

3 Year Education Plan 2008-2011



Accountability Statement

The McCoy High School education plan for the three years commencing September 1, 2008 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. McCoy High School is committed to achieving the results laid out in this education plan.

Clyde Pudwell, Principal

Shelly Mayer, School Council Chairperson

Mission Statement

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

Vision Statement

McCoy High School strives to promote academic excellence in all of its students. The school incorporates an integrated approach to education involving the student, home, community and parish. The school aspires to improve the intellectual, physical, social and spiritual well-being of all students and staff. McCoy High School recognizes its students as responsible individuals who lead by example and are committed to high moral and ethical standards.

School Motto

“Luctor Et Emergo”

The proud tradition and honour of McCoy has been built over many years, now it is your turn as a citizen in the McCoy family to “struggle and emerge.”

| Goal | Measure Category | Measure Category Evaluation | Measure | McCoy High School | | | Province | | | Measure Evaluation | | |
|---|---|-----------------------------|--|-------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|------------------------|------------|
| | | | | Current Result | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement | Improvement | Overall |
| Goal 1: High Quality Learning Opportunities for All | Safe and Caring Schools | Good | Safe and Caring | 81.5 | 75.8 | 77.2 | 85.1 | 84.2 | 83.9 | Intermediate | Improved | Good |
| | Student Learning Opportunities | Acceptable | Program of Studies | 75.1 | 74.7 | 75.9 | 79.4 | 78.5 | 77.8 | Intermediate | Maintained | Acceptable |
| | | | Education Quality | 83.5 | 81.6 | 79.9 | 88.2 | 87.6 | 87.1 | Low | Maintained | Issue |
| | | | Drop Out Rate | 2.8 | 3.4 | 2.8 | 5.0 | 4.7 | 5.0 | High | Maintained | Good |
| | | | High School Completion Rate (3 yr) | 75.7 | 80.2 | 77.5 | 71.0 | 70.4 | 70.0 | High | Maintained | Good |
| Goal 2: Excellence in Learner Outcomes | Student Learning Achievement (Grades K-9) | Acceptable | PAT: Acceptable | 77.0 | 76.6 | 75.7 | 75.8 | 75.9 | 76.7 | Intermediate | Maintained | Acceptable |
| | | | PAT: Excellence | 15.1 | 16.9 | 15.3 | 19.6 | 19.4 | 19.3 | Intermediate | Maintained | Acceptable |
| | Student Learning Achievement (Grades 10-12) | Issue | Diploma: Acceptable | 80.8 | 82.9 | 81.5 | 85.0 | 85.4 | 85.2 | Low | Maintained | Issue |
| | | | Diploma: Excellence | 14.7 | 14.7 | 15.4 | 22.3 | 23.3 | 23.1 | Low | Maintained | Issue |
| | | | Diploma Exam Participation Rate (4+ Exams) | 50.8 | 53.5 | 53.5 | 53.6 | 53.7 | 53.2 | Intermediate | Maintained | Acceptable |
| | | | Rutherford Scholarship Eligibility Rate | 31.4 | 37.1 | 35.7 | 38.2 | 37.2 | 35.4 | Intermediate | Maintained | Acceptable |
| | Preparation for Lifelong Learning, World of Work, Citizenship | Good | Transition Rate (6 yr) | 68.7 | 66.8 | 67.3 | 60.3 | 60.5 | 57.1 | Very High | Maintained | Excellent |
| | | | Work Preparation | 93.9 | 75.4 | 75.4 | 80.1 | 77.1 | 76.4 | Very High | Improved Significantly | Excellent |
| Citizenship | | | 69.5 | 67.4 | 66.5 | 77.9 | 76.6 | 76.2 | Low | Maintained | Issue | |
| Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry) | Parental Involvement | Issue | Parental Involvement | 73.1 | 70.4 | 73.6 | 78.2 | 77.5 | 77.2 | Low | Maintained | Issue |
| | Continuous Improvement | Concern | School Improvement | 63.8 | 70.0 | 71.9 | 77.0 | 78.3 | 75.7 | Very Low | Declined | Concern |

| Goal | Measure Category | Measure | McCoy High School | | | Province | | |
|--------------|------------------|--|-------------------|------------------|-------------------|----------------|------------------|-------------------|
| | | | Current Result | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average |
| ACOL Measure | ACOL Measure | Satisfaction with Program Access | 75.6 | 77.5 | 77.3 | 69.2 | 68.2 | 68.0 |
| | | In-service jurisdiction Needs | 70.9 | 78.3 | 65.6 | 80.4 | 78.8 | 77.8 |

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities for All
Outcome: Schools Provide a Safe and Caring Environment

| <i>Performance Measures</i> Aug. 2008 data and evaluations. Accountability Pillar Overall Summary (coloured page) | 2007/08 Result | Previous 3-yr Avg. | Evaluation | | | Targets | | |
|---|-------------------|-----------------------|--------------|-------------|---------|---------------|-----------|-----------|
| | | | Achievement | Improvement | Overall | 2008/ 2009 | 09/ 10 | 10/ 11 |
| • Safe and Caring results | 81.5 | 77.2 | Intermediate | Improved | Good | 83% | 84% | 86% |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results

