



Medicine Hat Catholic
Board of Education

GET IN THE GAME



Notre Dame Academy

School Educational Plan

2021-2022

MESSAGE FROM OUR PRINCIPAL and VICE PRINCIPAL

Our names are Neal Siedlecki (Principal) and Lon Bosch (Vice Principal) and we are the Admin. Team at NDA. We are very proud to be one of the nine Catholic Schools within the Medicine Hat Catholic Board of Education (MHCBE). We are also extremely proud that we are one of only a very few successful sports academy schools in Alberta and Western Canada.

In addition, we continue to offer innovative and unique exploratory programs like Lego-robotics, Rocketry, Carpentry, Plumbing, Gaming Concepts, Drama, Food Studies, Art, Outdoor Education, etc. to keep our students engaged in their learning.

We consider ourselves a community school with many great partnerships. Notre Dame Academy has a very well-developed partnership with Medicine Hat College. Because of this partnership, we are able to offer an amazing Industrial Arts program in Carpentry, and Plumbing. Our leadership in this program has been the envy of other schools as they now are seeking to develop a partnership with the MHC. Too, our sports academy programming has been so successful over the past 17 years and now we are also seeing other districts wanting to also build sports academy programming into their schools and districts. Notre Dame also has an ongoing partnership with the company Under Armour and Source for Sports.

Our school focus and missions are:

- Build Effective Relationships with Each Other and Our Students.
- Living Our Faith Through Service
- Helping All Students Learn

Open communication with all stakeholders is the key to further developing and improving our school. With this, as the Admin. Team of Notre Dame Academy, we are excited and proud to share with you the results contained within this report. Thank you for your interest in this document.



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2600 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

MISSION, VISION AND VALUES

Our Mission

In partnership with family, church and community, we provide Catholic education of the highest quality to our students.

Our Vision

A gospel-centered community committed to learning excellence, Christian service, living Christ.

Our Motto

"Showing the Face of Christ to All"

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence

Our Values

We believe that Catholic education is a ministry that is at the heart of the church.

In our ministry, we value and celebrate:

- Teaching and living our Catholic faith.
- Our Catholic traditions.
- Our ability to offer a full range of educational programs for all students.
- The uniqueness of each child.

What do Medicine Hat Catholic schools represent?



Staff, students and families working together,
under our faith, with quality education as our foundation.

ENROLLMENT TRENDS

Grade	2021 - 2022	2020- 2021	2019 - 2020	2018- 2019	2017- 2018	2016- 2017	2015- 16	2014- 15	2013- 14	2012- 13	2011- 12
	Pandemic	Pandemic						Dr. Roy Wilson Opened			
6	91	106	115	99	94	85	83	86	82	94	98
7	126	120	121	105	115	89	88	88	102	111	89
8	110	110	105	108	94	98	82	99	99	98	99
9	104	93	108	93	99	86	104	97	86	83	97
TOTAL	431	429	449	405	402	358	357	370	369	386	383



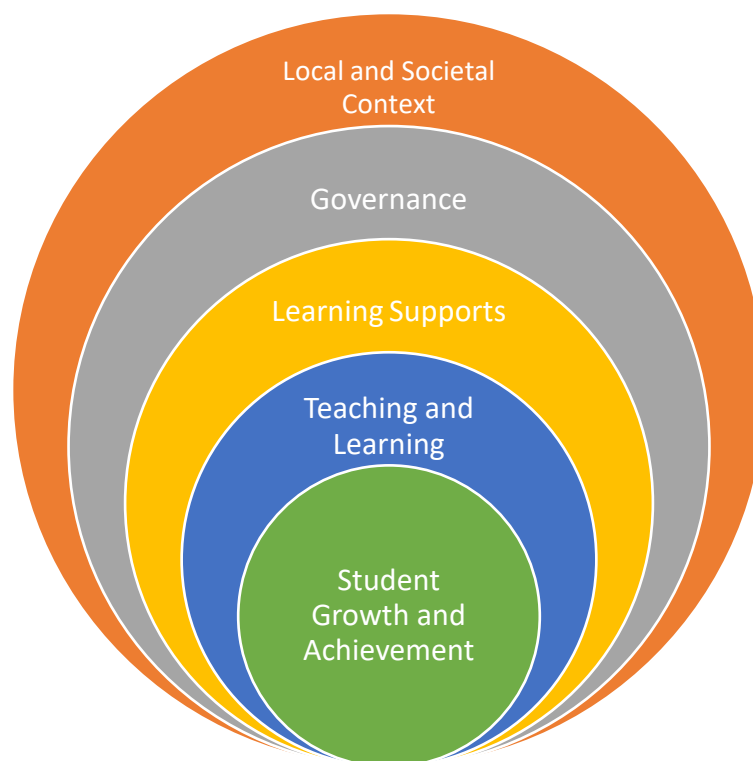
ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



