



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Monsignor McCoy High School

School Educational Plan

2019-2020

Monsignor McCoy High School

MEDICINE HAT



CATHOLIC BOARD OF EDUCATION

DISTRICT PHILOSOPHY

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 for Monsignor McCoy High School:

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 closest to realizing their goal of an Alberta High School Diploma. We also put great emphasis in 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 feedback we receive from 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 improvements that were made to our instructional spaces and the positive impact it is having on our learning environment.



Thank you for your interest in this document.

Monsignor McCoy High School: Enrolment Trends

Grade	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
10	172	142	159	206	174	211	171	180	178	192
11	132	162	196	171	216	157	172	178	184	165
12	183	205	174	241	182	181	190	192	168	196
Total	487	509	529	618	572	549	533	550	530	553

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 District and align with the Provincial Annual Education Results Report (AERR).

The Medicine Hat Catholic Board of Education held a Strategic Planning session. The Strategic Planning session provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the district. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop *District Strategic Priorities*. The Strategic Priorities are the focus for the MHCBE 3 year plan (**2019-2022**) and for *School Based Annual Plans* for the **2019-2020** school year.

Developing our Priorities for the School Education Plan

The District priorities for 2019-2020 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **21st CENTURY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVMENT** and **STAKEHOLDER ENGAGEMENT**.

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

The Medicine Hat committed to strategic process for developing a engages stakeholders in students who attend the School District.

Board of Trustees is planning as a systematic long term vision that meeting the needs of all Medicine Hat Catholic

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement

5 Strategic Priorities for 2019-2020

District & School

Strategic Priority #1

Celebrate our Catholic identity through the Marks of a Catholic School.

District 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.

*Outcome One: Alberta students are successful.

*Outcome Three: Alberta's education system respects diversity and promotes inclusion.

*Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.

Strategic Priority #3

Develop teachers with the necessary skills to teach 21st century learners.

*Outcome One: Alberta students are successful.

*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit Students' success.

Strategic Priority #4

Effectively use technology to support learning.

*Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

*Outcome One: Alberta students are successful.

*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit Students' success.

*Outcome Three: Alberta's education system respects diversity and promotes inclusion.

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

**Annual Education Results Report (AERR) Outcomes*

Priority 1 – WHAT THE DISTRICT WILL DO	
Strategic Priority #1: through the Marks of a Catholic School District Goal – The Enhancement of Catholic Education	Celebrate our Catholic identity
District Strategies	Indicators of Success
<p>1. Inspired by a Supernatural Vision</p> <ul style="list-style-type: none"> - Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries. - Our schools will each be consecrated to Mary again during the month of May. - Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people. 	<ul style="list-style-type: none"> - Prayers will be said in each school at least three times throughout the day. - All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. - Increased awareness of our Saints and their support through prayer for us.
<p>2. Founded on a Christian Anthropology</p> <ul style="list-style-type: none"> -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. - Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. - The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family. 	<ul style="list-style-type: none"> - All students receive a bible and the Religious Education Coordinator will go into each class for teachings. - All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. - Students feeling a sense of belonging and family.

<p>3. Animated by Communion and Community</p> <ul style="list-style-type: none"> -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. - Continue communication with our parishes by having an administrator sitting on each church’s Parish Pastoral Council. - Continuation of School Sponsored masses to share in community with our parish families. - Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. - Help to support schools in finding and/or providing visible symbols of our faith. 	<ul style="list-style-type: none"> -Admin, teachers and students will be able to identify the intentional connection between actions and our faith. - Communication flowing freely between parish and schools. - Each school sponsors a mass and social gathering for parishioners in one of our churches. - Yearly planning meeting in June to set dates for the upcoming school year. - Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.
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Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School
District Goal – The Enhancement of Catholic Education

District Strategies	Indicators of Success
<p>4. Imbued with a Catholic Worldview throughout its Curriculum</p> <ul style="list-style-type: none"> - Dedicated support for our new Religion program by offering in-service to grade 6 teachers. - Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects. - Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year. 	<ul style="list-style-type: none"> - Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes. - Creation of brochure for teachers and summary of how many sessions were accessed. - Sharing of permeation ideas with other grade level teachers in various subjects.
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none"> - Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year. 	<ul style="list-style-type: none"> - New teachers feel confident in sharing their faith and curriculum with their students.

