# 2023-24
# Annual School Development Report

## Sacred Heart Academy (300220)



### Vision

*Sacred Heart Academy strives to build a learning community which recognizes individuality while fostering personal and academic growth.*

*In the pursuit of excellence, Sacred Heart Academy aims to establish clear expectations for all individuals while recognizing our diversity and acknowledging our uniqueness.*

*Students of Sacred Heart Academy will become life-long learners who contribute meaningfully to the global community.*

### Mission

*Sacred Heart Academy is dedicated to providing a safe and nurturing environment which enhances student achievement and encourages an active and healthy lifestyle in a collaborative school community.*

*L'école Sacré Coeur est consacré à fournir un environnement sécure et nourrissant qui augmente la réussite des étudiants et qui encourage un style de vie active et sain dans une communauté scolaire collaborative.*

**Strategic Issue/Goal: To create an environment where all students are engaged and learning.**

**Objective: Optimal Learning Environments**

Actions included:
- Assess Current Learning Environments
- Identify Key Factors for Optimal Learning
- Implement UDL Framework for Optimal Learning Environments
- Provide Professional Development for Teachers
- Allocate Resources for Environment Improvement

## How did you know this was a Strategic Issue/Objective? What evidence did you have?

**PMF Report: Outcome 2: Students experience a safe, caring and inclusive school environment.**
- Indicator 2.1: Positive School Climate - Student (*51.8% of the responses from students to questions in this scale were positive*)
- Indicator 2.2: Positive School Climate - Staff (*40.9% of the responses from teachers to questions in this scale were positive)*
- Indicator 2.3: Positive School Climate - Family (*71.2% of the responses from families to questions in this scale were positive*)
- Indicator 2.4: School Safety - Student (*56.0% of the responses from students to questions in this scale were positive*)
- Indicator 2.5: School Safety - Family (*67.8% of the responses from families to questions in this scale were positive*)
- Indicator 2.6: School Belonging - Student (*63% Gr. 3, 52% Gr. 4., 73% Gr. 5., 53% Gr. 6., 37% Gr. 7 of the responses from students to questions in this scale were positive*)
- Indicator 2.7: Major Behaviours (*The 2022-2023 incident rate of major behaviors was 147.5. This rate was calculated by dividing the 534 behaviors by the school enrollment of 362 students. The incidence rate of Chronic Middles is 68.0. This rate is calculated by dividing 246 behaviours by the school enrolment of 362 students. 2.2 % (n=8) of the student population received a one day suspension during the school year. 1.9% (n=7) of the student population received more than one suspension during the school year*)

**PMF Report: Outcome 3: The education system is responsive to students' strengths and needs**
- Indicator 3.1: School Engagement - Student (*44.2 % of the responses from students to questions in this scale were positive*)
- Indicator 3.4: School Fit - Family (*62.1% of the responses from families to questions in this scale were positive*)

**School Development Survey Scales:**
- Family Engagement (Family Survey) (*18.8% of responses from families to questions in this scale indicated they were involved with and interact with their child's school*)
- Barriers to Engagement (Family Survey) (*74.3% of responses from families to questions in this scale were positive*)
- Teacher-Student Relationships (Student Survey, Grades 7-12) (*60% of responses from students to questions in this scale were positive*)
- Grit (Student Survey, Grade 7-12) (*48.3% of responses from students to questions in this scale were positive*)
- Learning Strategies (Student Survey, Grades 5 - 6, Grades 7 - 12) (*44.7% of responses from students in grades 5 to 6 to questions in this scale were positive. 41.3% of responses from students in grade 7 to questions in this scale were positive*)
- Valuing of School (Student Survey, Grades 5 - 6, Grades 7 - 12) (*50.7% of responses from students in grades 5 to 6 to questions in this scale were positive. 48.0% of responses from students in grade 7 to questions in this scale were positive*)

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- Professional Learning (Staff) (*50.2% of responses from staff to questions in this scale were positive*)

**School-based policies and/or procedures:**
- Outside play schedules (*schedules have been developed for the second half of all two lunch periods to maximize outdoor play time*)
- Code of Conduct, including teaching/modelling plan for behaviour matrix  (*lessons have been developed that covers the expectations of the student code of conduct*)
- Proactive programs to support positive character development (*matrix developed to guide classroom implementation of The Zones of Regulation, School-Wide PBIS Restorative Justice Practices  and CASEL SEL Core Competencies*)
- CPI plan (*a list of staff training requirements is compiled yearly and training opportunities are provided to staff*)

# Year-end Summary of Progress.  What evidence do you have to support this progress?

1. Assess Current Learning Environments
- Throughout the year, a comprehensive assessment of the school's learning environments was conducted. This included classroom observations, surveys of students and staff, and analysis of academic performance data.
- Evidence: We completed classroom observations in over 90% of our classrooms, documenting factors such as seating arrangements and technological resources.

2. Identify Key Factors for Optimal Learning:
- Based on the assessment, key factors contributing to optimal learning environments were identified. These factors include flexible seating arrangements, and access to technology.. Additionally, the importance of social-emotional learning and student engagement was emphasized.
- Evidence: Feedback from surveys indicated that key factors for optimal learning environments included comfortable and flexible seating, minimal distractions, and access to learning materials.  Data from academic performance and behavioral records (Review 360) were correlated with environmental factors.

3. Implement UDL Framework for Optimal Learning Environments:
- We have successfully introduced flexible seating options in several classrooms to promote active learning and movement. These options have allowed students to choose the seating that suits their learning style best.
- Evidence: Over 75% of teachers have been  attending online and in-person UDL training workshops, with positive feedback on the applicability of the strategies learned.  60% of classrooms were redesigned to align with UDL principles, incorporating flexible seating and accessible learning tools.Introduction of assistive technologies in 40% of classrooms to support diverse learning needs.

