SACRED HEART SCHOOL
2025-2026 School Education Plan & Annual Education Results Report (AERR)

Mission: Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools
Vision: Souls seeking Christ on jourey of faith, learning, and love

STAR Catholic Domains	Board Priority (Based on your school's data, identify ONE focal point from EACH of the domain areas below that will be your school's focus. HIGHLIGHT the TEXT)	School Goal (With your identified school goal(s) in mind, highlight the specific new or continuing goal(s) in your school plan)	Baseline Data (Current Reality)	Target Data/Outcome(s) (Desired Reality)	1-3 Strategies (How will you achieve this desired outcome/target?)	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	• Staff are provided with faith formation opportunities. • **Students understand what it means to live in a relationship with Jesus Christ.** • Staff and students witness the gospel.	Increase student understanding and experience of living in a relationship with Jesus Christ by fostering a more explicit and consistent expression of faith within the school community.	STAR survey results: - 29.17% of grades 7-9 students disagree, strongly disagree, or are unsure that our teachers and other students speak about their faith and that they are learning to live the way God wants them to	Reduce the percentage of Grades 7–9 students who disagree, strongly disagree, or are unsure about faith-based conversations and learning by 2-4% by the next survey administration.	- Provide professional development for teachers on how to naturally and confidently integrate faith language and witness into everyday teaching. - Develop a student faith leadership team that helps lead prayer, organize faith-based events, and model Catholic values. - Highlight faith-filled moments or successes in newsletters, assemblies, or social media to build a culture of witness and encouragement.	- Conduct a mid-year pulse survey or feedback session with students to assess changes in perception and adjust strategies as needed.
Student Growth and Achievement	• **A focus on mental health and well-being** • Provincial Achievement Results • Early Years Literacy and Numeracy Results • High School Completion, Citizenship & Student Learning Engagement	Enhance student mental health and well-being by fostering a stronger sense of belonging and increasing student awareness of available support.	STAR survey results: - 59% of grades 7-9 students agree that our school is a place where they feel they belong - 40% of grades 7-9 students disagree, strongly disagree, or are unsure of who to talk to for help if they are struggling with emotions or mental health - 23.8% of parents disagree, strongly disagree, or are unsure their child knows who to talk to if they are struggling with emotions or mental health - According to AEAM data, the number of students who agree that programs for students at risk are easy to access and timely has declined significantly FSLW data collection SIT referrals / office referrals	Reduce by 3-5% the number of students who are unsure or disagree that they know who to talk to for help with emotions or mental health by the next survey administration.	- Launch a visual and digital campaign featuring photos and roles of trusted adults (counselors, teachers, chaplain, administrators) around the school and on school platforms. Include clear guidance on how to access them. - Integrate lessons on emotional regulation, stress management, and help-seeking strategies into Religion, Health, or Homeroom. - Include short Scripture-based reflections during announcements or class that highlight God's care for our mental and emotional well-being. - Include well-being tips and support contact information in school newsletters and websites regularly.	

