

# 3 Year Education Plan 2007-2010



# Accountability Statement

*The **McCoy High School** education plan for the three years commencing September 1, 2007 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.*

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*Slevinsky, Principal  
Chairperson*

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*Karen  
Shelly Mayer, School Council*

# 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.”

# Accountability Pillar Overall Summary

May 1, 2007

6870 McCoy High School

Goal	Measure Category	Measure Category Evaluation	Measure	School Results			Provincial Results			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	Issue	Safe and Caring	75.8	78.4	78.3	84.2	84.4	82.7	Very Low	Maintained	Issue
			Program of Studies	74.7	71.3	78.2	78.5	78.1	76.9	Intermediate	Maintained	Acceptable
	Student Learning Opportunities	Acceptable	Education Quality	81.6	77.3	81.0	87.6	87.7	86.0	Low	Maintained	Issue
			Drop Out Rate	3.4	2.9	3.1	4.7	4.9	5.3	High	Maintained	Good
			High School Completion Rate (3 yr)	80.2	72.7	77.9	70.4	70.4	69.1	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.0	71.6	74.0	76.9	77.0	77.3	Intermediate	Improved	Good
			PAT: Excellence	15.8	13.4	14.3	18.1	19.4	19.4	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	79.6	81.9	84.3	84.7	85.7	85.6	Low	Declined	Issue
			Diploma: Excellence	17.4	14.1	15.6	23.0	23.0	22.0	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	53.5	48.1	50.5	53.7	53.5	52.4	Intermediate	Maintained	Acceptable
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Rutherford Scholarship Eligibility Rate	37.1	37.5	31.0	37.2	35.3	33.9	High	Improved	Good
			Transition Rate (4 yr)	39.0	49.9	43.3	38.5	37.0	34.6	High	Maintained	Good
	Parental Involvement	Issue	Work Preparation	75.4	73.3	77.4	77.1	77.0	74.7	Intermediate	Maintained	Acceptable
			Citizenship	67.4	64.4	66.0	76.6	76.8	74.8	Low	Maintained	Issue
			Parental Involvement	70.4	74.1	76.1	77.5	77.9	76.0	Very Low	Maintained	Issue
Continuous Improvement	Issue	School Improvement	70.0	71.1	73.0	76.3	76.8	73.2	Low	Maintained	Issue	

Goal	Measure Category	Measure	School Results			Provincial Results		
			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	77.5	76.5	n/a	68.2	68.5	n/a
		In-service/Jurisdiction Needs	78.3	63.6	n/a	78.8	78.2	n/a

**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, 9), 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) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AEFRR and 3-Year Education Plan reports.
- 6) Data values have been suppressed where the number of respondents is less than 6.

**Goal Two: Excellence in Student Learning Outcomes**

**Outcome: Students demonstrate high standards.**

<i>Performance Measures</i> <i>Based on the Multiyear Reports and</i> <i>Evaluated using the AP Summary</i> <i>Methodology</i>	2005/06 <i>Results</i>	2006/07 <i>Results</i>	<i>Evaluation</i> <i>of 2005/06</i> <i>Results First</i> <i>column-06/0</i> <i>7 second</i>		<i>Evaluation of</i> <i>Improvement &amp; Overall</i> <i>2005/06 first 06/07</i> <i>second</i>		<i>Targets</i>		
			<i>Achi</i> <i>eve</i> <i>mt</i>	<i>Achi</i> <i>eve</i> <i>mt</i>	<i>Improve</i> <i>mt</i>	<i>Overall</i>	2007/ 2008	08/ 09	09/ 10
<ul style="list-style-type: none"> <li>Percentages of students in <b>Grade 9</b> English Language Arts who achieved the acceptable standard on provincial achievement tests.*</li> </ul>	81.6	83.6	Inter medi ate	Inter medi ate	Maintaine d/ Maintaine d	Acceptable/ Acceptable	83.6	84	84
<ul style="list-style-type: none"> <li>Percentages of students in <b>Grade 9</b> English Language Arts who achieved the standard of excellence on provincial achievement tests.</li> </ul>	8.6	14.3	Low	Inter medi ate	Maintaine d/ Improved	Issue/Good	14.3	Impro ve	Maintai n

