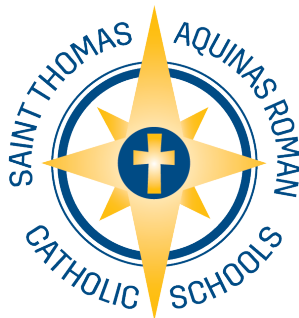




ÉCOLE
MOTHER D'YOUVILLE
SCHOOL

ANNUAL EDUCATION
RESULTS REPORT
2020-2021



PRINCIPAL'S MESSAGE

MR. JORDAN ROBINSON

Looking back over the 2020-2021 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 2020-2021 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	33	24	19	11	17	104
ENG	44	44	37	35	34	194
TOTAL	77	68	56	46	51	298

French Immersion: 35% English: 65%

Administrators: 2

Teaching Staff: 19

Support Staff: 8



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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	82	80	81	88	89	88.5
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	93	100	96.5	98	99	98.5
I witness the faith and permeate curriculum and activities with gospel values	100	93	96.5	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	94	94	94	97	97	96
Teachers help me understand how faith can guide the way I live my life.	85	80	82.5	92	90	91
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	85	85	85	89	92	87.6
Teachers help me understand how faith can guide the way I live my life.	64	69	66.5	77	78	77.5

FAITH PD OPPORTUNITIES

- Staff participate in faith development sessions through PD (e.g. EXCEL, MRE at Newman, STAR book club)
- Monthly presentations on a variety of topics including Catholic Teaching on Social Justice, Understanding the Mass, and Celebrating the Liturgical Year.
- Yearly Staff Faith Retreats feature a variety of guest speakers from organization such as Madonna House and Catholic Social Services.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	82	80	81	88	89	88.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	63	63	63	70	67	68.5
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	97	97.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	86	93	90	96	90	93
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help me understand how faith can guide the way I live my life.	85	80	82.5	92	90	91
Teachers speak to me about their own faith and the role of God in their life.	71	66	68.5	84	82	83
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers speak to me about their own faith and the role of God in their life.	57	60	58.5	72	78	75

2020-2021 SCHOOL YEAR STRATEGIES

- Feature one staff member a month in our weekly bulletin, morning announcement, or social media on their favourite aspect of their faith (e.g. favourite prayer, saint, sacrament, or celebration)
- Feature one students a month from each division in our weekly bulletin, morning announcement, or social media on their favourite aspect of their faith (e.g. favourite prayer, saint, sacrament, or celebration)

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	83	82	82.5	87	88	86.6
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	100	100	98	99	98.5
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	86	94	90	96	98	94
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	90	99	94.5	93	95	91.3

2020-2021 SCHOOL YEAR STRATEGIES

- Continue to support Catholic Social Services (Laurana Shelter) in Lent; Continue to support Valentine Baskets for two retirement homes in Beaumont; partnering with St. Vital and ASAA for collect-ing for the foodbank at Thanksgiving.
- Invite speakers to talk about the impact of donations, help, and where the support goes (e.g. Catholic Social Services, Leduc Food Bank, Marian)
- Staff Retreats are focused around connection with charitable groups (e.g. Marian Center) and how staff can support (e.g. creating blessing bags)

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child participates in religious celebrations at the school or church	90	82	86	91	93	92
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	93	100	96.5	96	100	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	80	90	96	95	95.5
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	82	82	82	91	93	89.6
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	85	87	86	86	91	83.3

2020-2021 SCHOOL YEAR STRATEGIES

- Communicate with parents upcoming opportunities to receive the Sacrament of Confirmation through instruction by the Confirmation team; St. Vital's confirmation is 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.
- MDY will connect with Academy St. Andre to do joint liturgies and prayers digitally where possible (e.g. digital rosary, digital novena, and some Advent liturgies)
- Invitation to CWL (Marian months October and May) and the K of C (Shrove Tuesday and Free Throw Competition).

SOCIAL JUSTICE PROJECTS

- Established a social justice committee
- Fundraiser for Laurana Shelter through Catholic Social Services
- St. Valentine's Day Baskets for Chateau Vitaline Senior Centre
- Beaumont Christmas Elves Charity Drive December
- Marian Center Toiletries Bags Donations Staff Retreat



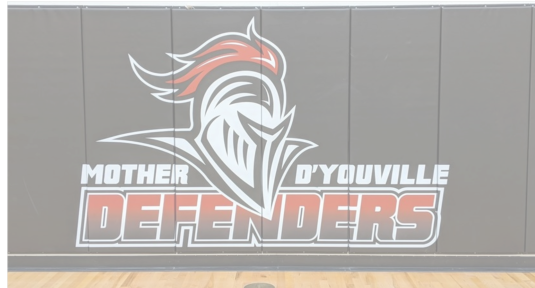
SCHOOL & PARISH COLLABORATION

- 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)