- Use the CTS Evergreening Fund to install a new exhaust fan in the Cosmetology Lab to assist in decreasing the exposure of fumes for students and staff.
- Continue to hold Evacuation and Lockdown Drills with unexpected variations throughout the year.
- Incorporate a Bully Prevention program that includes specific strategies to mediate present circumstances and to prevent bullying from continuing.
- Move students that are loitering across 8th street to the less busy side streets and to the back of the school.
- Increase the SRO to full time which includes an office in close proximity to the administrators and provide computer rights on SIRS.
- Include the SRO in assisting in matters that deal with drugs/alcohol, bullying/fighting, speeding/stunting around the school, and other legal situations.
- Through the CTS grant, install new equipment in our industrial arts class that have automated safety shut off switches to help prevent accidents

Outcome: Students have their needs addressed in Education Quality through High Yield Assessment For Learning Strategies, Technology Improvements, and Enhancement of Programs.

| <i>Performance Measures</i> Aug. 2008 data and evaluations. Accountability Pillar Overall Summary (coloured page) | 2007/08 Result | Previous 3-yr Avg. | Evaluation | | | Targets | | |
|---|-------------------|-----------------------|-------------|-------------|---------|---------------|-----------|-----------|
| | | | Achievement | Improvement | Overall | 2008/ 2009 | 09/ 10 | 10/ 11 |
| • Education Quality results | 83.5 | 79.9 | Low | Maintained | Issue | 85 | 87 | 88.5 |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results

- Use Assessment for Learning Strategies to improve the quality of education. Such strategies include unpacking the curriculum, student friendly language outcomes, self-assessment exam analysis, developing rubrics with the students that are directly related to the student friendly outcomes, use of Senteo system, itty-bitty books, and exemplars.
- Use of teacher laptops within the classroom to enhance instruction and the implementation of technology rich lesson presentations.
- Educators will use Smart Technology to energize presentations and motivate learners.
- Use of portable computer lab to improve and enhance instruction in all classes.
- Use of portable computer lab allows for higher access to computer technology
- Development of a new Mac Lab to expose students to a variety of technological platforms
- Use of Senteo Smart Technology for immediate feedback on assessments.
- Installation of new CTS equipment through the CTS Grant to expand and enhance existing modules and to introduce new modules.
- Take part in the Regional Skills Competition.
- Introduction of new course selection such as Spanish 20, Choral 20, Videography, and ESL.
- Use of CTS Evergreening Funding to enhance lessons and to update equipment for existing CTS programs.
- Investigate Pre-Advanced Placement and Advancement Placement for possible future implementation to assist in providing programming for students that are high achievers (70 %+).

Outcome: Stabilize the continuity of programs within each discipline from grade 10-12

| <i>Performance Measures</i> Aug. 2008 data and evaluations. Accountability Pillar Overall Summary (coloured page) | 2007/08 Result | Previous 3-yr Avg. | <i>Evaluation</i> | | | <i>Targets</i> | | |
|---|-------------------|-----------------------|-------------------|-------------|------------|----------------|-----------|-----------|
| | | | Achievement | Improvement | Overall | 2008/ 2009 | 09/ 10 | 10/ 11 |
| <ul style="list-style-type: none"> Program of Studies results | 75.1 | 75.9 | Intermediate | Maintained | Acceptable | 76 | 77 | 79 |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results

- Timetable the same teacher(s) at the 10-20-30 level courses within their subject area.
- Teachers develop and share common assessments, assessment materials and strategies and resources within their disciplines during their PLC time on PD days and by using their 5 AISI days.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate higher standards.

| <i>Performance Measures</i> Based on the Multiyear Reports and Evaluated using the AP Summary Methodology | 2007/08 Results | 2006/07 Results | Previous 3yr. Ave. | <i>Evaluation</i> | | | <i>Targets</i> | | |
|--|--------------------|--------------------|-----------------------|-------------------|-------------|------------|----------------|-----------|-----------|
| | | | | Achievement | Improvement | Overall | 2008/ 2009 | 09/ 10 | 10/ 11 |
| <ul style="list-style-type: none"> Percentage of students who achieved Acceptable Standard on Achievement Tests | 77.0 | 79.0 | 75.7 | Intermediate | Maintained | Acceptable | 78 | 79 | 80 |
| <ul style="list-style-type: none"> Percentage of students who achieved Excellence Standard on Achievement Tests | 15.1 | 15.8 | 15.3 | Intermediate | Maintained | Acceptable | 16.5 | 17.5 | 19 |
| <ul style="list-style-type: none"> Percentage of students who achieved Acceptable Standard on Diploma Exams | 80.8 | 79.6 | 81.5 | Low | Maintained | Issue | 82.5 | 84 | 85.5 |
| <ul style="list-style-type: none"> Percentage of students who achieved Excellence Standard on Diploma Exams | 14.7 | 17.4 | 15.4 | Low | Maintained | Issue | 16 | 18 | 20 |

Strategies

- Teachers will use PD days and AISI days to work on Assessment for Learning Strategies for use in the classroom to improve learning. Such strategies include unpacking the curriculum, student friendly language outcomes, student self-assessment exam analysis, developing rubrics with the students that are directly related to the student friendly outcomes, use of Senteo system, smart technologies, and exemplars.
- Development of new Attendance Policy to encourage better attendance and to assist at risk students.
- Continue to give suggested course requirement marks in Registration booklet.
- Continue to encourage teachers to post homework and lessons on the school website
- Use of teacher laptops within the classroom to enhance instruction and the implementation of technology rich lesson presentations.
- Integrate “Smart Music” software to assist in testing resulting in immediate feedback to students. (assessment for learning)
- Educators will use Smart Technology to energize presentations and motivate learners.
- Use of portable computer lab to improve and enhance instruction in all classes and to allow for higher access to computer technology.
- Use of CTS Evergreening Funding to enhance lessons, improve learning and update equipment for existing CTS programs.
- Take part in the Regional Skills Competition.
- Timetable the same teacher(s) at the 10-20-30 level courses within their subject area.

