



**Monsignor McCoy**  
**Four-Year Education Plan**  
**2023-2027**

## INTRODUCTION

For many years, Monsignor McCoy High School has been a place where students have experienced a high degree of success relative to schools across the province. As well, our school provides a wide variety of high-interest curricular and extra-curricular programming that provides them with a transcript of experiences that better prepares them for their transition to work or post-secondary education. We are also home to a large number of international students. Their involvement at our school has brought a wonderful dynamic of energy and diversity as they become a part of the fabric of our school and community.

As always, we continue to focus on continuous improvement, and the need to set clear, carefully considered goals for the next four years. These goals fall under the Medicine Hat Catholic School Division's three core areas: Catholicity, Health and Wellness, and Quality Teaching and Learning.

## MESSAGE FROM OUR PRINCIPAL

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 and the completion of high school. 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.



**Mr. Paul Bauche, Principal**   **Mr. Rob Burzminski, VP**

## MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Medicine Hat Catholic Board of Education (MHCBE) continues to put emphasis on our Annual Education Results Report (AERR) as well as stakeholder feedback to inform our decision making. As a board we have taken feedback from our stakeholders, results from the AERR, as well as our core values as a Catholic school division and narrowed our priorities down to four. Striving for excellence in all that we do, we will continue to focus on these core areas in the next four years: Catholicity, Health and Wellness, Quality Teaching and Learning, as well as the Sisters of Charity of St. Louis Centre (SCSL Centre).

Our faith is the foundation of our division and we want to show our Catholicity through the 5 Marks of Catholic Education each and every day. Health and Wellness is a very important topic for all of our stakeholders and has moved to the forefront due to all the difficulties the pandemic has caused. Quality Teaching and Learning has always been our number one priority and we will continue to provide excellent education opportunities for our students by completing goals in this area. Building up our fine arts and physical literacy opportunities within our division is the final area we are focusing on in this 4-year plan.

## MISSION, VISION AND VALUES

### **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 Principles of Practice**

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence

## **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.

## **What do Medicine Hat Catholic schools represent?**



**Staff, students and families working together,  
under our faith, with quality education as our foundation.**

# ENROLLMENT TRENDS

Grade	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10	212	146	178	172	142	159	206	174	211	171
11	163	183	152	132	162	196	171	216	157	172
12	213	179	131	183	205	174	241	182	181	190

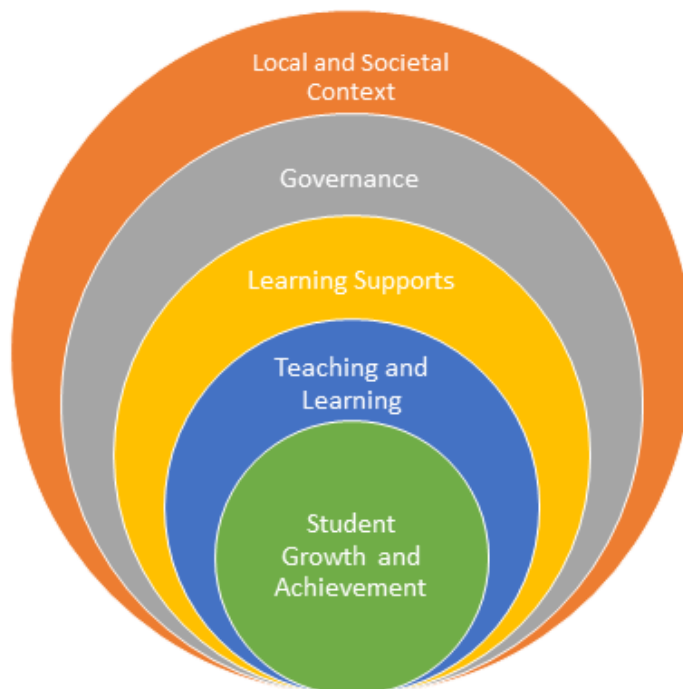
# ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



## ENGAGEMENT

Monsignor McCoy High School attempts to engage its stakeholders in a variety of ways throughout the school year. These strategies will change over time in response to the needs of our school and school community. For the 2023-2024 school year, some of the engagement strategies used by the school include the following:

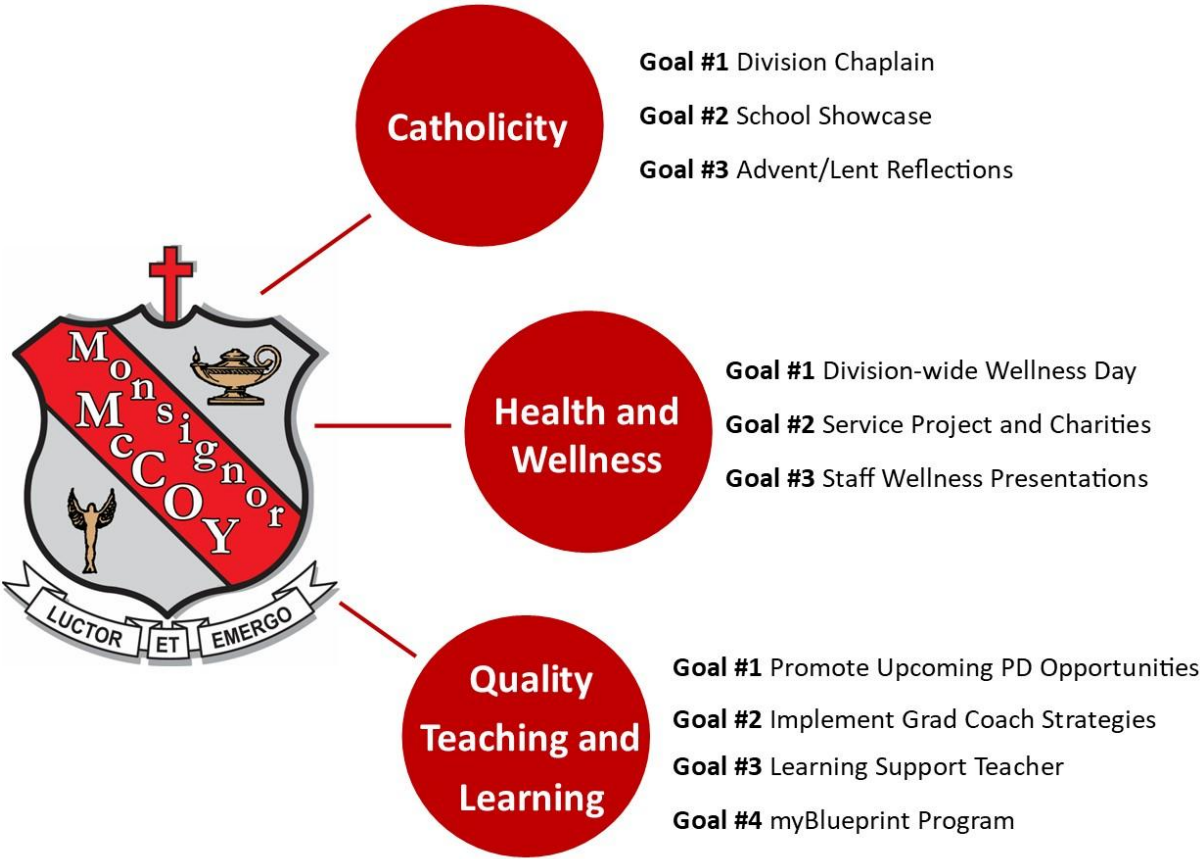
**Student Advisory Group:** A cross-section of students from grades 10, 11, and 12 will be periodically invited to lunch meetings to discuss items of importance to the school. These meetings provide excellent insight into the student school experience and give voice to their suggestions on how all aspects of high school can be improved.

**School Content Stories:** Short items will discuss a wide variety of aspects of the school including programming and staff. These items will be sent to the school's social media contributor and the division's communication coordinator where they will be augmented with photos and infographics, as appropriate, to be posted at regular intervals throughout the school year. Beyond engaging our parents and students, another goal is to reach a wider audience of parents and students who may be interested in registering at McCoy.

**Survey:** A short survey will be created and sent to our parent community. The questions will be designed to ask them for their input on developing effective strategies to engage and communicate with them on an ongoing basis. As well, we will ask parents if they have programming ideas, and interest in volunteering at our school.