ENGAGEMENT

According to many agencies, Parent Engagement in Schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents.

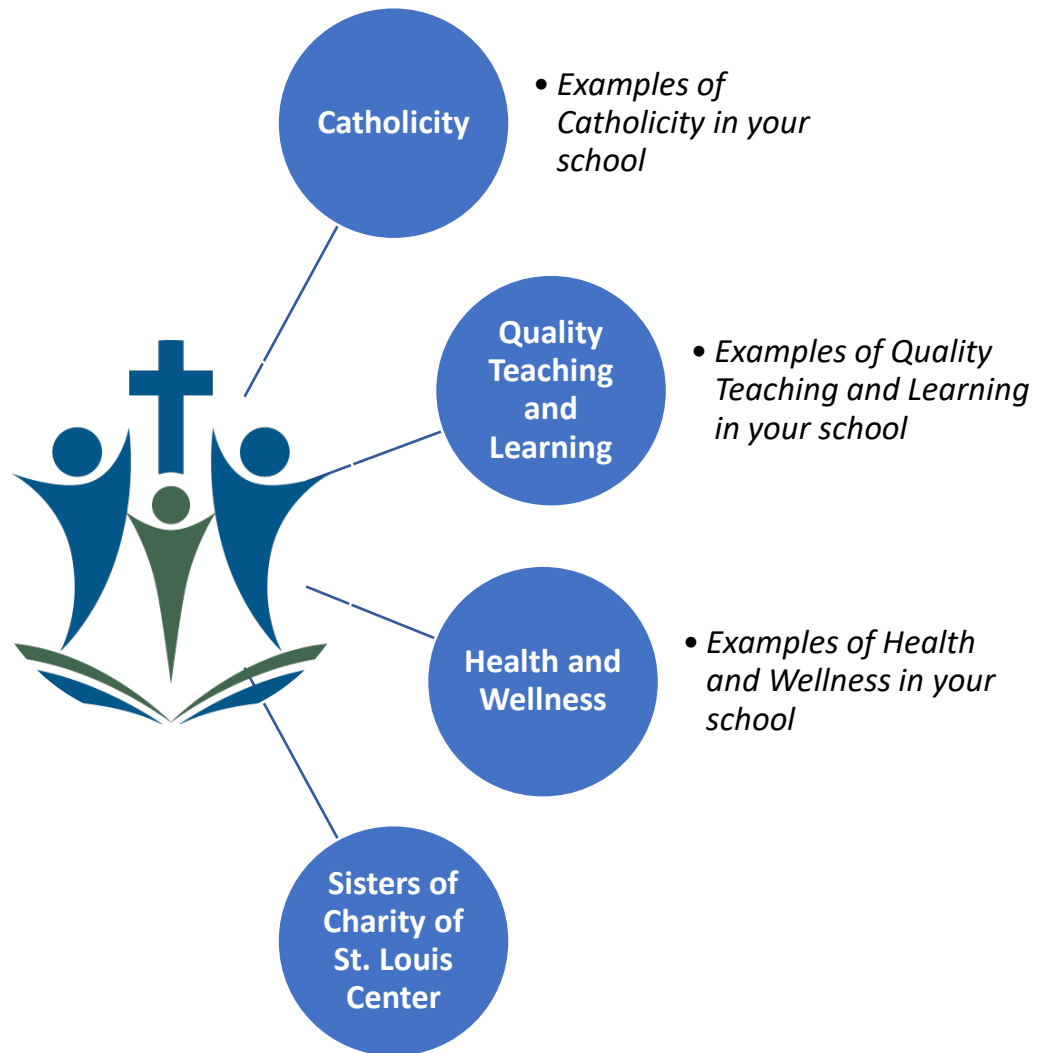
17 years ago, NDA was one of the first schools in Alberta and western Canada to look at ways to inspire students to come to school. Our academy programming was the beginning foundation at that time and now is the back bone of our school. We continue to see such growth in our academy programming to the point where approximately 80% of our students are enrolled in it. Our academy programming includes Baseball, Golf, Hockey and Soccer. Students at this age group are very involved in sports and our academy programming is a way to enhance that and to better our students' abilities both on and off the field, course or rink. Parents have been a big support of this as the program and seek it out leaving other districts to come to NDA.

