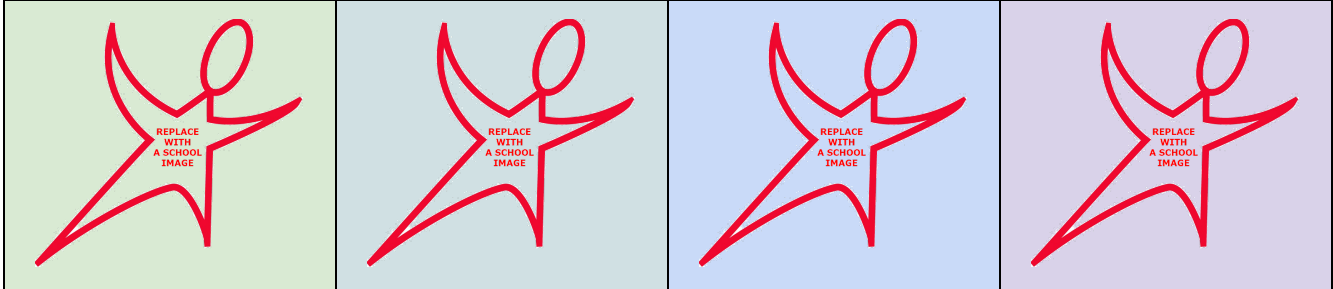


# School Education Plan 2018-2019 to 2020-2021

Lindsay Thurber Comprehensive High



## Lindsay Thurber

4204 58 Street  
Red Deer, Alberta, T4N 2L6  
Phone: 403-347-1171  
Fax: 403-340-1676  
Website:<http://lindsaythurber.rdpsd.ab.ca/>

School Administration:  
Principal: Dan Lower  
Vice Principal: Sandre Bevan  
Vice Principal: Geannette Lehman  
Vice Principal: Jamie Rawlusyk  
Vice Principal: Amanda Wilson

## School Profile:

École Secondaire Lindsay Thurber Comprehensive High School is a dual track French/English high school with grades 9-12. .

Anticipated Student Enrolment: 1800

Anticipated Staff Profile:

- 91 Teachers (87.3 FTE)
- 41 Classified Staff (35.2 FTE)
- 10 Facility Services Staff (10 FTE)
- **142 Total Staff**

## Mission:

École Lindsay Thurber Comprehensive High School is committed to educating our students in a safe, inclusive learning environment, that embraces the diversity of our students and ensures the supports are in place to reach their full potential.

## School Education Plan Development and Communication:

The Lindsay Thurber Comprehensive High School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Lindsay Thurber Comprehensive High School Education Plan is available at the school and is posted on our website at: <http://goo.gl/jDKReH>

## Alberta Education: School Accountability Pillar Report Card:

Measure Category	Measure	Lindsay Thurber Comp High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.6	85.0	85.4	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	86.4	83.4	84.9	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	88.4	86.6	86.9	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	1.7	1.9	2.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	67.0	74.3	71.9	78.0	78.0	77.0	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.9	67.8	67.4	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	12.7	12.7	11.9	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.7	79.3	80.4	83.0	82.7	83.1	Low	Declined	Issue
	Diploma: Excellence	15.7	15.7	17.1	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	46.3	51.8	49.1	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	58.0	59.3	60.2	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	55.0	47.8	49.7	58.7	57.9	59.0	Intermediate	Improved	Good
	Work Preparation	77.5	73.2	80.3	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	73.9	76.1	76.9	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	78.8	73.9	76.1	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	83.5	81.8	83.6	80.3	81.4	80.7	Very High	Maintained	Excellent