**Strategies**

- 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

<ul style="list-style-type: none"> <li>Percentages of students in <b>Grade 9</b> Mathematics who achieved the acceptable standard on provincial achievement tests.*</li> </ul>	73.3	71.1	High	High	Improved/ Maintained	Good/ Good	74	78	80
<ul style="list-style-type: none"> <li>Percentages of students in <b>Grade 9</b> Mathematics who achieved the standard of excellence on provincial achievement tests.</li> </ul>	19.4	16.6	High	Inter medi ate	Improved/ Maintained	Good/ Acceptabl e	15	22	24

**Strategies**

- Encourage and retain students to stay in at lunch and after school for tutoring and extra help
- I will try to make myself available after school everyday
- I will 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

• Percentages of students in <b>Grade 9</b> Science who achieved the acceptable standard on provincial achievement tests.*	65.6	74.1	Inter medi ate	Inter medi ate	Declined/ Maintaine d	Issue/ Acceptable	80	82	84
• Percentages of students in <b>Grade 9</b> Science who achieved the standard of excellence on provincial achievement tests.	10.2	7.4	Inter medi ate	Low	Maintaine d/ Maintaine d	Acceptable / Issue	10	15	17

**Strategies**

- Continue implementing assessment strategies: students know what the KSA outcomes are, weekly quizzes where students use their “cheat sheets”, students reflect on their performance on Unit tests, decide which outcomes they need to work on, prepare for and re-test
- 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

• Percentages of students in <b>Grade 9</b> Social Studies who achieved the acceptable standard on provincial achievement tests.*	78.1	74.9	Inter medi ate	Inter medi ate	Maintaine d/ Maintaine d	Acceptable /Good	78	80	82
• Percentages of students in <b>Grade 9</b> Social Studies who achieved the standard of excellence on provincial achievement tests.	18.6	19.8	Inter medi ate	High	Maintaine d/ Maintaine d	Acceptable /Good	21	23	25

**Strategies**

- 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

• Participation rate of students in <b>Grade 9</b> English Language Arts	96.5	94.7	Not an Accountability Pillar Measure				100		
• Participation rate of students in <b>Grade 9</b> Mathematics	95.9	95.7							
• Participation rate of students in <b>Grade 9</b> Science	94.3	94.7							
• Participation rate of students in <b>Grade 9</b> Social Studies	94.2	94.7							

**Strategies**

- Administration (VPs/P) to monitor attendance diligently during PATs (to get all students writing)

Diploma Examinations									
• Percentages of students who achieved the acceptable standard on the English Language Arts 30-1 <b>diploma examinations</b> .*	91.9	90.5	Low	Low	Maintained/ Maintained	Issue/ Issue	93		
• Percentages of students who achieved the standard of excellence on the English Language Arts 30-1 <b>diploma examinations</b> .	12.6	14.3	Low	Inter mediate	Maintained/ Maintained	Issue/ Acceptable	15		
<b>Strategies</b> <ul style="list-style-type: none"> <li>○ Streaming students effectively</li> <li>○ Encourage student ownership/accountability for achievement attendance</li> <li>○ Reading strategy, note-taking and text annotation – continue as main emphasis in reading</li> <li>○ Embedding supporting evidence from text into reader response and transferring this analysis to a critical response to text</li> <li>○ Increase student and peer assessment activities</li> </ul>									
• Percentages of students who achieved the acceptable standard on the English Language Arts 30-2 <b>diploma examinations</b> .*	77.8	93.3	Low	High *	Declined Significantly/ Improved *	Concern/ Good*	83		
• Percentages of students who achieved the standard of excellence on the English Language Arts 30-2 <b>diploma examinations</b> .	5.6	15.0	Inter mediate	Very High *	Maintained/ Improved *	Acceptable/ Excellent*	9		
*approximately 40% of the student test papers were misplaced by Alberta Education in shipping									
<b>Strategies</b> <ul style="list-style-type: none"> <li>○ Maintain teaching reading strategies and comprehension skills</li> <li>○ Engage students in reading by doing more text annotation</li> <li>○ Have students complete the workbook “The Key” as another study method focussing on strategies for studying</li> </ul>									
• Percentages of students who achieved the acceptable standard on the Pure Mathematics 30 <b>diploma examinations</b> .*	86.8	71.2	High	Low	Maintained/ Declined significantly	Good/ Concern	90		
• Percentages of students who achieved the standard of excellence on the Pure Mathematics 30 <b>diploma examinations</b> .	25.0	7.5	Inter mediate	Low	Maintained/ Declined significantly	Acceptable/ Concern	25		
<b>Strategies</b> <ul style="list-style-type: none"> <li>○ Extremely weak PM30 students should be streamed into AM30 for increased success</li> <li>○ Increased assessment during trigonometry to increase comprehension (2 units)</li> <li>○ Focus on the goals of the curriculum to better prepare for the diploma exam</li> </ul>									
• Percentages of students who achieved the acceptable standard on the Applied Mathematics 30 <b>diploma examinations</b> .*	63.0	88.9	Very Low	Inter mediate	Declined/ Improved	Concern/ Good	90		
• Percentages of students who achieved the standard of excellence on the Applied Mathematics 30 <b>diploma examinations</b> .	7.4	6.7	Low	Low	Maintained/ Maintained	Issue/ Issue	10		

