

School Plan for Continuous Growth

Archbishop MacDonald Catholic High School

2015-2018



School Mission:

École Archbishop MacDonald High School is a compassionate Catholic community where we engage with challenging and rewarding programmes while fostering diversity. We empower our students to be inquiring, knowledgeable, and caring while serving others in the name of Jesus Christ.

Our Context:

School population

- 947 students

Focus programs

- International Baccalaureate Middle Years & Diploma Programs:
Currently we have 18 full Diploma candidates, with 187 of our grade eleven and 87 of our grade twelves' enrolled in at least one IB course. Currently we have 21 students completing year 5 of the MYP program.
- French Immersion Program
Currently we have 96 students enrolled.

ELL and FNMI statistics

- 36 – ELL students – grade 10 -19, grade 11 - 11, grade 12 - 6
- 6 - FNMI students - grade 10 -2 , grade 11 -3 , grade 12 - 1

Number and severity of special needs students

- 2 – Code 54

High school completion rate (3 year)

2012	246 -96.9%
2013	306 - 96.2%

2014 287 - 99.3%

Review of 3 Year Plan (2014-17):

Process used: *Departments met to determine which of our goals and their area goals and strategies from our 3 year plan, as set out last year, were achieved. In addition to anecdotal information, they processed data from several sources.*

*It was determined that **Goal 1- improving student learning** was met in many areas, particularly through our Transform commitments: by introducing Project Based Learning to our staff and in their collaborative work toward developing projects across subject areas, in exploring HSRD we experimented with various Flex models and collected student input to ensure that MAC's redesigned schedule is founded on the needs of our community, in having classes participate in CGE Video Conferencing to experience the power of making real-time global connections to their studies, and through our partnership with Norquest College we are able to provide students with dual credit courses. We also made great strides in the area of assessment this year: common assessments were developed in several of our departments and formative assessment methods were introduced that incorporated web-based tools. To ensure that technologies are imbedded in our programs we purchased devices that enable our students to use technology in their daily learning. To foster and support student wellness: our students lead campaigns combating the stigma of mental illness and promoting inner human beauty, we promoted media literacy to our parents, and offered meditation for students during Personal Learning Time. **Goal 2- providing timely and relevant professional development** was also determined to have met with success in areas such as our engagement in district wide PD: several of our teachers were trained throughout the year as PD facilitators, others visited school sites to share ideas and collaborate, and our staff participated in Dylan William's workshop on formative assessment. Through our school initiated PD: staff explored instructional processes to enhance student-centered learning, teachers took advantage of IB MYP collaboration days, departments frequently collaborated between schools, French Immersion teachers accessed literacy instruction and DELF training, staff initiated compensation for IB:DP students through a bonus system and scholarship money to recruit students, mastery assessments were developed in Math 10 & 20 courses, and staff provided exam prep sessions to help prepare students for final exams. **Goal 3- fulfilling our***

***commitment to Catholic education** has met with success through the cultivation of a Catholic Ethos/Environment: in furnishing our chapel for student use, through our “Walk with Jesus” project and our invitation to reconciliation, and in using our involvement with WE Day to incorporate our own school mini WE day to make a difference at both the international and local levels; our clubs demonstrated their call to service by raising funds for Sign of Hope, Free the Children and our MAC Scholarship.*

Data Review:

*Our **Thought Exchange Results** indicate that our community is pleased at how we continue to maintain a strong academic program within a culture of excellence and acceptance. MAC is highly recommended for students who strive to achieve success and to grow as global citizens. Some concerns have been identified regarding the timeliness of students receiving marks, in that feedback is vital to student growth in learning we will examine our assessment practices and set goals to ensure that feedback is both timely and relevant.*

*Our **Alberta Accountability Pillar Results** show that we have improved our ratings in Work Preparation, Parental Involvement and Diploma Exam: Acceptable level from Very High to Excellence and we have improved our School Improvement to good. We have declined on our Diploma Exam: Participation Rate from high to good.*

*Our student learning and achievement rates based on our **Regression Analysis Results** indicate a positive difference between the predicted and actual scores in all of our diploma subject areas. We have improved from our 2013-14 results, both in Chemistry 30-1 and in Physics 30-1 from an equal result to a plus result in 2014-15. We have also improved from our 2012-13 results in Math 30-1 from a minus result to a plus result in 2014-15.*

School Goal 1: Staff and students will fulfill our commitment to Catholic education and celebrate our Catholic identity.

District Goal 1: Live the distinctiveness of Catholic education

Sub-Goal 1.3: Demonstrate commitment to and excellence in Catholic education

1.3A-Strategy:

Deliver our Religious Education programs to all students as a spirit-filled lived experience.

