



FR. HENRI VOISIN SCHOOL

2017 - 2018

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

The staff of Fr. Henri Voisin envisions a school community that has a foundation of faith, strong relationships, a sense of safety and belonging, and positive attitudes that instill a love of life and learning in each student.

Mission:

In the day to day environment of Father Henri Voisin, our school staff is committed to establishing a strong leadership community in which we make Christ known to children, ensuring academic excellence and creating a safe and caring school.

This will be accomplished by maintaining a positive attitude—treating challenges as learning opportunities and stepping stones. We will maintain a focus on the big picture. The practices, which will ensure that we accomplish this, are as follows:

- Genuine compassion for each other
- Being present to each other
- Support and acknowledgement
- Compassionate listening
- Patience and flexibility
- Confidentiality
- Group problem solving

School Profile

Father Henri Voisin is a Catholic school with a focus on authentic learning. It serves 380 students from Pre-Kindergarten to Grade Five.

Father Henri Voisin School models the Five Marks of an Authentically Catholic School. Faith permeates all that we do at Father Henri Voisin. "Let the Little Children Come to Me" Matthew 19:14 is our motto and is living in thought, word and action. It is modelled, reinforced and lived by students and staff. Through faith saturation in all subject areas, teachers help students come closer to Jesus and become evangelized disciples. We begin each day with prayer and pray at lunchtime and at the end of our day. Our staff prays together every Tuesday morning prior to the students arriving. We are committed to having a deep relationship with Jesus through our involvement with Sacred Heart Parish and through our school celebrations. Our partnership with Villa Marie Senior's Home provides us with many Social Justice projects and the opportunity to put into practice the characteristics of an ethical citizen and an evangelized disciple.

Father Henri Voisin is committed to providing an excellent, inclusive education to each one of our students. Our students have varying degrees of academic, social, and physical abilities. Therefore, implementing a variety of instructional strategies and employing on-going assessment are important in producing engaged thinkers. Through authentic learning experiences our students will develop confidence and see the relevance of their learning. As a result of these authentic learning experiences and the incorporation of various models of co-teaching, our students will aspire to individual academic excellence.

The staff has created a school wide positive behavior plan that is frequently reflected upon and enhanced each year. This plan helps ensure that we are a safe and caring school. Regular safety practices, guest speakers, and programs are an essential part of school life. There are also a variety of extracurricular activities to help create our sense of community such as leadership club, Grade 5 Basketball, recycling club, Makerspace team, culture club, and choir.

Trends & Issues at a Glance

Enrollment

At Father Henri Voisin we have been really clear in our vision, which includes making Christ known to children, authentic learning, intergenerational programming and providing a safe and caring school. We believe that because of this clarity of vision and because our community continues to grow; our enrollment will continue to increase.

Inclusion

Knowing the learner is an important part of implementing inclusion. Our staff have utilized the Fountas and Pinnell assessment tool and the Math Intervention/Programming Instrument (MIPI). Our LIFT team

and teachers have utilized this data and collaborated to put in place learning experiences to meet the needs of all learners. We have implemented the Daily Five and Cafe models as a means to enhance literacy experiences for every student and to provide intervention where necessary. In numeracy, our teachers have implemented number talks, open-ended questions, and Leaps and Bounds as ways to improve numeracy skills. We continue to come into team with the division's MS2 team, First Nations, Métis, and Inuit Support Team, and the division lead teachers to help us meet the different needs of our students.

Employing authentic learning in the classroom is a great tool to help students realize the importance and relevance of their learning to daily life. It is an important tool in inclusion. Our staff is committed to the implementation of Project Based Learning in their classrooms. Students using voice and choice in their PBL projects is a great way to help each individual student learn in a way that suits their unique learning style.

We have utilized our personnel on our LIFT team to help support all learners by continuing to co-teach and model good teaching practice.