**Strategies**

- 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



• Percentages of students who achieved the acceptable standard on the Social Studies 30 <b>diploma examinations</b> .*	80.2	84.3	Low	Inter medi ate	Maintained/ Improved	Issue / Good	82		
• Percentages of students who achieved the standard of excellence on the Social Studies 30 <b>diploma examinations</b> .	20.9	9.6	Inter medi ate	Low	Improved/ Declined	Good/ Issue	15		
<b>Strategies</b>									
<ul style="list-style-type: none"> <li>○ Ensure proper placement of students for success: scrutinize social 20 marks and recommend students to take the appropriate Social Studies course</li> <li>○ Review diploma examination results to determine areas of concern ; address areas of concern by adapting course work and instruction</li> </ul>									
• Percentages of students who achieved the acceptable standard on the Social Studies 33 <b>diploma examinations</b> .*	68.5	82.4	Very low	Inter medi ate	Maintained/ Improved	Issue/ Good	80		
• Percentages of students who achieved the standard of excellence on the Social Studies 33 <b>diploma examinations</b> .	7.4	23.5	Low	Very High	Maintained/ Improved significantly	Issue/ Excellent	15		
<b>Strategies</b>									
<ul style="list-style-type: none"> <li>○ Ensure proper placement of students for success: scrutinize social 20 marks and recommend students to take the appropriate Social Studies course</li> </ul>									
• Percentages of students who achieved the acceptable standard on the Biology 30 <b>diploma examinations</b> .*	63.4	77.0	Very low	Low	Declined significant ly/ Maintaine d	Concern/ Issue	83		
• Percentages of students who achieved the standard of excellence on the Biology 30 <b>diploma examinations</b> .	20.7	14.9	Inter medi ate	Low	Maintaine d/ Declined	Acceptable/ Issue	16		
<b>Strategies</b>									
<ul style="list-style-type: none"> <li>○ Continue implementing daily quizzes/assignments making students accountable for the information covered</li> <li>○ Address students who are borderline excellence and push towards excellence</li> <li>○ Continue including written response questions and providing individual assessment on writing</li> <li>○ Continue applying for marking in an effort to better comprehend the written response questions and the acceptable standard for responses</li> </ul>									
• Percentages of students who achieved the acceptable standard on the Chemistry 30 <b>diploma examinations</b> .*	85.9	84.7	Inter medi ate	Inter medi ate	Maintaine d/ Maintaine d	Acceptable/ Acceptable	86	86.2	86.4
• Percentages of students who achieved the standard of excellence on the Chemistry 30 <b>diploma examinations</b> .	26.9	22.2	High	Inter medi ate	Improved/ Maintaine d	Good/ Acceptable	23.5	23.6	23.7
<b>Strategies</b>									
<ul style="list-style-type: none"> <li>○ Increase the number of test questions to prepare the students for the diploma examination</li> <li>○ 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</li> <li>○ Prepare a test bank of questions categorized by GLE (researching websites for test banks, etc.)</li> <li>○ Be sure students are guided into the proper science courses after Science 10</li> <li>○ Mark Chem 30 provincial exams to get an idea how to properly evaluate WR questions</li> </ul>									

