



**Education Plan - St. Thomas Aquinas
Catholic Schools 2024/2025**

School : _____ Mother d'Youville _____



STAR CATHOLIC Division Assurance Plan 2023-2027



School Assurance Plan DIVISION OVERVIEW

Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	1. Staff are provided with faith formation opportunities. 2. Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel. 3. Staff and students witness the gospel. 4. Enhance home, school, and parish relationships.	1. A focus on student mental health and well-being Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence 2. Early Years Literacy & Numeracy Assessments High School Completion* Citizenship* 3. Student learning engagement.	1. Continue to build and develop staff capacity. 2. Foster a culture of collaboration and leadership development. 3. Staff are supported in their wellness. Education Quality *	1. First Nation, Métis, and Inuit students are successful. 2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model. Welcoming, Caring, Respectful, and Safe Learning Environment* Access to supports and services*	Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.
Outcomes:	1. 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. 2. Students will hear, learn, and model their lives guided by faith and the Church. 3. Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity. 4. 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.	1. 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. 2. Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ). 3. Learning improves when students find course content interesting and useful in their everyday lives.	1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities. 2. Staff are provided with structured opportunities to collaborate and to be involved in leadership. 3. When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students. 4. 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.	1. More First Nation, Métis, and Inuit students meet or exceed identified measures. 2. 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. 3. 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. 4. 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.	Parent 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 children'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)



Ecole Mother d'Youville
School Assurance Plan School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #1	
Domain 1:	Grow & Affirm Catholic Identity
Board Priority	Staff are provided with faith formation opportunities.
Outcomes:	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 (link)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Parent Survey:

1. Upheld Dignity of Every Student:
 - École Mother d'Youville: 82% (Current Result), 90% (Previous Year)
 - STAR Catholic Schools: 82% (Current Result), 90% (Previous Year)
2. Insight: Both Star Catholic School Division and École Mother d'Youville have identical current results, but there is a slight drop in École Mother d'Youville satisfaction compared to last year, while STAR Catholic Schools maintain the same result.
Conclusion: École Mother d'Youville is on par with the division in terms of upholding the dignity of each student, but the drop at École Mother d'Youville could indicate a potential area for improvement in parental satisfaction or experience.
3. Opportunities for Prayer and Faith Growth:
 - École Mother d'Youville: 83% (Current Result), 90% (Previous Year)
 - STAR Catholic Schools: 83% (Current Result), 90% (Previous Year)
4. Insight: Again, both Star Catholic School Division and École Mother d'Youville have identical current results. Similar to the dignity measure, both the school and the division have experienced a slight drop from the previous year.
Conclusion: While both Star Catholic School Division and École Mother d'Youville continue to provide strong opportunities for prayer and faith growth, the decrease from the previous year could indicate that these opportunities may need to be more effectively communicated to parents or expanded in some way.

Staff Survey:

1. Upholding Dignity of Every Student:
 - École Mother d'Youville: 100% (Current Result)
 - STAR Catholic Schools: 99% (Current Result)
2. Insight: École Mother d'Youville maintains a perfect score in upholding the dignity of every student, while STAR Catholic School Division is very close at 99%.
Conclusion: Staff show a high level of commitment to upholding student dignity. École Mother d'Youville perfect score suggests particularly strong staff alignment with this value.
3. Prayer with Staff and/or Students:
 - École Mother d'Youville: 100% (Current Result)
 - STAR Catholic Schools: 99% (Current Result)
4. Insight: Both Star Catholic School Division and École Mother d'Youville show strong engagement in regular prayer, with a slight edge for École Mother d'Youville.
Conclusion: Both Star Catholic School Division and École Mother d'Youville foster a strong prayer culture among staff, which is a key part of their mission.
5. Faith Demonstration and Capacity Building:
 - École Mother d'Youville: 100% (Current Result) for demonstrating faith to students and building faith capacity.
 - STAR Catholic Schools: 98% (Current Result) for both measures.
6. Insight: École Mother d'Youville shows stronger engagement in both demonstrating faith and building capacity to permeate faith across school activities.
Conclusion: Staff at École Mother d'Youville have a strong focus on integrating faith into their practices.

Student Survey:

1. Prayer as a Class or School:
 - École Mother d'Youville: 94% (Current Result), 93% (Previous Year)
 - STAR Catholic Schools: 97% (Current Result), 89% (Previous Year)
2. Insight: Both Star Catholic School Division and École Mother d'Youville show strong results. Conclusion: École Mother d'Youville maintains a strong but slightly lower level in this area than STAR Catholic School Division.

	<p>3. Respect from Adults:</p> <ul style="list-style-type: none"> ○ École Mother d'Youville: 91% (Current Result), 84% (Previous Year) ○ STAR Catholic Schools: 92% (Current Result), 75% (Previous Year) <p>4. Insight: Both Star Catholic School Division and École Mother d'Youville show significant improvements in the respect students feel from adults compared to the previous year. The rise in École Mother d'Youville score is particularly notable, increasing from 84% to 91%.</p> <p>Conclusion: Both Star Catholic School Division and École Mother d'Youville are successfully enhancing the level of respect students feel from adults, with notable improvement. Continued focus on building positive student-teacher relationships should remain a priority for École Mother d'Youville School.</p> <hr/> <p>Implications:</p> <p>1. For École Mother d'Youville:</p> <ul style="list-style-type: none"> ○ The school may want to investigate the causes behind the slight decline in parent satisfaction (especially related to dignity and prayer opportunities) and address any gaps. ○ The school could also consider adopting some better communication strategies, including increasing parent communication (through the weekly update, and increased social media improvement to improve the perception of faith opportunities. ○ Respect and Dignity: École Mother d'Youville School has done well in fostering environments where respect and dignity are prioritized. However, École Mother d'Youville's slightly lower score in upholding student dignity among parents could be an area to explore further, perhaps through surveys or focus groups to identify any gaps. ○ Faith Integration: École Mother d'Youville School appears strong in integrating faith into daily practices. However, there's always room to deepen this integration, particularly in the parent engagement at École Mother d'Youville. <hr/> <p>Conclusion:</p> <p>École Mother d'Youville School has strong scores, particularly around faith integration and respect. However, there are areas for improvement, particularly in communication with parents at École Mother d'Youville. This institution should continue to refine and focus on these key areas to enhance their educational environments further.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>1. Continue to deepen staff understanding of central Church teachings in order to support Catholic culture and practices in schools.</p> <ul style="list-style-type: none"> ● Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on scripture and revelation, Church traditions and teachings, belief and reason, science and faith, etc. ● Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass. ● Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development. ● Support administrators and teachers in permeating faith into discipline practices, classroom management and behavior supports. <p>2. Deepen staff understanding of Holy Scripture and how to incorporate it into daily prayer practices.</p> <p>Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on various prayer forms centered on Holy Scripture (Lectio Divina, Ignatian Meditation, praying the Psalms, etc.).</p> <ul style="list-style-type: none"> ● Development of staff and student retreats centered on division faith theme and grade level RE topics/themes. <p>3. Enhance staff capacity in regards to curricular and non-curricular permeation of faith, especially in the areas of science and mathematics.</p> <ul style="list-style-type: none"> ● 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). ● Provide collaboration opportunities for secondary science and mathematics teachers to create resources to support permeation of faith into specific subject classrooms.



Ecole Mother d'Youville Education Plan GOAL #2	
Domain 1:	Grow & Affirm Catholic Identity
Board Priority	Students understand what it means to live in relationship with Jesus Christ
Outcomes:	Students will hear, learn, and model their lives guided by faith and the Church
Measures:	Survey Graphs (link)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Insights to Data:

1. Parent Survey:

Opportunities for Religious Celebrations and Activities:

- École Mother d'Youville:
 - Current Result: 93% (New Question)
 - Previous Year: N/A (New Question)
 - 3-Year Average: N/A (New Question)
- STAR Catholic Schools:
 - Current Result: 95%
 - Previous Year: N/A (New Question)
 - 3-Year Average: N/A (New Question)

Insight: Both Star Catholic School Division and École Mother d'Youville show strong support for religious celebrations and activities. The results suggest that both Both Star Catholic School Division and École Mother d'Youville have a positive perception from parents regarding opportunities for their children to engage in religious activities.

Conclusion: The differences between Star Catholic School Division and École Mother d'Youville are marginal, indicating that both are likely offering strong programs and opportunities for religious participation. However, École Mother d'Youville might benefit from understanding why STAR Catholic Schools have a slightly higher percentage of parent satisfaction in this area.

Implication: For École Mother d'Youville, considering strategies to communicate and increase visibility of religious events and activities could improve parent satisfaction in this area.

2. Staff Survey (Teachers):

Faith Integration in Teaching:

- Teachers help students understand how faith can guide their lives:
 - École Mother d'Youville: 100% (Current), 95% (Previous Year), 98% (3-Year Average)
 - STAR Catholic Schools: 97% (Current), 98% (Previous Year), 98% (3-Year Average)

Insight: École Mother d'Youville has a perfect score (100%) this year in helping students understand how faith can guide their lives, which is higher than STAR Catholic Schools Division at 97%. This could reflect a strong commitment from the teachers at École Mother d'Youville toward faith integration in their teaching practices.

Conclusion: École Mother d'Youville has a slight edge in faith integration as perceived by their staff, and is excelling in ensuring faith is central to teaching. École Mother d'Youville appears to have consistent alignment in this area.

Implication: École Mother d'Youville should continue their efforts to maintain this high level of faith-guided teaching.

Opportunities for Religious Celebrations:

- École Mother d'Youville: 100% (Current)

- STAR Catholic Schools: 99% (Current)

Insight: Both Star Catholic School Division and École Mother d'Youville show strong results, with École Mother d'Youville slightly ahead at 100%. This indicates that staff has ample opportunities to participate in religious events. École Mother d'Youville has fully captured this opportunity among its teachers.

Conclusion: Both Star Catholic School Division and École Mother d'Youville offer excellent opportunities for staff to engage in religious activities. École Mother d'Youville has a perfect score.

Implication: École Mother d'Youville should continue to ensure that religious celebrations are a key part of staff culture, fostering a supportive environment for teachers to spiritually connect with their students and colleagues.

3. Student Survey:

Learning About Faith and God at School:

- École Mother d'Youville:
 - Current Result: 99% (Current), 95% (Previous Year)
 - 3-Year Average: 99% (Current), 95% (Previous Year)
- STAR Catholic Schools:
 - Current Result: 97%
 - Previous Year: 96%

Insight: École Mother d'Youville shows very high satisfaction with 99% of students indicating that they learn about faith and God at school, while STAR Catholic Schools is slightly behind at 97%. This reflects strong faith formation at both, with École Mother d'Youville slightly ahead.

Conclusion: Both Star Catholic School Division and École Mother d'Youville are very successful in providing opportunities for students to learn about faith and God.

Implication: École Mother d'Youville should continue to uphold these successful programs.

Teachers and Students Speaking About Faith:

- École Mother d'Youville:
 - Current Result: 93% (Current), 70% (Previous Year)
 - 3-Year Average: 93% (Current), 70% (Previous Year)
- STAR Catholic Schools:
 - Current Result: 94% (Current), 82% (Previous Year)
 - 3-Year Average: 94% (Current), 82% (Previous Year)

Insight: Both Star Catholic School Division and École Mother d'Youville have made significant improvements from the previous year in fostering an environment where faith is spoken about between teachers and students. École Mother d'Youville has shown a substantial increase (from 70% to 93%), while STAR Catholic Schools has also improved (from 82% to 94%).

