

# 2024-2025 School Development Action Plan

## Holy Name of Mary Academy



**School's Mission:** The mission of Holy Name of Mary Academy is to create a safe, caring environment that encourages mutual respect and promotes learning as a life-long process so that all students can reach their potential.

## School Development : Strategic Action Plan

### Holy Name of Mary Academy

**Goal:** – Foster an environment where every student/staff feels safe, respected, included, engaged, and valued.

**Strategic Issue:** Enhancing student/staff well-being and belonging by promoting healthy relationships and positive mental health.

**Evidence used to identify strategic issue:**

- After review of PMF data from 2023/24 and our own internal survey data we noticed areas of focus centering around belonging and student well-being.
- Viewing ongoing attendance records we identified students/grade levels that required further student engagement.
- Observing student engagement with others.
- Discussions within staff meetings and other non formal settings.

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
RESPECT Behavior Management Toolkit is a system to be highly effective in teaching students to be consistently mindful, respectful, responsible and independent.	All staff	Ongoing	Positive interactions between staff/students, students/students, and staff/staff. We hope to see students become more respectful towards their peers and teachers and to be responsible and independent in making the best choices in all situations.
Healthy Relationships Plus (Gr 5-12). This program targets the prevention of violence through the promotion of positive, healthy relationships.	Kia Power	Ongoing	Increased self-confidence, engagement and student voice. Respectful interactions between students in-person as well as on social media.
Outdoor Initiatives/Step Out for 15/ outdoor recess/ outdoor lunch break	All staff	Ongoing	Increased physical activity, engagement and morale through outdoor activities for students and staff.
Positive Persons Alliance - teen mental health advocacy	All staff	Ongoing	Increased positive activity and interactions at all grade levels. More open conversations between students with diverse experiences. Pride 365 activities for all grade levels.

<b>Weekly Wellness/Techless Hours- One hour per week will be designated to include games of choice to give students and staff an opportunity to interact and relax in an inclusive environment.</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Students participate in more non tech based activities to foster positive in-person interactions and further social development.</b>
<b>Wellness Week &amp; Spirit Days - activities will be planned throughout the year to promote school spirit and improved mental wellness.</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Increased student attendance and engagement. Morale boost for both students and staff.</b>
<b>Revamp the annual awards ceremony to ensure it is inclusive and focuses on SEL and mental wellness</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Increased student morale and increased relationships as a result of lowered stress levels.</b>
<b>Promoting Healthy Eating Choices (School Food Guidelines).</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Reduced amount of available food items not included in school food guidelines. Increased evidence of healthier food choices. Partnership with Little Green Thumbs to grow vegetables in the school to promote healthy food choices.</b>
<b>Increased level of communication with parents/guardians regarding student attendance.</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Seeing more parent engagement with contacting school regarding school attendance /absences.</b>
<b>Introduced the program “Roots of Empathy” to our elementary students.</b>	<b>Guidance Grade 4-6 teachers</b>	<b>Ongoing</b>	<b>Student engagement and increased student awareness in topics such as empathy and independence.</b>
<b>Continued participation with the “Headstrong Summit”</b>	<b>Guidance 7-12 teachers</b>	<b>Ongoing</b>	<b>Leadership activities that promote and encourage students to become leaders and engage with their fellow students in various events throughout the year.</b>
<b>Introduction of the “Get Real” program for our 7-12 students.</b>	<b>Guidance 7-12 teachers</b>	<b>Ongoing</b>	<b>Create awareness and understanding of LGBTQ2S+ and instill empathy in students so all individuals feel safe and included at HNMA.</b>
<b>Collaboration with district staff - SEL to provide additional support in his area of expertise.</b>	<b>All staff</b>	<b>Ongoing</b>	<b>Students are very receptive and respectful to presentations provided and engaged in the sessions.</b>

Support Plan			
Professional Learning Time Required		Financial Support Required	
<ul style="list-style-type: none"><li>- Healthy Food Guidelines</li><li>- Mental Health Initiatives</li><li>- SEL</li><li>- Respect for Learning</li></ul>		<ul style="list-style-type: none"><li>- Resources related to programs</li><li>- Covering of teacher time</li><li>- Support to continue initiatives</li></ul>	
Year-End Summary			
Progress on strategic issue		Next Steps	
<p>We have met with 90%-95% of our actions relating to “<b>Enhancing student/staff well-being and belonging by promoting healthy relationships and positive mental health.</b>” With varying degrees of success ranging from satisfactory to complete success. Overall improvement seen in student attitude and engagement.</p>		<ul style="list-style-type: none"><li>- continue to work on incorporating and improving student/staff well-being through the actions already implemented</li><li>- further engage with students and staff to find/ introduce other actions that would help us meet our strategic goal.</li></ul>	