• Percentages of students who achieved the acceptable standard on the Physics 30 diploma examinations.*	78.5	75.0	Low	Low	Declined/ Declined	Issue/ Issue	80		
• Percentages of students who achieved the standard of excellence on the Physics 30 diploma examinations.	21.5	23.1	Intermediate	Intermediate	Declined/ Maintained	Issue/ Acceptable	25		

**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

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

**Administration strategies for this goal:**

- Review plans with PAT and DE teachers
- Encourage field test writing
- Encourage Computer AA
- Study groups on weekends/evenings
- Class size in academic classes not greater than 30

<i>Performance Measures</i> May 2007 data and evaluations. Accountability Pillar Overall Summary (coloured page)	2005/06 Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/ 2008	08/ 09	09/ 10
• Percentages of students who have written four or more diploma exams by the end of their third year of high school.	53.5	50.5	Intermediate	Maintained	Acceptable			
• Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	37.1	31.0	High	Improved	Good			

**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*

- Research academic programs for the students
- Discourage students from dropping classes

**Outcome: Students are well prepared for lifelong learning.**

<i>Performance Measures</i> May 2007 data and evaluations. Accountability Pillar Overall Summary (coloured page)	<i>2005/06 Result</i>	<i>Previous 3-yr Avg.</i>	<i>Evaluation</i>			<i>Targets</i>		
			<i>Achievement</i>	<i>Improvement</i>	<i>Overall</i>	<i>2007/2008</i>	<i>2008/2009</i>	<i>2009/2010</i>
<ul style="list-style-type: none"> <li>High school to post-secondary transition rate within four years of entering Grade 10.</li> </ul>	39.0	43.3	High	Maintained	Good	40	41	42
<b>Strategies</b> <ul style="list-style-type: none"> <li>Provide students with early counselling and expose students to as many career possibilities as possible (in Health and CALM)</li> <li>Use my position as RAP coordinator to help students interested in trades make a transition to post-secondary apprentice training</li> </ul>								

### Goal Three: Highly Responsive and Responsible Jurisdiction

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

<i>Performance Measures</i> May 2007 data and evaluations. Accountability Pillar Overall Summary (coloured page)	<i>2005/06 Result</i>	<i>Previous 3-yr Avg.</i>	<i>Evaluation</i>			<i>Targets</i>		
			<i>Achievement</i>	<i>Improvement</i>	<i>Overall</i>	<i>2007/2008</i>	<i>08/09</i>	<i>09/10</i>
<ul style="list-style-type: none"> <li>Teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> </ul>	70.4	76.1	Very low	Maintained	Issue	76	78	80
<b>Strategies</b> <i>Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results</i> <ul style="list-style-type: none"> <li>Hold Parent Day in Construction Lab/Religious Studies classes</li> <li>Post lessons on the web/outlines, timelines, homework for parents to view</li> <li>Post student projects on web (CTS Cyber-corner)</li> <li>Create greater awareness of e-mail accounts of both parents and teachers thus allowing for greater interaction</li> <li>Encourage teachers to follow through with calls (parental contact)</li> <li>Make sure parents are well-informed through the newsletter, etc./Improve communication with parents (website, newsletters, agenda, etc.)</li> <li>Promote School Council</li> <li>Invite parents to events such as the Christmas tea</li> <li>Provide parents opportunity for input on IPPs and a role in the development process</li> <li>Make the Newsletter more parent friendly with a Q and A section with teachers</li> </ul>								

### Goal Four: Student Conduct and Behaviour

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

<i>Performance Measures</i>	<i>2007/08</i>	<i>2008/09</i>	<i>2009/10</i>
<ul style="list-style-type: none"> <li>Number of Suspend-able events decrease over time</li> </ul>	Collect baseline data, develop strategies		
<b>Strategies</b> <i>Include at least one strategy for each outcome, strategies to address special populations of students, as applicable</i> <ul style="list-style-type: none"> <li>Develop alternate methods for dealing with borderline behaviour problem students</li> <li>Recognize and provide the opportunity for small successes for behaviour problem students</li> </ul>			

