



**Christ Our Model.
Children Our Focus.**



École Notre Dame High School

Three-Year Education Plan

2021-2024

This Three-Year Education Plan can be viewed on the
School website at:
<https://ndh.lrcssd.ca>



CONTENTS

Who We Are: École Notre Dame High School	3
Community Profile	4
What Informs École Notre Dame High School & Lakeland Catholic’s Education Plan	5
ÉNDHS Foundational Statements.....	6
Strategic Priorities.....	7



WHO WE ARE: École Notre Dame High School

École Notre Dame High School is part of Lakeland Roman Catholic Separate School Division, and we are located about 250 kilometers northeast of Edmonton. We are a provincially funded Catholic High School open to all students (grade 9-12). École Notre Dame High School is a dual track school (English and French Immersion) that provides students with a wide range of high-quality educational programs and services that educate the whole child – spiritually, intellectually, physically, and emotionally.

Along with our strong academic programming, we offer a broad range of elective courses and extracurricular activities. There is something for everyone. Our school also has a Classroom Support Teacher (CST) and a Family Outreach Worker (FOW) to offer additional support to students.



COMMUNITY PROFILES

Bonnyville

Lakeland Catholic School Division operates three schools in Bonnyville, all of which are dual-track, English and French Immersion.

- École Notre Dame Elementary School (Preschool to Grade 4)
- École Dr. Bernard Brosseau School (Grades 5 to 8)
- École Notre Dame High School (Grades 9 to 12)
- Online (Grades 1 to 12)



What Informs École Notre Dame High School's Education Plan

The plan is based on an assurance framework, which is grounded in a reflection of past accomplishments and a commitment to areas that require additional attention. The LCSD Board and administration engaged their stakeholders through online surveys of staff, students, and families (January/February Assurance Survey, March Schollie Surveys), virtual stakeholder engagements (February 23 Town Hall Meeting, February 17 Student/Board Engagement), dedicated virtual planning workshops and a thorough review of past plans and initiatives. The latest Provincial guidance and priorities are reflected in ÉNDHS & Lakeland Catholic's Three-Year Education Plan.

Section 12 of the School Councils Regulation 028 2019: <https://www.albertaschoolcouncils.ca/public/download/files/93595>

School Principals meet monthly with their school staff to make sure they are meeting their school goals. The Division senior administration team meets monthly with each school Principal to review progress and monitor implementation of strategies from the school's Three-Year Education Plan.

Foundational Statements

Foundational statements outline the School & Division's primary purpose, its operating context, and the vision, mission, and values of the School & Division. These are framed as contextual setting pieces, aspirational goals, and enduring beliefs that underpin everything the Division undertakes.

Outcomes/Measures

The desired outcomes and key results are specific and measurable and are supported by strategies to accomplish these ends. Performance measures – both local and provincial, provide direct, measurable evidence of progress against key results, and ultimately, desired outcomes. Collaborative action planning is done at both the Division and individual school level. These action plans are a tactical roadmap to implementing the overall strategic plan at École Notre Dame High School, as well as the Division.



ÉNDHS FOUNDATIONAL STATEMENTS

Vision and Mission

Education is for Life

École Notre Dame High School provides high quality learning experience in all five dimensions of personal growth (spiritual, physical, intellectual, emotional, and social) to facilitate the development of respectful and responsible citizens who are prepared for the challenges of their future.

Values and Beliefs

- ÉNDHS strives to help each child learn about him/herself and the world in relationship with God and to develop the total child – spiritually, physically, intellectually, emotionally, and socially
- ÉNDHS strives to integrate the teachings of Christ within all dimensions of school life
- ÉNDHS strives to develop attitude and work habits to enable students to be lifelong learners
- ÉNDHS strives to include and promote the bilingual nature of the community and provide students with opportunity to enhance their own bilingual education
- Respect is a fundamental component of ÉNDHS and all attitudes and behaviours stem from respect. Respect needs to be modeled to have this value permeate the entire school
- Teamwork is essential to accomplish the goals of the school. Each person has gifts and talents to share and, thus, enhance the learning community of ÉNDHS
- ÉNDHS accepts students where they are and guides them to where they need to be
- Mistakes are learning experiences. Students will be guided to learn from their mistakes and to improve themselves and their behavior so as not to make the same mistake again.



STRATEGIC PRIORITIES

Goal One: Catholic Christian Identity

OUTCOME Lakeland Catholic students develop their faith in a fully permeated Catholic Christian environment.

DIVISION STRATEGIES:

Moral intelligence:

- Further develop our moral intelligence program which teaches Catholic Christian virtues to students within a safe, caring and faith filled learning environment which is designed to ensure that students at school are safe, learn the importance of caring for others, learn respect for others and are treated fairly while they develop and practice Catholic Christian virtues.

Student faith development:

- Provide opportunities for students to engage and grow in their Catholic Christian faith, both inside and outside of the classroom in a range of activities such as, but not limited to: Catholic Youth Leadership Program, retreats, celebrations, masses, daily prayer and reflection, Rite Christian Initiation for Children/Teens (RCIC/T) Programs, Search, and guest faith leaders.
- Promote social justice and social action with accompanying faith education at all grade levels as appropriate locally, provincially and globally.

Religious programming and permeation:

- Support curriculum implementation with resources and training in Grades 3 and 4 *Fully Alive*, Grade 8 *Growing In Faith/Growing In Christ*.
- Maintain a strong focus on faith permeation in all school subjects and activities to ensure that Catholic values and virtues will permeate all school subjects and activities.
- Provide religious educational resources and programming to support students' faith development at all levels.



SCHOOL STRATEGIES:

Moral intelligence:

- We will develop a committee to look at the development of a faith-based/Christ-based moral intelligence program at NDHS. Some of initiatives that we will continue include grade level social justice programming (Hungry for the Homeless, May for Mothers, No Stone Left Alone). We believe that this is a very beneficial committee / program and will make it a priority.
- Develop a Respect program with peer involvement (Grade 11/12's working with 9's)
- Have upper grade students via YLL teach grade 9's what it means to attend a Catholic School
- The Wildcat News will model mini lessons on the virtues once a month (second Monday of the month)
- Zoom student prayer which all students take part in. Students in each class take the lead (schedule shared with teachers).
- Have a monthly virtue & Spiritual Student of the Month who displays this virtue, which would be part of the MI program.

Student faith development:

- We will continue with the RCIT / RCIA program to build upon the faith journeys of all our students and staff
- Teachers will take their class to the chapel for prayer once per semester.
- Teaching Mass for grade 9's
- Train students to be lectors at Mass
- Teachers will take their class (especially religion class) to the Church for Adoration at least once per semester (more if able). This is on Tuesday's from 9:30 – 3:30 PM.
- Celebrate students who are active members and participants in their faith/the church (discipleship) by spotlighting them in the Wildcat News, Social Media, and within their own classes.
- Grade Level Retreats for all students – Grade 12's will have 2 retreats, one in November and one in May.
- Every NDHS teacher will be involved in planning and implementing a Grade Level Retreat which will include a Social Justice Project.
- Zoom Student-Led Prayer every week – Wednesday's – rotate to each of the staff/classes and they will lead the school in morning Prayer.
- Develop a realistic set of consequences for students who bully those who are active in their faith, and those are unwilling to participate/respect faith.

