



ÉCOLE

MOTHER D'YOUVILLE

SCHOOL

ANNUAL EDUCATION
RESULTS REPORT

2019-2020



PRINCIPAL'S MESSAGE

MR. JORDAN ROBINSON

Looking back over the 2019-202 school year we are grateful for how our community approached a year with promise, change, and the unknown. We are in this together— to Defend this House—and we strive to continue to be better as a school day by day, month by month and year by year.



Our one common purpose is to provide the highest quality educational program for our students and, at the same time, to teach and to live the Gospel message. Christ is our model for how we relate to others, how we instruct and lead our students, and for how we conduct ourselves. This gives us a common purpose and makes us a strong and vibrant community. This year, École Mother D'Youville School will continue its pursuit of excellence. To do so, it's essential that we continue to grow as a learning community and to focus on how our students will best learn. As a Catholic school community, we strive to create a diverse culture rich in academics, athletics, and the arts, and overall improvement as persons. We are all excited and optimistic about a new year in our beautiful building. We are a school community of hope and have a belief that we are doing God's work.

We are excited about the opportunity to work together with our families, parish, and students, as we build on our strong school culture of community, respect, and success. It is my intent to continue to build a positive school culture that is welcoming, accepting, and inclusive. These results provide us with feedback on where we have succeeded, how students are improving, and how we can improve as a school. Together we can make École Mother D'Youville School a great place to learn and grow in our faith. Thank you for choosing Catholic education at École Mother D'Youville School and St. Thomas Aquinas Catholic Schools and we continue to ask for your ongoing prayers as we embark on our journey!



Jordan Robinson, Principal
Angela Rastovski, Vice Principal

MEET YOUR LOCAL TRUSTEE



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

SCHOOL PROFILE

For the 2019-2020 school year, École Mother D'Youville School offered a dual track, English - French Immersion programming for students in Grades 5 - 9.

Program	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
F.I	30	29	17	22	13	111
ENG	51	48	48	40	29	216
TOTAL	81	77	65	62	42	327

French Immersion: 34% English: 66%

Administrators: 2

Teaching Staff: 18

Support Staff: 10



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	80	89
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	99
I witness the faith and permeate curriculum and activities with gospel values	93	99
Student Survey (Elementary)	Current Result	Current Result
We pray as a class or a school every day.	94	97
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	80	90
Student Survey (Secondary)	Current Result	Current Result
We pray as a class or a school every day.	85	92
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	69	78

Staff Professional Development Sessions:

- Faith Learning Session-Social Justice
- Hosting Catholic Education Sunday November
- Student Advent Retreat– Led by Volunteer Staff
- Staff Retreat– Live the Way PD with Clare Ganton
- Opportunity for Sacrament of Reconciliation on site for staff and students interested
- Daily mass attendance on PD days in Beaumont at St. Vital Parish

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	80	89
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	63	67
Staff Survey (Teacher)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	97
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	93	90
Student Survey (Elementary)	Current Result	Current Result
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	80	90
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	66	82
Student Survey (Secondary)	Current Result	Current Result
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	60	78



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Parent Survey	Current Result	Current Result
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	82	88
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	99
Student Survey (Elementary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	94	98
Student Survey (Secondary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	95



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Parent Survey	Current Result	Current Result
My child participates in religious celebrations at the school or church	82	93
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100
Staff Survey (Support Staff)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	80	95
Student Survey (Elementary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	82	93
Student Survey (Secondary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	87	91



SOCIAL JUSTICE PROJECTS

- Terry Fox Run (September)
- Orange Shirt Day (September)
- Fall Food Drive Leduc Food Bank (November)
- Beard Massacre benefiting Marian Center Edmonton (December)
- Pink Shirt Day (February)



SCHOOL & PARISH COLLABORATION

- Sacrament of Reconciliation
- Advent Retreat
- Catholic Education Sunday
- Catholic Education Week
- Confirmation Classes and Communication
- Monthly Mass Schedule at EMDYS
- Staff Masses (PD Days)
- Partnerships with Catholic Women's League (Rosary Month October and May)
- Partnerships with Knights of Columbus (Shrove Tuesday)

2019-2020 SCHOOL YEAR STRATEGIES

- In the early fall of 2019, we communicated with parents upcoming opportunities to receive the Sacrament of Confirmation through instruction by the Confirmation team. St. Vital's confirmation was compromised of several EMDYS staff members.
- Every December, we invite all students for a free Advent retreat and meal on the first Friday of Advent. This event is led by staff leading students through a variety of activities, providing opportunities for them to prepare for Christmas as a school community.
- EMDYS held a fundraiser for Marian Center in Edmonton.
- Catholic Social Services provided guest speakers for several of our assemblies to highlight the impact of service work in the community and with the most vulnerable.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- As a community, we will look to continue to provide opportunities for families to be offered invitations to the sacraments including Eucharist, Reconciliation, and Confirmation
- Partnerships with faith based community members such as Catholic Social Services and Marian Center give students insights into the foundational work that these agencies do to support the most vulnerable.
- As classrooms, we encourage each group or grade level to have the opportunity to lead a mass or liturgy of the word as they can serve the community and learn more about the structure of the liturgical year.
- To address our lower results on "Teachers help me understand how faith can guide the way I live my life." and "sharing their personal faith" administration will commit to providing site based professional development on faith topics that teachers can share through a variety of subjects with students. Teachers can, too, share their own faith experiences in these settings and can be offered opportunities to support our faith initiative by being invited to co-lead faith events such as our Advent retreats.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	93.0	16.9	100.0	20.8	n/a	n/a		
	Authority	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	87.1	12.9	92.0	16.0	n/a	n/a		
	Authority	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	n/a	n/a	n/a	n/a	81.7	9.9	86.1	12.5	n/a	n/a		
	Authority	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	n/a	n/a	n/a	n/a	83.1	15.5	86.1	16.7	n/a	n/a		
	Authority	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	n/a	n/a	n/a	n/a	85.9	21.1	83.3	13.9	n/a	n/a		
	Authority	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	n/a	n/a	n/a	n/a	*	*	85.7	17.9	n/a	n/a		
	Authority	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		

