



Sacred Heart School

Education Plan
2022-2023



PRINCIPAL'S MESSAGE

MRS. TARA MCBRIDE

We are blessed at Sacred Heart School to provide a Christ-centered and high-quality education focused on the spiritual, academic, emotional, and physical well-being of our students from Wetsiwin and surrounding areas. By providing diverse programming in academics, athletics, and the arts Sacred Heart staff make it their mission to ensure students with varied interests can achieve success on their journey of faith and learning.

Faith permeates every aspect of our day. We are all children of God, made in His likeness and it is our hope that our students explore their God-given potential within a safe and caring environment, and use their gifts and talents to glorify Him.

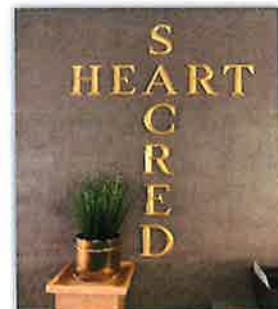
It is important that our families know that this is their school. We value our families and are committed to supporting them in raising their children in the Catholic faith. Thank you for entrusting us with your children. We are truly fortunate to work together to build a faith-filled community where students are encouraged to let their lights shine brightly for all to see.

*'In the same way, let your light shine before others,
so that they may see your good works and give glory to your Father in heaven.'*

Matthew 5:16

Blessings,

Tara McBride



Sacred Heart School Prayer

Loving Jesus,

By the Grace of Your Sacred Heart,
Help us to know You, to love You and to
serve You in this life,

So we may live with You in the next.

Amen



MEET YOUR LOCAL TRUSTEE



Henry Effen

Board Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.

SCHOOL PROFILE



Sacred Heart Catholic School

Webpage: <https://sh.starcatholic.ab.ca/>

Principal: Tara McBride

Phone: 780-352-5533

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Principal: Tara McBride
tara.mcbride@starcatholic.ab.ca

Vice Principal: Melanie Toohey
melanie.toohey@starcatholic.ab.ca

Grades Served: ECS-9

Student Population: 525

Number of Teachers: 25

Number of Support Staff: 21

Demographics:

Sacred Heart School's enrollment has consistently remained similar in the last several years. Typically, our population has ranged from 560-565. However, there have been some significant changes due to COVID in the last years. We do anticipate our enrollment to increase as the pandemic ends. We again have 2 full-day ECS classes, a Monday/Wednesday class and a Tuesday/Thursday class, that run from 8:45 am - 3:13 pm. These classes alternate on Fridays. The remainder of the school population is made up of 2 classes of each grade from 1-9, with 3 classes of grade 6. English as a Second Language enrollment has remained at approximately 7% and our First Nation, Metis and Inuit enrollment has remained at about 22% of our total enrollment. Of the 22% of our First Nation, Metis and Inuit enrollment, 16% of these students live in Wetaskiwin while 6% come to Sacred Heart from Maskwacis.

Sacred Heart - A Catholic School of the Arts:

Sacred Heart School is known for its focus on well-rounded programming immersed in our Catholic identity. In keeping with our mission to allow students to explore their God given gifts, elective and extracurricular programming at Sacred Heart provides a wide array of visual, performing and practical arts opportunities for all students. This, in concert with a strong athletic program provided in core, elective and extracurricular time, helps foster all students' talents beyond the basic academic (i.e. in-house music lessons, lunch time dance, choir programs, hockey program and art lessons). We look forward to reinstating these programs as the pandemic winds down.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

Faith PD Offerings

- Division Reflection Day: Disciples Through Worship
- Faith Retreat - Disciples of the Word: Disciples Through Works.
- What does it mean to be a teacher in a Catholic school?
- Faith Leadership learning sessions at staff meetings throughout the year.
- Mass set-up protocol
- Catholicism 101



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Rotating weekly classroom visits with Father Roger.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all staff and students.
- Faith Retreats for students.
- Youth Ministry program.
- Staff Faith PD with a focus on sharing personal faith journeys; teachers also find opportunities to share their faith journey with students in all curricular areas.
- Daily prayer during announcements; teachers continue prayer in their classrooms following announcements.
- Increased social media presence showcasing students and staff living a life guided by faith.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