- Action: The chapel is used by the school community for the purpose of prayer and worship within the classroom and during PLT. (Catholic School Identity mark #2.2)
- Action: School service projects reflect and articulate Catholic teaching on social justice and charity. (Catholic School Identity mark #2.9)
- Action: Invite the local parish priest and/or other priests to school events as well as in the classroom. (Catholic School Identity mark #5.7)
- Action: Promote the objectives of the Sacramental Education Initiative by encouraging and educating our students about the importance of growing in our faith. Each sacrament should be seen as an occasion for evangelization, and of sharing the joy of having a close personal relationship with Jesus Christ. (Catholic School Identity mark #5.7)
- Action: Implement Alternative Religion 25 course for students who can't fit the course in their schedule. Students will attend a spiritual retreat in January for 3 days followed by course work and follow up. (Catholic

	School Identity mark #3.3 and MFWHSRD)
<p><u>1.3 B-Strategy:</u> Continue a focus on faith formation learning opportunities for all staff.</p>	<ul style="list-style-type: none"> ○ Action: School chaplain provides dialogue and mini lessons for staff on various methods of permeating faith in all subject areas. (Catholic School Identity mark #3.8) ○ Action: Funding is allocated to the Religion teachers to assist Spice Conference attendance in support of theological training and personal growth. (Catholic School Identity mark #3.6) ○ Action: Staff is given the opportunity to demonstrate their faith through active involvement in the school's Catholic culture, especially in liturgy, prayer, and justice activities. (Catholic School Identity mark #4.3)
<p><u>1.3 C-Strategy:</u> Expect practices of excellence, professional preparation and quality resource materials for Religious Education instruction.</p>	<ul style="list-style-type: none"> ○ Action: Provide equal collaboration time for religious education teachers as core classes. Teacher assignment, learner outcomes and delivery of instruction are given the same professional requirements and rigor as in all core subjects. (Catholic School Identity mark #3.9) ○ Action: Ensure that the religious education curriculum is taught by teachers trained to do so and if not, provide opportunities for faith formation and theological training. (Catholic School Identity mark #3.5) ○ Action: Create a school mission statement clearly committed to our Catholic identity with specific language referencing Jesus Christ and his Church. (Catholic School Identity mark #1.1)

School Goal 2: Continue with transform, collaboration with assessment strategies and High school re-design.

<p>District Goal 2: Every Student is Successful</p> <p>Sub- Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century catholic learning community.</p>	
<p><u>2.6B-Strategy:</u> The creation of a collaborative culture within all departments where assessment standards <u>are</u> discussed and created with a common vision.</p>	<ul style="list-style-type: none"> ○ Action: Access the transform (code 39) funds to create time for depts. to meet to discuss assessment commonality and its use to guide future lessons. ○ Action: Give teachers the opportunity to do inter-visitations in and out of the school to share ideas with their colleagues. ○ Action: Provide time for teachers to share best assessment practice with each other at our general staff meetings. ○ Action: Have a core group attend PD sessions on assessment with the AAC and/or the ERLC and debrief with staff. ○ Action: Attend the sessions put on by LSI on assessment and invite subject area consultants to provide guidance.
<p><u>2.6A-Strategy:</u> Increase the exposure and use of PBL and CGE teaching opportunities amongst the staff.</p>	<ul style="list-style-type: none"> ○ Action: Increase the capacity of our staff to be comfortable with the pedagogical foundation of PBL and CGE lessons. ○ Action: Take advantage of the PD opportunities provided by LSI training in these areas ○ Action: Provide leadership in the area of the French CGE by providing our teachers as leaders in the sessions being run by UNESCO.

	<ul style="list-style-type: none"> ○ Action: Have previously trained teachers invite others in their dept. to attend the training sessions and provide guidance and support. ○ Action: Create a collaborative pedagogy model with a team of facilitators and time to lead teachers in the development of new lessons and observe one another's lessons.
<p><u>2.6A-Strategy:</u> Continue with our High school re-design vision.</p>	<ul style="list-style-type: none"> ○ Action: Explore a fast track Social Studies program that will enable students to complete social 10/20/30 in two semesters. Thereby, creating room in the timetable for students to fit in the core subjects for the full IB program. ○ Action: Create a combination P.E/Calm course where students will receive 8 credits in a 5 credit time slot or 6 credits in a 3 credit time slot. The course would be delivered in an interdisciplinary format by our PE teachers. ○ Action: Reflect on PLT initiatives started this year and tweak them for next year, encouraging more student lead/organized sessions. ○ Action: Create a 'Maker Space' in the school to provide students with an opportunity to reach the higher order thinking skill of creativity.

School Goal 3: Provide access to timely and relevant professional development opportunities for all staff that supports the use of successful teaching practices for 21st century learning.

<p>District Goal 3: Quality teaching and school leadership</p> <p>Sub-Goal 3.1 Provide professional learning opportunities that build the capacity of all staff.</p> <p>Sub-Goal 3.2 Engage in good stewardship of all resources: human, financial and physical.</p>	
<p><u>3.1-Strategy:</u> Create a professional development plan based on the professional development needs of staff.</p>	<ul style="list-style-type: none"> ○ Action: Create a PD Committee to lead and support the PD needs of staff. ○ Action: Survey staff to determine the types of in-service formats and session content that departments need to develop more student centered instructional approaches. ○ Action: Engage departments in reflection of our current High School Redesign efforts. ○ Action: Use Diploma Analysis to inform department goal development. ○ Action: Survey students to review PLT progress and identify further PLT needs and suggestions.
<p><u>3.1 -Strategy:</u> Use Thought Exchange results FROM 2014-15 to identify areas of assessment that can be improved upon.</p>	<ul style="list-style-type: none"> ○ Action: Use PLT sessions to support student understanding of higher level questioning and study practices. ○ Action: Develop common department assessment practices around reporting student results. ○ Action: Provide timely assessment feedback to students that clarify steps toward progress. ○ Action: Use multiple forms of assessment to evaluate the different learning targets. ○ Action: Provide PLT sessions that offer enhanced learning and/or interest-based learning.