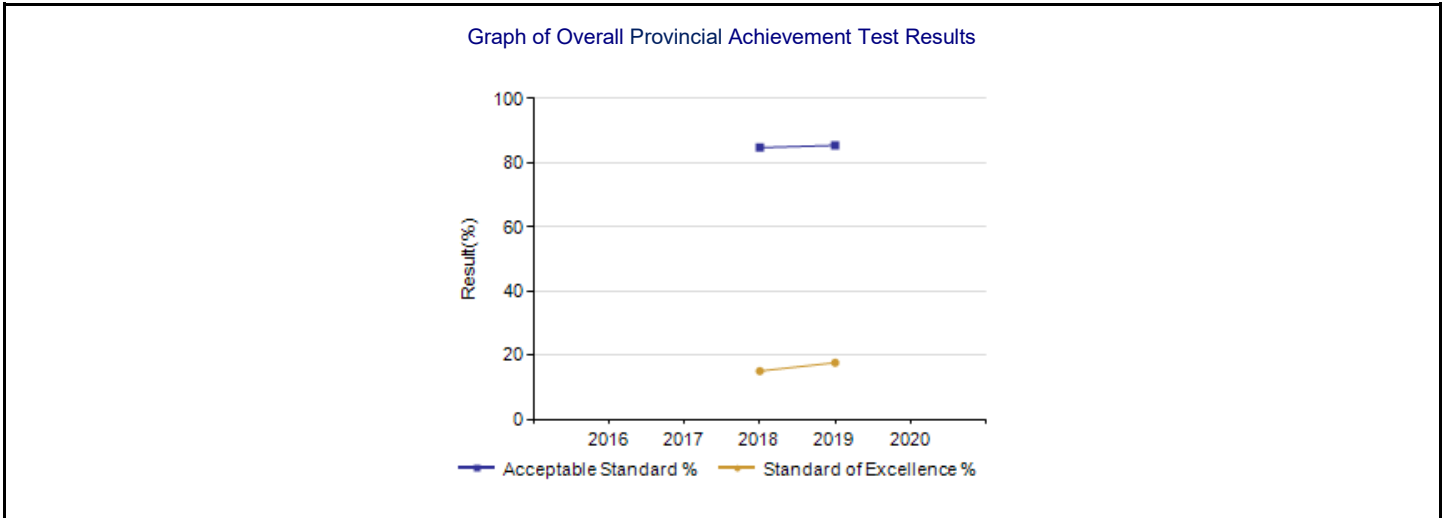
Provincial Achievement Test Results – Measure Details continued

K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	10.0	66.7	11.1	*	*	50.0	0.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	*	*	57.1	21.4	n/a	n/a		
	Authority	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	*	*	89.3	28.6	n/a	n/a		
	Authority	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.0	10.0	88.9	0.0	*	*	57.1	0.0	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	*	*	71.4	25.0	n/a	n/a		
	Authority	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.0	20.0	50.0	0.0	*	*	*	*	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

OVERALL PROVINCIAL ACHIEVEMENT TEST RESULTS

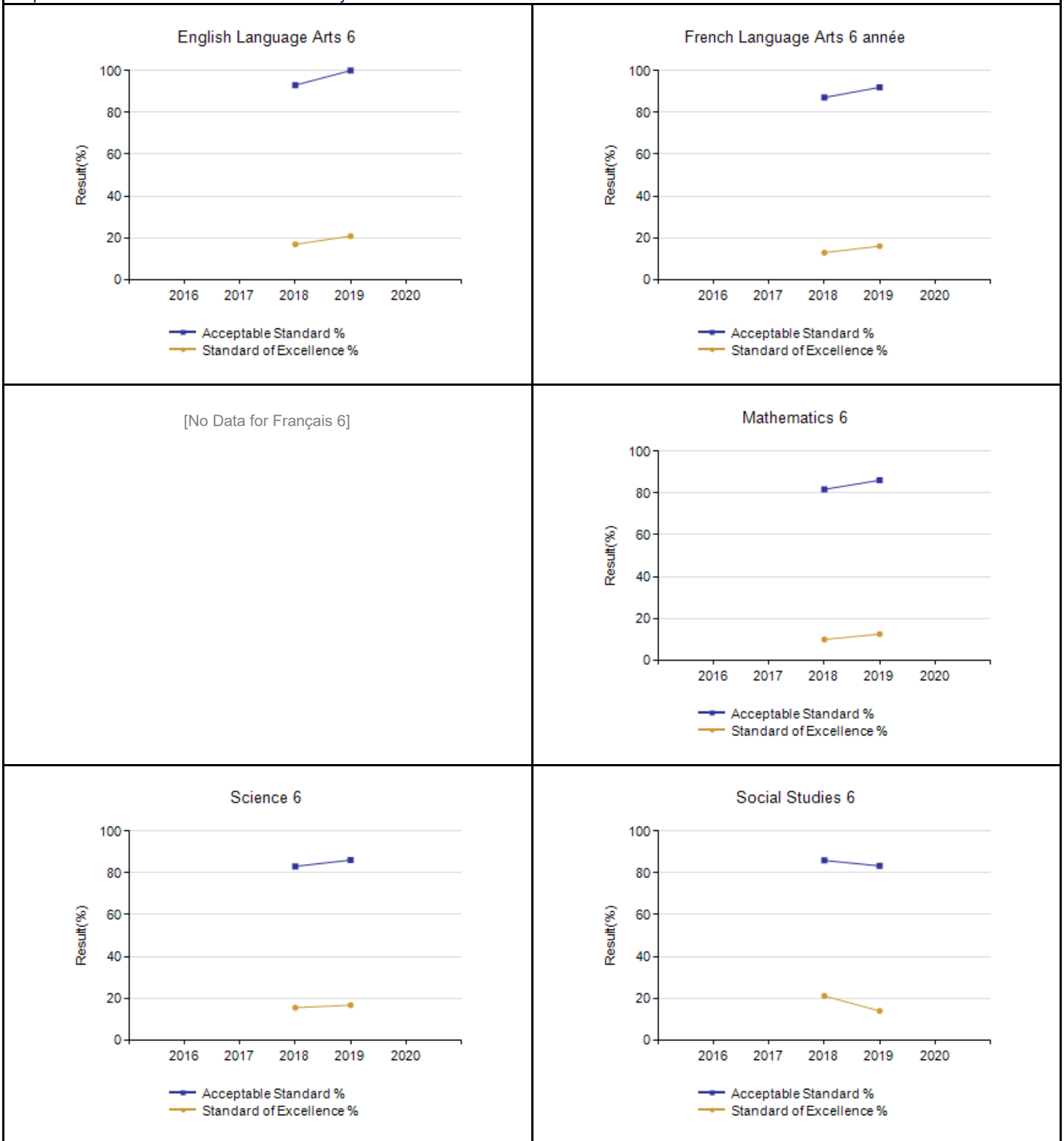


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PROVINCIAL ACHIEVEMENT TEST RESULTS BY COURSE

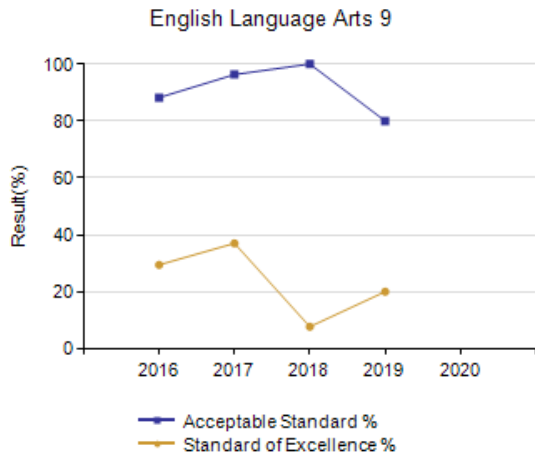
Graph of Provincial Achievement Test Results by Course



