

# École Secondaire Notre Dame High School Improvement Plan

2023/2024

**Faith Priority:** Provide opportunities for staff and students to nurture their faith and grow in their relationship with Christ.

**Student Learning Priority:** Foster an educational environment that engages all stakeholders in the growth and development of students through engagement and connection.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
<b>Faith</b>	<p><b>Schollie Survey Results:</b></p> <ul style="list-style-type: none"> <li>* I enjoy learning about faith in my school. (68%)</li> <li>* I am inspired by the Catholic faith at my school. (68%)</li> <li>* In all my subjects there are times when my teacher brings the Catholic faith into my learning. (68%).</li> </ul>	Provide staff with opportunities to nurture their faith lives so that they will be able to more openly share their faith in an authentic way with the students in their classes and have a greater impact on student's faith development.	<p><b>Schollie Survey Results:</b></p> <ul style="list-style-type: none"> <li>* Increase "I enjoy learning about faith in my school" to over 70%.</li> <li>* Increase "I am inspired by the Catholic faith at my school" to over 70%.</li> <li>* Increase "In all my subjects there are times when my teacher brings the Catholic faith into my learning" to over 70%.</li> </ul>	<ul style="list-style-type: none"> <li>* Creation of school based faith mentor team.</li> <li>* Plan 3-4 service opportunities for staff throughout the year.</li> <li>* Invite staff to various mass times to build connection to parish and community.</li> <li>* School based Faith professional development sessions including a Faith Retreat on a PD Day in February.</li> </ul>
<b>Student Growth and Achievement</b>	<p><b>AEA Results:</b></p> <ul style="list-style-type: none"> <li>* 76% of students agree that they are engaged in their learning at school, which is a 6% decrease from the previous school year.</li> <li>* Students indicated the following regarding subjects being interesting to them:                             <ul style="list-style-type: none"> <li>- Language Arts - 62%</li> <li>- Mathematics - 66%</li> <li>- Science - 82%</li> <li>- Social Studies - 67%</li> </ul> </li> </ul>	At École Secondaire Notre Dame High School, our staff will focus on increasing student-to-content engagement for our students.	<ul style="list-style-type: none"> <li>* Increase AEA overall student results in regards to engagement/interest in their subjects by 5% by the end of April.</li> <li>* Increase AEA student results in regards to engagement/interest in specific subjects 5% by the end of April.</li> <li>* Increase diploma scores to provincial averages or above by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>* Staff will receive professional development on High Impact Teaching Strategies (HITs) six times this year.</li> <li>* Teachers will plan and reflect with their mentorship partner/team on how to implement HITs into their lessons during mentorship.</li> <li>* Teachers will work with our Student Support Team (SST) to assist them in meeting the academic needs of their students in their classrooms.</li> </ul>
<b>Teaching and Leading</b>	<p><b>Schollie Results:</b></p> <ul style="list-style-type: none"> <li>* Teacher response: "To what extent is your school's Professional Development plan assisting you as a teacher in improving your instructional strategies?" 77% at least A Moderate Amount</li> <li>* Teacher response: "...opportunities to collaborate with teacher colleagues on student learning?" 51% A Great Deal</li> </ul>	Implement a mentorship program and use professional development to support teachers in improving their instructional teaching practices.	<ul style="list-style-type: none"> <li>* Increase "To what extent is your school's Professional Development plan assisting you as a teacher in improving your instructional strategies" by 3%</li> <li>* Increase "... opportunities to collaborate with teacher colleagues on student learning" by 10%</li> </ul>	<ul style="list-style-type: none"> <li>* Provide time during six professional development days for teachers to work with their mentorship team on improving their instructional practice and participate in four opportunities to showcase their learning.</li> <li>* Teaching staff will meet in their mentorship team for 30 minutes each week to work on instructional strategies.</li> <li>* Instructional Lead Teachers (ILT) provide sessions on High Impact Teaching Strategies during six professional development days.</li> </ul>
<b>Learning Supports</b>	<p><b>AEA Results:</b></p> <ul style="list-style-type: none"> <li>* Overall Safe and Caring, student reduction by 2.9%</li> <li>* Overall Safe and Caring, teacher reduction by 2.0%</li> <li>* Parent response: "Your child is safe at school" - 91%</li> <li>* Student response: "I am treated fairly at school" - 90%</li> <li>* Student response: "I feel safe at school" - 90%</li> <li>* Student response: "My teachers care about me" - 89%</li> </ul>	École Secondaire Notre Dame high school will increase staff-to-student connection and staff social/emotional efficacy.	<ul style="list-style-type: none"> <li>* AEA: parent increase by 5% in "your child is safe at school"</li> <li>* AEA: student increase by 3% in "... treated fairly by adults at my school"</li> <li>* AEA: student increase by 3% in "I feel safe at school"</li> <li>* AEA: student increase by 3% in "my teachers care about me"</li> <li>* Reduce the number of students seeking in-school counselling services by 1% by June</li> </ul>	<ul style="list-style-type: none"> <li>* Admin/Counselling (ADCO) and Student Support Team (SST) with receive professional development on lagging skills and unsolved problems with Dr. Stuart Ablon.</li> <li>* SST and ADCO Teams work collaboratively with Model of Student Support (MS2) on complex student needs.</li> <li>* Staff will receive professional development on strategies on how to connect with students.</li> </ul>
<b>Governance</b>	<p><b>AEA Results:</b></p> <ul style="list-style-type: none"> <li>* 73% of "parents are satisfied with parental involvement in decisions about their child's education."</li> </ul>	Our school community will regularly inform and seek feedback from our parent community about connection and engagement of their students at École Secondaire Notre Dame High School.	<ul style="list-style-type: none"> <li>* Consistently have at least 1500 views of our weekly newsletter.</li> <li>* Increase the percentage of "parents who are satisfied with parental involvement in decisions about their child's education" by 5% by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>* Invite families to join in the school council meetings every other month.</li> <li>* Send out weekly newsletters to families via Swiftreach, website, and social media.</li> <li>* Enhance social media presence to inform stakeholders of events happening in our school community.</li> </ul>

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4471 Ecole Secondaire Notre Dame High School

Assurance Domain	Measure	Ecole Secondaire Notre Dame			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	87.8	88.2	88.2	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	85.5	85.6	86.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	90.3	88.5	88.3	80.7	83.2	82.3	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	92.7	92.1	92.7	88.6	87.1	86.2	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	79.4	73.5	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Excellence</a>	16.7	15.2	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.8	91.3	92.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.2	89.6	89.6	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	90.5	88.2	88.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	81.4	79.3	79.7	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