Conclusion: Both show notable growth in fostering an environment where faith is discussed between teachers and students. This indicates that both Star Catholic School Division and École Mother d'Youville are succeeding in promoting open dialogue about faith.

Implication: École Mother d'Youville should explore what contributed to the large increase in this metric and consider sharing best practices with STAR Catholic Schools. STAR Catholic Schools should continue to nurture this dialogue to further strengthen the faith culture.

Opportunities for Religious Celebrations and Activities:

- **École Mother d'Youville:**
 - Current Result: 83% (Current), 82% (Previous Year)
- **STAR Catholic Schools:**
 - Current Result: 92% (Current), 92% (Previous Year)

Insight: STAR Catholic Schools are significantly ahead of École Mother d'Youville when it comes to the opportunities for students to participate in religious celebrations and activities (92% compared to 83%). École Mother d'Youville shows slight improvement from the previous year (82% to 83%), but STAR Catholic Schools have maintained a higher percentage.

Conclusion: STAR Catholic Schools are outperforming École Mother d'Youville in providing students with religious celebration opportunities, and École Mother d'Youville may benefit from evaluating how it can enhance these opportunities.

Implication: École Mother d'Youville should consider increasing or diversifying opportunities for student participation in religious celebrations and activities. STAR Catholic Schools should continue maintaining and strengthening these opportunities.

Overall Insights and Recommendations:

- **Faith Integration:** Both Star Catholic School Division and École Mother d'Youville show excellent results in integrating faith into daily life, with École Mother d'Youville having a slight edge in certain areas, such as helping students understand how faith can guide their lives.
- **Religious Celebrations:** STAR Catholic Schools have a stronger perception among students about the opportunities for participation in religious celebrations. École Mother d'Youville may need to explore why this is the case and make adjustments to enhance student involvement.
- **Staff Engagement:** Both Star Catholic School Division and École Mother d'Youville have excellent engagement in terms of staff participation in religious celebrations and activities. This is a key area where both schools perform well.

Conclusion:

Both Star Catholic School Division and École Mother d'Youville are performing very well overall in terms of faith education, teacher and student engagement, and religious celebrations. École Mother d'Youville may want to focus on enhancing religious celebrations for students and parents, while STAR Catholic Schools should continue to capitalize on their strengths in creating a dialogue about faith between teachers and students.

<p>Responding to the Data:</p> <p><i>Implementation Plan & Strategies:</i></p>	<p>Ensure Access to Engaging Religious Education:</p> <ul style="list-style-type: none"> ● Student Involvement: Empower students to actively plan and celebrate religious feasts, encouraging ownership and deeper faith engagement. ● Practical Curriculum: Emphasize practical application, service, and integration into daily life through real-life examples and case studies. ● Parish Connection: Strengthen ties with St. Vital Parish through regular visits with the parish priest and deacon for spiritual guidance. <p>Promote Student Involvement in Liturgical Life:</p> <ul style="list-style-type: none"> ● Training Programs: Create structured training for students and staff in liturgical roles, ensuring preparation and enthusiasm. ● Mass Engagement: Offer learning opportunities to deepen understanding of the Mass with workshops, speakers, and multimedia presentations. ● Prayer Leadership: Empower students to lead and participate in prayer across various platforms, fostering creativity and inclusivity. ● Faith-Leadership Teams: Develop student faith-leadership teams within the House System to organize and lead religious events. <p>Support Grade-Level Retreats:</p> <ul style="list-style-type: none"> ● Annual Retreats: Ensure annual retreats aligned with "STAR Catholic Best Practices," tailored to different age groups for personal and spiritual growth. ● Curriculum Integration: Align retreats with religious education themes and division-wide focuses like virtues or social justice to reinforce learning.
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Ecole Mother d'Youville Education Plan GOAL #3	
Domain 1:	Grow & Affirm Catholic Identity
Board Priority	Staff and students witness the gospel
Outcomes:	Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity.
Measures:	Survey Graphs (link)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025


Insights to Data:

1. Parent Survey:

Helping Those Less Fortunate (Charity, Good Works, Social Justice):

- **École Mother d'Youville:**
 - **Current Result:** 77%
 - **Previous Year Result:** 85%
 - **3-Year Average:** 81%
- **STAR Catholic Schools:**
 - **Current Result:** 86%
 - **Previous Year Result:** 83%
 - **3-Year Average:** 85%

Insight:

- *École Mother d'Youville has seen a noticeable decline in this area, dropping from 85% the previous year to 77% this year, which is also lower than the 3-year average (81%).*

Conclusion:

- *École Mother d'Youville might need to investigate the reasons behind the decline in parent satisfaction regarding how the school helps those less fortunate. This could reflect a change in how parents perceive the school's efforts or a potential decrease in visible charitable activities.*

Implication:

- *For École Mother d'Youville, it may be helpful to re-engage with parents, evaluate what activities or initiatives are being under communicated or reduced, and potentially increase focus on charity and social justice to align with parent expectations.*
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2. Staff Survey (Teachers):

Helping Those Less Fortunate (Charity, Good Works, Social Justice):

- **École Mother d'Youville:**
 - **Current Result:** 100%
 - **Previous Year Result:** 100%
 - **3-Year Average:** 100%
- **STAR Catholic Schools:**
 - **Current Result:** 99%
 - **Previous Year Result:** 99%
 - **3-Year Average:** 98%

Insight:



- *École Mother d'Youville has a perfect score (100%) in this area across all years, indicating unanimous agreement among staff that the school is doing well in helping those less fortunate.*

Conclusion:

- *École Mother d'Youville has very positive perceptions from staff regarding their commitment to social justice, charity, and helping those less fortunate. École Mother d'Youville stands out with a perfect score.*

Implication:

- *École Mother d'Youville should continue leveraging the strengths of its staff's high satisfaction in this area.*
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3. Student Survey:

Helping Those Less Fortunate (Charity, Good Works, Social Justice):

- **École Mother d'Youville:**
 - **Current Result: 94%**
 - **Previous Year Result: 94%**
 - **3-Year Average: 94%**
- **STAR Catholic Schools:**
 - **Current Result: 96%**
 - **Previous Year Result: 92%**
 - **3-Year Average: 92%**

Insight:

- *École Mother d'Youville maintains a high and consistent score of 94% over the past three years, reflecting strong student satisfaction with the school's initiatives to help those less fortunate.*

Conclusion:

- *École Mother d'Youville shows strong results in terms of student engagement in charity, good works, and social justice.*
- *École Mother d'Youville is stable and consistent in student satisfaction.*

Implication:

- *École Mother d'Youville could investigate STAR Catholic Schools Division's recent improvement in student satisfaction and explore whether there are specific activities or initiatives that have led to this increase. This might include better communication or visibility of social justice activities.*
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Overall Insights and Recommendations:

1. Parent Engagement in Social Justice:

- *École Mother d'Youville* has experienced a significant decline in parent satisfaction with their charity and social justice programs, while **STAR Catholic Schools** have seen a small but consistent improvement. The gap between the two is more evident in the parent survey.
- **Implication for École Mother d'Youville:** The school may need to investigate the reasons behind the decline in satisfaction and possibly re-engage parents through improved communication, visibility of charitable activities, or new initiatives that align more with the parents' expectations.

2. Staff Perception:

- Both **École Mother d'Youville** and **STAR Catholic Schools** have high scores (100% for *École Mother d'Youville* and 99% for **STAR Catholic Schools**) in how staff perceive their efforts to help those less fortunate.
- **Implication: École Mother d'Youville** is doing well in engaging staff in social justice and charity activities.

3. Student Engagement:

- *École Mother d'Youville* shows consistent student satisfaction.
- **Implication for École Mother d'Youville:** The school may want to investigate how **STAR Catholic School Division** has achieved their improvement, which could involve enhancing student involvement in charity initiatives or highlighting the impact of these efforts more effectively.

Conclusion:

While both **École Mother d'Youville** and **STAR Catholic Schools** are performing strongly in terms of helping those less fortunate, there are areas for improvement:

- *École Mother d'Youville* needs to address the decline in parent satisfaction and explore how to further engage students and parents in charity and social justice programs.

By continuing to strengthen and highlight their charitable efforts, both schools can further enhance their community impact and align with the values of charity, good works, and social justice.

SOCIAL JUSTICE PROJECTS

- *Beaumont/Nisku Christmas Elves Toy Drive Collection*
- *Sister School Charitable Fundraisers Kandubai Primary School(Chalice)*
- *Terry Fox Cancer Charity Fundraiser*
- *Catholic Social Services Toiletries Bag for Lurana Shelter*
- *Leduc and District Fall Food Drive*

<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>Develop Understanding of Virtues and Christian Anthropology:</p> <p>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.</p> <p>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.</p> <p>Enhance Use of STAR Catholic Guide for Charity and Social Justice Projects:</p> <p>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.</p> <p>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.</p> <p>c) Establish connections with Catholic service organizations to enrich project initiatives and create opportunities for collaboration, networking, and resource-sharing.</p> <p>Support Staff in Planning Charity and Social Justice Projects:</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Ecole Mother d'Youville Education Plan GOAL #5	
Domain 2:	Student Growth and Achievement
Board Priority	A focus on mental health and well-being
Outcomes:	When we support mental health, we support student success. Student in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.
Measures:	Survey Graphs (link)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025


Insights to Data:

1. Staff Survey (Teachers)

a. Developing Trusting Relationships with Students:

- École Mother d'Youville: 100% (Current)
- STAR Catholic Schools: 99% (Current)

Insight: Both École Mother d'Youville and STAR Catholic Schools show very high scores, with École Mother d'Youville slightly ahead at 100%. This suggests that teachers at École Mother d'Youville feel confident in their ability to develop strong, trusting relationships with students.

Conclusion: École Mother d'Youville has a very strong foundation of trust between teachers and students, which is crucial for effective learning and student well-being.

Implication: École Mother d'Youville should continue to prioritize building and maintaining these trusting relationships. École Mother d'Youville has a perfect score here.

b. Supporting the Social and Emotional Well-being of Students:

- École Mother d'Youville: 100% (Current), 91% (Previous Year), 96% (3-Year Average)
- STAR Catholic Schools: 95% (Current), 91% (Previous Year), 93% (3-Year Average)

Insight: École Mother d'Youville shows a perfect score (100%) in supporting the social and emotional well-being of students, which is an improvement over the previous year's result of 91%. STAR Catholic Schools also perform well (95%), but they are slightly behind École Mother d'Youville.

Conclusion: École Mother d'Youville is very capable of supporting students' social and emotional needs. The improvement at École Mother d'Youville suggests they may have implemented more effective strategies or resources in the past year.

Implication: École Mother d'Youville should investigate what has contributed to the improvement in their score and continue those practices, and could look into ways to further enhance support for students' emotional well-being, such as expanding mental health resources or providing more professional development in this area.

c. Supporting Student Regulation:

- École Mother d'Youville: 95% (Current)
- STAR Catholic Schools: 91% (Current)

Insight: École Mother d'Youville has a stronger score (95%) compared to STAR Catholic Schools (91%) in effectively supporting student regulation. This indicates that École Mother d'Youville may have more established or effective practices in this area.

Conclusion: École Mother d'Youville is able to support student regulation effectively.

Implication: École Mother d'Youville is using strong strategies and interventions to support student regulation, particularly focusing on classroom management or emotional regulation techniques. Sharing practices between schools could be beneficial.

d. Internal Supports and Structures for Social and Emotional Well-being:

- École Mother d'Youville: 89% (Current)
- STAR Catholic Schools: 98% (Current)

Insight: STAR Catholic Schools has a significantly higher score (98%) regarding internal supports and structures to assist students with their social and emotional well-being, compared to École Mother d'Youville at 89%.