<ul style="list-style-type: none"> - District Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year. - Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells. - All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions. - Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints. 	<ul style="list-style-type: none"> - Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails. - Obtain feedback from the team through a form of reflection or survey. - Number of staff that have accessed these resources. - One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).
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Priority 1 - What The School Will Do

Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School	
District Goal – The Enhancement of Catholic Education	
District Strategies	Indicators of Success
1. Utilize chaplain to help foster our Catholic faith at M. McCoy	Chaplain is utilized on a regular basis
2. Sponsor a Sunday mass at Holy Family Parish	M. McCoy sponsors a mass at Holy Family Parish
4. Conducting grade level masses at the school	Grade level masses are conducted at the school
5. Undertaking school service projects that help students understand service is about something bigger than themselves.	The number of school service projects undertaken by students (and staff)
4. Returning school room saint names that were removed during the school's modernization	Rooms have their saint names replaced, or developed, as the case may be
5. Dignity of all students will be acknowledged through our inclusion of all students into our spiritual family	Students feeling a sense of belonging and family
6. Share M. McCoy's Charity and Social Action projects on Division document	Admin, teachers and students will be able to identify the intentional connection between actions and our faith Communication flowing freely between parish and our school School has visible signs of our faith and entrance is clearly recognizable as Catholic.
7. Create a memorial to Monsignor McCoy near the front of the school.	The memorial is created

8. Meet with our priests and other administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships.	Participate in the yearly planning meeting in June to set dates for the upcoming school year
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Priority 2 – WHAT THE DISTRICT WILL DO

Strategic Priority #2: Provide a health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment	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 One: Alberta students are successful. AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion. AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.	
District Strategies	Indicators of Success

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: - Proactive and/or Regulatory Strategies - De-escalation strategies - 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.
Develop 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 persona 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, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	<ul style="list-style-type: none"> - Increase in community engagement in collaborative meetings. - Increased family/community supports and family-school connections. - School teams meet regularly to plan programming based on the needs of the students.
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Priority 2 - WHAT THE SCHOOL WILL DO

<p>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</p> <p>AERR *Outcome One: Alberta students are successful. AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion. AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.</p>	
School Strategies	Indicators of Success
1. Continue weekly administrative team support plans and meetings with communication to teachers	Weekly admin team support meetings are held, information is communicated with teachers, as appropriate, and support plans are developed
2. Continue to invite CCT facilitator into all classrooms on a regular basis to help explore the provincial mental health program	CCT facilitator makes regular presentations to a wide variety of classes throughout the year
3. Conduct surveys with students and parents to assess mental health needs and awareness of school and community supports	Number of surveys conducted, information gleaned, and action plans developed with community partners
4. Offer social/emotional learning workshops to student community	Number of workshops offered and number of students who participate
5. Create and promote school clubs to promote staff and student relationships and build school community	Number of clubs developed, sessions held, and students who participate on a regular basis

6. Offer mental health awareness and skill building workshop for staff	Number of mental health workshops held
7. Advocate for increased Alberta Health Services time (addictions and mental health counseling and therapy) at M. McCoy	School receives additional AHS time

<p>Strategic Priority #3: Develop teachers with the necessary skills to teach 21st century learners</p> <p>AERR *Outcome One: Alberta students are successful.</p> <p>AERR *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit Students' success.</p>	
District Strategies	Indicators of Success
A District wide PD plan will be developed to allow teachers focused collaboration time, personal PD opportunities, and will allow the school to develop PD plans unique to the needs of each school.	<ul style="list-style-type: none"> - Number of opportunities school staff members are able to utilize for collaboration or personal PD. - Number of school based PD opportunities unique to schools.
Alberta Learning Teacher Quality Standards will be a focus for School PD.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing teachers to unpack the TQS. - Number of TQS Competencies unpacked by each school staff.
Formation of a District Leadership Enhancement Program.	<ul style="list-style-type: none"> - Number of teachers participating in the Leadership Enhancement Program.
Alberta Leadership Quality Standards will be a focus for District leaders.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing District leaders to unpack the LQS. - Number of LQS competencies unpacked by the DLT.

Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, 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.
District to host a FNMI Professional Development Day.	- District teachers participate in the District FNMI day November 8, 2019.

<p>Strategic Priority #3: Develop teachers with the necessary skills to teach 21st century learners AERR *Outcome One: Alberta students are successful. AERR *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit Students’ success.</p>	
School Strategies	Indicators of Success
1. Define a district-wide definition of the term “21st century learners” and the skills we expect them to have	A district-wide definition of the term “21st century learners” and the skills we expect them to have is developed
2. Have M. McCoy teachers attend workshop to learn about Indigenous Peoples and best practice in supporting these students	M. McCoy teachers attend workshops to learn about Indigenous Peoples and best practice in supporting these students
3. Digitize resources so that teachers can post learning materials for remote access by students	Teacher resources are digitized (either through purchase or local development) and posted for remote student access
4. Support teachers in developing skills and strategies to assess thinking, not just information recall (access on-line instructional videos)	Assessment webinars and other professional development opportunities (SAPDC, etc) are made available to teachers
5. House training in Google Suite for all staff	Training is housed in Google Suite for all staff

