

Morinville Community High School
2018-2019 School Improvement Plan

Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

SPECIFIC SCHOOL COMMUNITY FAITH OUTCOME: *CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...*

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Questions Guiding Team Inquiry:

- ✓ How can students and staff permeate their faith at MCHS and know, model, and witness Jesus Christ?

Specific Outcome Statement:

- ✓ Students and staff will model their faith every day at MCHS through prayer, celebrations, retreats and community service projects.

Incorporation of District Strategies (Our Actions):

- ✓ Our students and staff will support community service projects both locally, nationally, and internationally that support Catholic Social Services and local charities.

Strategies:

- ✓ Continued strong program variety enables students to achieve career interests
- ✓ Use of My Blueprint so students can track graduation requirements, career opportunities as well as enhance requirements to post-secondary institutions.
- ✓ Strategic professional development that focuses on teaching strategies used to engage students in their learning.
- ✓ Replacing older equipment with new resources that foster 21st century learning.
- ✓ Revamp current option programs that capture the essence of the entrepreneurial spirit.
- ✓ Sending CTS Team to the annual CTS conference.
- ✓ Explore other high schools within Alberta and see what they offer for options programming.
- ✓ Use parents' skills to assist us in education our students. (i.e. Construction)
- ✓ Instructional Time Lost room for students to make up time they have missed for absences and lates.
- ✓ Homework room for assignment completion.

- ✓ Collaboration time for staff to go over results and next steps in teaching and learning.
- ✓ Visitations to other high achieving schools to see what they are doing in regards to student achievement.
- ✓ Workplace Essentials at the 25 and 35 levels
- ✓ Administration professional Program with Norquest College
- ✓ Dual Track English with Norquest College
- ✓ Student run Snack Shack (Business Applications)
- ✓ RISE kids learning simple life skills through Snack Shack and Kitchen
- ✓ Do a better job of communicating with our parents of what we do to prepare students for the workforce (School Council, emails, synervoice, work experience coordinator, etc.)

In Year Indicators of Success:

- ✓ Participation rate of Grade 12 students who attend the two-day spring graduation retreat.
- ✓ Participation rate of grades 9-12 students who attend the two-day spring religion retreat.
- ✓ Social justice project results - raising money, gathering food or necessities for local service organizations, along with providing volunteer service opportunities and contributions to Catholic Social Services.
- ✓ Participation of students and staff in Religious celebrations throughout the year.
- ✓ Participation of students and staff in annual Bike-A-Thon in raising money for local charities.
- ✓ Participation of parish priests in celebrations and Religious Education classes.
- ✓ Chaplain will build relationships with our students and staff and foster their faith dimensions in our school. Specifically, running faith based events at lunch times and in Religion Classes.
- ✓ Religion Rep. to provide students and staff resources to help permeate our faith at the school.

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework):

- * Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- * Percentage of teachers, parents and students satisfied with the opportunities to see faith in action at our school.
- * Percentage of teachers, parents and students satisfied with the opportunity to participate in citizenship development events such as social justice projects, community service projects and fundraising to assist others.
- * Percentage of teachers, parents and students satisfied with the Christ-centered atmosphere at MCHS.
- * Percentage of teachers, parents and students satisfied with the opportunity to learn about and practice faith at MCHS.

SPECIFIC SCHOOL COMMUNITY LEARNING OUTCOME: CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Question Guiding Team Inquiry:

- ✓ How are we going to prepare our students to be lifelong learners/participants in the world of work?

Specific Outcome Statement:

- ✓ MCHS will enhance programming by offering real-life opportunities through work experience, field trips, CTS option classes, career fairs, Norquest College and RAP (Registered Apprentice Program).

School Focus:

- ✓ The need to address two areas of issue identified in the May/October 2018 Accountability Pillar Results:
- ✓ Work Preparation
- ✓ Six Year Transition Rate

GAP Analysis:

*There is a definite discrepancy in how our parents view what MCHS is doing to prepare students for work than what staff see. 57% of parents see that we are preparing student with the attitudes/behaviours needed for the workforce. That said, we need to do a better job of providing work opportunities for our students and educating our parents of what we do at MCHS to prepare students for work after school. The following are a list of strategies that will help us do that.

Strategies:

- ✓ Continued strong program variety enables students to achieve career interests
- ✓ Use of My Blueprint so students can track graduation requirements, career opportunities as well as enhance requirements to post-secondary institutions.
- ✓ Strategic professional development that focuses on teaching strategies used to engage students in their learning.
- ✓ Replacing older equipment with new resources that foster 21st century learning.
- ✓ Revamp current option programs that capture the essence of the entrepreneurial spirit.
- ✓ Sending CTS Team to the annual CTS conference.
- ✓ Explore other high schools within Alberta and see what they offer for options programming.
- ✓ Use parents' skills to assist us in educating our students. (i.e. Construction)
- ✓ Instructional Time Lost room for students to make up time they have missed for absences and lates.
- ✓ Homework room for assignment completion.
- ✓ Collaboration time for staff to go over results and next steps in teaching and learning.

- ✓ Visitations to other high achieving schools to see what they are doing in regards to student achievement.
- ✓ Workplace Essentials at the 25 and 35 levels
- ✓ Administration professional Program with Norquest College
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- ✓ Student run Snack Shack (Business Applications)
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- ✓ Do a better job of communicating with our parents of what we do to prepare students for the workforce (School Council, emails, synervoice, work experience coordinator, etc.)

In Year Indicators of Success:

- ✓ Number of high interest options being offered at MCHS.
- ✓ Number of students using My Blueprint to identify career pathways.
- ✓ Number of PD opportunities staff attend.
- ✓ Amount of new equipment brought into MCHS to enhance programming.
- ✓ Number of parents coming into the school to lend their skills to programming and of course helping make sound educational decisions for their children.
- ✓ Number of students earning credits for Workplace Essentials 25/35
- ✓ Number of students running Snack Shack
- ✓ Number of students registered in RAP, Dual Track English and Admin. Professional Program.

Expected End of Year Result:

- ✓ Overall teacher, parent and student satisfaction with the overall quality of education
- ✓ Annual drop-out rate
- ✓ Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- ✓ Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- ✓ Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- ✓ Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- ✓ Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.