Conclusion: École Mother d'Youville may need to invest in or improve its internal systems or resources related to supporting student mental health and well-being.

Implication: École Mother d'Youville should evaluate its current internal supports for students' social and emotional needs, and consider expanding resources such as counseling services, peer support programs, or professional development for staff.

e. Use of The Third Path Framework:

- École Mother d'Youville: 80% (Current)
- STAR Catholic Schools: 80% (Current)

Insight: Both schools have the same score (80%) in the use of The Third Path framework to support students. École Mother d'Youville is utilizing the Third Path Framework but could work towards better increasing this domain.

Conclusion: The use of The Third Path framework is a shared strength between both École Mother d'Youville and STAR Catholic School Division, but 80% suggests that there may be room for more comprehensive implementation or training to improve staff proficiency with this framework.

Implication: Both could benefit from additional training or professional development to increase staff familiarity with The Third Path framework and ensure it is being used as effectively as possible. This could improve both the overall support for students' social, emotional, and academic development.

2. Staff Survey (Support)

a. Developing Trusting Relationships with Students:

- École Mother d'Youville: 100% (Current)
- STAR Catholic Schools: 100% (Current)

Insight: Both École Mother d'Youville and STAR Catholic Schools have perfect scores in this area, which indicates that support staff at both feel confident in their ability to build trusting relationships with students.

Conclusion: Trusting relationships are a clear strength for both École Mother d'Youville and STAR Catholic School Division and support staff are as capable as teachers in this regard.

Implication: Both École Mother d'Youville and STAR Catholic School Division should continue to ensure that support staff are actively engaged in fostering positive relationships with students, as these relationships are critical to overall student success.

b. Supporting the Social and Emotional Well-being of Students:

- École Mother d'Youville: 100% (Current)
- STAR Catholic Schools: 97% (Current)

Insight: École Mother d'Youville achieves a perfect score (100%), while STAR Catholic Schools are slightly behind at 97%. This indicates that École Mother d'Youville is highly effective in supporting the social and emotional well-being of students from the perspective of support staff.

Conclusion: Both École Mother d'Youville and STAR Catholic School Division perform excellently in this area, with École Mother d'Youville slightly ahead. This could reflect the presence of well-integrated systems and support networks.

Implication: École Mother d'Youville should continue to work on various opportunities to improve support staff's ability to address students' emotional needs.

c. Supporting Student Regulation:

- École Mother d'Youville: 100% (Current)
- STAR Catholic Schools: 89% (Current)

Insight: École Mother d'Youville has a perfect score (100%) in supporting student regulation, while STAR Catholic Schools has a lower score (89%). This suggests that École Mother d'Youville has more effective strategies or resources for supporting student regulation in the context of support staff.

Conclusion: École Mother d'Youville is excelling in this area, and has strong strategies for helping students regulate their behavior or emotions.

Implication: École Mother d'Youville has implemented strong practices in supporting student regulation and considering additional professional development for support staff to enhance student regulation strategies.

d. Internal Supports and Structures for Social and Emotional Well-being:

- École Mother d'Youville: 80% (Current)
- STAR Catholic Schools: 85% (Current)

Insight: STAR Catholic Schools again have a higher score (85%) than École Mother d'Youville (80%) in terms of the presence of internal supports for social and emotional well-being. École Mother d'Youville should review how they can add more robust systems in place to support students' mental health.

Conclusion: École Mother d'Youville may need to strengthen their internal systems or improve the visibility and accessibility of these resources.


Implication: École Mother d'Youville should assess the effectiveness of its internal support structures and consider enhancing them.

e. Use of The Third Path Framework:

- École Mother d'Youville: 80% (Current)
- STAR Catholic Schools: 68% (Current)

	<p>Insight: École Mother d'Youville scores higher (80%) than STAR Catholic Schools (68%) in using The Third Path framework. This indicates that École Mother d'Youville is well on its way to consistently using the The Third Path Framework as a means of supporting the division's platform to support mental health.</p> <p>Conclusion: École Mother d'Youville current score in this area, could indicate a stronger commitment or training around this model.</p> <p>Implication: École Mother d'Youville should continue to work on developing and examining their potential in this area as means to further mental health policies within the school.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>Year-long Focus on Wellness:</p> <ul style="list-style-type: none"> a) Develop a comprehensive wellness program with activities like mindfulness sessions, wellness challenges, and mental health speaker events. b) Connection Coverage Expansion: Expand the Connection Coverage program for regular check-ins between staff and students to build meaningful relationships. c) Third Path Framework: Reinforce the Third Path principles, focusing on balanced well-being and supportive relationships for success. d) Build Student-Staff Connectivity: Create opportunities for student-staff connections through extracurriculars, mentorships, and community service. e) Mental Health Support Staff: Identify and train staff as mental health resources, offering ongoing professional development. f) Family School Liaison Worker (FSLW) Support: Provide comprehensive training and resources to the FSLW for effective student and family support. g) Social-Emotional Development: Offer ongoing professional development for teachers in social-emotional learning (SEL) and provide classroom support. h) Resilience Building: Implement resilience-building programs like mindfulness, problem-solving workshops, and peer support groups. i) Trauma-Informed Practices: Train all staff on trauma-informed practices to create a supportive learning environment. j) Test-Taking Strategies: Teach test-taking strategies and stress management to reduce student anxiety during assessments. k) Teacher Mental Health Training: Equip teachers with strategies to support student mental health, including interventions and referrals.

Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #6	
Domain 2:	Student Growth and Achievement
Provincial Achievement Tests	
Provincial Goal	PAT Acceptable/Excellence
Background	<p>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.</p> <p>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.</p>
Results Report Components	
Data & Insights	<p> Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025</p>

Insights to Data:

English Language Arts (ELA) 6

- École Mother d'Youville consistently performs at or near 95% for Acceptable, with Excellence rates around 18-20% in the 2022 and 2023 data.
- STAR Catholic Schools show a decline in performance from 86.7% in 2022 to 83.7% in 2023 for Acceptable. The Excellence rate also improved slightly.
- Alberta shows similar trends to STAR Catholic Schools, with a slight decline in Acceptable from 76.1% to 76.2%. The Excellence rate remains stable at 18.4%.

Insight: École Mother d'Youville has consistently outperformed both STAR Catholic Schools, and Alberta with a high rate of excellence and a relatively low failure rate, suggesting strong internal instructional quality.

French Language Arts (6e année)

- École Mother d'Youville sees a notable shift in performance between 2022 and 2023. While Acceptable improved from 77.8% in 2022 to 90.0% in 2023, the Excellence rate increased from 0% to 25%.
- STAR Catholic Schools has a consistent performance with 65% Acceptables in 2022 and 84.2% in 2023, and the failure rate shows a moderate increase.
- Alberta experiences a smaller improvement in Acceptables (from 76.9% to 77.6%) and a marginal decrease in failure rate.

Insight: While there is an improvement in Acceptables, École Mother d'Youville shows a sharp increase in Excellence in 2023, suggesting strength in consistency, while demonstrating strong overall performance.

Mathematics 6

- École Mother d'Youville shows a significant dip in 2022 to 63.3% Acceptables, with a very low failure rate of 1.3%. However, by 2023, the Acceptable percentage rebounded to 82.6%, and the Excellence rate slightly increased.
- STAR Catholic Schools and Alberta both experience consistent results, with STAR Catholic Schools seeing a slight improvement in 2023.

Insight: École Mother d'Youville demonstrates a significant fluctuation in performance, possibly indicating changes in instructional quality or test difficulty. Still, they rebound in 2023 is a positive sign, indicating efforts to address any issues.

Science 6

- École Mother d'Youville shows consistent Acceptable rates (86.1%) in both 2021 and 2022, with a noticeable drop in 2023 to 73.9%. The Excellence rate increased to 27.5%.
- STAR Catholic Schools have a similar drop, and Alberta also shows declining trends in Acceptables and increasing rates of Excellence.

Insight: There is a clear downward trend in science performance across all levels, particularly for the school in 2023, where the failure rate significantly increased. This may suggest an area that requires targeted improvement.

Social Studies 6

- École Mother d'Youville consistently shows strong performance, with the percentage of students achieving Acceptable ranging from 79.7% to 95% between 2021-2023 and relatively stable rates of excellence
- STAR Catholic Schools and Alberta see more variability, but École Mother d'Youville continues to outperform them in 2023.

Insight: The school demonstrates a stable and positive performance in Social Studies, with minimal fluctuation in percentages in both Acceptable and Excellence compared to other subjects. This could suggest that the school's approach to this subject is particularly effective.

English Language Arts 9

- École Mother d'Youville sees a decline in performance from 89.6% Acceptable percentage in 2022 to 82.0% in 2023. The rate of students achieving a level of Excellence remains relatively low at about 13%.
- STAR Catholic Schools and Alberta also show a slight decline in performance.

Insight: The decline in performance at the school is similar to the province and authority trends. This could be related to changing standards or shifts in instructional practices, but the percentage of students achieving Excellence remains low, which is a negative outcome and needs to be addressed.

Mathematics 9

- École Mother d'Youville performance remains low in comparison to other subjects, with the Acceptable percentage fluctuating between 57.1% and 60.3%, while the percentage of Excellence remains high at 21.4% in 2019 and 8.6% in 2023.
- STAR Catholic Schools and Alberta show similar results, with some decline in Acceptable percentages over the years.

Insight: Mathematics 9 is a subject area of concern, with consistently low Acceptable percentages across all groups. The high failure rates in the past (21.4%) and even the lower rates in 2023 (8.6%) suggest that this subject requires focused attention to improve student outcomes.

Science 9

- École Mother d'Youville performance sees a significant decline from 89.3% A's in 2019 to 72.9% in 2022 and 73.8% in 2023, with failure rates remaining relatively low.
- STAR Catholic Schools and Alberta see similar trends, but performance remains more stable compared to École Mother d'Youville.

Insight: There is a noticeable drop in school performance in Science 9, though the failure rate is lower than other subjects. This drop might indicate challenges in keeping up student engagement or ensuring mastery of the content.

Social Studies 9

- École Mother d'Youville shows a decline from 71.4% A's in 2019 to 56.3% in 2022, followed by a recovery to 63.9% in 2023. The failure rate has also fluctuated but remains relatively stable.
- STAR Catholic Schools and Alberta see a similar trend of declining performance, though the school is slightly above the provincial and authority averages.

Insight: While Social Studies 9 shows some improvement in 2023, the overall trend of decline suggests this is another area for potential intervention. It also shows that the school is relatively better than the province and authority but still struggling with consistency.

General Trends & Implications

1. **Consistency in High-Performing Subjects:** English Language Arts (both 6 and 9) and Social Studies (6) seem to be areas where École Mother d'Youville outperforms the authority and province consistently. The school could leverage best practices from these subjects to improve others.
 2. **Mathematics and Science Challenges:** These two subjects, especially in grades 6 and 9, demonstrate significant fluctuation in performance. In particular, Mathematics 9 and Science 6 show declining trends, signaling a need for intervention, possibly involving curriculum revision or teaching methodologies.
 3. **Declining Performance in Upper Grades:** The trend across both 9th-grade subjects shows declines, especially in Social Studies and Mathematics. This suggests that as students progress through school, performance may be impacted by a variety of factors such as increased academic difficulty or reduced support.
 4. **Opportunities for Improvement:** Identifying key subjects and grades with performance gaps, particularly Mathematics and Science, should be a priority. École Mother d'Youville may need additional resources, interventions, or targeted instructional strategies in these subjects.
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Conclusions

- École Mother d'Youville generally performs above provincial and authority averages in most subjects, especially in English Language Arts and Social Studies.
- École Mother d'Youville struggles in Mathematics and Science, particularly in grades 6 and 9, where the decline in performance could be indicative of systemic challenges that need to be addressed.
- Continuous improvement efforts in Science and Mathematics are recommended, with a focus on strengthening instructional methods, student engagement, and addressing curriculum gaps.

