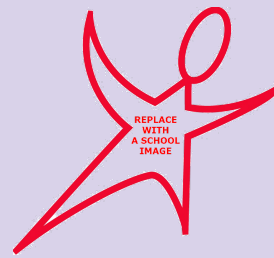
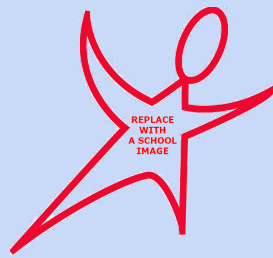
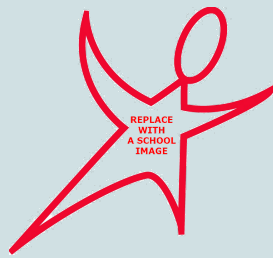
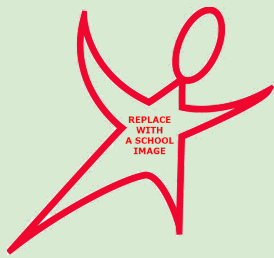


School Education Plan 2017-2018 to 2019-2020

Lindsay Thurber Comprehensive High School



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: Brian Plastow
Vice Principal: Jamie Rawlusyk
Vice Principal: Sandre Bevan
Vice Principal: Geannette Lehman

School Profile:

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

Anticipated Student Enrolment: 1700

Anticipated Staff Profile:

- 86 Teachers (81.3 FTE)
- 40 Classified Staff (39 FTE)
- 10 Facility Services Staff (10 FTE)
- **136 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://lindsaythurber.rdpsd.ab.ca/view.php?action=documents&id=365>

Alberta Education: School Accountability Pillar Report Card:

Measure Category	Measure Category Evaluation	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	Good	Safe and Caring	85.0	86.1	85.1	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	83.4	84.7	86.0	81.9	81.9	81.5	Very High	Dedined	Good
		Education Quality	86.6	88.2	86.9	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
		Drop Out Rate	1.9	2.9	2.6	3.0	3.2	3.3	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	74.3	66.2	70.0	77.9	76.5	76.1	High	Improved	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	67.8	67.1	69.2	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	12.7	10.9	12.5	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.7	84.1	83.1	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.4	19.2	17.1	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	51.8	47.1	46.4	54.9	54.6	53.1	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	59.3	61.1	61.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	47.8	51.6	49.0	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	73.2	86.0	81.2	82.7	82.6	81.9	Intermediate	Dedined	Issue
		Citizenship	76.1	78.6	78.4	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	Parental Involvement	73.9	80.6	76.8	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	Excellent	School Improvement	81.8	85.4	82.3	81.4	81.2	80.2	Very High	Maintained	Excellent

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Strategies</p>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <p>ESL</p> <ul style="list-style-type: none"> We will develop subject specific vocabulary lists for academic ESL classes (Canadian Studies, ESL Science, ESL Calm, ESL English 10-2). We will also develop level specific theme/vocabulary/grammar points to focus on within ESL classes. <p>World Languages Department</p> <ul style="list-style-type: none"> Focus on our methods of instruction that specifically target vocabulary. We want to become more aware of the various methods of developing vocabulary and more conscious of the use of these strategies in our classrooms <p><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></p> <p>Math Department</p> <ul style="list-style-type: none"> We will strive to improve numeracy using a growth mindset. (ie. I can learn math). Members of the Math department will focus on implementing common expectations using innovative lessons and continual formative assessments to improve numeracy in our classrooms.
<p>Performance Measures</p>	<p>ESL</p> <ul style="list-style-type: none"> We will see an improvement in level of vocabulary use according to the ESL K-12 Benchmarks. <p>Math</p> <ul style="list-style-type: none"> Increase Percentage of students who achieved the acceptable standard and the standard of excellence on PAT and Diploma Exams (AE) Increase Overall percentage of students meeting grade level expectations (RDP) Increase the number of Grade 9 students being successful by setting them up for appropriate High School Math courses (LTCHS) <p>World Languages Department</p> <ul style="list-style-type: none"> An increased bank of teaching strategies from which to pull for modifying lesson plans An increased confidence and ability in the word choice/use of our students