3.2A-Strategy:

Support, encourage and invest in the creative and innovative abilities of all staff.

- Action: Utilize our learning coach model to support teacher collaboration, team teaching, and instructional supports for students.
- Action: Use Transform PD dates to enhance our growth as an IB school and designate PD time on Thursday afternoons for IB collaboration.
- Action: Continue to share best practices at general staff meetings
- Action: Allocate two days for whole staff PD this year
- Action: Use Transform substitute time for departments to collaborate
- Action: Promote PD opportunities that are provided by AAC, ERLC and our District (Buck Institute and Assessment) to all staff.
- Action: Use designated meeting time as time to innovate and create.
- Action: Utilize our Transform “Touch Base” Consultants to enhance our professional growth.
- Action: Invest in technology to support more flexible learning environments.

Our Department Goals:

English Department Goal 1: Provide a Department-driven standard that can be used as formative feedback about how students can improve through a clear understanding of what is expected for written summative assessments.

<p>District Goal 2: Every Student is Successful</p> <p>Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.</p>	
<p><u>2.6 B-Strategy:</u> Ensure a variety of assessments support student learning through a collaborative understanding of standards at each grade level.</p>	<ul style="list-style-type: none"> ○ Action: Access Transform (code 39) funds to collaborate on department assessment standards needed for Academic/Honours/IB DP beginning with grade ten. (Starting with Supporting Detail on November 25 at lunch) ○ Action: Use time to conduct Department peer reviews ensuring a consistency in rubric vocabulary for summative assessment ○ Action: Develop a standards series with assessment exemplars (starting with grade 10)
<p><u>2.6 A-Strategy (foundational literacy):</u> In line with School PBL, English will continue to use these strategies to include opportunities for student self-assessment to increase ownership over learning.</p>	<ul style="list-style-type: none"> ○ Action: Alternate Journal Writing/Conferencing and Free Reading to develop personal writing skills during PLT. ○ Action: Use Language Power and NoRedInk as independent study, depending on need (differentiated) ○ Action: Look at a cumulative Portfolio with reflections of teacher comments made throughout the year (attempting to come up with a logistical way of implementing: Socrative, use resources made at Louis St. Laurent through Tannis, placing responsibility and accountability on the student to maintain from year-to-year).

English Department Goal 2: Provide opportunities for self-assessment to increase a student’s awareness of his/her individual needs towards independent reading.

<p>District Goal 2: Every Student is Successful</p> <p>Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.</p>	
<p><u>2.6 B-Strategy:</u> Ensure a variety of assessments support student learning through a collaborative understanding of standards at each grade level.</p>	<ul style="list-style-type: none"> ○ Action: Access Transform (code 39) funds to discuss assessment standards needed for annotation and think aloud process for acquiring necessary reading comprehension skills. ○ Action: Use time to conduct peer reviews ensuring a consistency in vocabulary for summative assessment ○ Action: Develop a standards series of exemplars which can be used for teachers who are new to the department or who haven’t taught a particular grade level in a number of years (emphasis on read-write-think-share-write again, think aloud, close reading through annotation)
<p><u>2.6 A-Strategy:</u> In line with School PBL, English will continue to use these strategies to provide opportunities for self-assessment to increase students’ ownership over learning.</p>	<ul style="list-style-type: none"> ○ Action: Alternate Journal Writing/Conferencing and Free Reading to develop personal reading skills during PLT. ○ Action: Collaborate with Department and outside of the department looking for strategies and texts which engage students in reading beyond annotation.(In regards specifically with IB; continue formats like Character Transformation Essay for writing—SCASI and/or TPCASTT) ○ Action: Look at a year-end exit slip in the form of

	Portfolio with reflection of teacher comments made on one's reading throughout the year (logistical possibilities of programs like Curriculet)
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Fine Arts Department - Drama Goal: To make the study of drama relevant and applicable to all areas of learning for students. *Ongoing*

District Goal 2: Every student is successful	
Sub-Goal 2.5: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.	
<u>2.5B - Strategy:</u> Work with my students to find more opportunities to share drama projects and presentations with our school community.	<ul style="list-style-type: none"> ○ Action: Provide more informal opportunities for the MAC community to share in and respond to work from the drama department to bring more awareness to the work of the drama department.
<u>2.5B- Strategy:</u> Attempt to find more meaningful connections between the work we do in drama and other subject areas and learning strategies/styles.	<ul style="list-style-type: none"> ○ Action: Seek out practical, pedagogically sound practices for authentic cross-curricular opportunities. ○ Action: Develop meaningful resources around creative thinking, creative process, and collective/collaborative work that can be used within the drama program but also shared with other teachers and departments within the school.