Accountability Report Card

Measure Category	Measure	Father Henri Voisin						Achievement	Improvement	Overall
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average			
Safe and Caring Schools	Safe and Caring	95.7%	96.1%	95.1%	89.5%	89.5%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.3%	96.2%	94.8%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
	Education Quality	96.8%	93.8%	93.7%	90.1%	90.1%	89.6%	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	3%	3.2%	3.3%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4%	73.6%	73.2%	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5%	19.4%	18.8%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
	Work Preparation	97.4%	83.3%	84.2%	82.7%	82.6%	81.9%	Very High	Improved Significantly	Excellent
	Citizenship	95.1%	95.7%	93.7%	83.7%	83.9%	83.6%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.3%	87.8%	86.4%	81.2%	80.9%	80.7%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	98.9%	98.7%	94.4%	81.4%	81.2%	80.2%	Very High	Improved	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.
(Psalm 66:2)*

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	100%	100% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	96.7%	96% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	99.7%	99% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	98%	97% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	97%	97% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	97%	98% (2 Yr)

AERR Comments

Our school motto is "Let the Little Children Come to Me". Through prayer, student led celebrations, permeation of faith in all subject areas, and modeling our Catholic faith, we have been successful in bringing our students in closer communion with Jesus. We gained an awareness of the 6 tasks of catechesis and chose "Living In Solidarity" to continue to grow our understanding. Our student Faith Leadership Team wrote prayers and led our school as Faith Leaders during celebrations, were role models of Christ-like behavior, and took on the responsibility of keeping a friendly eye out for random acts of kindness that would be recognized at our Bucket Filler celebrations. Further to this, our entire school community has embraced changing the name of our cross-grade groupings from 'Reading Buddies' to "Faith Buddies". The community that can be built in these Faith Buddy partnerships is something we are excited to see unfold.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Enhance the task of "Living in Solidarity" within our school so it becomes part of our culture. 	<ul style="list-style-type: none"> • Aug. 28 - Staff participated in a liturgy that focused on making everyone feel they are welcome and they belong. • Aug. 29 - Staff volunteered to be part of the Missionary Spirit committee to lead the school in transforming our community through events and activities. • Sept. 26 - Missionary Spirit committee met to plan the FCC Drive Away Hunger event. • Oct. 5 - Completed the FCC Drive Away Hunger event where we donated 635 lbs of food. • Oct. 13 - Student Faith Leadership team was formed with our Faith Coach as their leader. 	<ul style="list-style-type: none"> • Missionary Spirit committee will meet on a monthly basis to plan future transformative events. (Ongoing) • Nov. - Our focus is on dignity of person and intergenerational relationships. Gr. 1 students will visit the Villa Marie residents. • Dec. - Gr. 5 Faith Leadership students will chose a charity to support. • Dec. - Students from the Faith Leadership team will write morning prayers to be said over the intercom on Mondays and Fridays. • Jan. - Staff will volunteer at the Food Bank . • Feb. - We will focus on acts of kindness. • Feb. & Mar. - Students will participate in a solidarity prayer each week where they will learn, act, and pray in solidarity.
<ul style="list-style-type: none"> • Continue to transform the school using the Six Tasks of Catechesis to evangelize and catechize our students. 	<ul style="list-style-type: none"> • Aug. 29 - Staff provided input into ways we can transform the school by using the Six Tasks of Catechesis. • Oct. 4 & Nov. 1 - Admin report for School Council highlighted examples of how different tasks of Catechesis were evident in our school community as we grew in our relationship with Christ. • Oct. 23 - Reminders were sent out to parents to provide directions on how to register for first eucharist and reconciliation. 	<ul style="list-style-type: none"> • Tradition of whole school gathering for prayer every Friday will continue. (Ongoing) • Each grade team will lead an authentic prayer during our Tuesday Morning Prayer. (Ongoing) • Jan. - Faith Coach will co-plan lessons with Gr. 2 teachers for reconciliation. • Jan. - One Gr. 3 class will complete a PBL with their Gr. 1 Faith Buddies. • Feb. - Bucket Filler committee and Faith Coach will meet to discuss ways we can recognize students receiving sacraments this year. • May 6 -11 - Schedule events for Catholic Education Week.

Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	98%	97% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98%	98% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	95%	94% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	99%	98% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	98%	97% (2 Yr)

AERR Comments

A focus for Father Henri Voisin school last year was to infuse our faith in all that we do. As a school we strove to transform our students by informing them about the Catholic faith and supporting them as they are forming in their faith journey. We provided students with opportunities to learn more about their faith and to ask questions in all parts of their day both through intentional permeation and through incidental, faith-filled moments. It is through this permeation that students will be fostering a love for wisdom, truth, faith, culture, and life.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Support division initiative of ensuring Intentional Permeation is occurring in all lessons so our students grow in their relationship with God. 	<ul style="list-style-type: none"> Aug. 29 - Staff discussion on how we can improve student awareness on learning about God in all areas of their day. Sept. & Oct. - All teaching staff received professional development during LIFT cohorts on intentionally permeating using the 8 Characteristics of Catholic Identity. Oct. - Admin asked questions about how staff were intentionally permeating in their classes during Professional Growth Plan meetings. 	<ul style="list-style-type: none"> Nov. 23 - Admin will meet with the Faith Coach to develop scope and sequence for the year in regards to faith permeation. Nov. & Dec. - Admin will focus on intentional permeation during their classroom walkthroughs and conversations. Nov. 24 - Faith Coach will lead a professional development session on the 8 Characteristics of Catholic Identity and how teachers can imbed them into their lessons to impact students.
<ul style="list-style-type: none"> Place emphasis on the 5 Marks of a Catholic School as we ensure we are an authentically Catholic school. 	<ul style="list-style-type: none"> Sept. - Faith Coach led each classroom in different types of prayers in the chapel through co-teaching. Oct. 4 & Nov. 1 - Admin report for 	<ul style="list-style-type: none"> Nov. 26 - Staff members and parents will volunteer their time to serve at the Friendship Meal at Sacred Heart Parish. May 9 - Gr. 5 and Pre-Kindergarten

	<p>School Council highlighted ways that the school is authentically Catholic.</p> <ul style="list-style-type: none">• Nov. 4 - Twelve staff members, along with some family members, attended Mass together at Sacred Heart Parish for Catholic Education Sunday.	<p>teams will lead the school in a Living Rosary.</p> <ul style="list-style-type: none">• May 18 - Staff will participate in a Living Rosary at St. Mary's Parish.
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Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)							
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)							
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	91.6%	95.7%	95.1%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	85%	83.3%	97.4%	Very High	Improved Significantly	Excellent

AERR Comments

At Father Henri Voisin School we encourage leadership in our students and staff. The students in the Grade Five Leadership Program were instrumental in decision making, planning and orchestrating many of our school events. Our Grade 3-5 teachers worked hard to learn and teach a common writing program; Barbara Mariconda. Similar terminology, planning templates, processes, and assessments were developed and we believe this allows the building of knowledge and skills that will enhance student writing. Teachers at FHV grew immensely in their numeracy practice as our staff were supported by the Division Math/Science Lead Teacher in the delivery of Number Talks, with a key focus on communication, metacognition, and embracing mistakes as described in the readings from Jo Boaler's book, 'Mathematical Mindsets' which all staff have read. We believe the learning that took place prior to, during, and as a follow up to our Exhibition of Learning greatly focused on the competencies and 21st Century Skills, providing students with valuable learning required for success.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Enhance literacy programming in both writing and reading comprehension. 	<ul style="list-style-type: none"> Sept. 14 - Admin met with the Gr. 2 team to discuss why we are moving to a common writing program. Oct. - Gr. 2 teachers started to implement aspects of Lucy Calkins Writing Program into their literacy program with the assistance of our Literacy Coach. Oct. 2 - PD session on reliable Fountas and Pinnell testing practices to create more consistency throughout the school. Oct - Purchased Barbara Mariconda resource for Gr. 3-5 teams to use to incorporate both expository and narrative writing throughout the year. Oct. - Classroom teachers started Fountas and Pinnell testing for each student to identify their reading levels. Oct. - Two teachers started leading their own LLI (Levelled Literacy Intervention) groups. 	<ul style="list-style-type: none"> Nov. 7 - Admin will meet with Gr. 1 Team during Collaboration Time to go over why we are moving to a common writing program. Nov. 11 & 12 - Four teachers will be attending the Daily 5 Conference to look at ways to improve the structure they use in their classroom to improve reading and writing. Nov. 22 - Gr. 2 team will meet to break open the Lucy Calkins writing program. Focus on the strategies we are currently using that fit within the program, agree upon consistent language, terminology, templates, and select new strategies to be incorporated into their literacy program. Nov. - Teachers will use Fountas and Pinnell data to guide instruction and create Leveled Literacy Intervention groups and guided reading groups. Nov. 27 - Admin will meet with Literacy Coaches to plan how to support teachers in implementation of Leveled Literacy Intervention (LLI) to help build capacity of literacy instruction and to vision what in-class lessons look like. Dec. 4 - During embedded professional development, teams will further develop their writing program by bringing evidence and discussing next steps. May 4 & 5 - Three teachers will be attending the English Language Arts Conference (ELAC).
<ul style="list-style-type: none"> Enhance numeracy lessons by using teaching strategies that incorporate the seven mathematical processes and structuring lessons to meet the different learners in the class. 	<ul style="list-style-type: none"> Sept. - Admin and LIFT team strategically scheduled LIFT support into numeracy in Gr. 2,3,4, and 5 classrooms. Oct. 23 - Embedded professional development focused on developing effective math games. Nov. 3 - Admin met with the 	<ul style="list-style-type: none"> Nov. 23 - New staff members will observe a number talk modelled by the Division Numeracy Lead Teacher. Dec. - Our school Numeracy Lead Teacher will meet with the Division Numeracy Lead Teacher to plan when and the process of identifying High Leverage Outcomes from our

