



ÉCOLE

MOTHER D'YOUVILLE

SCHOOL

EDUCATION PLAN

2024-2028



SCHOOL PROFILE

For the 2023-2024 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	109
ENG	51	56	55	48	37	267
TOTAL	70	87	81	63	50	375

French Immersion: 30% English: 70%

Administrators: 2

Teaching Staff: 16

Support Staff: 8

PRINCIPAL'S MESSAGE

MR. JORDAN ROBINSON

École Mother d'Youville is dedicated to nurturing holistic student success, guiding each individual to realize their fullest potential. Our commitment to continuous improvement is woven into the fabric of our school community, with a steadfast focus on growth day by day, month by month, and year by year.

United by a singular mission, we strive to deliver an exceptional educational experience while imparting the teachings of the Gospel. Christ serves as our ultimate role model, shaping our interactions, guidance, and personal conduct. This shared purpose fortifies our community, infusing it with strength and a common purpose.

As we embark on a new year, École Mother D'Youville remains steadfast in its pursuit of excellence. Rooted in our Catholic identity, we aspire to foster a culture of diversity, excellence in academics, athletics, and the arts, and the ongoing betterment of each individual. With optimism, we anticipate the opportunities ahead within our beautiful campus. Ours is a community of hope, driven by the belief that we are fulfilling a divine mission.

We eagerly anticipate collaborating with our families, parish, and students as we reinforce our school's ethos of community, respect, and achievement. Our commitment is to cultivate a positive, inclusive environment that embraces all. Feedback from our stakeholders serves as a compass, guiding our path toward continuous enhancement. Together, let us enrich École Mother D'Youville, transforming it into a beacon of learning and faith. Thank you for entrusting your Catholic education to us, and we humbly request your continued prayers as we embark on this journey together!

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.

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

Survey Questions

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.)
- I am building capacity in my understanding of how to permeate faith into all school activities.



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 [Populated in AERR]

STRATEGIES

Deepen Understanding of Catholic Virtues:

- Instead of just sharing information, initiate interactive workshops or seminars where staff can engage in discussions, case studies, and role-playing to understand virtues deeply.
- Establish a comprehensive recognition program that not only celebrates virtuous behavior but also provides opportunities for reflection and growth. Consider integrating virtues into the House System activities to reinforce their importance.
- Collaborate with the Religious Education Coordinator to design immersive retreats that incorporate experiential learning, reflection, and practical application of virtues in real-life situations.

Enhance Staff Capacity in Faith Permeation:

- Encourage staff to actively apply STAR Catholic documents by providing workshops or training sessions that offer practical examples and guidance on incorporating faith into both curricular and non-curricular activities.
- Organize book clubs or discussion groups centered around "Educating for Eternity" to foster deeper understanding and implementation of Catholic teaching in classroom settings.
- Arrange regular visits to St. Vital Parish for staff to participate in Holy Mass together, followed by reflective discussions on how to integrate spiritual experiences into classroom practices.
- Develop clear assessment criteria and tools that align with religious outcomes, ensuring that assessment practices effectively measure students' understanding and application of faith concepts.
- Facilitate a culture of sharing and learning among staff by dedicating time in monthly meetings for teachers to showcase successful faith permeation practices and brainstorm ideas for improvement.
- Elevate the celebration of Mother d'Youville's feast day by organizing special events, guest speakers, or service projects that honor her legacy and inspire the school community to embody her values throughout the year.

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 our 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 or functions at the school or parish.

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 at the school or parish.

STRATEGIES

Ensure Access to Engaging Religious Education: a) Empower students to take an active role in planning and celebrating religious feasts, fostering ownership and deeper engagement with their faith. Provide opportunities for creative expression and reflection within the framework of the House System.

b) Highlight specific aspects of the curriculum that emphasize not just theoretical knowledge but practical application, service, and integration into daily life. Incorporate real-life examples and case studies to make religious education more relevant and meaningful for students.

c) Strengthen ties between the school and St. Vital Parish by facilitating regular visits with the parish priest and deacon. This connection can provide students with spiritual guidance and deepen their understanding of Catholic teachings.

Promote Student Involvement in Liturgical Life: a) Create structured training programs for students and staff interested in participating in liturgical celebrations, ensuring that roles such as altar servers, lectors, and decorators are filled by individuals who are well-prepared and enthusiastic about serving the community.

b) Offer comprehensive learning opportunities for the entire school community to deepen their understanding of the Mass, its significance, and how to actively engage in it. Consider incorporating interactive workshops, guest speakers, or multimedia presentations to cater to different learning styles.

c) Empower students to lead and participate in prayer sessions across various platforms, including intercom announcements, classroom settings, and assemblies. Encourage creativity and inclusivity in prayer practices to reflect the diverse spiritual backgrounds of students.

d) Foster the development of student faith-leadership teams within the House System, providing mentorship opportunities and platforms for students to organize and lead religious initiatives and events.

Support Grade-Level Retreats: a) Ensure that every student has the opportunity to participate in an annual retreat that aligns with the principles outlined in the "STAR Catholic Best Practices for School-Based Retreats" document. Tailor retreat activities to cater to different age groups and spiritual needs, promoting personal reflection, community-building, and spiritual growth.

b) Integrate grade-level retreats with the themes explored in the religious education curriculum and the overarching division theme, such as virtues or social justice. This alignment can reinforce learning outcomes and deepen students' understanding of how their faith intersects with their daily lives and interactions.

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 [Populated in AERR]

STRATEGIES

Develop Understanding of Virtues and Christian Anthropology: a) Provide ongoing support and resources for staff to integrate virtues into their projects, emphasizing the practical application of Christian values in service initiatives. Encourage Student Council to incorporate social justice projects into their monthly activities, fostering a culture of empathy and action among students.

b) Foster direct encounters between staff, students, and the individuals they serve, whenever feasible, to deepen understanding and empathy. Organize opportunities for reflection and dialogue to help participants recognize the inherent dignity and worth of every person they encounter.

