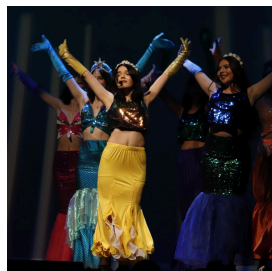




School Education Plan 2024-2025 to 2026-2027

Ecole Lindsay Thurber Comprehensive High School



Ecole Lindsay Thurber Comprehensive High School

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: Chris Good
Vice Principal: Kirstin Dezutter
Vice Principal: Jamie Rawlusyk
Vice Principal: Kim Darling
Vice Principal: Lauren Dempster

School Profile:

École Secondaire Lindsay Thurber Comprehensive High School is a dual track French Immersion/English high school with grades 9-12. LTCHS is a very diverse school with many different programs and supports for our student population. Our school focuses on student growth and success.

Anticipated Student Enrolment: 2000 FTE

Anticipated Staff Profile:

- 96 Teachers (90 FTE)
- 39 Classified Staff (35.2 FTE)
- 10 Facility Services Staff (10 FTE)
- **145 Total Staff**

Vision, Mission, Beliefs:

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 Values - Respect, Empathy, Achievement, Courage, Honour (REACH)

École Lindsay Thurber High School - Learning Today, Leading Tomorrow

Alberta Education Assurance Measures Overall Summary (Fall 2023):

[Required Alberta Education Assurance Measures - Overall Summary](#)

Spring 2024

School: 4444 Lindsay Thurber Comprehensive High School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.3	78.7	80.2	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	75.5	67.7	70.1	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	82.9	76.2	83.3	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	89.3	91.6	89.3	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	59.7	59.7	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	12.3	12.3	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	82.7	82.7	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	20.3	20.3	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	87.1	83.6	84.5	87.6	88.1	88.6	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.6	75.8	77.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	86.2	83.9	84.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.2	73.6	73.8	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Alberta Education Assurance Measures First Nations, Métis, Inuit (FNMI) Summary (Fall 2023):

[Required Alberta Education Assurance Measures - Overall Summary](#)

Spring 2024

School: 4444 Lindsay Thurber Comprehensive High School (FNMI)

Assurance Domain	Measure	Lindsay Thurber Comp High Sch (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	82.5	75.3	76.2	58.6	57.0	59.5	Intermediate	Maintained	Acceptable
	5-year High School Completion	77.1	77.8	73.3	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	n/a	n/a	n/a	n/a	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	n/a	41.3	41.3	n/a	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	13.5	13.5	n/a	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	82.5	82.5	n/a	74.8	74.8	n/a	n/a	n/a
Diploma: Excellence	n/a	12.4	12.4	n/a	11.3	11.3	n/a	n/a	n/a	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2023):

[Required Alberta Education Assurance Measures - Overall Summary](#)

Spring 2024

School: 4444 Lindsay Thurber Comprehensive High School (EAL)

Assurance Domain	Measure	Lindsay Thurber Comp High Sch (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	67.2	56.4	63.6	72.0	72.8	76.7	Low	Maintained	Issue
	5-year High School Completion	85.6	92.7	91.3	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	n/a	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	n/a	52.8	52.8	n/a	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	11.3	11.3	n/a	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	63.6	63.6	n/a	67.1	67.1	n/a	n/a	n/a
Diploma: Excellence	n/a	15.5	15.5	n/a	13.8	13.8	n/a	n/a	n/a	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

<p>Outcomes</p>	<ul style="list-style-type: none"> • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Students are active, healthy and well. • Students apply knowledge, understanding and skills in real life contexts and situations. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. • Students demonstrate understanding and respect for the uniqueness of all learners.
<p>Division Strategies</p>	<ul style="list-style-type: none"> • Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. • Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed. • Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. • Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
<p>Alberta Education Measures</p>	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
<p>School Strategies</p>	<ul style="list-style-type: none"> • Focus staff professional development on collaboration on research-based effective instructional strategies. • Utilize Collaborative Response Model to create a continuum of support for best practices ensuring student success. • Refine full-year Math for grade 9 with regrouping after the first semester to tailor teaching to student needs.

	<ul style="list-style-type: none"> ● Modify school timetable to ensure REACH learning time weekly for improved support in completing assignments and courses successfully.
School Performance Measures	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on Grade 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE) ● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. ● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> ● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. ● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. ● Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: <ul style="list-style-type: none"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports

	Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.
Alberta Education Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	<ul style="list-style-type: none"> Refine mentorship program to support new teachers with excellence in instruction Identify and support programs to remove barriers (e.g., breakfast program, school clothing bank) Implement opportunities to support marginalized groups (e.g., Orange Shirt Day, Black History Month, Pride Week) Continue supporting programs for student and staff wellness at school
School Performance Measures	<ul style="list-style-type: none"> High school completion rate of all students; First Nations, Métis & Inuit students; and students who require English language supports within three, four, and five years of entering Grade 10. (AE) High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP) Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Education partners fulfill their respective roles with a shared understanding of an inclusive education system. Students and their families work in collaboration with education partners to support learning. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> Engage in a comprehensive review of budgetary priorities in the area of student learning support, to ensure that the initiatives most essential are adequately resourced.

	<ul style="list-style-type: none"> ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.
School Strategies	<ul style="list-style-type: none"> ● All departments will be creating a goal and implementation plan for refining assessment practices in order to improve student success. ● Through Collaborative Response Model (CRM) teachers have monthly meetings to discuss strategies and ideas to support student learning in their classes.
School Performance Measures	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)