- Develop a list of students who are interested in tutoring other students within the school.
- Develop contracts for success for at risk students.

Provincial Achievement Tests

| <i>Performance Measures</i> <i>Based on the Multiyear Reports and Evaluated using the AP Summary Methodology</i> | <i>2007/08 Results</i> | <i>Previous 3yr Ave.</i> | <i>Evaluation</i> | | | <i>Targets</i> | | |
|--|------------------------|--------------------------|--------------------|--------------------|----------------|------------------|--------------|--------------|
| | | | Achievement | Improvement | Overall | 2008/2009 | 09/10 | 10/11 |
| <ul style="list-style-type: none"> • Percentages of students in Grade 9 English Language Arts who achieved the acceptable standard on provincial achievement tests.* | 89.4 | 82.8 | High | Improved | Good | 89 | 89 | 89 |
| <ul style="list-style-type: none"> • Percentages of students in Grade 9 English Language Arts who achieved the standard of excellence on provincial achievement tests. | 13.0 | 10.6 | Intermediate | Maintained | Acceptable | 14.0 | 15.0 | 15.0 |

Strategies

- Analysis of Provincial Achievement Test results to determine areas of strength and areas needing revisions. Make revisions to instruction in accordance with the analysis results.
- Use Assessment for Learning strategies such as Exemplars, implementing an AISI Independent Ownership of Learning component, utilizing technology.
- Teach more grammar through peer editing and self assessment
- Show vs Tell for writing better sentences
- Encourage the use of the thesaurus and dictionary
- Continue to work on objectives students scored well on
- Enhance matters of Convention and Sentence Structure and use of examples of figures of speech, thesaurus words, rhetorical devices, and transitional expressions in all their written work
- Convention will be enhanced by having students peer edit and grade their own work especially for grammar, spelling and punctuation
- Continue to emphasize writing, using strategies like Reader Response, Biographical Sketch, Short Stories, Show vs Tell, Essay writing,
- Reading, understanding and interpreting text and analyzing for literary elements: plot, character and setting

| <i>Performance Measures</i> <i>Based on the Multiyear Reports and Evaluated using the AP Summary Methodology</i> | <i>2007/08 Results</i> | <i>Previous 3yr Ave.</i> | <i>Evaluation</i> | | | <i>Targets</i> | | |
|--|------------------------|--------------------------|--------------------|------------------------|----------------|------------------|--------------|--------------|
| | | | Achievement | Improvement | Overall | 2008/2009 | 09/10 | 10/11 |
| <ul style="list-style-type: none"> • Percentages of students in Grade 9 Mathematics who achieved the acceptable standard on provincial achievement tests.* | 63.1 | 70.6 | Intermediate | Declined | Issue | 74 | 78 | 80 |
| <ul style="list-style-type: none"> • Percentages of students in Grade 9 Mathematics who achieved the standard of excellence on provincial achievement tests. | 10.2 | 17.8 | Low | Declined Significantly | Concern | 14 | 16 | 18 |

Strategies

- Analysis of Achievement Test results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Assessment for Learning strategies such as development of re-write exams and training for the Senteo Smart Technology resource.
- Encourage and retain students to stay in at lunch and after school for tutoring and extra help
- We will work on strategies to try to increase the number of students who achieve the acceptable standard on the PAT
- Work cooperatively with cross-curricular subjects to “fine tune” skills like basic algebra

| Performance Measures <i>Based on the Multiyear Reports and Evaluated using the AP Summary Methodology</i> | 2007/08 Results | Previous 3yr Ave. | Evaluation | | | 2008/2009 | 09/10 | 10/11 |
|--|------------------------|--------------------------|--------------------|--------------------|----------------|------------------|--------------|--------------|
| | | | Achievement | Improvement | Overall | | | |
| <ul style="list-style-type: none"> Percentages of students in Grade 9 Science who achieved the acceptable standard on provincial achievement tests.* | 72.0 | 69.2 | Intermediate | Maintained | Acceptable | 73 | 74 | 75 |
| <ul style="list-style-type: none"> Percentages of students in Grade 9 Science who achieved the standard of excellence on provincial achievement tests. | 8.2 | 8.5 | Intermediate | Maintained | Acceptable | 10 | 11.5 | 13 |