## Outcomes, Strategies, and Performance Measures:

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Literacy And Numeracy</b></p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></b></p> <ul style="list-style-type: none"> <li>● <b>Science Department Goal-</b> develop a common grade 10 level Science activity that incorporates FNMI knowledge and ways of learning.</li> <li>● <b>Fine Arts Department Goal-</b>Collaborate with Learning Services staff to incorporate a Literacy Goal into Unit plans in each subject area. Each Subject area will develop specific teaching strategies to strengthen literacy proficiency.             <ul style="list-style-type: none"> <li>○ Choral and Instrumental Music-Monthly music reading assessments and Incorporating music reading strategies and systems into repertoire</li> <li>○ Studio Arts -Increased use of sketchbook as tool towards visual literacy and Process portfolios documenting growth; both personal and artistic</li> <li>○ Dance-Incorporate dance syllabus specific terms and strategies to help students communicate and strengthen skill set. Self reflection through discussion and written work</li> <li>○ Drama - Written reflective journals post-performance and at the end of units. Adjudication peer feedback (verbal and written) during the rehearsal process. Script and text analysis focusing on context and subtext.</li> </ul> </li> </ul> <p><b><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● <b>Math Department Goal-</b> focus on helping students develop skills in applying numerical concepts in a supportive environment. The following new strategies will be used; A Core 9 course will be developed that encourages students to take risks and challenge themselves academically. Creating “Manuals”for Graphing Calculator use for honors, dash 1 and 2 courses. Having frequent opportunities for communication between students to identify learning has taken place. Challenging students to solve problems where mistakes, struggles and corrections are part of the learning experience. Teachers will collaborate to find innovative ways to deliver lessons and focus on making Math activities engaging and worthwhile.</li> </ul>
<p><b>Performance Measures</b></p>	<p><b>How will we know if we achieved?</b></p> <ul style="list-style-type: none"> <li>● <b>Science Department Goal-</b> Every student in Gr. 10 will do this activity FNMI students will be better engaged in this activity which will lead to increased success for FNMI students in Science classes. Non-FNMI students will gain a better understanding of FNMI scientific perspective.</li> <li>● <b>Fine Arts Department Goal-</b>Inclusion of literacy competencies in formative/summative assessments. Increased focus in classes and use of class time - student-directed shift from teacher-directed as students become more subject-literate. A Learning services staff member was involved in the development of these strategies.</li> <li>● <b>Math Department Goal-</b>Increase overall percentage of students meeting grade level expectations. Increase overall percentage of students entering the dash 1 and dash 2 streams in grade 11. Improve overall “CAN DO”attitude within the math classes</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>All staff have the ability to meet the diverse needs of all students through excellent instruction.</i></b></p> <ul style="list-style-type: none"> <li>● <b>English as a Second Language Department Goal-</b> is to develop subject-specific vocabulary lists for ESL academic classes (Canadian Studies, ESL Science, ESL Math). Those vocabulary needs will then be reinforced in ESL class through collaborative planning (ESL class teacher and ESL academic class teachers). The ESL Dept. will collaborate to create lessons/activities with an academic vocabulary focus.</li> <li>● <b>English Department Goal -</b> is to enhance understanding of world views, cultural beliefs and varying perspectives through literature and community resources.</li> </ul> <p><b><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● <b>Student Assistance Center Goal-</b> goal is to reduce the level of loneliness and increase the perceived connection with others, among our student body. <ul style="list-style-type: none"> <li>○ The UCLA Loneliness Scale will be used to collect data, we will use information from the data to guide interventions and build strategies according to need. We will then address these student needs by using the universal, targeted, and specialized supports available within our district.</li> </ul> </li> <li>● <b>Inclusive Education Department Goal-</b> we are going to focus on ensuring all of our staff, both teachers and support staff are trained to work with <i>all of our students</i> whether they be in Pathways, Foundations or K&amp;E. This includes skills like toileting, feeding, and exercising students. This is needed to ensure all our students can participate fully in the many opportunities offered here. To accomplish this we will provide the training from external resources during PD Days.</li> </ul>
<p><b>Performance Measures</b></p>	<p><b>How will we know if we achieved?</b></p> <ul style="list-style-type: none"> <li>● <b>English as a Second Language Department Goal-</b> A bank of vocabulary-focused activities/lessons will be developed and available for all teachers to employ.</li> <li>● <b>English Department Goal -</b> We will have developed specific activities and units that are shared in the department team drive. Community speakers will have been brought into classes to explore a variety of cultural views. They will use speaking, listening, reading, writing, viewing and representing activities to deliver their message.</li> <li>● <b>Student Assistance Center Goal-</b>The SAC will use the UCLA Loneliness Scale, Revised to record a baseline of connectedness and loneliness among all students, in September, 2018. The SAC will use the UCLA Loneliness Scale, Revised to record a post-support baseline of connectedness and loneliness among all students, in May, 2019, as a means of measuring the performance.</li> <li>● <b>Inclusive Education Goal-</b>a checklist of training and what staff member have what will be developed and we hope to see all Inclusive Ed staff have the same level of training and ability to do jobs</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Student Success And Completion</b></p> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>Students experience character education programming in Grades 1-9.</i></b></p> <ul style="list-style-type: none"> <li>● <b>School Goal (1)</b>- Through our Connections program will begin to explore character education by looking at ways to serve our community through the donation of time. We will also engage our community to identify one or two traits that we would like to work on instilling in our students.</li> </ul> <p><b><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></b></p> <ul style="list-style-type: none"> <li>● <b>Physical Education Department Goal</b>- Create and implement a new assessment method for the “B” curricular objective (Benefits to Health) that focuses on functional lifetime fitness rather than traditional fitness testing</li> <li>● <b>Social Studies Goal</b>-Create a department wide approach that monitors student progress and responds to individual student needs when success is not being achieved. Do achieve this goal, we plan on improving how the department monitors and responds to student progress by establishing a department protocol for each student whose mark falls below 55%. We will also explore regular end of class checks on learning (exit cards, etc) and implement reteaching as required. We want to implement a feedback model that allows students a chance to redo writing assignments if they wish to improve their product and consequently their mark. Finally we want to develop strategies for helping students with vocabulary retention. Beginning of semester teacher/student conferences (goals, work habits, use of FLEX etc) in French immersion Social Studies courses</li> <li>● <b>School Goal (2)</b>- Expand the use of <i>My Blueprint</i> and ensure that every grade 12 has plans for after graduation.</li> <li>● <b>School Goal(3)</b> -Implement a school wide protocol for monitoring individual success. This protocol will incorporate collective responsibility through LST’s and individual teacher responsibility.</li> </ul>

**Performance Measures**

**How will we know if we achieved?**

- **School Goal (1) (Character Ed)**- there will be an indication of hours collectively donated to community causes by the Grade 9 class at the end of the year.
- **Physical Education Department Goal**-the PE department will follow a standardized department practice and have a new assessment model for the Benefits to Health strand. Our new model will incorporate both physical skills with theoretical knowledge. We will also create a self assessment evaluation for students which will demonstrate their knowledge of why physical fitness is important for lifelong involvement.
- **Social Studies Goal**-implementation of specific protocols and routines should lead to an increase in the School Awarded mark for Social 30-1 & 30-2 as well as improvement in non-diploma exam courses.
- **School Goal (2)**- every student in Gr. 12 will have a plan for the following year in their MyBlueprint account.
- **School Goal (3)**- a document will be created that outlines responsibilities for monitoring every student in our school. We will refine the protocol after Sem. 1 based on feedback.