School Education Plan
2023-2024 to 2025-2026

Ecole Lindsay Thurber Comprehensive High School

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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: Sheila Sillery
Vice Principal: Mike McCorquindale

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: 1900 FTE

Anticipated Staff Profile:
- 94 Teachers (90 FTE)
- 41 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

School Education Plan Development and Communication:
Lindsay Thurber Comprehensive High Schools 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: www.rdpsd.ab.ca/lindsaythurber

Alberta Education Assurance Measures - Overall Summary (Fall 2022):

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	81.7	79.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	72.5	65.8	77.2	81.4	83.2	83.1	Intermediate	Declined	Issue
	3-year High School Completion	87.2	86.6	82.7	83.2	83.4	81.1	High	Improved	Good
	5-year High School Completion	87.7	88.5	84.5	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	59.0	n/a	66.9	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	10.2	n/a	13.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	73.2	n/a	79.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	15.2	n/a	18.4	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.4	82.2	89.3	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.3	77.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.4	78.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.0	74.7	79.3	78.8	79.5	81.5	Low	Maintained	Issue

Outcomes, Strategies, and Performance Measures:

Priority	**Throughline Priority** (This outcome stretches across all three priority areas.)
Outcomes and Division Strategies	*All learners are supported in their academic, behavioural, social and emotional well-being.* ● We will provide intervention through School Learning Support Teams to all identified students, staff, and families, utilizing the assessments and intervention tools recommended by the Division. ● We will refine and expand our Collaborative Response Model to encourage staff collaboration on strategies to support students. ● Increased collaboration with Gateway Christian School to increase learning opportunities for students.
School-Based Performance Measures	● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

Priority	**Literacy And Numeracy** …refers to the ability of students to effectively and confidently work with words and numbers.
Outcomes and Division Strategies	***All learners are proficient in the areas of reading, writing, speaking and listening.*** ***All learners are proficient in the areas of reasoning and applying numerical concepts.*** ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.

Our School's Strategies	● **Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums.**
	    ○ Learning Assistance Teachers will continue to support teachers across all subject areas with reading comprehension and subject specific vocabulary development.
	
	    ○ Math department will continue to work on strategies to improve numeracy skills across all grades including full year grade 9 Math with targeted support to begin the year.

School-Based Performance Measures	● 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)

Priority	**Equity** …ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.
Outcomes and Division Strategies	***All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.*** ***All learners are able to access the supports and services they need to achieve success.*** ● Through the analysis of the Red Deer Public Schools "student census" survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context.

	- Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. - Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
Our School's Strategies	- Through directed professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with students. - Implementation of a new school timetable with additional REACH learning time on Friday afternoons to better support students with completing assignments and courses successfully. - School Wellness committee will identify and support programs to remove barriers (breakfast program, school clothing bank) and implement opportunities to support marginalised groups (Orange Shirt Day, Black History Month, Pride Week)
School-Based Performance Measures	- 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)

Priority	**Student Success And Completion** … is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.
Outcomes And Division Strategies	***All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.*** ***The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.***
Our School's Strategies	**Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.** **Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.** - School administration in collaboration with Learning Assistance Teachers & Curriculum Leaders will plan and implement monthly Professional Development sessions for staff on improving assessment and instruction. - Teachers will participate in collaborative visits to other classrooms throughout the year to collaborate on best practice.

	○ Creation of an intentional school mentorship committee to better support teachers new to our school with excellence in instruction. ○ Continue with development and implementation of school REACH values to support students in developing school success skills through explicit instruction and student recognition.
School-Based Performance Measures	● 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) ● 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)