



# School Education Plan 2014/15 to 2016/17

## Lindsay Thurber Comprehensive High School



## **Lindsay Thurber Comprehensive High School**

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Principal: Dan Lower  
Vice Principal: Curt Baker, Sandre Bevan, Chris Turnbull

### **School Profile:**

Ecole Secondaire Lindsay Thurber Comprehensive High School is a dual track French /English high school with grades 9-12, that offers one the broadest ranges of programs in the Province of Alberta. Specifically, students are able to take programs in the Fine Arts, Career and Technology Studies (with a focus on Foods, Cosmetology, Business Technologies, Auto Service, Fabrication, and Construction), World Languages (French Immersion, Spanish or Japanese), Physical Education, as well as a strong academic program of core classes supported by an International Baccalaureate program.

The school boasts a strong extra – curricular athletic program which regularly sees it's teams and athletes earn provincial medals. In addition to its athletic program, Ecole Secondaire Lindsay Thurber Comprehensive High School Leadership program for students has an outstanding record of developing citizenship and community action throughout Red Deer.

- Our projected enrollment for the 2014/15 school year is 1650 students which includes 240 French Immersion students
- Anticipated Staff Profile:
  - 84 Teachers = 79.5 FTE
  - 47 Classified Staff = 45 FTE
  - 8 Facility Services Staff = 8 FTE
  - 139 Total Staff

### **Opportunities and Challenges:**

The 2014/15 school year will be a year of transformation at Lindsay Thurber. Due to low feeder middle school numbers our projected enrollment will drop to its lowest level in more than 30 years. This combined with the need to right size our staffing levels and changes in education funding has resulted in a significant decrease in the number of FTE teachers for the 2014/15 school year. However with 79.5 FTE teachers next year, Thurber is well positioned to meet the needs of our students and provide the necessary department budgets to ensure that our students will have the resources they require to be successful.

### **New Directions:**

Lindsay Thurber is very excited to be joining Alberta Education's High School Redesign project in the 2014/15 school year. Throughout the 2013/14 school year our staff spent a great deal of time exploring the pillars of the redesign project and has committed to working towards more flexible learning environments and more personalization of education for our students. This has led to a new time table for next year that will include a 45 min block of time, each day, which we are calling Learning Time with Flexibility (LT-Flex). During this time students will be able to choose to attend a variety of sessions that we have clustered under 3 broad categories, Wellness, Academic Supports, and Completions. Our goal is to help our students learn to take more ownership of their education and provide the supports and time during the day that they need to be successful. We are addressing the need to allow more personalization next year by opening up our CTS Shops to a greater number of students by allowing them to take as many CTS shop courses as their timetable will allow. These classes will now become multi-graded with grade 10-12 students working on whatever level of module that they require. Our Math and Science departments are also exploring the ability for students to earn the 10 credits that are needed in each of these courses for an Alberta high school diploma during a 5 credit block of time. The hope is to provide the incentive to attend regularly address the required outcomes and free up time to take other courses that may excite the student more.

### **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/>

**Alberta Education - School Accountability Pillar Report Card**

Measure Category	Measure Category Evaluation	Measure	Lindsay Thurber Comp High School			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	Good	Safe and Caring	84.0	78.5	80.9	89.1	89.0	88.6	Intermediate	Improved	Good
Student Learning Opportunities	Good	Program of Studies	86.9	86.7	86.6	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	86.6	83.5	83.9	89.2	89.8	89.5	Intermediate	Improved	Good
		Drop Out Rate	2.2	2.7	3.1	3.3	3.5	3.6	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	68.7	68.0	71.3	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	78.4	78.7	74.8	79.1	79.1	79.2	Intermediate	Improved	Good
		PAT: Excellence	13.4	10.7	11.2	19.0	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	85.4	83.7	82.1	84.6	83.1	82.5	High	Improved	Good
		Diploma: Excellence	20.2	17.4	17.4	21.7	20.7	20.1	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	44.6	47.1	48.5	50.5	56.6	55.9	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate	52.0	53.1	53.7	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	45.4	52.6	52.3	59.2	59.5	59.1	Low	Declined Significantly	Concern
		Work Preparation	76.1	68.1	69.5	81.2	80.3	80.0	Intermediate	Improved	Good
		Citizenship	74.6	71.2	72.9	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	76.1	71.5	72.2	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	77.8	70.7	73.7	79.8	80.6	80.2	High	Improved	Good