2020-2021 SCHOOL YEAR STRATEGIES

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

- Daily prayer over the intercom with classes rotating as leaders (e.g. each homeroom gets the opportunity to writes and pray them collectively)
- Teachers commit to praying daily with homeroom including grace, during difficult moments, or in end of the day blessing (e.g. "List 3 things you are grateful before we leave for buses"); parent communication of these events through social media and weekly parent bulletin (e.g. prayer link included).
- (Staff) Participate in faith development sessions through PD (e.g. EXCEL, MRE at Newman, STAR book club)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Multiple measures regarding teachers guiding how one can live through faith improved from previous years; as a community, we will continue to share faith stories in our weekly newsletters and have teachers lead their classrooms in prayer on Fridays. A few of our measures, connected to "staff sharing their faith" dropped from the previous year; often, many of these opportunities are developed in live sessions with students outside of the classroom in retreats, liturgies, and assemblies. With a cohorted year in 2020-2021, students may have had less opportunity to see and experience these faith opportunities (e.g. teachers help me guide the way I live) from a variety of staff members. Our school community had an increase in projects for social justice from the previous year however our scores dropped in our student surveys; we could look to improve this by re-capping or highlighting the projects or the people that benefit from our social justice work at MDY.
- To address our low staff data (I strengthen my faith through professional development) teachers will complete a survey to choose their top three choices for faith based pd.
- To address our low student data on teacher's sharing their faith—administration will visit classrooms to discuss how students might want these faith stories shared and generate ideas from them on how to improve it.
- To address our low parent data (teacher's share their own faith experiences) surveys will be shared with school council to then share with the greater community to solicit information on how faith sharing might improve.

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. **There were no Provincial Achievement Tests (PATs) in the 2020-2021 school year due to the COVID-19 pandemic.**

2020-2021 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
- Offering additional support blocks for students to access their core subject teachers (e.g. WIN block Whatever I Need)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students are familiar with our benchmark assessments in both literacy and numeracy; cyclically (every 3 months) students re-do their assessments to give vital feedback to staff on areas of improvement that are needed. Though no PAT's occurred in the school year, MDY staff have up to date data on each student grade 5-9 and can adjust programming accordingly based on individual needs.
- WIN block (What Ever I Need) or flex block was limited due to covid protocols; students had less access to a variety of teachers in the school compared to previous years. In addition, our FSLW assisted students individually and in groups to support assessment anxiety. Further to that teachers have been building positive strategies including classroom (rather than gymnasium) final exam periods and creating environments that decrease anxiety providing students with tools they need to succeed.
- Moving forward, with more open cohorts in junior high, students will have greater opportunities to access learning support in targeted blocks (e.g. WIN block), through small group instruction (group interventions), and building mental tools (e.g. support groups) through our FSLW.
- To learn more about student voice, we will survey students to determine how often they want WIN, how often they want benchmark assessment or how they want that data shared with them through google form surveys (e.g. Friday Feedback). In addition, we will consult with families through social media posts for comments on PAT preparation, exam anxiety strategies, and ask for feedback on plans (such as exam schedules, exam preparation). Further to that, we will survey students about how they best can seek help if they are struggling and determine how to make that path to support and obstruction free as possible.

PROVINCIAL GOAL: CITIZENSHIP

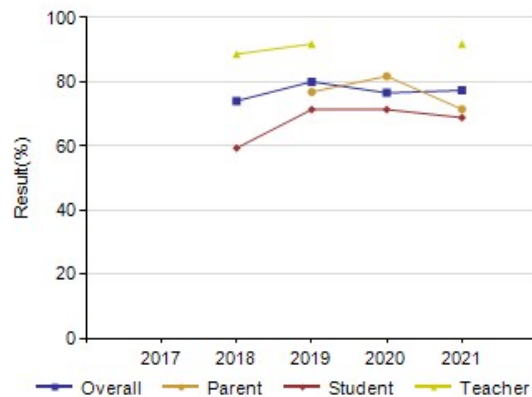
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Over- all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	217	74.0	89	80.0	69	76.5	80	77.3	n/a	n/a	n/a	2,541	86.7	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	n/a	n/a	1	*	14	76.8	12	81.7	10	71.4	n/a	n/a	n/a	204	87.5	224	88.1	241	85.7	180	86.2	144	81.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	n/a	n/a	201	59.3	58	71.3	57	71.3	53	68.8	n/a	n/a	n/a	2,165	75.2	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	n/a	n/a	16	88.6	17	91.8	n/a	n/a	17	91.8	n/a	n/a	n/a	172	97.2	215	94.7	229	97.0	185	98.5	205	97.7	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
 The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
 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.
 Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

2020-2021 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 including spirit days, a Christmas dance, and fundraisers (both for student council funds and social justice)
- MDY plans to deliver a careers week with a career fair in the gym. Several schools in the division have the for-matting for the week and MDY had plans to put the same “Career Week” into place. Outside career professionals will be invited to speak and share with students.
- 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.
- 10-12 students from Both divisions are recognized bi-weekly on our virtue and kids kudos boards.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students elections are an important and valuable way for children to voice their ideas but to also step up into leadership roles. The community has embraced our annual fall elections and these have built a sense of community throughout the building. From covid, we have learned that pre-recorded messages seem to ease anxiety rather than putting students in front of their entire school at an assembly; this may open doors for other students in the future to consider running for positions such as president, vice president, communications, and class representative.
- In our middle school setting, students gain opportunities (similar to high school) in preparing and organizing event for their community. Students often target seasonal holiday (Christmas, Easter Break) to build school spirit and unity through activities they organize for the whole school population. Often times adults in the building are guiding them, reminding them of safety, timelines, and inclusion as students lead events for their peers. Sometimes, this does mean parents are involved less in projects that (at the elementary level) were organized by them. It is a shift in leadership and responsibility as students get older and it often creates new opportunities of citizenship for students, parents, and even staff.
- Our parent and student data in citizenship is much lower in comparison to the province and our division. In our week at a glance, we will pose an opportunity for parents to voice what active citizenship looks like and for parent to offer suggestions of what they hope to see their children doing; we will consult through school council, engagement exchange invitation on social media (e.g. Comment on this post), and adding additional survey questions in our STAR Catholic surveys to all family specifically addressing citizenship. For students, during any assemblies or special presentations (e.g. Skills Canada), we will ask students complete walk out surveys following describing what they learned; we will offer small prizes to encourage student engagement and feedback on citizenship.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