Notes:

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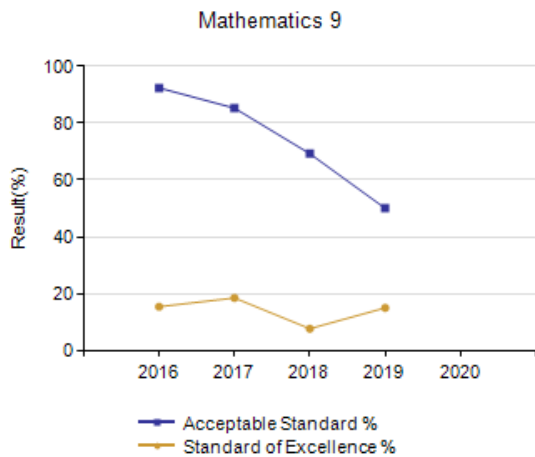
Graph of Provincial Achievement Test Results by Course



[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]



[No Data for Mathematics 9 KAE]

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 3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">Science 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>90</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	90	30	<p style="text-align: center;">[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2019	90	30					
<p style="text-align: center;">Social Studies 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>72</td> <td>25</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	72	25	<p style="text-align: center;">[No Data for Social Studies 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2019	72	25					

Notes:

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PAT RESULTS COURSE-BY-COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		École Mother d'Youville School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	96.5	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	18.9	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	89.5	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	14.5	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	83.9	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	11.2	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	84.6	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	16.1	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	84.6	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	17.5	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	85.7	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	17.9	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	71.4	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	57.1	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	21.4	n/a	n/a	46,129	17.6
K&E Mathe-	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	89.3	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	28.6	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	71.4	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	25.0	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

2019-2020 SCHOOL YEAR STRATEGIES

Teachers utilize a variety of strategies to improve our results year to year relating to provincial achievement tests:

- Bench mark assessments for both ELA (English Language Arts) and Math using STAR software; these intervention checks were done two times in the year as Covid eliminated a third writing; these checks give teachers information on students that may need targeted support to succeed
- PAT analysis work in PLCs (professional learning communities)
- Re-teaching key learner outcomes
- Identifying struggling learners and applying appropriate interventions
- Avoiding large test taking settings (e.g. gymnasiums); students complete exams in their homerooms
- FSLW (Family School Liaison Worker) has worked with students to develop skills to deal with test anxiety



INSIGHTS, CONCLUSIONS & IMPLICATIONS

Due to COVID-19 closures, we did not offer writings for the 2019-2020 school year.

Looking at our three year average, some scores are decreasing in the acceptable standard. Teachers have examined PAT scores from the year previous to identify five to six key concepts that students struggled with. Using this data and formative data from current grade 9 students, teachers will ensure students have access to rigorous, grade level curriculum and highly effective initial teaching, being attune, through data analysis, to students that may need additional tier 2 and tier 3 support..

Looking at our data, we feel our tiered system of interventions through our school is supportive of all students achieving success on the PATs. As a teaching staff, we have concluded that targeting key learning outcomes throughout the year, especially in core, and ensuring students understand (through intervention) is our best practice. By identifying struggling readers and learning in early year interventions, we can build structures to support them to be successful by the end of the year.

PROVINCIAL GOAL: CITIZENSHIP

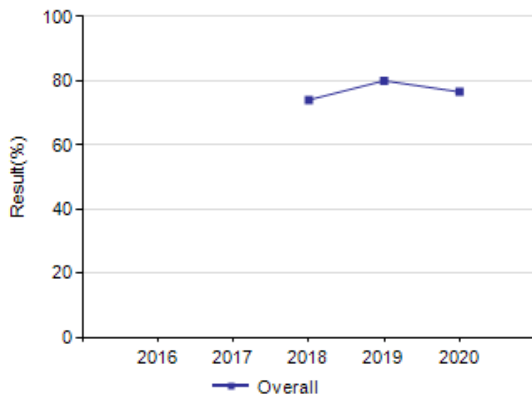
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

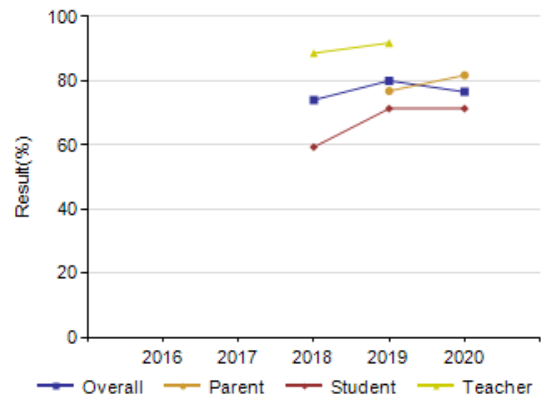
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	74.0	80.0	76.5	85.3	86.7	85.0	87.0	88.0	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	n/a	88.6	91.8	n/a	96.8	97.2	94.7	97.0	98.5	94.5	94.0	93.4	93.2	93.6
Parent	n/a	n/a	*	76.8	81.7	84.1	87.5	88.1	85.7	86.2	82.9	82.7	81.7	81.9	82.4
Student	n/a	n/a	59.3	71.3	71.3	75.1	75.2	72.1	78.3	79.3	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



2019-2020 SCHOOL YEAR STRATEGIES

- Students are provided opportunities to experience civic responsibility and citizenship through student elections, leadership electives, and work preparation. Every October, students in junior high run for president, vice-president, and secretary through a campaign similar to a Canadian election
- Gr. 5/6 students also have class representatives that sit on the student council so that they can have input too. Several student run events included spirit days, a Christmas dance, and fundraisers (both for student council funds and social justice)
- Prior to covid, MDY plan to deliver a careers week with a career fair in the gym; this was scheduled for May. Several schools in the division have the formatting for the week and MDY had plan to put the same "Career Week" into place.
- Gr. 9's receive the supporter scarf yearly at the Gr. 9 Farewell; similar to a diploma, MDY references the scarf throughout the year as something to build towards as they approach high school and post secondary learning.
- Partnership with Skills Alberta through Cardboard Boat Races and Skills Exploration Day

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Elections provide students an opportunity for creativity in regards to spirit days at their own school; by taking ownership, students can discuss what they want to occur rather than a teacher based decision for what has been done in previous year (e.g. Pajama Day, Jersey Day).
- MDY still has a partnership with Skills Alberta; each year we have sent groups of grade 9's to attend the event; the challenge is that only a few students can attend (e.g. 4-5) and the events that allow for more students to go (e.g. Skills Showcase) are less hands on as students are just observers
- By organizing a careers week, encouraging access to MyBlueprints, and continuing partnerships with skills Canada we will address our low results from Career Planning (pg. 46) and improve on them.

PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

The Division is currently awaiting the provincial development of this goal.

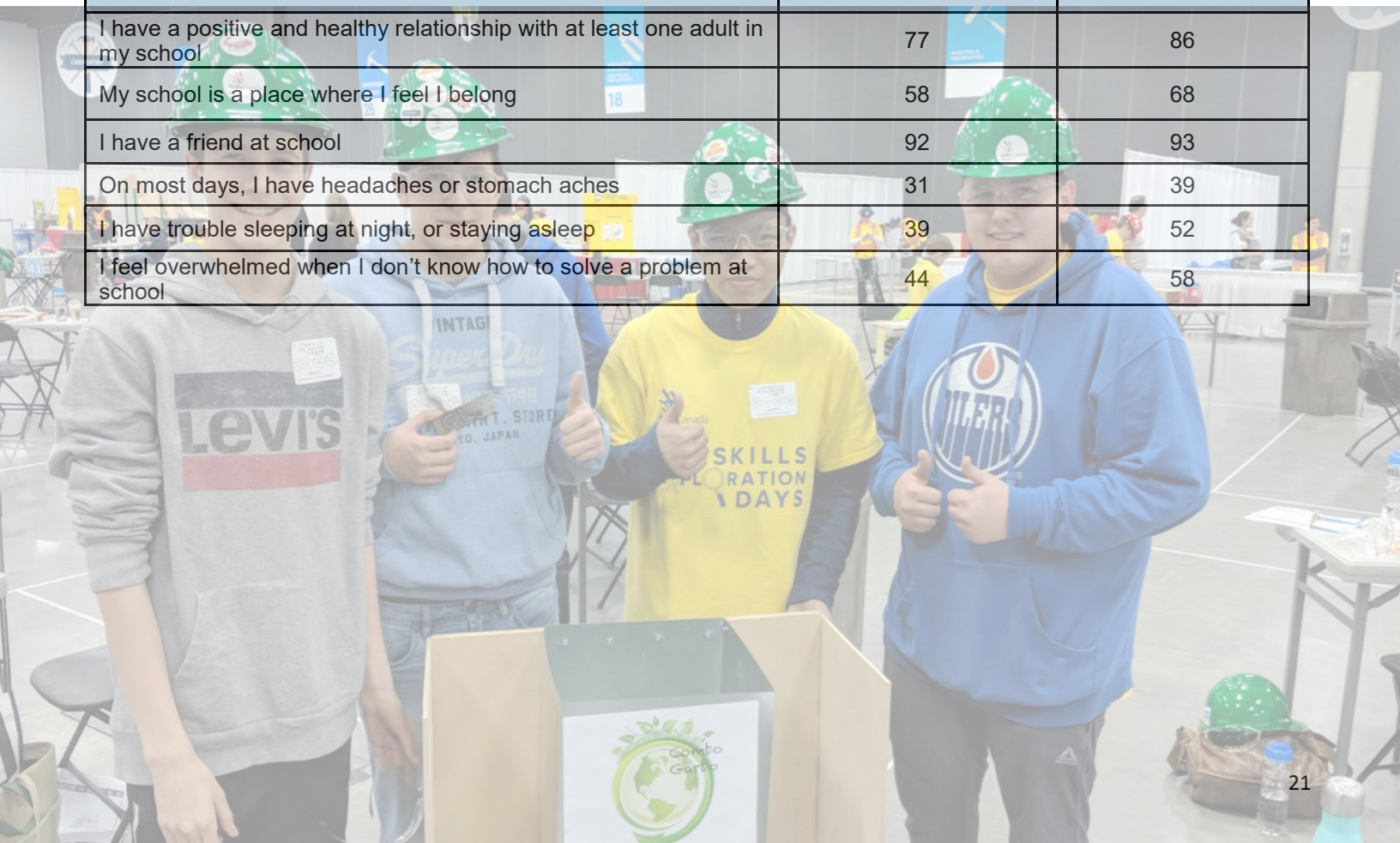
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Student Survey (Elementary)	Current Result	Current Result
At my school, there is at least one adult who listens and cares about me	82	90
My school is a place where I feel I belong	58	76
I have a friend at school	94	97
I find healthy ways (i.e. talking to an adult) to deal with problems in my life	71	81
On most days, I have headaches or stomach aches	32	30
I have trouble sleeping at night, or staying asleep	43	47
Student Survey (Secondary)	Current Result	Current Result
I have a positive and healthy relationship with at least one adult in my school	77	86
My school is a place where I feel I belong	58	68
I have a friend at school	92	93
On most days, I have headaches or stomach aches	31	39
I have trouble sleeping at night, or staying asleep	39	52
I feel overwhelmed when I don't know how to solve a problem at school	44	58



