



**George McDougall High School**  
2015 - 2019 School Education Plan  
May 2018  
Year Four



## **MESSAGE FROM SCHOOL PRINCIPAL**

As educators, we continue to pursue the development of our student's 21<sup>st</sup> century competencies, while honouring the cornerstones of literacy and numeracy. With skill and care we strive to weave literacy and numeracy with the critical thinking, collaboration and other essential 21<sup>st</sup> century skills that are quickly becoming the currency for a modern economy and employment market.

In support of Rocky View Schools' vision to ensure that students are literate and numerate, while being engaged, supported and successful in their learning, this year GMHS expanded upon a number of strategies that support our jurisdictional plan. A key component of this was continuing our work as a High School Redesign school. As our educational strategies show, we utilized Focused Learning Time (F.L.T.) to enhance literacy, numeracy and 21<sup>st</sup> century competencies in a variety of ways. This was across all grade levels, providing us opportunities to personalize the learning experience for G.M.H.S. students.

One of the cornerstones to supporting literacy across grades was to continue a school wide program of a 20-minute sustained silent reading time for all students four days a week. In addition, we spent a full day with ReLeah Cossett-Lent, author of *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area*. This was an opportunity to continue to learn and grow for all teachers and an exploration of strategies for integrating literacy skills across all facets of high school courses and not just the humanities.

To support numeracy, kits with tools to explore numerical concepts were created for teachers to use in math classrooms. We also purchased chess boards and other mathematical based board games to reinforce numeracy concepts both in class and during breaks. We hosted a professional learning session numeracy expert Rosalind Carson. She worked at GMHS with both our teachers and Ecole Edwards Middle School teachers. We look forward to finding new ways of embedding numeracy across all areas of the school outside of mathematics and the sciences.

Guest speakers, community partnerships, field experiences and cross-curricular projects continued to make learning rigorous, relevant and connected to real-world applications and contexts. A dedicated learning support room, fitness center, and access to fine arts, construction, fabrication and cosmetology programs not only ensured students were developing their 21<sup>st</sup> century competencies and literacy/numeracy skills but also immersed students in learning experiences that allowed them to be successful, engaged and supported. We look forward to implementing the key strategies that we have highlighted in the coming year to continue to support all our students and create a rich, engaging learning community.

Garry Bell, Principal

## **SCHOOL PROFILE**

George McDougall High School is a proud member of Rocky View Schools. The school is situated in the northeast quadrant of Airdrie's west side and has an over 50 year history within the community. It opened in 1962 as a grade 9-12 high school, became a grade 7-9 junior high school in 1983, and evolved back into a high school (grades 9-12) over a three year period in the early 1990's. We share a "tri-school" site with Ecole Edwards Elementary School, and Ecole Airdrie Middle School. All three schools on the tri-site are the designated French Immersion schools of Airdrie and district.

### **Foundation Statements:**

#### **Vision**

To foster a school culture celebrating the principles of lifelong learning, cultural diversity, and success through collaboration.

#### **Mission**

To help each child to realize their full potential to become responsible, involved, effective and productive citizens.

#### **School Name:**

Principal: George McDougall High School

Address: 412 – 3<sup>rd</sup> Ave. NE, Airdrie, AB T4B 1N9

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#### **School Profile:**

Grade Configuration: 9 - 12

Student Population: 691

No. of Teachers: 37

No. of Support Staff: 15

#### **Unique Features of our school include:**

- French Immersion program.
- Fine Arts – with opportunities to specialize skills in art, drama, performing arts, instrumental music (concert bands and jazz bands), and choir.
- Second language programs.
- Student Citizenship Opportunities – Leadership, and Student Government.
- Art 35 Advanced Placement Courses
- Community Resource Officer (CRO), a member of the RCMP who serves our students
- Extracurricular opportunities in athletics, fine arts and other areas of passion.
- Knowledge and Employability Program
- Work place learning, RAP, Mechanics, Building Futures
- Global Sport Academy

- weConnect Distributed Learning Centre
- Evening Art classes
- Horticulture program with dedicated green house
- A culture of giving back through various initiatives such as We Day and supporting Canadian Blood Services.

### **Quotes from Parent Advocates**

As our youngest daughter nears graduation this year, we can't help but appreciate the experiences that both our children have had at George McDougall High School. The teachers and curriculum have certainly prepared them well for university. The level of communication between the school, administration and parents has been excellent. The options and opportunities available to the students is outstanding. Not only do they help to create independent, caring young adults they also support and benefit the community. We have had the pleasure of actively being involved in the French immersion program and the band program. Both have been outstanding experiences with a teaching staff that goes above and beyond. Thank you, George Mac!

