

DAVID THOMPSON HIGH SCHOOL



Wild Rose School Division
Three Year Education Plan
2018 – 2021

David Thompson High School

Overview

DTHS is a small, rural school located on Highway 11 on the edge of Alberta's Foothills and has served the rural communities of Condor and Leslieville since 1957. The school population has been very stable over the years. With the continuing industrialization of farms, we are seeing fewer students originating out of farms and more families employed by the oil and gas industry.

School Motto

A Compass for Life

Mission

We will provide a safe, supportive, and engaging learning environment which will allow all students to achieve personal success as they become responsible, productive and contributing citizens.

Vision

Shaping tomorrow's citizens today!

Beliefs

- *We believe in the power of:*
 - *Positive Attitude*
 - *Respect*
 - *Integrity*
 - *Diligence*
 - *Empathy*
- *Everyone seeks success*
- *Choices have consequences*
- *Parents play an important role in the education of their children*
- *Learning can occur anywhere and anytime*
- *Students are at the centre of everything we do*

Standards

1. *We will provide a healthy, safe, and caring learning environment.*
2. *We will provide high quality learning activities for all our students.*
3. *Students will develop the knowledge, skills and attitudes to be productive citizens prepared for life.*
4. *All students need to be appropriately challenged and programmed for success.*
5. *We will keep lines of communication with home open and productive.*
6. *Students will achieve learner outcomes.*

Program Highlights

Despite the traditional small number of students moving onto post-secondary programming, we maintain a strong core offering and reasonable results on provincial examinations. Career and Leadership programs offer students tremendous opportunities to develop a strong sense of self-awareness and a focus that provides hope and direction. Our Wellness/Character Education program has grown tremendously and continues to develop under staff and student leadership. The Athletic program at DTHS compliments the academics and allows students competitive and developmental opportunities.

Challenges

The make-up of the traditional family is changing in our area and as non-traditional family structures emerge, students are facing challenges that create the need for increased support from school personnel and programming. Upgrading course offerings, adapting timetables and schedules, increased learning opportunities and shifting educational practices will take time and effort. Providing choices in Fine Arts and other areas is a challenge as DTHS funding decreases every year as well as the number of teachers. The Program of Studies on the Accountability Pillar shows that every year, although we did score 81.9 in this year results – an improvement of 11.5 from the previous year. We will continue to strive to improve our course offerings for students.

Measure Category	Measure	David Thompson School			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	90.4	90.7	88.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.9	70.4	58.7	81.8	81.9	81.7	Very High	Improved Significantly	Excellent
	Education Quality	92.3	91.0	82.7	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	2.1	2.7	2.9	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	82.4	89.2	79.1	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.8	75.9	72.0	73.6	73.4	73.3	High	Improved	Good
	PAT: Excellence	21.3	16.4	13.0	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	68.3	88.9	80.4	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	9.1	17.9	14.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	49.4	55.7	47.3	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.5	78.1	70.9	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.9	56.9	53.9	58.7	57.9	59.0	Very Low	Declined	Concern
	Work Preparation	100.0	88.9	71.6	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	82.4	80.3	81.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.1	78.5	69.6	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	70.5	82.8	68.2	80.3	81.4	80.7	Low	Maintained	Issue

DTHS 2017 – 2018 Goals

i. implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.

DTHS has a daily Enriched Learning Time where students are free to choose a teacher of their choice to go to and work or talk to. This allows for the student to choose which teacher they feel connected to (as this changes depending on their circumstances of their lives) at that time. Teachers are also planning curricular and extracurricular activities during these ELT blocks – such as yoga or art- to help connect with students. We are active in our supervision as the students are greeted off and onto the bus, in the hallways between breaks by staff, and at the start of classes by teachers being out in the hallways during their class transitions. DTHS has staff volunteers to run the Breakfast Program as well as staff maintains a snack station for kids that need nutrition during the day as well. Career planning and character education is provided to our students from Grade 8 -12 to also help foster student wellness in our school. As well as our traditional extra-curricular programming of athletics and new fine arts programming (curricular and extra-curricular). David Thompson High School will be having monthly Collaborative Response Model meetings to help address students that could benefit from having classroom interventions. If students need more interventions than we will refer them

to our Program Planning Team (PPT). David Thompson High School's program planning team meets weekly to go over students that are having problems and see what higher level of supports that student may need to be successful. A staff member is then appointed to check in on the student daily to build that relationship.