STRATEGIES

- Opportunities for school-wide involvement in social justice projects: food drives, Sacred Heart Angel Elves (SHAE) project - collecting items of need for struggling Sacred Heart families, fund raising for various charities.
- Classroom, grade, or division focused social justice projects planned collaboratively: Supporting Senior Care facilities with outdoor decorations (bird feeders) & bookmarks, cards, poems, Pen-pals: Jr. High students built a pen-pal relationship with long-term care residents, students created cards and prayers for the Ukrainian Village in the wake of the Russian invasion into Ukraine.
- Through the junior high iMAD (I Make A Difference) elective students have the opportunity to see how their faith can influence others as they explore ways to love and serve God: Pink Shirt Day, Pay it Forward, collaboration with Neighbours Outreach Wetaskiwin (NOW).
- Invite parents to become involved in social justice projects and charitable works, i.e., Blessing Bags collection.
- Continue to update social media with pictures and information throughout the year with a focus on the 5 Marks of an Excellent Catholic School.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

STRATEGIES

- Daily prayer offered in the staff room each morning. School-wide prayer as part of morning announcements.
- Monthly masses and celebrations at school as well as school visits to the Parish. Staff are encouraged to commit to weekly masses.
- Staff encouraged to access courses through Newman Theological College to grow in their faith.
- School blessing by Father Roger & regular class visits.
- Regular collaboration with the school and parish team regarding school masses.
- Students receive congratulations cards upon receiving sacraments and are acknowledged at an assembly or school mass.
- Catholic Women's League and Knights of Columbus support for the purchase of gr. 4 Bibles; Bible blessing ceremony with Father Roger.
- Regular communication to our school families about happenings at the Parish.



SOCIAL JUSTICE PROJECTS

- Collection of toques, mittens, socks, toiletries, and school supplies for St. Zita Ministry - the Catholic Social Services ministry our school has adopted.
- Food Bank collection before Thanksgiving, Christmas, Easter.
- Teddy bear donations for Victim Services.
- SHAE - Sacred Heart Angel Elves - supply food, Christmas stockings, and gifts for our school families in need.
- "Cupcakes 4 Kindness" - an iMAD initiative to support the Good Shepherd Nursing Home
- Div 1 students made Christmas decorations, bookmarks, holiday poems and bird feeders for Long Term Care and Peace Hills Lodge residence and Sunrise Retirement home.
- Div 1 students prayed and coloured the Rosary for the patients and workers at the hospital
- Div 2 students collected and created Blessing Bags for individuals in need.



SCHOOL & PARISH COLLABORATION

- Monthly meetings with the parish team.
- Weekly classroom visits from Father Roger to build relationships
- Monthly masses and celebrations with Father Roger
- Catholic Women's League and Knights of Columbus donations to help pay for gr. 4 Bibles; Bible blessing ceremony with Father Roger.
- Parish involvement in school retreats - invitations extended to Father Roger and Deacon Leo.
- Staff members assisting in sacramental prep, specifically First Communion and Confirmation.
- Reconciliation at the school with Father Roger.
- Staff involvement in three phases of Christ Life Ministry - evangelization program.



STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas .
- Weekly visits with Father Roger.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all.
- Faith Professional Development opportunity for staff learning about the Bible Timeline.
- Staff and student faith retreats with Clare Ganton.
- Faith Leadership learning sessions at staff meetings through the year.
- One Professional Development day each year dedicated to Faith Professional Development.
- Praise and Worship team and Youth Ministry activities.
- Youth Ministry program and Religious Education Committee Full Time Equivalency allotment.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams. **There were no Provincial Achievement Tests (PATs) in the 2020-2021 school year due to the COVID-19 pandemic.**



STRATEGIES

Although there were no Provincial Achievement Tests last year, our staff continue to work hard to ensure that our students are prepared for assessments:

- Dedicated collaboration time with grade and division partners to support diagnostic assessments, programming and interventions, as well as create assignments and assessments which utilize higher level thinking skills.
- SALT (Student Academic Learning Time) period to support research based interventions and progress monitoring for all students as well as reteaching concepts to extend and enhance learning.
- Common formative and summative assessments encouraged.
- Consistent focus school wide on literacy and numeracy.
- Reading recovery and precision reading programs to boost student success.
- Consistent programming school wide with Daily5, Empowering Writers and Balanced Literacy resources.
- Junior high teachers continue to focus on increasing vocabulary knowledge and have implemented a collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills.
- In math, an increased focus on improving automaticity with basic skills.
- In Div. I and II, teachers use Acadience Reading, Fountas & Pinnell and RRST (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings.
- In Div. III, SALT is focused on "Directed Learning" to target specific student needs to improve Provincial Achievement Test results.
- Accessibility to Learning Commons for junior high students at lunchtime and during SALT.
- Increased focus on project based learning in all grade levels.
- Peer tutoring and mentorship.



PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

STRATEGIES

- ilead & iMAD electives in jr. high promote citizenship and service throughout the school and into the community.
- New Mentorship elective in jr. high to promote cross-grade 'buddies' for literacy and numeracy support.
- Students assisting with the (SHAE) Sacred Heart Angel Elves project.
- Students donating time, treasures and talents through social justice projects.
- We Scare Hunger: Jr. High classes partner with Denham Ford to collect food for the local food bank.
- Blessing bags were created by division 2 students to address the needs in our community.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

STRATEGIES

- Differentiated instruction, including hands-on activities, within the classrooms.
- Teachers use a variety of teaching methods to reach all learners.
- A continued emphasis on connecting learning to the real world, as well as focusing on background knowledge.
- Teachers provide a choice of activities and allow students to have choice in assessment products. Explanation to students of why this learning is important.
- Teachers incorporate regular movement breaks within their lessons, i.e. Go Noodle. Stand-up desk option available for some students.
- Teachers scaffold larger tasks to ensure students are well-supported and have a good understanding of what needs to be done next.
- Teachers are becoming more familiar with and comfortable with using Inquiry based learning and project based learning.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

STRATEGIES

- Positive relationships with students and high accessibility to staff.
- Active Living at lunchtime for elementary students.
- Life Framework club
- Youth Ministry lunchtime program
- Ongoing Mental Health Literacy Professional Development for staff
- The Third Path Professional Development
- Personal Well Being (PWB) class for Jr. High classes and grades 4, 5, & 6.
- Kids in transition support group
- Mind Up program and stress lessons for Div. II and Worry Woos for Div. I
- Family School Liaison (FSLW) meeting with classroom cohort groups and individuals and connecting with families and community agencies.
- Mental Health Literacy for gr. 6-9.
- RAK: Random Acts of Kindness recognition.
- Social Emotional Literacy lessons in gr. 1-3.



DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

STRATEGIES



- Well rounded Catholic education focused on academic, athletic and performing arts programming celebrating the dignity of all students.
- Wide assortment of elective courses delivered to classroom cohorts, such as band class, dramatic arts, culinary arts, French language, woodshop, beading, art, media, STEM, film studies and outdoor education to support diversity in learners
- Consistent programming across Div. I, Div. II and Div. III in literacy and numeracy. Daily intervention period focused on literacy and numeracy specific to each student; groups of students with similar challenges that can be addressed strategically by staff.
- Response to Intervention opportunities for junior high students in all grade levels during intervention period.
- Differentiation opportunities for students in all subject areas.
- Learning commons opportunities for Div. II and Div. III students at lunch and in P6 to access interventions and extra time to complete assignments.
- Comprehensive and collaborative process for the identification of students requiring Individual Program Plans, involving parent and student input where appropriate.
- Safe spaces for teaching and learning to occur.
- Learning support services to facilitate relationships between students and school community.

DOMAIN 3: TEACHING & LEADING

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

STRATEGIES

- Professional development (PD) days that align with divisional priorities and goals.
- Reflection Day, Faith PD & Staff Retreat: to promote and support staff personal faith journey as well as support faith permeation in all subject areas and school events.
- Mental Health PD: Third Path conditions 6, 7, & 8 to support the social and emotional wellness for all staff and students.
- Continuation of New Curriculum professional development
- Classroom Management professional development sessions by division.
- First Nation, Metis and Inuit professional development: to support our Indigenous students as well as support teachers and the Teacher Quality Standards (TQS).
- Response to Intervention professional development: Rtl & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners
- Teacher choice in PD: "Choose Your Own Adventure" with sessions provided by staff members and COLT

PROFESSIONAL DEVELOPMENT

Faith-based Professional Development

What does it mean to be a teacher in a Catholic school?

Mass set-up protocol

Division Reflection Day

Catholicism 101

Prayer Walks

Mental Health & Well-being Professional Development

Self-harm/self-injury

SEL (Social Emotional Learning)/Executive Functioning

Professional Development related to Rtl (Response to Intervention)

Classroom Management

Rtl & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners

Diagnosis-specific PD (Autism, ADHD, etc.)