I am so encouraged by the support the staff at GMHS has provided to the students at the school. They are preparing them for their future endeavors by always being available to help them with scheduling, in the classroom and in any other areas to meet the needs of each individual student. The staff focus is for all students to be active and engaged in whatever they do in the school, whether it is academic, in sports or fine arts. They listen to the students and the parent community and have increased communication with the parents with the Mustang Weekly. The staff give tirelessly of their time outside of school hours to support sports activities, activities in the community, Ride of the Mustangs, The Disney band trip and the Australia trip to only name a few.

## **RECENT ACHIEVEMENTS**

### **Engagement/Relationships**

George McDougall has always enjoyed a student body that is engaged with building a positive, safe and caring culture. This year was no different and thanks to the continued development of a robust leadership program, there were even more opportunities for students to demonstrate their support for one another and their pride to be a Mustang. Students took the lead in establishing a partnership with Canadian Blood Services as well as the introduction of the Mustang of the Month Awards where a student from each grade level is chosen based on nominations for their work ethic, contributions, or academic achievements. A strong relationship continues with Ecole Edwards through events such as Reading Buddies, science projects and inclusion in the Ride of the Mustang has also flourished. Through the energy and efforts of staff, we are continuing to encourage young people to make a difference in their community.

Staff-led clubs such as Yearbook, the School Newspaper, the Cosplay Club, and Sexuality and Gender Alliance (SAGA), have provided opportunities for students to be involved in new and creative ways.

All grade levels began the year with hikes with their Connect teachers designed to foster positive relationships to start the year and to re-connect with their peers. In addition, Discovery Days served the purpose of not only allowing students an opportunity to get to know different teachers and students, but to also explore passions and interests such as law, the sciences and physical literacy.

### **Specialized Programming**

GMHS prides itself on the variety of programming for students. From language courses, K and E, Mechanics, Building Futures and Workplace Learning/Rap, several students are experiencing unique learning opportunities that are personalized

and engaging. This year also saw the inaugural year of Cosplay—a blend of Fashion and Cosmetology. Students were able to engage in their passion in the pop culture surrounding ComicCon and Science Fiction. It was a unique way of offering credits in two different streams within one course while providing students an opportunity to complete their own costuming techniques for comic characters, video game characters and science fiction characters that they were fans of. In addition, previous years of work and dedication to bringing a greenhouse to our courtyard saw fruition and breathed new energy in expanding our horticulture program. Students also explored aquaponics and hydroponics as other ways to grow food. In this way, they supported the Foods program and providing a way for construction students to earn credit in supporting the horticulture program through ground preparation of the courtyard and building planter boxes. Math 15 was also successful in providing students who struggled in Math 9 a pathway to successful completion of Math 10C.

### **French Immersion**

Increasing the profile of our French Language Learners was successful through the infusion of the language at every key event such as our Remembrance Day Ceremony, Ride of the Mustang and other school wide assemblies. This year we will continue to have our French Immersion students be identified with a third colour in their tassel at the Graduation Ceremony. As well, a formal presentation will be made to all Grade 9 students from the upper grade teachers and older students as to the advantages of the French Immersion Program. Other ways of promoting and celebrating the culture will continue to be explored.

## **PRIORITY AREAS OF FOCUS**

### **Cross-Curricular and Collaborative Learning Opportunities**

In an effort to allow students to experience more connections between what they are learning across the disciplines, GMHS will further expand and promote cross-curricular learning opportunities. Some of these opportunities will exist in the context of classes supporting other classes. For example, the horticulture program students growing vegetables and garnishes for the Foods program and the Foods program in turn supporting initiatives such as Night of the Mustang, an annual sports awards night, and our CTS fine arts evening.

In addition to creating more opportunities for CTS courses to collaborate, continued efforts will be made for academic courses to seek common ground in learning opportunities. This includes an exploration of what a humanities-based program could look like at the high school level and other opportunities that may exist between the math/sciences and the humanities to provide unique learning opportunities to our students.

With a long and proud tradition for French Immersion, GMHS will continue to strengthen our French Immersion culture within the school and into the community. We will look for opportunities to take the language beyond the individual classroom walls and into the day to day life of all students and staff.