Strategies

- Analysis of Achievement Test results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Continue implementing assessment strategies
- Try to spend more time on the 'space' unit
- Put homework and lessons on the school website
- Continue to expect excellent attendance, promptness and preparedness
- Continue to do as many labs/hands-on activities as possible

| | | | | | | | | |
|---|------|------|--------------|----------|------|----|------|----|
| <ul style="list-style-type: none"> Percentages of students in Grade 9 Social Studies who achieved the acceptable standard on provincial achievement tests.* | 78.3 | 73.7 | Intermediate | Improved | Good | 79 | 80 | 82 |
| <ul style="list-style-type: none"> Percentages of students in Grade 9 Social Studies who achieved the standard of excellence on provincial achievement tests. | 22.2 | 17.8 | High | Improved | Good | 23 | 23.5 | 24 |

Strategies

- Analysis of Achievement Test results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Develop scoring Rubrics for Written Component of the Grade 9 PAT test.
- Replace old text resource with new one.
- Improve student self-assessment tools
- Focus on improving reading and comprehension by using exam questions for review
- Practice how to interpret cartoons by developing comprehension skills/background knowledge
- Dedicate more time on business cycle
- Practice writing points of view vs. fact statements or paragraphs
- More simulations, role playing may help with comprehension levels

| Diploma Examinations | | | | | | | | |
|--|------------------------|--------------------------|--------------------|--------------------|----------------|------------------|--------------|--------------|
| Performance Measures <i>Based on the Multiyear Reports and Evaluated using the AP Summary Methodology</i> | 2007/08 Results | Previous 3yr Ave. | Evaluation | | | 2008/2009 | 09/10 | 10/11 |
| | | | Achievement | Improvement | Overall | | | |
| <ul style="list-style-type: none"> Percentages of students who achieved the acceptable standard on the English Language Arts 30-1 diploma examinations.* | 83.2 | 91.7 | Very Low | Declined | Concern | 86 | 88 | 90 |
| <ul style="list-style-type: none"> Percentages of students who achieved the standard of excellence on the English Language Arts 30-1 diploma examinations. | 9.7 | 14.9 | Low | Declined | Issue | 11 | 13 | 15 |

Strategies

- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Use Assessment for Learning strategies such as Exemplars, implementing an AISI Independent Ownership of Learning component, utilizing technology.
- Streaming students effectively
- Encourage student ownership/accountability for achievement attendance
- Reading strategy, note-taking and text annotation – continue as main emphasis in reading
- Embedding supporting evidence from text into reader response and transferring this analysis to a critical response to text
- Increase student and peer assessment activities

| | | | | | | | | |
|---|------|------|--------------|------------|------------|-----|-----|------|
| • Percentages of students who achieved the acceptable standard on the English Language Arts 30-2 diploma examinations. | 91.4 | 85.9 | High | Maintained | Good | 92 | 93 | 93.5 |
| • Percentages of students who achieved the standard of excellence on the English Language Arts 30-2 diploma examinations. | 6.9 | 6.5 | Intermediate | Maintained | Acceptable | 7.5 | 8.5 | 9.5 |

Strategies

- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Use Assessment for Learning strategies such as Exemplars, implementing an AISI Independent Ownership of Learning component, utilizing technology.
- Maintain teaching reading strategies and comprehension skills
- Engage students in reading by doing more text annotation
- Have students complete the workbook “The Key” as another study method focussing on strategies for studying

| | | | | | | | | |
|--|------|------|-----|------------|-------|----|----|----|
| • Percentages of students who achieved the acceptable standard on the Pure Mathematics 30 diploma examinations.* | 71.9 | 80.3 | Low | Declined | Issue | 74 | 77 | 80 |
| • Percentages of students who achieved the standard of excellence on the Pure Mathematics 30 diploma examinations. | 17.2 | 18.5 | Low | Maintained | Issue | 20 | 22 | 25 |

Strategies

- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Use academic counselling support to encourage proper class selection that promotes academic success.
- Assessment for Learning strategies such as development of re-write exams and training for the Senteo Smart Technology resource.
- Increased assessment during trigonometry to increase comprehension (2 units)
- Focus on the goals of the curriculum to better prepare for the diploma exams.

| | | | | | | | | |
|---|------|------|--------------|------------|-------|----|------|----|
| • Percentages of students who achieved the acceptable standard on the Applied Mathematics 30 diploma examinations.* | 72.5 | 81.9 | Very Low | Maintained | Issue | 75 | 77 | 80 |
| • Percentages of students who achieved the standard of excellence on the Applied Mathematics 30 diploma examinations. | 15.7 | 6.0 | Intermediate | Maintained | Good | 16 | 16.5 | 17 |

Strategies

- Use academic counselling support to encourage proper class selection that promotes academic success.
- Analysis of Diploma examination results to determine areas of strength and areas in need of revision. Make revisions to instruction in accordance with the analysis results.

