



LAKELAND CATHOLIC SCHOOLS
BETTER EDUCATION...It's as simple as that! C'est vrai!

École Notre Dame Elementary

Education Plan 2019-2022



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EXECUTIVE SUMMARY

This year's plan marks the preparation of École Notre Dame Elementary Three-Year Education Plan 2019-2022, which all Alberta schools are required to prepare for their district yearly. The plan is based on a reflection of past accomplishments and areas that require additional attention. The school creates this plan in collaboration with the support and teaching staff, parent input, and a review of past plans and initiatives. The latest Provincial guidance and priorities are reflected in Lakeland Catholic's Three-Year Education Plan, as are the most recent budget figures.

1

Part One

Part One is the high-level strategic plan. The plan outlines the school's primary purpose, its vision, mission, and values of the school. These are framed as contextual setting pieces, aspirational goals, and enduring beliefs that underpin everything the school undertakes. The desired outcomes and key results are specific and measurable, and are supported by strategies to accomplish these ends. Performance measures – prepared at the school-level and the division level, provide direct, measurable evidence of progress against key results, and ultimately, desired outcomes.

2

Part Two

Part Two focuses on the specific actions and initiatives that support the strategies identified. Action planning is done at both the division and individual school level. Guidance has been provided to the division and schools about what supporting activities could be effective. These action plans are a tactical roadmap to implementing the strategic plan and each school, as well as the division, has developed one based on the overall strategic plan.



Parent Involvement

- Each school Principal presented their Three-Year Plan to their School Council. Parents were provided with the opportunity for input and feedback.
- In addition, each Principal presented information related to their Accountability Pillar Measures and their Provincial Achievement Test and/or Provincial Diploma Results.

Timelines and Communication

- Prior to consulting with District administration, the school Principals held meetings to receive input from their staff and School Councils.
- The completed Plan is made public after it is presented to the School Board. It will also be posted on the District website at www.lcsd150.ab.ca
- Upon completion of the Three-Year Education Plan document, school Principals will share the completed Three-Year Education Plan with staff and School Councils in order to define how the Three-Year Education Plan will be implemented at the individual schools.
- The District senior administration team meets bi-annually with school Principal teams to review progress and monitor implementation of strategies from the Three-Year Education Plan.
- The following Class Size Reports for the jurisdiction for all subjects and for core subjects are posted on the District website under <http://lcsd150.ab.ca/index.php/board-news-updates/class-size-reports> A direct link to the reports are provided as follows:
 - All Subjects - <https://extranet.education.alberta.ca/CSIS/Reports.aspx?mode=A>
 - Core Subjects Only - <https://extranet.education.alberta.ca/CSIS/Reports.aspx?mode=A>
- The Class Size averages for all Jurisdictions in Alberta are posted on the Alberta Education website at: <https://education.alberta.ca/class-size/averages/everyone/current-class-size-averages-by-jurisdiction/>.



COMMUNITY PROFILE

Bonnyville

The Town of Bonnyville is located approximately 240 kilometers northeast of Edmonton. The town's motto - "it's Multi-Natural" - refers to the town's celebration of its diverse cultural heritage and rich natural resources. The town serves more than 10,000 people who live within 10 kilometres of the town in the Municipal Division of Bonnyville.

Bonnyville has three public education providers, Lakeland Catholic School Division, Northern Lights School Division and East Central Francophone Education Region No. 3. 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)

The municipal division is also served by three additional primary and secondary schools outside of the Town of Bonnyville.

2016 census data¹ for the town and municipal division of Bonnyville shows that while the population of the town decreased between 2011-2016 (-12.9%), the population in the municipal division grew (21.3%). With a median age similar to Alberta, 21.25% of the population is between age 5-19 and over half of the private households have children (57.16%). English is the language spoken most often at home in approximately 95% of households.

Median total incomes for couples with children and lone-parent families were slightly higher than the rest of Alberta, while the prevalence of low-income children and youth is similar to the provincial percentage. Over 90% of the residents identify as non-immigrants, and 14.95% identify as Indigenous.

¹ Statistics Canada. 2017. *Alberta and Canada. Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.



The percentage of the population aged 15 years and over, in private households, with a post-secondary certificate, diploma or degree is approximately 4% lower than Alberta and Canada (51.06%).

residents identify as Indigenous. Additionally, at 21.1%, Cold Lake has almost double the percentage of non-permanent residents compared to the other regions. This may not be surprising as Cold Lake is home to Canada's largest air force base.

The percentage of the population aged 15 years and over, in private households, with a post-secondary certificate, diploma or degree is similar to that of Alberta and Canada (55.34%).

The percentage of the population aged 15 years and over, in private households, with a post-secondary certificate, diploma or degree is approximately 5% lower than Alberta and Canada (49.40%).



OUR CONTEXT

Our primary purpose, like Christ, is to serve... our students, our parents and our community.

Within this context we:

- enhance our Catholic identity by developing and maintaining strong links among the parish, school, and home;
- develop students as critical thinkers and problem solvers, equipped with the skills to be responsible, productive, and ethical citizens focused on serving God and the community;
- provide students with a wide range of high-quality educational programs and services that educate the whole child – spiritually, intellectually, physically, culturally, and emotionally;
- nurture self-esteem, success, and wellness in a safe, caring and enabling learning environment that affirms the dignity of staff and students; and
- develop a learning climate that supports excellence, continuous improvement, and life-long learning.



SCHOOL VISION

With compassion, respect, cooperation,
and determination we will ensure
success for ALL...

SCHOOL MISSION

Model Strong Christian, Qualities,
Characteristics and Values.



SCHOOL VALUES AND BELIEFS

Cubber's Creed:

Cubber says...

Be Safe,

Be Respectful,

Be Responsible.



Strategic Priorities and Desired Outcomes

Desired Outcome 1

Catholic Christian identity permeates our educational values.