<p><u>2.5C- Strategy:</u> Continue to be involved in Cappies, Citadel Club, NAIL, Wildfire, NEXTfest, Celebration of the Arts, and any other opportunity that gives us the chance to connect and share with our schools and drama departments in the greater Edmonton area!</p>	<ul style="list-style-type: none"> ○ Action: A continued connection to other secondary drama teachers and continued participation in activities and organizations that promote connections and community between area high schools.
<p><u>2.5C- Strategy:</u> Include regular field trips for Curricular drama classes to see professional theatre in Edmonton.</p>	<ul style="list-style-type: none"> ○ Action: Continue to bring students to see professional theatre in Edmonton and bring professional and emerging professional artists to the school to work with students so they can witness the applicability of theatre and drama beyond high school.

Fine Arts Department – Music Goal: Arranging and Composition

<p>District Goal 2: Success for every student Sub-Goal 2.2: 21st Century Learning</p>

2.2A-Strategy:

Over the past three years we have implemented standardized theory lessons and testing. As well, small ensembles have become a part of the instrumental music program. The small ensemble assignment has been a positive support system for the students to arrange or compose their own music for the ensemble. The next step is to enforce each student to be actively involved in arranging and/or composing music for their ensemble. The activity puts the student in a very 'real world' situation for authentic learning.

- Action: Year 1 - students are introduced to the small ensemble concept and expectations. The students will be encouraged to arrange their own pieces.
- Action: Year 2 - students are expected to customize the printed arrangements provided, or to create their own arrangements or compositions for the ensemble.
- Action: Year 3 - students are expected to arrange and/or compose a piece for their ensemble.
- Action: PLTs will be provided on arranging and composition concepts.
- Action: Hire specialist in Finale (music printing) software to run PLTs since understanding this software will greatly enhance how the students succeed in composition and arranging.

Fine Arts Department - Visual Arts Goal: Flexible Learning Environments and Personalization

District Goal 2: Every Student is Successful

Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century catholic learning community.

<p><u>2.6 Strategy:</u> Allow students more freedom to choose their educational direction. To achieve this, the Visual arts programs requires additional staff, a 3D art specialist and a 2D specialist.</p>	<ul style="list-style-type: none"> ○ Action: Look into how flexible teacher scheduling can be applied to allow students to move between environments to achieve their educational goals. ○ Action: Research how the funding of the school could support this teaching model. ○ Action: Look into classroom spaces into which these programs could expand.
<p><u>2.6 Strategy:</u> There are many strands within the visual arts and for any artist the expression of art is a very personal journey. In creating a more flexible learning environment, the students will be able to create a unique artistic experience in high school while preparing them for post-secondary study in the arts.</p>	<ul style="list-style-type: none"> ○ Action: Give students more access to specialists at more potential times as the foundation of the personalization of the fine arts programs (this action is dependent on our first goal). ○ Action: Examine existing opportunities for allowing students to select a more personalized direction in their visual arts experience. ○ Action: Collaborate with CTS instructors who use modular instruction, which may be useful in a personalized stream of instruction.

IB Diploma Programme Department Goal 1: To resolve ways to improve enrollment in the IB Diploma Programme.

<p>District Goal 2: Every Student is Successful Sub-Goal 2.5: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.</p>	
<p><u>2.5B-Strategy</u> To continue to analyze, evaluate and promote</p>	<ul style="list-style-type: none"> ○ Action: Continue to assess present scheduling (IBDC with advisement from IBDP faculty) and advise

<p>the subject specific offerings of the IB Diploma Programme to foster improved IB Diploma enrollments</p>	<p>appropriate modification suggestions to the administration.</p> <ul style="list-style-type: none"> ○ Action: Evaluate subject specific curriculum implementation practices and modify with the intent of improved enrollment and/or benefit to student learning or course coverage. ○ Action: Continue to look into new IB-DP course offerings that would be relevant and beneficial to our student clientele. ○ Action: Reformat the presentation of the IB Gala to have subject specific tables where students and parents may travel to view informative displays and ask subject specific questions about the IB Diploma Programme. ○ Action: Add more subject specific IB DP events onto the Monthly IB newsletter to highlight different angles of the IB Diploma Programme. ○ Action: Join the IB District Video Committee to advise on important information and activities that best exemplify the IB Diploma Programme, so that this video can be used to inform and inspire parents and students of the benefits of the IB Diploma Programme.
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IB Diploma Programme Department Goal 2: To expand/enhance the teaching competencies of our IB DP faculty members and non IB- DP staff. This will enable transformed pedagogical shifts which better instruct student learning skills aligned with the IB Diploma Programme.

<p>District Goal 3: Quality teaching and school leadership</p> <p>Sub-Goal 3.1: Provide professional learning opportunities that build the capacity of all staff.</p> <p>Sub Goal 3.3: Increase academic achievements by promoting successful practices in teaching to support all students in the 21st century.</p>	
<p><u>3.1 Strategy:</u> To ensure that IB-DP staff receive timely, relevant and specific training / collaboration to appropriately layout their IB-DP programme plans in the most effective ways for coverage and student skill development.</p>	<ul style="list-style-type: none"> ○ Action: All staff members are identified as IB-DP or IB-MYP to attend meetings and school structured IB PD. The intent is to facilitate improvement of understanding of the IB programming and pedagogical shifts along with learning skills that need to be implemented in teaching practice. ○ Action: District transform PD's (4) will offer IB-DP faculty opportunities to network and trouble shoot the implementation of subject specific IB-DP curricula. ○ Action: Funds have been allocated for 1 collaboration day / IB-DP subject area to discuss and resolve curricular implementation. ○ Action: IB DP staff that have not received training in IB-DP subjects where they teach; are scheduled and budgeted to receive that training this year.
<p><u>3.3 Strategy:</u> To infuse IB-DP faculty with a conceptual and practical understanding of good IB-DP pedagogy (andragogy) with the expectation that this will result in transformed teaching methodologies in the classroom.</p>	<ul style="list-style-type: none"> ○ Action: Provide teachers with PD instructing them with the conceptual understanding of IB approaches to teaching (ATT) and IB approaches to learning (ATL). ○ Action: Invite different staff members to share their transformed (ATT – ATL) pedagogical strategies both as exemplars and as inspiration of adaptable ideas