Enhance Use of STAR Catholic Guide for Charity and Social Justice Projects: a) Ensure that all charity and social justice projects are grounded in faith learning, prayers, and Catholic social teachings, as outlined in the STAR Catholic Guide. Provide training and support for teachers to effectively integrate these components into project planning and implementation.

b) Actively involve students in the planning and execution of projects, fostering ownership and engagement. Explore partnerships with organizations like Catholic Social Services to expand project opportunities and provide hands-on learning experiences.

c) Establish connections with Catholic service organizations to enrich project initiatives and create opportunities for collaboration, networking, and resource-sharing.

Support Staff in Planning Charity and Social Justice Projects: a) Encourage the development of projects that maximize participation from both staff and students, fostering a sense of community and collective responsibility. Provide logistical support and resources to facilitate project implementation.

b) Strive for a balanced approach to project planning, incorporating both charity-focused initiatives (such as direct service) and social justice-focused activities (such as advocacy and systemic change). Ensure that projects align with the school's mission and values while addressing diverse social issues.

c) Foster partnerships with St. Vital Parish, the Archdiocese, and other community stakeholders to leverage resources, expertise, and support for charity and social justice initiatives. Collaborate on joint projects and events to amplify impact and promote unity within the broader Catholic community.

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 at our school or parish.

Staff (Teachers & Support Staff)

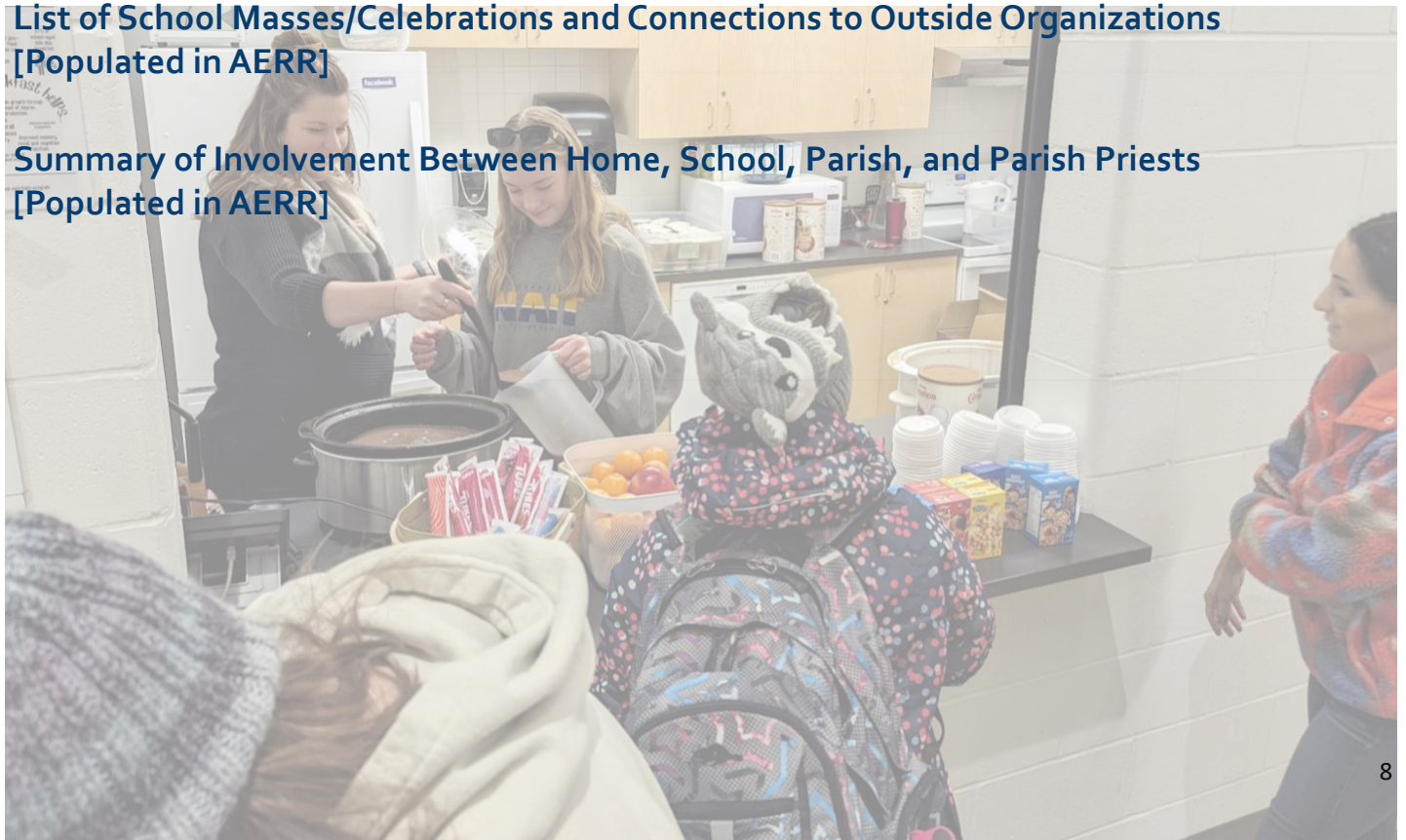
- I have the opportunity to participate in religious celebrations, activities or functions at our school or parish.

Parents

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

List of School Masses/Celebrations and Connections to Outside Organizations [Populated in AERR]

Summary of Involvement Between Home, School, Parish, and Parish Priests [Populated in AERR]



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

STRATEGIES

Build and Enhance Relationships with the Parish:

- a) Schedule regular meetings between the parish priest and school administration to foster collaboration and alignment with the Archdiocese Standards for Preparing Children and Youth for the Sacraments.
- b) Extend invitations to the parish priest and deacon to participate in various school activities, fostering community engagement and spiritual presence.
- c) Facilitate opportunities for parishioners to share their expertise and faith journey with students, emphasizing virtues and supporting charity/social justice initiatives.
- d) Prioritize celebrating Holy Mass at St. Vital parish, strengthening the connection between the school community and the parish.
- e) Organize small group meetings between grade-level staff and the parish priest to cultivate fellowship and deepen relationships.