### **Literacy and Numeracy**

GMHS is committed to supporting RVS literacy and numeracy initiatives. We see this as valuable and essential work that will equip students with the tools and strategies necessary to be successful after high school in post-secondary studies or the world of work. Continued sustained silent reading time across the school in addition to incorporating strategies to embed literacy and numeracy across all curricular areas will

be a focus for GMHS. This includes a dedicated block of time in Grade 9 and continuing to look at posting key vocabulary and reading strategies in visible places in the classroom environment.

Enriching school-based resources in these areas as well as an investment in staff professional learning with Literacy and Numeracy will be a key goal in the foreseeable future at George McDougall High School. This includes providing a framework for students to find success in the humanities and sciences and one such example is Math 15, a course designed to provide an opportunity to support students in Math 10C that may require more time demonstrating the outcomes. As a result, a structure providing an extra two and a half months to complete the 10C curriculum is in place for students that have traditionally struggled with math.

### **Assessment and Communicating Student Learning**

A strong, strength-based assessment practice and a timely, efficient communication of student learning is key to robust student learning. This year, GMHS took a detailed inventory of assessment strategies across the disciplines and have identified the need for a common set of practices to serve as a guide to provide clarity around staff, student and parent expectations.

Assessment works its way into all areas and aspects of school learning. From how we use school resources, to informal conversations, to how we measure the journey towards outcome achievements, ensuring that all stakeholders know where learners are in their understanding and the next steps in that understanding will remain a key focus at GMHS.

## GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies	MFWHSR Foundation Principle*
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Benchmarking Grade 9 literacy skills with intentional and targeted supports available through Learning Support and a Study Skills block.</i></li> <li>▪ <i>Explore ways of incorporating numeracy across the curriculum and courses.</i></li> <li>▪ <i>Create Word Walls in each classroom which highlight key curricular vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Learning</li> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Educator Roles and Professional Development</li> <li>▪ Assessment</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Expand our Student Council body in order to optimize the active citizenship of students within the school and community.</i></li> <li>▪ <i>Develop and/or refine collaborative programs that emphasize 21<sup>st</sup> century competencies (e.g. Horticulture, CosPlay, Building Futures, Global Sport Academy).</i></li> <li>▪ <i>Incorporate cross-curricular activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Learning</li> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Flexible Learning Environment</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10.</li> <li>▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18.</li> <li>▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship.</li> <li>▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10.</li> <li>▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Refine Focus Learning Time (FLT) schedule in order to optimize students' opportunities to guide and maintain participation and ownership of their learning.</i></li> <li>▪ <i>Embed MyBlueprint in class and as a student reference for high school and post-secondary program decision making.</i></li> <li>▪ <i>Promoting resilience, proactive decision making, and self-advocacy in learners.</i></li> <li>▪ <i>Engage in learning about assessment strategies that are balanced, relevant and meaningful, and timely.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Learning</li> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Personalization</li> <li>▪ Flexible Learning Environments</li> <li>▪ Meaningful Relationships</li> <li>▪ Home and Community Involvement</li> <li>▪ Assessment</li> </ul>

## GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies	MFWHSR Foundation Principle*
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Promote and develop robust Career and Technology Studies (CTS) opportunities at GMHS (E.g. Skills Canada Competition).</i></li> <li>▪ <i>Engage in incorporating projects and assessment that reflect real-world applications, provide hands-on experiences and examine cross-curricular potentials.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Learning</li> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Personalization</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>• (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>• (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Continue to expand the horticulture 9-10-20-30 and Construction 9-10-20-30 Options that provide innovative learning opportunities for all students including those in our Knowledge and Employability Program.</i></li> <li>▪ <i>Build student understanding through structured implementation of project-based (PBL) and inquiry-based learning with a cross-curricular emphasis.</i></li> <li>▪ <i>Work with staff to analyze current practice and establish assessment strategies, techniques, and expectations for grade levels and subjects.</i></li> <li>▪ <i>Explore creation of a Humanities class at the Grade 10-12 level.</i></li> <li>▪ <i>Explore and experiment how VR technology can be utilized in learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Learning</li> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Personalization</li> <li>▪ Educator Roles and Professional Development</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Develop meaningful connections within the community to strengthen our French Immersion Program and opportunities to include and celebrate the French Culture within the school (e.g. Explore Program, 9-12 French Culture celebration, Post Secondary Presentations).</i></li> <li>▪ <i>Engage in clear and transparent parent communication to promote and celebrate school educational events, achievements, guest speakers, and volunteerism (e.g. Friday Fan-Out).</i></li> <li>▪ <i>Explore new opportunities with cross-school activities with Ecole Edwards and Ecole Airdrie Middle School.</i></li> <li>▪ <i>Offer sessions at Grade 9 Parent Orientation to show and allow parents to try technologies students will be using such as Google classroom, Moodle, PowerSchool, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Rigorous and Relevant Curriculum</li> <li>▪ Flexible Learning Environments</li> <li>▪ Home and Community Involvement</li> <li>▪ Meaningful Relationships</li> </ul>