Religious programming and permeation:

- We will incorporate daily prayer in all classes. Begin each class, Grace just before lunch, and in second semester, end day with Prayer.
- Develop a "committee" to revamp our school prayer
- Utilize our Youth Minister in the creation of lessons/permeation and team teaching, especially in religion classes. Encourage faith permeation for each unit with support from the Youth Minister and Division.
- Utilize our Youth Minister to guest lecture in classes.
- Develop a repository of lessons that include permeation lessons through our FLC. Teachers to share a lesson at every staff meeting.



SCHOOL MEASURES:

The performance measures come from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.6	83.2	84.4	89.7	77.8	80.0	High	Declined	Acceptable	85.0	85.0	

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.5	87.7	85.4	95.3	89.9	90.0	Very High	Maintained	Excellent	90.0	92.0	

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 84% (**T: 83%**) of Grade 9-12 students and 98% of parents are satisfied that their school is Christ-centered and value-based with their faith development.
- 91% (**T: 91%**) of Grades 9-12 students are satisfied with their opportunity to be involved in school level religious celebrations.
- 96% of parents are satisfied that the school is helping their child(ren) develop their faith.
- 86% (**T: 88%**) of Grades 9-12 students and 98% of parents are satisfied that gospel values are integrated into all subject areas.
- 100% of parents are satisfied that their child’s(rens) school models Catholic Christian values consistent with the values taught in the home/within the school.
- 85% of Grades 9-12 students and 96% of parents are satisfied that the school provides their child(ren)/them with activities that promote responsible citizenship, volunteerism, and community service.
- 98% of parents are satisfied that the relationship between the home, parish and school is strong.

DIVISION ASSURANCE:

LCSD’s mandate is to create Catholic Christian citizens, who will continue to grow in their faith. Our Division continues to prioritize the faith development of our students and the building of critical faith relationships between the school, home and parish.



PROGRESS REPORT (January 2022 / June 2022):



Goal One: Catholic Christian Identity

OUTCOME Staff will experience meaningful opportunities to develop their faith and live as Gospel Witnesses.

DIVISION STRATEGIES:

- Schools will submit faith formation plans by no later than October 15, that indicate the opportunities provided for staff to develop their faith and live as Gospel Witnesses, which include key indicators such as, but not limited to:
 - Teachers and administrators are active members of the parish to which they belong.
 - Teachers and administrators witness their life in Christ through their relationships with parents, students and each other.
 - Teachers and administrators demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and justice activities.
 - Teachers and administrators form proper and prudent bonds of friendship with students in order for authentic formation to occur.
 - Teachers and administrators are supported in their ongoing formation through the allocation of time and resources.
 - The school and Division have effective and consistent faith formation plans.
 - As part of their professional learning, teachers, support staff and administrators create a personal faith formation plan, which is reviewed throughout the year.
 - Hiring practice places the faith life and the willingness to grow in faith of the prospective candidate as a priority.
- Provide opportunities for staff to engage and grow in their Catholic Christian faith, both inside and outside of the classroom.
- Expect employees to visibly demonstrate their faith in their daily work (such as daily staff prayer/reflection time, sharing individual faith stories, sharing Catholic values and beliefs with students at opportune times).
- Implement Division faith formation plan focused on Mark 4 "Gospel Witness" of Excellent Catholic School Identity to ensure relevance and vibrancy.
- Promote and celebrate the faith, justice and social action accomplishments of schools, and staff.

Building Faith Communities:

- Develop the critical partnerships required among the school, church and the home to build a vibrant and inclusive faith community.
- Provide opportunities to build and maintain communications and partnerships between the school, parish and home.
- Expect employees to actively participate in Sunday Eucharist, parish activities and ministries; promote parish opportunities for staff and students to deepen their faith; establish strategies to promote participation in parish activities such as, but not limited to:
 - Faith Formation.
 - Faith Café.
 - Faith Learning Communities (FLC's).



- Regular staff attendance/involvement in/at mass.
- Developing school liturgies.
- Social action.
- Social justice projects.
- Promote, highlight, and celebrate our Catholicity through contributions to Grateful Advocates for Catholic Education (GrACE) advocacy at all levels.

SCHOOL STRATEGIES:

- École Notre Dame High School will submit a faith formation plan that indicates the opportunities provided for staff to develop their faith and live as Gospel Witnesses, which include key indicators such as, but not limited to:
 - Staff attendance of Mass as well as take lead roles at the Youth Mass (scheduled and assigned).
 - SPICE and Blueprints Conferences (send 4 staff yearly)
 - Encourage staff to sign up for ministry positions at Mass
 - Ministry through PD
 - Continue with the RCIA program within the school
 - Invite all ENDHS staff to participate in our Youth Mass on Sunday's - Send out the ministry list to all staff
 - Develop an optional Catholic Faith Development course (after sharing in the faith ends) for staff to continue their faith journeys.
 - Staff will work together to decide and focus on a Social Justice Project for 2022-2023.
- Promote and celebrate the faith, justice and social action accomplishments of schools, and staff via social media, celebrations, etc.
- We will know we are successful when we have ¾ of our staff involved in their faith journeys and participate consistently.

Building Faith Communities:

- FLC and Faith Café participation for all staff – during a staff meeting and/or early dismissal – all staff expected to attend.
- Staff Prayer lead by each member of staff every last day of the week in the gym – schedule given in August/September.
- Faith Cafe with Nicole where staff gather to explore scripture
- Create a Staff Faith Committee at school to help support faith, permeation, and worship at all levels and develop Faith / Leadership Teams
- Four In-house faith cafés - staff led, true testimonies from staff – once every quarter.
- Café style to discuss faith -- coffee and donuts! (In house) – as mentioned earlier, once every quarter.
- Open door to staff for retreats (participation, giving talks, worship) – staff will be personally invited by admin or by Youth Minister.
- Continue to invite Father Rene into the school (or via Zoom) to work with our students and build relationships with the staff and students.
- Develop Faith / Leadership Teams – to be planned for next year.
- Promote, highlight, and celebrate our Catholicity through contributions to Grateful Advocates for Catholic Education (GrACE) advocacy at all levels.
 - Provide staff with digital copies of GrACE newsletter
 - Choose one element of the GrACE newsletter to explore at monthly staff meetings
 - Youth Minister will submit monthly updates for newsletters, district communication, and GRACE
 - Scheduled staff-share at staff meetings of permeation, projects, etc. once a month, volunteered and invited by administration.