Performance Indicators (Accountability Pillar and Division Measures)

NDE's target (T) for all performance measures in Outcome One is 95% unless indicated otherwise.

Notre Dame Elementary survey results also showed that:

- † 94% of parents and staff who are satisfied that:
 - the District schools are Christ-centered and value-based with the faith development of their children;
 - Catholic Christian values are being modeled within the school.
- † 95% of parents and teachers who are satisfied that there are meaningful opportunities for their children to be involved in community service.
- † 98% of Grade 4-6 students are satisfied that there are meaningful opportunities for them to be involved in community service.
- † 96% of parents who are satisfied that the relationship between the school and the parish is strong.
- † 99% of Grade 4-6 students satisfied with opportunities to be involved in Religious Celebrations in the school.
- † 100% of staff who are satisfied with opportunities provided to deepen and live their faith.
- † 100% of staff (currently taking the program) are satisfied that the Sharing the Faith Program is meeting their needs.



Strategy 1: Support Student and Employee Faith Development

Create a safe and caring environment inclusive of all denominations where students and staff practice and live their faith.

Support student engagement in activities that promote and assist students to develop a deeper understanding of social justice and community service grounded in Catholic Christian identity.

Provide ample opportunities for staff and students to actively live and develop their faith and model Catholic values.

All leaders will model positive leadership behaviour consistent with our Catholic Christian values.

Division Initiatives & Actions

- Continue Division focus in Year 3 “Mark of Excellent Catholic Schools.”
- Deepen all staff understanding of what vision statement, “Christ our Model” means in the context of Catholic education.
- In addition to “Sharing the Faith” in first two years, create opportunities for staff faith development through Catholic personal/professional faith workshops/seminars for all professional and support staff.
- Continue invitations for staff to participate in ministry/volunteer roles within parishes.
- Clarify “Social Action” and “Social Justice” and focus on Social Justice as a Catholic system.
 - Participate in social justice/action projects at a school, division, community, provincial, national, and international level opportunity to develop student and staff faith.
- Develop new and support existing school faith leadership role models: YLL (Youth Liturgical Leadership), religion reps, youth ministers.
- Support the EXCEL (Excellence in Catholic Educational Leader) Academy at the division level to develop Catholic leadership capacity.



School Initiatives and Actions

- Continue with daily morning prayer in the classroom led by students and staff prayer led by teachers.
- Monthly school wide assemblies to help reinforce multiple intelligence with a focus on our Catholic values and faith school wide.
- Faith development with our staff (both teaching & support) through workshops, Faith Café, & Faith Learning Communities focusing on becoming more involved with the parish, deepening their faith and strong Catholic role models.
- Working with Religion Learning Coach to aide with planning and execution of permeation in all subjects.
- Attend 2 masses at the church so our students are familiar with the setting and expectations.
- Have 6 liturgies within our school gym so our students are familiar with the setting and expectations even when we are not in the church.
- Staff and students will work together to develop an NDE school prayer to represent our beliefs
- Focus on Permeating Faith in all curriculum and activities from our 5 Marks of Excellent Catholic Schools

Progress – January and June



Strategy 2: Support Religious Studies and Programming

Maintain a strong focus on faith permeation in school culture and in relation to Alberta learner outcomes.

Division Initiatives & Actions

- Increase support for teachers to differentiate religion programs for all learners.
- Continue with the Religious Education Coordinator position to support religious programming and faith permeation programming in all subject areas, and throughout the culture of the division and schools.
- Provide religious education resources to support the curriculum and faith permeation in all aspects of school culture.
 - Provide training for “The Fourth R” program.
 - Provide training for the “Growing in Faith Growing in Christ” grade 6 religion program.
 - Provide training for new staff in religion education program and permeation in all subject areas.

School Initiatives and Actions

- Continue working with the Religion learning coach to assist with permeation in our classrooms.
- All teachers are teaching their own Religion so they can permeate in all subjects.
- Teachers will reinforce it in their classrooms with the daily lessons from our Zones or Regulation/Moral Intelligence program through the daily mini lessons and activities provided by our FOW.
- Schedule time for Religious Education coach to come into our school at least 3 times this school year to team teach/collaborate/assist staff with teaching the Religion programs.

Progress – January and June



Strategy 3: Connecting School, Church and Home

Develop the critical partnerships required among the school, church and the home and the broader community to build a vibrant and inclusive faith community.

Division Initiatives & Actions

- Utilize a range of strategies and supports to engage students and parents in Catholic Christian faith communities at schools and in the parishes.
 - Increase student connections with parishes.
 - Support schools Masses at church when appropriate.
 - Support student faith groups and participation in leadership opportunities.
 - Provide opportunities for spiritual retreats and leadership ministries.
 - Increase parent connections with parishes.
 - Continue to invite parents to faith celebrations.
- Support collaboration with Diocese and parishes for increased engagement between Lakeland Catholic School's community and Church.
 - Increase student, parent and staff connections with parishes through partnerships focused on social justice, social action, faith exploration, prayer, and mercy.
 - Support increased communication between schools and parishes.
 - Increase staff participation in ministries and volunteer opportunities in the parishes.
- Deliberately promote our Catholic identity, and that we are publicly funded education.
 - Support GrACE (Grateful Advocates of Catholic Education) Initiative.
 - Ensure all public communications align with division vision and promote message of publicly funded mandate.



School Initiatives and Actions

- Invite community members (CWL & Knights of Columbus etc.) to visit our classrooms and take part in our school events.
- Invite Father Rene to come and spend time in our classrooms at least 3 times throughout our school year.
- Classes will prepare our Foodbank Friday items in boxes, so they are ready to be delivered to the Food bank weekly. (focus on grades 3 & 4)
- Making student visits to church interactive and engaging so we can build stronger connections with the parish.
- Focus on being gospel witnesses, nurturing a relationship with God by encouraging staff to become more involved with church ministries and activities.
- Students from our various grades will take leadership on the ministries for our masses such as reading, altar serving during our liturgies and our masses.
- Invite parents and community to be part of religious celebrations and faith activities by posting our dates and times on our Facebook page, website, and through power announcements.
- Through our Facebook page, power announcements, newsletter, and our assemblies we will promote and share the information about sacramental preparation.