## GOAL: LEARNERS ARE SUPPORTED.

<b>Outcome</b>	<b>RVS Performance Measure</b>	<b>Strategies</b>	<b>MFWSHR Foundation Principle*</b>
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> <li>(RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>School staff and students will develop and implement school wide conflict management strategies to support all students to appropriately mediate conflict and build resilient citizens.</li> <li>Refine collaborative Learning Support interventions, through Professional Learning opportunities with staff, to optimize our inclusive and centralized Learning Support Model.</li> <li>Bolster existing special events that celebrate and promote positive and healthy relationships amongst students (e.g. Ride of The Mustang, Discovery Days, talent show, pep rallies for celebrating student achievements in athletics, leadership activities, multicultural awareness, sporting events, Fine Arts nights).</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful Relationships</li> <li>Home and Community Involvement</li> <li>Welcoming, Caring, Respectful and Safe Learning Environment</li> </ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> <li>(RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li> <li>(RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Invest in new technologies to bolster CTS classes and programs (e.g. materials for CosPlay, LED for Fashion, 3D printers, greenhouse for Horticulture).</li> </ul>	<ul style="list-style-type: none"> <li>Mastery Learning</li> <li>Rigorous and Relevant Curriculum</li> <li>Personalization</li> <li>Flexible Learning Environments</li> </ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine our Grade 9 Cohort Learning Model (e.g. establish a Grade 9 Cohort Learning Lead, establish literacy and numeracy supports that complement core Math and English Programs of Study, and align courses in the timetable to optimize cross-curricular learning opportunities) to optimize relationship building and teacher understanding of the learning strengths and challenges of our Grade 9 students.</li> <li>Continue to refine year-long Connect structure and activities to optimize student involvement, build positive relationships, and provide student-centric feedback.</li> <li>Work with feeder schools to create balanced, heterogeneous Grade 9 classes.</li> </ul>	<ul style="list-style-type: none"> <li>Personalization</li> <li>Meaningful Relationships</li> <li>Welcoming, Caring, Respectful and Safe Learning Environment</li> </ul>

(RVS) Jurisdictional Measure (AE) Alberta Education Measure

### PROFESSIONAL LEARNING INQUIRY

Goal:

*RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.*

**RVS Essential Question:**

*In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?*

**School Based Essential Question:**

How might we use the principle of Rigorous and Relevant curriculum along with authentic assessment practices to increase student engagement and success?

**SCHOOL BUNDLE ROLL-OUT**

***SchoolBundle Roll-out***

Administrator Debriefing	▪ <i>May 1, 2019</i>		
Public Website Development	▪ <i>May 8 &amp; 9, 2019</i>	▪ <i>Garry Bell, David Shyu, Roberta Harris, Monique Yellowega</i>	▪ <i>0</i>
SGF Centralization and Ecommerce Development	▪ <i>May 6 &amp; 7, 2019</i>	▪ <i>Marlene Smiley, Roberta Harris</i>	
Staff Web Portal Introduction	▪ <i>May 23, 2019</i>	▪ <i>June 14, 2019</i>	
Onsite Support	▪ <i>May 31, 2019</i>	▪ <i>Approx. 8 subs required</i>	

## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	3,307,529.00	3,666,202.00	3,550,418.00
Support Staff	529,022.00	439,417.00	373,412.00
Services & Supplies	1,051,204.00	477,152.00	123,812.00
Other			
Contingency	24,001.00		
<b>TOTAL EXPENDITURES</b>	<b>4,911,756.00</b>	<b>4,582,771.00</b>	<b>4,047,642.00</b>

**2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM**

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
<b>School Staff</b>	<input checked="" type="checkbox"/>	May 2 <sup>nd</sup> (Learning Leads), May 11 <sup>th</sup> , May 18 <sup>th</sup>
<b>School Council</b>	<input checked="" type="checkbox"/>	March 27 <sup>th</sup> , April 17 <sup>th</sup> , May 15 <sup>th</sup>

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

  
\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
May 25, 2018  
**Date**

  
\_\_\_\_\_  
**School Council Chair Signature**

\_\_\_\_\_  
May 25, 2018  
**Date**

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

\_\_\_\_\_  
**Superintendent of Schools**

\_\_\_\_\_  
**Date**