

*A Tradition of Excellence!* *Une Tradition d'Excellence!*



ÉCOLE SECONDAIRE  
**LINDSAY THURBER**  
COMPREHENSIVE HIGH SCHOOL

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**LINDSAY THURBER**  
**COMPREHENSIVE**  
**HIGH SCHOOL**

**School Education Plan 2011/12 to 2013/14**



Accountability Pillar Overall Summary  
 3-Year Plan - May 2011  
 School: 4444 Lindsay Thurber Comprehensive High School

Measure Category	Measure Category Evaluation	Measure	Lindsay Thurber Comp High Sch			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	<a href="#">Safe and Caring</a>	81.8	80.5	80.2	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	<a href="#">Program of Studies</a>	87.6	87.9	85.8	80.9	80.5	80.1	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	88.8	83.7	84.0	88.4	89.2	88.9	Low	Maintained	Issue
		<a href="#">Drop Out Rate</a>	3.7	4.2	4.6	4.2	4.3	4.7	High	Improved	Good
		<a href="#">High School Completion Rate (3 yr)</a>	70.8	70.8	67.9	72.8	71.5	71.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	<a href="#">EAT: Acceptable</a>	71.1	71.5	71.0	78.1	78.3	77.2	Low	Maintained	Issue
		<a href="#">EAT: Excellence</a>	11.3	8.9	8.5	18.4	18.3	18.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	<a href="#">Diploma: Acceptable</a>	88.0	89.1	86.4	88.4	84.3	84.3	Low	Declined	Issue
		<a href="#">Diploma: Excellence</a>	18.8	17.4	17.5	18.0	18.5	19.2	Intermediate	Maintained	Acceptable
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	48.1	46.8	47.2	64.9	53.5	53.5	Intermediate	Maintained	Acceptable
		<a href="#">Rutherford Scholarship Eligibility Rate (Revised)</a>	68.9	65.0	64.7	68.8	66.9	67.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	<a href="#">Transition Rate (6 yr)</a>	61.2	60.8	60.8	68.3	69.8	69.3	Intermediate	Maintained	Acceptable
		<a href="#">Work Preparation</a>	66.8	71.7	72.9	80.1	79.9	79.8	Very Low	Declined	Concern
		<a href="#">Citizenship</a>	78.7	75.2	71.6	81.8	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Concern	<a href="#">Parental Involvement</a>	88.1	69.2	70.4	78.9	80.0	79.4	Very Low	Maintained	Concern
Continuous Improvement	Acceptable	<a href="#">School Improvement</a>	72.8	70.9	71.1	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

**Red Deer Public Schools – District Education Plan 2011/12 to 2013/14**

*Priority Area – Outcomes – Performance Measures – Strategies*

<b><u>Literacy</u></b>
<ul style="list-style-type: none"> <li>● <b>Each learner is a proficient reader and writer across the curriculum</b></li> </ul>
<ul style="list-style-type: none"> <li>● Percentage of students who have increased reading scores between pre and post testing by the district standard. (RDP)</li> <li>● Percentage of students who have increased writing scores between pre and post testing by the district standard. (RDP)</li> <li>● Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations (AE)</li> <li>● Increase in the previous 3 year average on Provincial Achievement Tests and Diploma Exams Tests at the acceptable standard and the standard of excellence. (RDP)</li> <li>● Percentage of students who are reading/literate within 1 year of grade level. (RDP)</li> </ul>
<ul style="list-style-type: none"> <li>● Overall satisfaction with the quality of basic education. (AE)</li> <li>● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>● Tell Them For Me Survey Results (LTCHS)</li> <li>● Decreased failure Rates (LTCHS)</li> <li>● Increased attendance rates (LTCHS)</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate Adolescent literacy programs that utilize research-based instructional practices 9-12 for implementation in 2012 – 2013..</li> <li>● Utilizing the collaborative process with our feeder schools to develop consistent strategies in the area of Language Arts(LTCHS)</li> <li>● Utilizing the collaborative process with our feeder schools to develop a strategy to improve the Mathematics literacy of students. (LTCHS)</li> <li>● Through professional development and specific strategies develop the technological literacy of our staff and students. (LTCHS)</li> </ul>

*PERFORMANCE MEASURES: RDP – Red Deer Public AE – Alberta Education LTCHS – Lindsay Thurber*