SCHOOL MEASURES:

The target (T) for all performance measures is 95% unless indicated otherwise.

- 96% of teachers and 100% of support staff are satisfied that our school is Christ-centered and value-based with the faith development.
- 96% of teachers and 100% of support staff are satisfied with the opportunities provided to deepen and live their faith.
- 82% (**T: 90%**) of teachers are satisfied with the Faith Sharing Program.
- 82% of teachers are satisfied with the Division resources and support provided to help them integrate Christian values into teaching and learning.
- 94% of teachers are satisfied that their school models Catholic Christian values consistent with the values taught in the home/within the school.
- 100% of teachers are satisfied that the school provides students with activities that promote responsible citizenship, volunteerism, and community service.

DIVISION ASSURANCE:

LCSD continues to prioritize the faith development of our staff and building relationships within the school, parish, and home in response to the feedback we have received from our staff groups. Our Division is committed to providing opportunities for staff to develop into strong Catholic Christian role models as part of our Division's primary mandate.

PROGRESS REPORT (January 2022 / June 2022):



Goal Two: Student Success

OUTCOME Literacy learners are proficient in the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

DIVISION STRATEGIES:

- Schools will develop a plan using the literacy supports and following the three processes provided by Dr. Georgiou and, the Division to address literacy concerns by no later than October 30th, to ensure that all students are performing at or above grade level (Appendix A - 2021-2022 LCSD Literacy Plan).
- Use of standardized assessments:
 - Grades K-1 teachers will determine each student's grade level proficiency, in literacy, by utilizing a common and calibrated assessment (The Numeracy Screener administered in December and May).
 - Primary: Grades 1-12 teachers will determine each student's grade level proficiency, in reading and writing, by utilizing a common and calibrated assessment Test of Silent Word Reading Fluency (TOSWRF) Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Word Reading Efficiency (TOWRE).
- Engage teachers in ongoing professional learning/training:
 - Provide training for staff on 5 pillars of literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension).
- Implement effective Tier 2-3 Intervention:
 - Implement Tier 2 or Tier 3 Intervention Program structured methodology by Dr. Georgiou.

School Based Literacy plans can also include strategies such as, but not limited to:

- Incorporate oral language strategies to support learning.
- Explore conceptual knowledge.
- Develop critical thinking.
- Incorporate a balance of literacy components in a gradual release of responsibilities/gradual increase in independence.
- Include literacy across the content areas.
- Innovative technologies.
- Student assessment.
- Research-based, best practices instructional techniques.



**Appendix A
Lakeland Catholic Literacy Plan 2021-2022**

Why is there a need for a Division wide literacy plan?

We know that there is a need to address literacy concerns in Lakeland Catholic students. Through our work with collaborative response we know that literacy is a key issue for focus in the upcoming year. What if we try something that has been proven to reduce struggling difficulties and has been tried out with success in different schools in Alberta?

Edmonton Public School Board Schools started with 290 Grade 1 children and by Grade 3 had 3 poor readers left (1.4%) in their schools that implemented this process. In Fort Vermillion, and in both Edmonton Catholic and Fort Vermilion schools that participated with 1526 Grade 1 children; by January 2020, both divisions' students behaved normally in reading.

How can we achieve this?

We engaged the person who is behind this improvement, Dr. George Georgiou, professor in the Dept. of Educational Psychology at the University of Alberta. According to Dr. Georgiou, to improve literacy, we need to:

1. Use Standardized Assessments:

Use norm-referenced reading assessments multiple times throughout the year (September, January, May) to monitor the progress of the children and adjust instruction to meet the specific literacy needs of the students.

Screener (standardized and norm referenced):

(January/June) Kindergarten	CTOPP – Comprehensive Test of Phonological Processing LeNS – Letter Name Sound
(September/January/May) Gr. 1-9 English	TOSWRF - Test of Silent Word Reading Fluency TOSREC - Test of Silent Reading Efficiency and Comprehension TOWRE - Test of Word Reading Efficiency- read and non-words
(September/January/May) Gr. 1-3 French Immersion	LeNS – Letter Name Sound CC3 – Castles and Coltheart 3
(September/January/May) Gr. 4-9 French Immersion	TOSWRF - Test of Silent Word Reading Fluency TOSREC - Test of Silent Reading Efficiency and Comprehension TOWRE - Test of Word Reading Efficiency - read and non-words
(September/February) Gr. 10 – 12 English and French Immersion	TOWRE - Test of Word Reading Efficiency- read and non-words



Follow-up meetings will occur after data collection from assessments. Dr. Georgiou will meet with our schools. He will address any questions teachers may have and equip them with the right tools and resources. He will work collaboratively with schools and Division leaders to monitor their students' progress and adjust instruction as necessary to eliminate reading difficulties.

2. Engage our Teachers in Ongoing Training:

There will be training for staff on evidence-based practices. Staff will be exposed to activities and resources on teaching the 5 pillars of literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension). The intention is not to ask staff to completely change their teaching methods, rather the professional learning will provide a systematic, structured and effective process for staff to make literacy instruction more efficient and effective.

3. Implement Effective Tier 2-3 Intervention:

Have an effective Tier 2 or Tier 3 Intervention Program within the schools using a structured methodology. These materials with accompanying training are provided by Dr. Georgiou and the Division.

SCHOOL STRATEGIES:

- École Notre Dame High School will develop a plan using the literacy supports and following the three processes provided by Dr. Georgiou and the Division to address literacy concerns to ensure that all students are performing at or above grade level. (Appendix A above)
- Use of standardized assessments:
 - Grades 9-12 teachers will determine each student's grade level proficiency, in reading and writing, by utilizing a common and calibrated assessment Test of Silent Word Reading Fluency (TOSWRF) Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Word Reading Efficiency (TOWRE).
- Engage teachers in ongoing professional learning/training:
 - Provide training for staff on 3 of 5 pillars of literacy instruction (Fluency, Vocabulary and Comprehension).
- Implement effective Tier 2-3 Intervention:
 - Implement Tier 2 or Tier 3 Intervention Program structured methodology by Dr. Georgiou.

School Based Literacy plans can also include strategies such as, but not limited to:

- Training on the different literacy scans for all staff, and their usefulness in the high school setting
- Training to develop common literacy strategies in all subjects and for all staff
- Utilize the literacy scans to direct our teaching and learning
- Encourage front loading of vocabulary across all subjects.
- Classroom visuals that involve common literacy strategies
- Utilize the Frayer Word List Model



Create targeted strategies for Vocabulary – teaching Tier 2 words to all our students using but not limited to the following strategies:

- Four Step Approach to teaching vocabulary (Dr. Georgiou)
- Word banks, Exemplars, Note and Notice
- Cross-curricular rubrics – design and implement
- Attend question building, test marking at provincial level (January/June)
- Conversations around the importance of reading (i.e. effect on exam scores)
- Using librarian and book club for reading promotion, adding high-interest novels to our library including a student recommendations bulletin board
- French literacy - collaborate with other teachers and schools to find resources and novels to share with students.
- Reintroduce a dedicated reading time for everyone, such as weekly free-read Fridays or randomized DEAR time.
- Investigate the possibility of a mentorship program with the elementary school - reading buddies (once per month). Especially during Read-in week

These strategies will help our staff to become more competent with vocabulary at the high school level. We will be able to assist one another in conversations, observations, and increase efficacy in PLC's as well.

