



# HOLY TRINITY ACADEMY

## 2024-2025 School Education Plan & Annual Education Results Report (AERR)

**Mission:** “Called by the Father, Son and Holy Spirit; Holy Trinity Academy inspires Academic Success, Spiritual Growth and Responsible Citizenship.”

**Vision:** Souls seeking Christ on a journey of faith, learning, and love

STAR Catholic Domains	Board Priority	School Goal	Baseline Data	Target Data/Outcome(s)	1-3 Strategies	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	<ul style="list-style-type: none"><li>Staff are provided with faith formation opportunities.</li><li>Students understand what it means to live in a relationship with Jesus Christ.</li><li>Staff and students witness the gospel.</li></ul>	To build a faith-centred school community by encouraging staff to share their faith, fostering open dialogue about God, and demonstrating beliefs through actions and initiatives. We will also involve parent to strengthen the spiritual connection between home, school, and parish.	<ul style="list-style-type: none"><li>86% of secondary students agree that we pray every day.</li><li>75% of students believe teachers speak about faith.</li><li>17% of parents are unsure of Social Justice initiatives and how HTA helps those less fortunate.</li><li>23% of parents disagree or are unsure if they are invited to participate in school faith events.</li><li>100% of teachers and 78% of Educational Assistants agree that they pray together daily with staff or students.</li></ul>	<ul style="list-style-type: none"><li>Over 90% of HTA students will agree that we pray every day.</li><li>80%+ will hear teachers share their faith journeys.</li><li>We will eliminate parental uncertainty around social justice initiatives and HTA’s community outreach.</li><li>We will decrease the number of parents who are unsure if they are invited to faith events by 10%</li></ul>	<ul style="list-style-type: none"><li>Increase frequency of school-wide prayer opportunities (more than just the morning) by implementing daily grace and continuing the Angelus prayer.</li><li>Give teachers faith PD centred on sharing their faith journeys as well as faith permeation to increase comfort in personal faith-sharing.</li><li>Increase communication around social justice initiatives (videos), as well as extend personal invitations via email and social media to faith events and masses.</li><li>Ensure Educational Assistants take a more active role in morning prayer and faith events in the school.</li></ul>	
Student Growth and Achievement	<ul style="list-style-type: none"><li>A focus on mental health and well-being</li><li>Provincial Achievement Results</li><li>Early Years Literacy and Numeracy Results</li><li>High School Completion, Citizenship &amp; Student Learning Engagement</li></ul>	To support student success and well-being by prioritizing mental health with the creation of a mental health team (Clinical Counsellor, FSLW, LSF, and administration). Increase student engagement, as well as the number of students achieving the acceptable standard and standard of excellence, as measured by DIP and PAT data.	<ul style="list-style-type: none"><li>89% of students feel they have a relationship with at least 1 adult in the school.</li><li>68% of students know who to talk to get help if they are struggling with their emotions or mental health.</li><li>86% of students feel they are encouraged to do their best and reach their full potential.</li><li>93% of students are satisfied with the education they are receiving,</li><li>67% of students are actively engaged in their learning (AEA Survey)</li><li>Students are taking longer to secure high school completion</li></ul>	<ul style="list-style-type: none"><li>Increase students’ awareness of mental health programs and ‘go-to’ people in the school by 10%.</li><li>Increase student interest in work by 15% by concentrating on student engagement initiatives.</li><li>Increase student engagement measure to 75%+ (AEA Survey)</li><li>Improve 3-year high school completion rate by 5%.</li></ul>	<ul style="list-style-type: none"><li>Teach Mental Health First Aid to all grade 9 and 10 students.</li><li>Connect students struggling with mental health to the FSLW or Clinical Counsellor for regular counselling sessions.</li><li>FSLW and Clinical Counsellor will team to create counselling groups to address anxiety, ADHD strategies, etc. as per student need.</li><li>Provide PD to teachers around engagement and assessment to improve achievement and satisfaction.</li><li>HTA will increase capacity of the School Leadership Team to drive</li></ul>	