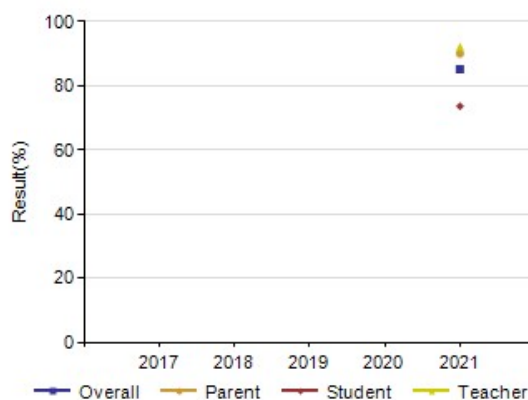
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Ov era ll	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	73.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	92.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results



Notes:

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

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.

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2020-2021 SCHOOL YEAR STRATEGIES

(Student Learning Engagement is a new measure so you did not have any strategies to carry over from your Education Plan)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Student learning engagement is low compared to our division and to the province. Parents and teachers believe students are engaged, however, students are reporting 20% lower engagement. Students often have great ideas on how they can be more engaged and share what they are looking for in education. At the end of each term, usually when electives end, MDY will ask for Friday Feedback from students on what they liked, disliked, and would like for engagement in electives and other courses at MDY. This can be done through google forms through the homeroom teacher. As follow, administrators can share an “We asked. You said. We say” presentation through the morning announcement or assembly to share with students what they offered.

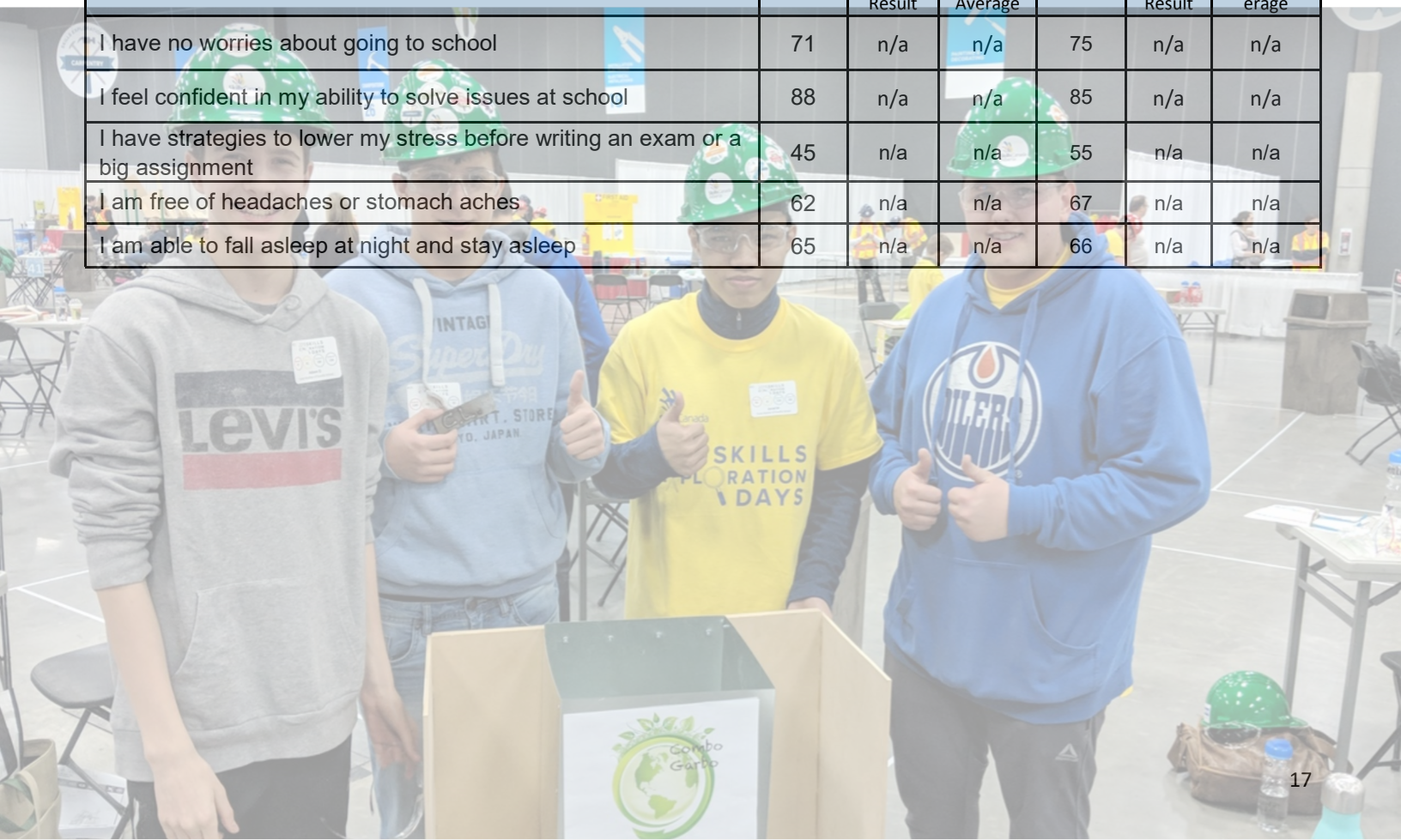
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	66	n/a	n/a	73	n/a	n/a
I can solve problems at school (i.e. with friends, school work, etc.)	93	n/a	n/a	89	n/a	n/a
I know how to lower my stress when doing school work (i.e. assignments or tests)	68	n/a	n/a	75	n/a	n/a
I am free of headaches or stomach aches	70	n/a	n/a	75	n/a	n/a
I am able to fall asleep at night and stay asleep	67	n/a	n/a	72	n/a	n/a
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	71	n/a	n/a	75	n/a	n/a
I feel confident in my ability to solve issues at school	88	n/a	n/a	85	n/a	n/a
I have strategies to lower my stress before writing an exam or a big assignment	45	n/a	n/a	55	n/a	n/a
I am free of headaches or stomach aches	62	n/a	n/a	67	n/a	n/a
I am able to fall asleep at night and stay asleep	65	n/a	n/a	66	n/a	n/a