SCHOOL MEASURES:

The performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.8	76.1	70.2	54.4	56.1	60.0	Very Low	Declined	Concern	60.0	65.0	70
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.5	10.0	13.8	5.7	6.6	7.0	Very Low	Maintained	Concern	8.0	10.0	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.3	76.4	86.3	80.0	80.1	82.0	Intermediate	Maintained	Acceptable	82.0	84.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.3	9.9	11.3	13.8	14.3	14.5	Intermediate	Maintained	Acceptable	14.5	14.5	15.0



Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 69% (**T: 90%**) of support staff, 86% (**T: 85%**) of teachers, and 98% of parents are satisfied with the resources available for teaching and learning.
- 92% of parents are satisfied with their school's effort to improve their child's(rens) literacy.
- 94% of parents are satisfied with the quality of the Reading programs at their child's(rens) school.
- 98% of parents are satisfied with the quality of the Writing programs in their child's(rens) school.
- 82% (**T: 88%**) of teachers are satisfied with the support provided in the development and implementation of the school-based literacy initiatives.
- 87% (**T: 88%**) of Grade 9-12 students and 94% of parents are satisfied that they/their child(ren) are engaged in learning at school.
- 90% of Grade 9-12 students, 94% of parents, 82% (**T: 85%**) of teachers and 93% of support staff are satisfied that the/their child's(rens)/students learning needs are being met.
- 90% (**T: 94%**) of Grade 9-12 students, and 94% of parents agree that teachers help them/their child(ren) achieve learning expectations and high standards.

DIVISION ASSURANCE:

LCSD is focusing on this priority to address literacy learning gaps and improve literacy for students consistently and sustainably. The AP and local measures indicate that our literacy gaps are growing, student attendance and engagement is decreasing. As such literacy will be a priority for 2021-2022. We will be celebrating the successes of student literacy achievements to increase student engagement and attendance.

PROGRESS REPORT (January 2022 / June 2022):



Goal Two: Student Success

OUTCOME Numeracy learners are proficient in the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

DIVISION STRATEGIES:

- Schools will develop a plan, by no later than November 30, to address numeracy needs, to ensure that all students are performing at or above grade level.
 - Grades K-1 teachers will determine each student's grade level proficiency, in numeracy, by utilizing a common and calibrated assessment (The Numeracy Screener administered in October & June).
 - Grades 2-10 teachers will determine each student's grade level proficiency, in numeracy, by utilizing a common and calibrated assessment Math Intervention/Programming Instrument (MIPI) administered in October & June).

School based Numeracy plan can include strategies such as, but not limited to:

- Balanced student assessment.
- Spiraled curriculum.
- Differentiated instruction.
- Manipulative materials and innovative technologies.
- Game-based learning options and use of smart boards.
- Open ended, inquiry-based problems that are current, relevant and culturally sensitive.
- Research-based, best practices instructional techniques.
 - Whole Class (Math starters, Modelling, Think Aloud, Number Talks, Mini-Lessons).
 - Small Group (Guided Math, Mini-lessons, Collaborative tasks and Problem Solving).
 - Individual (practice activities, rich tasks, problem solving, reflection, conferences, interviews).
- Metacognitive practices and numeracy competencies such as but not limited to:
 - Searching for patterns.
 - Thinking logically.
 - Predicting and checking.
 - Breaking down problems into smaller parts.
 - Interpreting solutions in context.
 - Estimating to check answers.



- Provide school and Division resources to address identified numeracy issues at all grade levels.
 - Provide teachers in ongoing professional learning/training to address identified numeracy issues as necessary.

SCHOOL STRATEGIES:

- École Notre Dame High School will develop a plan to address numeracy needs, to ensure that all students are performing at or above grade level.
 - Grades 9-10 teachers will determine each student's grade level proficiency, in numeracy, by utilizing a common and calibrated assessment Math Intervention/Programming Instrument (MIPI) administered in October & June.
 - Continue to develop common assessments as a team. Re-evaluate assessments after administering to target towards the goals we want to set out (spiraling the curriculum).
 - Pre-assessment taken at the start of the school year (MIPI).
 - Continue to administer field tests for grade 9 and 12.

Our school-based Numeracy Plan can include strategies such as, but not limited to:

- Rote foundation, with focus shifting towards conceptual understanding
- Set rigor and high standards to ensure students are set up for success on assessments and higher grades.
- Screening students coming in from our feeder school to then assess their readiness to learn.
- Expand to create common expectations with Dr. Brosseau School (Bridging the gap between the two schools)
- Explore a time to meet with staff from our feeder school to go over Best Practices.
- Best Practices PD for teachers of grade 9-12 – teacher led with a collaborative focus.
- Research-based, best practices instructional techniques.
 - MIPI or similar assessment (WRAT)
 - Spiraling of curriculum
 - Common Assessments
 - Performance Assessments
- Metacognitive practices and numeracy competencies such as but not limited to:
 - Developing skills of non-calculator exams (Part A)
 - plan \leftrightarrow understand
 - Showing multiple approaches to address a problem (mental math/ any form of question)
- Provide teachers in ongoing professional learning/training/resources to address identified numeracy issues as necessary.
- Access the Learning Network and ACC sessions for math and science teachers
- Consistency of teachers for grade 9's (team teaching, collaboration, peer observations)
- Encourage teachers to participate in question development and marking of provincial exams
- Provide teachers ongoing professional learning/training/resources to address identified numeracy issues as necessary.
- Build in time in teacher schedules to meet as a Math team (not PLC) to team plan, discuss issues & plan moving forward.
- All math/science teachers are committed to the above strategies to ensure our students are successful in numeracy at NDHS.