- Assessment for Learning strategies such as development of re-write exams and training for the Senteo Smart Technology resource.
- Increase the amount of computer lab time with spreadsheets to allow for better comprehension
- Do one or two more projects on “design” to help with comprehension
- Increase assessment by implementing the Senteo™ handheld devices

| <i>Performance Measures</i> Based on the Multiyear Reports and Evaluated using the AP Summary Methodology | 2007/08 Results | Previous 3yr Ave. | Evaluation | | | 2008/2009 | 09/10 | 10/11 |
|---|-----------------|-------------------|--------------|-------------|------------|-----------|-------|-------|
| | | | Achievement | Improvement | Overall | | | |
| <ul style="list-style-type: none"> • Percentages of students who achieved the acceptable standard on the Social Studies 30 diploma examinations.* | 89.3 | 78.8 | High | Improved | Good | 90 | 91 | 92 |
| <ul style="list-style-type: none"> • Percentages of students who achieved the standard of excellence on the Social Studies 30 diploma examinations. | 17.9 | 15.5 | Intermediate | Maintained | Acceptable | 18.5 | 20.0 | 22.0 |

Strategies

- Use academic counselling support to encourage proper class selection that promotes academic success.
- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Develop scoring Rubrics for Diploma exam..
- Update test resources.
- Develop and create a WEB page for Social 10-1.
- Create, distribute, and post Word documents with questions and Rubrics for Social 30 -1.
- Continue to update WEB pages that are already developed.

| | | | | | | | | |
|---|------|------|--------------|------------------------|------------|----|----|----|
| <ul style="list-style-type: none"> • Percentages of students who achieved the acceptable standard on the Social Studies 33 diploma examinations.* | 88.0 | 75.5 | High | Improved Significantly | Good | 88 | 89 | 90 |
| <ul style="list-style-type: none"> • Percentages of students who achieved the standard of excellence on the Social Studies 33 diploma examinations. | 15.2 | 10.6 | Intermediate | Maintained | Acceptable | 16 | 18 | 20 |

Strategies

- Use academic counselling support to encourage proper class selection that promotes academic success.
- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Develop and create a WEB page for Social 20-2 including lessons, exemplars and rubrics.
- Create and distribute Word documents with questions and Rubrics for Social 30 -1.
- Continue to update WEB pages that are already developed.

| | | | | | | | | |
|--|------|------|----------|------------|---------|------|------|------|
| <ul style="list-style-type: none"> • Percentages of students who achieved the acceptable standard on the Biology 30 diploma examinations.* | 67.1 | 75.2 | Very Low | Declined | Concern | 70.0 | 74.0 | 78.0 |
| <ul style="list-style-type: none"> • Percentages of students who achieved the standard of excellence on the Biology 30 diploma examinations. | 12.9 | 18.3 | Low | Maintained | Issue | 15 | 18 | 21 |

Strategies

- Use academic counselling support to encourage proper class selection that promotes academic success.

- Analysis of Diploma examination results to determine areas of strength and revisions. Make revisions to instruction in accordance with the analysis results.
- Unpack the curriculum in Biology 20 and 30.
- Continue implementing daily quizzes/assignments making students accountable for the information covered.
- Address students who are borderline excellence and push towards excellence
- Continue including written response questions and providing individual assessment on writing.
- Continue applying for marking in an effort to better comprehend the written response questions and the acceptable standard for responses.

| | | | | | | | | |
|---|------|------|--------------|------------|------------|----|----|----|
| • Percentages of students who achieved the acceptable standard on the Chemistry 30 diploma exam | 80.3 | 81.6 | Intermediate | Maintained | Acceptable | 82 | 84 | 86 |
| • Percentages of students who achieved the standard of excellence on the Chemistry 30 diploma examinations. | 22.4 | 20.0 | Intermediate | Maintained | Acceptable | 25 | 27 | 30 |

Strategies

- Use academic counselling support to encourage proper class selection that promotes academic success.
- Analysis of Diploma examination results to determine areas of strength and areas that need revisions. Make revisions to instruction in accordance with the analysis results.
- Use PLC time to share materials and instructional strategies that are successful.
- Unpack the curriculum for the new Chemistry curriculum.
- Have a speaker from AB ED come to McCoy to talk to the teachers about the new Chem. 30 Diploma Exam in regards to points of emphasis, types of written response questions, etc.
- PD for teachers to use their Smartboard to allow for variation of instruction and to present exemplars.
- Increase the number of test questions to prepare the students for the diploma examination.
- Continue to prepare students in writing the written response section of the diploma examination (developing students for both the holistic and analytical questions) by using released exam questions on class tests.
- Prepare a test bank of questions categorized by GLE (researching websites for test banks, etc.)
- Be sure students are guided into the proper science courses after Science 10.
- Mark Chem 30 provincial exams to get an idea how to properly evaluate WR questions.

| | | | | | | | | |
|---|------|------|--------------|------------|------------|----|----|----|
| • Percentages of students who achieved the acceptable standard on the Physics 30 diploma examinations.* | 80.0 | 76.8 | Intermediate | Maintained | Acceptable | 82 | 84 | 86 |
| • Percentages of students who achieved the standard of excellence on the Physics 30 diploma examinations. | 20.0 | 23.0 | Low | Maintained | Issue | 23 | 26 | 29 |

Strategies

- Continue to utilize the Smart board to increase student engagement and visual comprehension.
- Provide challenging assessments not skewed by attendance, organization or attitude.
- Provide proper guidance to students who do not have the proper foundation for success i.e. Physics 20 students who are in Applied Math.
- Continue to utilize assessment for learning strategies such as exemplars, student friendly objectives and rubrics
- Implement more technology in delivery of lessons, Smart notebook (all lessons have been digitized)
- Attendance – I've noticed a correlation between attendance and diploma achievement. I will continue to encourage all my students to have exemplary attendance.
- Use academic counselling support to encourage proper class selection that promotes academic success.
- Analysis of Diploma examination results to determine areas of strength and areas that need revisions. Make revisions to instruction in accordance with the analysis results.