Engage in Relationship Building and Faith Connection Activities: a) Communicate the significance of liturgical year celebrations to stakeholders, fostering understanding and participation in the school's spiritual calendar.

- b) Plan social activities that bring together families and parish groups, promoting fellowship and community cohesion beyond formal religious events.
- c) Recognize and honor parishioners who actively contribute to school life, showcasing their involvement through school and parish platforms.

Enhance Communication Pathways:

- a) Utilize social media platforms intentionally to share faith events, reflections, and updates with the broader community, fostering a sense of connection and belonging.
- b) Share relevant parish information and events with school families, promoting active participation and engagement in parish life.
- c) Invite the local priest to contribute to school newsletters, social media campaigns, or other communication channels, offering spiritual insights and guidance to the school community.
- d) Encourage both staff and families to participate in sacramental preparation and other youth activities offered by the local parish, reinforcing the integration of faith formation between school and parish contexts.

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

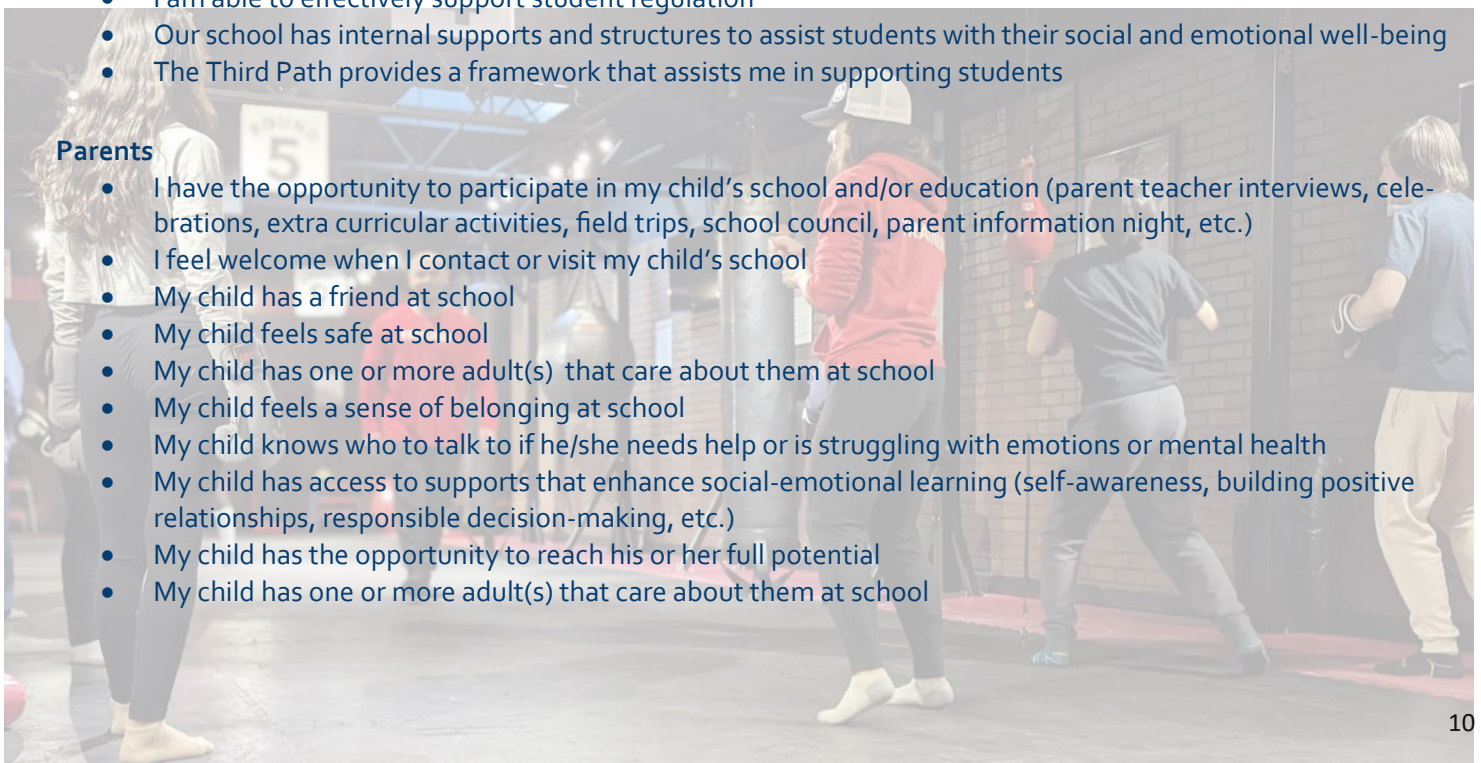
- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know who to talk too to get help if I am struggling with my emotions or 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 (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

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 (self-awareness, building positive relationships, responsible decision-making, etc.)
- 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

Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

Year-long Focus on Wellness Across the Community:

Develop a comprehensive wellness program that integrates physical, emotional, and social well-being initiatives throughout the academic year. Include activities such as mindfulness sessions, wellness challenges, and guest speaker events on mental health topics.

Implement and Continue Connection Coverage for Relationship Building:

Expand the Connection Coverage program to include regular check-ins between staff and students, providing opportunities for meaningful conversations and relationship-building beyond academic matters. Encourage mentors to serve as supportive figures and advocates for students' holistic well-being.

Continued Implementation of the Third Path Framework:

Reinforce the principles of the Third Path framework throughout the school community, emphasizing the importance of balanced well-being and supportive relationships in academic and personal success.

Build and Sustain Connectivity Between Students and Staff:

Facilitate opportunities for students and staff to connect outside of traditional classroom settings, such as extracurricular activities, mentorship programs, and community service projects.

Identify and Train Staff to Support Mental Health:

Identify staff members who have received specialized training in mental health support and designate them as resources for students in need. Offer ongoing professional development and support for these staff members to enhance their skills and knowledge.

Provide Training and Support for Family School Liaison Worker (FSLW):

Ensure that the FSLW receives comprehensive training and resources to effectively support students and families in navigating mental health challenges and accessing appropriate services.