Progress – January and June



Desired Outcome 2

Lakeland Catholic's students are successful.

Performance Indicators (Accountability Pillar and Division Measures)

1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
2. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.
3. High school completion rate of students within three years of entering Grade 10.
4. Annual dropout rate of students aged 14 to 18.
5. High school to post-secondary transition rate of students within six years of entering Grade 10.
6. Percentage of Grade 12 students eligible for a Rutherford Scholarship.
7. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
8. Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
9. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

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

Notre Dame Elementary survey results showed that:

- 100% of Grade 4-12 students, 98% parents and 100% of teachers are satisfied that their child(ren)/students learning needs are being met.
- 99% of Grade 4-6 students and K-12 parents who agree teachers help them/their child(ren) achieve learning expectations and high standards.
- 100% of support staff, 92% teachers and 97% of parents are satisfied with the resources available for teaching and learning.
- 96% of parents satisfied with the school's effort to improve their child's literacy and numeracy.
- 96% of parents satisfied with the quality of the Literacy program and Math program at their child's school.
- 96% of teachers satisfied with support provided in the development and implementation of school-based literacy (T-92%) and numeracy (T-83%) initiatives.
- 92% of teachers satisfied with support provided in the development and implementation of school-based numeracy initiatives.
- 83% of teachers satisfied with school level support and resources provided to address numeracy learning challenges.



- 80% of teachers satisfied with district resources and support to help develop and implement assessment strategies.
- 96% of teachers satisfied with resource support for technology integration.



Strategy 1 Academic Achievement and Competencies

Ensure that all students receive an excellent academic foundation that allows students to be successful, self-sufficient members of society.

Students are prepared to meet the vast needs of an evolving future. They are challenged to perform to their full potential through the complexities of the curriculum.

Division Initiatives & Actions

- Provide access to quality French language supports for teachers and students.
 - Use OLEP funding to support division wide French immersion teacher collaboration to support programming, and assessment in the division.
 - Investigate literacy resources available to French teachers, determine priorities and allocate resources to fill most disparate gaps.
- Continue interschool coaching program to support French Immersion instruction, programming, and assessment in the division.

Literacy

- Continue interschool coaching program to support literacy instruction, programming, and assessment in the division.
- Develop and implement a systemic action plan to support student learning and achievement in literacy.
 - Division 1 & 2 Guided reading:
 - Provide professional learning at school and individual levels to build teacher capacity to support full implementation of Fountas/Pinnell and GB⁺ benchmarks
 - Provide support for bi-annual benchmark assessments (October 30 and June 1) to inform whole group and individual guided reading instruction.
 - Provide professional learning to support understanding of three non-negotiable elements of guided reading for 2019-2020:
 - Book walks,
 - Independent reading,



- Comprehension conversation.
 - Begin curation of lesson plans for strategy mini lessons from teachers across the division for Division 1-2 to be housed in a central online resource location.
- Division 3/4 Reading:
 - Provide professional literacy support through the literacy coach at school and individual levels to develop teacher capacity and student achievement in efficient and effective strategies to construct meaning.
- Division 1 Writing:
 - Provide professional literacy support at school and individual levels to develop teacher capacity in programming and assessment for writing for students to achieve:
 - language to construct and communicate meaning to write a proper grade appropriate paragraph by the end of the year.
- Division 2: Writing:
 - Provide professional literacy support at school and individual levels to develop teacher capacity in programming and assessment for writing for students to achieve:
 - the rules of language to acquire construct and communicate meaning to write a proper narrative and expository text.
 - writing stamina.
 - Provide support for teacher collaboration to for assessment/creation of writing exemplars.
 - Begin curation of student writing exemplars at all grade levels to be housed in a central online resource location.
 - Provide professional literacy support through the literacy coach at school and individual levels to develop teacher capacity in *Empowering Writing* and *Writers Notebook*.
- Division 3/4 Writing:
 - Provide professional literacy support through the literacy coach at school and individual levels to develop teacher capacity and student achievement in:
 - the rules of language to acquire construct and communicate concepts, ideas and understanding meaning to write proper narrative, functional, and persuasive texts.
 - writing stamina.



- Provide professional literacy support through the literacy coach at school and individual levels to develop teacher capacity in *Empowering Writing* and *Writers Notebook*.

Numeracy

- Continue interschool coaching program to support numeracy instruction, programming, and assessment in the division.
- Develop and implement a systemic action plan to support learning and achievement in numeracy/Mathematics.
 - Division 1:
 - Provide professional numeracy support at schools and individual levels to develop teacher capacity in programming and assessment for students to achieve:
 - and establish number sense, and develop problem solving skills.
 - and demonstrate flexibility of thinking. Students decide what to do, to use reasoning and problem-solving strategies, and to bring together their skills and knowledge to find a solution.
 - and learn number operations.
 - and apply knowledge of quantitative information to make an informed decision.
 - Division 2/3:
 - Provide professional numeracy support at school and individual levels to develop teacher capacity in programming and assessment for students to achieve:
 - and develop and reinforce number operations.
 - and apply computation skills and formal mathematics vocabularies to solve number operation problems.
 - and increase problem solving skills.
 - and use logical processes to analyze complex problems, reach conclusions, and justify or defend conclusions.
 - and recognize, extend, create, and use mathematical patterns to make and justify predictions when solving problems.
 - and connect and apply personal experiences and strategies to check and verify solutions to problems.
 - Division 4:



- Provide professional numeracy support at school and individual levels to develop teacher capacity in programming and assessment for students to achieve:
 - and demonstrate knowledge of mathematical procedures involving recognition, execution, and verification of appropriate procedures and the steps contained within them.
 - and provide evidence of knowledge and understanding of mathematical concepts beyond a mere recall of definitions and recognition of common examples.
 - and adapt and extend the mathematics they know and by encouraging the use of strategies to solve unique and unfamiliar problems.