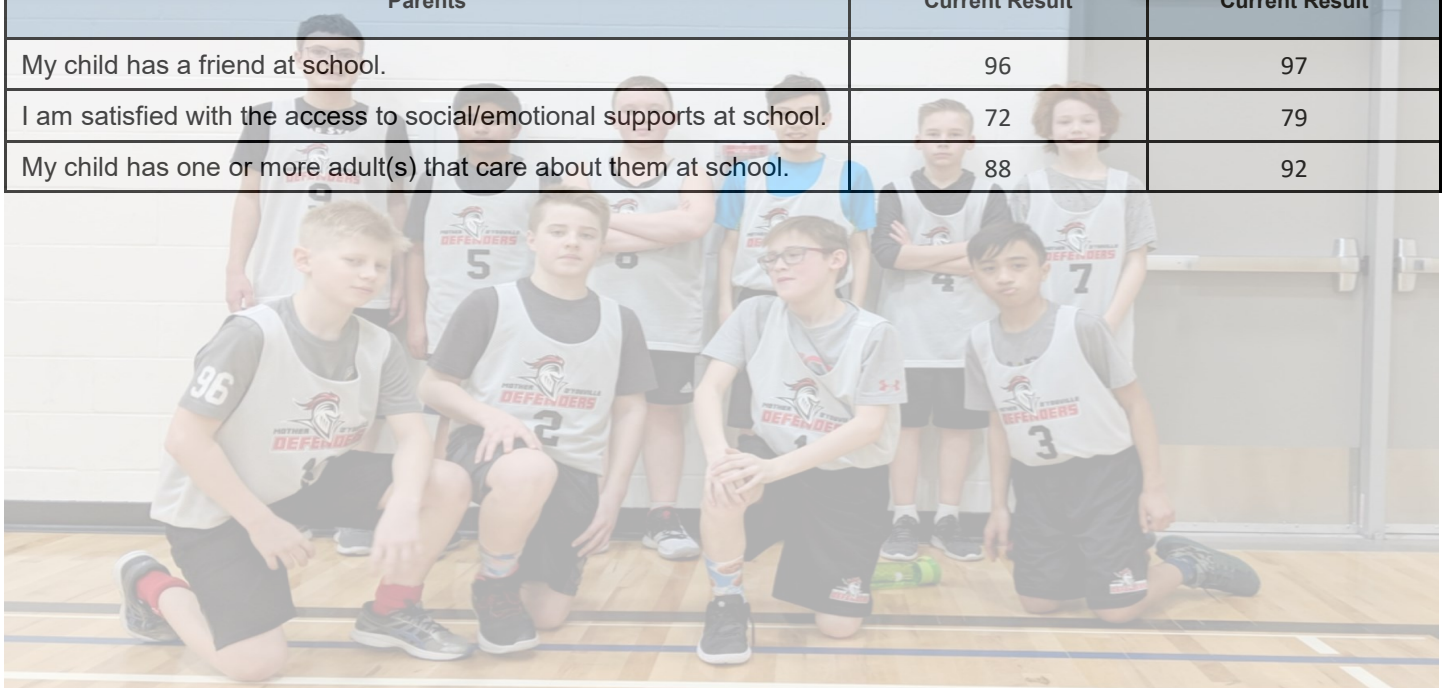
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES *continued*

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	98
I am able to support the social and emotional well-being of my students	100	94
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Staff Survey (Support)	Current Result	Current Result
I am aware of the social and emotional well-being of the students I work with	60	93
I am able to support the social and emotional well-being of the students I work with	70	90
I am aware of the behaviour supports the students I work with require	80	86
I utilize strategies to support the behaviour with the students I work with	80	92
Parents	Current Result	Current Result
My child has a friend at school.	96	97
I am satisfied with the access to social/emotional supports at school.	72	79
My child has one or more adult(s) that care about them at school.	88	92



2019-2020 SCHOOL YEAR STRATEGIES

- Following the 2018-2019 school year, students had an establish school wellness team; ideas from this team generated several strategies for 2019-2020: breakfast baskets in every classroom, mental health WIN block topics, classroom visits by our Family School Liasion Worker; staff pd on Mental Health First Aid, and sharing these strategies with parent via social media so that the community was aware of how we impact mental health
- School wide presentation by a variety of mental health organizations targeting our monthly assemblies (e.g. Telus Wise)
- Highlighting resources and participating in province based initiative mental health week and Hats on for Mental Health



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- As we cycled through classrooms to instruct on mental health (e.g Mind Up), we realized we have to teach every entering grade 5 each year; other grade levels could then continue to receive supplementary programming relating to the Fourth R or as needed for flare ups in specific grade levels (e.g. dealing with test anxiety)
- Students have the opportunity to book appoints to discuss topics (with parent permission) with our FSLW; from here students can be referred to outside resources and can be provided with strategies and support
- Health classes are our opportunity for targeted instruction of mental health strategies, well being, and learning opportunities for students to examine topics such as stress, anxiety, and worry.

DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

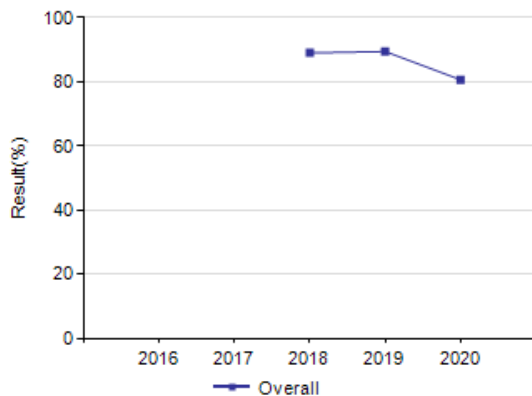
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

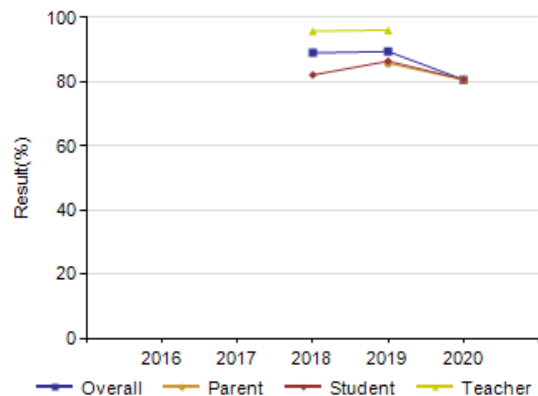
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	89.0	89.4	80.6	90.5	92.8	92.5	92.2	93.3	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	n/a	95.8	96.1	n/a	96.3	97.9	96.9	98.2	98.7	96.0	95.9	95.8	96.1	96.4
Parent	n/a	n/a	*	85.7	80.6	87.4	91.5	92.3	88.1	90.8	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	82.1	86.4	80.7	87.8	88.9	88.3	90.1	90.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2019-2020 SCHOOL YEAR STRATEGIES

- Three times in the year, MDY offered a broadcast, benchmark assessment in both Math and Literacy; utilizing STAR Reading and STAR Math, teachers get a sense of students that may need intervention in either subject. These benchmark assessments were offered multiple times in the year (with interventions in between) to check to see which interventions are working best for students.
- WIN (Whatever I Need) Block provided opportunity for students to receive re-instruction from teachers on concepts they may have struggled with; further to that, this block of time provided built-in professional learner time for teachers to discuss data on shared students and building programming to support tiered interventions in both literacy and numeracy.
- Student survey are one examples of gaining student voice; also, by offering electives through trimester segments, students can have a variety of electives at the gr. 5-9 level.
- Weekly, we shared with parents on social media or our week at a glance activities we are doing in the classroom.
- Partnered with Trickster Theatre to offer an extensive drama program to all students culminating with a final show for the community. Program could not run due to covid.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- MDY has built a more structured intervention program (e.g. Levelled Literacy Intervention) to support our tiered model of intervention for literacy
- MDY has added additional resources for math supports including online MIPI (Math Intervention Programming Instrument) further to that MDY plans to add an online intervention support in between these bench mark periods (e.g. Net Math online tool)
- WIN Block continues to provide an opportunity for students to access additional support with teachers of their choice; some students may identify the need for additional support as they approach a test—our WIN structure provides an opportunity for them to have certain access.
- Communication to parents through social media and weekly bulletins give insights into MDY's quality of education; going forward MDY wishes to see more of this sharing so that parents and students are informed as possible when offering feedback (e.g. surveys) to our division.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have opportunities for meaningful Professional Development	87	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	93	98
Staff Survey (Support Staff)	Current Result	Current Result
I have opportunities for meaningful Professional Development related to my role	60	76
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	70	81