			with 76% achieving a 3-year completion rate, and 93% securing completion by year 5.		improvement of common Tier 1 strategies across classrooms. - Initiate academic counselling in grades 9 and 10 to increase understanding of requirements of the Alberta High School Diploma.	
Teaching and Leading	<ul style="list-style-type: none"> <li>Continue to build and develop staff capacity.</li> <li>Foster a culture of collaboration and leadership development.</li> </ul>	To strengthen teaching and leadership practices by fostering a culture that values continuous professional learning, evidence-based practice, and leadership opportunities.	<ul style="list-style-type: none"> <li>100% of teachers believe they have access to school and division supports.</li> <li>100% of teachers participate in and value Professional Learning Communities (PLCs).</li> <li>Only 1 teacher believed they lacked opportunity for meaningful professional development.</li> <li>100% of teachers believe they have the opportunity to participate in school leadership.</li> <li>25% of teachers believe they do not learn about and incorporate wellness into the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure 100% of teachers feel they have access to meaningful professional development.</li> <li>Increase teacher wellness knowledge 5%.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a professional development planning session to gauge teacher need and desire.</li> <li>Incorporate wellness sessions into PD days and staff meetings.</li> <li>Continue to access division supports to assist teachers through PD, as well as more casual opportunities.</li> <li>Provide leadership opportunities to all teachers through SLT, PLC, SIT, and acting administration.</li> </ul>	
Learning Supports	<ul style="list-style-type: none"> <li>Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.</li> <li>Walking together to nurture successful and enduring relationships with Indigenous communities.</li> <li>First Nation, Metis and Inuit students are successful</li> </ul>	<p>To recognize all students as diverse learners, working to meet the students 'where they are at' and provide interventions to ensure success.</p> <p>Implement a LEAP (Learn Everyday Achieve Potential) program to provide targeted support for Tier 3 students through individualized plans, progress monitoring, and collaboration with staff and families.</p> <p>To continue to acknowledge Indigenous ways of knowing and doing in all subject areas by bringing in Elders and Knowledge Keepers for proper FNMI permeation.</p>	<ul style="list-style-type: none"> <li>87% of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>77.9% of students believe they have access to the appropriate supports and services at school, a 1% decline from the previous year.</li> <li>Overall, 87% of teachers, parents and students believe they have access to the appropriate supports.</li> <li>22% of Indigenous students do not believe they are encouraged to reach their full potential (STAR survey)</li> </ul>	<ul style="list-style-type: none"> <li>Increase student belief in accessing supports by 10%.</li> <li>Increase Indigenous student support and encourage 95% of the FNMI students to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development (PD) will focus on engagement and assessment.</li> <li>HTA will continue with SmarterMarks to enhance assessment practices.</li> <li>Educational Assistant (EA) schedules are dynamic in nature and change in response to student needs.</li> <li>Refocus Flex Block to ensure teachers have increased opportunities to provide Tier 2 supports.</li> <li>HTA will work with an Indigenous consultant to increase Indigenous Lead teacher capacity.</li> <li>Our Indigenous Lead will be an active member of the School Intervention Team (SIT).</li> <li>Increase staff awareness coded FNMI students.</li> <li>Aboriginal Studies will continue to focus on experiential learning.</li> <li>HTA will host Indigenous engagement nights, celebrating Indigenous ways of being with the HTA community at large.</li> </ul>	

## 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.

**Required Alberta Education Assurance Measures - Overall Summary**  
**Fall 2024**

**School: 1328 Holy Trinity Academy**

Assurance Domain	Measure	Holy Trinity Academy			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	<a href="#">Student Learning Engagement</a>	82.0	83.0	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	80.7	81.6	81.0	79.4	80.3	80.9	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	76.1	84.0	87.9	80.4	80.7	82.4	Intermediate	Declined	Issue
	<a href="#">5-year High School Completion</a>	93.3	96.6	97.8	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	65.0	63.1	n/a	62.5	62.6	62.6	Low	n/a	n/a
	<a href="#">PAT9: Excellence</a>	6.4	12.3	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	65.4	71.1	71.1	81.5	80.3	80.3	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	13.6	5.3	5.3	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	<a href="#">Education Quality</a>	86.7	88.5	87.8	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.2	85.0	85.5	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	87.4	87.5	84.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	93.8	89.3	85.0	79.5	79.1	78.9	Very High	Maintained	Excellent