Assessment

- The Division will support *Assessment for Learning* practices to enhance student achievement.
 - Support teacher collaboration in core subject areas at grades 6, 9 and 12 to share best practices.
 - Focus on developing teacher understanding and capacity around *Spiraling* curricula.
 - Support all schools field testing in core subject areas at grades 6, 9 and 12.
 - Mandate teachers to implement SLA at grade 3 in 2019-2020.
- Renew Alberta Assessment Consortium membership and schools will utilize resources to increase assessment capacity across the Division. Resources include but are not limited to:
 - <https://aac.ab.ca/>
 - <https://aac.ab.ca/self-directed-pd-resources/>
 - <https://aac.ab.ca/events-and-workshops/effective-classroom-assessment-cohort-series/>

School Initiatives and Actions

French Immersion & French as a second Language

- Collaboration days for teachers so they can plan and collaborate on lessons and unit plans.
- Working collaboratively with our French monitor who will be in the school 2 days in a 5-day cycle.

Literacy

- Use of guided reading and Daily 5 in the classrooms to increase reading levels so 75% of the class are on or above reading level at the end of the year.
- Encourage basic play skills (for example, turn taking, sharing, game play) for all students.



- Bridge the gap with reading resources by using sentence frames, visuals, and building vocabulary through small group work and collaboration with our ELL intervention and working with ELL district coach.
- Continue to offer intervention for both Immersion and English students to bring up the reading levels in our struggling students.
- ESL push in to assist teachers with understanding the strategies, their use, and how it works in the mainstream classroom.
- Develop writing exemplars for each grade level to have as a reference to compare to and allow for a better understanding of what is expected of the students.
- Early intervention training for teachers to better assist the students in their classrooms.
- Work on the following areas as identified from our SLA results:
 - Constructing meaning -retelling, main ideas, & use of text features.
 - Acquiring Knowledge- access information
 - Rules of Language- word parts, adjectives, adverbs, contractions, and compound words.

Numeracy

- Each grade level group will work with the District Learning coach to focus on a math goal for the year.
- District coach will visit each reporting period to check in with grade level groups on their goal and where they are overall.
- Learning coach working with teachers to assist in programming and planning for our Inclusive Ed students.
- Work on the following areas as identified from our SLA results:
 - Quantitative information- addition of numbers 1-100
 - Quantitative information – construct and interpret graphs and pictographs
 - Quantitative information- mental math
 - Strategies, methods, & tools- Number sequence 0-100 counting by 2's, 5's, & 10's respectively.

Assessment

- Focus on delivering feedback and the benefits of giving it to students during our PLC time so teachers can review and collaborate on positive and corrective feedback and how to effectively use it.
- Place a higher importance on formative assessment versus summative assessment through sharing of resources, PLC's, AAC, teacher supports, research, and collaboration. Spend time looking at teacher exemplars to assist with refining the ones we have developed.



Progress – January and June



Strategy 2 Preparation for Employment and Life-long Learning

Support students to develop the skills/competencies that will be used in the environments they experience, both in and out of the educational context, to foster well-rounded, resilient citizens of the world.

Division Initiatives & Actions

- Provide increased counselling/mental health supports.
 - Support Division Headstrong Youth Mental Health initiative.
 - Support development of Trauma-Informed Schools.
- Increase support/funding for Fine Arts and specialty teachers.
- Explore grant opportunities for Fine Arts programs.
- Explore community partnerships for Fine Arts programs.
- Support flexible learning environments through:
 - moving forward with High School Redesign at Ecole Notre Dame High School, Assumption Jr/Sr High School and Holy Family Catholic School.
 - grant opportunities to create physical learning environments in classrooms and schools.
 - implement “my Blueprint” digital portfolio program with standardized expectations from grades K-12 across the Division.
- Maintain and/or increase community partnerships to encourage students’ career exploration through:
 - Dual Credit, Career and Technology Studies and Foundations, work experience, Registered Apprenticeship Program (RAP) partnerships, and other funding and innovative programming options employment related.
 - create a list of community partners.
 - standardize information to all students and parents about educational programs that are employment related.



School Initiatives and Actions

- Review monthly skill in the classroom to reinforce our virtue and daily skill so we can ensure all are familiar with our Moral Intelligence program.
- Use common language of our Cubber's creed and Zones program so students and staff are aware of expected behaviors.
- Continue to collaborate and work with our mental health clinic to best assist our students.
- Provide flexible seating within the classrooms to assist with various learning styles in the classroom.

Progress – January and June



Strategy 3 Educational Technology

Ensure that the pedagogy and digital technology synergize for optimal student success.

Division Initiatives & Actions

- Use the Learning and Technology Policy Framework (<https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-web.pdf>) to establish structures, cultivate innovation and build capacity within the system to leverage technology in support of student-centered learning and system efficiencies.
 - Provide resources to school leaders to make research-based decisions around technology.
 - Provide variety of well-chosen technologies to ensure optimal access to curriculum and online assessments.
- Provide opportunities for division-wide STEAM (Science, Technology, Engineering, Arts, Math) resource development and sharing to ensure optimal student access to curriculum.
 - Support technology summer camps in four communities.
- Support integration of digital technology through use of interschool coaching team.
- Provide opportunities for school and division leaders to work collaboratively to leverage technology and provide professional learning to build capacity across the division.
 - Support integration of technology through pedagogical approaches such as UDL (Universal Design for Learning), Project-based Learning and Inquiry-based Learning.
 - Explore using the Triple E framework as a Division-wide model of technology integration (includes SAMR (Substitution, Augmentation, Modification, and Redefinition), competencies, synergy.
 - Provide education support for leaders around Triple E framework to ensure understanding and integration of technology.
 - For Assistive Technology, use the SETT (Student, Environment, Tasks and Tools) Framework (<http://www.joyzabala.com/Home.php>) as a standard for identifying appropriate technology to support students with disabilities.
- Explore developing a Christ-modeled Division digital and online citizenship and behavioural guideline policy.



