



ÉCOLE

MOTHER D'YOUVILLE

SCHOOL

# EDUCATION PLAN

2023-2027



# 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 2022-2023 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
F.I	30	19	31	26	15
ENG	50	51	56	55	48
<b>TOTAL</b>	<b>80</b>	<b>70</b>	<b>87</b>	<b>81</b>	<b>63</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 live, 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 & Secondary)

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

#### Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)

#### Parents

- My child's school upholds the dignity of every student as a child of God.

I am pleased with the opportunities my child has to pray and to grow in his or her faith.

### Anecdotal list of PD offerings that are specific to faith

## STRATEGIES

### Encounter God's Goodness

- 1. Deepen staff understanding of Catholic virtues and how to incorporate them into daily living**
  - a) Sharing of information with all staff on the development of virtues
  - b) Recognize staff and student virtuous behaviors (e.g. "Gospel" awards, "Caught Being Good" celebrations etc.) utilizing our House System (Bears, Owls, Wolves, Foxes)
  - c) Development of staff and student retreats centered on virtues and gospel values with support from STAR Catholic Religious Education Coordinator
- 2. Enhance staff capacity in regards to curricular and non-curricular permeation of faith**
  - a) Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents)
  - b) Study Canadian text, "Educating for Eternity: A Teacher's Companion for Making Every Class Catholic", Brett Salkeld, Ph.D and share insights with MDY staff at staff meetings for PLC conversations.
  - c) Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass by attending masses at St. Vital Parish before professional development days.
  - e) Implement effective assessment practices related to Religion outcomes.
  - f) Give staff opportunity to share "best practices" of faith permeation in monthly staff meeting and school council meetings.
  - g) Highlight and celebrate the feast day of Mother d'Youville more prominently during a week in October (Feast Day Oct. 16)

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

**Outcome:** Students will hear, learn, and model their lives guided by faith and the Church.

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Parents

- My child has the opportunity to participate in religious celebrations and activities.

## STRATEGIES

### Encounter God's Goodness

- 1. Ensure students have access to effective and engaging Religious Education.**
  - a. Students plan and celebrate the feast day of Mother d'Youville and other liturgical celebrations through our House System
  - b. Highlight aspects of the curriculum that focus on active participation, service, and permeation into daily living.
  - c. Connection with visits at school and at St. Vital Parish with parish priest and deacon.
- 2. Provide opportunities for students to be involved in the liturgical life of the school**
  - a. Invite and train students and staff to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.).
  - b. Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively and consciously participate.
  - c. Encourage students to lead and participate in the prayer life of the school over the intercom, in class and at the start of assemblies.
  - d. Support the development of student faith-leadership teams through our House System.
- 3. Support grade-level student retreats**
  - a) Ensure all students have the opportunity to participate in an annual retreat; Use the 'STAR Catholic Best Practices for School-Based Retreats' document as a guide when planning retreats.
  - b) Connect grade-level retreats to the curricular themes of the religious education program and, if possible, the division theme (virtues).



# 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 & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

#### Parents

- The school helps those less fortunate through charity, good works, and social justice.

#### Anecdotal List of School Social Justice Projects

- 

## STRATEGIES

### Encounter God's Goodness

- 1. Develop staff and student understanding of the role of virtues and Christian anthropology in acts of service.**
  - a) Support staff in identifying opportunities to embed virtues in projects. Support Student council in adding social justice projects to their monthly programming.
  - b) Staff and students will encounter the individuals they are serving whenever possible.
- 2. Enhance use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all schools and grade-levels**
  - a) Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and Catholic social teachings.
  - b) Involve students in project planning whenever possible including partnerships with sewing projects through Catholic Social Services.
  - c) Connect with Catholic service organizations whenever possible.
- 3. Support staff in planning for Charity and Social Justice projects, tied to the liturgical and school year**
  - a) Encourage projects that maximize staff and student participation.
  - b) Strategically plan to maintain a balance between charity and social justice focused projects.
  - c) When possible, partner with St. Vital Parish and/or Archdiocese.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Enhance home, school, and parish relationships.