SCHOOL MEASURES:

The performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.8	76.1	70.2	54.4	56.1	60.0	Very Low	Declined	Concern	60.0	65.0	70
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.5	10.0	13.8	5.7	6.6	7.0	Very Low	Maintained	Concern	8.0	10.0	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.3	76.4	86.3	80.0	80.1	82.0	Intermediate	Maintained	Acceptable	82.0	84.0	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.3	9.9	11.3	13.8	14.3	14.5	Intermediate	Maintained	Acceptable	14.5	14.5	

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 69% (**T: 90%**) of support staff, 86% (**T: 85%**) of teachers, and 98% of parents are satisfied with the resources available for teaching and learning.
- 92% of parents are satisfied with their school's effort to improve their child's(rens) literacy.
- 94% of parents are satisfied with the quality of the Reading programs at their child's(rens) school.
- 98% of parents are satisfied with the quality of the Writing programs in their child's(rens) school.
- 82% (**T: 88%**) of teachers are satisfied with the support provided in the development and implementation of the school-based literacy initiatives.
- 87% (**T: 88%**) of Grade 9-12 students and 94% of parents are satisfied that they/their child(ren) are engaged in learning at school.
- 90% of Grade 9-12 students, 94% of parents, 82% (**T: 85%**) of teachers and 93% of support staff are satisfied that the/their child's(rens)/students learning needs are being met.



- 90% (T: 94%) of Grade 9-12 students, and 94% of parents agree that teachers help them/their child(ren) achieve learning expectations and high standards.

DIVISION ASSURANCE:

LCSD is focusing on this priority as there has been a decline in Mathematics results over the past three years. Creating explicit numeracy plans that correspond with Collaborative Response and drawing out best practices in numeracy will create conditions for students' success. Teachers will use the numeracy screens at the beginning and end of the school year to determine the numeracy learning growth of students, and to plan for targeted instruction.

PROGRESS REPORT (January 2022 / June 2022):



Goal Two: Student Success

OUTCOME Students will benefit from innovative, relevant and alternative, experiential programming (including arts, language, Career and Technology Studies (CTS), Career and Technology Foundations (CTF), Science, Technology, Engineering and Math (STEM) education, Science, Technology, Engineering, Arts, Mathematics (STEAM) education and, Dual Credit education) to ensure students are well prepared for work or further studies.

DIVISION STRATEGIES:

Lifelong learning, employment and citizenship:

- Continue to offer students high quality relevant programs in the core academic areas as well as a wide range of complimentary programs and experiential learning including fine arts, languages, career and technology studies/foundations, health, physical education.
 - Refine online/at home learning for students who are unable to access in person learning.
 - Support shared access to synchronous courses between schools.
 - Expand and align the specialized sports programs Division-wide.
- Provide opportunities for students, staff and community to celebrate student accomplishments.
- Prioritize recommendations of the Truth and Reconciliation Commission to increase education and further understandings of all students.

Ensure the continued success and viability of the Division's French Language Programs (French Immersion (FRIM) and French as a Second Language (FSL):

- Promote opportunities for students to engage in FRIM/FSL learning curricular and extracurricular experiences.
- Provide opportunities for students, staff and community to celebrate FRIM/FSL student accomplishments.
- Develop and utilize community partnerships that support teaching and learning.
- Provide school and division resources to address identified FRIM issues at all grade levels.
- Provide teachers in ongoing professional learning/training to address identified FRIM needs.

Student counselling services:

- Provide high quality personal and career counseling services to ensure the mental health and wellness of students
- Provide opportunities for First Nation Métis and Inuit (FNMI) students to explore and develop the skills to enter post-secondary institutions and/or specialized fields in the work force.



SCHOOL STRATEGIES:

Lifelong learning, employment, and citizenship:

- Prioritize recommendations of the Truth and Reconciliation Commission to increase education and further understandings of all students.
- Encourage off-site trips. Land-based learning for students in grade 10-11-12.
- Job shadowing opportunities for students (Curriculum advisor to help us build these relationships)
- Encourage RAP and Work Experience programming
- Continue to expand our social justice activities and charity work options for students (Change for Change, May for Mothers)
- Increase the wellness program - student leaders will deliver to other student groups starting in December, once a week (leadership group).
- Skills Alberta - continue to provide opportunities for students to attend Skills Canada programming, competitions, exploration
- Community service in Religious Education programs (and provide avenues to achieve those hours listed in September) 10 hours
- Expose students to a variety of potential career opportunities and student interests throughout the high school (9-12)
 - In the form of guest speakers, former students, ELAA Career Fairs, etc.
- Investigate some new options available for students in CTS to engage students such as Entrepreneurship.
- Showcase student work, in school & online, and in the community.
- Explore community component for CTS classes.
 - Hiring out service for community (raised gardens, bake sales, mural in the community)
- Investigate the possibility of having CALM in grade 11, not grade 10, more relevant to the age of the students.

Ensure the continued success and viability of the School's French Language Programs (French Immersion (FRIM):

- Develop a protocol for Grade 11 & 12 students to talk to grade 9 students to continue in the French Immersion program
- Promote French Immersion in the newsletter, website, social media
- Continue with the DELF exams throughout high school.
- Develop some time for French Enhancement so we can organize and run Francophone activities.
- Re-establish a community link between ACFA & ÉNDHS

Student counselling services:

- Provide opportunities for First Nation Métis and Inuit (FNMI) students to explore and develop the skills to enter post-secondary institutions and/or specialized fields in the workforce.
- Invite our School Resource Officer to present health and safety presentations for grade 9 and 10 students
- Utilize our FOW for personal counselling for all our students. Especially those new to our school.

CTS

- Implement students' fees that reflect a quality program – individual project fees for students / projects. - teachers propose budget to reflect fees
- Explore a grade 9 Life Skills Program
- Work with Division Directors to establish programs and to help chart pathways.



SCHOOL MEASURES:

The performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	88.6	83.8	89.4	93.4	93.9		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	71.2	62.3	68.8	69.6	67.8		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.1	0.0	0.4	0.8	0.2		Very High	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.5	32.4	65.3	74.3	50.8		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	75.4	62.5	71.9	72.9	78.8		Very High	n/a	n/a			

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 84% (**T: 85%**) of Grade 9-12 students are satisfied with the Band program.
- 81% (**T: 85%**) of Grade 9-12 students are satisfied with the Art program.
- 100% of Grade 9-12 parents are satisfied with the quality of Fine Arts (Band and Art) programs offered in their child’s(rens) school.
- 100% of teachers are satisfied with the school-level resources and support they receive in the delivery of Fine Arts education.

- 100% of teachers in French Immersion and French as a Second Language are satisfied that the professional learning provided for French Language learning is meeting their needs.
- 100% of teachers in French Immersion are satisfied with the instructional support provided at the school level in French curriculum.
- 88% (**T: 90%**) of Grade 9-12 students and 94% of Grade 9-12 parents are satisfied with the quality of French Immersion programming in their school/child’s(rens) school.
- 94% of parents are satisfied with the knowledge they receive from their child’s(rens) school about their progress and achievement in French Language learning.

- 84% (**T: 85%**) of Grade 9-12 students are satisfied that they have the resources available to help them make career-path decisions.