**Social Media:** In order to improve the frequency and broaden the types of school activities that we post to the school's social media platforms. A wide variety of content will be created, from curricular student activities to extracurricular games and performances. This information will be sent to our staff social media contributor, who will review the content before posting.

# STRATEGIC PRIORITIES





## SCHOOL GOALS AND IMPLEMENTATION SPECIFICS



**Goal #1** Collaborate with the Division Chaplain in order to best engage Monsignor McCoy High School students in faith activities and celebrations.

**Goal #2** School Administration attend Braiding Together Conference with Division Leadership Team and Senior Administration

**Goal #3** Involve all teaching staff in the creation of Advent/Lenten school-wide prayer and reflection presentations

### **Implementation Specifics:**

- Meet with the the Chaplain on a regular basis throughout the school year to plan activities and events that engage students and staff in opportunities to grow in faith
- Establish a showcase in the school to display student work, Catholic symbols, and liturgical themes throughout the year.
- In collaboration with the Division Communications and Indigenous Support Worker, create a video land acknowledgement for Monsignor McCoy High School.
- Hold school masses for each grade level in the gym led by one of our parish priests, and involving our students.

### **Outcomes:**

1. *Medicine Hat Catholic Board of Education students are successful.*



## Health and Wellness

**Goal #1** Monsignor McCoy staff will organize health and wellness activities on the Division-wide Wellness Day.

**Goal #2** Organize service projects, and charitable initiatives throughout the school year.

**Goal #3** Work with community organizations to access speakers who will present to school staff about wellness issues during Division PD days.

### **Implementation Specifics:**

- All school staff will take part in the afternoon health and wellness activities, as planned by the school's Health and Wellness representative.
- All school staff will have opportunities to take part in school projects and initiatives through activities and donation, as well as encourage their students to do the same.
- Use staff meetings to feature different supports available to all staff through Inkblot, as well as community resources such as Alberta Health Services.

### **Outcomes:**

1. *Medicine Hat Catholic Board of Education students are successful.*
2. *First Nations, Metis and Inuit students in Medicine Hat Catholic Board of Education are successful.*
3. *Medicine Hat Catholic Board of Education has excellent teachers, school leaders and school authority leaders.*



# Quality Teaching and Learning

**Goal #1** To promote and encourage teachers to engage in professional development opportunities available to them through SAPDC as well as other organizations.

**Goal #2** Access Indigenous Support Worker to implement Grad Coach strategies for our Indigenous students.

**Goal #3** Work with Monsignor McCoy's new Learning Support Teacher, with the goal of maximizing the positive impact that this role will have on teachers and students in the classroom.

**Goal #4** Continue to implement myBlueprint, a comprehensive education and career planner

## Implementation Specifics:

- Engage the ATA PD rep in organizing upcoming PD information and utilizing staff meetings and other strategies.
- Meet with Josh Cross regarding Grad Coach strategies, as presented at the Braiding Together conference, with the goal of providing increased support to Monsignor McCoy Indigenous students to help prepare for transitioning from high school.
- Have the Learning Support Teacher attend PD, present at staff meetings, and meet with teachers throughout the school year to help them support students. Time will be allocated, as needed, to ensure that the Learning Support Teacher is able to become proficient in the many skills required in this role.
- Monsignor McCoy will develop strategies for all students to receive training on how to navigate the myBlueprint program, which supports students in a myriad of ways. The program allows our students to achieve many of their goals throughout high school: from student career planning, to post-secondary scholarships and requirements, to registering for high school courses. Staff PD will also be provided.

## Outcomes:

1. Medicine Hat Catholic Board of Education students are successful.
2. First Nations, Metis and Inuit students in Medicine Hat Catholic Board of Education are successful.
3. Medicine Hat Catholic Board of Education has excellent teachers, school leaders and school authority leaders.
4. Medicine Hat Catholic Board of Education is well governed and managed.