Provide Social-Emotional Professional Development and Classroom Support:

Offer ongoing professional development opportunities for teachers to enhance their social-emotional teaching skills and create supportive classroom environments. Provide resources and materials to support SEL instruction.

Educational Opportunities for Resilience Building:

Implement programs and activities designed to build resilience and develop coping skills among students, such as mindfulness practices, problem-solving workshops, and peer support groups.

School Presentations on Trauma-Informed Practices:

Provide training sessions and resources on trauma-informed practices for all staff members to support organizational change and create a safe and supportive learning environment for students who have experienced trauma.

Teach Test-Taking Strategies to Reduce Anxiety:

Incorporate instruction on test-taking strategies and stress management techniques into the curriculum to help students build confidence and reduce anxiety during assessments.

Teacher Training on Supporting Mental Health:

Equip teachers with strategies and resources for supporting students' mental health, including proactive interventions, classroom accommodations, and referrals to support services when needed.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL ACHIEVEMENT TESTS

Provincial Goal: PAT Acceptable/Excellence

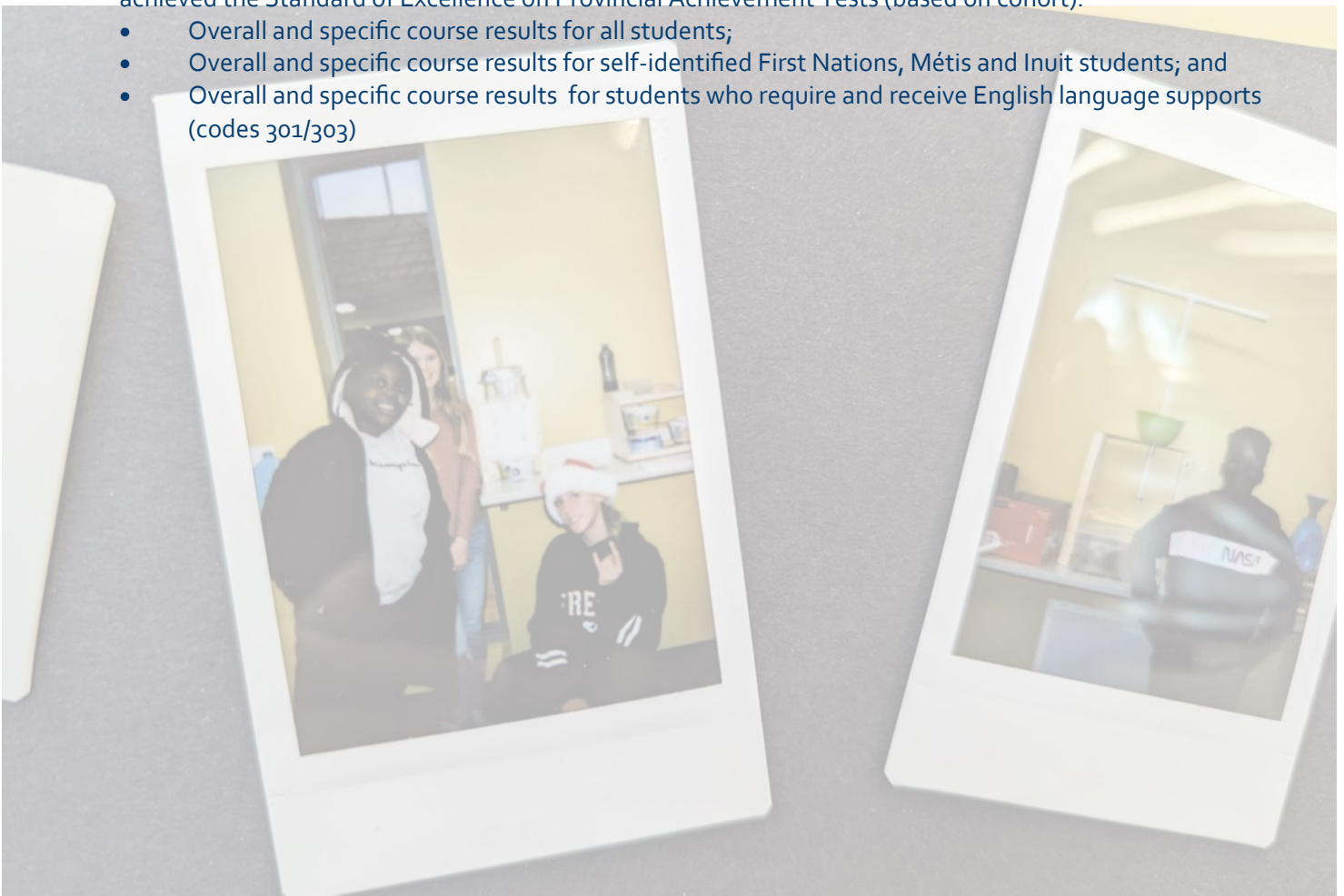
Background: The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few.

Provincial Achievement Tests (PATs): PAT exams 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.

MEASURES

Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303)



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

Explicit Teaching of Test-Taking Strategies and Self-Regulation:

Implement structured sessions where students learn and practice various test-taking strategies, such as time management, question prioritization, and effective use of resources. Integrate self-regulation techniques to help students manage stress and maintain focus during assessments.

Utilization of Provincial Assessment Data by School Leadership Team:

School leadership should conduct regular meetings to analyze provincial assessment data, identifying areas of strength and weakness. Develop targeted instructional practices based on data insights to address specific student needs and improve overall academic performance.

Accommodations for Diverse Learners:

Proactively identify and implement appropriate accommodations for students requiring extra support, particularly English Language Learners (ELLs). Tailor instructional approaches and resources to accommodate diverse learning needs, ensuring equitable access to educational opportunities.

Early Intervention and Enrichment Identification:

Collaborate with teachers to identify students in need of intervention or enrichment through ongoing assessment and observation. Provide timely support and resources to address individual learning gaps or extend learning opportunities for advanced students.

Professional Development on Evidence-Based Strategies:

Conduct regular professional development sessions to equip teachers with evidence-based test-taking strategies and self-regulation techniques. Offer practical guidance on integrating these strategies into classroom instruction to enhance student performance and well-being.