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Administration strategies for this goal:

- Timetable the same teacher at the 10-20-30 level within each course to help with the continuity of that particular subject area.

- Review plans with PAT and DIP teachers.
- Encourage field test writing.
- Encourage Diploma Exam Marking.
- Encourage tutoring during lunch, after school or on weekends.
- Class size in academic classes not greater than 30.
- Stabilize each area.

Outcome: The students demonstrate exemplary conduct, behaviour and citizenship.

| <i>Performance Measures</i> <i>Aug. 2008 data and evaluations.</i> <i>Accountability Pillar Overall Summary (coloured page)</i> | <i>2007/08 Results</i> | <i>Previous 3yr Ave.</i> | <i>Evaluation</i> | | | <i>2008/2009</i> | <i>09/10</i> | <i>10/11</i> |
|---|------------------------|--------------------------|--------------------|--------------------|----------------|------------------|--------------|--------------|
| | | | <i>Achievement</i> | <i>Improvement</i> | <i>Overall</i> | | | |
| • Citizenship Results | 69.5 | 67.4 | Low | Maintained | Issue | 72 | 74 | 76 |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable

- Develop an in-school suspension area with access to computers so that students are given the opportunity to work on their studies while suspended.
- Develop an in-school and out of school suspension reflection that focuses on the student solving the problem that has resulted in the suspension. It will also focus on future plans that the student develops to assist in making sure this problem does not re-occur.
- Use a Love Logic approach to discipline where the student owns the problem and therefore must correct the problem. Have students reflect on the parties affected and how to correct the problem. Have students reflect on the consequences that are related to the problem.
- Develop a group of students to be a branch of St. Vincent DePaul for teens to work on giving back to the community.
- Take a group of students to the Mustard Seed in Calgary to work with the homeless for a day.
- Continue to collect food items for the food bank.
- The school will continue to support social justice projects such as: Mission Afghanistan Project, Women's Shelter, Canadian Cancer Society, Junior Achievement, and Easter Hampers for families in need.
- Our Faith Development Team along with the entire teaching staff will generate a list that involves the students of things we can do to help citizens in need.

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

| <i>Performance Measures</i> <i>Aug. 2008 data and evaluations.</i> <i>Accountability Pillar Overall Summary (coloured page)</i> | <i>2007/08 Result</i> | <i>Previous 3-yr Avg.</i> | <i>Evaluation</i> | | | <i>Targets</i> | | |
|---|-----------------------|---------------------------|--------------------|--------------------|----------------|------------------|--------------|--------------|
| | | | <i>Achievement</i> | <i>Improvement</i> | <i>Overall</i> | <i>2008/2009</i> | <i>09/10</i> | <i>10/11</i> |
| • Teacher and parent satisfaction with parental involvement in decisions about their child's education. | 73.1 | 70.4 | Low | Maintained | Issue | 75 | 76.5 | 78 |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results

- Post lessons on the web/outlines, timelines, homework for parents to view
- Create greater awareness of e-mail accounts of both parents and teachers thus allowing for greater interaction
- Encourage teachers to follow through with calls (parental contact)
- Make sure parents are well-informed through the newsletter, etc./Improve communication with parents (website, newsletters, agenda, etc.)
- Send out Accountability Pillar information to parents which include all the things we do to address each Pillar.
- Continue to work with and promote School Council.

- Provide parents opportunity for input on IPPs and a role in the development process.
- To establish a School Improvement Plan that is visible to all staff in which the school can follow to ensure that we are continually working towards improvement within the school. This will be located in the staff room and will be updated on a regular basis.
- Establish a connection with the various outside student services by holding a meeting with each group and provide space and support for them to work within our school one day of the week or more.

Goal Four: To Improve in the area of Student Satisfaction of Program Access
Outcome: More choices for students

| <i>Performance Measures</i> Aug. 2008 data and evaluations. ACOL Measures | 2007/08 Result | Previous 3-yr Avg. | Targets | | |
|---|-------------------|-----------------------|---------------|-----------|-----------|
| | | | 2008/ 2009 | 09/ 10 | 10/ 11 |
| • <i>Satisfaction with Program Access Results</i> | 75.6 | 77.5 | 77 | 78 | 79 |

| Timelines | 2008/2009 | 2009/2010 | 2010/11 |
|------------------------------------|--|--|---|
| • Different Courses are introduced | Spanish 20, Videography, and Choral 20. Research more options for grade 9; possibility of dance classes, computer programming, Robotics, law, CSI, and Modular CTS (6 week options). Research aligning courses with the academies Research academic programming for McCoy | Spanish 30, Choral 30, Pre-Advanced Placement in grades 9-11 English, Math, Physics, Social, and Art. ESL Level 2 Grade 9 CTS Modules Begin implementation of academic programs | Advanced Placement in English, Math, Physics, Social, and Art. ESL Level 3 Make changes as per prior years research Continue with academic ... |

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable

- Maintain instrumental and general music courses currently offered as well as the newly added choral music program
- Networking between the Fine Arts programs (drama, music, choral and art) to develop a musical production.
- Introduce Choral members to other choirs
- Increase membership each year in Choral 10/20; Introduce Choral 30 and 9
- Encourage participation in Advanced Acting from all grade levels
- Include all students, make them work on the whole process to appreciate the final outcome
- Recognize students strengths and encourage them
- Recognize student weaknesses and address them
- Research 6 week options for grade 9 students – providing students with a broader perspective – may increase student achievement and may complement the core courses.
- Research AP programs for gifted and talented students and other students interested in AP.
- Research “Leadership” Locally Developed class
- Have an Art in Residency Program in Art.
- Look into the development of an Accounting class that could be offered at the High School Level.