Professional Development related to First Nations, Metis, and Inuit

Indigenous activities: beading, ribbon skirt tutorial, bannock making, Talking Circles, traditional Indigenous games

Rtl & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners



Sacred Heart Professional Development Plan 2022-2023

(PD for EAs in **GREEN**, if different from teachers; Faith PD in **BLUE**, COLT offerings in **YELLOW**)

STAR Priorities 2022-2023 - Essential PD

- Faith is permeated and infused into all professional development
- RTI is the philosophy and structure under which STAR Catholic operates

Month	Date	EAs Attend	What goal(s) does this professional learning target? • School Education Plan goals	AM	PM
August	22		Organizational Teaching & Leading: Safe, welcoming, and optimal learning environments for staff and students	Prayer Classroom set-up & collaboration	
	23		Organizational Teaching and Leading: Foster a culture of collaboration	Prayer teacher prep time	New Curriculum grade-level planning
	24		Teaching & Leading: Continue to build and develop staff capacity Grow and Affirm Catholic Identity: Staff are provided with faith formation opportunities	Faith Session #1 - What does it mean to be a teacher in a Catholic school? (1 hr) Teacher Meeting	Classroom Management sessions (by division) 1:00-1:45, 1:45-2:30, 2:30-3:15
	25	✓	Student Growth & Achievement: A focus on mental health and well-being TQS 1 & 4; Mark #1 & 5	Prayer Mass set-up protocol - with Father Roger (30 mins) Self-harm/self-injury info session (1 hr) Whole Staff Meeting	Third Path #6 - Identity
	26	✓	Division Theme: <u>Disciples of the Word</u> Grow and Affirm Catholic Identity: Staff are provided with faith formation opportunities.	Division Reflection Day	
October	7		Teaching & Leading: Continue to build and develop staff capacity	Teachers' Institute	
November	1	✓	Teaching & Leading: Continue to build and develop staff capacity	Learning Day EA PD sessions (CO)	
December	9	✓	Student Growth & Achievement: A focus on mental health and well-being TQS 1 & 4; Mark #1 & 5	Faith Session #2 - Catholicism 101 Third Path #7 - Mastery	Third Path #8 - Meaning
	23		Student Growth & Achievement: Academic Engagement Learning Supports: First Nation, Métis and Inuit students are successful Learning Supports: Student Inclusion - students feel like they belong and are being supported to be successful in their learning; a focus on students with learning challenges.	Prayer RTI & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners	PLC, TPGP, teacher prep
January	30	✓	Teaching & Leading: Continue to build and develop staff capacity	Staff Wellness & Self-Care	
February	9/10		Teaching & Leading: Continue to build and develop staff capacity	Teachers' Convention	
	17		Teaching & Leading: Continue to build and develop staff capacity	Prayer "Choose Your Own Adventure" - prayer walks, low organizational games, PowerSchool refresher, Smarter Marks, Diagnosis-specific PD (Autism, ADHD, etc.), Daily 5/CAFE	Literacy & Numeracy (engagement, programming & support) - elementary/jr high specific
March	17		Student Growth & Achievement: A focus on mental health and well-being TQS #3 a) c), #4	SEL (Social Emotional Learning)/Executive Functioning	PLC, TPGP, teacher prep
April	28	✓	Teaching & Leading: Continue to build and develop staff capacity	Faith Session #3 Teacher choice - TPGP goals EA PD sessions (CO)	Class list development
May	18	✓	Grow & Affirm Catholic Identity: staff are provided with faith formation opportunities; staff and students witness the gospel. The 5 Marks of Catholic School Identity	Staff Retreat	
June	21		Learning Supports: First Nation, Métis and Inuit students are successful. Teaching & Leading: Continue to build and develop staff capacity - building foundational knowledge & empathy	Prayer Indigenous activities: beading, ribbon skirt tutorial, bannock making, Talking Circles, traditional Indigenous games	The Blanket Exercise
	28	✓	Organizational	Prayer Year-end tasks: Transition Meetings	
	29		Organizational	Prayer Year-end tasks	

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

COLLABORATION & LEADERSHIP

Collaborative structures:

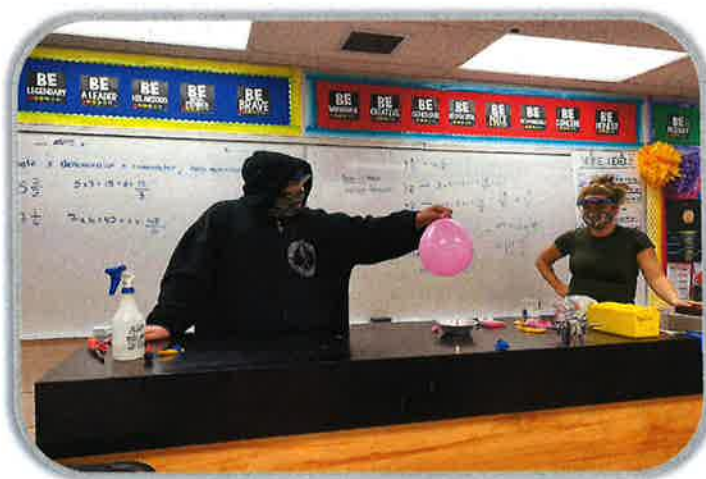
- School Leadership Team (SLT) opportunity for all interested teachers. Currently we have representation from each division: several members who have been a part of this team from the beginning as well as a few new teachers.
- Embedded Professional Learning Community (PLC) time (once every 6-day cycle) for all teachers to meet with their grade partner as well as opportunities for EAs to join these meetings.
- Opportunities for teachers to be Designate Principal when the administration are away from school.
- SIT (School Intervention Team)
- Speech Language Pathology (SLP), Occupational Therapy (OT), Learning Support Facilitator (LSF) collaboration meetings.

Professional Development sessions related to leadership development:

- Faith Professional Development from the Director of Faith Life & Religious Education to support teachers being the faith leaders within the classroom.
- The Third Path - programming supports teachers to be leaders in wellness.
- Hosting a student teacher.
- Mentorship PD through the Director of Faith Life & Religious Education.
- Literacy Lead / Numeracy Lead teachers.

STRATEGIES

- Teachers have common assessments and objectives for the curriculum they are teaching.
- Divisional consistency for procedures and strategies to support student success and behaviour.
- Regular review of Response to Intervention (RtI) strategies used by staff to better support student needs: academically, socially, emotionally and spiritually.
- Div. II Group Problem Solving Process used to support one another.
- Staff set SMART goals for their PLC which are reviewed in the fall by the School Leadership Team (SLT).
- Consistent programming among subject areas. Opportunities will be provided for subject area specialists to pair and share best practices and curricular strategies especially in literacy and numeracy throughout the year.
- Opportunities for teachers to be involved in the School Leadership Team (SLT), Professional Learning Communities (PLCs), School Intervention Team (SIT).
- Monthly staff and div. meetings.
- Outcome tracking curricular spreadsheet to support student transition meetings.



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

STRATEGIES

- Staff fill out the Occupational Health & Safety (OH&S) classroom checklist each year.
- Staff collaborate with Admin to create the Infrastructure, Maintenance & Renewal (IMR) list each year.
- Staff and students create beautiful and inspirational bulletin boards.
- Welcoming signs throughout the school. School prayer in front office.
- Inspirational messages posted throughout the school.
- Stained glass cross & faith based names of areas of the school. (Faith Permeation)
- Staff greet all students entering the school every morning.
- Indigenous entryway, clubhouse, Treaty 6 flag, Project of the Heart and government apology.
- Faith message on sign outside of school.
- Students volunteer at breaktimes to clean the playground.
- Students help to recycle paper, bottles/cans and cardboard.
- Golden Garbage award for clean and cared for classrooms.
- Plants, greenery, and faith displays throughout the school to share its beauty.



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

STRATEGIES

- Social/Emotional programming in the classrooms.
- Student mentorship elective in junior high.
- Lunch programs; Chess Club, Buddy Up, Awesome Blossoms, Beaded Journeys groups.
- Inclusive classrooms.
- Service Projects through junior high electives.
- Mental Health/Trauma PD for staff and students.
- Assistance from outside agencies for students and families as necessary.
- Response to Intervention programming.
- School Intervention team to ensure students' needs are addressed.
- Safety patrol
- Faith permeation throughout subjects and school activities.
- School-wide Kindness Challenges and recognition.
- Youth Ministry: Fostering a sense of belonging for our students.
- Peer Helpers: student leadership and support for peers.
- Increase positive phone calls home celebrating students.
- Students greeted at the doors each morning and at their classroom doors in between periods.
- Restorative Justice and/or Talking Circles for discipline and student support.



PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

STRATEGIES

Learning environments are welcoming, caring, respectful and safe.

- Beautiful and inspirational bulletin boards and displays.
- Welcoming and inspirational messages posted throughout the school.
- Stained glass cross at the end of the center hallway - “The Way”, to proclaim our faith.
- Plants and greenery in The Way, nurtured with sunlight through the glass roof.
- Door greeters for students entering in the morning.
- Guests are welcomed at the office.
- Individual support plans for those students who need them.
- Restorative Justice and Talking Circles for discipline and support.



PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

STRATEGIES

- Access to Family School Liaison Worker (FSLW) through appointments and/or referrals. The FSLW will also direct students and parents to appropriate supports in the community as needed.
- Access to academic testing through referral to the Learning Support Facilitator (LSF).
- Students have access to Speech and Language services and Occupational Therapy services within our division on a referral basis. Students can also be referred for Psychoeducational Assessments through the division's Student Learning Services.
- When needed, further Speech and Occupational Therapy supports are accessible through Alberta Health Services or contracted through community programs.
- Our students also have access to Blind Low Vision supports and Deaf and Hard of Hearing supports through LSF referrals.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

STRATEGIES

- Jordan's Principle application for additional staff to support academic success.
- Dedicated teacher and support staff to work on building relationships with community as well as supporting our students with relationships and interventions.
- Indigenous clubhouse created as a safe and welcoming space.
- Infusion of First Nation, Metis and Inuit cultural knowledge and understandings in all curricular areas.
- Indigenous Student Leadership team and Beaded Journeys group.
- Opportunity for our Indigenous Student Leadership Team to attend the yearly Resiliency Summit.

Partner with MESC and Maskwacis Cultural College for supports and resources.

- Orange Shirt Day: September 29th; Red Shirt Day (MMIW): May 5th
- Dedicated professional development for staff focused on First Nation, Metis and Inuit awareness.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

STRATEGIES

- Response to Intervention: tier 1 best practices and tiers 2 & 3 targeted support in the areas of literacy and numeracy (small group and/or one-to-one).
- Inclusive classrooms with differentiated curriculum. Use of assisted technology for targeted students.
- Learning Support Facilitator (LSF), Family School Liaison Worker (FSLW), and the Sacred Heart Intervention Team (SIT)
- Learning Commons access for Jr. High students.
- Breakout rooms for students who require them: Seuss room, Indigenous clubhouse, sensory room, regulation/"Chill Out" room.
- Student Academic Learning Time (SALT) in period 5 to support literacy and numeracy in all grades.
- Additional literacy and numeracy support programs: Levelled Literacy Intervention, Mathology, Reading Recovery, Precision Reading, Eagle Eyes, etc.
- Professional Learning Community (PLC) time for staff to collaborate about interventions, progress monitoring and assessment.
- Learning Support/Mental Health google classroom with Professional Development and resources for staff to access.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

STRATEGIES

- Weekly "Monday Message" with important dates and information for parents.
- Teachers contact parents with good news and concerns.
- Parent Teacher Interview evenings.
- Monthly school council meetings; parents have the opportunity to collaborate, consult and advise on school direction.
- Standing invitation for parents and community to join our masses and celebrations, virtually.
- Agenda used in elementary to communicate with families.
- Email, PowerSchool, and Google Classroom used to communicate with Jr. High parents.
- Night of the Titans Awards and open house evening.
- Increase social media presence.
- Coaching staff will trial TeamSnap for their sports teams to ensure parents and athletes have up-to-date information regarding practices and games.



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2022-2023 Play Budget (October)

Sacred Heart

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$2,752,158	77.8%	\$2,896,225	79.1%
Specialized Learning Support (SLS) Allocations	\$274,475	7.8%	\$269,478	7.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$25,470	0.7%	\$25,985	0.7%
ELL Allocations	\$33,600	0.9%	\$37,200	1.0%
FNMI Allocations	\$109,800	3.1%	\$90,000	2.5%
Federal Government	\$0	0.0%	\$210,000	5.7%
Other Program Allocations	\$24,563	0.7%	\$24,739	0.7%
One-Time Allocations	\$93,932	2.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$188,150	5.3%	\$60,000	1.6%
Local Revenues & Fees	\$37,131	1.0%	\$47,627	1.3%
Total Revenue and Allocations to Budget Center:	\$3,539,279	100%	\$3,661,254	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,608,815	73.7%	\$2,629,264	71.8%
Uncertificated Staff	\$685,436	19.4%	\$790,666	21.6%
Services Contracts and Supplies	\$236,015	6.7%	\$232,311	6.3%
Amortization (Depreciation)	\$9,013	0.3%	\$9,013	0.2%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$3,539,279	100%	\$3,661,254	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$3,539,279	\$3,661,254
Total Expenditures	\$3,539,279	\$3,661,254
Variance	\$0	\$0

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 3170 Sacred Heart School



Assurance Domain	Measure	Sacred Heart School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.9	86.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.1	88.4	89.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	69.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.2	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	93.1	94.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.5	84.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.7	86.5	91.2	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