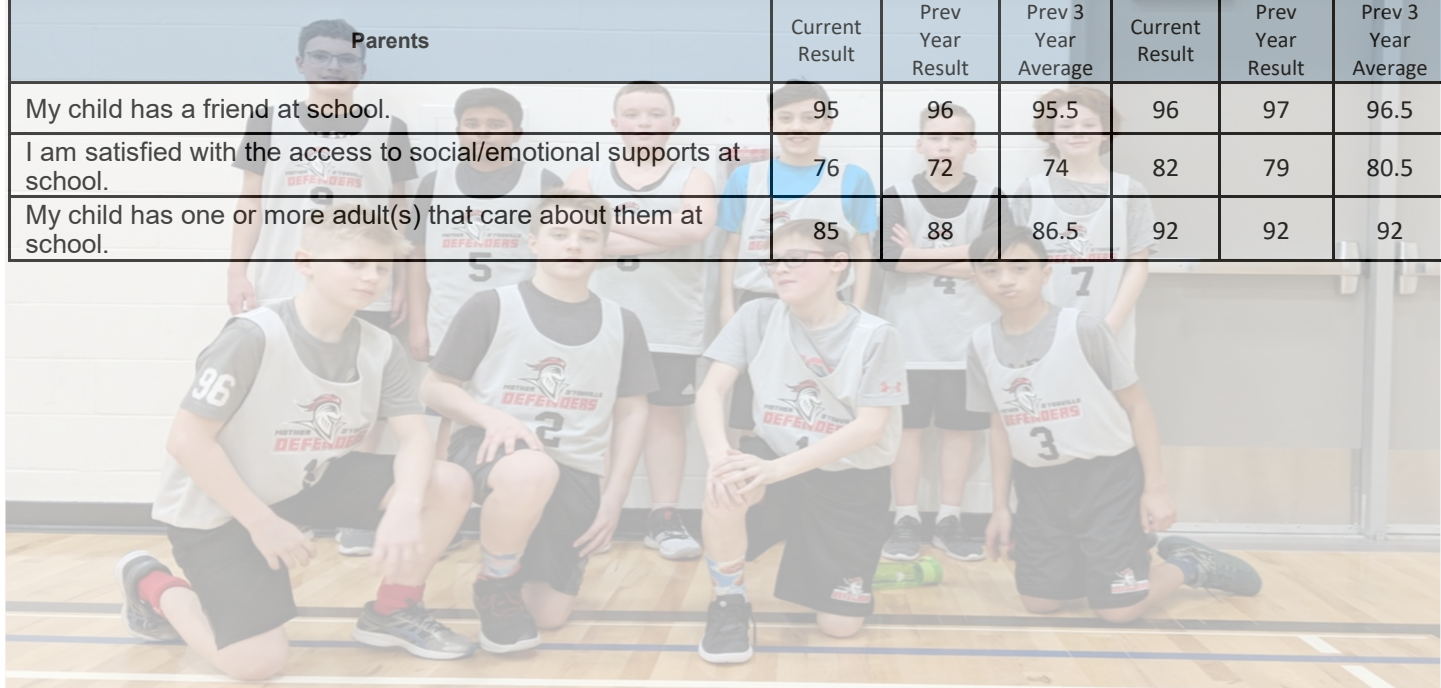


DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

MEASURES *continued*

Measure Category	Ecole Mother d'Youville			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	100	100	100	97	98	97.5
I am able to support the social and emotional well-being of my students	86	100	93	93	94	93.5
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of the students I work with	100	60	80	96	93	94.5
I am able to support the social and emotional well-being of the students I work with	100	70	85	97	90	93.5
I am aware of the behaviour supports the students I work with require	100	80	90	95	86	90.5
I utilize strategies to support the behaviour with the students I work with	100	80	90	98	92	95
Parents	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has a friend at school.	95	96	95.5	96	97	96.5
I am satisfied with the access to social/emotional supports at school.	76	72	74	82	79	80.5
My child has one or more adult(s) that care about them at school.	85	88	86.5	92	92	92