Data Analysis and Interpretation:

Partner with Central Office staff or external experts to analyze assessment data comprehensively. Interpret results to uncover underlying trends and insights, informing instructional decisions and resource allocation to support student achievement.

Formative Assessment for Targeted Interventions and Enrichment:

Emphasize the role of formative assessment in driving personalized interventions and enrichment activities. Use ongoing assessment data to tailor instruction, providing targeted support to help students progress from meeting basic standards to achieving excellence.

Implementation of Quarterly Benchmark Assessments:

Administer regular benchmark assessments in math and reading, such as STAR Reading and MIPI, to monitor student progress and inform instructional planning. Use assessment results to adjust teaching strategies and provide differentiated support as needed.

Analysis of Previous PAT Data for Insights:

Analyze trends and themes in previous Provincial Achievement Test (PAT) data to identify areas for improvement and inform strategic planning. Use insights to refine curriculum, instruction, and intervention efforts, ultimately enhancing student learning outcomes.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Background: 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.

MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

Positive Communication and Connections:

Foster open and ongoing communication channels among school staff, students, and their families. Regularly engage in dialogue to build trust, address concerns, and celebrate achievements, creating a supportive and inclusive school environment.

Building Strong Student-Adult Connections:

Implement initiatives focused on establishing meaningful relationships between students and at least one adult in the school community. Provide opportunities for mentoring, guidance, and personalized support to enhance students' sense of belonging and well-being.

MDY House System for Cross-Grade Opportunities:

Introduce the MDY House system, comprising four houses as one family, to facilitate cross-grade interactions and collaboration. Through mentorship and leadership activities within the houses, students can develop connections, peer support networks, and leadership skills across different grade levels.

Access to Support Programs and Services:

Ensure students have access to comprehensive support programs, including mentorship, career counseling, and family-school liaison workers. These resources help students navigate challenges, set academic and career goals, and receive the necessary support to succeed academically and socially.

Attendance Monitoring and Support:

Collaborate with Settlement Workers in Schools (SWIS) to monitor student attendance and identify barriers that may impact attendance, particularly for students new to Canada. Implement targeted interventions and support services to address these barriers and promote regular school attendance.

Utilization of EAL Strategies for Cultural Awareness:

Implement English as an Additional Language (EAL) strategies that not only focus on language development but also prioritize cultural awareness and sensitivity. By recognizing and valuing diverse cultural backgrounds, students feel respected, included, and supported in the school community.

Offering Career and Mental Health Days:

Organize dedicated Career Day and Mental Health Day events to provide students with opportunities to explore wellness practices, career paths, and personal development. These experiential learning opportunities empower students to make informed decisions about their future while promoting holistic well-being.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

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

MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students
- Graph of Overall Authority Results

STRATEGIES

Enhanced Utilization of Formative Assessment:

Implement a variety of formative assessment strategies, including peer and self-assessment, to actively involve students in their learning process and increase engagement. Encourage students to reflect on their own progress, provide feedback to peers, and take ownership of their learning journey.

Sustainable Screening and Intervention Practices for Elementary Students:

Maintain the use of screening tools and targeted interventions for elementary students to address specific areas of academic growth. Continuously assess student needs and provide timely interventions to support their learning progress effectively.

Promotion of Differentiated Instruction:

Encourage teachers to implement differentiated instruction techniques that incorporate student voice and choice into collaborative units. Provide opportunities for students to personalize their learning experiences, express their interests, and contribute to the planning process, fostering a sense of ownership and engagement in their education.

Active Learning Strategies:

Utilize a variety of active learning strategies, such as cooperative learning, group discussions, and experiential activities, to actively engage students in the learning process. Encourage inquiry-based learning, critical thinking, and problem-solving skills development to stimulate curiosity and creativity.

DOMAIN 3: TEACHING & LEADING

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

Outcome: Staff enhance 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 is 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.starcatholic.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 [Populated in AERR]

STRATEGIES

For Elementary/Junior High Teachers:

Deepening Understanding of Universal Screeners and Intervention Supports:

Offer targeted training sessions to elementary and junior high teachers to deepen their understanding of universal screeners like STAR Reading and intervention supports such as Language Levelled Intervention (LLI) for literacy and numeracy. Provide guidance on interpreting data and implementing effective interventions to support student growth.

Scaffolded Implementation of New Curriculum:

Support teachers in the scaffolded implementation of new curriculum by providing ongoing professional development and resources. Help teachers deepen their understanding of essential outcomes and integrate them into their pedagogical practices. Foster collaboration in creating unit plans that align with the new curriculum framework.

Targeted Professional Development for French Immersion Teachers:

Recognize the unique needs of French Immersion teachers and provide targeted professional development opportunities tailored to support their instructional practices. Offer workshops, training sessions, and resources specifically designed to enhance French language instruction and curriculum delivery.

For Educational Assistants:

Providing Job-Specific Training Opportunities:

Offer educational assistants opportunities for job-specific training to enhance their skills and effectiveness in supporting student learning. Provide workshops, seminars, and resources focused on best practices in supporting diverse learners and implementing intervention strategies.

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 to 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

School Leadership Teams (SLT):

Define the composition, purpose, and responsibilities of the School Leadership Team (SLT) to drive school-wide initiatives, decision-making processes, and strategic planning efforts. Ensure representation from diverse stakeholder groups to foster collaboration and shared leadership.

Student Intervention Teams (SIT):

Outline the structure and functions of the Student Intervention Team (SIT) to support students' academic, social-emotional, and behavioral needs. Clarify roles related to data analysis, intervention planning, progress monitoring, and collaboration with relevant stakeholders.

Professional Learning Communities (PLCs):

Articulate the purpose and norms of Professional Learning Communities (PLCs) to facilitate collaborative inquiry, data-driven decision-making, and professional growth among educators. Emphasize the importance of ongoing reflection, sharing best practices, and implementing evidence-based strategies to improve student learning outcomes.