By analyzing the above trends, the school can take targeted actions to address weaker subject areas and sustain strong performance in others.

<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #7	
Domain 2:	Student Growth and Achievement
Provincial Goal	Citizenship
Background	Background: Active citizenship produces motivated and responsible learners and enables students to make a posi-tive 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..
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Insights to Data:

Overall Satisfaction Trends

- École Mother d'Youville: Satisfaction ranged from 76.5% in 2020 to 85.1% in 2022, and slightly decreased to 78.1% in 2023.
- STAR Catholic School Division: Satisfaction was relatively high across all years, peaking at 88.3% in 2022, with slight fluctuations (ranging from 86.4% in 2023 to 88.3% in 2022).
- Alberta: Satisfaction remains fairly stable, with a slight decline over the years (from 82.9% in 2019 to 80.3% in 2023).

Insight: École Mother d'Youville has shown fluctuating but generally high satisfaction levels, with a significant dip in 2023 compared to 2022. STAR Catholic Schools satisfaction has remained consistently higher than the school and has also outpaced provincial satisfaction levels. Province satisfaction is relatively stable but shows a slight decline over time.

2. Breakdown of Satisfaction by Group (Teachers, Parents, Students)

Teachers

- 2019: 91.8%
- 2020: No data.
- 2021: 91.8%
- 2022: 97.9%
- 2023: 87.5%
- Trend: Teachers' satisfaction was quite high, particularly in 2022, but declined sharply in 2023.
- Provincial/Authority Comparison: Teachers in the authority and province had satisfaction rates of 94-97% across the years, slightly higher than the school in 2023.

Insight: Teacher satisfaction was generally high but experienced a decline in 2023. This drop could indicate a shift in perception regarding students modeling active citizenship, potentially influenced by changes in curriculum, student behavior, or other factors.

Parents

- 2019: 76.8%
- 2020: 81.7%
- 2021: 71.4%
- 2022: 86.5%
- 2023: 82.9%
- Trend: Parent satisfaction has fluctuated significantly, with the lowest point in 2021 (71.4%) and the highest in 2022 (86.5%). However, satisfaction returned to a solid level of 82.9% in 2023, though still below 2022.
- Provincial/Authority Comparison: Parents in the province have a generally high satisfaction level (79-85%) over the years, though slightly lower than the school's in 2022. Authority satisfaction levels are high, consistently in the 80s.

Insight: Parent satisfaction is more volatile than other groups, with a significant drop in 2021. The fluctuations might be attributed to varying perceptions of active citizenship and engagement, possibly linked to changes in school culture or societal factors.

Students

- 2019: 71.3%
- 2020: 71.3%
- 2021: 68.8%
- 2022: 70.9%
- 2023: 64.0%
- Trend: Student satisfaction has consistently been lower than both teacher and parent satisfaction, with a significant drop in 2023 (64.0%).
- Provincial/Authority Comparison: Student satisfaction at the school has generally been lower than the authority (79-80% in past years) and province (73-80%), but it dropped sharply in 2023, making it a concern.

Insight: The declining satisfaction among students in 2023 suggests a growing disconnect or dissatisfaction with how they perceive their role in modeling active citizenship. This could be due to a variety of factors, including changes in the school environment, a perceived lack of opportunity for engagement, or dissatisfaction with curriculum or school culture.

3. Key Insights

- Overall Satisfaction Decline (2023): Satisfaction in 2023 shows a decline across most groups, particularly students. The significant drop in student satisfaction, from 70.9% in 2022 to 64.0% in 2023, stands out as a key concern. This trend suggests there may be issues affecting student engagement or perception of their involvement in active citizenship.
- Teacher Satisfaction Spike in 2022: There was a notable peak in teacher satisfaction in 2022, which then dropped in 2023. This spike may have been due to temporary improvements in school culture or initiatives focused on citizenship, but the subsequent drop suggests these improvements were not sustained.
- Fluctuating Parent Satisfaction: Parents seem to have fluctuating views on students modeling active citizenship, with a marked improvement in 2022 followed by a return to mid-80s satisfaction levels in 2023. This fluctuation may reflect external factors like societal influences or changes in how the school communicates its efforts toward citizenship education.
- Authority and Provincial Consistency: Both authority and provincial satisfaction remained relatively consistent and high across the years, particularly when compared to the school. This suggests that the school may face unique challenges that are not affecting broader educational systems as much, or it may be struggling to align with the broader goals for active citizenship modeled by other educational jurisdictions.

4. Conclusions

- School vs. Authority/Province Performance: The school performs at a similar level to the authority and province in terms of satisfaction but experiences more significant fluctuations, particularly in 2023. This could indicate that while overall satisfaction is high, there are areas for improvement or inconsistency within the school.
- Focus on Students: The marked decline in student satisfaction in 2023 suggests the school needs to investigate the reasons behind this drop. Understanding the specific factors affecting students' perceptions of active citizenship could provide valuable insights for improving engagement and satisfaction in the future.
- Teacher Satisfaction is a Strength: Teacher satisfaction remained high for most of the years, though it declined in 2023. This could indicate that teachers feel positively about the active citizenship initiatives, but there may be gaps between what teachers observe and how students and parents perceive the outcomes.

Implications

	<ul style="list-style-type: none"> ● Actionable Focus on Student Engagement: The sharp drop in student satisfaction could be addressed by increasing student involvement in citizenship activities and ensuring they have meaningful opportunities to model these behaviors. Creating more hands-on, real-world engagement opportunities for students might be key to improving their perception of active citizenship. ● Sustaining Teacher Enthusiasm: The drop in teacher satisfaction in 2023 should be explored further. It may be important to investigate whether any changes in curriculum, expectations, or school climate contributed to this decline, and how to maintain teacher morale and involvement in fostering citizenship. ● Parent Communication and Involvement: Given the fluctuations in parent satisfaction, the school may need to better communicate the value and impact of its active citizenship programs to parents. Ensuring parents are involved and aware of their children's citizenship efforts could lead to higher satisfaction and greater support for the school's initiatives. <hr/> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Survey Students for More Specific Feedback: To understand the reasons behind the decline in student satisfaction, the school could conduct targeted surveys or focus groups to gather more specific feedback on what students feel is lacking in terms of citizenship education and engagement. 2. Enhance Citizenship Programs: Building on the high levels of teacher satisfaction, the school should examine its citizenship programs and identify how these can be made more engaging for students, perhaps by incorporating more peer-led initiatives or real-world community involvement. 3. Address Fluctuating Parent Satisfaction: More consistent communication with parents about the school's efforts to foster active citizenship could help stabilize their satisfaction levels. Offering workshops or involvement opportunities could strengthen parent-school partnerships. <p>By focusing on these areas, the school can enhance its programs and improve satisfaction rates across all groups in the future.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #8	
Domain 2:	Student Growth and Achievement
Provincial Goal	Student Learning Engagement
Background	Background: learning improves when students find course content interesting and useful in their everyday lives.
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Insights to Data:

1. Overall Satisfaction Trends

- École Mother d'Youville: Satisfaction with student engagement has generally been high, with 80% in 2023, which is a slight drop from 85.2% in 2022.
- STAR Catholic Schools: Satisfaction at the authority level remained consistently high, with slight variation, peaking at 89.3% in 2022 and 86.7% in 2023.
- Alberta: Satisfaction levels at the provincial level remained fairly stable, hovering around 85-86% in most years.

Insight: There was a slight decline in engagement satisfaction at the school level in 2023, contrasting with the high and relatively stable satisfaction rates at the authority and provincial levels.

2. Breakdown of Satisfaction by Group (Teachers, Parents, Students)

Teachers

- 2019: 92.2%
- 2020: No data
- 2021: 93.6%
- 2022: 100.0%
- 2023: 87.5%
- Trend: Teacher satisfaction with student engagement was highest in 2022 (100%), but it dropped significantly in 2023 (87.5%).
- Provincial/Authority Comparison: Teacher satisfaction was higher than provincial or authority satisfaction in all years (except for 2023). At the provincial level, teacher satisfaction ranged from 94.1% to 96.0%.

Insight: The sharp drop in teacher satisfaction in 2023 is concerning and might indicate that teachers perceive a decrease in student engagement or feel less supported in fostering engagement. This decline should be investigated further, as it contrasts with the generally high satisfaction levels in the preceding years.

Parents

- 2019: No data
- 2020: No data
- 2021: 81.0%
- 2022: 98.1%
- 2023: 90.0%
- Trend: Parent satisfaction fluctuated between 81.0% in 2021 to a peak of 98.1% in 2022, and dropped slightly to 90.0% in 2023.
- Provincial/Authority Comparison: Parent satisfaction at the province and authority level was high across the years, ranging from 87.3% in 2021 to 90.0% in 2023.

Insight: Parent satisfaction with student engagement peaked in 2022, followed by a slight decline in 2023. The higher parent satisfaction in 2022 may reflect more visible or successful engagement initiatives, but the decline suggests that parents may have concerns or feel that engagement levels have slightly waned in 2023.

Students

- 2019: No data
- 2020: No data
- 2021: 69.8%
- 2022: 69.6%
- 2023: 73.6%
- Trend: Student satisfaction with engagement has generally remained steady, with a slight improvement in 2023 (73.6%) from 2022 (69.6%). However, this satisfaction level is still lower than teacher and parent satisfaction.
- Provincial/Authority Comparison: Student satisfaction at the school was consistently lower than satisfaction at the authority and province levels, but it did see some improvement over time. Satisfaction at the provincial level ranged from 70.9% to 75.3%, which was consistently higher than the school's engagement rates.

Insight: Although student satisfaction improved in 2023, it remains significantly lower than teacher and parent satisfaction. This discrepancy suggests that students may not perceive themselves to be as engaged in their learning as teachers and parents perceive them to be. The difference may also indicate that the factors influencing engagement may not be equally felt across all stakeholder groups.

3. Key Insights

- Decline in Teacher Satisfaction (2023): A sharp drop in teacher satisfaction with student engagement in 2023 (from 100% in 2022 to 87.5%) could be an indicator of teacher burnout, changes in classroom dynamics, or challenges in maintaining student engagement post-pandemic. This deserves closer attention as it deviates from previous years' trends and may have a broader impact on school culture.
- Fluctuating Parent Satisfaction: Parent satisfaction, which peaked at 98.1% in 2022, has dropped to 90.0% in 2023. This fluctuation suggests that while engagement programs may have had a positive impact in some years, they may not have been as consistently effective or visible to parents in 2023.
- Stable but Low Student Satisfaction: Student satisfaction has remained relatively stable but low compared to teachers and parents. This may reflect a disconnect between what students experience in terms of engagement and what teachers and parents believe is happening. The gap in satisfaction suggests that engagement might not always feel meaningful or relevant to students.
- Provincial and Authority Consistency: Both provincial and authority levels have shown consistent satisfaction with engagement, but school-level engagement satisfaction has fluctuated. This suggests that while broad education systems may have stable engagement metrics, individual schools may face unique challenges or changes that affect how engagement is perceived locally.