**Outcome:** Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

## MEASURES

### Survey Questions

Students (Elementary & Secondary)

- I have the opportunity to participate in religious celebrations and activities.

Staff (Teachers & Support Staff)

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

Parents

- My child has the opportunity to participate in religious celebrations and activities.
- Faith is incorporated into school communications.
- I am invited to school faith events.

**List of School Masses/Celebrations and Connections to Outside Organizations**

**Summary of Involvement Between Home, School, Parish, and Parish Priests**





# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

## STRATEGIES

### Encounter God's Goodness

#### 1. Build and enhance relationships between the parish and schools.

- Plan for regular meetings between the parish priest and school administration (as per Archdiocese Standards for Preparing Children and Youth for the Sacraments)
- Invite the St.Vital parish priest and deacon to participate in various school activities (sports tournaments, art walk, spirit rallies, open house events, staff meals, Catholic Education Week, etc.).
- Invite parishioners to share areas of expertise and faith witness with students, especially centered around virtues and supporting charity/social justice work in the community
- Celebrate the Holy Mass at St. Vital parish whenever possible.
- Provide opportunities for small groups/grade-level staff to meet with the parish priest for fellowship and relationship building.

#### 2. Engage in relationship building and faith connection activities

- Communicate to stakeholders, the liturgical year celebrations (Advent, Christmas, Lent, Easter).
- Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
- Recognize and celebrate parishioners who have been active in school life utilizing school and parish platforms.

#### 3. Enhance communication pathways.

- Intentionally share faith events through social media platforms.
- Share parish information and events with families.
- Invite the local priest to contribute to newsletters/social media campaigns etc.
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.



# 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

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Team utilize data from the provincial assessments to drive instructional practices.
- Identify required accommodations for students needing extra support such as English as an Additional Language Learners.
- Assist teachers in identifying students who need intervention, including enrichment.
- Inservice teachers on evidence-based test taking strategies and self-regulation.
- Work with Central Office staff or outside experts to analyze data and interpret results.
- Review how formative assessment can drive ALL interventions, including enrichment to assist students in moving from the acceptable standard to the standard of excellence.
  
- Provide quarterly bench mark assessments for students in both math and reading (STAR Reading /MIPI)
- Analyze previous year's PAT data for trends and themes.



# 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

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools
- Positive communication and connections are created and maintained between the school staff, the student, and their family
- Focus on building strong and meaningful connections between students and at least one adult in their school
- MDY House system (4 houses 1 family) will introduce students to more cross-grade opportunities in both mentorship and leadership.
- Ensure student access to mentorship programs, career counseling opportunities, and family-school liaison workers in order for students to find the support they need to graduate.
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect students new to Canada.
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness
- Offer Career Day and Mental Health Day to students to explore wellness and possible career paths



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING 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.

**Outcome:** Learning improves when students find course content interesting and useful in their everyday lives

## MEASURES

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

## STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students, to target specific areas of growth.
- Differentiation- As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units.

## PROFESSIONAL LEARNING

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units curriculum is implemented.
- Offer branching computer science elective through JH options to allow voice and choice to students in the CTF curriculum
- Offer Defenders Rec sports program to all students for engagement in a variety of physical activities off site through the PE curriculum
- Offer E-sports programming, STEM Challenges through Skills Alberta, Robotics, and 3D Printing electives



# 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. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

## MEASURES

### Surveys:

#### Students (Elementary)

- At my school there is at least one adult who listens and cares about me
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

#### Students (Secondary)

- I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

#### Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being
- The Third Path provides a framework that assists me in supporting students