Indigenous Education Lead:

Define the role of the Indigenous Education Lead in promoting Indigenous perspectives, cultures, and ways of knowing within the school community. Ensure that the Indigenous Education Lead collaborates with stakeholders to support Indigenous students' academic success, cultural identity, and well-being.

Learning Support Facilitators (French Immersion/English):

Specify the responsibilities of Learning Support Facilitators for French Immersion and English programs in providing targeted support to students with diverse learning needs. Clarify their role in collaborating with teachers, implementing intervention strategies, and monitoring student progress.

PowerSchool Lead:

Clarify the responsibilities of the PowerSchool Lead in managing the school's student information system, including data entry, reporting, and troubleshooting. Ensure that the PowerSchool Lead provides training and support to staff members on system usage and data integrity.

Designated Principal Opportunities:

Establish criteria and procedures for assigning designated principal opportunities to qualified staff members. Define the scope of responsibilities and expectations associated with these roles, which may include temporary leadership assignments or special projects.

Resource Allocation for Key Leadership Roles:

Allocate appropriate Full-Time Equivalent (FTE) positions to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators to ensure adequate support for priority areas within the school community.

Cross-District Collaboration for French Immersion Teachers:

Facilitate Professional Learning Communities (PLCs) for French Immersion teachers to collaborate and share resources, best practices, and instructional strategies across the district. Promote a culture of collaboration and continuous improvement to enhance the quality of French Immersion education.

DOMAIN 3: TEACHING & LEADING

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

Outcome: When staff experience positive social, emotional, and physical well-being, 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:

Awareness of Dimensions of Wellness:

Build staff awareness of the Dimensions of Wellness, focusing on social, emotional, and physical well-being to support a holistic approach to wellness.

Social Wellness: a) Direct MDY staff to STAR Catholic division's resources for open and respectful communication, fostering a sense of connection and belonging. b) Continuously develop staff understanding and utilization of division initiatives supporting student and staff wellness, such as Mental Health Literacy and the Third Path Framework. c) Develop and share a wellness theme throughout the year, integrating it into the professional development plan to reinforce a culture of well-being.

Emotional Wellness: a) Facilitate connection opportunities and build relationships among staff by modeling and providing wellness activities, including icebreakers and monthly team-building activities aligned with the wellness theme. b) Raise awareness of confidential supports available to MDY staff, such as those provided by the Alberta School Employee Benefit Plan (e.g., Ink Blot) and community resources, to promote effective coping strategies and satisfying relationships.

Physical Wellness: a) Implement designated communication hours from 6am-6pm on weekdays (excluding weekends, except for emergencies) to promote work-life balance and reduce email-related stress. b) Share best practices for physical wellness, including diet, sleep, and nutrition, in weekly communications to staff, encouraging a healthy lifestyle and self-care practices.

By integrating these refined strategies, MDY can foster a supportive organizational culture that prioritizes the well-being of staff, thereby enhancing morale, productivity, and overall satisfaction within the school community.

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

Outcome: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education
- Results and evaluations for each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

Increased Utilization of Formative Assessment:

Implement a variety of formative assessment strategies, including peer and self-assessment, to actively engage students in the learning process and promote deeper understanding.

Continued Use of Screeners and Interventions for Elementary Students:

Maintain the use of screeners and targeted interventions to address specific areas of growth for elementary students, ensuring early identification and support for academic challenges.

Differentiation in Curriculum Implementation:

Prioritize differentiation in collaborative unit planning to accommodate diverse student needs and preferences, fostering a culture of inclusion and personalized learning experiences.

Embedded Engagement Strategies in Professional Learning:

Integrate engagement strategies into professional learning sessions focused on the new curriculum and assessment methods. Provide teachers with practical tools and techniques to enhance student engagement effectively.

Focus on Differentiation during Unit Planning:

Emphasize differentiation as a key focus during unit planning sessions for curriculum implementation. Provide guidance and resources to support teachers in incorporating student voice and choice, allowing for personalized learning experiences that cater to individual strengths and interests.

By incorporating these refined strategies and measures, educators can create a more dynamic and inclusive learning environment that promotes student engagement, academic growth, and overall success.

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 Indigenous only):

- 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 worldviews, 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, 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 worldviews, cultural beliefs, and values.

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
[Populated in AERR]**

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 with-in the schools.



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

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults in our school help me when I ask
- I get feedback from my teacher on practice work or 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 an exam or assessment

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, etc.)
- I give students opportunities to practice and develop their understanding before a test or assessment

Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

Deepen Staff Understanding on the Purpose of Assessment: a) Visual Representation: Instead of simply creating a common understanding of the Alberta Assessment Consortium visual, engage staff in interactive workshops where they can discuss and apply the visual to real classroom scenarios. Encourage them to reflect on how assessment aligns with diverse learner needs and how it can be used inclusively.

