

Medicine Hat Catholic Board of Education



Monsignor McCoy High School School Educational Plan 2020-2021

Monsignor McCoy High School

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Our Mission

In partnership with family, church and community, we provide Catholic education of the highest quality to our students.

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the church. In our ministry, we value and celebrate:

- Teaching and living our Catholic faith
- Our Catholic traditions
- Our ability to offer a full range of educational programs for all students
- The uniqueness of each child (that each child is special).

Principal's Message: We are extremely proud to be one of nine Catholic Schools within the Medicine Hat Catholic Board of Education (MHCBE). As the only high school in our



District, we realize how privileged we are to work with the District's students who are closest to realizing their goal of achieving an Alberta High School Diploma. We also put great emphasis on helping our students develop skills and interests in potential career paths, as well as dual credit opportunities, in order to help them successfully transition into post-secondary education and training opportunities. Inclusive and personalized learning opportunities for all of our students is a key component of our school and we place great value on the feedback we receive from our community stakeholders as well as the statistical and anecdotal feedback we receive through the many surveys conducted each year. This feedback is essential to help direct the growth of our school. Through Monsignor McCoy High School's recent modernization, we are proud of the many improvements that were made to our instructional spaces and the positive impact it is having on our learning environment.

Clearly the global COVID-19 pandemic has affected everyone. Our school is no different. We have spent a great deal of time reflecting on what we believe are the most important aspects of what we do to support our students, and although we have made many changes in our timetable and other aspects of our operations in order to provide a safe environment for our school community, we believe we have been able to preserve our strong teaching and learning design.

Thank you for your interest in this document.

School Profile: Monsignor McCoy High School: Enrolment Trends

Grade	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
10	182	172	142	159	206	174	211	171	180	178
11	161	132	162	196	171	216	157	172	178	184
12	141	183	205	174	241	182	181	190	192	168

Why a School Education Plan?

Continuous improvement is an expectation within our schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the division and align with the Provincial Annual Education Results Report (AERR).

Medicine Hat Catholic Board of Education's 5 Strategic Priorities are the focus for the MHCBE 3 year plan (**2020-2023**) and for *School Based Annual Plans* for the **2020-2021** school year.

Developing our Priorities for the School Education Plan

The division priorities for 2020-2021 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and well-being for students, parents & staff in a welcoming, caring, respectful and safe learning environment.

Developing teachers with the necessary skills to teach **FUTURE READY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER ENGAGEMENT**.

Each priority includes strategies for implementation at the division and school level and provides outcomes for *what success looks like*. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School Division.

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement

Five Strategic Priorities for 2020-2021

Strategic Priority #1

Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Goal: Enhancement of Catholic education.

Strategic Priority #2

Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Strategic Priority #3

Develop teachers with the necessary skills to teach future ready learners.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Strategic Priority #4

Effectively use technology to support learning.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Strategic Priority #1 - WHAT THE DIVISION WILL DO

Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Goal: Enhancement of Catholic education.

Division Strategies	Indicators of Success
<i>Mark 1 - Created in the Image of God</i> Celebrate nominees for Excellence in Catholic Teaching. Provide materials to teachers and students on ways to enhance our spiritual well being.	One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Creation of a landing page for materials that students and/or teachers to access.
<i>Mark 2 - Catholic Worldview</i> Coordinate livestream masses and liturgies with the schools as well as virtual church tours with our parish priests in order to continue to celebrate our faith in the times of a pandemic.	Attendance of livestream masses not only in the schools but with parents and other family members.
<i>Mark 3 - Faith Permeation</i> Providing resources to teachers on how to imbed our faith into our curriculum through online programs and division created Google slides.	More staff enrolling in faith courses online. Completion of professional development programs of our new teacher in the Growing in Faith, Growing in Christ modules.
<i>Mark 4 - Witness</i> Recognition of being a Gospel Witness thank you cards from the Superintendent to staff and students in the division nominated by others. Faith Formation for new teachers will be centred on the Five Marks of an Excellent Catholic Teacher.	A significant percentage of students and staff receive the cards throughout the school year. Teachers will be confident in the knowledge that they are creating sound teaching practices based upon the Marks.
<i>Mark 5 - Community</i> Working closely with the parish priests and other faith partners to continue building our community even if we can't be together in person through new initiatives. Communication to our parents on how to access the Parent resource for the Growing in Faith, Growing in Christ program to enhance what is being taught in the school. Highlight each school's involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.	Increased communication through alternative means to our parishes and faith partners. Survey of parents at the end of the year to gain feedback of use and value of the program as well as monitoring the analytics on rate of access throughout the year. Each month one school will be featured in the parish bulletins and announcements. Each parish priest shares a message in school newsletters about themselves and/or the parish community.