4. Conclusions

- Engagement Perceptions Differ by Group: There is a notable discrepancy between how teachers, parents, and students perceive student engagement. Teachers and parents generally rate engagement higher than students, indicating that while educators and parents may feel students are engaged, students themselves may not share this perception. This could suggest a mismatch between the type of engagement measured (such as participation or academic performance) and the deeper sense of involvement that students feel.
- The Drop in Teacher Satisfaction Is a Concern: The significant decline in teacher satisfaction in 2023 suggests that engagement efforts at the school level may not be meeting the needs of educators. Teachers might feel less equipped, supported, or motivated to engage students in meaningful ways, which could impact overall student engagement and outcomes.
- Improvement in Student Satisfaction, but Room for Growth: The slight improvement in student satisfaction in 2023 is positive, but student engagement remains a key area to address, especially considering that students consistently report lower engagement than teachers and parents. Schools need to explore ways to make learning more engaging and relevant to students' needs and interests.



	<p>Implications</p> <ul style="list-style-type: none">● Focus on Teacher Support and Development: Given the significant drop in teacher satisfaction, it's important to explore what factors are contributing to this decline. Offering professional development opportunities, increasing teacher support, or revisiting engagement strategies might help restore teacher confidence and engagement.● Enhanced Student Engagement Initiatives: Schools need to address the gap between student, teacher, and parent perceptions of engagement. More personalized, student-centered engagement strategies could help increase student buy-in. This might include integrating more interactive or real-world learning opportunities that resonate with students.● Better Communication with Parents: To maintain parent satisfaction, schools should ensure consistent and transparent communication about engagement efforts and their impact. Providing opportunities for parents to get involved in engagement programs might also help sustain their high levels of satisfaction.● Continued Monitoring of Engagement Metrics: Engagement should be continuously monitored, with regular feedback from all stakeholders (students, teachers, and parents). Gathering more qualitative data from students about what drives their engagement could help improve future strategies. <hr/> <p>Recommendations</p> <ol style="list-style-type: none">1. Survey Students for Deeper Insights: Conduct targeted surveys or focus groups to understand the specific factors affecting student engagement. This could help identify potential barriers to engagement and inform more tailored strategies.2. Enhance Teacher Training and Support: Offer more professional development on student engagement strategies, particularly for managing diverse student needs, adapting to online or hybrid learning environments, and addressing burnout.3. Increase Student-Centered Activities: Focus on making learning more student-centered and interactive. Initiatives such as project-based learning, student choice, and hands-on experiences may lead to higher engagement levels.4. Strengthen Parent-School Partnerships: Encourage more involvement from parents in school activities, and ensure they are informed of the efforts being made to foster student engagement. This can help stabilize and even increase parent satisfaction. <p>By addressing these factors, schools can potentially increase engagement across all stakeholder groups, improve satisfaction levels, and create a more dynamic and engaging learning environment for students.</p>
<p>Responding to the Data:</p> <p><i>Implementation Plan & Strategies:</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #9	
Domain 3:	Teaching and Leading
Board Priority	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.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025


Insights to Data:

1. **Professional Development Opportunities:**

- **École Mother d'Youville:**
 - **Teachers:** 90% (Current Result) – Same as previous year and the 3-year average.
 - **Support Staff:** 60% (Current Result) – A noticeable drop from 75% last year and 68% for the 3-year average.
- **STAR Catholic Schools:**
 - **Teachers:** 95% (Current Result) – Higher than the previous year (93%) and above the 3-year average (94%).
 - **Support Staff:** 58% (Current Result) – Slightly below the previous year (63%) and the 3-year average (65%).

Insights:

- **Teachers' Professional Development:** Teachers at **STAR Catholic Schools** report consistently higher satisfaction with professional development opportunities compared to those at **École Mother d'Youville**. This suggests that **STAR Catholic Schools** may have stronger or more targeted professional development programs in place.
- **Support Staff Professional Development:** Both **École Mother d'Youville** and **STAR Catholic Schools** report relatively low satisfaction with professional development opportunities for support staff (60% and 58%, respectively). This is a significant concern, especially when compared to teacher satisfaction levels. The drop in **École Mother d'Youville's** support staff satisfaction from 75% to 60% suggests a decline in perceived opportunities for meaningful PD for support staff.

Conclusion:

- **École Mother d'Youville** may need to enhance its support staff professional development programs, as the current result is notably lower than in previous years.
-

2. **Access to Division and School Supports:**

- **École Mother d'Youville:**
 - **Teachers:** 100% (Current Result) – Same as previous year and 3-year average.
 - **Support Staff:** 100% (Current Result) – Same as previous year and 3-year average.
- **STAR Catholic Schools:**
 - **Teachers:** 92% (Current Result) – Same as previous year and above the 3-year average (91%).
 - **Support Staff:** 82% (Current Result) – Slight increase from the previous year (78%) and the 3-year average (81%).

Insights:

- **Access to Support at École Mother d'Youville:** Both teachers and support staff at **École Mother d'Youville** report 100% satisfaction with accessing division and school supports. This is an ideal outcome, suggesting that the school has effective structures in place to ensure that both teachers and support staff can easily access necessary resources, coaching, and mentoring.

Conclusion:

- **École Mother d'Youville** excels in providing access to professional supports, with both teachers and support staff feeling completely supported by the division and school resources.
-

Conclusions and Implications:



Strengths:

- **École Mother d'Youville:** The school performs exceptionally well in both areas for **teachers and support staff**. With **100% satisfaction** reported in accessing professional development opportunities and division supports, **École Mother d'Youville** is leading in ensuring that staff feel equipped with the tools and resources they need.

Challenges:

- **Support Staff Professional Development:** Both **École Mother d'Youville** and **STAR Catholic Schools** need to address the relatively low satisfaction with **support staff professional development**. The **significant drop** in support staff satisfaction at **École Mother d'Youville** (from 75% to 60%) signals a potential issue that could be due to a reduction in available opportunities, a perceived lack of value in those opportunities, or challenges in how professional development is delivered to support staff.

Recommendations:

1. **For École Mother d'Youville:**
 - **Reassess Support Staff Professional Development:** Given the noticeable drop in satisfaction with PD opportunities for support staff, the school could survey these staff members to understand their needs and barriers to participation. Offering role-specific training and mentoring opportunities may help address the gap.
 - **Maintain High Levels of Support:** With **100% satisfaction** in accessing supports, **École Mother d'Youville** should maintain its current model and ensure it continues to meet the needs of both teachers and support staff.

Final Thoughts:

Ensuring both **teachers and support staff** have access to high-quality, role-specific professional development is essential for fostering a positive and productive educational environment. By addressing gaps in support staff PD and maintaining strong access to resources, both **École Mother d'Youville** and **STAR Catholic Schools** can build on their strengths and create more equitable professional development experiences for all staff.

PROFESSIONAL DEVELOPMENT

School Wide Professional Development

- Faith Reflection Day
- Learning Day
- Educational Assistants Community of Practice
- ATA Institute Day
- Two Year Mentorship of New Teachers (to the profession and to the Division)
- Teachers leads for various priority areas at MDY (ex. Indigenous Education, Faith, Learning Supports)
- New Curriculum

	<ul style="list-style-type: none"> • <i>Assessment & Reporting</i> <i>Other</i> • <i>Mental Health, Wellness, and Resiliency</i> • <i>Best Practices Working with English Language Learners</i> • <i>Faith Growth and Professional Development</i> • <i>First Nations, Métis & Inuit Cultural Awareness</i> • <i>Social Emotional Learning in the Classroom</i> • <i>Response to Intervention</i> • <i>Supporting Individuals through Valued Attachments</i> • <i>The Third Path Framework</i>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p><u>For Elementary/Junior High Teachers</u> 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 Leveled 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. <u>For Educational Assistants:</u> 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.</p>



Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #10	
Domain 3:	Teaching and Leading
Board Priority	Foster a culture of collaboration and leadership development.
Outcome:	Staff are provided with structured opportunities to collaborate and to be involved in leadership.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Insights to Data:

Key Findings:

1. Opportunities to Participate in School Leadership:

- **École Mother d'Youville:**
 - **Current Result:** 100%
 - **Previous Year:** 95%
 - **3-Year Average:** 98%
- **STAR Catholic Schools:**
 - **Current Result:** 96%
 - **Previous Year:** 93%
 - **3-Year Average:** 95%

Insights:

- *École Mother d'Youville reports a 100% satisfaction rate for teachers having opportunities to participate in school leadership roles, an increase from 95% last year and well above the 3-year average of 98%. This indicates a highly positive response from teachers regarding opportunities to be involved in leadership activities at the school.*

Conclusion:

- *École Mother d'Youville has made significant progress, with 100% of teachers reporting opportunities to engage in school leadership, signaling a robust culture of empowerment and involvement in leadership activities.*

2. Opportunities to Collaborate in a Professional Learning Community (PLC):

- **École Mother d'Youville:**
 - **Current Result:** 90%
 - **Previous Year:** 95%
 - **3-Year Average:** 93%
- **STAR Catholic Schools:**
 - **Current Result:** 97%
 - **Previous Year:** 97%
 - **3-Year Average:** 96%

Insights:

- *École Mother d'Youville shows a 90% satisfaction rate in the current year for teachers' opportunities to collaborate in a PLC, which is a slight decline from 95% last year and the 3-year average of 93%. This suggests a minor drop in the availability or perceived effectiveness of PLCs at this school.*

Conclusion:

- *École Mother d'Youville may need to assess and address the slight drop in teacher satisfaction with PLC opportunities. This could involve gathering feedback from teachers on specific challenges or barriers to effective collaboration in PLCs.*

3. Teachers' Value of Professional Learning Communities (PLC):

- **École Mother d'Youville:**
 - **Current Result:** 90%
 - **Previous Year:** 95%
 - **3-Year Average:** 93%
- **STAR Catholic Schools:**
 - **Current Result:** 94%
 - **Previous Year:** 94%
 - **3-Year Average:** 94%

Insights:

- *École Mother d'Youville shows 90% of teachers valuing PLCs in the current year, a decrease from 95% last year and the 3-year average of 93%. This indicates a slight drop in how much teachers at École Mother d'Youville value their PLCs, which could signal a need for improvement in the perceived quality or impact of the PLCs.*

Conclusion:

- *École Mother d'Youville may need to explore the reasons behind the slight decline in teachers' perception of PLCs and look for ways to improve the perceived value of these communities. This could involve adjusting the format, focus, or frequency of PLC meetings.*

Implications and Recommendations:

For École Mother d'Youville:

1. **Opportunities for Leadership:**
 - **Strength:** Teachers at École Mother d'Youville report 100% satisfaction with opportunities to participate in school leadership roles, which is an excellent result. This can be used as a model for other areas of the school.
 - **Recommendation:** Given the strong result, École Mother d'Youville should continue providing diverse leadership opportunities and seek to expand these roles where possible. They could also look into mentoring opportunities to sustain this culture of leadership involvement.
2. **PLC Opportunities:**
 - **Challenge:** The slight drop in satisfaction with PLC opportunities (from 95% to 90%) warrants attention.
 - **Recommendation:** Conduct a survey or focus groups with teachers to understand what factors are contributing to this decline. Are the PLCs not as effective as before? Are there time or structural barriers hindering participation? Addressing these concerns could help restore or improve the level of satisfaction.
3. **PLC Value:**
 - **Challenge:** The decrease in the perceived value of PLCs (from 95% to 90%) is also concerning, especially given that this is a critical component of professional learning and collaboration.
 - **Recommendation:** Revise the structure of the PLCs to better align with teachers' needs. This could involve ensuring that PLCs focus on relevant, high-impact teaching strategies or incorporating more peer-to-peer teaching and collaboration.