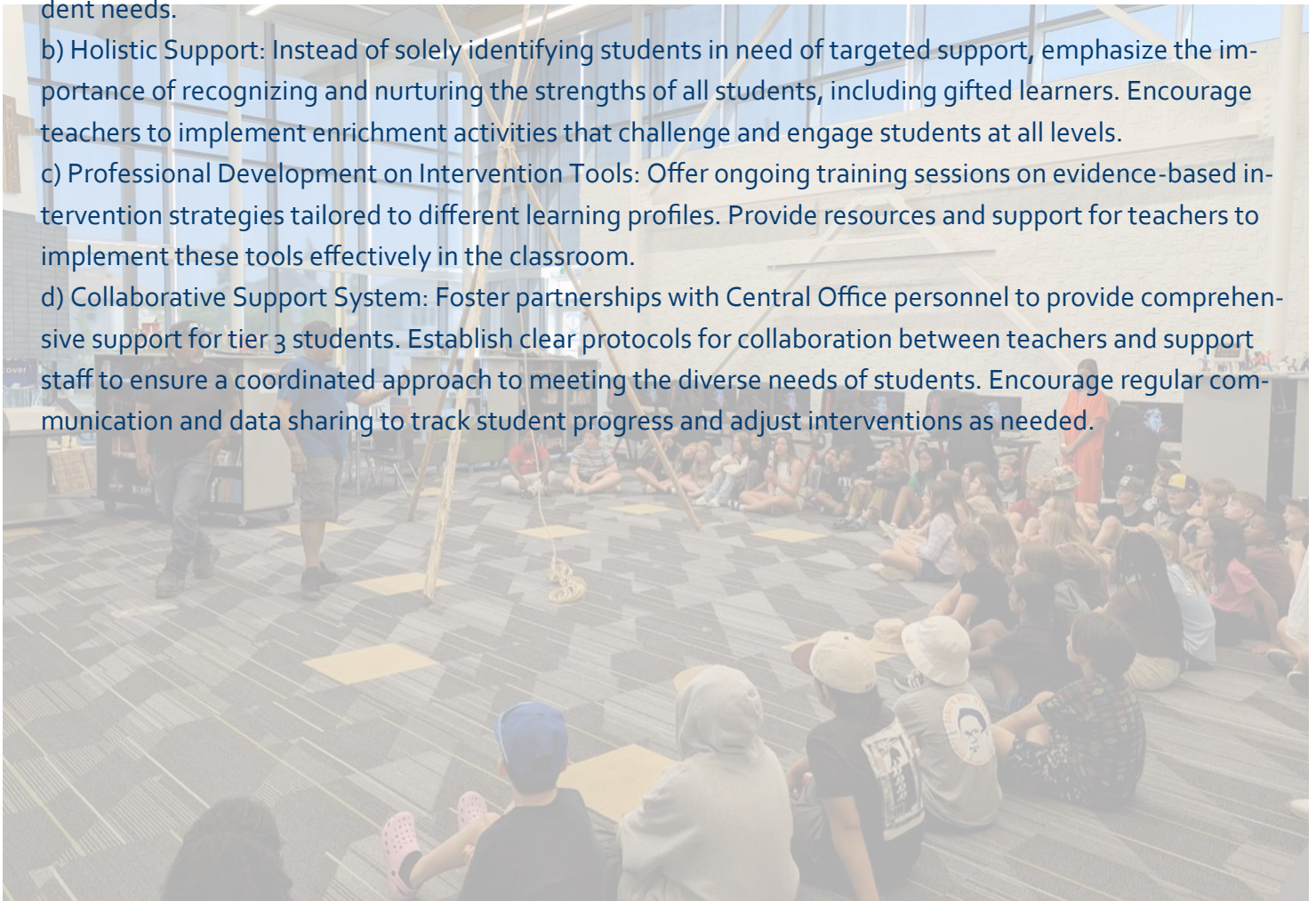
b) Data-Informed Instruction: In addition to analyzing assessment data, provide professional development sessions on differentiated instruction techniques. Equip teachers with strategies to tailor instruction to diverse learning styles, abilities, and cultural backgrounds identified through assessment data.

Create a Data-Driven Culture that Supports All Students: a) Comprehensive Data Analysis: Expand beyond diagnostic assessment data and include formative and summative assessments. Encourage collaborative data analysis sessions where teachers can share insights and best practices for addressing diverse student needs.

b) Holistic Support: Instead of solely identifying students in need of targeted support, emphasize the importance of recognizing and nurturing the strengths of all students, including gifted learners. Encourage teachers to implement enrichment activities that challenge and engage students at all levels.

c) Professional Development on Intervention Tools: Offer ongoing training sessions on evidence-based intervention strategies tailored to different learning profiles. Provide resources and support for teachers to implement these tools effectively in the classroom.

d) Collaborative Support System: Foster partnerships with Central Office personnel to provide comprehensive support for tier 3 students. Establish clear protocols for collaboration between teachers and support staff to ensure a coordinated approach to meeting the diverse needs of students. Encourage regular communication and data sharing to track student progress and adjust interventions as needed.



DOMAIN 4: LEARNING SUPPORTS

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

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.

MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

Enhance Visibility and Engagement: Encourage MDY to leverage social media platforms not only to showcase the school's initiatives like Pink Shirt Day and friendship clubs but also to actively engage parents, students, and the wider community. This could include interactive polls, Q&A sessions with faculty, or spotlighting student achievements to foster a sense of community involvement.

Proactive Risk Assessment: MDY can proactively implement the ARTO Process by conducting regular risk assessments to identify potential threats to student well-being and safety. This involves not only reactive measures but also proactive steps such as training staff to recognize warning signs, implementing early intervention strategies, and fostering open communication channels for reporting concerns.

Strengthening Student Support Systems: Implement and refine the SIVA Model to ensure comprehensive support for students through valued attachments. This could involve regular training sessions for staff to deepen their understanding of attachment theory and how to apply it effectively in their interactions with students. Additionally, consider incorporating peer support programs, mentorship opportunities, and counseling services to provide a holistic support system for students navigating academic and personal challenges.

Strengthen Professional Development: Instead of just sending targeted staff to Mental Health Go-to Educators refresher sessions, MDY will establish a structured mentorship program where experienced staff who have attended these sessions can mentor others. This not only reinforces learning but also fosters a culture of continuous improvement and peer support within the school community.

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)

MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents

STRATEGIES

Enhanced Engagement at Council of School Councils (COSC): Instead of just regular attendance, MDY could actively participate in COSC meetings by contributing insights, sharing experiences, and networking with other school representatives. This active engagement fosters a deeper understanding of effective communication strategies, methods to involve parents in school activities, and techniques for engaging parents in decision-making processes. Additionally, MDY can explore opportunities to host workshops or panels at COSC meetings to share its own successful practices and learn from others.

Enhanced Communication and Stakeholder Engagement: MDY administration will not only model positive communication strategies but also actively seek input from stakeholders regarding school activities and decision-making processes. In addition to weekly newsletters and social media updates, MDY can implement regular feedback mechanisms such as surveys, suggestion boxes, or open forums to gather insights and perspectives from parents, students, and staff. By fostering a culture of inclusivity and collaboration, MDY can ensure that stakeholder voices are heard and valued in shaping the school's direction and initiatives.

