

# École Secondaire Notre Dame High School Improvement Plan

2024/2025



**Faith Priority:** Staff will deepen their personal and professional faith lives through community connection and acts of service in order to authentically influence student faith development.

**Student Learning Priority:** Staff will build connections with all learners to foster an educational environment where students are engaged and find what they are learning interesting and useful.

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 am safe to share, reflect, and examine my faith 74%</li> <li>* The school division wants to support my faith development without judgement and in the spirit of all of growing together in Christ 55%</li> <li>* I believe that our school encourages students and staff to understand the church's mission to help our community and their personal responsibility to actively participate in our community through social justice 95% (reduced 5% from previous two years).</li> </ul>	Provide staff with opportunities to demonstrate and grow in their personal and professional faith lives through service to others and staff connections with one another so that they are able to model their faith in an authentic way to the students in our school community.	<p><b>Schollie Survey Results:</b></p> <ul style="list-style-type: none"> <li>* Increase "I am safe to share, reflect, and examine my faith." in Schollie survey to over 80%</li> </ul> <p><b>Anecdotal Observations:</b></p> <ul style="list-style-type: none"> <li>* Staff participation in service opportunities, ND community events, attendance at mass, etc.</li> <li>* Planning and participation in service projects</li> </ul>	<ul style="list-style-type: none"> <li>* Each department will plan and execute one service/connection opportunity for staff throughout the year.</li> <li>* Plan and implement community building activities within the staff once a month (staff breakfasts, soup for the soul, book study, prayer buddies, baking for the Mustard Seed/family hampers, ect)</li> <li>* Invite staff to various mass times to build connection to parish and community.</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 (interesting and useful) in their learning at school.</li> <li>* Students indicated the following regarding subjects being interesting to them:                             <ul style="list-style-type: none"> <li>- Language Arts - 59%</li> <li>- Mathematics - 66%</li> <li>- Science - 88%</li> <li>- Social Studies - 72%</li> </ul> </li> </ul>	At École Secondaire Notre Dame High School, our staff will focus creating lessons that students will find interesting and useful as they engage their students.	<ul style="list-style-type: none"> <li>* Increase AEA overall student results in regards to engagement (interesting and useful) in their subjects by 5% by the end of April.</li> <li>* Maintaining or improving AEA student results in regards to engagement (interesting and useful) in specific subjects by the end of April.</li> </ul>	<ul style="list-style-type: none"> <li>* Each department will set goals pertaining to improving engagement (useful and interesting) during collaboration time.</li> <li>* Each department will define what useful and interesting lessons/information means to them in their curricular content.</li> <li>* Teachers will illicit feedback from students on engaging and useful lessons/information.</li> <li>* We will offer choice sessions during PD days examining different strategies and techniques to increase engagement.</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>	Teachers will engage in collaboration during professional development days to create lessons focused on increasing a sense of interest and usefulness among students.	<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>* Teachers work collaboratively to create lessons that are interesting and useful for students.</li> <li>* Develop a Notre Dame Advisory Team that plans PD days.</li> <li>* Department heads share the purpose and expectation of collaboration time with their team.</li> <li>* Staff survey to measure the effectiveness of collaboration time by the end of the first semester.</li> </ul>
<b>Learning Supports</b>	<p><b>AEA Results:</b></p> <ul style="list-style-type: none"> <li>* Student response: "I am treated fairly at school" - 90%</li> <li>* Parent response: "My child is treated fairly by adults at school" - 89%</li> <li>* Student response: "My teachers care about me" - 89% reduction of 2% to 87%</li> <li>* Parent response: "Teachers care about my child" - 93% reduction of 3% from 96%</li> </ul>	Continue to develop positive relationships with our students in order to foster an environment where students find what they are learning useful, interesting and engaging.	<ul style="list-style-type: none"> <li>* AEA: student increase by 3% in "I am treated fairly at school"</li> <li>* AEA: parent increase by 3% in "my child is treated fairly by adults at school"</li> <li>* AEA: student increase by 3% in "my teachers care about me"</li> <li>* AEA: parent increase by 4% in "teachers care about my child"</li> <li>* Student survey: Have all teachers listed as a trusted adult by any student attending the HUB</li> </ul>	<ul style="list-style-type: none"> <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, crucial conversations, solution-focused approach to crucial conversations.</li> <li>* Utilize and implement our new ISP template for students</li> <li>* ADCO, SST, and Advisory team will lead 5-8 PD sessions focused on utilizing positive relationships with students to increase engagement in lessons</li> <li>* Create a tracking document on the number of students dropping classes</li> </ul>
<b>Governance</b>	<p><b>AEA Results:</b></p> <ul style="list-style-type: none"> <li>* 84% of "parents agree that students are engaged in their learning at school" reduction of 6% from the year before.</li> </ul>	As a school community, we will continue to inform our parent community about the ways in which we are striving to make our education interesting to students, as well as helping students find value in what they are learning.	<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 agree that students are engaged in their learning at school" by 5% by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>* Share examples each month in ND News of students engaged in their learning.</li> <li>* Highlight engaging lessons through social media each month.</li> <li>* Include examples of student engagement in the Admin Report at School Council meetings.</li> </ul>

## Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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>	84.8	87.8	88.0	83.7	84.4	84.8	n/a	Declined	n/a
	<a href="#">Citizenship</a>	84.4	85.5	85.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	88.6	90.3	89.9	80.4	80.7	82.4	High	Maintained	Good
	<a href="#">5-year High School Completion</a>	92.4	92.7	93.0	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	78.1	79.4	79.4	81.5	80.3	80.3	Low	Maintained	Issue
	<a href="#">Diploma: Excellence</a>	14.1	16.7	16.7	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	<a href="#">Education Quality</a>	90.7	92.8	92.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.1	90.2	89.9	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	92.2	90.5	89.3	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	81.8	81.4	80.4	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.

6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.