Strategic Priority #1 - WHAT THE SCHOOL WILL DO

Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Goal: Enhancement of Catholic education.

School Strategies	Indicators of Success
<i>Mark 1 - Created in the Image of God</i> Provide materials to teachers and students on ways to enhance our spiritual well being. Develop a spiritual health and wellness survey for staff and students	Creation of a landing page on the McCoy website for materials that students and teachers can access. Students and staff complete a spiritual health and wellness survey
<i>Mark 2 - Catholic Worldview</i> Organize a recorded mass at the school that will be shown in classrooms, and can be accessed by our school community.	Attendance of livestream in masses at school and in the community.
<i>Mark 3 - Faith Permeation</i> Continue to work on the completion of the Monsignor McCoy Memorial Wall, and the installation of stained glass windows donated by the Medicine Hat Historical Society. Complete replacement of Saint names to classroom and office doors Return travel crosses acquired during previous school international travel events	Memorial Wall installation is completed and stained glass windows are installed. Saint names will be placed outside all school classroom and office doors Crosses are placed for public display
<i>Mark 4 - Witness</i> McCoy's new teachers will participate in the division's faith formation activities that are centred on the Five Marks of an Excellent Catholic Teacher.	These teachers will be confident in the knowledge that they are creating sound teaching practices based on the Marks.
<i>Mark 5 - Community</i> Highlight and communicate McCoy's involvement in service projects to our parishes and larger school community.	Increased communication about school service work to our parishes and faith partners. Have parish priests share a message in the McCoy newsletter about themselves and/or the parish community at least one time this year.

Strategic Priority #2 - WHAT THE DIVISION WILL DO

Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Division Strategies	Indicators of Success
Continue to implement "Safe Interventions with Students" Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: <ol style="list-style-type: none">1. Proactive and/or Regulatory Strategies2. De-escalation Strategies3. Follow-up/Restorative/De-briefing Strategies
Continue to train staff in creating and maintaining holistic safety through SIVA, self-regulation training and a focus on trauma-informed practices.	Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. Plans are completed by teachers in the ISP Dossier system. Emphasis on student involvement (and eventual leadership) in these plans.
Implement a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	Following an incident, environment safety and impact on others is assessed in order to restore safety. Accurate and comprehensive documentation of an incident is recorded to create safety for both the support person and the person being supported. Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.
Provide a continuum of support through school teams consisting of: School Liaison Counsellors, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators,	Increase in community engagement in collaborative meetings. Increased family/community supports and family-school connections.

Behaviour Associates and Administrators.	School teams meet regularly to plan programming based on the needs of the students.
Strategic Priority #2 - WHAT THE DIVISION WILL DO (<i>continued</i>) Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.	
Division Strategies	Indicators of Success
Ensure Administration and staff are trained in the Community Violence-Risk Threat Assessment (VTRA) protocol.	School teams are aware of the protocols and procedures around VTRA. VTRA school teams are established and documentation (planning) is shared amongst team members.
<p>Teachers and administrators will participate in a series of two division organized PD events based on student mental health/suicide prevention presented by the Canadian Mental Health Association.</p> <p>Teachers and administrators will participate in a division organized PD event on a trauma informed school/classroom.</p> <p>Teachers and administrators will participate in a division organized PD event on teacher wellness.</p>	Division PD: November 9, 2020

Strategic Priority #2 - WHAT THE SCHOOL WILL DO

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School Strategies	Indicators of Success
Encourage staff to participate in SIVA training	Staff participation
Staff involvement in ISP Dossier completion, including interviewing/surveying students to give them a voice in these plans.	ISP Dossier staff involvement, as well as completed student surveys for all completed documents
Regular mental health activities at McCoy: Coffee and Conversations at lunch every month Representative from McMan at McCoy every week Mental Health Strategies/Ideas posted on McCoy screens every week	Mental Health Activities take place in school on a regular basis throughout the school year, with staff and student involvement
Make staff aware of on-line PD opportunities as they become available (many of them are free) to help staff increase self-awareness as well as be better able to help their students navigate challenges they might be facing	PD opportunities are communicated to McCoy staff throughout the school year
Weekly administrative team meetings to identify and discuss students who require additional support, with communication with teachers	Weekly meetings are held, and communication with teachers takes place