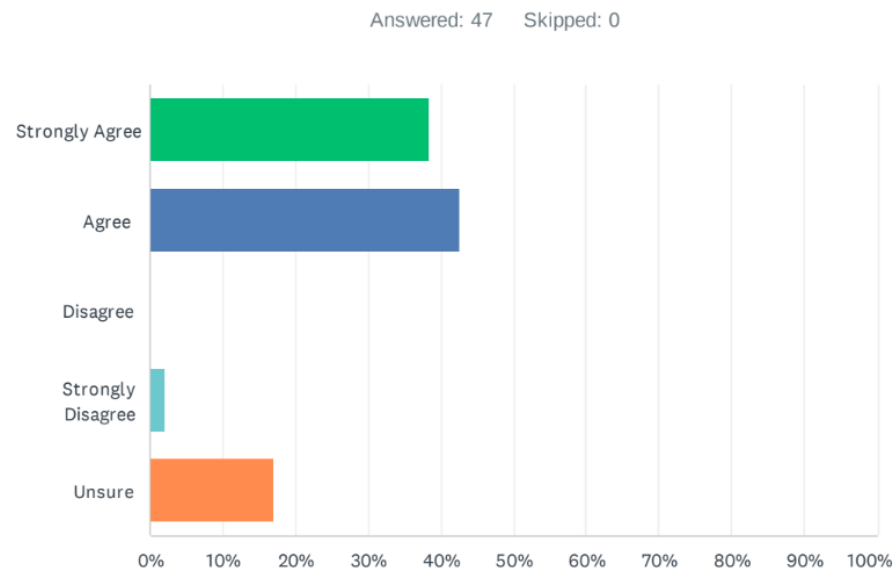
Supplemental Alberta Education Assurance Measures - Overall Summary  
Fall 2024

School: 1328 Holy Trinity Academy

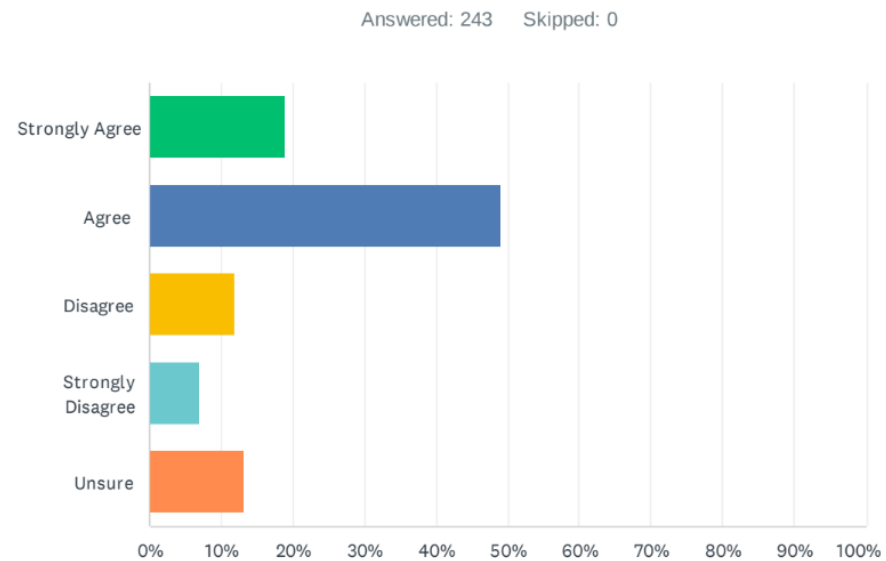
Measure	Holy Trinity Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	14.0	0.0	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	1.2	0.6	1.3	2.5	2.5	2.4	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	94.9	84.4	88.5	81.1	82.2	83.0	Very High	Maintained	Excellent
<a href="#">Lifelong Learning</a>	92.3	96.6	86.1	79.9	80.4	80.7	Very High	Maintained	Excellent
<a href="#">Program of Studies</a>	68.7	70.7	71.0	82.8	82.9	82.9	Low	Maintained	Issue
<a href="#">Program of Studies - At Risk Students</a>	89.0	88.4	84.5	80.6	81.2	81.5	High	Improved	Good
<a href="#">Rutherford Scholarship Eligibility Rate</a>	72.3	59.2	58.0	70.7	71.9	70.0	High	Improved	Good
<a href="#">Safe and Caring</a>	90.6	87.4	87.9	87.1	87.5	88.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	74.3	72.6	70.2	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
<a href="#">School Improvement</a>	85.2	81.2	79.0	75.8	75.2	74.7	Very High	Improved	Excellent
<a href="#">Transition Rate (6 yr)</a>	66.6	62.9	63.7	60.1	59.7	60.0	High	Maintained	Good
<a href="#">Work Preparation</a>	92.3	100.0	89.3	82.8	83.1	84.0	Very High	Maintained	Excellent