<p>Priority</p>	<p style="text-align: center;">Equity</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>Outcomes and Strategies</p>	<p><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></p> <p>English Language Arts Department</p> <ul style="list-style-type: none"> ● We plan to develop scaffolding of thinking skills to develop academic and social language for English language learners. We will focus on the learning of functional vocabulary as well as assessment vocabulary (i.e. compare, contrast, convey, significance, context, etc.) that will help students to achieve increased success in reading, speaking, listening and writing. ● Consider grouping and engagement strategies for ESL students; group with fluent speakers to increase all areas of expression. Consider use of flex for assisting ESL students. ● We will work to create formative strategies and assessments to identify and assist students who are not understanding course content. We will create opportunities for students to relearn materials when they have not achieved success on summative assessments. <p>Math Department</p> <ul style="list-style-type: none"> ● Revising and implementing the MIPI to gather much needed information on incoming students to differentiate the teaching to meet all learners needs. ● Using innovative formative assessments in unit plans to strive for concept mastery. ● Using the model of Problem Solving to engage the students in lessons where mistakes and struggles are part of the learning experience ● Ensuring students are in the right “place” by administering a revised MIPI at the end of Grade 9 and using the results to get the kids into the proper streams (having meaningful conversations with the kids regarding their future math pathway) <p>Science Department</p> <ul style="list-style-type: none"> ● Members of the science department will engage in professional development opportunities to increase their awareness of First Nations perspectives thus supporting these students’ success in their studies at Thurber. A clearer understanding of the students background and culture will help teachers understand where these students are coming from and will better equip them to meet the needs of these students. Ideally our aim is to have every FNMI student enrolled in a science course meeting the minimum acceptable grade level expectations, set out by Alberta Education, of 50%-80%. ● Each science course will include at least 1 activity from a local first Nations and Metis perspective in order to better engage these students in reading and numeracy. <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● LTCHS will establish Learning support teams for each grade <p>Inclusive Education Department</p> <ul style="list-style-type: none"> ● In the K & E courses the focus will be on accessing the School based learning team and really understanding their roles in the support of the students within the program.

	<ul style="list-style-type: none"> • Regular meetings with all K & E teachers and LATs to discuss and develop strategies for moving forward with struggling students. • Surveying K&E students to get a sense of their social and emotional well being • Congregated programs will use ISPs and goal setting with each student as a way to help identify what is important to the students and that helping them feel as if they are part of the school community <p><i>Through the reduction of barriers each student is able to access the supports and services they need to achieve success.</i></p> <p>Fine Arts Department</p> <ul style="list-style-type: none"> • Musical theatre in the timetable, re-configuring choirs, offering new courses like Dance Appreciation and Ceramics to make these opportunities accessible to different types of students. • Choirs created based on open auditions, creating equity through use of technology (ex. using the Fine Arts Chromebooks, digital projector in music classrooms, school-owned guitars for all students, providing extra support for fine arts students who may be lacking the essential skills such as modified assignments in classes, or varied choices of projects). • During department time, the Fine Arts dept. will schedule time for meaningful reflection as to our classroom strategies/practice regarding equity and collegial sharing
<p>Performance Measures</p>	<p>English Language Arts Department</p> <ul style="list-style-type: none"> • To know that we are successful, we will look for improvement in ESL student achievement in written and reading comprehension work including, but not limited to, the final exam. • Each teacher will try three new strategies for classroom use that will help students demonstrate mastery. These strategies will be shared at department meetings throughout the year <p>Math</p> <ul style="list-style-type: none"> • Increase Percentage of students who achieved the acceptable standard and the standard of excellence on PAT and Diploma Exams (AE) • Increase Overall percentage of students meeting grade level expectations (RDP) • Increase the number of Grade 9 students being successful by setting them up for appropriate High School Math courses (LTCHS) <p>Science</p> <ul style="list-style-type: none"> • Overall number of FNMI students meeting grade level expectations in their Science course. <p>Inclusive Education Department</p> <ul style="list-style-type: none"> • a decrease in attendance issues, and an increase in grades. Survey results will also be used to get an overall impression of how kids are feeling as a whole and individually. <p>Fine Arts Department</p> <ul style="list-style-type: none"> • Students who wouldn't normally be able to take our class (due to financial barriers or scheduling conflicts), will be able to enroll and complete our courses.