PROFESSIONAL DEVELOPMENT

- Benchmark Assessments for School Wide Monitoring Session #1
- Backstage Pass (Gr. 5 Students and Families)
- Response to Intervention (Re-Introduction)
- Benchmark Assessments for School Wide Monitoring Session #2
- Mental Health First Aid Training
- Benchmark Assessments for School Wide Monitoring Session #3
- Institute Day (sponsored by the ATA)- Teacher's Choice
- EMDYS Staff Retreat
- Teachers Convention
- Concept Based Curriculum PD (Tiffanee Brown) Session #1-3
- Tipi Building PD
- Transition Meetings with ASAA/ Summative Evaluation Review in Teams

2019-2020 SCHOOL YEAR STRATEGIES

- Established benchmark assessment for numeracy and literacy with professional development on data analysis and monitoring through Renaissance Learning
- Gave parents and students the opportunity to access the school early (in August) on professional development day so they could drop off supplies early, meet teachers, and know where their classrooms were
- Mental Health First Aid Training gave teachers and staff insight into how students can be impacted by a positive/negative mental health
- Inviting an elder to our building, we had hoped to learn more about FNMI in our area through setting up a tipi (interrupted by covid)
- Concept based curriculum professional development built on Alberta Education's plan to lay out a more concept based curriculum change; overall, teachers gained insight into how skill development can support learning at all levels



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Backstage pass will continue to be a tradition for MDY in August of each year—welcoming students early sets them up for success in a new building
- Mental health is a priority and the more education, insights, and professional development we can provide to teachers will help them recognize, identify, and offer mental health support in the classroom
- Tiered Interventions start with high quality classroom (tier 1) instruction; by continually offering ways for staff to improve their practice yearly, we can continue to provide high quality instructional practices from grade five to nine and throughout all subject areas
- Partnerships with common grade level partners and with teachers that have taught our student the year before (e.g. ASAA) allows for smoother transitions between years for students and we can help set them up for success as they arrive and exit (e.g. High School transition CTK) our building

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	97
I have the opportunity to collaborate in a professional learning com-	100	99
Teachers in our school value professional learning communities (PLC)	93	94

COLLABORATION & LEADERSHIP

- School Leadership Team has helped established our four pillars for support for students' behavior and mental health (Be Safe, Be Respectful, Be Responsible, and Mind your Mind); the SLT identifies the resources needed to best support core instruction and interventions; SLT assists to support teachers in identifying essential learning outcomes across grade levels and subjects; SLT lead's the school's benchmark assessment initiative (three times per year); lead's the schools efforts for school wide behavior. The SLT rotates through members every two years.
- Students intervention team identifies and supports students needing tier 2 interventions; the SIT meets bi-monthly providing a referral process to teachers to identify those student with behavior and academic needs. In addition, the SIT monitors MDY's systemic approach in identifying students for referrals.
- Professional Learning Communities provide time for grade level and subject partners to meet collaboratively to discuss how to help support all students to achieve at high levels; teachers have built in time through assemblies and WIN (Whatever I Need) blocks
- Extra Curricular opportunities are provided to all staff through our following groups and teams: X country, track and field, basketball, volleyball, badminton, student council, retreats, student leadership and skills Alberta.

2019-2020 SCHOOL YEAR STRATEGIES

- Shared Leadership through professional development—throughout the year MDY offered opportunities for teachers to lead in prayer, professional development, and on a school wide level (e.g. planning liturgies)
- As part of the school leadership team, teachers on the SLT solicit information, feedback, and data from staff members to bring to the group once a month; these conversations, dialogue, and data driven discussions in PLC (Professional Learning Communities) drive the SLT to help all students to achieve at high levels.
- Student Intervention Team meets bi-monthly to discuss students in green, yellow, and red categories based on academic and behavioural needs; from here, students can be supported with additional tiered interventions or can be removed from the list once demonstrating success based on need.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Tiered supports work and three school wide assessments throughout the year allows for teachers to examine data in groups and offer ways they can improve student learning through supportive, collegial, data driven conversations
- Covid has disrupted MDY's established structure of professional learning communities ; adjustments will need to be made with covid protocols
- Teacher, from both elementary and junior high, have demonstrated leadership roles in positive ways and through a variety of opportunities from learning to extra curricular.

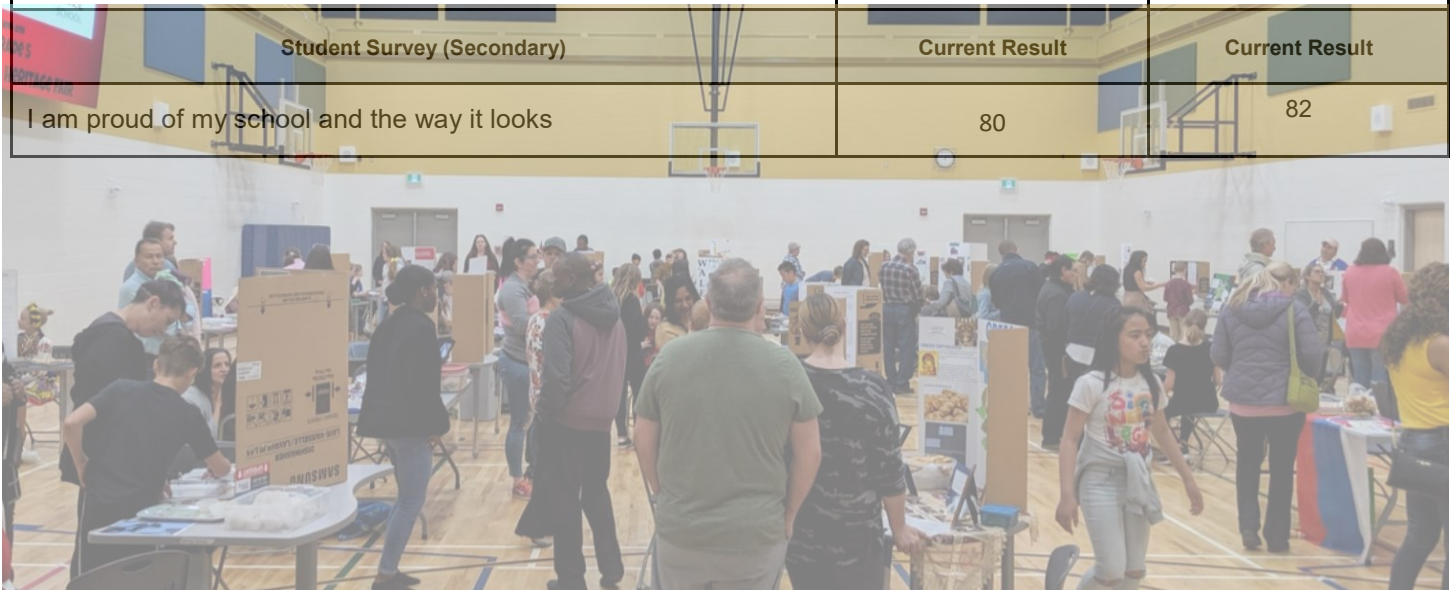
DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
Our School is clean and well maintained	100	93
Our school has the physical facilities to meet the programming needs of students	100	87
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	92
Staff Survey (Support Staff)	Current Result	Current Result
Our School is clean and well maintained	90	91
Our school has the physical facilities to meet the programming needs of students	90	81
Student Survey (Elementary)	Current Result	Current Result
I am proud of my school and the way it looks	80	88
Student Survey (Secondary)	Current Result	Current Result
I am proud of my school and the way it looks	80	82