School Initiatives and Actions

- Continue to work with technology coaches to develop good digital citizens so students at each grade level are familiar with what rules and responsibilities are needed to be good digital citizens.
- Focus on grade level technology outcomes to improve the use of technology as part of the pedagogy and as a teaching tool.
- Focus on building blocks of technology in each grade level to assist with building on the pedagogy from K-4.
- Training and use of the IESLP app for staff working with our inclusive education students.

Progress – January and June



Desired Outcome 3

Achievement gap between Indigenous students and all other students is eliminated.

Performance Indicators (Accountability Pillar and Division Measures)

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

Notre Dame Elementary survey results also showed that:

- 95% of teachers satisfied with Professional Development provided on residential schools, treaties and FNMI history.
- 80% of Grade 2 teachers satisfied with the resources and support to integrate FNMI history and the impact of residential schools in their Social Studies.
- 94% of FNMI parents satisfied with their involvement in decisions about their child's(ren) education.
- 100% of FNMI Grade 4-6 students and parents who agree teachers help them/their child(ren) achieve learning expectations and high standards.
- 92% of FNMI parents satisfied that they have opportunities for input into their child's(ren's) education.
- 100% of FNMI parents satisfied that their child's needs are being met.
- 98% of FNMI parents satisfied with opportunities to access Preschool programs and other educational supports.
- 94% of teachers satisfied with the support provided at the school level to improve the quality and effectiveness of instruction for FNMI students.
- 95% of teachers are satisfied with district direction and support in the delivery of FNMI programs and services.



Strategy #1 Customized Learning and Teaching Support for Indigenous Success

Continue to provide support and develop resources for students and staff that encourage adaptive teaching and learning strategies for Indigenous students.

Division Initiatives & Actions

- Provide professional learning for all staff about Indigenous perspective, experience, treaties, and history and legacy of residential schools.
- Continue commitment to support Truth and Reconciliation initiatives.
- Continue to support the Indigenous Education Committee to work with staff to increase understanding and capacity of traditional ways of knowing.
- Continue the Indigenous Education Coordinator position to support Indigenous curriculum and implementation of Indigenous perspective.
- Increase support and resources for teaching and learning strategies to increase Indigenous academic achievement.
 - Communicate and provide access to the division online Google resource repository to all staff.
 - Support initiative for administrators to complete the course “Indigenous Canada”.
 - Explore opportunities to invite Elders into our division schools with consistency to solidify relationships with students and staff and enhance achievement through use of INFE (Innovation in First Nations Education) grant.
 - Explore opportunities to invite Elders into our division schools to provide relevant Indigenous traditional knowledge with the end goal of increasing student achievement.
- Hire an Indigenous Family Outreach Worker.

School Initiatives and Actions

- Schedule for teachers to meet with our Indigenous coordinator to assist with incorporating Indigenous teachings into their lessons.
- Continue to work with Friendship center to assist us with understanding and sharing of FNMI knowledge.
- Explore the opportunity to invite an elder into our school to talk to the students and share their traditional knowledge with our students.
 - January- Christian unity week
 - May- Education week



- June- Indigenous Day
- Sections in the library to highlight our FNMI literacy and information about them for the students and teachers.
- Continue commitment to support truth and Reconciliation initiatives.

Progress – January and June



Strategy #2 Indigenous Community Engagement

Continue outreach and engagement with Indigenous communities, encouraging sharing and knowledge exchange between communities and schools.

Division Initiatives & Actions

- Support increased First Nations, Métis and Inuit cultural presence across the division.
 - Participate in Rupertsland Institute Summer Student program.
 - Support increased opportunities for all students to experience Indigenous culture.
 - Utilize the INFE (Innovation in First Nations Education) grant to access Elders in each community.
 - Explore opportunities for land-based learning programs.
- Collaborate and solidify relationships with our First Nations, Métis and Inuit community partners.
 - Explore creating a division intake program for Indigenous families enrolling in our division schools.
- Maintain working relationships with government agencies to ensure sustainability for Federal programs and funding for students (e.g. Jordan's Principle, RCSD, INAC, Early Years Project).

School Initiatives and Actions

- Twice a year we will invite our Indigenous (NDE families) into our school to share their knowledge and culture with our staff & students.
- Bring in Indigenous dancers and elders to share their culture and heritage with our staff & students during Orange shirt day and during our educ.
- Collaborate with the Friendship center and community partnerships to facilitate community involvement and to show our unity.
- Work with our Indigenous coordinator to assist with providing opportunities for all students to experience Indigenous culture through our hot reads, 7 Grandfather teachings, and sharing of knowledge so we can deepen our understandings of First Nations, Metis, and Inuit ways of knowing and perspectives.
- Professional development for staff on truth and reconciliation for better understanding.



Progress – January and June



Strategy #3 Support for Citizenship, Employment and Lifelong Learning

Develop and support initiatives that build capacity for Indigenous students beyond traditional academic supports.

Division Initiatives & Actions

- Promote leadership opportunities for Indigenous students across the division.
 - Implement the Headstrong Mental Health Initiative.
 - Promote Indigenous leadership opportunities.
- Provide strategic transition services, programming and supports for our Indigenous students and families across the division.
 - Explore/creation of a division intake program for Indigenous families enrolling/transitioning between schools and grades at our division schools.
 - Continue to support Indigenous post-secondary opportunities for students such as career explorations with post-secondary and other community partners.
- Continue to provide opportunities for Indigenous students to experience and celebrate successes (e.g. awards, graduation).