2020-2021 SCHOOL YEAR STRATEGIES

- Continue planning and implementing student mental health teams students—ideas likely to continue include : breakfast baskets in every classroom, mental health WIN block topics, classroom visits by our Family School Liaison Worker
- Staff PD on a variety of mental health topics and speakers (e.g. SRO), and sharing these strategies with parents via social media and weekly parent bulletin.
- 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

- Students are facing many difficulties at school; sometimes these worries are expressed through physical ailments, anxiety, and stress. MDY students are sharing and communicating that they have the supports to face these challenges; whether peer , staff, or adult supports, students overwhelmingly feel that they can face obstacles with success.
- Parents and the school community continue to benefit from hearing the supports offered in our curriculum, through our FSLW and school wide presentations through our weekly update; this communication helps parents know how students receive information on mental health support and what the benefits of this type of work in their lives could be.
- As a community, mental health support continues to be a pillar of our community (Mind your Mind) to help all community members to grow and improve in this area.
- Our student data is low for worries at school and actions to lower stress. Our division surveys and "Friday Feedback" surveys can address this data (e.g. We are entering mid-terms, list some strategies to you to address stress). Depending on student response we can look to add or maintain communication on stress and anxiety.
- Our parent data is low on satisfaction with access to social and emotional supports; in our weekly newsletter we can add a "Let us know how we are doing" in our FSLW (Family School Liaison Worker) section to open a dialogue opportunity. We can also post this dialogue opportunity to social media for comments.

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.

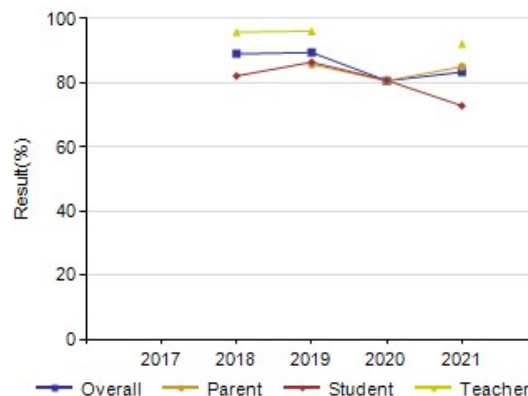
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	217	89.0	89	89.4	69	80.6	80	83.3	n/a	n/a	n/a	2,545	92.8	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	n/a	n/a	1	*	14	85.7	12	80.6	10	85.0	n/a	n/a	n/a	204	91.5	224	92.3	241	88.1	180	90.8	144	88.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	n/a	n/a	201	82.1	58	86.4	57	80.7	53	72.8	n/a	n/a	n/a	2,169	88.9	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	16	95.8	17	96.1	n/a	n/a	17	92.2	n/a	n/a	n/a	172	97.9	215	96.9	229	98.2	185	98.7	205	97.6	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

2020-2021 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.
- Introduction of a variety of rotating electives including design (3-d printing), coding, and robotics



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students are more familiar with MDY's cyclical nature of our benchmark assessments; through STAR reading and the MIPI (Math) assessment teachers gain valuable information on the progress of students and how they might need to adjust learning strategies for those in need of support
- Junior High students have experienced a new variety of electives with each student experiencing all electives offered at the grade level; this allows students to experience a field or subject they may not have chosen themselves but could find valuable nonetheless.
- Through social media and our weekly agenda, parents are updated on core curriculum through posts about exam preparation, labs (in junior high science), and culminating projects (e.g. book talks)
- Our data for quality of student education dropped 8% from previous years. Administration plan to address homeroom's weekly/monthly getting feedback on the quality of their education and how that might improve through qualitative data.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	79	87	83	95	94	94.5
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)	86	93	89.5	90	98	94
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	67	60	63.5	74	76	75
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)	83	70	76.5	89	81	85

PROFESSIONAL DEVELOPMENT

- *Vision and Mission Statement Development*
- *LLI (Levelled Literacy Intervention) Training*
- *The Third Path Mental Health Training*
- *Parts of the Mass (Faith Development)*
- *FNMI Cultural Awareness Tipi Raising*
- *Response to Intervention Refresher Training*

2020-2021 SCHOOL YEAR STRATEGIES

- Mental Health First Aid Training (e.g. Third Path) gives teachers and staff insight into how students can be impacted by a positive/negative mental health
- Inviting elders and indigenous consultants into our building to learn more about FNMI in our area through a variety of topics.
- 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
- Invitations to coaches, directors and mentors to present and speak to our teaching and support staff at professional days and staff meeting



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Though our results did drop slightly in this area, part of the adjustment with the pandemic is multiple offerings in an online format; previously, online was not the norm and it could be impacting the quality of pd experiences as we continue to teach in a pandemic
- Teachers identified the need to have more access to division supports; this could be assisted through more invitations by administration to have division supports such as mini-workshops in staff meetings, and on professional development days.
- Support staff shared there has been an improvement to access to meaningful professional development; administration has made it a priority to share and communicate with support staff opportunities for pd (e.g. Education Assistant Conventions, course offerings)
- Our staff opportunities for professional development has gone down from previous years; to address this staff will choose their top 3 choices for PD in the upcoming school year (through google forms) and we will continually review our PD plan with staff so they are aware of all opportunities.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
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.)	86	100	93	94	97	95.5
I have the opportunity to collaborate in a professional learning community (PLC)	79	100	89.5	93	99	96
Teachers in our school value professional learning communi-	93	93	93	94	94	94

COLLABORATION & LEADERSHIP

- Leadership Professional development opportunities included Vision and Mission Statement Development, ATA workshops (e.g. Evaluation and Supervision), and Faith Formation (e.g. Staff Retreat)
- 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, retreats, student leadership and skills Alberta.