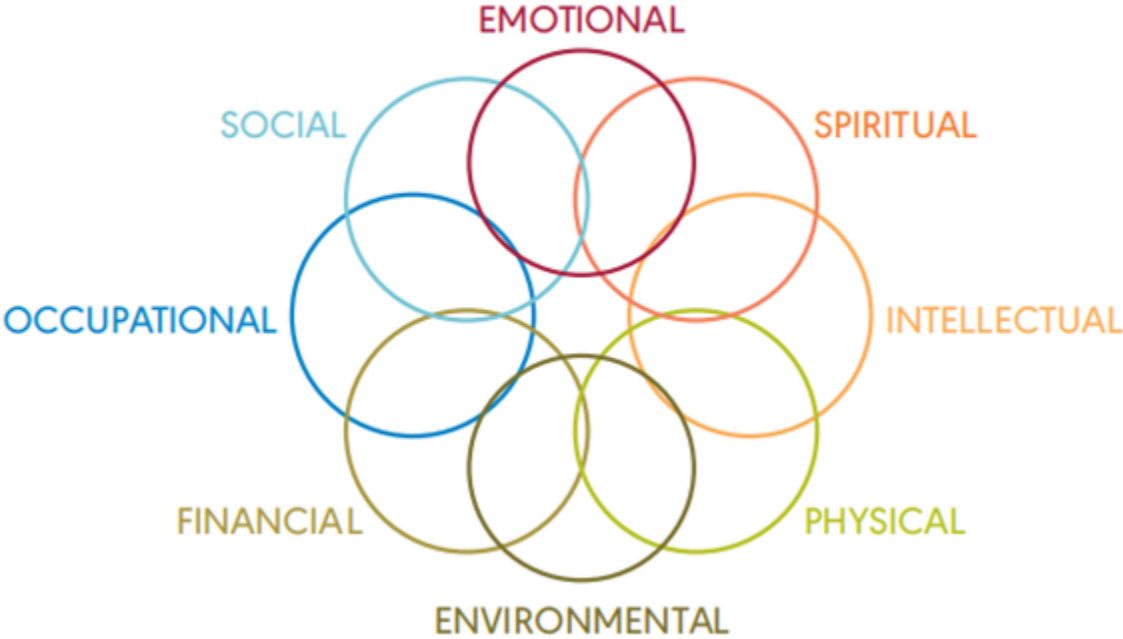
# New School Building Project

**Goal #1** Attend planning meetings

**Implementation Specifics:**

- Be a part of the committee of representatives that meet regarding planning for the design of the new school building.
- Be a part of the townhall and other large-group meetings discussing the planning and location of the new school.
- Be a part of the school administrator meetings involving administration from St. Francis, St. Michael's, St. Mary's, and Monsignor McCoy Schools

# Health and Wellness Components



# ALBERTA EDUCATION ASSURANCE MEASURE RESULTS Fall 2023

## RESPONDING TO ASSURANCE MEASURE RESULTS

### School Strategies by Measure

### Indicators of Success

<p><b>Safe and Caring Schools</b> Encourage school staff to receive SIVA, VTRA, and complex communication training.</p> <p>Provide a continuum of support through school teams: counselors, mental health workers, CCT, teachers, administration.</p> <p>School administration meet regularly to discuss students who are struggling to be successful, and develop success plans.</p> <p>Survey students to better understand the types of challenges they are facing, and the types of support they require.</p> <p>Teachers and administration meet weekly during collaborative response time to discuss ideas and issues in order to develop and share strategies to better support all students</p>	<p>92.1% of students, parents, and teachers either Agree or Strongly Agree 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. This compares to 87.5% from students, parents, and teachers in the rest of the province. <b>A positive difference of 4.6%</b></p> <p>90.5% of students, parents, and teachers either Agree or Strongly Agree that their learning environments are welcoming, caring, respectful and safe. This compares with 84.7% of students, parents, and teachers in the rest of the province. <b>A positive difference of 4%.</b></p>
<p><b>Student Learning Opportunities</b> Implementation of Fine Arts Academy.</p> <p>Design and implement a timetable that provides additional instructional time for students with opportunities for students to access teacher tutorial time.</p> <p>School admin. meet regularly to discuss struggling students, and develop success plans.</p> <p>Teachers and administration meet weekly during collaborative response time to discuss ideas and issues in order to develop and share strategies to better support all students</p> <p>Inclusive teaching philosophy and strategies are discussed by all teachers at each staff meeting through the Para-Bytes program.</p>	<p>86.1% of students, parents, and teachers either Agree or Strongly Agree that they are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. This compares with 82.9% of students, parents, and teachers in the rest of the province. <b>A positive difference of 3.2%.</b></p> <p>89.3% of students, parents, and teachers either Agree or Strongly Agree that programs for children at risk are easy to access and timely. This compares with 81.2% of students, parents, and teachers in the rest of the province. <b>A positive difference of 8.1%.</b></p> <p>88% of students, parents, and teachers either Agree or Strongly Agree that students have access to the appropriate supports and services at school. This compares with 80.6% of students, parents, and teachers in the rest of the province. <b>A positive difference of 7.4%.</b></p>