Strategic Consultation on Education Plan: MDY will take a proactive approach to consulting stakeholders regarding the Education Plan, ensuring that their input is solicited at key stages of the planning process. This could involve organizing focus groups, advisory committees, or town hall meetings to gather diverse perspectives and ideas.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

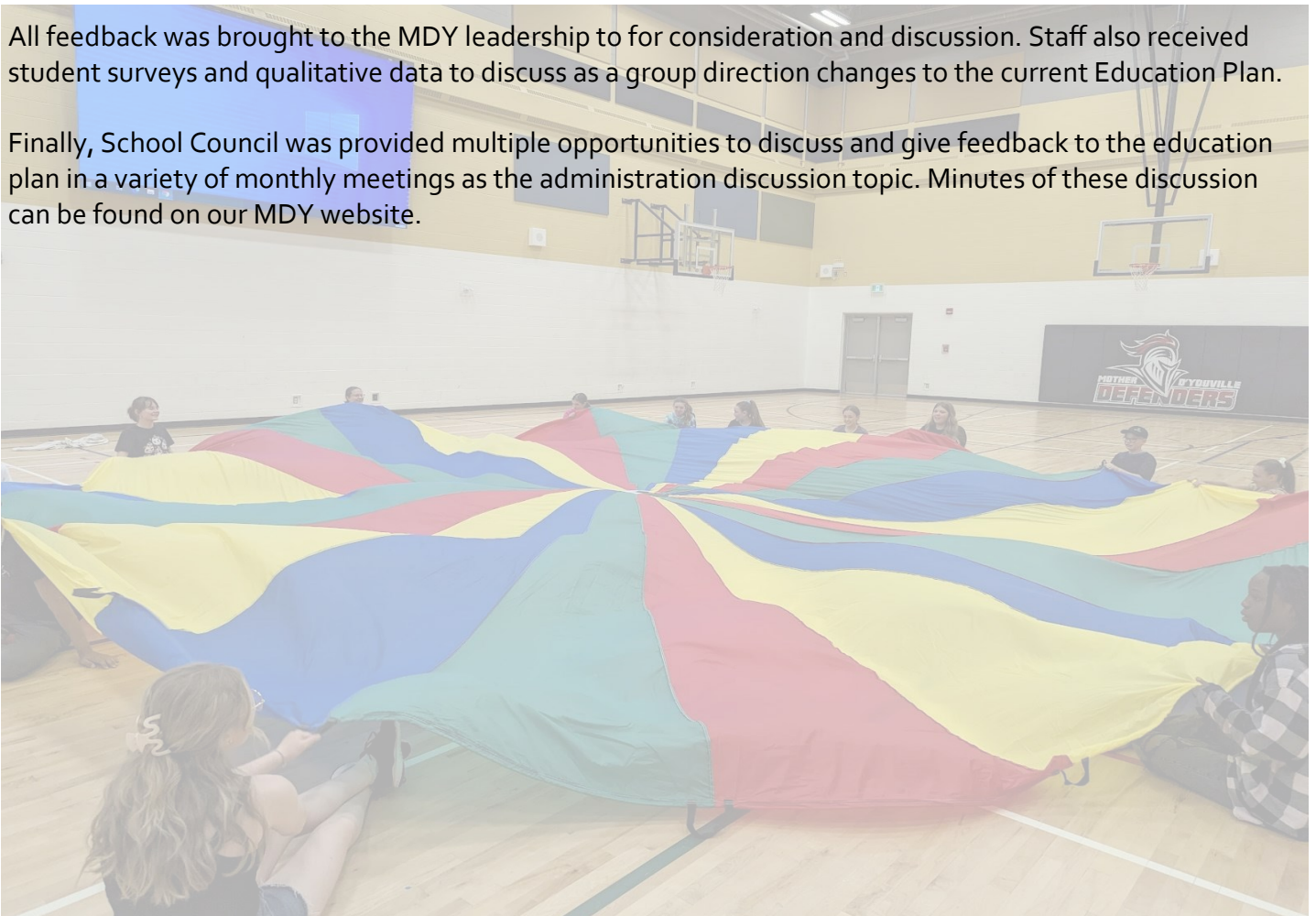
School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans.

All stakeholders— staff, teachers, and students were consulted throughout the process of the Education Plan creation:

- Staff were engaged in a variety of activities throughout professional development plan to provide feedback on key domain. This included activities, survey, and team consultation
- Parents were invited to complete the STAR Catholic survey, Alberta Education Survey, and other surveys based on specific programming (e.g. recreation program). Parents were also invited to evening events at the school to participate as a school community and offer feedback following events.
- Students were consulted through the STAR Catholic and Alberta Education surveys. Students were also provided two opportunities through out the year to describe their connections with peers and adults through our Connection Coverage program. In addition, grades 5-8 were invited to lunch time opportunities to brainstorm ways to improve MDY for the following year

All feedback was brought to the MDY leadership to for consideration and discussion. Staff also received student surveys and qualitative data to discuss as a group direction changes to the current Education Plan.

Finally, School Council was provided multiple opportunities to discuss and give feedback to the education plan in a variety of monthly meetings as the administration discussion topic. Minutes of these discussion can be found on our MDY website.



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2024-2025

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2024 - 2025 BUDGET SPRING LIVE

Mother D'Youville

Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$121,996	4.1%	\$0	0.0%
School Fees - Regular Instruction	\$37,144	1.2%	\$0	0.0%
Base Allocations	\$2,168,728	72.3%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$294,375	9.8%	\$0	0.0%
Faith Development Allocations	\$22,100	0.7%	\$0	0.0%
French Language/Immersion Allocations	\$119,052	4.0%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$9,144	0.3%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$45,260	1.5%	\$0	0.0%
Other Program Allocations	\$21,108	0.7%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$158,813	5.3%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$2,997,719	100%	\$0	100%

Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,178,952	72.7%	\$0	0.0%
Uncertificated Staff	\$583,788	19.5%	\$0	0.0%
Services Contracts and Supplies	\$234,989	7.8%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,997,729	100%	\$0	100%

Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget	\$2,997,719		\$0	
Total Expenditures	\$2,997,729		\$0	
Variance	(\$10)		\$0	