Measure: On the Accountability Survey, the target will be at 95% for safe and caring school and 85% for career planning and citizenship questions. The target will be set at 85% for our students to feel that they are connected to an adult at school on our DTHS School generated survey. The target will be set at 100% for I am proud to attend DTHS on the school survey.

Reflection: On the Accountability Survey we scored 90.4% on Safe and Caring - which was a decrease of 0.3% from the previous year, but higher than our 3 year average by 2.2%. Disappointing was our Grade 10 results for the Proud to Attend DTHS - we set the target at 100% but only received a 60% result for this question. Will continue to strive for 100% on this measure.

Observations - our ELT block was not being utilized by the staff and students so we eliminated that from the timetable. We have put that time back into core subject time - a move that was popular with our students as that was what the majority of students wanted when asked. Our breakfast program was very popular and now we leave out the fruit and granola bars for the duration of the day so students can help themselves. We have also added a lunch program that is supported from our School Council and staff members for students who do not have any lunch. The students are able to access this through our Family Wellness Worker or support workers at school. CRM meetings are greatly received by the majority of our staff and we feel as a staff that the meetings are very worthwhile and useful (95% satisfied when surveyed). Strategies that have been implemented and the support from our SSF has improved student success in classroom as well as decreased behavior issues.

ii. implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.

Teachers will be including learning outcomes with all lesson activities by providing the outcome on the white board, as part of the lesson activity, and on the assignment. As students become aware of these expectations, the scores on engagement and student learning sections of the Accountability and DTHS School survey will increase as a result. DTHS has introduced a noon hour completion with a teacher for students that have not completed assignments. DTHS has also introduced a catch up on missed assignment days for each quarter of the school year. The teacher is there to provide support to the students and help them complete these missing assignments.

Measure: DTHS strives to increase the Acceptable scores on PAT's and Diploma's to 90% and the Excellence on these tests to 20%. DTHS did improve on these areas last year.

Reflection: The Gr. 9's were very close in meeting this measurement as they scored 83.8% for acceptable and 21.3% on excellence. High School - we did slide back to 68.3% acceptable and only 9.1% excellence.

Observations: In classroom visits this year we have noticed a significant increase in lesson objectives on the whiteboards in classrooms for lessons. The catch up days and lunchtime catch up sessions have greatly benefited students as well. Hopefully we will see a decrease in the number of students who need to access these sessions.

iii. establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.

David Thompson has a Program Planning Team that meets weekly to discuss students that have been identified as at risk or struggling.

Teachers are invited but it is a challenge as we are a small school. The entire staff will meet monthly to discuss all students in what we call Response to Interventions meetings. Then a plan of action is generated for students that can either enrich, encourage, or support those identified students.

Measure: The overall Accountability and DTHS School survey results will improve. DTHS will see the high school completion rate increase as well as the drop-out rate decrease. Goal will be 100% high school completion and 0% drop out rate.

Reflection: Graduation rate was at 82.4% and drop out rate was 2.1%. The one student that dropped out - we tried many times to connect with our school but the student continually refused to accept or receive our help.

iv. implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.

Provide staff with Professional Development to further understanding of First Nations, Metis, and Inuit culture that support the process of reconciliation. Staff completed a book study and discussion to enhance empathy for FNMI culture. DTHS staff will complete the Blanket Exercise on September 29th, 2017 to further enhance understanding of FNMI. We will continue to access the ATA to book the professional development opportunities that they provide.