School Initiatives and Actions

- Identify needs of our at-risk Indigenous student and affectively address them in a culturally appropriate manner.
- Increase our Indigenous resources (books, kits, posters, etc.) to assist our staff with expanding their professional learning and support.
- Celebrate the successes of our students through our High Five Cubbers or the Cubber Pride wall to provide them with opportunity to be recognized and share their success with the school.

Progress – January and June



Desired Outcome 4

Lakeland Catholic's system is inclusive and diverse.

Performance Indicators (Accountability Pillar and Division Measures)

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

Notre Dame Elementary survey results also showed that:

Safe and caring schools is still doing well and has maintained over the past three years. We always strive to be higher than the previous year so that we know our students and staff feel safe and cared for at all times. We are pleased to maintain a very high measure and will work to continue with it for the next three-year period and longer.

Notre Dame Elementary comment on Results:

Results are positive year-over-year in these categories, and strategies will continue to be geared towards inclusive and safe and caring schools and engagement with local communities. Our safe and caring pillar for NDE maintained at the excellent level as our program of studies and quality education. The focus going forward will be on creating opportunity for our ESL students and their families to adapt to our school and community with ease.



Strategy #1 An Excellent Start to Learning

Ensure students have foundational competencies necessary for educational success.

Division Initiatives & Actions

- Continue to provide developmentally appropriate programs with strong numeracy and literacy foundations in early years programming.
 - Create opportunities for modeling and sharing of best practices in literacy and numeracy in early years programming across the division for professional and support staff.
- Support early intervention needs.
 - Participate in annual Ages & Stages screening.
 - Review intervention supports annually and allocate resources accordingly.
- Review current, and develop new, recruitment strategies to increase enrolment at Preschool and Kindergarten levels across the division.
 - Utilize Communication Officers to develop individual school strategic recruitment plans with corresponding promotional materials.

School Initiatives and Actions:

- Continue to provide strong literacy & numeracy programs from K-4. (Daily 5, Guided Reading, Guided Math). We want to aim to have 75% of students on or above level in math & literacy by years end.
- English & Immersion Intervention offered 5 days a week (4- 8-week sessions) with an end goal of each student increasing minimum of one level.
- Ages & Stages screening for our preschool students so we can red flag any issues (speech, behaviour, milestones etc.) that may need assistance to reach age level appropriate milestones.
- Assist teachers with the needs in their classes through resources, coaching support, and professional development.
- Host two open houses as well as information evening to promote our ECE programs (March & May)
- Continued representation at the Bonnyville Coalition meetings



- Continuing to collaborate with our community service providers to assist with any needs of our ECE students.

Progress – January and June



Strategy #2 Inclusive Education

Ensure schools and instruction accommodate a variety of learning styles and needs, and ensure the right supports are in place to promote the success of every student.

Division Initiatives & Actions

- Continue partnership with RCSD (Regional Collaborative Service Delivery).
- Support early intervention and provide strategic transitions for at-risk students and provide necessary specialized services.
- With the Communication Officers, Director of Student Learning and CSTs (Classroom Support Teachers), create resources for parents of at-risk students about the inclusive supports that are available to their child(ren) within our division schools.
- Continue to identify funding opportunities to adequately support an inclusive education model.
- Differentiate Assistive Technology to support individual learner needs using Division coaches, CSTs, classroom teachers and support staff.
- Clarify the role of CSTs to provide support to teachers as per the Inclusive Education Framework.
 - Explore mentorship program for CSTs.
- Provide professional learning opportunities and collaboration opportunities for staff to address needs of inclusive learners.
 - Support specialized training and build capacity for staff of students with complex learning needs using Division coaches, Director of Student Learning, CSTs and Principals.
- Continue development of ELL/ESL (English Language Learners/English as a Second Language) division programming and provide resources and strategies for ELL/ESL inclusive education.
 - Prioritize professional learning opportunities for staff serving ELL/ESL.
- Continue ELL/ESL Teacher position to lead division program implementation in ELL/ESL at all levels.
 - Provide strategic transition services, programming and supports for our ELL/ESL students/families across the division.
- Continue three instructional priorities for ELL programming for all teachers:
 - visuals.
 - sentence frames.
 - vocabulary.



- Build capacity with SIOP (Sheltered Instruction Observation Protocol) participants across Division.

School Initiatives and Actions

- Ensure our staff are familiar with the Inclusive Ed framework and how to use it in their classrooms.
- Staff are educated on our Inclusive Ed students and their needs so they are able to assist them better in school or on the playground.
- Continue to have school linked meetings to support our students who need the wrap around service approach.
- Continue with our SETT meetings to better understand and program for our Inclusive Ed students.
- Create an inclusive Google shared drive to assist with sharing of school information, reading scores, report cards etc.
- Ensure Inclusive Ed assistive technology is available to students and their assistants to help with programming and teaching.
- Implement Professional Development to assist with better understanding inclusive needs in the classrooms.
- Provide sharing and collaboration for Student Assistants and teachers to build capacity so all are familiar with working with our inclusive students.
- Provide collaboration time for ELL coach to assist with planning for our push in model of supporting and training classroom teachers to support them in the classroom.
- Ensure Student Assistants will be involved in IPP development to assist teacher with goals and updates.
- Continue staff collaboration to familiarize everyone with complex students.
- Continue to run our “busy kids” programs to assist our students with regulation so they can better focus and learn in the classroom.

Progress – January and June



Strategy #3 Safe and Caring Schools

Provide supportive strategies that ensure every student is getting the most from their school experience.