	<p>Both <i>École Mother d'Youville</i> and <i>STAR Catholic Schools</i> show strong results in providing leadership opportunities and fostering professional learning communities, but there are opportunities for improvement. <i>École Mother d'Youville</i> should focus on maintaining high satisfaction levels by addressing minor declines in PLC participation and value.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #11	
Domain 3:	Teaching and Leading
Board Priority	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:	Survey Graphs (links)
Results Report Components	
Data & Insights	<input type="button" value="Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025"/>

Insights to Data:

Awareness of Available Resources to Support Wellness:

- **École Mother d'Youville:**
 - **Current Result:** 90%
 - **Previous Year Result:** Not available (New Question)
 - **3-Year Average:** Not available (New Question)
- **STAR Catholic Schools:**
 - **Current Result:** 92%
 - **Previous Year Result:** Not available (New Question)
 - **3-Year Average:** Not available (New Question)

Insights:

- Both **École Mother d'Youville (90%)** and **STAR Catholic Schools (92%)** report relatively high levels of teacher awareness regarding available wellness resources, although the data is based on a single year's results due to these being new questions.

Conclusion:

- **École Mother d'Youville:** shows good awareness of wellness resources, which suggests that wellness is a recognized priority. Moving forward, it would be useful to track trends over time once the data for subsequent years becomes available to see if these levels remain stable or improve.

Utilization of Resources to Support Wellness:

- **École Mother d'Youville:**
 - **Current Result:** 90%
 - **Previous Year Result:** Not available (New Question)
 - **3-Year Average:** Not available (New Question)
- **STAR Catholic Schools:**
 - **Current Result:** 80%
 - **Previous Year Result:** Not available (New Question)
 - **3-Year Average:** Not available (New Question)

Insights:

- **École Mother d'Youville (90%)** reports a higher utilization rate of wellness resources than **STAR Catholic Schools (80%)**. This suggests that teachers at **École Mother d'Youville** are making better use of the wellness support available to them.

Conclusion:

- **École Mother d'Youville** appears to be more successful in encouraging teachers to use available wellness resource

Understanding the Different Dimensions of Wellness (Physical, Social, Emotional):

- **École Mother d'Youville:**
 - **Current Result:** 100%

- *Previous Year Result: Not available (New Question)*
- *3-Year Average: Not available (New Question)*
- **STAR Catholic Schools:**
 - **Current Result: 98%**
 - *Previous Year Result: Not available (New Question)*
 - *3-Year Average: Not available (New Question)*

Insights:

- *École Mother d'Youville has a perfect score of 100%, while STAR Catholic Schools is very close at 98%.*
- *This suggests that teachers have a strong grasp of wellness concepts, and this knowledge is likely to help them integrate wellness into their personal and professional lives.*

Conclusion:

- *École Mother d'Youville: excels in their teachers' understanding of wellness dimensions. This high level of awareness may translate into better support for student wellness and healthier school environments overall. Since École Mother d'Youville: already doing well in this area, it would be valuable to maintain or reinforce this understanding through continued professional development on wellness.*

4. Learning about and Incorporating Wellness in the Workplace:

- **École Mother d'Youville:**
 - **Current Result: 90%**
 - *Previous Year Result: Not available (New Question)*
 - *3-Year Average: Not available (New Question)*
- **STAR Catholic Schools:**
 - **Current Result: 88%**
 - *Previous Year Result: Not available (New Question)*
 - *3-Year Average: Not available (New Question)*

Insights:

- *École Mother d'Youville (90%) has a slightly higher rate of teachers learning about and incorporating wellness into the workplace compared to STAR Catholic Schools (88%).*
- *This indicates a strong culture of wellness integration in the workplace, though École Mother d'Youville has a marginally stronger outcome.*


Conclusion:

- *There may be opportunities to further improve this by focusing on specific wellness strategies or creating more opportunities for staff to engage in wellness-related activities together.*

Implications and Recommendations:

1. **For École Mother d'Youville:**
 - **Strengths:**
 - **High Awareness and Utilization:** *Teachers at École Mother d'Youville are highly aware of wellness resources and are effectively utilizing them. This can be attributed to strong communication and perhaps targeted wellness initiatives.*

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Wellness Understanding: The perfect score (100%) for understanding wellness dimensions is excellent and indicates a strong foundational understanding of holistic wellness (physical, social, emotional). ○ Recommendation: <ul style="list-style-type: none"> ■ Expand Wellness Utilization: Although <i>École Mother d'Youville</i> has high utilization (90%), there may still be room to further promote the use of available resources. A follow-up survey or focus group could identify specific barriers to usage that may not be immediately obvious. ■ Share Best Practices: Given their strong performance, <i>École Mother d'Youville</i> could serve as a model for other schools in the district. Sharing best practices around wellness promotion and support might help elevate wellness programs across the board. <p>Overall, both <i>École Mother d'Youville</i> and <i>STAR Catholic Schools</i> show strong performance across the wellness-related measures. <i>École Mother d'Youville</i> leads slightly in terms of wellness utilization and incorporating wellness into the workplace, while <i>STAR Catholic Schools</i> excels in awareness and understanding. <i>École Mother d'Youville</i> is well-positioned to continue fostering a supportive environment for teacher wellness, and future surveys should track whether these strong results are sustained or if there is room for further improvement.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>Foster Positive Organizational Culture:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

 Domain 3: Teaching and 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:	Survey Graphs (links)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Insights to Data:

Awareness of Available Resources to Support Wellness:

- **École Mother d'Youville:**
 - **Current Result:** 100%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question
- **STAR Catholic Schools:**
 - **Current Result:** 90%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question

Insights:

- **Both Star Catholic School Division and École Mother d'Youville report high awareness of available wellness resources. École Mother d'Youville's higher result indicates that support staff there may have clearer communication or more accessible wellness resources.**

Conclusion:

- **École Mother d'Youville demonstrates a strong understanding of the resources available to support wellness.**
-

2. Utilization of Wellness Resources:

- **École Mother d'Youville:**
 - **Current Result:** 80%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question
- **STAR Catholic Schools:**
 - **Current Result:** 67%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question

Insights:

- **École Mother d'Youville reports 80% utilization of wellness resources,**
- **The gap of 13 percentage points suggests that École Mother d'Youville has been more effective in encouraging support staff to actively use wellness resources compared to STAR Catholic Schools.**

Conclusion:

- **École Mother d'Youville has strong mechanisms in place to support staff wellness.**
-

3. Understanding of Wellness Dimensions (Physical, Social, Emotional):

- **École Mother d'Youville:**
 - **Current Result:** 100%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question
- **STAR Catholic Schools:**
 - **Current Result:** 96%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question

Insights:

- *This high level of understanding suggests that École Mother d'Youville fosters a good grasp of wellness principles among their support staff, particularly physical, social, and emotional wellness.*

Conclusion:

- *École Mother d'Youville has excellent results in this area. Moving forward, maintaining or enhancing this understanding could be key to ensuring continued focus on wellness in the workplace.*

4. Incorporation of Wellness in the Workplace:

- **École Mother d'Youville:**
 - **Current Result:** 80%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question
- **STAR Catholic Schools:**
 - **Current Result:** 74%
 - **Previous Year Result:** New Question
 - **3-Year Average:** New Question

Insights:

- *École Mother d'Youville is successful at embedding wellness into daily work practices and routines.*

Conclusion:

- *.Offering opportunities for wellness-related activities, incorporating wellness themes into regular staff meetings, or encouraging wellness breaks could contribute to better results.*

Implications and Recommendations:

For École Mother d'Youville:

	<ul style="list-style-type: none"> ● Strengths: <ul style="list-style-type: none"> ○ High Wellness Awareness: Support staff is well-informed about available resources (100%). ○ Strong Utilization and Understanding: High scores in both resource utilization (80%) and understanding of wellness dimensions (100%) reflect a strong culture of wellness. ○ Workplace Integration: Incorporation of wellness into the workplace is good (80%). ● Opportunities: <ul style="list-style-type: none"> ○ Maintain and Expand: Given their strong performance, École Mother d'Youville should continue to reinforce wellness practices. They could also share their best practices with other schools to improve wellness across the district. ○ Focus on Utilization: Although wellness awareness and understanding are excellent, École Mother d'Youville could further increase the utilization of resources by identifying specific barriers or gaps in engagement. <hr/> <p>Conclusion:</p> <p><i>In summary, École Mother d'Youville shows strong results in terms of awareness, understanding, and incorporation of wellness principles among support staff.</i></p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Ecole Mother d'Youville Education Plan GOAL #13	
Domain 4: Learning Supports	
Board Priority	First Nation, Metis, and Inuits students are successful.
Outcome:	More First Nation, Metis and Inuit students meet or exceed identified measures.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	<p style="text-align: center;">Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025</p>

1. Teacher Responses (École Mother d'Youville vs. STAR Catholic Schools)

- **First Nations, Métis, and Inuit (FNMI) Community Engagement**
 - **École Mother d'Youville:** There is a noticeable drop in the response regarding the invitation of First Nations, Métis, and Inuit Elders, knowledge keepers, or community members into the school (70% this year vs. 91% last year). This indicates a significant decline in the perceived involvement or availability of these community members in the school.
- **Enhancing Understanding of FNMI Worldviews and Values**
 - **École Mother d'Youville:** Consistently high ratings (90% this year) in the area of enhancing understanding of FNMI cultural beliefs and worldviews, though slightly below last year's 91% and the previous 3-year average of 91%.
- **Support for Learning Resources Reflecting FNMI Strengths and Diversity**
 - **École Mother d'Youville:** 90% of teachers support learning experiences using resources that reflect FNMI strength and diversity. This is a slight drop from last year (95%) but still consistent with previous years.
- **Building Capacity in Understanding FNMI Culture**
 - Both **École Mother d'Youville** and **STAR Catholic Schools** report an exceptional 100% capacity building, suggesting that both institutions are committed to increasing teacher understanding of FNMI culture. The results show no change from the previous year or 3-year average, which is a positive indicator of sustained effort.

2. Support Staff Responses

- **Enhancing Understanding of FNMI Worldviews and Values**
 - **École Mother d'Youville:** 100% of support staff report that the school enhances understanding of FNMI worldviews, an increase from 88% last year and well above the 94% 3-year average.

3. Student Responses (Elementary vs. Secondary)

- **Elementary Students' Learning About FNMI History, Culture, and Traditions**
 - **École Mother d'Youville:** 86% of elementary students feel they learn about FNMI history, culture, and traditions. While this is slightly down from last year's 93%, it still indicates a solid level of engagement with FNMI content.
- **Secondary Students' Perceptions of FNMI Learning Opportunities**
 - **École Mother d'Youville:** 76% of secondary students agree their school provides opportunities to learn more about FNMI culture. This is a significant decline from 84% in the previous year and 80% in the 3-year average.

Insights

1. **Overall Strong Commitment to FNMI Education:** Both schools show a strong commitment to incorporating FNMI perspectives into their educational practices, with high percentages of teachers and support staff reporting engagement with FNMI culture, worldviews, and values. Teachers and support staff alike feel well-prepared to incorporate FNMI resources into their teaching.
2. **Teacher and Support Staff Alignment:** Teachers and support staff in both **École Mother d'Youville** and **STAR Catholic Schools** agree on the importance of FNMI culture in the curriculum and demonstrate high levels of involvement in initiatives related to FNMI education. Support staff, in particular, show increased awareness and utilization of FNMI resources over the past year.
3. **Elementary vs. Secondary Student Engagement:**
 - Elementary students have a higher perception of FNMI learning opportunities, with **École Mother d'Youville** students reporting 86% satisfaction and **STAR Catholic Schools** students reporting 94%. This suggests that younger students may have more accessible or frequent FNMI-related educational activities.
 - Secondary students, however, show a notable decline in their perception of FNMI learning opportunities, particularly at **École Mother d'Youville** (76%). This could suggest that secondary-level FNMI content or programming is not as robust or accessible compared to elementary levels.

