



École Secondaire Notre Dame High School

2020-2021

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

God is our Power, Knowledge is our Strength, and Wisdom is our Guide.

Mission:

École Secondaire Notre Dame High School is a Catholic community inspired to embody Christ, enable excellence and educate for life.

School Profile:

École Secondaire Notre Dame High School is located in the Lancaster subdivision in southeast Red Deer, serving 1101, Grade 10-12 students, and employing approximately 85 staff. Our catchment includes all areas south of 39th street, along the river, as well as from Penhold, Delburne, Innisfail and all French Immersion students including Sylvan Lake and Lacombe.

Making Christ known to students and supporting all learners to achieve at high levels are our priority areas in providing a positive learning environment. Parents are viewed as integral partners in the growth and development of each student and are encouraged to be involved in the Catholic education of their children. Notre Dame offers a vibrant extracurricular program with many opportunities for students to develop their talents and demonstrate servant leadership.

In addition to comprehensive core curriculum, École Secondaire Notre Dame High School also offers Knowledge and Employability, Senior Foundations, Blended Foundations/Knowledge and Employability, French Immersion, and Sports Academy programs. We provide students with a variety of alternative learning opportunities through dual credit courses, Green Certificate programs, Registered Apprenticeship Programs, and other relationships with outside agencies and postsecondary institutions.

This year we are excited to offer our students online courses in our core curriculum (English, Math, Science, Social, Religion), as well as option courses such as: Art, Foods, PE, CALM and Digital Information Processing. École Secondaire Notre Dame High School is blessed to work with four parishes serving the

student, staff and parent population: St. Mary's Parish (Red Deer), St. Vladimir's Parish (Red Deer), Our Lady of the Assumption (Sylvan Lake), and Our Lady of Peace Parish (Innisfail).

Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	89.29%	90.28%	86.79%	82.42%	82.19%	81.99%	Very High	Improved	Excellent
Education Quality	93.54%	91.06%	89.81%	90.31%	90.20%	90.12%	Very High	Improved Significantly	Excellent
Citizenship	87.10%	81.48%	82.45%	83.27%	82.85%	83.17%	Very High	Improved Significantly	Excellent
Life Long Learning	82.07%	79.96%	78.36%					Maintained	
Work Preparation	79.83%	78.81%	75.21%	84.10%	82.99%	82.72%	High	Maintained	Good
Satisfaction with Program Access	88.16%	87.10%	85.12%					Improved	
Program of Studies - At Risk Students	89.74%	91.54%	88.94%					Maintained	
Safe and Caring	90.85%	91.09%	90.76%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	80.03%	81.38%	81.35%	81.75%	81.31%	81.23%	High	Maintained	Good
In-service jurisdiction Needs	90.96%	81.63%	73.04%					Improved Significantly	
School Improvement	83.72%	82.64%	81.08%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2019/20	2018/19	2017/18	3 Year Average
I learn about the Catholic Faith at my school.	96.88%	95.97%	98.16%	97.00%
Prayer helps me feel closer to God.	91.81%	86.78%	84.44%	87.68%
I believe that God created me.	86.23%	88.33%	89.25%	87.94%
I believe that the Catholic Faith teaches me a good way to live.	93.67%	93.25%	92.19%	93.04%
I learn about God in all my classes.	80.90%	79.66%	73.52%	78.02%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	84.75%	67.96%	70.96%	74.56%
We pray regularly at my school.	95.15%			95.15%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	93.98%			93.98%
At my school, staff and students talk about God.	90.64%			90.64%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	94.31%			94.31%
My teacher explains how our faith connects with the topics I am learning in my classes.	84.75%			84.75%
I believe that God created the world and He wants us to explore His creation.	81.59%			81.59%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

AERR Comments
At École Secondaire Notre Dame High School we strive to make Christ known to students. We are excited to see increases in almost all areas. We observed significant increases in the percentage of students who believe their teachers show them what it is like to develop a relationship with Jesus (+6%) and the percentage of teachers who are satisfied that full day professional development provides them with the information and support that helps them improve their classroom instruction (+10%). In both of these areas we were also above the 3-year average (+3% and +11% respectively). We also had increases in the percentage of students who said they learn about the Catholic Faith at school (+0.91%), that the Catholic Faith teaches them a good way to live (+0.42%) and they learn about God in all their classes (+1.24%). We are also excited that 99% of our students agree that they learn about the Catholic Faith at school, 100% of parents surveyed agree that our school communities have brought members to a deeper relationship with God through an understanding and participation in prayer and 100% of parents

surveyed believe the Catholic Faith provides a framework for life and learning. We observed a decrease in the percentage of those surveyed who believe God created them (-2.13%). Our results pertaining to Spirituality and Rationality are comparable to the overall Red Deer Catholic School Division results except in the area focusing on teachers explaining how our faith connects with topics students are learning (School: 69%; Division: 83%).