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Year focus on Wellness across the community
- Implement and continue Connection Coverage to foster relationship building with staff and students
- Deepen understanding and awareness of foundational elements of social, emotional, and physical well-being
- Continued implementation of the Third Path framework.
- Continue to build and sustain strong connectivity between students and staff
- Identify staff at MDY that have been appropriately trained to support mental health.
- Continue to provide training and support to Family School Liaison Worker at MDY
- Model and practice the essential conditions of the Third Path.
- Deepen understanding of mental health and stigmas attached to mental health.
- Social-Emotional professional development and classroom presentations and resource support.
- Educational opportunities to explore resiliency and skill building.
- Continue to send FSLW and LSF's to Community of Practice for Family School Liaison Workers and school-based counselors to support student wellness (book study, outside agency presentations, etc.).
- School presentations on Trauma Informed Practices to support organizational change.
- Teach test taking strategies to all students to reduce anxiety
- Offer Mind Up resource instruction to all students through the MDY FSLW
- Teachers teach strategies for supporting mental health to reduce anxiety and stress in students



# DOMAIN 3: TEACHING & LEADING

## PROVINCIAL GOAL: EDUCATION QUALITY

**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.

## MEASURES

### **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

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students, to target specific areas of growth.
- Differentiation- As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units.
- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.

# 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.

Star Catholic School Division recognizes that excellence in education for students largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) on our website: [www.staratholic.ab.ca](http://www.staratholic.ab.ca)

## 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

**Increase staff awareness of evidence-based practices that enhance the quality of supports, teaching, learning and leading.**

#### Elementary /JHTeachers:

- Deepen understanding of universal screeners (e.g. STAR Reading) and intervention supports for literacy and numeracy (e.g. Language Levelled Intervention LLI).
- Analyze classroom data during intervention/PLC blocks
- Scaffolded implementation of new curriculum:
- Deepen understanding of and embed identified essential outcomes into pedagogical practices.
- Continue to collaborate to create unit plans.
- Provide targeted professional development to support French Immersion teachers.

#### Educational Assistants:

- Provide opportunities for job-specific training.
- Strive to include educational assistants in MDY's professional development opportunities.

#### Administrative Assistants & Learning Commons Staff:

- Virtual meetings focused on job-contextual needs.



# 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).

## STRATEGIES

- Consolidate guiding frameworks for leadership roles, which establish roles and responsibilities:
  - \*School Leadership Teams (SLT)
  - \*Student Intervention Teams (SIT)
  - \*Professional Learning Communities (PLCs)
  - \*Indigenous Education Lead
  - \*Learning Support Facilitators (French Immersion/English)
  - \*PowerSchool Lead
  - \*Designate Principal opportunities
- Assign FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.
- French immersion teachers will PLC with other French immersion teachers across the district.



# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Staff are supported in their wellness

**Outcome:** When staff experience positive social, emotional, and physical wellbeing, they are better able to fulfill their role in supporting students.

## MEASURES

### Surveys

#### Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. Physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

## STRATEGIES

### Foster positive organizational culture

**MDY will build an awareness amongst staff of the Dimensions of Wellness, specifically focusing on:**

**Social:** Develop a sense of connection, belonging, and a well developed support system.

- a) Direct MDY staff to supports created by STAR Catholic division that facilitate open and respectful communication
- b) Ongoing development of MDY's staff understanding and utilization of division initiatives that support both student and staff wellness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)
- c) Develop and share a wellness theme throughout the year connected through our professional development plan

**Emotional:** Coping effectively with life and creating satisfying relationships.

- a) Facilitate connection opportunities to build relationships
  - Model and provide opportunities for wellness activities with staff; include ice breakers and monthly teambuilding activities in our wellness theme
- b) Build awareness of confidential supports MDY staff can access:
  - Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.)
  - Foster and deepen effective relationships with community supports

**Physical:** Recognizing the need for physical activity, diet, sleep and nutrition.

- a) practice 6am-6pm for communication via email (no weekends, unless an emergency)
- b) Sharing best practices in our weekly Friday communication to staff.

# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

**Welcoming, Caring, Respectful and Safe Learning Environment:** This is measured provincially by the percentage of teachers, parents, and students agreement that learning environments are welcoming, caring, respectful and safe.