## School Development : Strategic Action Plan

**Goal: – To increase student engagement by adopting strategies of UDL**

**Strategic Issue: Foster an environment where students are empowered to become independent learners.**

**Evidence used to identify strategic issue:**

- Involvement of program specialist to include UDL strategies
- Teacher collaboration and staff discussions
- Teacher observations on student engagement and independence
- Review of PMF data and internal survey data

<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Evidence of Effectiveness</b>
<b>Provide opportunities for learners to participate in the design of classroom activities and academic tasks (assignments, group activities, success criteria, learning goals, etc)</b>	<b>All teachers</b>	<b>Ongoing</b>	<b>Students provide input and become more engaged in their learning.</b>
<b>Provide students with options/choices in selecting and completing assessments related to curriculum outcomes.</b>	<b>All teachers</b>	<b>Ongoing</b>	<b>Students' interest and motivation to complete in class activities increases.</b>
<b>Provide a level of written and oral feedback on classwork, homework, and assessments that are timely, sufficient, emphasizes effort and encourages students.</b>	<b>All teachers</b>	<b>Ongoing</b>	<b>Students become more engaged and open in discussions related to the work they submit. The quality of work improves as a result.</b>
<b>Encourage students to be more self reflective in their</b>	<b>All teachers</b>	<b>Ongoing</b>	<b>Students become more aware of their learning along with</b>

learning and be more mindful of their progress.			becoming more independent learners.
Provide classroom environments that are responsive, accepting, supportive, and stimulating to students.	All teachers	Ongoing	Students respond more positively to their classroom settings, leading to a more conducive learning environment.
Encourage a growth mindset where students are challenged to take on things that may be a little outside of their comfort zone.	All teachers	Ongoing	Students begin to take on tasks they would normally not undertake.
Provide an opportunity to discuss with students the outcomes, goals, and approaches to achieving, completing and learning outcomes.	All teachers	Ongoing	Students are more aware of their learning objectives and become active participants in achieving these objectives.
Encourage use of technology in Primary/Elementary grades with such things as “tech buddies” and “book creator”.	Gr K - 9 Teachers	Ongoing	Students' comfort level with technology increases and they look to use the technology on a regular basis.
Provide opportunities whereby multiple classes can interact and collaborate in a learning activity as in a cooperative learning group. (Ex: Joint reading with K-1 & 2-3)	All teachers	Ongoing	The achievement of curriculum outcomes occurs as students become engaged in group activities across grade levels.
Create opportunities where expectations can be modeled to encourage quality work.	All teachers	Ongoing	Students' quality of work improves as they come to fully understand expectations.
Incorporate a writer’s workshop in Grades 2-9 to focus on writing skills competency.	Gr 2 - 9 Teachers	Ongoing	Writing skills improve for students within the targeted grade levels.
Allow for alternate settings for reflection and group work.	All teachers	Ongoing	Students feel more comfortable and confident thereby increasing engagement and independence.
Monthly town hall meetings to add student choice and	All teachers	Ongoing	Give students the opportunity to voice their opinions on how to

voice.			make improvements at HNMA
Encourage and provide prompts that help guide learners in when and how to ask peers and/or teachers for help.	All teachers	Ongoing	Students no longer feel uncomfortable asking for help and the number of students asking for help increases.
Provide prompts to students to help them self regulate and learn personal coping skills and strategies.	All teachers	Ongoing	Students are better able to deal with difficult or challenging work or situations on their own and show an increasing level of independence.
Support Plan			
Professional Learning Time Required		Financial Support Required	
<ul style="list-style-type: none"><li>- UDL Guidelines and Practices</li><li>- </li></ul>		<ul style="list-style-type: none"><li>- Resources related to programs</li><li>- Coverage of teacher time</li><li>- Support to continue initiatives</li></ul>	
Year-End Summary			
Progress on strategic issue		Next Steps	
We have currently undertaken 50% of the actions listed related to “ Foster an environment where students are empowered to become independent learners.” since April 2023. We will continue to assess the actions already taken to implement the remaining actions throughout the course of the year.		<ul style="list-style-type: none"><li>- have teachers share success stories with the staff</li><li>- provide resources for teachers on the topics of “empowerment and UDL”</li><li>- give students opportunity for to use their voice in organizing activities and educational presentations on these topics.</li></ul>	

