

# 2024-25

## 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 sécuritaire 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:

- Improve literacy outcomes for students in Grades K-6 by implementing UFLI Foundations
- Implement a school-wide approach to neuro-affirming approaches
- Enhance the academic, social, and emotional success of students with ADHD
- Develop teacher capacity n incorporating robotics/coding into interdisciplinary lessons across the K-6 curriculum

### 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.**

- *Data not available*

**PMF Report: Outcome 3: The education system is responsive to students' strengths and needs**

- *Data not available*

**School Development Survey Scales:** (students n=183, staff n=34, family n=17)

- **Grit:** Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals (36.8% of the responses from students to questions in this scale were positive, 39.5 % neutral, 23.7% negative)
- **Learning Strategies:** How well students deliberately use strategies to manage their own learning processes generally (46.8% of the responses from students to questions in this scale were positive, 41.3% neutral, 11.9% negative)
- **Rigorous Expectations:** How much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class (67.9% of the responses from students to questions in this scale were positive, 24.1% neutral, 8.0% negative)
- **Self-Efficacy:** How much students believe in their ability to success in achieving an outcome or reaching a goal (31.6% of the responses from students to questions in this scale were positive, 34.2% neutral, 34.2% negative)
- **Valuing of School:** How much students feel that school is interesting, important and useful (35.5% of the responses from students to questions in this scale were positive, 55.5% neutral, 9.1% negative)
- **Barriers to Engagement:** Factors that can create challenges for families to interact with to become involved with their child's school (82.4% of the responses from families to questions in this scale were positive, 17.7% neutral)
- **Family Engagement:** The degree to which families involved with and interact with their child's school (11.8% of the responses from families to questions in this scale were positive, 36.3% neutral, 52.9% negative)
- **Family Support:** Families' perceptions of academic and social support that they provide their child with outside of school (100.0% of the responses from families to questions in this scale were positive)
- **Professional Learning:** Perceptions of the amount and quality of professional growth and learning opportunities available to school (35.3% of the responses from teachers to questions in this scale were positive, 52.9% neutral, 11.8% negative)
- **Teacher Efficacy:** Teacher perceptions of their professional strength and areas for growth (80.8% of the responses from teachers to questions in this scale were positive, 15.4% neutral, 3.9% negative)

- Feedback and Coaching: Perceptions of the amount and quality of feedback faculty and staff receive (9.1% of the responses from staff to questions in this scale were positive, 42.4% neutral, 48.5% negative)

**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/modeling 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. Improve Literacy Outcomes for Students in Grades K–6 by Implementing UFLI Foundations**

- **Progress/Evidence:**
  - UFLI (University of Florida Literacy Institute) Foundations was implemented in K–3 classrooms with fidelity.
  - Teachers received professional development and ongoing support in lesson delivery.
  - DIBELS and Benchmark Assessment data indicate measurable gains in phonemic awareness, decoding, and fluency.
  - Increased student confidence and participation during literacy blocks were observed.

**2. Implement a School-Wide Approach to Neuro-Affirming Practices**

- **Progress/Evidence:**
  - Staff participated in PD focused on neurodiversity and ADHD research informed approaches.
  - Classrooms adopted inclusive sensory-friendly strategies (calm corners, visual schedules, flexible seating).
  - Student support plans reflect a shift toward strength-based, affirming language and supports.

**3. Enhance the Academic, Social, and Emotional Success of Students with ADHD**

- **Progress/Evidence:**
  - Targeted interventions were implemented for identified students (e.g., structured breaks, fidgets, positive reinforcement).
  - Data collected through IEP, ROI and referral processes showed improved self-regulation and task completion.
  - Collaborative support between classroom teachers, student assistants, and the Service Delivery Team ensured continuity of strategies.

**4. Develop Teacher Capacity in Incorporating Robotics/Coding Across the Curriculum**

- **Progress/Evidence:**
  - Teachers engaged in professional learning sessions on coding and robotics tools such as Scratch, Sphero, and LEGO Essentials.
  - Integration of coding into interdisciplinary projects was piloted in multiple grade levels (e.g., math and science connections).

- Student engagement increased in problem-solving and collaborative learning activities.

### Next Steps...

- Expand UFLI implementation to Grades 4–6, focusing on intervention and decoding support for struggling readers.
- Continue job-embedded PD and coaching to refine instruction.
- Analyze end-of-year data to inform grouping and instruction for the next school year.
- Create a school-wide framework to sustain neuro-affirming practices (e.g., team norms, shared tools).
- Collect qualitative feedback from students, families, and staff on the impact of these changes.
- Incorporate student voice in the ongoing development of inclusive practices.
- Expand use of student self-monitoring tools and goal-setting activities.
- Provide families with resources to reinforce research-based ADHD strategies at home.
- Continue tracking behavior and academic data to adjust supports as needed.
- Expand coding and robotics activities to all grade levels with cross-curricular planning.
- Establish a student-led tech or coding club to further interest and leadership.
- Seek funding opportunities for more devices and robotics kits to increase access.