	<p>school's Numeracy Lead Teacher to plan next steps for open ended questions, parallel tasks, Leaps and Bounds, and math games.</p>	<p>curriculum.</p> <ul style="list-style-type: none"> • Dec. 13 - Staff will sign up to work with the Division Numeracy Lead Teacher on either open-ended questions, parallel tasks, Leaps and Bounds, and math games. • Jan. 8 - Embedded PD having staff review how their numeracy instruction incorporates the seven mathematical processes.
<ul style="list-style-type: none"> • Enrich and improve authentic learning for all students. 	<ul style="list-style-type: none"> • Sept. - Increased LIFT support to include Authentic Learning Lead Teacher. • Sept. 22 - Learning Commons Team and music specialist led a PD on ways they can help enhance projects. • Sept. 25 - Each grade team signed up to use the Learning Commons to enhance at least one of their projects this year. • Oct.11-13 - Three staff members attended High Tech High to identify ways to enhance Project Based Learning at the school. • Nov. 1&2 - Two staff attended PBL 101 to learn how to plan an effective PBL. • Nov. 3 - Three staff attended PBL 200 to enhance a project that they have completed before. They focussed on planning and assessment. 	<ul style="list-style-type: none"> • Nov. 14 - Two staff members will attend PBL 200 to enhance a project in Gr. 1. • Nov. 22 - Three staff members will attend PBL 301 to collaborate and create a new project. • Nov. 24 - Staff that went to High Tech High will lead a professional development session on designing a hack for an extreme learner. • Dec. 4 - Staff that went to High Tech High will meet and discuss next steps in enhancing Project Based Learning at Father Henri Voisin School. • Jan. 15 - Invite grade teams to sign up for PBL 300 if they would like to create another project. • Feb. 5 - Invite the Gr. 2 team to PBL 200 to enhance their Number project. • Mar. 5 - Invite the Gr. 4 team to PBL 200 to enhance a project that they have coming up.

Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

No Data Available

AERR Comments

Father Henri Voisin school community grew in knowledge and understanding of First Nations, Métis, and Inuit last year. Our Grade 5 Leadership teams planned, designed, and incorporated First Nations, Metis and Inuit teachings into our Track and Fun Day bringing awareness and additional excitement to the event. Staff at Father Henri Voisin chose to start recognizing students as demonstrating one of the Seven Sacred Teachings. Student names were added to a draw when it was witnessed that they displayed one of the Seven Sacred Teachings and they were recognized at our monthly Bucket Filler Awards. Additionally, members from the First Nations, Métis, and Inuit Support Team worked collaboratively with teachers and students throughout the year to support in authentic projects and deeper understandings.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Make cultural and spiritual understanding of First Nations, Métis, and Inuit part of the fabric of the school. 	<ul style="list-style-type: none"> • Oct. 13 - A member of the First Nations, Métis, and Inuit Support Team read Indigenous literature to students at our Read-A-Thon. • Oct. 30 - Infused the Seven Sacred Teachings into the Bucket Filler Awards where students were recognized by displaying one of the Seven Sacred Teachings. A member of the First Nations, Métis, and Inuit Support Team also shared how the Seven Sacred Teachings relate to our Catholic Faith during the Awards ceremony. 	<ul style="list-style-type: none"> • Nov. 28 - Faith Leadership students will say a prayer at the Bucket Filler Awards beginning with acknowledging treaty land. • Dec. 1 - Admin will meet with First Nations, Métis, and Inuit Support Team to discuss ways to dig deeper with the Seven Sacred Teachings, making it authentic and relevant to the students. • Dec. 11 - First Nations, Métis, and Inuit Support Team will lead the staff through a Blanket Exercise that will teach about Indigenous rights through sharing Canadian-Indigenous history. • April - Admin, leadership students, and the First Nations, Métis, and Inuit Support Team will meet to start planning our Fun Day. • June 26 - During Fun Day, student leadership groups will plan First Nations stations, have a First Nations prayer to start the day, and use the animals from the Seven Sacred Teachings as our Fun Day teams.