Priority 4 – WHAT THE DISTRICT WILL DO

**Strategic Priority #4
support learning**

Effectively use technology to

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

District Strategies	Indicators of Success
District technology planning committee will review the Learning and Technology Policy Framework, District Technology survey results, District Technology Vision and Mission statement, best practices from other Districts and begin development of a defined three-year plan for technology in the district.	<ul style="list-style-type: none"> - Technology committee meets quarterly. - Technology committee prepares a draft 3 year plan for technology for the district.
District teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	<ul style="list-style-type: none"> - Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.
The District Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	<ul style="list-style-type: none"> - Each school identifies at least one lead teacher. - Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.
Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	<ul style="list-style-type: none"> - Number of lead teachers accessing and learning new technology for teaching and learning.
District technology lead teachers improve technology skills for teaching and learning.	<ul style="list-style-type: none"> - A PD day is scheduled for all technology lead teachers (August 2020).
Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	<ul style="list-style-type: none"> - District Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. - Certificated staff members attend the annual conference. - Conference attendees report and share knowledge with the Committee.

**Priority 4 - WHAT THE SCHOOL
WILL DO**

Strategic Priority #4: Effectively use technology to support learning AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.	
School Strategies	Indicators of Success
1. Use professional discussion time in staff meetings to develop a list of technologies being used by M. McCoy teachers, then designing professional development opportunities around identified areas of desired growth.	Professional discussions occurred, a list of technologies was developed, and PD opportunities occurred to support the technology needs of M. McCoy staff
2. When developed, use the District's tech committee's list of desired skills for high school students, and compare this to our students.	A list of desired skills for high school students was developed and compared to the skill set of our students
3. M. McCoy tech. committee lead teacher will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	Number and variety of hardware and software items accessed by M. McCoy lead teacher for learning and teaching
4. M. McCoy technology lead teacher will improve technology skills for teaching and learning.	A PD day is scheduled for all technology lead teachers (August 2020).
5. Increased purchase and utilization of tablets and other assistive technology	Number of tablets and other hardware purchased, and locations and frequency of use
6. Update interactive hardware in classrooms	Number and type of interactive hardware devices updated in classrooms
7. Teach grade 10 students about Chromebook functionality and keyboarding fundamentals to allow them to maximize the usefulness of this technology	Grade 10 students received instruction on Chromebook functionality and keyboarding fundamentals

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit Students' success.

AERR *Outcome Three: Alberta's education system respects diversity and promotes inclusion.

AERR *Outcome Five: Alberta's education system is well governed and managed.

District 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.	<ul style="list-style-type: none"> - Parents feel engaged in decisions that affect their children. - Improvement in Parental Involvement Accountability Pillar Results.
Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	<ul style="list-style-type: none"> - Parents are included in activities, committees and planning sessions held by the division. - Improvement in Safe and Caring Schools Accountability Pillar Results. <p><i>Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</i></p>
Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	<ul style="list-style-type: none"> - A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. - Communication goal aligns with the annual District Strategic Priorities. - The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
Social media platforms are regularly used to communicate and engage stakeholders.	<ul style="list-style-type: none"> - Stakeholder's engagement increases on all social media platforms. - Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in division functions and committees.	<ul style="list-style-type: none"> - The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. - School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. - Two administrators become a parish council member at each of the parishes.

**Priority 5 - WHAT THE SCHOOL
WILL DO**

Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

- AERR** *Outcome One: Alberta students are successful.
- AERR** *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit Students’ success.
- AERR** *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.
- AERR** *Outcome Five: Alberta’s education system is well governed and managed.

School Strategies	Indicators of Success
1. Invite parents and community members to school activities such as Red Day, liturgical celebrations, parent/teacher interviews, open houses, etc.	Number of times and methods used to invite community members to school activities
2. Survey community at school events (as above) to seek ways to connect with our community, and access community volunteers	Number of events in which community was surveyed, and community relationships and volunteers that were gained as a result
3. Increase social media presence on school and District platforms	Amount of school stories shared on school and District platforms Number of followers/traffic
4. Develop place for sponsorship (gym wall, presentation screens, etc.)	Sponsorship wall location(s) is found and community members sponsor our students, as a result
5. Install presentation screens in the school to better communicate school and community events, student achievements, celebrations, etc.	Presentation screens are installed and utilized daily to communicate school and community events, student achievements, celebrations, etc.