	that teachers may rely to their personal curricular delivery practices.
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IB MYP Department Goal 1: Continue with transform, collaboration with assessment strategies and High school re-design.

<p>District Goal 2: Every Student is Successful Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.</p>	
<p><u>2.6B-Strategy:</u> The creation of a collaborative culture within all departments where assessment standards <u>are</u> discussed and created with a common vision.</p>	<ul style="list-style-type: none"> ○ Action: teachers will work together in each subject area in order to achieve common unit planners. ○ Action: Provide two full days to create unit planners. These planners will focus on critical thinking and incorporate the Approaches to Learning. ○ Action: MYP Teachers will meet with our learning coach, in order to create assessments that promote critical thinking along with other approaches to learning. ○ Action: Build MYP assessment time into the MYP budget (one day per teacher per subject area).
<p><u>2.6A-Strategy:</u> Continue with our High school re-design vision.</p>	<ul style="list-style-type: none"> ○ Action: Use PLTs to teach each Approaches to learning skill to ALL students in the school.

IB MYP Department Goal 2: Provide access to timely and relevant professional development opportunities for all staff that supports the use of successful teaching practices for 21st century learning.

<p>District Goal 1: Live the distinctiveness of Catholic education Sub-Goal: Demonstrate commitment to and excellence in Catholic education District Goal 3: Quality teaching and school leadership Sub-Goal 3.1 Provide professional learning opportunities that build the capacity of all staff.</p>	
<p><u>1.3A-Strategy:</u> Deliver our Religious Education programs to all students as a spirit-filled lived experience.</p>	<ul style="list-style-type: none"> ○ Action: Use the MYP's Service and Action component to encourage students to volunteer their time in something that they are passionate about. ○ Action: Add some MYP reflection pieces into the Religion hours that students have to complete in order for students to be enriched by their volunteer experience.
<p><u>3.1-Strategy:</u> Create a professional development plan based on the professional development needs of staff.</p>	<ul style="list-style-type: none"> ○ Action: Provide the staff with PD that will help ALL of us deliver a great IB program. ○ Action: Meet for MYP once a month to work on creating assessments, unit planners, and become more familiar with the MYP workings. ○ Action: As a district, meet 4 times a year in order to collaborate and provide PD for ALL IB teachers.

Languages Department Goal 1: Continued success and enrollment in second language programs.

<p>District Goal 2: Every student is Successful</p> <p>Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century catholic learning community.</p>	
<p><u>2.6-B Strategy:</u> The creation of a collaborative culture within our department where assessment standards <u>are</u> discussed and created with a common vision.</p>	<ul style="list-style-type: none"> ○ Action: Create common types of formative assessments. ○ Action: Share ideas for common oral and written practices.
<p><u>2.6-A Strategy:</u> Increase the exposure and use of PBL and CGE teaching opportunities amongst the staff.</p>	<ul style="list-style-type: none"> ○ Action: Design PBL on shopping for Spanish and French-This PBL aligns with the new MYP unit planner. ○ Action: Design PBL on travel and tourism in French. ○ Action: Participate in CGE-video conferencing in FLA.
<p><u>2.6-A Strategy:</u> Continue with our High school re-design vision for International Language programs.</p>	<ul style="list-style-type: none"> ○ Action: Create a fast track French program for students fluent in French or for those coming from FI schools and are not enrolled in our FI program. ○ Action: Create a fast track Spanish program for native speakers or for students fluent in Spanish

Math Department Goal 1: Work as a team toward a common goal

<p>District Goal 3: Quality Teaching and successful leadership</p> <p>Sub-Goal 3.2: Engage in good stewardship of all resources: human, financial, and physical.</p>
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<p><u>3.2 Strategy:</u> The creation and improvement of common exams</p>	<ul style="list-style-type: none"> ○ Action: Create a base structure and skeleton for an effective math exam for each unit. ○ Action: Analyze our diploma results to help judge the effectiveness of our questioning. ○ Action: Use the base framework to create new teaching resources.
<p><u>3.2 Strategy:</u> Meetings on Monday Mornings where we discuss the upcoming week as well as discuss and pending issues</p>	<ul style="list-style-type: none"> ○ Action: Improve communication among the teachers in the math department as well as make sure that we are all moving at the same pace (Exam days, PLT's).
<p><u>3.2 Strategy:</u> Create and improve the common resource folder on teacher share</p>	<ul style="list-style-type: none"> ○ Action: Create a common resource folder where all teachers can share their resources to help improve overall student learning in all classes