- Different technologies** are introduced

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable

- Computer Numerical Control machinery for shop to allow students to learn CNC skills which are in high demand in the workplace
- Introduce: Saw Stop – most innovative table saw on the market – allows for students to be able to make a wide variety of projects.
- Re-introduce digital video courses by equipping a laboratory with digital cameras and equipment to allow for

different modules in CTS

- Every teacher will replace their school desktop computer with a laptop computer and docking station.
- Smart boards in all classrooms to assist in enhancing instruction
- Use of portable computer lab to improve and enhance instruction in all classes and to allow for higher access to computer technology.
- Purchase and install industry standard Mac laptops with tablets for the art room for commercial art with video capabilities
- Use digital camera and video camera for teaching and assessing art and commercial art.
- PD for all teachers on the use of the new technology equipment and CTS equipment.
- Video movie/sound lab: students get a chance to create top quality sound tracks to home grown movies

• CTS Evergreening – An amount of \$92,000.00 per year for the next 3 years which can be carried over from year to year.

2008-09 – items listed below

2009-10 – Revisit needs that are directly related to CTS curriculum.

2010-11- Revisit needs that are directly related to CTS curriculum.

Strategies

Include at least one strategy for each outcome, strategies to address special populations of students, as applicable

- Implementation of Evergreening Funds:
 - ✓ Discussion between the Administration of McCoy and Sr. Administration of Central Office took place to determine a plan to implement the funds that would include all stakeholders. The Trustees were informed of the new funds which included their input. School Council and Student Council were informed and were given the opportunity for their input. Finally the CTS teachers and McCoy Administration reviewed the input from other stakeholders which assisted us in determining the following use of the funds:

2008-2009

| CTS Cluster | Evergreening | Enhancing |
|--|--|--|
| Media Design and Communication Arts | 1. 1 Mixing Board 2. Lighting in the Photo Lab and in Room 205 lowered. 3. 1 Printer 4. 6 Mac Computers 5. 1 Printer 6. Supply power for ovens. 7. 2 Ovens 8. 1 Washer and Dryer 9. 1 Plotter 10. 4 Wacom drawing tablets 11. Large format scanner | 1. To provide students the opportunity to mix videos that are produced in class. 2. To accommodate equipment and provide proper lighting for photos and videos. 3. To replace outdated printer. 4. To redesign the Commercial Art course (as a CTS cluster course) following the MDC pathway and be able to offer the Design, Media and Communication modules at the introductory level 5. To replace outdated printer. 6. To accommodate the 2 ovens for classroom use. 7. To provide more stations resulting in increased student engagement. 8. To assist in cleaning materials needed for class. 9. To provide templates for Fashion Design. 10. To replace old ones 11. Need for scanning |
| Business, Administration, Finance and Information Technology | 1. Tutorial Software program. 2. Printer | 1. To enhance student learning. 2. To replace outdated printer. |

| | | |
|--|--|---|
| | | |
| Natural Resources | | |
| Trades, Manufacturing and Transportation | | |
| Health, Recreation and Human Services | <ol style="list-style-type: none"> 1. Install exhaust fans. 2. 20 new haircutting chairs. 3. 40 Mannequin Heads 4. 20 Scissors 5. 20 Student Kits | <ol style="list-style-type: none"> 1. For Health and Safety 2. To replace broken chairs. 3. To use for practice and assessment. 4. To replace old ones. 5. Contains materials needed for projects. |

2009-2010

| CTS Cluster | Evergreening | Enhancing |
|--|--|--|
| Media Design and Communication Arts | <ol style="list-style-type: none"> 1. Will need to update wiring and add programs in the Art room for commercial Art (MDC pathway) modules | <ol style="list-style-type: none"> 1. To add to the Commercial Art course following the MDC pathway and be able to offer Design, Media and Communication Arts (animation) modules at the intermediate level. |
| Business, Administration, Finance and Information Technology | | |
| Natural Resources | | |
| Trades, Manufacturing and Transportation | <ol style="list-style-type: none"> 1. wood lathe 2. Edge sander 3. Panel saw 4. 2 Drill presses 5. Tig welder 6. 2 5"angle grinders 7. Bar clamps | <ol style="list-style-type: none"> 1. More students can take turning operations modules 2. Increase efficiency of sanding edge profiles. Enhance student success. 3. Increase safety when cutting large panels 4. Replace old and broken tools 5. Offer new module in TIG welding 6. Necessary for fabrication modules. 7. Replace old and broken clamps. |

| | | |
|---------------------------------------|--|---|
| | | |
| Health, Recreation and Human Services | <ol style="list-style-type: none"> 1. 20 new barber chairs 2. Cosmetology Kits 3. Shelving in classroom 4. Airbrush machine 5. Mannequins 100 | <ol style="list-style-type: none"> 1. Replace old ones 2. Materials needed for projects 3. To store supplies and kits for students 4. Advanced education in courses 5. Replace old |