Monsignor McCoy High School: Accountability Pillar

Measure Category	Measure	Monsignor McCoy High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.1	90.2	89.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.6	81.8	80.3	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	93.9	91.1	90.4	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.9	1.0	1.1	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.2	87.1	87.0	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.1	87.8	84.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.8	26.9	23.3	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	52.7	61.6	58.4	56.3	55.7	55.1	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	68.1	68.9	68.9	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	74.0	73.4	68.4	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	90.0	82.2	85.3	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	83.2	84.5	83.3	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.2	65.8	72.7	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	86.0	78.4	81.7	81.0	80.3	81.0	Very High	Improved	Excellent

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
<p>Safe & Caring Schools</p> <p>Staff PD on VTRA, SIVA, and complex communication needs</p> <p>Access to FNMI teacher</p> <p>Participate in the District's Mental Health Strategic Plan</p> <p>School admin meets weekly to discuss struggling students and develop support plans</p> <p>Survey students to better understand types of supports required to reduce anxiety and depression</p> <p>Add student anxiety/depression information under the medical link in Power School</p>	<p>Safe and Caring: 89.1%, down 1.1% from last year, 0.1% above provincial average, and the same as 3 Year Average</p>
<p>Student Learning Opportunities</p> <p>Access to FNMI teacher</p> <p>Testing/Accommodation room</p> <p>Moving Forward With High School Redesign strategies including flex time, and credit recovery</p> <p>Staff member takes part in literacy and numeracy committees</p> <p>Develop programming to assist students struggling with literacy/numeracy</p> <p>Staff member takes part in District technology committee</p> <p>Develop technology vision with IT Department and central administration</p> <p>Use Google apps/survey monkey to survey students about school improvement ideas</p> <p>Survey students to better understand types of supports required to reduce anxiety and depression</p> <p>Make use of student anxiety/depression information under the medical link in Power School</p>	<p>Program of Studies: 79.6%, down 2.2% from last year, 2.6% above provincial average, and 0.7% below 3 Year Average</p> <p>Education Quality: 93.9%, up 2.8% from last year, 3.7% above provincial average, and 3.5% above 3 Year Average</p> <p>Drop Out Rate: 0.9%, down 0.1% from last year, 1.7% below provincial average, and 0.2% below 3 Year Average</p> <p>High School Completion Rate (3 yr): 83.2%, 3.9% below last year, 4.1% above provincial average, and 3.8% below 3 Year Average</p>

<p>Student Learning Achievement</p> <p>Access to FNMI teacher Testing/Accommodation room Moving Forward With High School Redesign strategies including flex time and credit recovery Staff member takes part in literacy/numeracy committee Develop programming to assist students struggling with literacy/numeracy</p>	<p>Diploma Acceptable: 83.1%, down 4.7% from last year, 0.5% below provincial average, and 1.8% below 3 Year Average Diploma: Excellence: Diploma Exam Participation Rate (4+ Exams): Rutherford Scholarship Eligibility Rate:</p>
<p>Preparation for Lifelong Learning, Citizenship, World of Work</p> <p>Develop web portal with resources for faith support in the home, school, and parish Offer faith retreat for staff, students, and parents Administer aptitude test for test group of grade 11 and 12 students through the University of Lethbridge to see if this is something we want all of our students to participate in next school year</p>	<p>Transition Rate (6 yr): 74%, up 0.6% from last year, 15.0% above provincial average, and 5.6% above 3 Year Average Work Preparation: 90%, up 7.8% from last year, 7.0% above provincial average, 4.7% above 3 Year Average Citizenship: 83.2%, down 1.3% from last year, 0.3% above provincial average, and 0.1% below 3 Year Average</p>
<p>Parental Involvement</p> <p>Offer faith retreat for staff, students, and parents Use Google apps/survey monkey to survey parents about school improvement ideas Send weekly update to parent community to make them aware of school activities and invite them to school events Use Synervoice to invite parents to events such as parent-teacher interviews and grad meetings</p>	<p>Parental Involvement: 81.2%, up 15.4% from last year, 0.1% below provincial average, and 8.5% above 3 Year Average</p>
<p>Continuous Improvement</p> <p>Staff PD on VTRA, SIVA and complex communication needs Participate in the District's Mental Health Strategic Plan Survey monkey to better understand types of supports required to reduce anxiety and depression District-wide Dossier implementation</p>	<p>School Improvement: 86.0%, up 7.6% from last year, 5.0% above provincial average, and 4.3% above 3 Year Average</p>

<p>Develop programming to assist students struggling with literacy/numeracy</p> <p>Administer aptitude test for test group of grade 11 and 12 students through the University of Lethbridge to see if this is something we want all of our students to participate in next school year</p>	
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Monsignor McCoy High School - Educational Plan

2019-2020

All 9 Medicine Hat Catholic Schools will post our annual Education Plans on our 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 Principal.

Monsignor McCoy High School