4. Provide Professional Development for Teachers:
- Ongoing professional development focused on UDL, differentiated instruction, science of reading and the use of technology in the classroom was provided. These sessions aimed to equip teachers with the skills needed to adapt to the new learning environment standards.
- Evidence: A variety of workshops and webinars were conducted, featuring experts in education and learning environment design.  Evaluations indicated that 90% of teachers found the professional development sessions highly relevant and beneficial for their instructional practices.

5. Allocate Resources for Environment Improvement:
- We prioritized budget allocation and resource distribution to support the improvements needed for our learning environments. This included purchasing, updating technological infrastructure, and creating more collaborative spaces.
- Evidence: Records of purchased items, such as new seating and technology, supporting the enhancement of learning environments.

## Next Steps…

1. Regular Monitoring and Evaluation: We will continue to monitor the effectiveness of our initiatives through surveys, classroom observations, and feedback from both students and teachers. This ongoing assessment will allow us to make necessary adjustments to further enhance our learning environment.
2. Expanding Technology Integration: We plan to expand our use of technology to reach even more students. This includes providing more resources and training opportunities for staff, ensuring that technology remains a pivotal tool for active learning.
3. Continued Professional Development: We will continue to invest in professional development for our educators to ensure they are well-equipped to adapt to changing classroom environments and teaching methods.
4. Student Involvement: We will involve students in the decision-making process for further improvements, giving them a voice in shaping their own learning environment.

Significant progress has been made in assessing and improving our learning environments. The data-driven approach ensured that changes were targeted and effective, leading to the implementation of the UDL framework and enhanced teacher capabilities through professional development. Allocated resources have been effectively used to create more inclusive and adaptable learning spaces, benefiting both students and teachers.

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## Strategic Issue/ Goal:  To create an environment where all students are engaged and learning.

### Objective:  Wellness and Positive Relationships

Actions included:

- Establish a Wellness Committee
- Integrate Wellness Education into the Curriculum
- Professional Development for Staff
- Strengthen Parent and Community Involvement
- Provide Wellness Resources

## How did you know this was a Strategic Issue/Objective? What evidence did you have?

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**The effectiveness of the following practices in your school:**
- Inclusive practices  (*links to webinars included in weekly memos to help staff learn effective strategies for the classroom, professional learning opportunities to learn about assistive technology, universal design for learning (UDL), responsive teaching and learning, etc.*)
- Restorative practices (*support from guidance services and the itinerant for inclusive and safe schools on incorporating restorative practices in the classroom*)
- Positive Behaviour Interventions and School-Wide Restorative Practices (*lessons have been developed that cover the three expectations of the PBIS matrix:  safe, respect, responsible*)
- Digital literacy practices (*links to webinars and tech tips included in weekly memos to help staff learn how to incorporate digital literacy practices into their teaching and learning*)
- Review 360 data analysis (*monthly data analysis conducted and results are presented in weekly memos and staff meetings*)
- Social Emotional Learning (*school-wide implementation of the Zones of Regulation Curriculum, new staff are provided training on the curriculum at the beginning of each new school year, matrix developed to guide classroom implementation of The Zones of Regulation and CASEL SEL Core Competencies*)

# Year-end Summary of Progress.  What evidence do you have to support this progress?

1. Establish a Wellness Committee:
    - Evidence: The Wellness Committee will be established in September 2024 with representatives from administration, teaching staff, support staff, and students. When established the committee will meet monthly to discuss and plan wellness initiatives.
2. Integrate Wellness Education into the Curriculum:
    - Evidence: Wellness education was integrated into various subjects across all grade levels. Teachers incorporated wellness topics such as mental health, physical fitness, and nutrition into their lesson plans.
    - Curriculum resources were updated to include wellness topics, with specific units on mental health and social-emotional learning incorporated into health classes.
3. Professional Development for Staff:
    - Evidence: Several professional development sessions (webinars) focused on wellness were conducted throughout the year. These sessions aimed to equip teachers with the skills and knowledge to support student wellness.
    - Implementation of learned strategies observed in classroom practices and teacher-student interactions.
4. Strengthen Parent and Community Involvement
    - Evidence: Efforts to enhance parent and community involvement in wellness initiatives are being explored foe September 2024. Several

information sessions are in the pre-planning stage to engage families in promoting wellness and providing information on topics such as ADHD, Autism and student mental health.
- Regular communication with parents through newsletters and social media updates on important wellness topics.

5. Provide Wellness Resources
- Evidence: A variety of wellness resources were made available to students, staff, and parents. These resources included printed materials, online resources, and access to wellness professionals.
- A new section dedicated to wellness was added to the school's weekly memo, featuring articles, videos, and links to external resources.

## Next Steps:
**Looking ahead, our focus will be on sustaining and expanding the progress we've made:**

1. Evaluate and Refine:
- Continuously assess the effectiveness of our initiatives, making necessary adjustments based on feedback and outcomes.

2. Expand Mental Health Services:
- Increase awareness and accessibility of mental health resources, including outreach to parents and guardians.

3. Enhance SEL Integration:
- Strengthen the integration of SEL throughout the curriculum and measure its impact on student well-being.

4. Community Involvement:
- Encourage even more community involvement and collaboration, ensuring a unified approach to supporting our students.

5. Staff Development:
- Provide ongoing training and resources for staff to maintain their well-being and effectively support students.

Overall, the school has made significant progress in all five areas of its development plan, with tangible evidence supporting the successful implementation of each action. The collective efforts have fostered a more supportive and healthy school environment for all members of the community.