This year's efforts have built a solid foundation for continued growth. The school's commitment to literacy, inclusive practices, student well-being, and innovation has created a more engaging and supportive environment for all learners. Continued focus and collaboration will ensure these initiatives evolve and deepen in the coming year.

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

### Objective: Wellness and Positive Relationships

Actions included:

- Establish an Active Schools Committee (staff)
- Create Special Events Committee (students)
- Support sensory and self-regulation needs of neurodiverse students by creating a sensory room
- 12 Days of Staff Self-care Challenge

### 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**

- *Data not available*

**PMF Report: Outcome 3: The education system is responsive to students' strengths and needs**

- *Data not available*

**School Development Survey Scales: (students n=183, staff n=34, family n=17)**

- School Belonging: How much students feel that they are valued members of the school community (53.6% of the responses from students to questions in this scale were positive, 31.7% neutral, 14.8% negative. 70.6% of the responses from families to questions in this scale were positive)

- School Climate: Perceptions of the overall social and learning climate of the school (38.7% of the responses from students to questions in this scale were positive, 44.6% neutral, 16.7% negative. 26.5% of the responses from staff to questions in this scale were positive, 70.6% neutral, 2.9% negative. 70.6% of the responses from families to questions in this scale were positive, 29.4% negative)
- School Engagement: How attentive and invested students are in school (31.6% of the responses from students to questions in this scale were positive, 41.2% neutral, 27.3% negative)
- School Safety: Perceptions of student physical and psychological safety at school (47.1% of the responses from students to questions in this scale were positive, 38.5% neutral, 14.4% negative. 52.9% of the responses from families to questions in this scale were positive, 35.3% neutral, 11.8% negative))
- Teacher-Student Relationships: How strong the social connection is between teachers and students (50.0% of the responses from students to questions in this scale were positive, 21.1% neutral, 29.0% negative)
- School Fit: Families’s perceptions of how well a school matches their child’s developmental needs (58.8% of the responses from families to questions in this scale were positive, 29.4% neutral, 11.8% negative)

**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 an Active Schools Committee**

- **Progress/Evidence:** The Active Schools Committee was established in September 2024 with representatives from administration, teaching staff, support staff, and students. When established the committee met monthly to discuss and plan wellness initiatives.

**2. Create a Special Events Committee (Student-Led)**

- **Progress/Evidence:**
  - A student Special Events Committee was formed to setup for school-wide celebrations and theme days.
  - Events such as Spirit Days, school-wide games, and fundraisers showed high levels of student participation and school spirit.
  - Students developed leadership, organization, and communication skills through their involvement.

### 3. Support Sensory and Self-Regulation Needs of Neurodiverse Students by Creating a Sensory Room

- **Progress/Evidence:**
  - A sensory room was established and equipped with tools such as fidgets, weighted items, soft lighting, and calming visuals.
  - Students with sensory regulation needs used the space as part of their daily routines or as needed for regulation breaks.
  - Staff reported improved student readiness to return to class after sensory breaks.

### 4. 12 Days of Staff Self-Care Challenge

- **Progress/Evidence:**
  - A staff wellness initiative encouraged daily self-care through small, achievable challenges (e.g., gratitude notes, hydration reminders, short walks).
  - Participation was high, and feedback was overwhelmingly positive, citing improved morale and connection among staff.
  - Created momentum for a culture of staff wellness and support.

### Next Steps:

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

- Expand student involvement in activity planning.
- Introduce a calendar of monthly Active Schools events to ensure consistency.
- Gather student and teacher feedback to tailor future initiatives.
- Incorporate student voice through surveys to plan next year's events.
- Provide mentorship from staff to build sustainability and student confidence.
- Provide additional training to staff on how to support student regulation using the sensory room effectively.
- Track usage and outcomes to refine strategies and update equipment.
- Explore ways to incorporate elements of the sensory room into classrooms.
- Develop a year-long wellness calendar with periodic self-care events.
- Establish a staff wellness committee to continue promoting a healthy work environment.
- Collect suggestions from staff to design future wellness initiatives.

Overall, this year's efforts strengthened student engagement, leadership, regulation, and staff well-being. These initiatives have laid a strong foundation for a school culture that values inclusivity, student voice, and wellness for all.