Strategic Priority #3 - WHAT THE DIVISION WILL DO

Develop teachers with the necessary skills to teach future ready learners.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Division Strategies	Indicators of Success
Engage stakeholders in ensuring the PD plan provides time for division, school and personal PD.	Number of PD opportunities provided for teachers and schools.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide an online presence for students.	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
Introduce and review Hapara and the Edmonton Public School Division's fully integrated online teaching platforms. These platforms align with the Alberta Program of studies to provide teachers with a pedagogically sound tool to plan, deliver and assess engaging lessons for students both in person and online.	Number of teachers/students accessing Hapara/Edmonton Public School Division resources.
All new teachers are assigned mentor teachers. All new teachers are assigned a learning coach through SAPDC.	Number of new teachers with mentors. Number of collaboration days between SAPDC professionals and new teachers.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy (RTI, LLI, MIPI, Leveled Grouping, Joyful Literacy, etc.)	Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy. Schools will use the data in program planning and implementation.
Restart teacher leadership program.	Number of teachers accessing the teacher leadership program.

Strategic Priority #3 - WHAT THE SCHOOL WILL DO

Develop teachers with the necessary skills to teach future ready learners.

AERR Outcome 1: Alberta students are successful.

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School Strategies	Indicators of Success
Provide McCoy teachers PD opportunities to enhance their ability to provide an online presence for students.	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
All new teachers at McCoy are assigned mentor teachers. All new teachers are assigned a learning coach through SAPDC.	Number of new teachers with mentors. Number of collaboration days between SAPDC professionals and new teachers.
Investigate programs used by Holy Spirit School District to learn how they help teachers to support Indigenous/all students (Blanket Exercise)	A workshop or some other learning model is in place to help McCoy teachers support Indigenous/all students
House training in Google Suite for all staff	Training in Google Suite is available for all staff
Provide teacher collaboration opportunities for teachers outside of the division (eg. only one Physics teacher at McCoy)	Partner teachers are arranged. McCoy teachers have opportunities to collaborate

Strategic Priority #4 - WHAT THE DIVISION WILL DO

Effectively use technology to support learning.

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AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Division Strategies	Indicators of Success
Review the K-6 Scope and Sequence document for technology goals.	The Technology Committee reviews Scope and Sequence documents and updates as necessary.
Review Hapara online platform. Provide PD when necessary.	Number of teachers who are using Hapara as an integrated online/face to face platform for teaching students.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide presence for students (Google meets, Google hangouts, Google classroom, etc.)	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
Division will purchase 90 new chromebooks giving the schools the ability to loan older chromebooks to students in need due to online learning.	Number of chromebooks loaned to students.

Strategic Priority #4 - WHAT THE SCHOOL WILL DO

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School Strategies	Indicators of Success
Have grade 10 McCoy students complete Keyboarding module during COLT time	All grade 10 students will have basic competency in keyboarding skills
Provide school PD opportunities in staff meetings to enhance instructional technology skills, including those to enhance online presence skills	PD opportunities provided, staff participation, and enhanced skills attained by staff
Update interactive hardware in classrooms	Number and type of interactive hardware purchased and frequency used
Videos developed, tip list created for most common technology used by teachers/students/parents	Videos created, tip list created, and number of users who accessed information

Strategic Priority #5 - WHAT THE DIVISION WILL DO

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Division Strategies	Indicators of Success
Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	Parents feel engaged in decisions that affect their children.
Continue to view parents as partners by inviting them to participate in key areas such as Liturgical celebrations, strategic planning, division committees and other decisions that affect their children.	Parents are included in activities, committees and planning sessions held by the division/schools.
Develop a communication plan that outlines strategies for the coming year.	A communications work plan is created based on division strategic priorities and special events celebrated/acknowledged annually. This plan serves as a guide to efficiently and effectively communicate with stakeholders.
Enhancing electronic communication and digital presence (websites/school newsletters/Board Bulletins).	Regular electronic communications sent directly to families with valuable content. Division and school websites kept up to date with up to date information for current and prospective families.
Using social media to engage and connect with stakeholders on a regular basis (parents/parishioners/ community members).	Stakeholder engagement increases on all social media platforms. Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing and liking posts.