Math Department Goal 2: Restructuring the use of formal assessment

<p>District Goal 2 : Success for every student Sub-Goal 2.1: Ensure the educational experiences meet the diverse needs of our learners and are available to all students</p>	
<p><u>2. 1 Strategy:</u> Using quizzes as a method of formative feedback</p>	<ul style="list-style-type: none"> ○ Action: Make our mid unit quizzes into formative assessments to help the students explore where they need help

<p><u>2.1 Strategy:</u> Removing the need for multiple summative assessments for a single concept</p>	<ul style="list-style-type: none"> ○ Action: make all of the mid unit assessments into formative pieces to allow for more freedom for the teacher to vary the pace of the unit depending on student comprehension of the current material
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Math Department Goal 3: 100% Student Pass Rate in Math

<p>District Goal 2 : Every student is successful Sub-Goal 2.8: Implement strategies to ensure that schools focus on the creation of safe, healthy and caring environments for all students</p>	
<p><u>2.8A-Strategy:</u> Providing Mastery Exams as an opportunity for students to demonstrate their abilities in individual units.</p>	<ul style="list-style-type: none"> ○ Action: recording pre/post marks to focus on the progress that the students are making due to Mastery Exams as well as track the students marks through the rest of their high school career
<p><u>2.8B-Strategy:</u> Continue to offer Math 30-2 as an alternative to Math 30-1 to ensure that the students are taking the course that they require</p>	<ul style="list-style-type: none"> ○ Action: Continue offering Math 30-2 to ensure that students have success in Math at the level that is best suited for their needs
<p><u>2.8C-Strategy:</u> Department Head will track the students results as they go through Math 10, 20, 30, 31 to ensure success</p>	<ul style="list-style-type: none"> ○ Action: Track the results of students as they progress through mathematics at Archbishop Macdonald to ensure that they are in the right math 30 stream as well as improve our teaching practices

Physical Education Department Goal 1: Provide an opportunity for all of our Archbishop MacDonald students to experience positive outcomes within our physical education curriculum.

<p>District Goal 2: Success for every student</p> <p>Sub-Goal 2.7: Continue to provide and develop services and initiatives that promote comprehensive student health</p>	
<p><u>2.7C-Strategy:</u> Develop a PE 10/Calm program as a course for all grade 10 Students</p>	<ul style="list-style-type: none"> ○ Action: PE Teachers will meet and plan with current calm teachers on a regular basis on Thursday afternoons ○ Action: Ensure that enough time in the new course (PE 10 Unit Schedule) is given to sufficiently meet the calm outcomes ○ Action: Plan calm guest presenters during PLT for next year ○ Action: Build a calm resource bank of units
<p><u>2.7B-Strategy:</u> Engage students in learning that fosters physical, social, mental, nutritional, & spiritual wellness</p>	<ul style="list-style-type: none"> ○ Action: Offer PLT sessions in which students get to choose from a variety of mental wellness activities (self-esteem presentations, yoga, Pilates) ○ Action: Support our Student Union to offer an Intramural Program during our Friday morning PLT ○ Action: Ensure that our PE classes participate in school wide social justice activities and our PE 30 students volunteer for our school wide church liturgies ○ Action: Provide nutritional information in both our PE classes and during PLT sessions

Religious Studies Department Goal 1: Build capacity within the department to foster transform initiatives and strengthen collaboration.

District Goal 2: Every Student is Successful

Sub- Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century catholic learning community.

2.6 Strategy:

Create a collaborative culture within our department where assessment standards are discussed and created with a common vision.

- Action: Access the transform (code 39) funds to create time for the department to discuss assessment commonality and how to use this info to guide our future lessons.
- Action: Give teachers the opportunity to do inter-visitations in and out of the school to share ideas with their colleagues.
- Action: Provide time for teachers to share best assessment practice with each other at our department meetings, with emphasis on the World Religion curriculum and Christian service project.
- Action: Attend PD sessions on assessment from our internal school in-services along with district in-services (ie: Buck Institute)
- Action: Create of an internal resource share folder

Religious Studies Department Goal 2: Research and implement alternative delivery options of religious education.

District Goal 2: Every Student is Successful

Sub- Goal 2.5: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.

2.5 Strategy:

Continue with our High school re-design vision of creating alternative delivery options of Religious Studies.

- Action: Create and implement a seminar based course for Religion 25 that combines the dynamics of self-paced learning with a classroom environment.
- Action: Explore ways to integrate CTS credits into the Religious Studies program of studies.
- Action: Explore the Religion 35 model from O’Leary High School (Los Angeles Religious Congress)
- Action: Explore fast tracking Religion 15 and Religion 25 in a 5 credit time space.
- Action: reflect on PLT initiatives for our department and tweak them for next year, possibly having some student lead/organized sessions.

Sciences Department Goal: To encourage and continue discussions and collaborations around assessment practices and the varied ways in which they can be used in fostering student learning.