Division Initiatives & Actions

- Promote Christ-based moral intelligence programs or initiatives that foster inclusion and ensure that students feel respected, safe and are treated fairly.
- Promote development of competencies throughout all curriculum implementation.
- Support development of a Christ-based digital citizenship program.
- Begin Division implementation of Trauma-Informed Practice.
 - Dr. Jody Carrington (September 27 Division Day)
 - Community Parent Night (September 27)
 - Build trauma-informed practice capacity of FOWs (Family Outreach Workers)/CSTs/Principals/Vice-Principals/Coaches/senior administration throughout the year with professional learning opportunities and sharing.
 - Continue to share and build school culture/capacity of teachers and parents throughout the year.

School Initiatives and Actions

- Continue our school wide Moral Intelligence/Zones of Regulations program. Review it in our assemblies, morning announcements, and through classroom lessons.
- Ensure all staff are using common language for our Zones program for consistency of expectations.
- Provide scheduled days and times for teachers to work with the coaches to assist with planning in their classroom.
- Continue to involve parents in the transition from school to school and grades with their input.
- Schedule time in June for teachers to observe in the grade below to assist with transitioning.
- Continue to use the Cubber High Fives for expected behaviors to follow our moral intelligence program.
- Begin the PLC monthly with a staff shout “Cubber High Five” and a candy jar price.
- Show case our students and staff with a “Cubber’s Pride” bulletin board.



Progress – January and June



Desired Outcome 5

Lakeland Catholic has excellent teachers, schools, and school authority leaders.

Performance Indicators (Accountability Pillar and Division Measures)

Measure Category	Measure	Notre Dame Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.5	92.6	94.1	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	84.7	86.2	88.9	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	95.3	97.3	97.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	70.6	64.0	81.3	83.0	82.4	82.6	Low	Declined	Issue
	Citizenship	93.5	83.5	87.7	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	87.1	74.4	80.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.5	92.6	90.8	81.0	80.3	81.0	Very High	Maintained	Excellent

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

Notre Dame Elementary survey results also showed that:

- 94.1 % are pleased with our school being safe and caring
- 88.9% are pleased with our program of studies
- 97.4 % are pleased with the quality of education
- 81.3 % are pleased with the work preparation
- 87.7 % are pleased with citizenship in our school.
- 80.4 % are pleased with parental involvement
- 90.8% are pleased with school involvement



Strategy #1 Leadership Capacity

The division will develop leadership capacity and responsibility at all levels of the organization.

Division Initiatives & Actions

- Create a culture of collaboration and continuous improvement by promoting best practices which are aligned with division priorities of literacy, numeracy, assessment and instructional intelligence.
 - Support professional collaboration of best practices of core subjects (both languages) at grades 6, 9 and 12.
 - Provide support to implement the 2019 TQS (Teaching Quality Standard) and TPGP (Teaching Professional Growth Plan).
 - Encourage teacher participation in provincial marking and creation of/for large scale assessments at grades 3, 6, 9 and 12.
- Continue to utilize interschool coaches to lead and promote Division instructional and curriculum priorities.
 - Create opportunities for coaches to lead workshops/PLCs (Professional Learning Communities)/peer teaching/collaborative planning.
- Begin developing division-wide leadership initiatives.
 - Participate in the EXCEL Academy.
- Provide directed targeted professional learning for literacy, numeracy, assessment and related competencies to support student learning and achievement.
- Implement *Assessment for Learning* practices to build capacity around teaching practice.
 - Utilize resources for school-based professional learning days/PLCs and beginning teacher workshops.
 - Encourage teachers who participate in marking and creation of large-scale assessments with Alberta Education to lead/share knowledge with peers across the division.



School Initiatives and Actions

- Provide lead teachers with release time to build capacity in schools through mentoring, team teaching, and collaboration.
- Continue to support attendance at specialist councils/conferences.
- Continue and enhance district-wide standards work in the areas of guided reading and math starters in the classrooms.
- Support coaching time and collaboration to assist with best practices in the classrooms
- Meet with lead teachers on staff to assist with our direction setting in numeracy, literacy & French Enhancement.
- Provide mentorship support for new student assistants to orient themselves with school routines, schedules, and iESLP app.

Progress – January and June



Strategy #2 Collaboration and Continuous Improvement

The Division will attract, develop and retain an adequate complement of employees with the expertise, skills and attitudes required to continuously improve the quality of instruction.

Division Initiatives & Actions

- Provide support for implementation of new curriculum and conceptual instruction.
- Promote and ensure excellent teaching practices consistent with the TQS and LQS (Leadership Quality Standards).
 - Provide professional learning support to implement TQS and corresponding Lakeland Catholic TPGP.
 - Promote membership in professional associations and committees to enhance professional learning in specialized areas.
- Develop a training plan to ensure staff know how to use and maximize the Division approved collaborative technologies (Google Hangout/Zoom).
- Utilize Division instructional educational technology coach to build teacher capacity.
 - PLC, peer teaching, collaborative planning, teacher workshops.

School Initiatives and Actions

- Create opportunities for staff who attend professional development to have a set time to share at staff meetings and/or PLC time.
- Centralize school expectations for supervision, paperwork, drills, and lockdowns in Google shared staff folder for easy access and review.
- Provide collaboration time for support staff for transitioning of their inclusive students from one grade to the next. Working on building capacity with the support staff so they are able to work with numerous students.

Progress – January and June



Strategy #3 Specialized and Enhanced Teaching Resources

The division will employ a variety of strategies to develop and share specialist resources.

Division Initiatives & Actions

- Continue to provide technology that will optimize teaching and learning.
- Explore ways to share specialist resources Division-wide.
 - Support Division-wide professional collaboration.
 - Support mentorship between schools for specialist teachers.
 - Explore a method to create approved resources in Division resource library through Destiny.
- The Division will provide enhanced support for French Immersion teaching and learning.
 - Use OLEP (Official Languages in Education Program) grant to support collaboration for French Immersion teachers across the division and outside the division.
 - Provide targeted French professional learning at school and at individualized teacher level through division French coach.
 - Provide AIM (Accelerative Integrated Methodology) training for all K-1 French Immersion teachers and FSL (French as a Second Language) grades 4 to 6 teachers as necessary.
- Utilize technology collaborative tools to bring specialized teachers together to participate in timely and ongoing professional development.