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)							
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teacher, parent and student 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.	n/a	n/a	94%	96.1%	95.7%	Very High	Maintained	Excellent

AERR Comments

Father Henri Voisin School continues to strive to provide a safe and caring school for students, parents, and staff. Our School Counsellor and Family School Enhancement Counsellor worked in team to meet the many different needs of our students. Together, they created and presented universal counselling lessons to all of our students throughout the year, identified and formed different groups to provide support to students who were having difficulties, and provided support to both parents and students during times of need. Our upper elementary students are leaders as Faith Buddies with younger students. These crossgrade Faith Buddies create connections throughout the school, encouraging fellowship and community in our building. The Grade 5 leadership students have helped encourage safety and respect by assisting younger students during indoor recesses, running games clubs both in and outside, as well as supporting safety in key areas outdoors during our winter months, such as the snow hill.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Maintain that all students feel welcome and acknowledged for their gifts and talents when they come to school. 	<ul style="list-style-type: none"> Sept. - The counselling team created a Counselling Program Plan that is proactive and meets the needs of our students. Sept. 7 and Oct. 5 - Bucket Filler committee met to change the format of our Bucket Filler Assemblies to make them more meaningful to our students. Oct. - School Counsellor and Family School Enhancement Counsellor attended each classroom to lead the students in a mindfulness lesson. Oct. 23 - First Spirit Assembly in the gymnasium where students were paired up with their faith buddies for two different activities and also the classroom awards were given out. Oct. 30 - First Bucket Filler Awards 	<ul style="list-style-type: none"> Admin greet students and families outside and in the front gathering area each morning and after school. (Ongoing) Nov. 6 - Bucket Filler committee will meet to make any changes to the format before the next awards on Nov. 28. Nov. 21 - School Counsellor and Health Champions will meet to plan the Positive Mental Health Project "Leading the Way" where Gr. 5 students share their gifts and talents with the school through leadership. Nov. 23&24 - One office staff member will attend Mental Health First Aid. Mar. 19&20 - Vice Principal and Literacy Lead teacher will attend

	were given to students who demonstrated one of the Seven Sacred Teachings. Families of the students being recognized were invited to have lunch with their child after they received their award.	Mental Health First Aid. <ul style="list-style-type: none"> • May - Counselling team will provide a parent session on preparing students for middle school.
<ul style="list-style-type: none"> • Students respect each other during structured and unstructured times. 	<ul style="list-style-type: none"> • Aug. 29 - Staff revised the school wide positive behaviour plan to fit the vision and needs of the school. Each homeroom teacher went over the positive behaviour plan with their classes. There are also posters posted in every classroom. 	<ul style="list-style-type: none"> • Admin, School Counsellor, and Family School Enhancement Counsellor meet once a week to collaborate and share information. (Ongoing) • Nov. 24 - During full day professional development the admin team and counselling team will get staff input in how can we improve on students showing each other respect. • Dec. - School counsellor will create targeted groups focused on social skills linked to respectful behaviours. • Dec. - Family School Enhancement Counsellor and School Counsellor will create lessons to explicitly teach students about what respect is. • Jan.& Feb. - First Nations, Métis, and Inuit Lead Teacher will co-teach with staff on the Sacred Teaching of Respect.
<ul style="list-style-type: none"> • Students feel safe to and from school. 	<ul style="list-style-type: none"> • Sept. - Additional supervision was added at the "Drop and Go" lane to support students and parents in the morning. • Sept. 22 - Bus boards were implemented to take attendance on the bus for students in Pre-Kindergarten, Kindergarten, and Gr. 1. 	<ul style="list-style-type: none"> • Dec. 4 - Admin team and counselling team will survey students about where they are not feeling safe to and from school.