District Goal 2: Every Student is successful

Sub-Goal 2.6: Improving student learning and achievement within a 21st century Catholic learning community

<p><u>Chemistry 2.6B-Strategy:</u> Use Laboratory activities as formative assessments which provide practical support for our curricular outcomes to further understanding.</p>	<ul style="list-style-type: none"> ○ Action: Record common Labs as formative assessments in our Gradebooks ○ Action: Identify them as attended or not to further communicate level of participation in class
<p><u>Biology 2.6B-Strategy:</u> Implement varied and relevant formative assessment strategies into our teaching practices that encourage the development of curricular skills in alignment with the Biology Program of Studies.</p>	<ul style="list-style-type: none"> ○ Action: Expand our Biology Department Formative Assessment Bank on Teacher Share for collaborative access to ideas and strategies. ○ Action: Engage in teacher sharing of new formative assessment practices and strategies for implementation during our biology collaborative time. ○ Action: Discuss and implement common formative practices for improvement of specific skills, including the use of command terms and expectations for scientific method report writing.
<p><u>Physics 2.6C- Strategy:</u> Use PLT time to meet as a subject area group to allow for discussion and collaboration with regard to assessment practices.</p>	<ul style="list-style-type: none"> ○ Action: Develop assessments mapped to Program of Studies. ○ Action: Develop course outlines with common assessment weightings correlated to unit weightings of diploma and/or Program of Studies. ○ Action: Develop labs that are mapped to Program of Studies.

Social Studies Department Goal 1: To develop a collaborative vision for 21st century instructional practices which are designed around sharing best practices built around promoting our curriculum as relevant.

<p>District Goal 2: Every Student is Successful</p> <p>Sub- Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st Century Catholic learning community.</p>	
<p><u>2.6B -Strategy:</u> The creation of a collaborative culture where assessment standards are discussed and created with a common vision.</p>	<ul style="list-style-type: none"> ○ Action: Provide a weekly meeting to discuss assessment commonality and how to use this information to guide any future lessons. ○ Action: Give teachers the opportunity to share their best assessment practices with their colleagues during grade level PLT collaboration time, at least once a month. ○ Action: Share and develop the standardization of the Written Assessments (Major and Minor) to foster student achievement in source analysis for Globalization, Nationalism and Ideology. ○ Action: Standardize the structure, approach and design of written assessments to emulate AB Education DIP written response which will be practiced formatively and assessed summatively.
<p><u>2.6A-Strategy:</u> To promote successful student-centered practices in teaching amongst department staff by encouraging the exposure and use of PBL experiences, along with encouraging teachers to access CGE teaching opportunities.</p>	<ul style="list-style-type: none"> ○ Action: Increase the capacity of our staff to be comfortable with the pedagogical foundation of PBL and CGE lessons. ○ Action: Collaborate and share knowledge and in-class experiences related to Project Based Learning at department meetings, encouraging inter-class visitations. ○ Action: Collaboratively share online sites, links and resources to expand multimedia presentations to

	<p>address diverse learning styles, and to promote the relevancy of our curriculum using the discovery approach within the various related Issues in our courses.</p>
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Social Studies Department Goal 2: To work on the development of common department assessment practices to provide consistency for all students, regardless of which class they are in.

<p>District Goal 3: Quality teaching and school leadership</p>	
<p>Sub-Goal 3.1 Provide professional learning opportunities that build the capacity of all staff.</p>	
<p><u>3.1-Strategy:</u> To identify areas of assessment that can be improved upon.</p>	<ul style="list-style-type: none"> ○ Action: Develop common department assessment practices around reporting student results; Social 20.1 multiple choice final exam will be reviewed every semester; Social 10.1 common exam will be developed based on the 30.1 blueprint and using the developed Examview bank. ○ Action: Provide timely assessment feedback to students that clarify steps toward progress. ○ Action: Provide PLT sessions that offer enhanced learning and/or interest-based learning.
<p><u>3.2 A-Strategy:</u> To support, encourage and invest in the creative and innovative abilities of all staff.</p>	<ul style="list-style-type: none"> ○ Action: We are fortunate to have access to portable laptops which facilitate PBL along with other activities within our own classrooms, designed to develop 21st Century lifelong learners. Staff is encouraged to use a variety of interactive tools to increase conceptual understanding, thus reducing knowledge-based content to being foundational. Computer access is vital to having a more flexible learning environment; we will

	continue to encourage further investment in technology to support our work in this area.
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Student Services Department Goal 1: Ensure all students are provided with first-hand information on post-secondary options so that they might make sound decisions about their future.

<p>District Goal 2: Every Student is Successful Sub-Goal 2.5: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.</p>	
<p><u>2.5C-Strategy:</u> The creation of opportunities for students to learn about post-secondary institutions in Edmonton, Alberta and beyond.</p>	<ul style="list-style-type: none"> ○ Action: Invite various post-secondary institutions to present to students during PLT, lunch or early morning to ensure students are able to attend. ○ Action: Keep an accurate and up-to-date library of post-secondary viewbooks in the SRC for students to access. ○ Action: Ensure Student Services staff attend relevant post-secondary Counsellor Updates to stay on top of admission changes to various institutions. ○ Action: Host a University of Alberta Parent Night ○ Action: Ensure the Student Services section of the Mac website is up-to-date and current. ○ Action: Continue to provide scholarship letters of reference in cooperation with other staff.