Teaching and Leading	• **Continue to build and develop staff capacity**. • Foster a culture of collaboration and leadership development.	Continue to offer meaningful professional development targeted at strengthening instructional practices and collaborative planning to improve student engagement and achievement, and deepen staff capacity, with a focus on increasing achievement results.	- PAT results as reported on the AEAM show low and very low achievement in either the Acceptable Standard or Standard of Excellence in many of the PAT courses: Social 6, Math 9, Science 9, KE Science 9, Social 9, KE Social 9	By the end of 2025-2026, there will be a measurable increase in student performance on Provincial Achievement Tests (PATs), with a 3-5% improvement in the number of students achieving the Standard of Excellence and/or a reduction in the number performing below the Acceptable Standard.	- Facilitate classroom walkthroughs or peer observations to highlight effective teaching strategies and foster professional dialogue - Offer or access PD focused on evidence-based instructional strategies and active learning techniques (e.g., explicit instruction, concept mapping, formative feedback) - Share one engagement-focused teaching tip per week in staff meetings or Week at a Glance - regular PLCs focused on PAT subjects to analyze student data, share strategies, co-create assessments, and plan targeted instruction	
Learning Supports	• **Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model**. • Walking together to nurture successful and enduring relationships with Indigenous communities. • First Nation, Metis and Inuit students are successful	Introduce the broader framework of MTSS (Multi-Tiered System of Supports) which encompasses RtI, to ensure timely, targeted, and tiered supports that meet the diverse academic, social-emotional, and behavioral needs of all students, with a focus on early identification, consistent progress monitoring, and effective intervention strategies.	- In the most recent survey conducted among teachers, parents, and students regarding access to supports and services in our school, overall responses from teachers and parents remained relatively stable. However, there was a notable decline in the student measure. Specifically, student agreement with the statement that they have access to the appropriate supports and services at school decreased by 8% compared to the previous year. FSLW data collection SIT referrals / office referrals	By June 2026, all instructional staff will implement the MTSS model with fidelity by using universal screening data, providing targeted Tier 2 interventions in literacy and numeracy, and tracking progress at least bi-monthly—resulting in an 8-10% decrease in the number of students performing below grade level in identified areas. By June 2026, Increase the percentage of students who agree that they have access to appropriate supports and services at school by **at least 5–10%** by next year.	- Use universal design for learning (UDL) principles and differentiated teaching strategies to meet varied learning styles and readiness levels in the classroom - Continue to conduct school-wide academic and social-emotional screenings at least twice per year to identify students needing additional support - Provide ongoing professional learning on MTSS processes, documentation, and instructional strategies for diverse learners - Listen to student voice by gathering student feedback through surveys or focus groups to identify what supports are missing or need improvement. - Promote and improve access to supports and services by building awareness of existing supports (e.g., counselling, academic help, learning support) and make them easier to access. - Build a supportive culture by building and/or strengthen peer support programs and train staff to recognize and respond to student needs.	

School's AEA Survey Summary from Alberta Education:

Background Information Reminder:

- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
- In spring 2021, AB Education piloted the AEA Survey.
- Beginning in spring 2022, the AEA survey results have included summaries for both **required** and **supplemental** measures.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

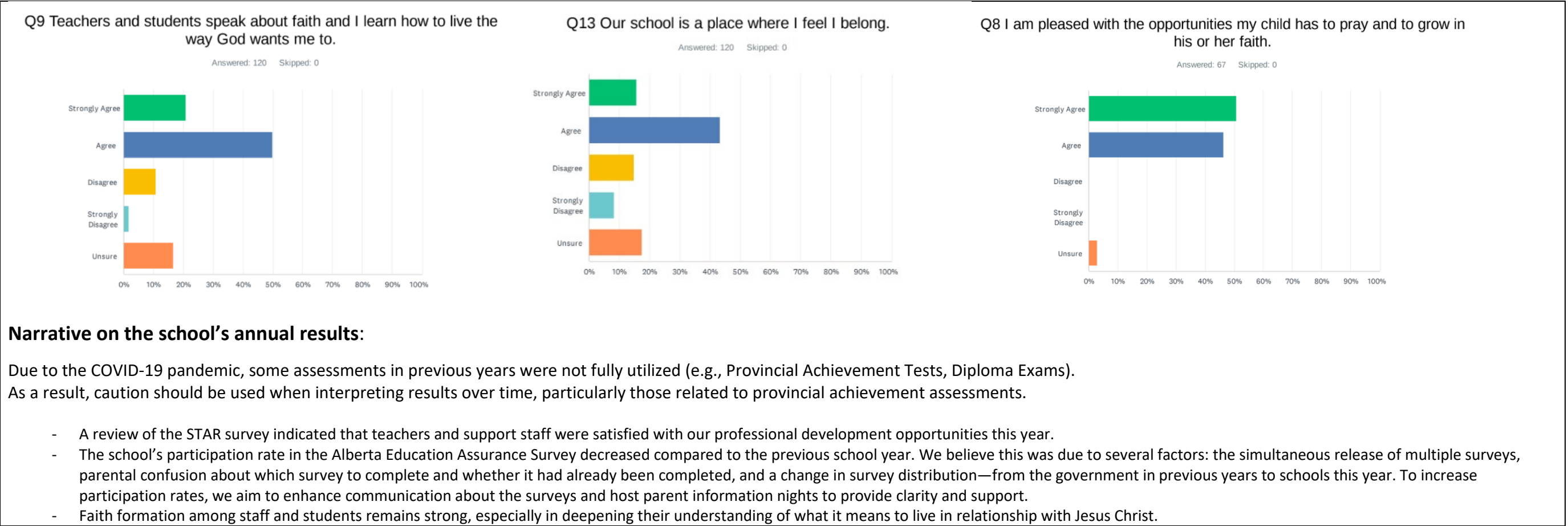| Assurance Domain	Measure	Sacred Heart School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.1	80.5	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.8	79.8	83.5	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	63.0	60.3	60.3	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	5.6	4.4	4.4	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	70.4	56.3	56.3	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	11.1	13.0	13.0	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	91.9	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	83.4	86.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	84.1	86.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.1	80.0	82.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	2.2	1.0	0.3	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	85.2	88.9	85.8	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	76.6	90.0	87.5	79.9	80.4	80.7	High	Declined	Acceptable
Program of Studies	81.2	82.3	85.7	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	84.5	88.1	87.7	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	91.1	87.0	90.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	69.9	76.5	77.5	71.9	72.9	72.7	Low	Declined	Issue
School Improvement	87.7	83.9	86.5	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	84.7	90.9	89.5	82.8	83.1	84.0	High	Maintained	Good