2020-2021 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.
- Exit card opportunities are provided multiple times a year for staff to solicit feedback on leadership opportunities within the school setting and how they might want to contribute.
- PLC (Professional Learning Communities) time is provided monthly for grade level meetings and bi-weekly during WIN block for subject specific teaching groups



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Adjusted schedules and cohorting decreased our opportunities for school wide PLC's for the 2020-2021 school year; previously, non-cohorting allowed for teachers to meet more often during the school day.
- Leadership opportunities for staff are organized through our Stewardship List to start the year—essentially highlighting all opportunities teachers and staff have to organize and lead in extra curricular, social justice, and sports teams throughout the year.
- PLC opportunities continue to grow; administrators can be available for teaching teams to meeting while their classrooms are covered by a substitute (admin); this allows for meaningful conversation on data inside school hours.
- MDY's opportunities for PLC were low compared to previous years and compared to the division. Teachers will be given feedback opportunities in exit cards at staff meetings to offer insights into how PLC's might improve based on the current reality of teaching in a pandemic.

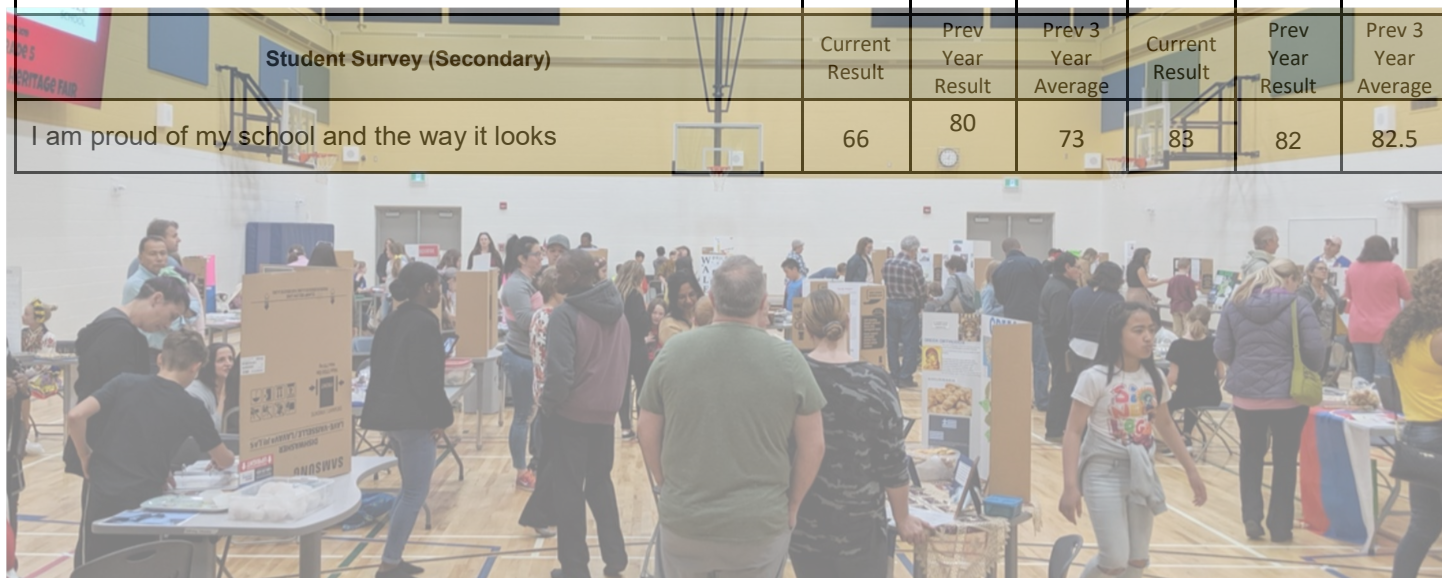
DOMAIN 3: TEACHING & LEADING

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	95	93	94
Our school has the physical facilities to meet the programming needs of students	86	100	93	88	87	87.5
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	100	100	92	92	92
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	90	95	93	91	92
Our school has the physical facilities to meet the programming needs of students	83	90	86.5	80	81	80.5
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	87	80	83.5	92	88	90
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	66	80	73	83	82	82.5



2020-2021 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

- Students and staff help maintain a safe and clean environment—especially in the winter months—by removing footwear, notifying staff of an unsafe situation (e.g. wet floor), and keeping their rooms and lockers tidy and orderly
- Prior to each large break students organize and clean their lockers—this could be an additional opportunity to highlight (through morning announcements or weekly agenda) all of the ways our custodial staff keep the building clean for staff and students.
- As the Beaumont community and the board continue to have conversations of the need for a Catholic High School facilities in MDY (should we receive grade 10-11-12) will need to be adapted and utilized for a high school setting.

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.