# Literacy

Definition	<ul style="list-style-type: none"> <li>• <b>Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts.</b></li> </ul>
Outcome	<ul style="list-style-type: none"> <li>• Each learner is a proficient reader and writer across the curriculum.</li> <li>• Each learner is numerate</li> <li>• <b>Each learner will discover, develop and apply competencies across the curriculum</b></li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• <b>Grow the District Literacy Framework to enhance literacy teaching practices across curricula</b></li> <li>• Utilize professional <b>learning</b> and collaborative strategies to enhance literacy teaching practices across curricula</li> <li>• <b>Implement Literacy and Numeracy Benchmarks (K to 12)</b></li> </ul>
Performance Measures	<ul style="list-style-type: none"> <li>• Percentage of teachers who employ benchmarking as a strategy to measure student growth in literacy. (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>• Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)</li> <li>• <b>Survey results specific to staff on implementation of literacy and numeracy benchmarks (RDP)</b></li> </ul>

## Math Department

### **What outcome will your department address?**

Improve Math literacy so that each student is numerate to build resiliency in problem solving skills needed for real-life applications.

### **What is your strategy to achieve this outcome?**

- Emphasize and utilize proper math terminology consistently
- Teach and reinforce specific reading comprehension skills and strategies needed for math monthly problem solving competitions or classroom competitions
- Monthly teacher presentation of a success strategy used to improve math literacy
- Monthly meetings outside of school to continue collaboration within department

### **What will you will you accept as evidence that your strategy is working?**

- Students' success in identifying pertinent information needed for solving problems
- Student's increased ability to demonstrate what the math problem is asking them to solve.
- Improved results in assignments, exams, diploma & PAT results
- Number of problem solving competitions that take place

## English Department

### **What outcome will your department address?**

Each learner will become a proficient reader and writer.

### **What is your strategy to achieve this outcome?**

- Explore innovative assessment practices to make the evaluation process more effective and efficient in order to facilitate literacy by developing better reading and writing skills in students.

**What will you will you accept as evidence that your strategy is working?**

- As evidence of achieving our goal, we will have a collection of assessment strategies by the end of the 2014/2015 school year. We hope to see long-term improvement in student achievement in reading and writing.

# Equity

Definition	<ul style="list-style-type: none"> <li>• <b>Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situation and/or social circumstances are not an obstacle to achieving their educational potential.</b></li> </ul>
Outcome	<ul style="list-style-type: none"> <li>• Each student is engaged in meaningful learning that is appropriate to his or her abilities that takes place in the most enabling environment.</li> <li>• Each staff member has the ability to meet the diverse needs of all students.</li> <li>• <b>Each student is able to access the supports and services they need to achieve success</b></li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• <b>Examine support systems that are available for students</b></li> <li>• <b>Expand</b> use of learner profiles.</li> <li>• Collaborate with community support services to provide appropriate services for students and staff</li> <li>• Develop and practice a universal approach to intervention for students with diverse needs.</li> <li>• <b>Review the model for student support services</b></li> <li>• <b>Develop school profiles to inform the allocation model</b></li> </ul>
Performance Measures	<ul style="list-style-type: none"> <li>• Survey results specific to <b>equity and</b> inclusion for all students. (RDP)</li> <li>• Percentage of students impacted by the LAT model. (RDP)</li> <li>• Percentage of staff engaged with the LAT. (RDP)</li> <li>• Number of teachers 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>

## Science Department

### **What outcome will your department address?**

- Each staff member has the ability to meet the diverse needs of all students

### **What is your strategy to achieve this outcome?**

- Develop a combined science 14/24 course that meets the needs of the diverse learners who take that course

### **What will you will you accept as evidence that your strategy is working?**

- Evidence for this strategy will come from the attendance and completion of the course. A course that is designed to meet the needs of the learner should have 100% completion rate and high attendance because the course provides authentic learning activities for students

# High School Completion and Transitions

Definition	<ul style="list-style-type: none"> <li>• <b>School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.</b></li> </ul>
Outcome	<ul style="list-style-type: none"> <li>• <b>Students acquire the competencies needed for a changing and dynamic future</b></li> <li>• Students complete high school making successful transitions to lifelong learning, careers and active citizenship.</li> <li>• All students from K to 12 are supported with the goal of high school completion and successful transitions.</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• <b>Develop and implement a local response to the transformations occurring in education in Alberta including Inspiring Education, Curriculum Redesign and High School Redesign</b></li> <li>• <b>Implement instructional design coaches in schools to develop capacity with teachers to implement cross curricular competencies</b></li> <li>• Implement interventions to increase attendance across all grades.</li> <li>• Provide relevant and meaningful learning experiences for students.</li> <li>• <b>Examine</b> career exploration and development activities across K to 12.</li> <li>• Expand partnerships with post-secondary institutions.</li> <li>• Provide meaningful engagement within schools for at-risk students.</li> </ul>
Performance Measures	<ul style="list-style-type: none"> <li>• High school completion rate of students within three years of entering Grade 10. (AE)</li> <li>• Annual dropout rate of students aged 14 to 18. (AE)</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10. (AE)</li> <li>• Students identified with attendance issues. (RDP)</li> <li>• Survey results specific to high school completion and transitions. (RDP)</li> <li>• Expulsion rates. (RDP)</li> <li>• Suspension rates. (RDP)</li> <li>• Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>• Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (AE)</li> <li>• 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)</li> </ul>