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 Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

School's STAR Survey (Survey Monkey) Results:

Q9 Teachers and students speak about faith and I learn how to live the way God wants me to.
Answered: 120   Skipped: 0

Q13 Our school is a place where I feel I belong.
Answered: 120   Skipped: 0

Q8 I am pleased with the opportunities my child has to pray and to grow in his or her faith.
Answered: 67   Skipped: 0

Narrative on the school's annual results:

Due to the COVID-19 pandemic, some assessments in previous years were not fully utilized (e.g., Provincial Achievement Tests, Diploma Exams).
As a result, caution should be used when interpreting results over time, particularly those related to provincial achievement assessments.

- A review of the STAR survey indicated that teachers and support staff were satisfied with our professional development opportunities this year.
- The school's participation rate in the Alberta Education Assurance Survey decreased compared to the previous school year. We believe this was due to several factors: the simultaneous release of multiple surveys, parental confusion about which survey to complete and whether it had already been completed, and a change in survey distribution—from the government in previous years to schools this year. To increase participation rates, we aim to enhance communication about the surveys and host parent information nights to provide clarity and support.
- Faith formation among staff and students remains strong, especially in deepening their understanding of what it means to live in relationship with Jesus Christ.

Required Accountabilities: (as described in AB Ed's Funding Manual)

Accountability Item	Description of Action (Dates of meetings where data is shared, publications, postings, etc.)
School involves stakeholders and school council in updating the plan and preparing the AERR ("Progress Evidence Column")	School survey results & data shared with: - School Leadership team: - School staff: - School Council: Consultation with students, parents, and staff through surveys, small-group discussions, whole-class discussions, and PLC discussions.
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	May 30th, 2025 Document was posted on the school's website, and confirmation was sent to School Ops.
Results for the AEA Survey and student assessments (when available) are included in the school's AERR and have been shared with the school community	School Assurance Plan (AERR & Education Plan) posted to the school's website, and parents were notified via school messaging system. Survey results shared with School Council.

School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	- Backwards Design/Long Range Planning PD session provided August 28, 2024 - LLI overview provided August 29, 2024 - Indigenous teachings professional development offered by ATA - A focus on student and staff faith and wellness during retreats and through speakers/presentations throughout the year - The Third Path PD sessions as provided by central office - Wellness focused PD sessions provided April 17, 2025