4. **Differences Between Schools:** *École Mother d'Youville* shows lower satisfaction rates across most measures compared to **STAR Catholic Schools**, particularly in teacher involvement with FNMI Elders/knowledge keepers, and student engagement in FNMI learning. This could indicate differences in school-level initiatives, resources, or cultural engagement opportunities, which may be worth exploring.

Conclusions

- **Consistency and Strong Practices:** Both schools demonstrate strong practices in promoting FNMI education, especially in terms of teacher development and support staff awareness. However, *École Mother d'Youville* may need to address the declining involvement of FNMI community members (e.g., Elders, knowledge keepers) in their educational programming.
- **Student Engagement in Secondary Grades:** There is a clear decline in student engagement in FNMI learning, particularly among secondary students at *École Mother d'Youville*. This suggests that more targeted efforts may be needed to engage older students in FNMI content, perhaps through specialized courses, extracurricular activities, or cultural events that deepen their connection to FNMI history and traditions.
- **Room for Growth in Secondary Education:** While elementary students report high satisfaction with FNMI education, secondary education may require additional attention to maintain engagement and ensure that FNMI content is woven throughout the curriculum effectively.

Implications

1. **Addressing the Decline in FNMI Community Engagement:** *École Mother d'Youville* should work on revitalizing partnerships with FNMI Elders and community members. This could include inviting more community-led events or creating more structured opportunities for Elders to engage with students.
2. **Improving Secondary Education for FNMI Engagement:** For both schools, particularly *École Mother d'Youville*, there may be a need to investigate and improve the secondary-level curriculum regarding FNMI education. This might include integrating more project-based learning, field trips, or even partnerships with FNMI communities to deepen students' understanding.
3. **Sustaining Staff Development and Resources:** Both schools should continue providing strong professional development opportunities for teachers and support staff, ensuring they have the necessary tools and resources to effectively teach FNMI perspectives. Regular training on cultural competency and FNMI history could strengthen both teacher and support staff awareness.
4. **Exploring School-Specific Differences:** Given the differences in responses between the two schools, leadership at *École Mother d'Youville* should investigate the causes behind the lower results (e.g., lower engagement with Elders, or secondary students' perceptions) and explore how to address these gaps, potentially through more localized strategies or school-specific partnerships.

<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the division's future planning.</p> <p>Knowing:</p> <ul style="list-style-type: none"> a) Attend Professional Development for Indigenous Education Leads who will share their learning with MDY staff. b) Enhance understanding of how to be culturally aware and sensitive. c) Tipi building with grade 6 and tipi builders <p>Being:</p> <ul style="list-style-type: none"> a) Develop a contact list of Elder(s) and Knowledge Keepers for our Beaumont/MDY community <p>Doing:</p> <ul style="list-style-type: none"> a) Collaboration with stakeholders, elders, caregivers, students and families to build trust. b) Create a cohort of elders and knowledge keepers. <p>Relating/Belonging:</p> <ul style="list-style-type: none"> a) Facilitate, design and create Indigenous spaces and prominent visuals with-in the schools.
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Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #14	
Domain 4: Learning Supports	
Board Priority	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model.
Outcome:	<ul style="list-style-type: none"> 1) Quality core instruction foundational to success for all and is grounded in solid assessment practice. 2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students 3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	<ul style="list-style-type: none"> 📄 Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Key Insights

1. **Teacher Satisfaction:**
 - Teachers consistently report high satisfaction with the overall quality of basic education.
 - **School:** 89.4% in 2019, increasing to 91% in 2023.
 - **Authority:** 92.2% in 2019, maintaining around 92% over the years.
 - **Province:** Satisfaction is high, hovering around 90%, with a slight decline from 90.3% (2020) to 88.1% in 2023.
 - **Conclusion:** Teachers are overwhelmingly satisfied, with only a slight dip in province-wide satisfaction from 2020 to 2023, suggesting stable perceptions of education quality.
2. **Parent Satisfaction:**
 - **School:** Parent satisfaction increased from 85.7% in 2019 to 90.5% in 2023.
 - **Authority:** Satisfaction is very high, ranging from 88.1% to 92.4%.
 - **Province:** Satisfaction fluctuates between 84.4% (2023) and 86.7% in previous years.
 - **Conclusion:** Parents show strong and increasing satisfaction with their child's education, particularly at the school and authority level, while satisfaction at the provincial level is slightly lower and more variable.
3. **Student Satisfaction:**
 - **School:** Student satisfaction decreased from 86.4% in 2019 to 78.1% in 2023.
 - **Authority:** Satisfaction is relatively stable, with a slight decline from 90.1% in 2019 to 88.7% in 2023.
 - **Province:** A similar pattern is observed, with satisfaction dropping from 88.1% in 2019 to 85.7% in 2023.
 - **Conclusion:** Student satisfaction shows a concerning downward trend at the school level, from 86.4% in 2019 to 78.1% in 2023. This decline warrants further investigation into potential factors affecting student satisfaction, such as teaching methods, engagement, or mental health concerns.
4. **Comparison of Satisfaction Across Groups:**
 - Teachers are the most satisfied group, consistently reporting over 90% satisfaction across school, authority, and provincial levels.
 - Parents generally express high satisfaction, particularly at the school and authority levels.
 - Students report the lowest satisfaction, with a notable decline in satisfaction over the past five years, particularly at the school level.
5. **Changes Over Time:**
 - **School Level:** Satisfaction has generally improved for both teachers and parents. However, student satisfaction has declined.
 - **Authority Level:** There is a high level of consistency, with minor fluctuations. Teacher and parent satisfaction has remained mostly stable or improved, while student satisfaction showed a small decline.
 - **Province Level:** Satisfaction is more variable, with a slight decline in satisfaction over time for students and parents, but relatively stable satisfaction for teachers.

Conclusions

1. **High Teacher Satisfaction:**
 - Teachers remain satisfied with the quality of education they provide, which is a positive indicator of the teaching environment, resources, and professional support.
 - The high level of satisfaction at the authority and school levels suggests that professional development, resources, and supports are well-received.
2. **Increasing Parent Satisfaction:**
 - Parent satisfaction has been rising, especially at the school level. This suggests that schools are effectively communicating and meeting parental expectations in terms of their children's education.
 - The steady increase in parent satisfaction may reflect improvements in communication, student outcomes, or engagement strategies at the school and authority levels.
3. **Declining Student Satisfaction:**
 - The sharp decline in student satisfaction at the school level is concerning and requires further exploration. Potential reasons might include changes in teaching strategies, school culture, or external factors like societal pressures and mental health.
 - The decline in student satisfaction at both the school and provincial levels suggests that there may be systemic issues impacting student experience that need to be addressed to improve engagement and outcomes.
4. **Discrepancies Between Stakeholder Groups:**
 - There is a noticeable gap between teacher/parent satisfaction and student satisfaction. Teachers and parents are largely satisfied with the quality of education, while students are more critical.

- *This discrepancy suggests that while education policies and practices may be effective at meeting the needs of teachers and parents, they might not be as effective in engaging students or addressing their concerns.*

Implications

1. Focus on Student Engagement:

- *The significant decline in student satisfaction, especially at the school level, calls for a review of student engagement strategies, curriculum delivery, and support systems. Efforts should be made to gather more detailed feedback from students to understand their needs and experiences better.*
- *Schools may need to invest in programs that foster student voice, empowerment, and involvement in decision-making processes. More attention should be paid to mental health, extracurricular activities, and creating a positive and inclusive school culture.*

2. Parent and Teacher Communication:

- *The high level of parent satisfaction indicates that schools and districts are doing well in terms of communication and meeting parent expectations. This success should be leveraged by continuing to strengthen these partnerships and ensuring that parents remain informed and involved in their children's education.*
- *Teachers should be encouraged to maintain their high levels of satisfaction and involvement in professional development opportunities. Continued support in this area is crucial for maintaining a motivated and effective teaching workforce.*

3. Addressing Provincial Discrepancies:

- *Provincial-level satisfaction is generally lower than at the school and authority levels, especially for parents and students. The education system at the provincial level may need to better address concerns and ensure that policies and practices align with the realities of individual schools.*
- *There may be a need for more localized decision-making or resource allocation to ensure that the unique needs of schools and students are met at the provincial level.*

4. Long-Term Trends:

- *The trends suggest that while teacher and parent satisfaction has remained high or improved, student satisfaction has been on the decline. This raises a red flag about the effectiveness of current strategies in meeting the needs of students, particularly as they progress through their educational journey.*
- *Policymakers and educators should prioritize addressing this gap, considering changes in curriculum, teaching methods, and student support systems to ensure that students feel engaged, supported, and satisfied with their educational experience.*


Recommendations

1. *Conduct deeper qualitative research (e.g., focus groups, surveys) with students to understand the reasons behind declining satisfaction and identify areas for improvement.*
2. *Implement initiatives to foster greater student involvement in decision-making, school governance, and curricular design to help them feel more engaged and valued.*
3. *Continue to support and invest in teacher professional development to maintain high levels of teacher satisfaction, ensuring they are equipped to meet the evolving needs of students.*
4. *Ensure that provincial policies and resource distribution align with the needs of individual schools and students, addressing any disparities in satisfaction.*

Overall, while teacher and parent satisfaction is high, the decline in student satisfaction signals an urgent need for targeted interventions to enhance student engagement and experience in schools.

<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>Create a Data-Driven Culture that Supports All Students:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #15	
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:	Survey Graphs (links)
Results Report Components	
Data & Insights	 Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

Key Insights

1. **Overall Trends:**
 - **Improvement in Parent and Teacher Satisfaction:**
 - Teachers consistently report high levels of satisfaction, with a noticeable consistency in their ratings over the years. In 2023, 95% of teachers agreed that their learning environments are welcoming, caring, respectful, and safe.
 - Parents' satisfaction remained relatively high, with a small dip in 2023 (from 91.2% in 2022 to 87.3% in 2023) but still remains in the excellent range.
 - **Student Satisfaction Trends:**
 - Student satisfaction appears to be lower compared to teachers and parents. While there is a steady but slight increase in satisfaction over the years, the ratings remain significantly lower than those of teachers and parents.
 - In 2023, student satisfaction was at 72%, which represents a noticeable gap compared to teacher (95%) and parent (87.3%) satisfaction.
2. **Year-on-Year Observations:**
 - **Teacher Responses:**
 - Teachers consistently report high levels of agreement with the statement about their learning environment being welcoming, caring, respectful, and safe. Satisfaction levels improved slightly from 91.9% in 2021 to 95% in 2023.
 - **Parent Responses:**
 - Parents also reported positive responses, though slightly lower than teachers. Satisfaction increased over the years from 80.4% in 2021 to 87.3% in 2023.
 - **Student Responses:**
 - The satisfaction from students remains lower throughout the years, though there is some improvement from 70.2% in 2021 to 74.4% in 2022, and finally to 72% in 2023. However, the overall trend is one of concern, as student satisfaction is consistently lower.
3. **Provincial/Authority Comparison:**
 - The data reflects the province's or school authority's performance, and we can observe that across most categories, there is a consistent pattern of "maintained" or "good" ratings, suggesting a relatively stable level of satisfaction with school environments in the broader educational context.
 - For example, in 2023, the **authority** (or school district level) reported 91.5%, which is consistent with the provincial average of 87.8%, and slightly higher compared to the overall **school-level** satisfaction (84.8%).
4. **Differences in Satisfaction Levels:**
 - A clear **gap** exists between **teacher** and **student** perceptions, with teachers much more satisfied than students. This may indicate that teachers perceive the environment as more positive or that students are not fully experiencing or perceiving the benefits of a "safe and respectful" environment in the same way as adults.
 - There is a trend where **student satisfaction** tends to be the most variable and lowest among all groups, which suggests a need for targeted efforts to address student concerns about safety, respect, and belonging.