**Red Deer Public Schools – District Education Plan 2011/12 to 2013/14**

*Priority Area – Outcomes – Performance Measures – Strategies*

<b><u>Inclusion of All Students</u></b>
<ul style="list-style-type: none"> <li>• Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment</li> <li>• Each staff member has the ability to meet the diverse needs of all students</li> </ul>
<ul style="list-style-type: none"> <li>• Number of specialized programs. (RDP)</li> <li>• Participation rates in Provincial Achievement Tests. (RDP)</li> <li>• Survey results specific to inclusion for all students. (RDP)</li> <li>• Number of students who have completed individualized school based assessment. (RDP)</li> <li>• Number of learner profiles. (RDP)</li> <li>• Teacher reporting number of student accessing to assistive technology. (RDP)</li> <li>• Number of cases where community supports and agencies were accessed during the school year. (RDP)</li> <li>• Teacher and parent satisfaction with parental involvement in decisions about their child’s education. (AE)</li> <li>• Number of teacher self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms. (RDP)</li> <li>• Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (AE)</li> </ul>
<ul style="list-style-type: none"> <li>• Overall satisfaction with the quality of basic education. (AE)</li> <li>• Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>• Number of students accessing Read Write Gold (LTCHS)</li> <li>• Teacher satisfaction with Read Write Gold Training (LTCHS)</li> <li>• Number of Teachers accessing Read Write Gold (LTCHS)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Implement a type of LAT Model specific to the high school experience – student supports in classes, inclusion culture and facilitation</b></li> <li>• <b>Active involvement in LATs assisting staff in accomplishing outcomes and measures</b></li> <li>• <b>Expand use of learner profiles in Language Arts 9</b></li> <li>• <b>Collaborate with community supports to provide appropriate services for students and staff</b></li> <li>• <b>Support parental engagement in their child’s education</b></li> <li>• <b>Develop and practice RTI (Response to Intervention) practice</b></li> <li>• <b>Continue to expand and refine the Intervention practices of the school (including the Reluctant Zero policy)</b></li> <li>• <b>Focussed professional development for staff on the Read Write Gold program</b></li> <li>• <b>Implementation of the Read Write Gold program across the various curriculums</b></li> </ul>

- **Maintain the Inclusion support Counselling positions(LTCHS)**

\*LAT = Learning Assistance Team

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Red Deer Public Schools – District Education Plan 2011/12 to 2013/14

Priority Area – *Outcomes* – *Performance Measures* – *Strategies*

**High School Completion and Transitions**

- Students are prepared for the 21<sup>st</sup> century
  - Students complete high school making successful transitions to lifelong learning, careers and active citizenship
  - All students from K to 12 are supported with the goal of high school completion and successful transitions
  - FNMI students complete high school making successful transitions to lifelong learning, careers and active citizenship
- High school completion rate of students within three years of entering Grade 10. (AE)
  - Annual dropout rate of students aged 14 to 18. (AE)
  - High school to post-secondary transition rate of students within six years of entering Grade 10. (AE)
  - Students identified with attendance issues based on district standard. (RDP)
  - Survey results specific to high school completion and transitions. (RDP)
  - Percentage of Grade 12 students eligible for a Rutherford Scholarship. (AE)
  - Percentage of students writing four or more diploma exams within three years of entering Grade 10. (AE)
  - Expulsion rates. (RDP)
  - Suspension rates. (RDP)
  - Overall agreement that students model the characteristics of active citizenship. (AE)
  - Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (AE)
  - Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (AE)
- Overall satisfaction with the quality of basic education. (AE)
  - Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)
- Examine best practices for high school completion
  - Enhance and expand the relationship with the Alternative Schools program
  - Create awareness across the district that we all play a role in supporting high school completion and transitions.
  - Implement interventions to increase attendance across all grades
  - Implement an incentive program to increase attendance
  - Determine and implement follow up strategies for non-completers that will support high school completion
  - Ensure a range of career development activities across 9 to 12
  - Encourage most appropriate route for students in all courses and programs

- Develop a culture that supports vertical curriculum articulation within and among schools
- Maintain the Career Counsellor position
- Develop a transitions handbook for Post Secondary students
- Develop a transitions handbook for Grade 9 students transitioning into Lindsay Thurber
- Develop a Teacher Advisory program for Grade 9s “Raider Camp” to assist in the transition to Lindsay Thurber
- Develop a Honours/International Baccalaureate program for French Immersion
- Explore the implementation of the Duke of Edinburgh Awards program

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