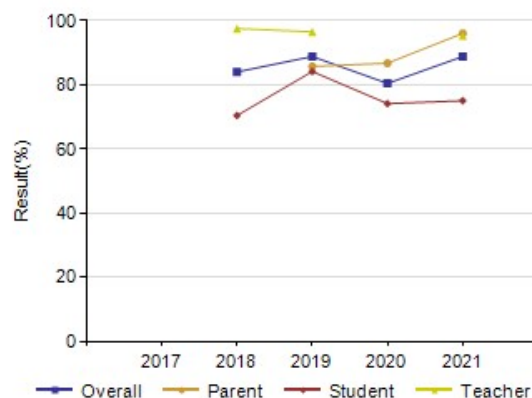
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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									
	2017		2018		2019		2020		2021		Measure			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Over all	n/a	n/a	217	84.0	89	88.8	69	80.4	80	88.8	n/a	n/a	n/a	2,536	91.5	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Pa ren t	n/a	n/a	1	*	14	85.7	12	86.7	10	96.0	n/a	n/a	n/a	204	92.6	224	94.0	241	91.9	180	93.2	144	89.7	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Stu de nt	n/a	n/a	201	70.4	58	84.1	57	74.1	53	75.0	n/a	n/a	n/a	2,160	85.3	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Te ac her	n/a	n/a	16	97.5	17	96.5	n/a	n/a	17	95.3	n/a	n/a	n/a	172	96.7	215	95.7	229	98.1	185	98.8	205	98.1	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

2020-2021 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 8'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. (e.g Adopt a Class—connecting older grades with younger ones)
- 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

- Improving in all categories of our safe and caring measures, MDY will continue to spread the joy in caring for others, practicing respect for all including and most importantly those on the fringes of society and community, and lastly, treated everyone with fairness.
- Administration visits to classrooms (e.g. reading a book, prayer) provide an opportunity for students to hear these reminders and for staff to know it is held with importance from leadership .
- MDY's Kid's Kudos board continues to be a great opportunity for students to have their good deeds highlighted to the school and community abroad; these moments, though often unnoticed, are essential for staff and students to feel safe and cared for; in addition, the board allows for parents to see the good deeds of the building that they might not otherwise get a chance to observe.
- Our data for students expressing safety is lower than both parent and teacher input; to address this data, students will share in Friday Feedback to give information through qualitative and quantitative data on how our school can improve the safety of the building.

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

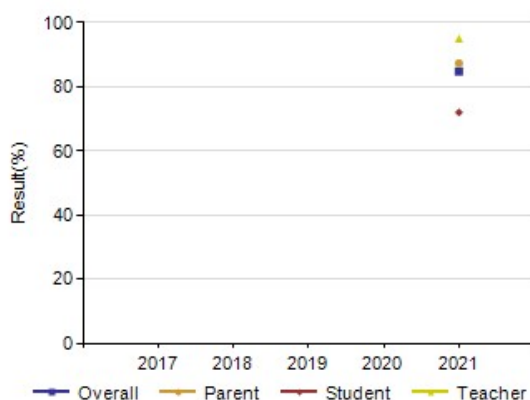
Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS (WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	84.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	87.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	72.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Graph of School Results



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 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.

2020-2021 SCHOOL YEAR STRATEGIES

This is a new provincial measure, therefore there were no strategies to carry over from your Education Plan

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Student data is low in the percentage of students who agree that their learning environments are welcoming, caring, respectful, and safe. To address this low data, administration will visit classrooms to discuss and gain insight from students on what a safe, caring, and respectful school looks like in their minds. Administration or teachers will lead the discussion to gain valuable insight into how this can improve.

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.

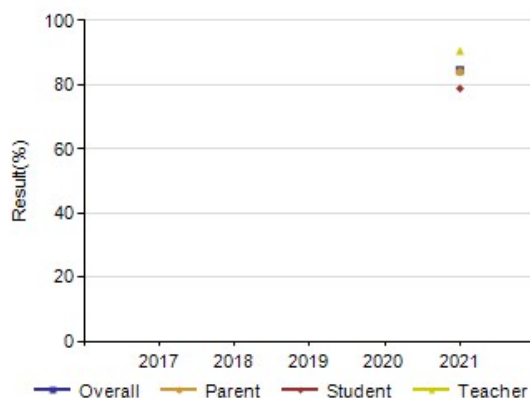
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	84.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	90.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

2020-2021 SCHOOL YEAR STRATEGIES

- This is a new provincial measure, therefore there were no strategies to carry over from your Education Plan

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students can access support through a variety of ways at MDY including referrals, seeking out assistance, parent contact, and classroom based identification (e.g. benchmark assessments)
- Our data for students accessing supports is low (78%) compared to the division and the province. To help assist students in this teachers and administration will demonstrate how students can ask for help at our school and then get feedback to determine how that system can improve. This data can be collection through classroom dialogue or a google form.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	43	73	58	70	82	76
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	64	73	68.5	93	92	92.5
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	79	87	83	95	94	94.5
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	97	97	97
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	83	80	81.5	92	92	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	90	81	85.5	92	94	93
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	83	78	80.5	87	82	84.5