**Goal Five: Innovation is cultured and fostered**

**Outcome: More choices for students**

<i>Performance Measures</i>	<i>2007/2008</i>	<i>2008/2009</i>	<i>2009/10</i>
<ul style="list-style-type: none"> <li>Different Courses are introduced (academic, arts, languages, etc.)</li> </ul>	<p>French 30, Choral, Advanced Acting, Spanish 9/10, AP Art Approved</p> <p>Research more options for grade 9; possibility of dance classes, computer programming, Robotics, law, CSI</p> <p>Research aligning courses with the academies</p> <p>Research academic programming for McCoy</p>	<p>Increase enrolment in Choral, Spanish 20</p> <p>Pilot grade 9 options</p> <p>Begin implementation of academic programs</p>	<p>Bona fide Choral program, Spanish 30</p> <p>Make changes as per prior years research</p> <p>Continue with academic ...</p>
<p><b>Strategies</b>  <i>Include at least one strategy for each outcome, strategies to address special populations of students, as applicable</i></p> <ul style="list-style-type: none"> <li>Offer French 30 by a teacher in lieu of cyber-school</li> <li>Select 5-8 students to act as “Wellness Coaches” for On Track Wellness Project. High School students will assist in fitness activities for students in grades 1-5</li> <li>Maintain instrumental and general music courses currently offered as well as the newly added choral music program</li> <li>Introduce Choral members to other choirs</li> <li>Increase membership each year in Choral 15/25; Introduce Choral 35 and 9</li> <li>Encourage participation in Advanced Acting from all grade levels</li> <li>Include all students, make them work on the whole process to appreciate the final outcome</li> <li>Recognize students strengths and encourage them</li> <li>Recognize student weaknesses and address them</li> <li>Research 6 week options for grade 9 students – providing students with a broader perspective – may increase student achievement and may complement the core courses</li> <li>Something in the future: a focus on archaeology, anthropology and the interaction of civilizations with their ecosystems – simply studying economic systems gives the students no context r comprehension of history</li> <li>Ministry Teams – train students to become ‘retreat-team’ to minister to our middle and elementary schools with funds from Education Foundation</li> <li>Research AP and IB programs for gifted and talented students</li> </ul>			
<ul style="list-style-type: none"> <li>Different technologies** are introduced</li> </ul>	<p>Apply for Technology and CTS Project</p> <p>Develop a technology plan for the school</p>		

## **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 – instantly stops saw blade before injury can occur
- Building Construction are to be fenced for construction of structures
- Re-introduce digital video courses by equipping a laboratory with digital cameras and equipment
- Continue to integrate computer technology and proxima lessons in music instruction and delivery of curriculum as per Program of Studies
- More Smart Sentio packages (assessment for learning)
- Develop lessons to use Sentio system as assessment for learning
- Teacher laptops – I was a member of the one-to-one laptop feasibility committee (2006/07). We heard presentation from Apple and HP and both companies recommended that teachers be introduced to the technology before the students. Our committee recommended to the board that district PD dollars be made available for teachers to purchase laptops or tablets (if they wish)
- Smart boards in all classrooms
- Hand held mouse to free teachers from computer
- Could use 10-12 laptops for the art room for commercial art with video capabilities
- Could use digital camera and video camera for teaching art
- Experimenting with student laptops for one year in one of my classes
- Video movie/sound lab: students get a chance to create top quality sound tracks to home grown movies

\*\*Various Technology proposals available to review

## **Goal Six: Increased 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>2007/08</i>	<i>2008/09</i>	<i>2009/10</i>
<ul style="list-style-type: none"> <li>Percentage of classrooms that have a designated prayer corner</li> </ul>	80	90	100
<ul style="list-style-type: none"> <li>Prayer group for mediation for staff and/or students that meets regularly</li> </ul>	Group formed and meets before special celebrations	Group continues Meets regularly (once a month)	Group continues Meets regularly and takes on leadership within the school
<ul style="list-style-type: none"> <li>Social justice group that bridges the school with community based projects/ charities</li> </ul>	Group formed commits to one major project for the year	Group continues commits to 2 major projects for the year	Group continues group commits to 3 major projects for the year

**Strategies**

- School staff/students/parent council must have the opportunity to participate in the development of this goal
- 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
- Teacher leaders will be required to lead the prayer groups and social justice groups.
- 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 throughout the day at different times so all students have access to prayer.
- School chapel needs to be located within the school.
- School Parish priests need to be invited in on a regular basis and be a visible figure in the school (perhaps adding the prayer groups)
- Encourage/support student attendance at March Youth Conferences

*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

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