2010-2011

| CTS Cluster | Evergreening | Enhancing |
|--|--|--|
| Media Design and Communication Arts | <ol style="list-style-type: none"> 1. May need to update programs and hardware depending on industry standards at the time | <ol style="list-style-type: none"> 1. To make modules in available in the Commercial Art class at the advanced senior level which will enable us to be ready for the fall of 2010 implementation deadline |
| Business, Administration, Finance and Information Technology | | |
| Natural Resources | | |
| Trades, Manufacturing and Transportation | <ol style="list-style-type: none"> 1. Oscillating spindle sander 2. 6 workbenches 3. Hydraulic h-press 4. Various hand tools 5. 6 computers 6. Hollow chisel mortising machine 7. Pipe notcher 8. Autocad software | <ol style="list-style-type: none"> 1. Replace old and broken tools 2. Replace old and broken tools 3. Necessary for fabrication modules 4. Replace old and broken tools 5. Offer new modules in autocad drafting 6. Increase efficiency of mortise and tenon joinery. Enhance student success. 7. Increase efficiency of bar and tubular joinery. Enhance student success 8. Offer new modules in autocad drafting |

| | | |
|---------------------------------------|--|--|
| Health, Recreation and Human Services | <ol style="list-style-type: none"> 1. Aesthetics equipments, and supplies for artificial nails pedicures and various other specialty services 2. Aesthetics beds | <ol style="list-style-type: none"> 1. To increase the courses offered in the school 2. To increase the courses offered in the school |
|---------------------------------------|--|--|

- Differences that these changes will make for our students:
 - ✓ In Commercial Art the students will able to experience a professional level design studio and complete the modules that will better prepare them for the design world and /or further post-secondary training.
 - ✓ This will help us keep up with industry standards and that students will continue to use professional products and implements
 - ✓ Increase student interest and enrolment in CTS courses
 - ✓ Increase student engagement
 - ✓ Improve attendance
 - ✓ Improve High School Completion rates
- Issues related to implementation that we have experienced or foresee:
 - ✓ In Commercial Art we will probably need new computers and computer programs as the industry standards change.
 - ✓ In order to increase space for Cosmetology we need to expand the room which will decrease the size of our small lunch room.
- Positive experiences that we anticipate from this funding:
 - ✓ In Commercial Art, the students will feel that they know what a career in design involves and they also will feel more prepared for it.
 - ✓ Improve attendance
 - ✓ Increase student interest and enrolment in CTS courses.
 - ✓ Increase student engagement
 - ✓ Improve High School Completion rates
 - ✓ Assist in the Trades by getting students interested in various trades

Goal Five: To Improve Catholicity

Outcome: Our Catholic faith and value permeates our school/ program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff

| <i>Performance Measures</i> | <i>2008/09</i> | <i>2009/10</i> | <i>2010/11</i> |
|---|--|--|--|
| <ul style="list-style-type: none"> ● Percentage of classrooms that have a designated prayer corner | 100 | | |
| <ul style="list-style-type: none"> ● Build a Chapel by the Councillor's offices | Used by the staff twice a week. Used by students in need by themselves or accompanied with the councillor. | Used by the staff 3 times a week. Continued use by students. | Used by the staff 5 times a week. Continued use by the students. |
| <ul style="list-style-type: none"> ● Each team will assist in one Celebration throughout the year. Teams will rotate celebrations each year. | Teams assist in celebrations | Teams assist in celebrations | Teams assist in celebrations |
| <ul style="list-style-type: none"> ● Pray 4 times within the school day | Continue | Continue | Continue |
| <ul style="list-style-type: none"> ● Social justice group that bridges the school with | Group formed commits to one major project | Group continues commits to 2 major projects for | Group continues group commits to 3 major projects for the year |

| | | | |
|------------------------------------|--------------|----------|--|
| community based projects/charities | for the year | the year | |
|------------------------------------|--------------|----------|--|

Strategies

- School staff/students/parent council must have the opportunity to participate in the development of this goal. This will be done through our Faith Development Days.
- Communication is required through newsletters, website, school handbook, and calendar how this three year plan will be executed and communicated to the parents and public
- Catholic symbols/art work/posters in classrooms, displays and hallways.
- Teachers will be supplied with an exemplar of want/needs to be in their prayer centers in the classroom
- DEAP - Drop Everything and Pray four times a day at different times so all students have access to prayer.
- Development of a chapel within the school located in the counsellor’s area.
- School Parish priests need to be invited in on a regular basis and be a visible figure in the school. Also invite them to assist in our proposals and faith development celebrations.
- Encourage/support student attendance at March Youth Conferences
- The Faith Team will organize a schedule that will assign each team to be involved in one McCoy Celebration.

School Staff and School Council Participation in the Development of the School’s Three Year Education Plan

School staff and School Council must have the opportunity to participate in the development and this must be described. Provide web link to posted document.
Indicate how the three-year plan has been/will be communicated to parents and the public.

Strategies

- School staff developed strategies and targets on respective Goals
- School Council reviewed draft Three Year Education Plan
- Three Year Education Plan posted to McCoy High School website and referred to in the December Newsletter