Comment on School Goals

As we navigate the restrictions related to COVID-19 placed on our school community, we continue to utilize our Faith Coach, Youth Ministry Team, and parish to explore opportunities to connect with students and stakeholders through a variety of activities and daily prayer. With Hospitality and Justice being the two characteristics of Catholic Identity we are focusing on this year, we will support staff in developing an understanding of these characteristics throughout the school year and celebrate with our community how these are embraced and practiced in our school.

We are concerned about the decrease in the percentage of students who say they learn about God in all of their classes, the percentage of parents who believe school is helping their child learn about the world and God's hand in it and the decrease in the percentage of teachers who are satisfied with professional development related to intentional permeation. To address these areas, time will be provided on professional development days to working with staff to develop their capacity to permeate faith in their lessons.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

School Goals

We will develop a deeper understanding of the characteristics of Hospitality and Justice within our school community.

We will continue to develop teacher capacity to permeate faith in their lessons through the Eight Characteristics of Catholic Identity.

Outcome 1: Alberta's students are successful.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Diploma Exam Measures									
Diploma: Acceptable	**	**	**	**	**	**	**	**	**
Diploma: Excellence	**	**	**	**	**	**	**	**	**
Other Ab Ed Measures									
High School Completion Rate	85.57%	90.77%	89.37%	79.68%	79.11%	78.35%	Very High	Declined	Good
Drop Out Rate	1.00%	1.55%	1.73%	2.69%	2.63%	2.67%	Very High	*	*
Diploma Exam Participation Rate (4+ exams)	59.37%	62.12%	61.27%	56.36%	56.30%	55.64%	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	81.89%	78.95%	75.89%	66.58%	64.76%	63.50%	Very High	*	*
High School Transition Rate (6 yr)	65.61%	63.54%	63.57%	60.10%	58.97%	58.54%	High	Maintained	Good
Assurance Framework									
Citizenship	87.10%	81.48%	82.45%	83.27%	82.85%	83.17%	Very High	Improved Significantly	Excellent

* Methodology Update: Improvement evaluations were not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates by Alberta Education. Starting in 2019 an updated methodology was applied by Alberta Education to more accurately attribute results between schools for these measures. This methodology better reflects the variety of program delivery options. Alberta Education suggests that, "Caution should be used when interpreting school and school authority results over time".

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>In the absence of June 2020 diploma results, teachers utilized a variety of data sources and compiled Know Your Learner documents for each of their classes to identify learner progressions and targeted supports.</p> <p>We have begun the process of revisiting scheduling practices and course offerings for Knowledge and Employability students as a means to improve high school completion rates while also affording these students the opportunity to achieve their high school diploma if necessary.</p> <p>We are pleased with the increase in percentage of students who were eligible for the Rutherford Scholarship (+2.94%) and our January 2020 diploma results (increase in achievement for standard of excellence in 8 of 12</p>

subjects).

Comment on School Goals

This year, École Secondaire Notre Dame High School is focusing on timely, targeted and flexible formative and summative assessment strategies to respond to student learning progressions. Based on ongoing feedback and data collection pertaining to formative and summative assessment, diploma exam results, and student retention, most departments focused on replacing the rewrite process with a targeted formative assessment and re-teaching strategy prior to major summative assessments. Feedback was also collected in the 2019-2020 school year pertaining to NDHS as a support strategy and adjustments were made for the 2020-2021 school year to include NDHS sessions for each day of the week. Tracking has improved in NDHS sessions and they are being used to support students as we respond to learning progressions as a result of the move to online learning last March.

Teachers have completed Know Your Learner documentation for each of their classes and will revisit and update this data throughout the semester and school year. Targeted supports for students were used based on the information from the Know Your Learner lists to create optimal learning experiences for all students.

Division Goals

Create and maintain optimal student learning experiences

Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

School Goals

Utilize timely, targeted, and flexible formative and summative assessment to respond to student learning progressions.