School Initiatives and Actions

- Create opportunities for peer observation and modeling with the coaching so they can learn, share, and reflect on their teaching with others and themselves.
- Increase our books, teacher resources, visuals etc. to assist with our ESL students and their programming.
- Move to a push in model where ESL coach collaborates with teacher to best plan for student(s) in their class.

Progress – January and June



Desired Outcome 6

Lakeland Catholic's education system is well governed and managed.

Performance Indicators (Accountability Pillar and Division Measures)

NDE's target (T) for all performance measures in Outcome Six is 95% unless indicated otherwise.

Notre Dame Elementary survey results also showed that:

97% of parents are satisfied with the opportunity to be involved in the decisions that affect the education of the child.

96% of parents are satisfied with school council playing a meaningful role in the school.

92% of teachers are satisfied with the collaboration offered during PLC time.

92% of teachers are satisfied with the student support services provided by non-school agencies or specialists.

96% of parents and 94% of staff satisfied with the quality of reporting to the public by the school.

96% of parents satisfied that the school district is responsive and responsible.

100% of parents and 100% of staff who feel their school and the district is a good place to teach, learn, and grow.

96% of parents satisfied with school-to-home and home-to-school communications.

94% of parents who feel their input is valued and respected by the schools and the District



Strategy #1 Effective Working Relationships

The division will provide opportunities for students, staff and parents to have input into strategic directions and decision-making. Schools and other agencies will work collaboratively to deliver high quality services that meet student needs.

Division Initiatives & Actions

- Advocate for Lakeland Catholic School Division Catholic Education at the provincial level.
 - Support GrACE (Grateful Advocates for Catholic Education) advocacy initiatives.
- Engage stakeholders in decision-making at all levels of division organization.
 - Continue with Student/Board Engagement sessions.
 - Explore Student/School administration leadership engagement opportunities.
- Promote Parent Councils to advise Principals.
 - Support School Councils with continued education on roles and mandates to ensure strong advocacy for schools.
 - Continue Parent Council collaboration and reporting to ensure consistency and transparency, and celebrate accomplishments across the division.
- Continue building authentic community engagement through partnerships at all levels of division organization.
 - Promote high levels of communication through website, social media and increased interactions with community partners to build and maintain strong relationships.

School Initiatives and Actions

- Continue collaboration with our parent council and our parents for input on their child's education and goals moving forward.
- Engage teachers and support staff in decision-making at all levels of school organization where possible.
- Strong communication with home through remind 101, report cards, emails, meetings, phone calls and notes about their child's progress and direction for their learning
- Student led conference twice yearly with a goal of 90% or higher of our parents attending.



- Communication plan in place for beginning of the year so it can be shared with staff so they can see what our goals are to assist with promoting and planning for our school and student increase.

Progress – January and June



Strategy #2 Public Relations and Communication

The Division will provide timely and accurate information on the division's priorities, achievements and financial status to the public.

Division Initiatives & Actions

- Promote the division through a warm and welcoming workplace culture.
- Promote within the division a warm and welcoming workplace culture.
- Establish division-wide expectations regarding results reporting to parents.
- The division will report results to the parents through annual AERR (Annual Education Results Report), PDES (Provincial Diploma Examinations), PATS (Provincial Achievement Testing) - will post on the division website by December 1.
- Schools will report to School Councils the Annual Education Plan, PAT/PDE results, and post results on their school website by December 1.
- Support the consistent use of high impact communication tools across the division such as social media, electronic signage, pamphlets, PowerSchool, websites, newspaper articles, radio ads and church communiques to profile division events, advantages of Lakeland Catholic School Division, and increase positive public profile of the Division.
- Explore new website vendors.
- Increase the French-language promotional resources.
- Deepen division-parish relationships through consistent communication and interactions.
- Support and refine the recently developed intake protocol to welcome and support ELL/ESL families.
- Update division and school communication plans to utilize a variety of media strategies consistently and to profile advantages and strengths of individual schools and the division.

School Initiatives and Actions

- Continue to foster welcoming atmospheres through friendly front-line staff, teaching staff, and our school environment.
- Support communication with our families through remind 101, Power School, newsletter, email, Facebook, and calendars.
- Continue to strengthen our relationship with the Parish and Father Rene's involvement at NDE.
- Build relationships and wrap around services with our OT, SLP, and Alberta Health Services.
- Work with our ESL coach to ensure our ESL families are welcomed and adjusting to their new life and our NDE community.



- Work with the district communications officer to set up our media plan for the year so we can highlight our strengths and programming at NDE.

Progress – January and June



Strategy #3 Supporting Current and Future Educational Programming

The division will ensure school facilities support current and future programming, are a central part of the community, and enable collaborative partnerships.

Division Initiatives & Actions

- Continue centrally pooled funding allocations.
- Develop mechanisms at the school level for staff to participate in discussions around allocation of resources to ensure effective delivery of programs.
- Establish a long-term planning process to ensure major capital and operations expenditures meet future needs and accommodate financial and policy constraints at the division level.
- Explore school cash online payment option for parents.

School Initiatives and Actions

- Increase the awareness of capabilities of the learning commons through collaboration with teachers.
- Continue to pool our school-based funds with district funds to assist with increasing our resources and allocation of funds.
- Continue with our leadership team to assist with discussion and allocation of resources at school level to ensure effective programming.
- Lead teachers in our PLC grade level groups to guide our teachers in their goals and obtaining them through discussion, goal setting, and working on assessment.

Progress – January and June