School’s STAR Survey (Survey Monkey) Results:

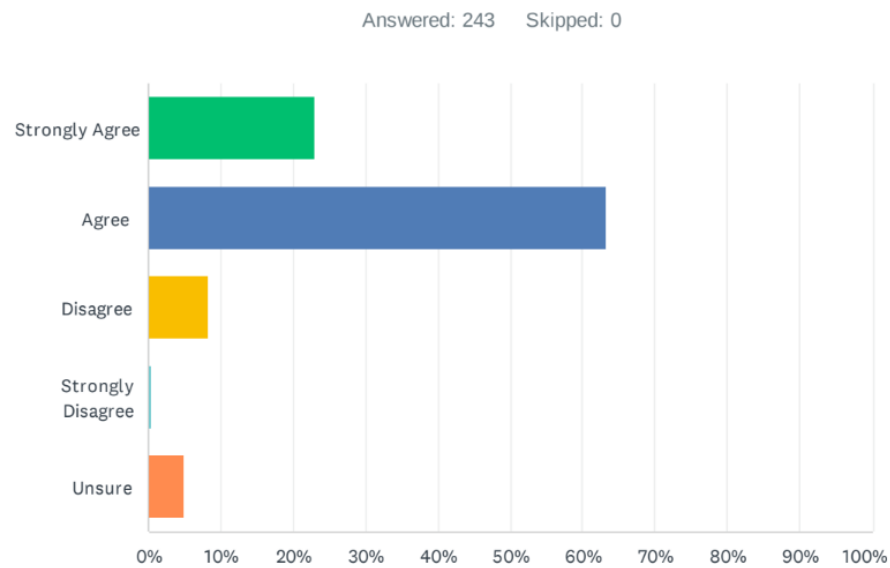
Q10 My child's school helps those less fortunate (ex. charity, good works and social justice).



Q14 I know who to talk to get help if I am struggling with my emotions or mental health.



Q20 I am encouraged to do my best so I can reach my full potential.



Narrative on the school’s annual results:

HTA does very well in areas of wellbeing with VERY HIGH Safe and Caring Schools Measurements. This is due to HTA’s commitment to The Third Path, as well as staff ability to foster effective relationships with students.

It is evident we need to improve in areas of student engagement, where students and teachers have a discrepancy. Post-pandemic and forest fire, HTA has seen a decrease in student engagement. With increased professional development around assessment and engagement, we are hoping to see improved scores.

**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”)	Consulted Parents on AEA / STAR Survey Results at March 18th School Council Meeting-Will present them with Education Plan at May 13th Meeting. Consulted Teachers on areas of growth on April 28 <sup>th</sup> SIT meeting. Will present Education Plan at May 15th Staff Meeting. Strategies around mental health and school engagement planning came directly from student input, weekly Students Union meeting.
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	DATE: (Deadline: May 30 <sup>th</sup> , 2025 )
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-based plan is linked to competencies in the TQS and LQS  Links to these documents: <a href="#">TQS and LQS</a> .	<i>Demonstrating a professional body of knowledge</i> -ensure that all students continuously develop skills in literacy and numeracy; School Wide Literacy Goal  <i>Fostering Positive Relationships</i> -collaborating with community service professionals, including mental health, social services, health and law enforcement; LSF / FSLW linking families to supports and services  <i>Establishing Inclusive Learning Environments</i> -recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes; Introduction of LEAP Program. Working closely with the LSF to create individual plans and targeted Tier 2 interventions.