Use learner data to identify learner progressions and create optimal learning experiences.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Diploma Exam Measures (FNMI)									
Diploma: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
Diploma: Excellence (FNMI)	**	**	**	**	**	**	**	**	**
Other Ab Ed Measures (FNMI)									
High School Completion Rate (FNMI)	77.03%	73.48%	83.28%	55.78%	56.57%	54.51%	High	Maintained	Good
Drop Out Rate (FNMI)	1.58%	0.00%	2.55%	5.51%	5.36%	5.32%	Very High	*	*
Diploma Exam Participation Rate (4+ exams) (FNMI)	44.59%	32.15%	39.88%	24.39%	24.64%	23.61%	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate (FNMI)	66.67%	54.55%	67.07%	39.14%	37.11%	35.73%	Intermediate	*	*
High School Transition Rate (4 yr) (FNMI)									
High School Transition Rate (6 yr) (FNMI)	51.56%	60.24%	51.22%	35.04%	34.17%	32.99%	Intermediate	Maintained	Acceptable

* Methodology Update: Improvement evaluations were not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates by Alberta Education. Starting in 2019 an updated methodology was applied by Alberta Education to more accurately attribute results between schools for these measures. This methodology better reflects the variety of program delivery options. Alberta Education suggests that, "Caution should be used when interpreting school and school authority results over time".

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments

At École Secondaire Notre Dame High School, we have ensured that our First Nations, Metis, Inuit students are aware of the supports available, academically, spiritually, and socially through collaboration with the Division support team. We continue to reach out to families and students to promote supports on a monthly basis. The success in academic achievement speaks clearly to the universal supports provided in all classrooms for all learners. We are proud to report increased success rates for our First Nations, Metis, and Inuit students in the following areas: 4% in High School Completion Rate, 12% in Rutherford Scholarship Eligibility Rate, and 12% in Diploma Exam Participation Rate. As well, the Drop-Out Rate of our students continues to be significantly lower than the provincial average with our result being under 2% compared to over 5% provincially.

Comment on School Goals

At École Secondaire Notre Dame High School, we continue to focus on increasing academic success of our First

Nations, Métis, and Inuit students through provision of universal supports including the promotion of cultural diversity and pride throughout our school. Staff infuse foundational knowledge of First Nations, Metis, Inuit into course outcomes with the support of our division support team. Professional development opportunities build capacity of our teachers to address Indigenous ways of knowing within their classes.

We continue to provide our self-identified Indigenous students with individualized supports as well. Our First Nations, Metis, and Inuit support meets with all of our graduating students three times ensuring their awareness of resources available both from our school division and in the larger community. As well, an information sessions will be offered for graduating students to learn about specific scholarships and bursaries that they can apply for in high school and beyond. We are grateful as well that our support team is responsive to emergent student needs offering ongoing guidance and support.

Division Goals

Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.

School Goals

Increase academic success through support to First Nations, Métis and Inuit students.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	89.29%	90.28%	86.79%	82.42%	82.19%	81.99%	Very High	Improved	Excellent

AERR Comments
<p>Walkthroughs help focus collaboration and guide instructional practice at École Secondaire Notre Dame High School. As indicated on our staff feedback survey, 92% of staff are positive and supportive of increased walkthroughs and are active participants in the conversations following classroom visits. Notre Dame had 89% of our teachers indicate that our school professional development events are assisting them as teachers in improving their instructional practices. Our administration team focused on moving classroom practices forward in the areas of formative and summative assessment and engaging students in authentic learning experiences. 100% of teachers feel satisfied with the support they have been given to create and implement their professional growth plan. This includes administration leading collaboration, which is an integral part of weekly professional development.</p> <p>Many new opportunities were created during the 2019-2020 to meet the diverse needs of our students. Notre Dame created unique CTS programs for our Knowledge and Employability students including Food Services, and Wood Frame Construction. This diverse programming will continue to be expanded during the 2020-21 school year to include Art and Media studies.</p> <p>The creation of a Blended program with Foundations and Knowledge and Employabilities saw one student transferred full time into the K and E program, and two others participating in one or more K and E classes.</p>