- 75% **(T: 80%)** of Grade 10-12 students are satisfied that the school exposes them to their potential career-path.
- 87% of Grade 10-12 students are satisfied that the Work Experience program is beneficial to their potential career-path.
- 92% of Grade 9-12 students are satisfied with the career-counseling services available at their school.
- 88% **(T: 90%)** of Grade 9-12 parents are satisfied with the career guidance and information available for their child/ren by the school.
- 88% **(T: 90%)** of Grade 9-12 parents are satisfied with the quality of career-counseling services by their child's(rens) school.
- 91% of Grade 9-12 students are satisfied with the personal counseling services available at their school.
- 93% of parents are satisfied with the quality of the personal counseling services available at their child's(rens) school(s).

- 94% of parents are satisfied that the Division teaches the skills and attitudes that their child(ren) requires to be successful when he/she leaves school.
- 98% of parents are satisfied that computers are used effectively as a tool for learning.
- 92% of Grade 9-12 students are satisfied that they are learning the computer skills that they need to support their learning.

- 92% of Grades 9-12 students, 96% of parents, 100% of teachers and 88% **(T: 90%)** of support staff are satisfied that their school/their child's(rens) school promote(s) physical activity (education), health and wellness.
- 92% of parents are satisfied with the quality of the Physical Education program in their child's(rens) school.

DIVISION ASSURANCE:

LCSD understands that student engagement, motivation, and achievement increase with opportunities to experience and explore a broad range of interests through experiential learning. Our Division encourages real life learning experiences which engage students, build relationships with community partners and creates opportunities for students to participate as active citizens beyond the classroom.

PROGRESS REPORT (January 2022 / June 2022):



Goal Three: Equity and Inclusion

OUTCOME Students are supported academically, socially and emotionally for optimal well-being.

DIVISION STRATEGIES:

Supports for inclusive education students:

- Ensure programs, accommodations, resources and services are in place to meet the needs of students.
 - Prioritize Collaborative Response year 2 implementation to ensure the needs of at-risk students will be identified and effectively addressed.
 - Schools will monitor student engagement and attendance and implement timely and appropriate supports.
 - Facilitate transition of students from grades, schools and communities including FNMI.
- Build the Multidisciplinary team (MDT) to enhance organizational capacity at all levels and increase service to students.
- Encourage and celebrate students taking on leadership roles within and outside of the school community.

Supports for Indigenous students:

- Support the role of the Indigenous Outreach Worker (IOW) in all communities.
- Provide the appropriate supports to ensure ongoing academic success of FNMI students.
- Collaborate with parents, elders and FNMI community to enhance instruction and build traditional knowledge and understanding.

Supports for English Language Learners (ELL):

- Provide Division ELL coaching support for teachers and students to increase literacy and learning needs.
- Support and ease transition of ELL students and their families into school and with instruction through relevant and effective programming for ELL students.
- Enhance ELL resources available to support the instructional process.

SCHOOL STRATEGIES:

Supports for inclusive education students:

- Utilize our FOW for emotional and social well-being of all students, especially our high needs students.
- Continue to participate in Unified Competitions at all grade levels.
- Continue Blessings in a Backpack program help with the increased poverty we have seen in our students.



- Continue our Nutrition Program which helps our students to focus better in the mornings as Breakfast is our focus for this program.
- Off-campus programming using the C2 and Track for an off-campus experiences
- Work Experience programs for inclusive ed. students into effect this year.
- Life skills program needs to be enhanced and expanded. Utilize senior high students through dual credit programs, tutoring program possibly.
- CST to include IPP students in the building of their own IPP goal - either one-on-one conversation ahead of time or within IPP meetings
- Meeting with grade 8 teachers for incoming grade 9 students – work towards having the grade 9 teachers involved in meetings
 - Continue to share document with data
- Creation of “testing rooms” to accommodate isolation with a means to book times.
- Include inclusive ed students in a variety of streams, not just at the dash 2 (-2) level.
- Utilize our multidisciplinary team for support - OT, RT, SLP.

Supports for Indigenous students:

- Collaborate with parents, elders, and the Indigenous community to build traditional knowledge and understanding.
- Create an Indigenous visual focus in the school showcasing Indigenous art, dreamcatchers, beadwork, drums/instruments, etc.)
 - Incorporate lessons for student with these items before they get added to the showcase
- Investigate the possibility of student assemblies with the invitation of the Keheewin dancers and other cultural events (with explanations of the dances, colours, dress, chanting, etc.)
- Field Trip to Blue Quills (grade 10 level)
- Incorporate our IOW into our classes to meet with students and classes and form some relationships / bonds.
- Integrate Indigenous learning through all classes more intentionally -- ex: ELA texts, Art, Supportive Students for Success.
- Investigate the idea of having a Smudge Ceremony to incorporate indigenous teachings within our catholic values.
- Indigenous Atlas Map – utilize the map so that every student has the chance to participate in the program – both semesters.

Supports for English Language Learners (ELL):

- Continue the pull-out support program and expand it to all grades this year.
- Encourage staff to audio record all their exams so students have access to hearing the exams, not just reading them.
- Develop and incorporate assistive technology for all students, especially for our ELL students.
- Teach technology and skills to help with ELL students (ex: translators, Google tools, etc.)
- Our ELL documents are on Clevr, which will help when we need to work on the benchmarks for our ELL students.
- Focus on Tier 2 Vocabulary this year by utilizing the four-step approach to teaching vocabulary by Dr. Georgiou.



SCHOOL MEASURES:

The performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	35.1	78.6	50.0	14.5	31.8	50.0	Very Low	Maintained	Concern	50.0	60.0	65.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.7	7.1	6.8	0.0	0.0	8.0	Very Low	Maintained	Concern	8.0	8.0	9.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	73.9	*	87.5	90.0	83.9	85.0	Intermediate	Maintained	Acceptable	85.0	88.0	90.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.3	*	0.0	0.0	9.7	10.0	Low	Maintained	Issue	10.0	12.0	14.0

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.3	*	88.9	85.7	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	53.0	*	33.3	42.9	57.1	60.0	High	Maintained	Good	60.0	70.0	80.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	0.0	0.0	2.2		Very High	n/a	n/a			



High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	3.6	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	71.4	*	44.4	33.3	77.8	80.0	Very High	n/a	n/a	80.0	80.0	80.0

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 88% **(T: 91%)** of teachers are satisfied with professional learning provided on residential schools, treaties, and Indigenous history.
- 80% **(T: 91%)** of teachers satisfied with the resources and support available to develop and apply foundation knowledge about First Nations, Metis, and Inuit for the benefit of all students.
- 92% of Indigenous parents are satisfied with their involvement in decisions about their child’s(rens) education.
- 90% **(T: 93%)** of Grade 9-12 Indigenous students and 94% of Indigenous parents agree that teachers help them/their child(ren) achieve learning expectations and high standards.
- 94% of Indigenous parents are satisfied that their child’s(rens) needs are being met.
- 79% **(T: 80%)** of teachers are satisfied with the support provided at the school level, to improve the quality and effectiveness of instruction for Indigenous students.
- 76% **(T: 80%)** of teachers are satisfied with Division direction and support in the delivery of Indigenous programs and services.
- 96% of Indigenous parents are satisfied that the Division provides opportunities to celebrate Indigenous culture and promote pride.
- 85% **(T: 90%)** of Indigenous parents are satisfied with the help the school provides to their child(ren) who requires additional support.
- 100% of Indigenous parents are satisfied that the Division provides quality support, assistance, and programming for Inclusive Education.
- 94% of Indigenous parents are satisfied there are opportunities for them to be involved in planning the services their child receives.
- 94% of Indigenous parents are satisfied that the Division teaches the skills and attitudes that their child(ren) requires to be successful when he/she leaves school.

