



ÉCOLE

MOTHER D'YOUVILLE

SCHOOL

# EDUCATION PLAN

2022-2023



# PRINCIPAL'S MESSAGE

## MR. JORDAN ROBINSON

École Mother d'Youville strives to have all round student success, helping students to become the best version of themselves. 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 2021-2022 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	19	31	26	15	13	104
ENG	51	56	55	48	37	247
<b>TOTAL</b>	<b>70</b>	<b>87</b>	<b>81</b>	<b>63</b>	<b>50</b>	<b>351</b>

French Immersion: 30% English: 70%

Administrators: 2

Teaching Staff: 16

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

### Surveys:

#### Students (Elementary)

- We pray as a class or a school every day.
- Teachers help me understand how faith can guide the way I live my life.

#### Students (Secondary)

- We pray as a class or as a school every day
- Teachers help me understand how faith can guide the way I live my life

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I witness the faith and permeate curriculum and activities with gospel values.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.

#### Other

- Anecdotal list of PD offerings that are specific to faith

## STRATEGIES

- Daily prayer over the intercom with classes rotating as leaders (e.g. each homeroom gets the opportunity to write 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)

# 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

### Survey Questions

#### Students (Elementary)

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

#### Students (Secondary)

- Teachers speak to me about their own faith and the role of God in their life.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

## STRATEGIES

- Highlight profiles of students from social justice programs and how the support of students (e.g. financial) helps them.
- Provide opportunities for staff to share their faith at faith based invitation (e.g. Advent) retreats and faith based students retreats.
- 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)
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# 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

### Survey Questions

#### Students (Elementary & Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Anecdotal List of School Social Justice Projects

## STRATEGIES

- Continue to support Chalice and sister school projects; continue to support Catholic Social Services in Lent and Boyle Street during Advent; continue to partner with St. Vital and ASAA for collecting 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 Center) and receive updates from our global projects (e.g. Chalice)
- 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

### Survey Questions

#### Students (Elementary & Secondary)

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

#### Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish .

#### Parents

- My child participates in religious celebrations at the school or church.

## 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).



# 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.

## 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 Renaissance and MIPI software; these intervention checks give teachers information on students that may need targeted support to succeed
- PAT analysis work in PLCs (professional learning communities); provide joint marking days for teachers that share PAT specific subjects
- 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) will work with students to develop skills to deal with test anxiety both individually and whole school (assemblies)



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## 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.

## 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 delivers a Careers week with a career day opportunity for students; over 20 presenters from a variety of careers present to students. Students can choose the career sessions they attend.
- 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, Skills Exploration Day, and multiple school wide presentations throughout the year.
- 10-12 students from both divisions are recognized bi-weekly on our virtue and kids kudos boards.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

### STRATEGIES

- Response to Intervention (RTI): Universal and targeted instruction , school leadership team analyzes results to drive professional development and instructional practices.
- Attendance monitoring to identify students who may require additional accommodations and support.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).
- The School Leadership Teams and individual Professional Learning Community groups will set goals.



# 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

### Surveys:

#### Students (Elementary)

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

#### Students (Secondary)

- I have no worries about going to school
- I feel confident in my ability to solve issues at school
- I have strategies to lower my stress before writing an exam or a big assignment
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

#### Staff (Teachers)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behavior supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

#### Parents

- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school

# 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.

## STRATEGIES

- Continue planning and implementing student mental health activities led by staff/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. Implement year four elements of STAR Catholic’s division mental health plan: mental health literacy and Third Path Training (3 go-to educators and whole staff PD)
- Host annual Mental Health Day– students will have opportunities to choose sessions provide by community based mental health professionals.
- Continue “Connection Corner”, a program where students are identified through intervention and individual connections are made with staff and students to improve connections within the building (e.g. Third Path Programming)
- Invite parents to present at mental health day in appropriate areas of expertise; host community events nights (e.g. Paint Night) to build community through social events and highlight positive aspects of our mental health plan
- Invite community mental health speakers on various days for student/parent engagement sessions based on a variety of pertinent topics



