementation of options and links related to STEM including the JH option STEM in grades 7-9.
Catholic Learning Communities	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.
Artificial Intelligence	NDC will develop supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.
Assessment	Recognizing the critical role of effective assessment in education, NDC will empower teachers with the support of administration, with triangulated assessment strategies. These strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. NDC administration and Ed Council will provide guidance on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.
Off Campus learning	NDC will explore opportunities for students to participate in off campus programming while in High School.
Divisional Teams	NDC will support the operation of high school Physics and Chemistry divisional teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. NDC will continue to support remaining teams as well.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Readers' and Writers' Workshop	The Readers' and Writers' Workshop model is implemented in NDC classrooms.
Classroom Libraries	All classrooms are equipped with Classroom Libraries .
Junior Achievement Program	Math 8 students will participate in Junior Achievement program throughout the year.
Enhanced Reading	Enhanced Reading will continue in Junior High
CLCs	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.

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

OUTCOMES

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

MEASURES	2022-2023 RESULTS	2024-2025 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.	n/a	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.	n/a	20%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	n/a	85%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	n/a	20%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	n/a	85%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	89%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	90%

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	DESCRIPTION
Truth and Reconciliation	NDC will enhance learning with targeted lesson planning for Truth and Reconciliation. Teachers will intentionally embed Indigenous content and perspective into their planning.
FNMI Resources/Perspective at Graduation	NDC will include Indigenous traditions into our Graduation Ceremony including Land Acknowledgment and traditional gifts depending on the Indigenous cultural beliefs.
Inclusive Education	NDC will use Catholic Social Teachings along with Many and One divisional initiatives to promote inclusion and to develop combat racism.
Success for First Nations, Métis, and Inuit Administrative Procedure	NDC uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
School Representative	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	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.
Land Acknowledgment	Read the Land Acknowledgement in once a week in the mornings and at special events.

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	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.
Medium Term:	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.
Short Term:	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	2022-2023 RESULT	2024-2025 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	86%	89%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.9%	80%

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
Communicate Teacher Supervision, Evaluation, and Growth (TSEG) and Enhanced Supervision	NDC's admin will share the infographic created by CTR with parent council.
Aspiring Leaders Program	NDC will continue to nominate and encourage staff to attend Aspiring Leader session facilitated by CTR. Sessions will build leadership capacity in staff.
Education Council	NDC will engage with Education Council, comprised of Team Leads and School Contacts on a regular basis to support student learning and initiatives for the student success.
Staff Wellness	NDC will establish a team of staff who want to encourage staff health and wellness through initiatives.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Supervision, Evaluation, and Growth / Principal Supervision, Evaluation, and Growth	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 .
Enhanced Supervision	On a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their principal or superintendent.
Multi-media Resources	Using multi-media resources to engage students.
Staff Wellness	NDC will lead professional development sessions on staff health and well-being. NDC will facilitate interactive sessions with their faculty and staff members.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Schools will support 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.
Medium Term:	Schools will support 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.
Short Term:	Schools will support 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	2022-2023 RESULT	2024-2025 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	86.1%	88%
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.	91.5%	92%

- 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
<u>Universal Mental Health Supports</u>	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.
<u>Movement and Regulation Circuits</u>	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.
<u>NDC Student Wellness</u>	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.
<u>Post-Secondary Transitioning</u>	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.
<u>Enhanced Reading (ER)</u>	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).
<u>Attachment, Regulation, and Competency (ARC) Educational Assistants</u>	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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Student Wellness	NDC will continue to have access to services provided by <u>Family School Liaison Workers (FSLWs) and Connections Workers.</u>
Student learning supports	NDC will continue to provide Learning Strategies classes to students to support their academic achievement.
Sensory Rooms	NDC Students continue to access <u>Sensory Rooms</u> on both a scheduled and as-needed basis.
Trauma Informed Practices	School staff continue to engage in professional learning around <u>Trauma Informed Practices</u> and the impact of implementation on students and learning.
Supporting all students	NDC will continue to grow in their professional development on supporting at-risk students.
Support document and processes for students	NDC has access to CTR's divisional Psychologist through the Request for Support process for <u>Psychological Assessments</u> for students through our Learning Support program.
Support Services for Students	NDC students continue to have access to specialized support services including <u>Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports.</u>
Individual Program plans	All students who have received an Alberta Education Special Education Code have an <u>Individualized Program Plan</u> on Template A, B or C, as determined by student need.
Student Wellness Supports	NDC will continue to support student wellbeing through a <u>Nutrition Program</u> . 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.

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

PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Long Term:	Stakeholders 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.
Medium Term:	New Four-Year Education Plan development is increasingly reflective of input from various stakeholders.
Short Term:	Engagement initiatives communicate NDC's successes and seek input about areas to improve. The Board of Trustees invests in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit CTR.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.6%	85%

<ul style="list-style-type: none"> ▪ 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	DESCRIPTION
Communication	NDC will use newsletters and social media to improve communication to stakeholders.
School Council	NDC School Council and Administration will host community engagement activities to promote parent involvement as well as invite parents to meetings to learn more about the school.
Communication Team Lead	NDC will continue to develop its social media presence through the Communications Team Lead.
Community Involvement and Partnerships	NDC will work collaboratively with the Town of High River, Little Britches and other community organizations as needed.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
4 year Plan	The Four-Year Education Plan is presented annually to both School Council and Ward Committees.
Student Recognition	Academic, sports and fine arts awards nights will be hosted.
School Council	School Council will meet regularly.
School Council	School Council Chairs are gathered two to three times per year at <i>Council of School Councils</i> Meetings.
Graduation	NDC will host a graduation ceremony, mass and banquet each year. The Banquet will be funded through ticket sales and fundraising by the graduating class.