<p><b>Student Learning Achievement</b> Testing/Retesting area in St. Joseph’s Education Centre is supervised at all times, including after school.</p> <p>Credit Recovery opportunities for students at the start and end of each semester.</p> <p>Teacher tutorial time is available to all students on Wednesday afternoons.</p> <p>St. Joseph’s Education Centre is available to all students to complete school work, access teacher support, or register for online courses.</p>	<p>87.1% of students successfully complete high school in 3 years. This compares to 80.7% of students in the rest of the province. <b>A positive difference of 6.4%.</b></p> <p>91% of students successfully complete high school in 4 years. This compares with 86.5% of students in the rest of the province. <b>A positive difference of 4.5%.</b></p> <p>94.2% of students successfully complete high school in 5 years. This compares with 88.6% of students in the rest of the province. <b>A positive difference of 5.6%.</b></p>
<p><b>Preparation for Lifelong Learning, Citizenship, and World of Work</b> Develop a web portal with resources for faith support in the home, school, and parish.</p> <p>Teacher tutorial time is available to all students on Wednesday afternoons. This provides opportunities for students to learn how to manage their time, advocate for themselves, and plan for their own success.</p> <p>Regular visits and student presentations from Alberta post-secondary institutions provides motivation and information to our students to help them prepare and apply for future programming.</p> <p>Career Fairs hosted by McCoy allow all of our students to talk to employers from Medicine Hat and area.</p> <p>All of our students have access to myBlueprint. An online program that allows students to do surveys, build portfolios, and investigate thousands of careers across Canada and the United States.</p>	<p>86.4% of students, parents, and teachers Agree or Strongly Agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. This compares with 80.4% of students, teachers, and parents in the rest of the province. <b>A positive difference of 6%.</b></p> <p>84.3% of students, parents, and teachers either Agree or Strongly Agree that students model the characteristics of active citizenship. This compares with 80.3% students, parents, and teachers in the rest of the province. <b>A positive difference of 4%.</b></p> <p>86.7% of students, parents, and teachers Agree or Strongly Agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. This compares with 83.1% of students, parents, and teachers in the rest of the province. <b>A positive difference of 3.6%</b></p>
<p><b>Parental Involvement</b> Survey parents about ideas they have regarding programming opportunities, as well as ways in which they may want to volunteer at McCoy.</p>	<p>79.5% of students, parents, and teachers Agree or Strongly Agree that parents are satisfied with their level of involvement in decisions about their child’s education. This compares with 79.1% of students, parents, and teachers in the rest of the province. <b>A</b></p>

<p>Create content stories supported by infographics to be posted on social media platforms on a regular basis.</p> <p>A wide variety of content is created, from curricular student activities to extracurricular games and performances. This information is sent to our staff social media contributor, who reviews the content before posting.</p>	<p>positive difference of 0.4%</p>
<p><b>Continuous Improvement</b> Implementation of Fine Arts Academy.</p> <p>Hold bi-annual team lead/admin meetings.</p> <p>Implementation of new programming for the 2023-2024 school year including Esthetics, Computer Science &amp; Coding, and Digital Design.</p> <p>Development of a new timetable that provides significantly more instructional time for all students, as well as weekly teacher tutorial time.</p>	<p>79.9% of students, parents, and teachers either Agree or Strongly Agree that Monsignor McCoy High School and schools in the Medicine Hat Catholic School Division have improved or stayed the same in the last three years. This compares with 75.2% from students in the rest of the province. A positive difference of 4.7%.</p>



## COMMUNICATION

Stakeholders are communicated with in a variety ways through our school:



## CONTACT US

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