2019-2020 SCHOOL YEAR STRATEGIES

- Students access the building from the same doors for entry, exit and recess; students are provided with boot rooms, lockers, and changerooms for safe storage/changing in the building
- MDY has utilized a variety of breakout rooms for small group learning and test writing opportunities; EA's/Teachers can take groups of students into these rooms for re-teaching, read alouds, and other interventions.
- Students have access to a sensory room; many students experience anxiety and other emotions that are difficult to manage at school—the sensory room provides an opportunity for them to center and return to class.
- Staff members sit on an occupational health and safety team that meets as a division to address safety concerns and provide training for all staff at MDY.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Providing opportunities on PD days for staff to complete safety training is valuable and worthwhile
- Grade 5 students and parents having access to the school early (e.g. August) gives them an opportunity to see the school in a lower stress environment (rather than on opening day)
- Safety is a team approach at MDY and staff are excellent at identifying needs/hazards/concerns in the building and reporting it to appropriate authorities
- Students appreciate access to the sensory room throughout the day as a way to center and regain focus.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students 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.

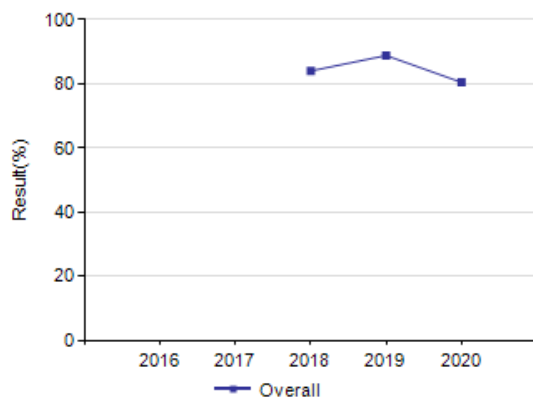
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

SAFE & CARING - MEASURE DETAILS

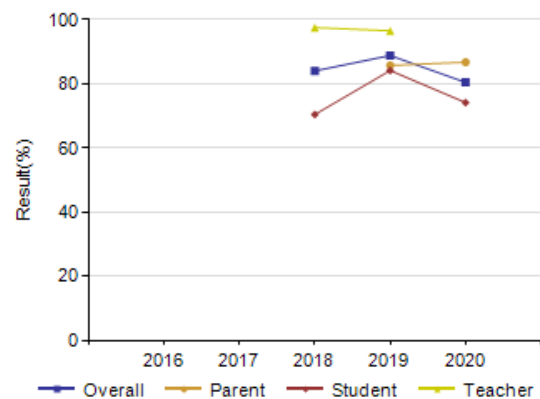
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	84.0	88.8	80.4	89.7	91.5	90.7	91.8	92.9	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	n/a	97.5	96.5	n/a	96.4	96.7	95.7	98.1	98.8	95.4	95.3	95.0	95.1	95.3
Parent	n/a	n/a	*	85.7	86.7	88.8	92.6	94.0	91.9	93.2	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	70.4	84.1	74.1	84.0	85.3	82.5	85.5	86.7	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2019-2020 SCHOOL YEAR STRATEGIES

- Every Monday morning and at every assembly, administration highlight our four pillars of MDY : Be Safe, Be Respectful, Be Responsible, and Mind your Mind.
- Grade 9's lead and welcome incoming grade fives in the spring before arrival; students get an opportunity to experience leadership by showing grade fives around the building and welcoming them to MDY
- Students participate on leadership teams and students council to promote, encourage, and building school culture so that students feels welcomed and part of a group.
- School council identified and hosted events that welcomed parents into the building (e.g. Spring Fund-raiser, Mother's/Father's Day events)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Safety and cleanliness is team effort—students can assist with this where appropriate
- By providing student leaders that will be grade 9, upcoming grade 5's will know a few students that are older when they enter in September; our hope is reduce anxiety about the "bigger kids" in the building in junior high
- Sometimes, an invitation by a teacher to a student they see leadership potential in is all that student needs to take on a new role.
- School Council events provide a great opportunity for parents to see and experience the building, offer support and help to contribute to building culture at MDY. By providing more communication on school council events and by offering more invitations to parents to become involved we intend to improve on our low parental involvement results (p. 42)

PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

The Division is currently awaiting the provincial development of this goal.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

The Division is currently awaiting the provincial development of this goal.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	73	82
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	73	92
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	87	94
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	97
Staff Survey (Support Staff)	Current Result	Current Result
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	80	92
Student Survey (Elementary)	Current Result	Current Result
I learn about First Nations, Métis, and Inuit history, culture, and traditions	81	94
Student Survey (Secondary)	Current Result	Current Result
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	78	82

