

Father Henri Voisin School Improvement Plan

2024/2025

Faith Priority:

Father Henri Voisin students and staff will journey with Christ through serving others.

Student Learning Priority:

To enhance the alignment of dynamic classroom activities with learning objectives, fostering collaborative and innovative practices that support student success.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>FHV Schollie Survey Results: Student Survey In all my subjects there are times when my teacher brings the Catholic faith into my learning. [84%]</p> <p>FHV Schollie Survey Results: Staff Survey FHV supports my faith development without judgement and in the spirit of all of growing together in Christ. [School Support: 94%] I am supported in my faith development. [Division Support: 76%]</p>	Staff will help plan and partake in various services activities which in turn will provide strong role modelling for our students in all aspects of their day.	<p>FHV Schollie Survey Results: Student Survey In all my subjects there are times when my teacher brings the Catholic faith into my learning. [90%]</p> <p>FHV Schollie Survey Results: Staff Survey FHV supports my faith development without judgement and in the spirit of all of growing together in Christ. [School Support: 95%] I am supported in my faith development. [Division Support: 90%]</p>	<p>1. Missionary Spirit Team: FHV will reshape our Missionary Spirit Service Team to increase staff involvement in planning and participation.</p> <p>2. Professional Development: Professional Development will focus on more opportunities for staff participation and engagement using the <i>Open the Eyes of My Heart</i> professional development as our starting point.</p> <p>3. Service Project: FHV will provide multiple opportunities for staff to participate in service projects throughout the year and our community.</p>
Student Growth and Achievement	<p>Initial Planning Stage: Collect data on how many curriculum-aligned innovative projects teachers have already planned.</p> <p>Teacher Goals for Activity Development: Teachers will identify what their goals are for creating or revising activities this year.</p>	Encourage the development of collaborative, critical thinking, and problem-solving skills by implementing revised or new curriculum-aligned activities that foster innovation and deeper student engagement.	<p>Frequency of Implementation: Track the number of new or revised curriculum-aligned activities implemented throughout the year and the frequency of their use.</p> <p>Teacher Reflections on Activity Quality: Collect teacher reflections at the end of the year on how the new activities impacted student engagement, collaboration, and critical thinking.</p> <p>Student Feedback on Projects: Gather student feedback at the end of the year to assess which projects were most engaging.</p>	<p>1. Collaborative Development: Each Professional Development session will include collaborative time to develop/enhance new or existing curricular activities.</p> <p>2. Promoting Innovation & Critical Thinking: Provide professional development for teachers to help them design innovative, curriculum-aligned projects that focus on collaboration and critical thinking.</p> <p>3. Assessment Best Practices: Professional Development will include sessions on assessment best practices that will enhance the promotion of Critical Thinking and Problem Solving Skills.</p>
Teaching and Leading	<p>Readiness for Implementation: Survey teachers to determine how confident they feel about developing and implementing collaborative, inquiry-based activities this year.</p> <p>Teacher Goals for Activity Development: Teachers will identify what their goals are for creating or revising activities this year.</p>	To support teacher growth by encouraging the development and integration of collaborative, innovative teaching practices that align with curriculum objectives, enhancing student engagement and fostering deeper learning experiences.	<p>Teacher Growth in Readiness: Teachers reassess their confidence in using collaborative, inquiry-based activities and reflect on the progress they've made in implementing these practices.</p> <p>Teacher Goal Achievement: We will measure the percentage of teachers who achieve their stated goals and gather reflections on how coaching supported their progress.</p> <p>Goal Growth and Adjustment: We will track any adjustments made to teacher goals during the year, reflecting how mentorship guided growth and goal refinement.</p>	<p>1. Professional Development: Offer targeted PD on creating curriculum-aligned, collaborative activities, including hands-on workshops for project development.</p> <p>2. Peer Collaboration: Establish peer observation and co-teaching sessions focused on inquiry-based methods, encouraging feedback and best practice sharing.</p> <p>3. Coaching and Mentorship: Provide coaching and pair experienced teachers with those needing support, fostering a mentorship culture for curriculum implementation.</p>
Learning Supports	<p>Adaptation of Activities: Teachers will report the number of curriculum-aligned activities currently adapted to support students with learning difficulties.</p> <p>Teacher Confidence in Differentiation: Teachers will assess their confidence in adapting activities for students with learning challenges, providing a baseline for growth.</p>	To enhance the achievement of students requiring additional supports by aligning curriculum-based activities with differentiated instruction, ensuring that all students have access to innovative, engaging, and inclusive learning experiences.	<p>Increase in Adapted Activities: We will track the number of new or revised activities adapted for students with learning difficulties, measuring progress from the baseline.</p> <p>Effectiveness of Adapted Activities: Teachers will reflect on how well the adaptations supported student engagement and learning.</p> <p>Student Progress in Adapted Activities: We will measure the progress of students receiving differentiated instruction to assess the impact of these curricular adaptations on their learning.</p>	<p>1. Differentiated Instruction: Develop differentiated versions of curriculum-aligned activities, ensuring that they are accessible to students with a variety of learning needs.</p> <p>2. Collaboration with Support Staff: Facilitate collaboration between teachers, Educational Assistants, and specialized staff to modify inquiry-based projects for students with learning differences.</p> <p>3. Targeted Professional Development: Offer PD sessions focused on strategies for supporting students with learning differences, ensuring innovative practices can be adapted to meet diverse needs.</p>
Governance	<p>Parent Communication: We will assess the frequency, methods, topics, and effectiveness of our current communication methods.</p> <p>Active Citizenship Satisfaction: Current satisfaction is 80.4%, reflecting a 10% drop. We aim to restore and exceed this, targeting a satisfaction rate of 90% by year-end.</p>	To strengthen home-school partnerships by improving communication with parents about curriculum goals and student progress, while highlighting how students are developing positive behaviors, respect, and responsible citizenship through their learning.	<p>Improvement in Parent Communication: We will evaluate improvements in the frequency, methods, topics, and effectiveness of communication, based on parent feedback regarding their awareness of school events, student progress, and citizenship development.</p> <p>Active Citizenship Satisfaction: We will track the improvement toward our target of 90% satisfaction, reflecting progress in fostering student citizenship and positive behaviors.</p>	<p>1. Parent Communication and Social Media: Use digital platforms, social media, and newsletters to keep parents informed about curriculum goals, student progress, and school activities with regular updates.</p> <p>2. Positive Student Recognition: Share updates with parents on the Positive Student Recognition program, celebrating students who model good citizenship and live out the values of being the hands and feet of Christ.</p> <p>3. Feedback and Parent Council Involvement: Involve parents and the parent council in feedback on communication, student recognition, and projects, using social media to encourage engagement.</p>

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	Student Learning Engagement	87.3	82.6	87.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.4	91.4	91.8	79.4	80.3	80.9	High	Declined Significantly	Issue
	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	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.8	91.0	92.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	93.1	93.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	80.2	88.0	87.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.2	81.7	85.3	79.5	79.1	78.9	High	Maintained	Good