Comment on School Goals
<p>This year, École Secondaire Notre Dame High School is continuing to focus on two of the four Pillars of Instructional Leadership: Leading Learning and Instructional Walkthroughs. Our administration team is actively involved in the Professional Learning Communities and collaboration sessions with our departments and are helping all our subject teams move forward in the areas of summative and formative assessment, with an emphasis on the formative assessment (outlined in O.1).</p> <p>We are continuing to be visible in classrooms as we complete walkthroughs. In addition to the walkthroughs, we are having meaningful conversations that move teachers forward in their practice. These improvement areas have been identified and communicated through Professional Growth Plan meetings and follow up conversations and will be reviewed continuously throughout the school year. In regards to leading a learning community, we are scheduling our professional development events to meet the needs of our teachers in these changing times of learning progressions, formative assessments and online/at home learning.</p>

We are starting to develop opportunities for our students, in all streams, to meet graduation requirements through a variety of different sources. Our Knowledge and Employability program is in the process of creating a framework to allow our students to meet high school certification requirements before moving on to securing remaining high school diploma requirements.

Division Goals

Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership

School Goals

Continue to develop instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership, focusing primarily on Leading Learning and Instructional Walkthroughs.

Develop and provide additional opportunities for all students to complete programs that meet diploma and certificate of achievement requirements.

Outcome 4: Alberta's education system is well governed and managed.

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Education Quality	93.54%	91.06%	89.81%	90.31%	90.20%	90.12%	Very High	Improved Significantly	Excellent
Life Long Learning	82.07%	79.96%	78.36%					Maintained	
Work Preparation	79.83%	78.81%	75.21%	84.10%	82.99%	82.72%	High	Maintained	Good
Safe and Caring	90.85%	91.09%	90.76%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	80.03%	81.38%	81.35%	81.75%	81.31%	81.23%	High	Maintained	Good
School Improvement	83.72%	82.64%	81.08%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

AERR Comments

At École Secondaire Notre Dame High School we had an increase in four performance measures for this outcome and maintained to significantly improved in all 6 measures. We are extremely proud of the steady improvement , over the past 3 years, in the areas of Education Quality increasing 3.7% (89.1% to 93.5%), Lifelong Learning increasing 3.7 % (78.4% to 82.1%), Work Preparation increasing 4.6% (75.2% to 79.8%) and School Improvement increasing 2.6% (81.1% to 83.7%). Safe and Caring maintained at 91% and Parental Involvement continues to be a focus in a high school setting maintaining at 80% satisfaction.

At École Secondaire Notre Dame High School, we created a variety of opportunities for parents to be informed about the happenings in our school community. Our Parent Week at a Glance received over 1800 views and approximately 3000 monthly views on our website. Our robust social media team publishes an average of 60 posts per month on each platform. Each post reaches over 3300 followers, including parents, students, and staff. We received positive feedback from our Start, Stop, Continue parent surveys in November and March on our vaping, attendance, and cell phone policies.

Comment on School Goals

École Secondaire Notre Dame High School continues to diligently focus on supporting the mental and physical health of our students, staff and families. Regular feedback from our stakeholders provided us with the insight that our students are presently experiencing a strong sense of loss and disconnect from their friends, teachers and school community. To support our students it was very important to create opportunities to promote hope and optimism. A Counselling Corner website was created including information about our counsellors, mental health stories, community resources, upcoming events, feature articles, parent resources, links to other mental

health websites, and relevant apps for teens. Weekly mental health information sessions were offered focussing on healthy choices, relaxation and strategies to deal with a variety of emotions. These initiatives have been supported in conjunction with a student's incredible project of publishing her second magazine focusing strictly on mental health issues.

Transitioning to online and at home learning for the second time since March, it is essential to provide a number of our supports virtually for our stakeholders to stay connected and supported. Our counsellors are presenting their lunch box sessions, such as yoga. online and our weekly Monday Morning Mental Health posts, on social media, have increased throughout the week to check in on how students are dealing with at home learning. We are also blessed to be partnered with Smiles Thru Lindsey for our Grad Service Project where the students have already met with the organizers, on Google Meets, to have frank conversations about breaking down the stigma of mental health issues. Our FSEC worker has begun providing online sessions such as Parenting a Procrastinator through At Home Learning and one on Post Secondary and Scholarships.

It is equally important to ensure that we are intune with the mental health of our staff, doing regular check ins, sharing supports that are offered within the division and designating time during PD Days to "take something off your plate." We continue to provide opportunities for everyone to connect virtually with staff Tuesday morning prayer and Friday morning coffee time.

Division Goals
Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.
Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed.
Develop an understanding of mental wellness and create the capacity to respond to identified needs.

School Goals
Provide awareness and resources to support students and staff respond to mental health concerns and related issues.