## Science Department

### What outcome will your department address?

- Students acquire the competencies needed for a changing and dynamic future

### What is your strategy to achieve this outcome?

- As a department, develop a common course for science 9, 10, and 14/24 that highlights the skills, attitudes, and knowledge that are essential for moving onto the next grade level. The outline will have common assignments and assessments that are developed as a department and have a marking scheme that hold the academic standards necessary for successful completion of High-School



**What will you will you accept as evidence that your strategy is working?**

- Evidence for achievement of the outcome will come via the comparison of the range between the overall class mark and achievement on PAT or Departmental final

**Inclusive Education Department**

**What outcome(s) will your department address?**

- All students from K TO 12 are supported with a goal of high school completion and successful transitions.

**What is your strategy to achieve this outcome?**

- All students develop a learner plan starting with grade 9 and revisited yearly which outlines their route to graduation.
- All students create a career portfolio starting in grade 9, and continue to build it each year until graduation.
- All students have the opportunity to participate in a variety of career exploration activities such as career expo, job expo, job fairs, job shadowing, work experience, etc.

**What will you will you accept as evidence that your strategy is working?**

- Tracking portfolio development.
- Completion of course(s) per individual.
- Graduation with a completed portfolio.
- Percentage of students gainfully employed or registering in post secondary education.
- Successful completion of work experience or volunteer experience.
- Track graduation rates.

**Social Studies Department**

**What outcome(s) will your department address?**

- Students acquire the competencies needed for a changing and dynamic future.

**What is your strategy to achieve this outcome?**

- Use LT-flex time to enrich content and expand skills
- Expand the use of technology to improve student success (ie Chromebooks)
- Promote the value of social studies as a discipline

**What will you will you accept as evidence that your strategy is working?**

- Increase in number of students who receive standard of excellence on Dip. Exam
- Overall improvement on provincial exams
- Attendance during flex time
- Increase in the number of students who pass social studies

## World Languages Department

### **What outcome(s) will your department address?**

- All students from K TO 12 are supported with a goal of high school completion by increasing the number of students' that stay in a language program through 4 years.

### **What is your strategy to achieve this outcome?**

- Invite College St. Boniface and Faculté St. Jean and other community agencies to our school, to promote the benefits of language acquisition
- Make connections with alumni to speak to classes about the benefits of continuing with language studies
- Promote a Japanese speech contest
- Organize a languages *soirée a l'école* in the fall

### **What will you will you accept as evidence that your strategy is working?**

- Increase in the percentage of students taking the next level of language courses
- Increase in the percentage of students completing bilingual diploma

## CTS

### **What outcome(s) will your department address?**

- All students from K TO 12 are supported with a goal of high school completion and successful transitions by Achieve a higher completion rate of CTS modules

### **What is your strategy to achieve this outcome?**

- Redesign - Individualized Linear Delivery.
- Make connections outside the classroom and bring them to students in the classroom (connect to industry, post-secondary, community, former students).
- Use Flex Block (to enhance both completion rate and for students who may not have time in regular timetable to take credits - eg. grade 12 student wants to take some Advanced credits).
- Deal with attendance issues more expeditiously (create department policy to deal with attendance issues before they get out of hand).

### **What will you will you accept as evidence that your strategy is working?**

- An increase in the module completion rate in each CTS strand
- Increased the number of registrants in CTS Media & Design courses
- Maintain the number of registrants in CTS Vocational courses
- Increase attendance rates and decrease tardiness.

# Throughline

Definition	<ul style="list-style-type: none"> <li>• <b>These are strategies and performance measures that cut across literacy, equity and completion</b></li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• <b>Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success.</b></li> <li>• <b>Implement the Regional Collaborative Services Model</b></li> <li>• Continue to support Learning Assistance Teams to ensure a focus on FNMI students, diverse learners and literacy.</li> <li>• Implement a district-wide comprehensive school health strategy</li> <li>• Monitor implementation of the FNMI service delivery model</li> <li>• <b>Develop a plan to support the implementation of the provincial Learning and Technology Policy Framework</b></li> <li>• Increase targeted analysis and support of Provincial Achievement Tests and Diploma Exam results by subject areas and schools</li> </ul>
Performance Measures	<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>• FNMI service delivery measurements</li> </ul>