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

## STRATEGIES

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement
- MDY is encouraged to share through social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, House System buddies, reading buddies etc.)
- MDY follows the ARTO Process, "Assessment at Risk to Others".
- MDY uses the "Supporting Students through Valued Attachments" (SIVA) Model.
- Send targeted staff to STAR Catholic's Mental Health Go-to Educators refresher learning sessions for The Third Path and Mental Health Literacy.
- Attend and send specific targeted staff groups to STAR Division sessions for staff that focus on trauma-informed care, grief and loss
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff that haven't been trained on it yet at MDY.
- Annually review Suicide and Risk Assessment Protocol with FSLWs and trained staff at MDY.

# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** This is measured provincially by the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

**Outcome:** 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

- Access division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator) when collaboration or support with MDY students is needed
- Family School Liaison Worker
- Access to Division Crisis Response Teams
- Access to external Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Access to Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.)
- Access to Success in Schools Program for children and youth in provincial government care
- Access to Settlement Workers in Schools
- Access to Wellness Resiliency and Partnership (WRAP)
- FSLW shares best practices for communicating with parents and providing connections to outside supports.
- SIT team members collaborate with community partners:
- Settlement Worker in Schools (SWIS)
- Wellness Resiliency and Partnership (WRAP)
- FSLW offers training to educators and EA's utilizing Mind Up resources
- Continue to build and grow the Response to Intervention tiered behaviour/academic support system at MDY



# 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 identified measures.

## MEASURES

### Surveys

#### Students (self-identified only):

- Building trust with the Indigenous community: students, caregivers, staff
  - ◇ My school is a place where I feel I belong
  - ◇ I feel safe at school
  - ◇ I have a friend at school
  - ◇ (Elementary) At my school there is at least one adult who listens and cares about me
  - ◇ (Secondary) I have a positive and healthy relationship with at least one adult in my school

#### 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.

#### Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students

# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the division's future planning.

### Knowing:

- Attend Professional Development for Indigenous Education Leads who will share their learning with MDY staff.
- Enhance understanding of how to be culturally aware and sensitive.
- Tipi building with grade 6 and tipi builders

### Being:

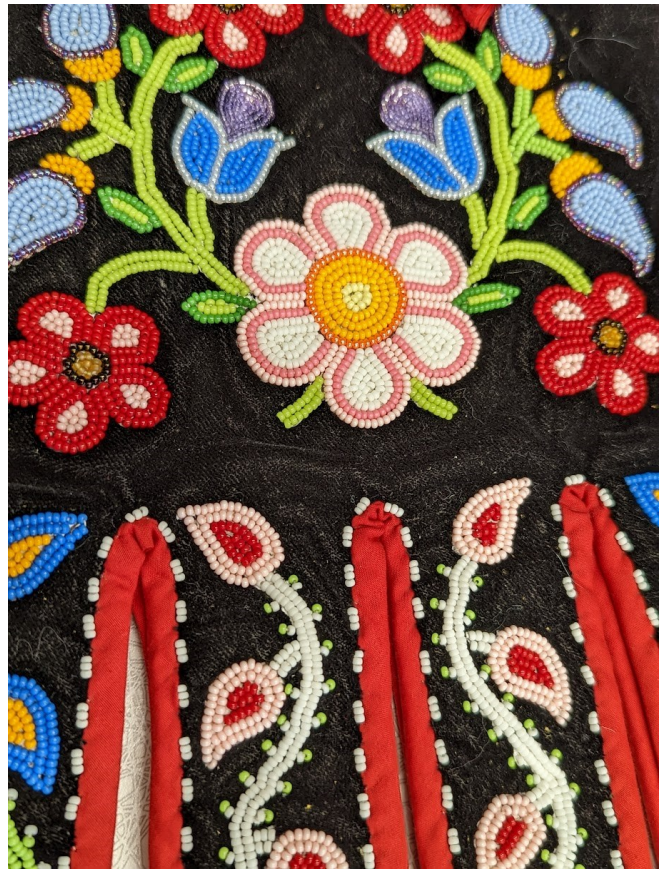
- Develop a contact list of Elder(s) and Knowledge Keepers for our Beaumont/MDY community

### Doing:

- Collaboration with stakeholders, elders, caregivers, students and families to build trust.
- Create a cohort of elders and knowledge keepers.