- 85% **(T: 90%)** of parents are satisfied with how the staff at their child’s(rens) school(s), work together to meet their child’s(rens) needs and provide additional support when necessary.
- 94% of parents are satisfied with timeliness of support provided in the delivery of, access to and the quality of specialized support services/programs/PPPs provided by the school for at-risk students.
- 94% of parents are satisfied there are opportunities for them to be involved in planning the services their child receives.
- 68% **(T: 75%)** of teachers are satisfied with the school level support they receive for integrating students with Inclusive Education needs into their classroom.
- 60% **(T: 75%)** of teachers are satisfied with the support they receive in the delivery of programs for Inclusive Education students.



- 82% (T: 85%) of teachers are satisfied with the Division resources and support offered to help them in the delivery of ELL/ESL programs and services.
- 87% of Grade 9-12 students are satisfied that their school supports them in improving their English language/skills
- 98% of parents, 94% of teachers and 94% of support staff are satisfied that the schools are safe and caring.
- 91% of Grade 9-12 students are satisfied that the school is a safe place to be.
- 80% (T: 85%) of Grade 9-12 students are satisfied that they are respected and treated fairly at school.
- 78% (T: 80%) of Grade 9-12 students feel that there is a caring atmosphere in their school.

- 90% of teachers and 100% of support staff are satisfied with access to and support for the use of Assistive Technology tools for teaching and learning.
- 88% (T: 90%) of teachers and 82% (T: 90%) of support staff are satisfied with the student support services provided by on-school agencies or specialists.
- 85% (T: 90%) of parents are satisfied with the help the school provides to students who require additional support.

DIVISION ASSURANCE:

LCSD understands that students who are well supported and engaged will be successful. Therefore, in response to feedback from our stakeholders, research and analysis of student achievement over the past five years, the Division is prioritizing the allocation of appropriate supports to ensure students can achieve success to the best of their ability. LCSD acknowledges the inclusive and diverse strengths within its organization and continues to strive for improvement particularly in the areas of FNMI and ELL education.

PROGRESS REPORT (January 2022 / June 2022):



Goal Three: Equity and Inclusion

OUTCOME Staff have the ability to meet the needs of all students through excellent instruction.

DIVISION STRATEGIES:

Continuously Improve Teaching:

- Maintain a strong focus on continuously improving instructional practices through professional learning opportunities, formal staff collaboration and joint instructional planning.
 - Implement year of Collaborative Response.
 - Provide literacy professional learning/training with Dr. Georgiou.
 - Provide new teacher professional learning program with focus on Instructional Intelligence with Barrie Bennett.
 - Implement Assessment for Learning practices at the school level to inform instructional planning and delivery.
 - Implement Wellness initiative at school and Division levels to maintain positive professional and personal mental health and wellness.
 - Create Division committee to implement wellness plans and wellness professional learning opportunities at school levels.
- Ensure alignment with LQS, Teacher Quality Standard (TQS), Superintendent Leadership Quality Standard (SLQS), Mark of Excellent Catholic Teacher/Leader in all professional learning.
- Provide adequate resources to ensure successful implementation of priorities and programs

Build Leadership capacity

- Maintain a strong focus on building leadership capacity throughout the organization by building front-line leadership capacity to provide the opportunity for teachers to lead school or Division initiatives.
 - Support Indigenous Education committee to build capacity of teachers and ensure optimal resource utilization at each school.
 - Provide opportunities for French Language teachers to access in-Division and external supports in the development of those skills needed for implementing initiatives such as Assessment for Learning (AFL), Instructional Intelligence, literacy, technology in the French language learning classroom.
 - Maintain a strong focus on building leadership capacity throughout the organization.
 - Provide a Division Catholic leadership professional learning program focused on Leadership Quality Standard (LQS) and Mark of Excellent Catholic Teacher.



SCHOOL STRATEGIES:

Continuously Improve Teaching:

- Maintain a strong focus on continuously improving instructional practices through professional opportunities as outlined in the TQS and the teachers' Professional Growth Plans.
- As subject-specific departments, choose PD as a collective team that is in line with their PGP's.
- Focus on a foundational relationship among staff in the beginning of the year.
- Participate in Best Practices throughout the District when available.
- Encourage staff to use School funds to attend PD in that area (based on their Professional Growth Plan)
- Encourage teachers to use their ATA allowance on tools and training
- Create a more flexible PLC schedule by adding time to staff meetings and during assemblies (if able).
- Maintain a strong focus on building leadership capacity throughout the organization by building front-line leadership capacity to provide the opportunity for teachers to lead school or Division initiatives.
 - Excel Leadership
 - CMR Leadership
 - Impact Leadership (This is Student Leadership – with Staff Guidance)
 - PLC's (encourage teacher sharing their PD Learnings with their PLC groups and implement relevant strategies into departments) at every PLC and staff meeting.
- Ensure alignment with LQS, Teacher Quality Standard (TQS), Superintendent Leadership Quality Standard (SLQS), Mark of Excellent Catholic Teacher/Leader in all professional learning.
- October staff meeting, work with staff on what and how the Growth Plans are a working document and connected to our Education Plan.
- Ensure targeted instructional/professional teacher feedback for PGP and Walk Throughs including areas of strength and growth in areas of the TQS where appropriate.
 - Two Stars and a Wish is a simple strategy that we will use to improve teaching.
 - We will also develop a walk through TQS format to help align admin observations and classroom instruction.
- Provide adequate resources to ensure successful implementation of priorities and programs
- Incorporate App/Strategy of the Month at every staff meeting.
 - PD for staff on the App/Strategy
 - They use the App/Strategy in their class – when Admin does walk throughs, will look for this being utilized.
 - Staff share at the next staff meeting what they learned from using this App/Strategy.
- Continue with Year 2 of Collaborative Response, leadership and team meetings, along with building continuum of supports for literacy, numeracy and engagement.



SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 82% **(T: 90%)** of teachers are satisfied with on-site learning resources support provided in the integration of technology for learning.
- 71% **(T: 90%)** of teachers are satisfied with the level and timeliness of technical support provided.