Strategic Priority #5 - WHAT THE SCHOOL WILL DO

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School Strategies	Indicators of Success
Systematically review entire McCoy website to update and reorganize information and how it is presented	Website will be updated. Website traffic will increase.
All parents are invited to join their child's Google Classroom to be better aware of their child's course work and progress.	Number of parents who join their child's Google Classroom
All teachers introduce themselves to their students' parents near the beginning of the school year/semester (formats may vary).	All teachers introduce themselves to their students' parents.
Livestream athletic and fine arts performances and post them on the school website.	Number of people who view these performances.
Develop a place for sponsorship (gym wall, presentation screen, etc.)	Sponsorship wall location is found. Number of community members who sponsor our students.

Monsignor McCoy High School: Accountability Pillar

Responding to Accountability Pillar Results

<u>School Strategies by Measure</u>	<u>Indicators of Success</u>
<p>Safe and Caring Schools</p> <ul style="list-style-type: none"> -Completed school re-entry plan to consider additional health and safety protocol in response to COVID-19 pandemic. -School Resource Officer attending or on-call -McMan support worker at McCoy each week -AHS mental health therapy several days each week -Staff PD on VTRA, SIVA, and complex needs Access to FNMI teacher -Communicate mental health information on school screens, website, social media, and newsletter -Add student anxiety/depression information under the PowerSchool medical link -Survey students to better understand types of supports required to reduce anxiety and depression 	<p>2019-2020 results are 0.8% above the previous year, and 0.5% above the 3 year Average. It is also 0.5% above Provincial Average. It maintains our current Achievement Rating of Very High, and is considered Excellent by provincial standards.</p>
<p>Student Learning Opportunities</p> <ul style="list-style-type: none"> -Weekly school admin meetings to discuss struggling students and develop support plans -Learning Centre programming -Moving Forward With High School Redesign strategies including including flex time, credit recovery -Continual student access to technology -CCT support worker -Variety of quality programming: AP, Fine Arts, CTS, FI, core programming -Thorough academic counseling provided to all students starting in grade 10 -Provide Learning Strategies class to students in all grades in need of literacy support -Provide Math Foundations class to grade 10 students in need of numeracy support 	<p>3 of the 4 categories in this area are considered to have Very High achievement by provincial standards. Program of Studies and Education Quality have an Excellent Overall rating.</p>
<p>Student Learning Achievement</p> <ul style="list-style-type: none"> -Excellent teachers teaching Diploma courses in their areas of specialization 	<p>2019-2020 results in Diploma Exam Participation Rate (4+ Exams) (2.9%) and Rutherford Scholarship Eligibility Rate (2.3%)</p>

<ul style="list-style-type: none"> -Providing accommodations, including isolation, for all qualifying students -Thorough academic counseling provided to all students starting in grade 10 -Academic Improvement Policy available to all students in all courses 	<p>have increased over the previous year, and are considered to have High achievement by provincial standards. The Rutherford Scholarship Eligibility Rate (3.8%) is above the Provincial Average.</p>
<p>Preparation for Lifelong Learning, Citizenship, World of Work</p> <ul style="list-style-type: none"> -School fundraising and awareness activities throughout the year focused on community needs and liturgical calendar -Develop faith link on school website -Communicate mental health information on school screens, website, social media, and newsletter -Provide Work Experience and Registered Apprenticeship Programming opportunities to all of our students 	<p>2019-2020 results in Citizenship is above the previous year by 4.2%. All three categories in this area are considered to have Very High Achievement by provincial standards. 6 Year Transition Rate (11.8%), Work Preparation (3%), and Citizenship (4.2%) are above the Provincial Average.</p>
<p>Parental Involvement</p> <ul style="list-style-type: none"> -Provide school activity updates through school newsletter and social media -Provide live stream of athletic, fine arts, and other school activities -Use Message Sender to advise parents about events such as parent-teacher interviews and grad meetings -Communicate mental health information on school screens, website, social media, and newsletter 	<p>This category is 2.9 % above the school's 3 Year Average.</p>
<p>Continuous Improvement</p> <ul style="list-style-type: none"> -Hold student advisory meetings to gather student input on school matters -Survey students, parents, and staff, gathering information to guide school planning -Removal of cyber wall to create larger, more versatile learning commons space 	<p>School Improvement is 0.9 below the school 3 Year Average, and 0.4% below the Provincial Average.</p>

Monsignor McCoy High School - Educational Plan 2020-2021

All 9 Medicine Hat Catholic Schools annual Education Plans will be posted on the school websites.

School Education Plans are developed in partnership with our school staff and parent community.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted in our care.

We thank you for your interest in this document. For more information please contact your school administrator.