2020-2021 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.
- Staff have the opportunity to utilize a variety of FNMI themed resources including Under One Sun.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- FNMI students are successful with high quality tier one instruction, intervention when needed, and strong partnerships with home/school to build trust; these practices are core components of MDY's educational offering.
- MDY has built a partnership with three elders (Alice, Al, and Linda); throughout the year, they visited to raise MDY's tipi for the first time in June. The tipi stood through the summer and into the fall as a reminder of the injustice of the residential schools system. By inviting elders multiple times per year, MDY's hopes to offer an intimate FNMI experience to all students.
- June and September are important months for FNMI education; however, invitation in winter months (for winter stories) could enhance the learnings of all in the community during the middle of the year.
- Previously, MDY has completed the blanket exercise through the ATA PD program; a return of this experience could be valuable for new staff.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	99	98
I use a variety of Tier 2, target strategies	100	100	100	96	99	97.5
I have the opportunity to collaborate in a professional learning community (PLC)	79	100	89.5	93	99	96
Teachers in our school value professional learning communities (PLC)	93	93	93	94	94	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	93	100	96.5	89	91	90
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	94	86	90	92	92	92
At school, adults help me when I ask	94	89	91.5	95	94	94.5
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	66	68	67	79	79	79
Adults help me when I ask	78	86	82	92	89	90.5
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	91	81	86	92	90	91
My child receives the support he/she needs to be successful in school	85	82	83.5	90	89	89.5

2020-2021 SCHOOL YEAR STRATEGIES

- Teachers strive to deliver lessons to students with established, high yield, research based teaching strategies including backwards design, project based learning and multiple intelligences.
- Utilizing WIN (Whatever I need) and pull out blocks, teachers in collaboration with the student intervention team will deliver academic and behavioral strategies to help support students to achieve success at high levels
- Support for students in all areas including their mental, physical, spiritual, and academic needs.
- Students have choice in subject area help through our WIN block.
- Student Intervention team supports behavioural and academic planning; students and teachers have access to high intensity intervention resources and program (e.g. LLI– Levelled Literacy Intervention)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The variety of high quality strategies offered by MDY teachers and support staff continue to be the root and priority of learning at MDY. PLC opportunities continue to grow and develop at MDY with more opportunities for teachers and support staff to meet.
- Students feel they have an opportunity to work in a variety of ways (e.g. group, partners, with technology); as our BYOD (Bring your own device) program expands we expect to continue to see these results improve.
- Students in junior high have shared lower results in understanding how they learn and seeking help; our WIN (Whatever I Need) block has returned as a tier 2 support for students to seek/receive help from targeted instruction by standard by student with teaching staff.
- Parents have expressed an increase satisfaction in the opportunity for their child to reach their academic potential.
- Our data is low for opportunity for PLC collaboration for teachers; teachers will surveyed throughout the year with exit tickets after staff meetings to provide feedback on how PLCs are going and how they might improve.
- Our data is low for students in two key areas: 1) Adults help me when I ask 2) I understand how I learn best and am able to communicate this with my teacher; to address this staff will discuss with students ways that students can seek help and how they can communicate that in the most efficient manner possible to staff in the building (e.g. email, conversation at desk).

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.

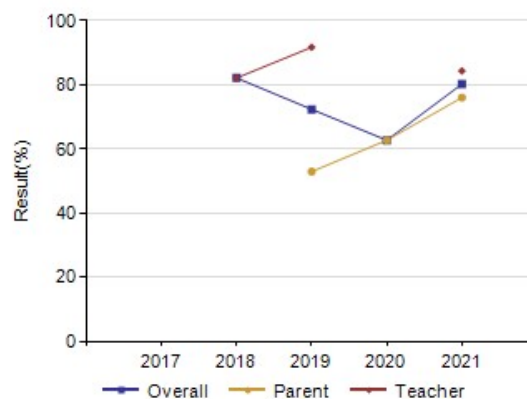
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	16	82.1	31	72.3	12	62.7	27	80.2	n/a	n/a	n/a	375	84.4	434	84.9	469	84.9	364	87.8	349	83.2	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	n/a	n/a	n/a	n/a	14	52.9	12	62.7	10	76.0	n/a	n/a	n/a	203	76.5	220	79.0	240	74.6	179	80.2	144	75.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	n/a	n/a	16	82.1	17	91.7	n/a	n/a	17	84.3	n/a	n/a	n/a	172	92.3	214	90.7	229	95.2	185	95.3	205	91.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2020-2021 SCHOOL YEAR STRATEGIES

- Continue invitational school council activities for both fundraising and socializing
- Highlight elements of MDY's programming at our monthly school council meetings and weekly bulletins; parents will be encouraged to provide feedback and ask questions in both formats
- Sharing on social media how parents can support the school and support their child's learning
- Highlighting support workers that assist with learning at MDY (e.g. school resource officer)
- Invite parents to volunteers for events, tasks, or programming that MDY needs help with throughout the year (e.g. Fruit basket assembling)



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Both parents and teachers expressed an increase in satisfaction in regards to parent involvement in their child's education. Weekly agenda emails to parents now also include a link to the online School Council meetings; in addition, School Council members have made it a priority to communicate via social media in regards to meeting topics, faith education (e.g. GrACE), and special topics (e.g. fundraising and community building)
- Parents have provided feedback on topics including hot lunch, technology (BYOD), and covid safety protocols.
- Our data for teacher and parent satisfaction with parental involvement in decisions about their child's education is higher than both the school authority and the province; though still low, we can look to improve by asking via February surveys how we might improve in this area and if parent can provide examples of what success might look like through qualitative and quantitative data.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2021-2022

**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	

Spring 2021 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning	85.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	77.3	76.5	76.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	85.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	16.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Lead-	Education Quality	83.3	80.6	86.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.2	62.7	72.3	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

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

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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), Social Studies (Grades 6, 9, 9 KAE).