Conclusions

1. **Strong Support from Teachers and Parents:**
 - Teachers and parents consistently report high levels of satisfaction, indicating that school environments, for these groups, generally feel welcoming, safe, and respectful. This strong support likely reflects the efforts schools have put into creating a positive learning atmosphere.
 - However, this alignment between teachers and parents points to a possible disconnect with student perceptions, which should be further explored.
2. **Student Satisfaction Needs Attention:**
 - The **relatively low and stagnant levels of student satisfaction** suggest that there is an ongoing need to improve the perception of safety and respect among students. While teachers and parents may perceive the environment as safe, students may feel differently. This indicates the importance of obtaining more detailed student feedback to understand the root causes behind their lower satisfaction ratings.
 - The gap between **teacher/student** satisfaction is notable, indicating a need for improved student engagement and communication regarding the environment.
3. **The Importance of Targeted Strategies for Student Engagement:**
 - Since the gap in satisfaction is particularly pronounced among students, it may be beneficial to implement specific strategies aimed at improving student perceptions. This could include targeted initiatives to foster inclusion, belonging, and support systems that actively involve students in shaping their learning environment.
 - Schools could focus on increasing student involvement in decision-making processes, promoting student leadership, and enhancing school counseling or peer support systems to address student concerns more effectively.
4. **Room for Growth in School-Wide Programs:**

- Even though the overall satisfaction is relatively high, there is room for growth. Areas to focus on might include:
 - **Increasing student participation** in creating a safe and caring school climate.
 - **Improving communication** about resources and initiatives available for students.
 - **Enhancing student well-being programs**, particularly those aimed at fostering emotional and social safety.

Implications for School Leadership and Policy Makers

- **Policy Makers and School Leaders** should prioritize **student voice** and **student-led initiatives** in school climate efforts. Bridging the gap between teacher and student perceptions could improve the overall learning environment and ensure that it is inclusive and supportive for all students.
- **Professional Development for Teachers** could be expanded to include more focus on the student experience, ensuring that teachers are equipped to address the varied needs of students in terms of emotional and social well-being.
- Schools should focus on **data-driven interventions**, using surveys and feedback loops to continually assess and adapt strategies aimed at improving student perceptions of safety, respect, and belonging in school environments.

Final Thoughts

The data highlights a generally positive school climate according to teachers and parents, but a **gap exists** in how students perceive the environment. To ensure a truly welcoming, caring, respectful, and safe environment for all, it will be essential to address the specific concerns of students, enhance their engagement in the process, and bridge the perception gap between adults and students.

Responding to the Data:

Enhance Visibility and Engagement: Encourage MDY to leverage social media platforms not only to show-case 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 spot-lighting student achievements to foster a sense of community involvement.

Implementation Plan & Strategies:

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 in-tervention 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 coun-seling 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 Edu-cators 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 cul-ture of continuous improvement and peer support within the school community.



Ecole Mother d'Youville
School Assurance Plan
School Year: 2024-2025

Ecole Mother d'Youville Education Plan GOAL #16	
Domain 5: Governance	
Provincial Goal	Parental Involvement
Outcome:	Parent 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 children'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:	Survey Graphs (links)
Results Report Components	
Data & Insights	Copy of APPENDIX: SURVEY DATA: EMDYS 2024-2025

1. Key Trends and Insights:

- **Overall Satisfaction:**
 - The satisfaction level with parental involvement in decision-making about students' education fluctuates across different groups and years, but several notable patterns emerge.
 - For the overall measure (school authority, province, etc.), satisfaction started at 72.3% in 2019, peaked at 83.6% in 2022, but then dropped to 71.7% in 2023. The 2023 drop marks a decline from the peak, suggesting that there may have been some disruptions or challenges in maintaining parental involvement in recent years.
 - Provincial data shows a general satisfaction around 80%-85%, with a slight decline in 2023 (85.2% in 2022 to 82.7% in 2023).
- **Parent Satisfaction:**
 - Parents showed a high level of satisfaction compared to other groups:
 - In 2023, the parent satisfaction rate was at 77.5% (a slight drop from 81.6% in 2022). This is part of an ongoing fluctuation over the years but remains at relatively high levels.
 - Parents' satisfaction over the last five years has ranged from 72.3% to 82.4%. This variation could reflect changing parental engagement practices, possibly influenced by external factors like the COVID-19 pandemic.
- **Teacher Satisfaction:**
 - Teachers' satisfaction has consistently been very high, reaching 91.7% in 2019, then falling to 69.2% in 2023, a noticeable decline.
 - The drop in 2023 represents a significant concern for teachers, who typically report the highest satisfaction levels across different groups. This decline may reflect growing frustrations, such as insufficient time or resources for meaningful parental involvement or external challenges impacting teacher-parent collaboration.
 - The decline in satisfaction is particularly stark in 2023, suggesting that this issue may require immediate attention.
- **Comparison Across Groups:**
 - Teachers are consistently the most satisfied group with parental involvement, but the 2023 drop indicates potential strain or changes in teacher-parent engagement dynamics.
 - Parents report higher satisfaction than students, but satisfaction fluctuates, especially in 2023. However, satisfaction remains higher than the school average, indicating that parents feel reasonably involved in decisions about their children's education.
 - Students were not surveyed directly here, but parental satisfaction is a critical factor in understanding overall educational experience.

2. Implications and Conclusions:

- **Satisfaction Decline for Teachers:**
 - The 2023 drop in teacher satisfaction is concerning and warrants deeper investigation. It suggests that while teachers have traditionally felt supported in involving parents, this is no longer the case. This could be due to various factors such as:
 - Overburdened teachers with limited time for meaningful parental interaction.
 - Changes in educational practices or communication strategies that have affected teacher-parent relationships.
 - Potential dissatisfaction with virtual or hybrid models of parental engagement (e.g., online meetings, emails).
 - Increased workloads and pressures from other initiatives may reduce teachers' capacity for engagement with parents.
- **Action Plan:** School authorities may need to conduct focus groups or surveys to explore the root causes of teacher dissatisfaction, particularly regarding parental involvement, and determine whether more support or alternative engagement strategies are required.
- **Parental Satisfaction and Engagement:**
 - Parents' satisfaction levels are generally high, which indicates a solid base of parental involvement. However, the minor decline in 2023 suggests potential changes in how parents engage with schools. This could be due to external challenges, such as economic pressures, changing family dynamics, or shifting school communication strategies.
- **Action Plan:** Schools might consider enhancing or diversifying engagement channels, such as offering more opportunities for parents to participate in decision-making processes (e.g., parent advisory committees, more frequent updates on student progress, or opportunities for involvement through school events).
- **School Authority or Provincial Impact:**
 - The declining trend in 2023 across all surveyed groups suggests the need for systemic change or improvements in engagement strategies. Schools might need to assess whether their approach to involving parents, communicating with them, and creating opportunities for participation aligns with community expectations and needs.
- **Action Plan:** Developing professional development opportunities for teachers and administrators focused on effective communication and parental involvement strategies could help bridge gaps and maintain or enhance the satisfaction levels observed in prior years.

	<ul style="list-style-type: none"> ● Divergence in Satisfaction Levels: <ul style="list-style-type: none"> ○ There is a notable gap between parents' satisfaction (77.5% in 2023) and teachers' satisfaction (69.2% in 2023). This indicates a misalignment between how parents perceive their involvement versus how teachers feel about the effectiveness of that involvement. It's important to explore why this gap exists and how to align teachers' perspectives with those of parents. ● Action Plan: Schools should facilitate dialogue between parents and teachers to align expectations, discuss challenges, and seek common ground on how parental involvement can be more effectively integrated into educational practices. <p>3. Recommendations for Improvement:</p> <ul style="list-style-type: none"> ● Targeted Initiatives for Teacher Support: Provide additional resources, training, or structured time for teachers to engage with parents meaningfully. Explore new engagement methods such as digital platforms or interactive online meetings to alleviate time constraints. ● Increased Focus on Communication: Improve communication between parents and schools, ensuring that all parents have access to and feel comfortable with the tools for involvement (e.g., emails, meetings, conferences). This may involve targeted outreach to parents who feel less involved. ● Monitor Trends in Engagement: Regularly monitor satisfaction levels through ongoing surveys and adjust strategies based on feedback from parents and teachers. This ensures that involvement strategies stay responsive to community needs. ● Consider Long-term Support for Sustainable Engagement: Rather than short-term interventions, develop a sustainable model of parent-teacher collaboration that adapts over time to educational, social, and economic changes. <p>Conclusion:</p> <p>While parental involvement in education remains strong, the decline in satisfaction levels for teachers, especially in 2023, highlights potential barriers in teacher-parent collaboration. Addressing these concerns, improving communication, and supporting teachers more effectively will help maintain high levels of satisfaction and involvement. Schools should also assess the broader context of parental involvement to ensure it continues to meet the needs of both families and educators.</p>
<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<p>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.</p> <p>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.</p> <p>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.</p>



Ecole Mother d'Youville
 School Assurance Plan
 School Year: 2024-2025

Ecole Mother d'Youville STAKEHOLDER ENGAGEMENT	
Domain 5:	Governance
Provincial Goal	Stakeholder Engagement
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
Measures:	Survey Graphs (links)
Summary of Engagement	
	<p>All stakeholders– staff, teachers, and students were consulted throughout the process of the Education Plan creation:</p> <ul style="list-style-type: none"> • 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 sur-veys 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 <p>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.</p> <p>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.</p>

Ecole Mother d'Youville
 School Assurance Plan
 School Year: 2024-2025

Ecole Mother d'Youville STAKEHOLDER ENGAGEMENT	
Domain 5:	Governance
Provincial Goal	Stakeholder Engagement
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
Measures:	Survey Graphs (links)
Supplemental Documents	

Budget Summary

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

Ecole Mother D'Youville Catholic School

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$2,097,925	72.5%	\$2,097,925	74.3%
Specialized Learning Support (SLS) Allocations	\$292,335	10.1%	\$292,335	10.4%
Faith Development Allocations	\$21,526	0.7%	\$21,526	0.8%
French Language/Immersion Allocatons	\$118,260	4.1%	\$118,260	4.2%
ELL Allocations	\$3,960	0.1%	\$3,960	0.1%
FNMI Allocations	\$42,556	1.5%	\$42,556	1.5%
Other Program Allocations	\$25,334	0.9%	\$18,989	0.7%
One-Time Allocations	\$19,860	0.7%	\$0	0.0%
Local Revenues & Fees - 397 SGF	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$152,484	5.3%	\$152,484	5.4%
Local Revenues & Fees	\$15,574	0.5%	\$15,574	0.6%
Transfers between Schools, Departments & SGF	\$18,000	0.6%	\$10,000	0.4%
Previous Year Unspent and Surplus Allocations	\$86,480	3.0%	\$50,000	1.8%
Total Revenue and Allocations to Budget Center:	\$2,894,294	100%	\$2,823,609	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,133,542	73.7%	\$2,108,420	74.7%
Uncertificated Staff	\$628,458	21.7%	\$608,704	21.6%
Services Contracts and Supplies	\$132,294	4.6%	\$106,485	3.8%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,894,294	100%	\$2,823,609	100%

Summary