2019-2020 SCHOOL YEAR STRATEGIES

- Annually, we celebrate Orange Shirt Day to recognize and highlight the injustice of Residential Schools and its inter-generational impact on indigenous peoples. Students and staff both participate in the day (wearing orange shirts) and by participating in learning activities based on Phyllis' Orange Shirt Story
- Junior High Electives utilize opportunity to explore, try, and experience indigenous art; through bead-work, painting styles, and investigating indigenous artists, students are exposed to traditional art forms.
- MDY's learning commons purchases and highlights indigenous themed books and indigenous authors throughout the year; in addition, MDY purchased a tipi for set up in the learning commons through the school year.
- Through a grant with Alberta Fine Arts, MDY partnered with Trickster Theatre to deliver a play based on a theme of Reconciliation with respect to indigenous peoples. (cancelled due to covid)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students treat Orange Shirt Day as a similar tradition to Terry Fox, happening in September at the start of every year; participation has risen in this activity and students look forward to it.
- MDY would benefit from establishing a routine of FNMI arts presentations yearly whether drumming or dancing or visiting a pow wow; this type of cultural connection would be beneficial to all participants
- For the future, junior electives could benefit from an indigenous themed elective including Native Arts, Native History or other elect that teaches FNMI education.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Measure Category	Ecole Mother d'Youville	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I use a variety of Tier 1 strategies in my classroom	100	99
I use a variety of Tier 2, target strategies	100	99
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	93	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	100	91
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Student Survey (Elementary)	Current Result	Current Result
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	86	92
At school, adults help me when I ask	89	94
Student Survey (Secondary)	Current Result	Current Result
I understand how I learn best and am able to communicate this with my teacher	68	79
Adults help me when I ask	86	89
Parent Survey	Current Result	Current Result
My child has the opportunity to reach his or her academic potential	81	90
My child receives the support he/she needs to be successful in school	82	89

2019-2020 SCHOOL YEAR STRATEGIES

- Teachers strived to deliver lessons to students with established, high yield, research based teaching strategies; many including backwards design, project based learning, multiple intelligences, and other high yield teaching strategies (e.g. Marzano's High Yield)
- Utilizing WIN (Whatever I need) and pull out blocks, teachers in collaboration with the student intervention team designed academic and behavioral strategies to help support students to achieve success at high levels
- Support for students in all area (mental, physical, spiritual , academic) needs
- Student Choice: students had choice in subject areas that they wanted additional support through our WIN block.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- WIN block is a powerful tool to provide structure and additional support for students; in addition, it provides built in time for teachers to meet in professional learning communities
- Tier 2 intervention are shared between classroom teachers, EA's and the student intervention team; bi-monthly meetings at both the elementary and junior high levels allows for valuable discussion between staff to determine what is best for students.
- Students should have some choice and access to teachers and subject areas they feel they need additional support in.
- By communicating how our tiered intervention system works through social media and weekly parent bulletins, families will have more insight into how our school strives to help all students learn at high levels.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

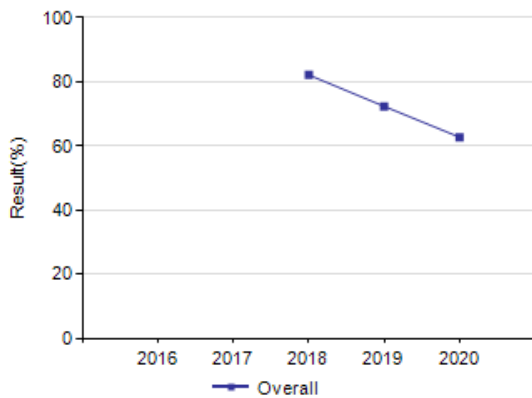
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

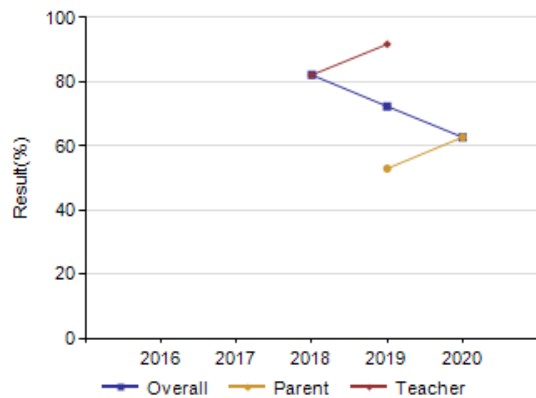
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	82.1	72.3	62.7	82.4	84.4	84.9	84.9	87.8	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	n/a	82.1	91.7	n/a	90.2	92.3	90.7	95.2	95.3	88.4	88.5	88.9	89.0	89.6
Parent	n/a	n/a	n/a	52.9	62.7	74.7	76.5	79.0	74.6	80.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2019-2020 SCHOOL YEAR STRATEGIES

- Establishment of school council activities for both fundraising and socializing
- Highlighting elements of MDY's programming at our monthly school council meetings for discussion and allow parents to ask questions
- Sharing on social media how parents can support the school and support their child's learning
- Highlighting support workers that assists with learning at MDY (e.g. school resource officer)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parents need personal invitations to events such as fundraisers, social events, open houses, and parent teacher interviews; with members of school council participating in these events, MDY can hope to gain more parent participation and "buy-in" to school events and connections.
- As students get further along in elementary and into junior high, some parental involvement drops off as students begin to be responsible for planning events like dances and movie nights.
- By encouraging active participation in school council, parents have an opportunity to learn more about their child's education; MDY will continue to partner with ASCA (Alberta School Council Association) to receive more professional development and valuable learning from the association to benefit their own child's learning.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2020-2021

**St. Thomas Aquinas Roman Catholic Schools
2019-2020 Play Budget (Dec)**

Mother D'Youville Catholic School

Revenue And Allocations To Budget Center

	2019-2020 Play Budget (Dec)			
Instruction Program Allocations	\$2,153,056	100.8%	\$0	0.0%
Faith Development Allocations	\$23,940	1.1%	\$0	0.0%
Other Program Allocations	\$153	0.0%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$64,974)	-3.0%	\$0	0.0%
Local Revenues & Fees	\$24,324	1.1%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$2,136,499	100%	\$0	100%

Expenditures

	2019-2020 Play Budget (Dec)			
Certificated Staff	\$1,775,497	83.1%	\$0	0.0%
Uncertificated Staff	\$283,666	13.3%	\$0	0.0%
Services Contracts and Supplies	\$77,337	3.6%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,136,500	100%	\$0	100%

Summary

	2019-2020 Play Budget (Dec)			
Total Revenue and Allocations to Budget	\$2,136,499		\$0	
Total Expenditures	\$2,136,500		\$0	
Variance		\$0		\$0

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	École Mother d'Youville 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	80.4	88.8	86.4	89.4	89.0	89.2	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	77.2	71.9	71.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	80.6	89.4	89.2	90.3	90.2	90.1	Very Low	Declined	Concern
	Drop Out Rate	*	n/a	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-12)	PAT: Acceptable	n/a	85.4	85.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	17.6	16.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	45.5	72.1	82.7	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	76.5	80.0	77.0	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	62.7	72.3	77.2	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	72.2	85.5	75.0	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.