Staying with sports, our parent community is very involved in NDA. Once again, team sport seems to be a very big part of students having a connection to our building and giving them a sense of belonging. We have had several parent coaches, tournament volunteers, concession workers, etc. that continue to make our sports programs sought out by our students.

Now moving away from sport, we have also through the many years of gathering data through surveys and such have determined that students tend to be engaged with hands on and real live activities. Through the help of many stakeholders, we have developed a partnership with the Medicine Hat College to offer an extensive shop program here at NDA. Too add to this, through the support of our parent and school community, we have developed a robotics centre, gaming concepts centre and a foods lab. This type of programming engages all students no matter of learning ability or interests.

Being a Catholic School, through the help of our parent community as well, we engage students in a wide variety of service projects. Each student will be involved in some form of service throughout the year. It is our goal to engage students in their faith in a way that they live their faith and not just read about it. Our parent community and staff want our students to LIVE the Way Jesus did and to do great acts of kindness like He did.

STRATEGIC PRIORITIES



SCHOOL GOALS AND IMPLEMENTATION SPECIFICS



Goal #1

To enhance and better our service projects.

Goal #2

Goal #3

Implementation Specifics:

- First, we will ask that each class be involved in some form of a service project for the year.
- We will examine the service projects we are already participating in and look at ways of enhancing them. (For example: Terry Fox Run – added an incentive of a hot dog lunch and a slush run for participating students and we raised more money for this great cause than ever.
- Student lead service projects – our Food Students on Spirit Days cook a hot lunch for the students to purchase. (For example: Western Wednesday – chilly Timber Tuesday – hamburger soup) From there, the students can decide which charity they would like the funds to go towards. For example: this year already – the students donated \$200 to the Brown Bag Lunch program to help feed a student for a whole year.
- Simple school wide service projects – Hats-On Fridays – students pay \$1.00 to wear their hats. From there, as a school community we decide where we would like our efforts to go to.

Outcomes:

1. *Students living our faith and not just reading about it.*
2. *Walking the Walk; Not Just Talking the Talk*
3. *Students have a sense of accomplishment in doing great things for others. In a sense, living the way Jesus would have wanted them to. Showing the Face of Christ to All.*



Health and Wellness

Goal #1

Building on the leadership and expertise of our staff, we will create programming for staff and students that will focus on mental health wellness.

Goal #2

Goal #3

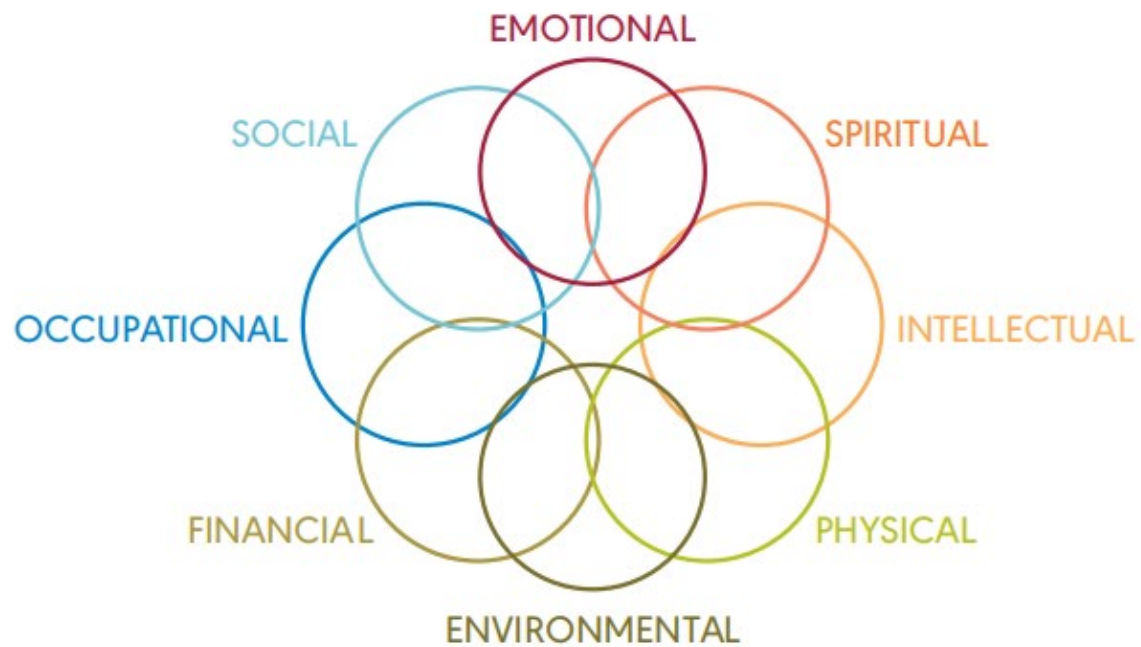
Implementation Specifics:

- Mrs. Risling, who has her Master's Degree in Psychology, along with myself will implement a monthly workshop for staff to focus on student and staff wellness.
- During PD Days, sessions will be shared with staff focusing on student related topics such as "What does anxiety look like? Which students are not connected to the building and how can we get them there? What does depression look like in teens? etc."
- From here, we will share research and offer ways to first of all identify those students who may be exhibiting the need we are focusing on and then collaborate together on ways to help those students with their needs.
- During PD Days, session will be shared with staff focusing on staff mental health related topics. Sessions run by speakers such as Trevor Moore and Kevin Cameron will be utilized in this area. Activities such as Yoga, breathing techniques, nutrition and diet, etc will also be shared. Healthy Body Healthy Mind – Health Teachers Healthy Learning Environments
- 4 school wide activities will be planned in this area.

Outcomes:

1. *Less teachers feeling burnt out. Teachers implementing strategies into their daily lives to better their mental health.*
2. *Less sick days taken by staff.*
3. *More students feeling connected to our school.*
4. *More students being helped with their mental health needs by all stakeholders within the school and community*

Health and Wellness Components





Quality Teaching and Learning

Goal #1

Modifying and developing new programming to support the growing range of learner variability in our classrooms.

Goal #2**Goal #3****Implementation Specifics:**

- Learning Service Facilitator (Monique Hosanee) will lead our staff through workshops on instructional and social-emotional practices that support the range of learners present in NDA classrooms.
- Learning Service Facilitator (Monique Hosanee) will support teachers to design learning and implement accommodations, modifications, strategies and supports so all students can be successful classroom learners.
- It was once stated that we need to begin to train our students for jobs that haven't even been developed yet. With that, we will develop our Gaming Concepts programming as well as focus on coding within our options programming.
- Develop our new PASE room to support students to be successful classroom learners. Incorporate into staff PD day in-services instructional and social-emotional practices that will align with the supports students access through the PASE room.
- Teachers will administer MIPI testing in Math. This assessment gives the teacher a clearer view of what their students strengths and weaknesses are. This will help teachers design math instruction for all students to be successful in their learning.
- Language Arts teachers will administer the Gates assessment to determine grade level comprehension and ability.
- Using the new CLEVR strategy-based ISP, school staff will incorporate strategies that align with Universal Design for Learning to create better access to classroom learning for students who have ISPs.

Outcomes:

1. *All students regardless of their learning abilities will feel success in their learning here at NDA.*
2. *Teachers will know how to identify, modify, and deliver programming to meet the needs of a broader range of learners.*
3. *NDA will continue to think out of the box in order to keep moving forward with programming to inspire and engage all students.*

ACCOUNTABILITY PILLAR

Chart Not available

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

NDA overall for all components maintained or dropped slightly this past year. This was not a surprise being in a pandemic year. We continue to be above or pretty much equal to all provincial standards.

One area we did fall in was parental involvement. This was totally expected because of the pandemic parents had very minimal chance of being involved directly with the school. We have very active parents who want to be present in our school, but were denied the opportunity last year. We truly expect this to rise in the following years to come.

COMMUNICATION

Stakeholders are communicated with in a variety way through our school:



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