	<ul style="list-style-type: none"> • Students who may have been struggling with a “one-size-fits-all” project/assignment, choose what works for them and find success (in a passing grade, demonstrating understandings and renewed interest). • Students will show increased achievement (indicated by assignment completion and increased results at or above grade level expectations).
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Priority	<h2>Student Success And Completion</h2> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes and Strategies	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></p> <p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></p> <p><i>Students experience effective transitions between grades and between schools.</i></p> <p>Physical Education</p> <ul style="list-style-type: none"> • Using a redesigned assessment rubric the PE department will focus on participation and cooperation and less on activity specific skills, we feel that we will be able to monitor and respond to students progress more evenly across the department as the same rubric will be used to evaluate each student. <p>Fine Arts Department</p> <ul style="list-style-type: none"> • Connecting with fine arts middle and elementary school teachers; investigating Celebration of the Arts offerings to share at their schools. • Modelling for younger students in the district the quality of work demonstrated by our students at all levels of fine arts through touring/visiting their schools. • Involvement by various departments to collaborate and/or contribute to the International Day for Persons with Disabilities, pairing with various community organizations (such as: CNIB, MS, FASD, Aspergers, Hard of Hearing and Brain Injury). • Continuing past connections and pursuing new ones with fine arts organizations in the community, whether through welcoming of clinicians, collaborations or support (ex. Central Alberta Theatre, Primestock, Bullskit, Improv Jelly, etc.) <p><i>Students experience character education programming in Grades 1-9.</i></p> <p>Physical Education</p> <ul style="list-style-type: none"> • creation of a cooperation assessment category to allow us to focus more effort in the area of character development. (What does cooperation look like? How can I be a better teammate/classmate?) <p><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></p> <p>Social Studies</p>

	<ul style="list-style-type: none"> ● Explore establishing a department protocol for each student whose mark falls below 55% ● Explore regular end of class checks on learning (exit cards, etc) and implement reteaching as required ● Implement a feedback model that allows students a chance to redo writing assignments if they wish to improve their product and consequently their mark. ● Develop strategies for helping students with vocabulary retention ● Beginning of semester teacher/student conferences (goals, work habits, use of FLEX etc) FRIMM ● Writer Workshops (FRIMM) ● Differentiated planning and assessment based on learner interest, ability, and learning style. ● Develop protocol for redoing poorly done assignments moving toward mastery learning <p>Inclusive Education Department</p> <ul style="list-style-type: none"> ● Finding, fostering and promoting volunteer opportunities that will develop skills useful in employment. ● Setting up Flex sessions or a post high school support fair for parents and students with TVP, Cosmos, and Alberta Works to help students in all Inclusive Ed Areas develop their post high school plan ● Monitor students exit plans especially in areas related to having gained meaningful employment or post secondary opportunities
<p>Performance Measures</p>	<p>Social Studies</p> <ul style="list-style-type: none"> ● Increase in School Awarded mark (30-1, 30-2) ● Increase in non-exam marks (10-1, 10-2, 20-1, 20-2) ● High school completion rate of students within three, four, and five years of entering Grade 10. <p>Inclusive Education Department</p> <ul style="list-style-type: none"> ● Number of students who have enrolled in COSMOS, TVP , or who have gained employment before leaving high school <p>Physical Education</p> <ul style="list-style-type: none"> ● Through ongoing discussion and evaluation among the PE staff both formally at department meetings and informally between peers staff will gauge; increase in positive attitudes in classes & levels of cooperation and participation <p>Fine Arts Department</p> <ul style="list-style-type: none"> ● A higher percentage of students transitioning from our feeder middle schools will be enrolling in our programs. ● Students will build connections with community members and organizations and model the traits of involved citizens. ● Students will show increased ownership of their work and involvement with the community.