### Relating/Belonging:

- Facilitate, design and create Indigenous spaces and prominent visuals within the schools.



- Provide opportunities to support teachers in their ability to meet the Teacher Quality Standards relating to Indigenous education.
- MDY's Indigenous Education Lead will receive professional development about learnings from elders and knowledge keepers.

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

**Outcome 1:** Quality core instruction is foundational to success for all and is grounded in solid assessment practice.

**Outcome 2:** Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

**Outcome 3:** Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

## MEASURES

### Surveys:

#### Students (Elementary)

- In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask
- I get feedback from my teacher on assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before a test

#### Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.
- I get feedback from my teacher on assignments
- I know what is expected on assignments (i.e. outlines, criteria, rubrics)
- Teachers provide exam outlines, so I know what to study
- I have opportunities to practice and develop my understanding before a test

#### Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics)

#### Parents

- My child receives the support he/she needs to be successful in school

# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

Foster a culture of high expectations that supports diversity and learner differences.

**1. Deepen staff understanding on the purpose of assessment**

- a) Create a common understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- b) Analyze and utilize assessment data to identify student needs and refine instruction.

**2. Create a data driven culture that supports all students.**

- a) Analyze diagnostic assessment data to identify and address trends at the different grade levels at MDY.
- b) Assessment data will identify students in need of targeted and intensive supports, including gifted students.
- c) Increase proficiency and understanding of intervention tools.
- d) Utilize supports from Central Office where needed with tier 3 students ( i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports for identified students at MDY.





# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

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

## STRATEGIES

- MDY administration will model positive communication strategies, stakeholder involvement with activities and decision making including weekly newsletters, and a weekly social media presence
- MDY will be strategic in consulting stakeholders regarding the Education Plan

**Regular attendance of the MDY chair at Council of School Councils (COSC) to learn more about:**

- Communication
- Involving parents in school activities
- Offering opportunities to involve parents in decision making

**MDY Admin will be in-service and will share best practices with staff in:**

- Communication
- Involving parents in school activities
- Offering opportunities to involve parents in decision making
- Promote wellness/inclusion theme to families
- 



# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

### Budget Summary

*St. Thomas Aquinas Roman Catholic Schools*  
2023-2024 Play Budget (May)

#### Ecole Mother D'Youville Catholic School

##### Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$2,097,925	74.3%	\$1,961,029	75.8%
Specialized Learning Support (SLS) Allocations	\$292,335	10.4%	\$238,740	9.2%
Faith Development Allocations	\$21,526	0.8%	\$20,850	0.8%
French Language/Immersion Allocatons	\$118,260	4.2%	\$112,080	4.3%
ELL Allocations	\$3,960	0.1%	\$6,000	0.2%
FNMI Allocations	\$42,556	1.5%	\$18,000	0.7%
Other Program Allocations	\$18,989	0.7%	\$16,934	0.7%
One-Time Allocations	\$0	0.0%	\$86,349	3.3%
Local Revenues & Fees - 397 SGF	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$152,484	5.4%	\$0	0.0%
Local Revenues & Fees	\$15,574	0.6%	\$17,677	0.7%
Transfers between Schools, Departments & SGF	\$10,000	0.4%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$50,000	1.8%	\$109,304	4.2%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,823,609</b>	<b>100%</b>	<b>\$2,586,963</b>	<b>100%</b>

##### Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,108,420	74.7%	\$2,032,742	78.6%
Uncertificated Staff	\$608,704	21.6%	\$344,871	13.3%
Services Contracts and Supplies	\$106,485	3.8%	\$209,350	8.1%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,823,609</b>	<b>100%</b>	<b>\$2,586,963</b>	<b>100%</b>

##### Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$2,823,609	\$2,586,963
Total Expenditures	\$2,823,609	\$2,586,963
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>