Outcome 4: Alberta has excellent teachers, and school and school authority leaders

No Data Available

Performance Measure	Results (in percentages)							
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	93.5%	96.2%	94.3%	Very High	Maintained	Excellent

AERR Comments

We are very proud of the range of learning the students at Father Henri Voisin have been able to participate in. Staff provided feedback to our PD committee which drove our school's PD opportunities, creating a variety of learning for staff throughout the year and impacting a great range of learning offered to our students. Guests and experts were brought in to enhance learning and engagement in many areas of curriculum such as authors, illustrators, youth pastors, bankers, environment experts, and more. Students also had opportunities to work more closely with Science and technology through the Learning Commons and Maker Space expansion into our lunch time, incorporating robotics and coding. Our Health Champions Student Leadership Team lead our community in a school-wide healthy snack and also introduced FHV to 'Don't Walk in the Hallways'. All students have continued to learn about the Zones of regulation and use its teachings everyday. Additionally, students had the opportunity to show their musical talent in a variety of ways including participating in our school choir, worshiping our Lord during 'Recess With God' time, and learning new instruments in our Grade 5 music classes.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Professional development plan will be focused on the school's vision and goals with input from staff. 	<ul style="list-style-type: none"> Sept. 11 - Professional Development committee met and created a PD plan that focussed on areas that staff expressed in goal setting and with their "Big Hairy Audacious Goals" (BHAGs). Oct. 30 - Professional Development committee met to plan the Full Day PD on Nov. 24. It focused on intentional permeation, student assessment, strategies to support all learners, and staff collaboration to reach their "Big Hairy Audacious Goal". 	<ul style="list-style-type: none"> Nov. 20 - Admin team will share the Schollie results with the Professional Development committee and as a team brainstorm strategies to improve embedded professional development Dec. 11 - Professional Development committee will meet again to plan the next three months of staff professional development based on staff feedback and the vision and goals of the school. Mar. 5 - Professional Development committee will present a "Year in Review" of embedded professional development activities as a way to refresh how staff input was used to create different learning

		opportunities throughout the year.
<ul style="list-style-type: none"> • Provide effective and meaningful professional development for support staff. 	<ul style="list-style-type: none"> • Sept. 18 & 25 - Support staff and admin collaborated on best practices for creating substitute educational assistant plans. • Oct. 2 - In team with administration, support staff shared their Professional Growth Plan in a collaborative group as a way to provide support and share best practices. • Oct. 11 - Admin gained feedback from support staff about their Full Day PD by asking each educational assistant to share what they thought of the day. 	<ul style="list-style-type: none"> • Nov. 6 - As a collaborative team, the support staff will create a wishlist of professional development opportunities that we can focus on for the rest of the year. • Feb. 22 - Encourage support staff to attend professional development opportunities during Teacher's Convention.
<ul style="list-style-type: none"> • Provide students different opportunities to develop in the various areas of fine arts. 	<ul style="list-style-type: none"> • Sept. - Four staff members signed up to be part of the drama committee in the school. • Sept. 20 - The school choir, that included students from Gr. 3 - 5, sang at the grand opening of St. Joseph's High School. • Sept. 26 - Music specialist led each grade team of students in the different songs that were going to be sung at the Thanksgiving Mass. • Oct. 4 - All Gr. 4 students from the school led the singing at the Division Bible Celebration. 	<ul style="list-style-type: none"> • Nov. 17 - Music specialist and admin will meet to discuss ways to incorporate drama into music classes. • Nov. 21 - Admin will meet with the drama committee to create the direction and vision for drama opportunities within the school once a week.
<ul style="list-style-type: none"> • Provide 30 minutes of collaboration time each week for grade teams to meet to improve student learning by working together. 	<ul style="list-style-type: none"> • Sept. 25 - Admin led an embedded professional development session on incorporating Learning Sprints into collaboration time to have staff focus on learner outcomes that they want to deliberately improve. • Oct. - Admin team led the Learning Sprints during each collaboration block as staff learned and became familiar with the process. 	<ul style="list-style-type: none"> • Nov. & Dec. - Admin will co-lead different areas of the Learning Sprints each week so that staff can start to take on different leadership roles during collaboration. • Jan. - Different staff each week will lead the Learning Sprints while admin participates.

Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)							
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	90%	98.7%	98.9%	Very High	Improved	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	85%	87.8%	86.3%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	93.6%	93.8%	96.8%	Very High	Improved	Excellent

AERR Comments

Shared leadership has been a common characteristic of our school. Through this shared leadership our staff had opportunities to share their voice and their talents with the school and this created many more opportunities for students. Voices were heard in professional development surveys and Tuesday Morning Meetings where every school committee had an opportunity to provide updates and seek insights. Different staff members shared their leadership skills through school professional development, collaboration, sharing at Bucketfilling, whole school assemblies, and our Exhibition of Learning. Our staff also had the opportunity to create, in team, our Positive Behaviour Plan, give input into our School Improvement Plan, decide on our Marks and Tasks, and recommit and define our beliefs through our vision statements. Our parents had strong input through our School Council and were consistently aware of school events through our social media, and regular contact from homeroom teachers using technology such as Fresh Grade and Remind 101. We are proud of the parent involvement and excitement surrounding celebrations, masses, and special events such as our Read-A-Thon, Family Rebels Night, and Exhibition of Learning, to name a few. We are excited to improve our events following the feedback we have received from parents, students, and staff.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Provide opportunities for parents to share thoughts and feedback on events and learning opportunities for their child. 	<ul style="list-style-type: none"> Sept. 6 - Invited parents to the first School Council night through email, text, Facebook, and the school website. 	<ul style="list-style-type: none"> Nov. 7 & 8 - Parents will be asked their feedback during Parent Teacher Interviews at a "#Getinvolved" tables that will be set up throughout the school. Nov. 13 - Parents will be sent home information in regards to our new reporting system, Edsby. Dec. 4 - Highlight parent feedback in the School Improvement Plan Highlight Package. Dec. 7 - Parents at School Council will fill out the survey for the Division's Three Year Ed Plan. Jan. 15 - We will send out a survey

		<p>to our parents to provide us feedback from school wide events, in class learning, and school communication.</p> <ul style="list-style-type: none"> • Feb. 5 - The Exhibition of Learning committee will use feedback from last year's parent survey to make improvements and adjustments for this year. • Mar. 19 - Parents will receive a "FHV Brag Sheet" that shows all of the amazing things we do.
<ul style="list-style-type: none"> • Increase opportunities for parents to play an active role in their child's education. 	<ul style="list-style-type: none"> • Aug. 29 - Parents of Pre-Kindergarten and Kindergarten attended our Early Learning Orientation Night. • Sept. 14 - Parents attended Meet the Staff night where they received an overview of the vision of the school and then they had time to meet with each grade team to go over specifics at each grade level. • Sept & Oct. - Parents volunteered to help with the Read-A-Thon, Turkey Trot, and classroom Halloween activities. • Oct. 30 - Parents of students being recognized attended the Bucket Filler Awards. 	<ul style="list-style-type: none"> • Encourage parents to volunteer through classroom communication, newsletters, and social media. (Ongoing) • Feb. - School Council will plan a Rebels Hockey Night. • Mar. - School Council will plan a skating afternoon. • Mar. 21 - All parents will be invited to the Exhibition of Learning.
<ul style="list-style-type: none"> • Enhance staff voice in decision making and provide leadership opportunities for staff members. 	<ul style="list-style-type: none"> • Aug. 29 - Staff input was gathered as part of the school improvement plan. • Sept. 13 - Admin met with the Learning Commons team to discuss next steps on how we were going to utilize the Learning Commons this year. 	<ul style="list-style-type: none"> • Each week the admin team meets with the lead teachers of the school to collaborate on where we are headed in the areas of literacy, numeracy, and inclusion. (Ongoing) • Nov. 24 - Admin will share the School Improvement Plan with the staff and lead a collaborative exercise to keep a laser focus on the strategies the staff wanted to use this year to enhance our school. • Dec. - Admin will meet with the Learning Commons team to identify successes so far this year and areas to enhance. • Feb. 2 - Using a collaborative process the staff will reflect on the year so far in regards to our school's

		vision and goals. • May - Admin will share with staff the Schollie data and lead a reflective process on the year so far in regards to our vision and goals.
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