

# Father Henri Voisin School Improvement Plan

2023/2024



**Faith Priority:** Father Henri Voisin students and staff will encounter Christ through serving others.

**Student Learning Priority:** Implementing the initial phase(exploration,planning and outcome alignment) of mandatory curriculum implementation for the new subjects (K-3 Science, 4-6 Math, 4-6 ELAL) with a focus on student engagement.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
<b>Faith</b>	<p><b>FHV Schollie Survey Results: Student Survey</b></p> <ul style="list-style-type: none"> <li>● I learn about the patron saint at my school. (90%)</li> <li>● I feel a part of our church community (88%)</li> <li>● I learn about God in classes other than religion classes (73%)</li> </ul>	<ul style="list-style-type: none"> <li>● This school year we are focussing on Nurturing our Faith in our students, staff and families with our connection with Sacred Heart parish through mass and grade level retreats.</li> <li>● Through authentic experiences our staff will participate in encountering, nurturing and serving. They will then bring their experiences to their students through sharing experiences 'Faith bites' during opportunities in Recess with God and in class.</li> </ul>	<p><b>FHV Schollie Survey Results: Student Survey</b></p> <ul style="list-style-type: none"> <li>● I learn about the patron saint at my school. (95%)</li> <li>● I feel a part of our church community (95%)</li> <li>● I learn about God in classes other than religion classes (90%)</li> </ul>	<ul style="list-style-type: none"> <li>● We will invite our parish priests and deacons to join three staff lunches.</li> <li>● Each grade level will participate in 'Recess with God'. Father Henri Voisin will become a prominent discussion in our Recess with God.</li> <li>● During Chapel time teachers will share their 'Faith bite' based on the liturgical theme/calendar.</li> <li>● We will schedule up to two half day PD's to serve in our community.</li> </ul>
<b>Student Growth and Achievement</b>	<ul style="list-style-type: none"> <li>● The percentage of students and parents who agree that students are engaged in their learning has decreased significantly. Previous 3 year average was 92.0% and our current result is 82.6%. Students and parents noted their learning engagement has declined.</li> <li>● The percentage of teachers, parents and students satisfied with the overall quality of basic education. Previous 3 year average was 95.4% and our current result is 91.0%. Spring 2020, parent satisfaction was 91.1% and has declined 12.5%</li> </ul>	<ul style="list-style-type: none"> <li>● Increase student engagement and improve teacher instruction and delivery of curriculum using High Impact Teaching Strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● The percentage of students and parents who agree that students are engaged in their learning will increase to 92%.</li> <li>● The percentage of student and parents who are satisfied with the overall quality of basic education will increase 96%.</li> </ul>	<ul style="list-style-type: none"> <li>● All grade teams identified their top 3 high impact teaching strategies to be used in the classroom. The top 3 high impact teaching strategies were embedded in each grade team's weekly collaborative meeting agenda to be discussed weekly.</li> <li>● Walkthroughs will identify High Impact Teaching Strategies and less Teacher directed instruction.</li> </ul>
<b>Teaching and Leading</b>	<ul style="list-style-type: none"> <li>● The percentage of teachers, parents and students satisfied with the overall quality of basic education. Parent survey was 78.6%, a significant decline since 2020 where our results were 91.1% satisfaction.</li> </ul> <p><b>FHV Schollie Survey Results:</b> To what extent does your professional development plan provide with opportunities to collaborate with teacher colleagues on student learning. Teaching staff noted 48% ' A Great Deal' a decline from the previous year and below RDCRS average.</p>	<ul style="list-style-type: none"> <li>● Implement the new curriculum utilizing collective leadership in professional development days and collaboration meetings, as an approach to tap into intellectual capacity of our teachers and support and empower them through this change.</li> </ul>	<ul style="list-style-type: none"> <li>● The score at 'A Great Deal' will increase to 63% satisfaction with the opportunity to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>● A survey will be sent by the PD committee to staff prior to every PD day for input on opportunities for collaboration during PD day.</li> </ul>
<b>Learning Supports</b>	<ul style="list-style-type: none"> <li>● 92% of students in Grade 3 (65) above Alberta Norms on LeNS and CC3.</li> <li>● 71% of students in Grade 2 (69) above Alberta Norms on LeNS and CC3.</li> <li>● 75% of students in Grade 1 (65) above Alberta Norms on LeNS and CC3.</li> </ul>	<ul style="list-style-type: none"> <li>● ILT team works with teachers to help provide additional supports to students who are not demonstrating an increase in reading proficiency via universal supports.</li> </ul>	<ul style="list-style-type: none"> <li>● 97% of students in Grade 3 below Alberta Norms on LeNS and CC3.</li> <li>● 81% of students in Grade 2 below Alberta Norms on LeNS and CC3.</li> <li>● 85% of students in Grade 1 below Alberta Norms on LeNS and CC3.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize LeNS and CC3 to identify students that require Tier 2 intervention instruction in all grade levels (K-4).</li> <li>● Kindergarten - Grade 2 teachers will teach phonological awareness 10 minutes per day.</li> <li>● Grade K-5 will use vocabulary development in every Languages Arts Lesson.</li> </ul>
<b>Governance</b>	<p><b>FHV Schollie Survey Results:</b></p> <ul style="list-style-type: none"> <li>● I believe my school provides opportunities for me to be involved at the school (surveys, school council, celebrations, open houses, information nights) This was scored at 90% by the parents.</li> </ul>	<ul style="list-style-type: none"> <li>● Regularly communicate information to parents about student engagement and our faith activities/events.</li> <li>● Regularly communicate School Council meeting (agenda, Principal report and minutes) through Swift Reach to entire parent community and through email to our staff.</li> </ul>	<p><b>FHV Schollie Survey Result:</b></p> <ul style="list-style-type: none"> <li>● I believe my school provides opportunities for me to be involved at the school (surveys, school council, celebrations, open houses, information nights) increase 95% satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>● School Council will implement a soft start parent appreciation (meet/greet) with coffee for parents starting October 2nd. Based on School council feedback, continuation and future dates will be determined.</li> <li>● Week at a Glance and Social Media will be used to highlight student engagement and faith activities/events (Recess with God).</li> </ul>

## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1697 Father Henri Voisin

Assurance Domain	Measure	Father Henri Voisin			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>	82.6	92.0	92.0	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	<a href="#">Citizenship</a>	91.4	92.3	93.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.0	94.0	95.4	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	93.1	93.9	93.9	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	88.0	86.9	86.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	81.7	88.8	89.0	79.1	78.8	80.3	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 2019/20 to 2021/22 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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 Exam 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.