# 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

### Graph of Overall School Results

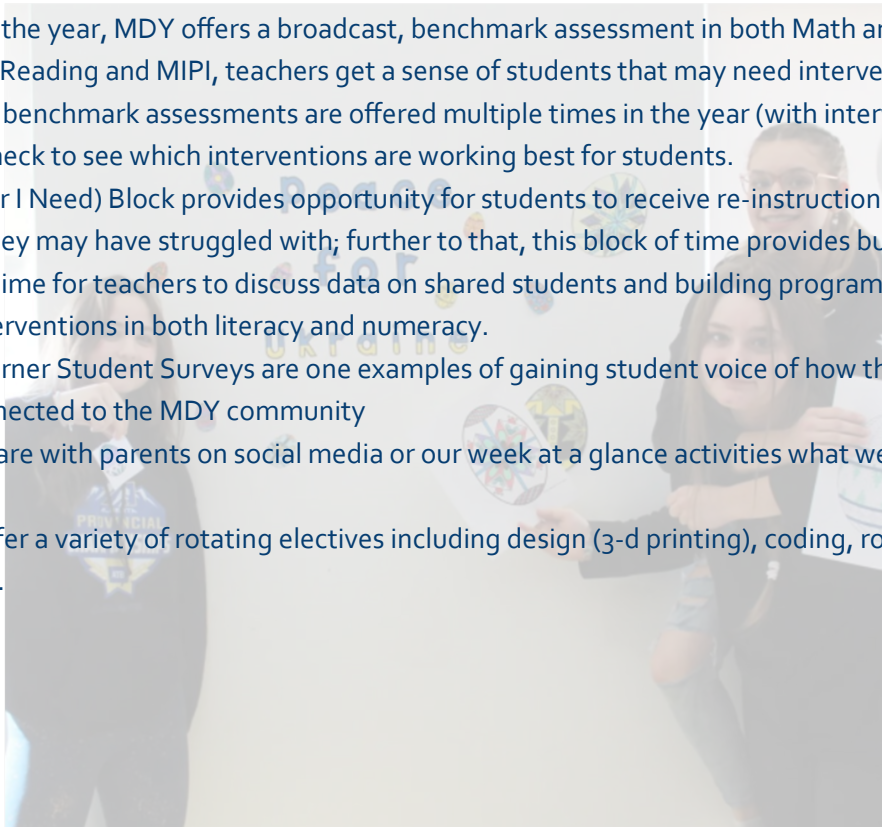
A visual demonstration of the overall satisfaction of the school community with quality of education.

### Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

## STRATEGIES

- Three times in the year, MDY offers a broadcast, benchmark assessment in both Math and Literacy; utilizing STAR Reading and MIPI, teachers get a sense of students that may need intervention in either subject. These benchmark assessments are 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 provides opportunity for students to receive re-instruction from teachers on concepts they may have struggled with; further to that, this block of time provides 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.
- Connection Corner Student Surveys are one examples of gaining student voice of how they are connected/disconnected to the MDY community
- Weekly, we share with parents on social media or our week at a glance activities what we are doing in the classroom.
- Continue to offer a variety of rotating electives including design (3-d printing), coding, robotics, sewing, and gardening.



# 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

### Surveys:

#### Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- 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).

#### Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- 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).

### List of Professional Development Sessions During the 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 meetings.

# 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

### *Surveys:*

#### *Staff (Teachers)*

- 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.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

#### *Other:*

- List of Professional Development sessions related to leadership development that occurred in the 2019/2020 school year.
- Administrator satisfaction with leadership professional development.
- List of collaborative structures

## STRATEGIES

- Shared Leadership through professional development—throughout the year MDY offers opportunities for teachers to lead in prayer, professional development, and on a school wide level (e.g. planning liturgies)
- 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 multiples time 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.
- Lead roles for staff in the building include French Learning Support Facilitator, English Learner Support Facilitator, Religious Education Committee Lead, Indigenous Lead, PowerSchool Lead, and Athletic Coordinator.