<p><u>2.5C-Strategy:</u> Coordinate visitations from community professionals to provide relevant and first-hand information to students who may be interested in specific career areas.</p>	<ul style="list-style-type: none"> ○ Action: Host the MD Ambassador’s group at lunch to provide information to Mac students about careers in medicine. ○ Action: Host various professionals during PLT to provide information about pursuing a career in the field. ○ Action: Continue to develop a bank of guest speakers to talk about various career options for students. ○ Action: Continue to coordinate with CALM teachers to book guest speakers to speak about careers. Also to support both Bridges and MyBlueprints as career investigation tools.
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Student Services Department Goal 2: Continue to enhance and strengthen the role of Learning Coach and Graduation Coach at Archbishop MacDonald.

<p>District Goal 2 : Every Student is Successful Sub-Goal 2.5: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.</p>	
<p><u>2.5F-Strategy:</u> Enhance and strengthen the Learning Coach role in our schools.</p>	<ul style="list-style-type: none"> ○ Action: Support teachers of IB/MYP through inservices and direct contact with Learning Coach ○ Action: Use Transform PD time (code 39) to support teachers ○ Action: Meet students’ diverse needs by dealing with academic concerns. ○ Action: Continue to help teachers develop formative assessment practices.

	<ul style="list-style-type: none"> ○ Action: Continue to work closely with stakeholders to develop and review personal learning plans.
<p><u>2.5E-Strategy:</u> Explore, identify and implement strategies related to the success of our English Language Learners.</p>	<ul style="list-style-type: none"> ○ Action: Work with ELL students and coded students directly, and support instruction to ELL students, so that both teachers and students see success in academics. ○ Action: Ensure benchmarks are in place by testing ELL students twice per year. ○ Action: Continue to offer One-on-one support in any subject, but particularly English.
<p><u>2.5C-Strategy:</u> Continue to facilitate transitions for all students among home, school and community, between grade levels and into post-secondary institutions, the workforce, and the world beyond school.</p>	<ul style="list-style-type: none"> ○ Action: Graduation Coach will meet with every Grade 12 student, individually or in groups, to ensure that all grad requirements are met. ○ Action: Ensure grade 11 students are on track for grad and post-secondary goals. ○ Action: Communicate with parents if there are any issues with requirements.

Student Services Department Goal 3: Continue to support and educate students and staff on all levels of wellness including, emotional, social and mental health.

District Goal 2: Every Students is Successful.

Sub-Goal 2.7: Continue to provide and develop services and model initiatives that promote student health, using the Comprehensive Student Health Framework.

<p><u>2.7A-Strategy:</u> Seek practices and build capacity to enhance delivery of mental health supports that are both proactive and preventative in nature.</p>	<ul style="list-style-type: none"> ○ Action: Continue to work with and support Mac's Peer Support team in their efforts to increase mental health awareness. ○ Action: Continue to work with and support Mac's Everyone Under the Rainbow club so that all students feel valued and respected. This group will also educate students and staff on LGBTQ issues. ○ Action: Present to staff on various mental health concerns so that staff may be better equipped to deal with issues in their classrooms and to promote staff wellness. ○ Action: Seek out relevant professional development for personal/staff/student wellness.
<p><u>2.7B-Strategy:</u> Engage students in learning that fosters physical, emotional, social, mental, nutritional and spiritual wellness.</p>	<ul style="list-style-type: none"> ○ Action: continue to provide comprehensive counselling to students ○ Action: Continue to work with Admin, Teachers and Parents on how best to support students with wellness concerns.
<p><u>2.7C-Strategy:</u> Encourage and support partnerships that promote student health.</p>	<ul style="list-style-type: none"> ○ Action: Continue to participate in district inservicing on various health and wellness issues. ○ Action: Continue to attend High School Counsellors meetings, Learning Coach meetings and Grad Coach meetings to ensure that we are engaged in open dialogue with our peers. ○ Action: Continue to connect with supports and resources throughout the city.

CTS Department Goal 1: Ensure that the CTS department continues to grow and change with the students to maximize their chance to be successful.

<p>District Goal 2 : Every Student is Successful</p> <p>Sub-Goal 2.6: Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century catholic learning community.</p>	
<p><u>2.6D-Strategy:</u> Create the new “makerspace” in the multipurpose room for CTS classes as a way to continue our High school re-design vision.</p>	<ul style="list-style-type: none"> ○ Action: Design a unique floorplan for the new lab, so that it is not a typical computer lab filled with computers. ○ Action: Include new technologies such as Raspberry-pi’s or Arduinos in the lab
<p><u>2.6A-Strategy:</u> Look at cross-curricular connections that can be made between CTS classes in the new makerspace.</p>	<ul style="list-style-type: none"> ○ Action: Consider using design studies to create products with the 3D printer that could be advertised within ComTech ○ Action: Use Design Studies to build pieces for robotics programs that can be used within Computing Science
<p><u>2.6C-Strategy:</u> Increase options within the CTS courses that already exist so that students have even more choice.</p>	<ul style="list-style-type: none"> ○ Action: Rework the 20 and 30 level ComTech Video modules to increase the numbers, as most students choose photography ○ Action: Work towards including robotics in the CS courses ○ Action: Access the expertise of all teachers within the CTS department, and have everyone contribute to creating new materials as this is the largest the department has been.