- 75% **(T: 85%)** of teachers and 67% **(T: 80%)** of support staff are satisfied with opportunities to collaborate, plan, and improve instructional practice through formal staff collaboration and joint instructional planning initiatives.
- 82% **(T: 90%)** of teachers and 73% **(T: 75%)** of support staff are satisfied with the opportunities for Professional Learning.
- 82% **(T: 85%)** of teachers and 79% **(T: 85%)** of support staff are satisfied that Professional Learning is of high quality.
- 82% **(T: 85%)** of teachers and 73% **(T: 80%)** of support staff are satisfied that Professional Learning meets their needs.
- 75% **(T: 85%)** of teachers are satisfied with the opportunities to collaborate, plan, and improve instructional practices through Professional Learning Communities.
- 82% **(T: 85%)** of teachers and 75% **(T: 80%)** of support staff are satisfied with the quality of professional learning opportunities for staff serving ELL/ESL students.
- 91% of teachers are satisfied with the Division resources and support provided to develop and implement assessment strategies.

DIVISION ASSURANCE:

LCSD understands that when teachers are well highly trained, competent, and have the skills to deliver excellent instruction students will thrive. In response to our stakeholder feedback our Division will prioritize conditions for staff wellness, targeted and intentional opportunities for professional learning in the areas of collaborative response, literacy, numeracy, and assessment which are aligned with Division and school education plans to achieve the goals that have been identified.

PROGRESS REPORT (January 2022 / June 2022):



Goal Three: Equity and Inclusion

OUTCOME **Students and staff will experience success through equitable and inclusive decision-making and system processes.**

DIVISION STRATEGIES:

- **Technology:**
 - Identify, evaluate and facilitate the utilization of innovative emerging technologies that have the greatest potential to improve student learning, school system operations and stakeholder engagement.
 - Provide *Parent Purchase Plan* for student devices to enhance student access to learning technologies.
- **Communications:**
 - Reimage and maximize school web sites, social media, email and other appropriate communications technology to inform and engage stakeholders on school priorities and programs.
 - Update Division/school communication plans to ensure they are aligned to our Catholic Christian faith.
 - Consistent communication from staff to students (What the guidelines are, and how to follow them).
- **Governance and operations:**
 - Maintain continuous multi-level operational review for system improvement.
 - Maintain school facilities that are safe and support multi-dimensional learning environments.
 - Evaluate funding allocations at all levels to ensure centrally planned priorities are met.
 - Maintain positive and effective relationships with Alberta Education, Alberta Teachers Association (ATA), school authorities and other post-secondaries, local and provincial industries.
- **Community partnerships:**
 - Continue to develop and utilize community partnerships that support teaching and learning (such as but not limited to Alberta Health Services, Catholic Service supports, Colleges and Universities, Careers the Next Generation).
 - Maintain positive and effective relationships with First Nation Metis Inuit communities at the school, community and provincial levels.
- **Preschool and Kindergarten enrollments:**
 - Develop and implement targeted recruitment strategies for families with Preschool and Kindergarten aged students.



SCHOOL STRATEGIES:

- Technology:
 - Ensure all students have access to devices (1 to 1 device) – to personalize learning, not just for substitution
 - SAMR – A planning tool that helps to design better learning activities for students. Substitution, Augmentation, Modification, Redefinition.
 - We want to move our students from Substitution to Modification and Redefinition.
 - Educate students on how to navigate technology, digital citizenship.
 - Pilot Grammarly with our students, to explore how it will improve student learning.
 - Develop a Student/parent “how to” on how to use Google Suites (tutorial). This can also be a tutorial on PowerSchool too.

- Communications:
 - Utilize a variety of social media for the school including our website, FaceBook, Instagram, Wildcat News and the WAAG.
 - Investigate the use of the Remind App for classes as a quick connection to parents / students to enhance communication.
 - Google Classroom and Apple Classroom, utilize to get classroom communication out to parents/students.
 - Utilize Zoom meetings / Google Meets / Phone Call as options for Parent Teacher Interview’s for parents who cannot attend in person.

- Governance and operations:
 - Investigate the possibility of renovating the Cosmetology Lab to add in more space for bigger class sizes.
 - Continue to work with our School Parent Council to share what is occurring at the school and seeking input from our parent stakeholders.
 - Investigate the idea of bringing in portable AC units in classrooms – especially for the spring/summer months.
 - Review our Code of Conduct and build in a more robust discipline policy when it comes to attendance, respect, and academics.
 - Revisit the DT Room at lunchtime for unexcused absences/lates.

- Community partnerships:
 - Continue to utilize our School Resource Officer in appropriate events and activities in the school – including presentations for each of the grade levels (cyber-bullying, sexual harassment, breathing techniques, and other appropriate presentations as requested by admin).
 - Enhance our partnership with the Friendship Centre.
 - Maintain the OSUM partnership and build upon other companies in the Lakeland area to partner up with.
 - Utilize sports programming and community experts to deliver instruction (Jr. A Pontiacs, Rhinos Volleyball, Golf Club)
 - Build and nurture the partnership between the Parish and the School through the reciprocal use of facilities for activities for both Parish and School.



SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

The target (T) for all performance measures is 95% unless indicated otherwise.

- 100% of parents are satisfied that School Councils influence decisions made at their child’s(rens) school.
- 100% of parents, 85% (T: 88%) of teachers and 90% (T: 93%) of support staff are satisfied with the quality of reporting to the public by the Division.
- 96% of parents, 82% (T: 85%) of teachers and 79% (T: 85%) of support staff are satisfied that the Division is responsive and responsible.
- 93% of Grade 9-12 students, 96% of parents, 100% of teachers and 87% (T: 90%) of support staff are satisfied with the overall quality of basic education.
- 94% of parents are satisfied with their access to and the quality of information received from the school about their child’s(rens) progress and achievement.
- 100% of parents, 94% of teachers and 100% of support staff feel that their school and the Division is a good place to teach, learn and grow.
- 96% of parents are satisfied with school-to-home and home-to-school communications.
- 92% of parents are satisfied that their input is valued and respected by the school and the Division.
- 88% (T: 90%) of Grades 9-12 students would recommend their school to a friend.
- Parents and teachers were surveyed on the following question: Over the past 3 years do you think that your child’s(rens) school overall has improved, stayed the same or declined?

	Improved	Stayed the Same	Declined
Parents	40%	51%	9%
Teachers	33%	47%	20%

DIVISION ASSURANCE:

LCSD is responsive and responsible. Feedback from our stakeholders reinforced the importance of ongoing engagement to ensure collaboration occurs with multiple perspectives represented. With the adoption of the assurance framework, stakeholders are assured of opportunities to engage within LCSD. Further, revision of our communication platforms to interact with our public in relevant, timely and user-friendly ways will maintain the positive public profile of LCSD. Increased opportunities to engage with stakeholders provides the division with potential for dialogue, reflection and adjustment of current strategies to ensure continuous improvement.

PROGRESS REPORT (January 2022 / June 2022):