# 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

### Surveys

#### Student (Elementary & Secondary)

- I am proud of my school and the way it looks

#### Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

#### Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

## 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 utilizes 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.

# 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.

## STRATEGIES

- Every Monday morning and at every assembly, administration highlights 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 build 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 will identify and host events that welcome parents into the building (e.g. Paint Night, Mother's/Father's Day events)



# DOMAIN 4: LEARNING SUPPORTS

## 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.

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## STRATEGIES

- Provide opportunities to identified students to access division supports including Speech Language Therapist, Occupational Therapist, Wellness Coordinator through the recommendation of the School Intervention Team.
- Provide connections to students and parents to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.); continue community partnership with Beaumont FCSS
- A portion of every weekly agenda to staff focuses on best practices for communicating with parents and providing connections to outside supports.



# 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

**Surveys** \*Filtered by FNMI students

### **Students (Elementary)**

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

### **Students (Secondary)**

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

### **Staff (Teachers)**

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- 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.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

### **Staff (Support Staff)**

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

### **Other:**

- Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students
- Monthly First Nations, Metis and Inuit student attendance data

# 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.

## 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.
- Leadership teams will access the STAR Catholic Indigenous Coach to support professional development and planning for student.
- 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.



# 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

### Surveys:

#### Students (Elementary)

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own)
- At school, adults help me when I ask.

#### Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.

#### Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Parents

- My child has the opportunity to reach his or her academic potential
- My child receives the support he/she needs to be successful in school

#### Other:

- Accountability pillar

# 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.

## 2020-2021 SCHOOL YEAR STRATEGIES

- Create and implement lessons for 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
- Utilize School Wide Benchmark assessment data to identify and implement universal strategies that target specific gaps in learning
- Support students in all areas including their mental, physical, spiritual, and academic needs.
- Offer students choice in subject area help through our WIN block.
- Student Intervention team supports behavioral and academic planning; students and teachers have access to high intensity intervention resources and program (e.g. LLI– Levelled Literacy Intervention)
- Student Intervention Team ensures the following is provided: Tier 1 - solid, quality core instruction; Tier 2-targeted interventions with individual students and small group interventions. For example, district implementation of Levelled Literacy Intervention and Mathology; Tier 3 - intensive interventions



# 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.

## 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.
- Share on social media how parents can support the school and support their child's learning
- Highlight how support workers that assists 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)





# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

School Budget 2022-2023

### Budget Summary

*St. Thomas Aquinas Roman Catholic Schools*  
2022-2023 Play Budget (October)

**Ecole Mother D'Youville Catholic School**

#### Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$1,961,029	75.8%	\$2,034,036	78.7%
Specialized Learning Support (SLS) Allocations	\$238,740	9.2%	\$280,484	10.9%
Faith Development Allocations	\$20,850	0.8%	\$20,885	0.8%
French Language/Immersion Allocations	\$112,080	4.3%	\$111,542	4.3%
ELL Allocations	\$6,000	0.2%	\$7,200	0.3%
FNMI Allocations	\$18,000	0.7%	\$25,200	1.0%
Other Program Allocations	\$16,934	0.7%	\$16,625	0.6%
One-Time Allocations	\$86,349	3.3%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$109,304	4.2%	\$70,000	2.7%
Local Revenues & Fees	\$17,677	0.7%	\$17,677	0.7%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,586,963</b>	<b>100%</b>	<b>\$2,583,649</b>	<b>100%</b>

#### Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,032,742	78.6%	\$2,016,894	78.1%
Uncertificated Staff	\$344,871	13.3%	\$397,434	15.4%
Services Contracts and Supplies	\$209,350	8.1%	\$169,320	6.6%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,586,963</b>	<b>100%</b>	<b>\$2,583,648</b>	<b>100%</b>

#### Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$2,586,963	\$2,583,649
Total Expenditures	\$2,586,963	\$2,583,648

# 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-9)	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.