Reflection: A very powerful PD session (Blanket Exercise) that was instrumental in staff understanding of reconciliation. This session greatly enhanced staff's understanding of the FNMI challenges and situation. Staff members are continuing to research and gain knowledge on this topic.

V. implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

Students will receive curricular instruction time in technology and reading to enhance these skills along with the core classes. DTHS will provide a Chromebook for all students so technology can be enhanced in their learning. We will continue to use the Divisional benchmarks for literacy (Fontas and Pinnell) as well as numeracy (MIPI). These benchmarks will help plan student interventions and programming through our Collaborative Response Model meeting and Program Planning Team meetings. DTHS does provide students in Grades 8 and 9 a weekly reading period for 35 minutes. Students read for the enjoyment of reading. This may be developed into Levelled Literacy Intervention time or reading strategy curriculum. We have been very happy with the amount of reading our students have been doing during this time. The staff will use Professional Development days to enhance disciplinary literacy strategies.

Reflection: The reading period has been well received by students - and we are seeing an increase of students reading for pleasure and enjoyment. Levelled Literacy Intervention groups saw mixed results. In some groups we saw great improvement, but in another group we saw limited growth.

DTHS 2018-2019 GOALS

i) David Thompson High School (DTHS) is committed to fostering a culture that promotes wellness and a sense of belonging through positive relationships.

We will continue to facilitate staff with Professional Development (PD) opportunities to further their empathy and understanding of FNMI culture and reconciliation. We will provide the Blanket Exercise for our first year teachers who did not experience this powerful PD learning activity. At this time we are still exploring PD opportunities that will further guide us in this area.

We will continue to develop our Collaborative Response Model (CRM) to provide teachers with a menu of interventions to help support our students in the classroom. This will assist our students to become successful and to develop positive, meaningful relationships with staff. Students will be recommended to our Program Planning Team that will further opportunities to achieve success and promote a sense of hope. Our CRM meetings will be held monthly and the Program Planning Team will meet when needed.

DTHS will continue the active supervision of students at the start of the day to welcome and greet the students as they arrive, in the hallways by teachers at the beginning of class and at the end of the day. DTHS has staff volunteers to provide a breakfast program in the morning as well as a snack and lunch station for the students that need it throughout the day.

Career planning and character education for students in Grades 8 - 12 is a foundation for students at DTHS. We believe this helps to foster student wellness in our building as it provides them with focus, a sense of purpose and belonging to our school and communities.

Measure: We will aim for a target of 95% on our Accountability Pillar Survey in the Safe and Caring School measure and a 90% target for Career Planning and Character Education. We will also aim for 100% in the measure of Proud of My School and Recommend Your School to a Friend. We are also looking to increase our Transition Rate (6 year) back to the 50% level.

ii) David Thompson High School is committed to providing powerful learning environments.

DTHS will continue to include learning outcomes with all lesson activities by providing the outcome on the whiteboard, as part of the lesson activity, and/or on the assessment. This will continue to increase our Provincial Achievement Test (PAT) results by further engaging our students in their learning. We will also continue to offer catch up days and lunch hour work room to help students complete assessments. Teachers (and Educational Assistants, if possible), will be in these rooms to provide support.

Literacy is a major focus at DTHS. Students in Grades 8 and 9 are given a free reading period for 35 minutes in a four day rotation. This is to help foster the love of reading - and we do see more students reading when they have time. Jr and Sr High English classes have also free reading for the first 10 minutes of their day. DTHS will continue to use the Fountas and Pinnell assessment to benchmark students in Literacy. In the second semester, students who require extended support will be placed in Levelled Literacy groups.

DTHS will continue to use the MIPI assessment to benchmark students for numeracy.

Measure: DTHS strives to increase scores on PAT's and Diploma Exams to 90% Acceptable and the Excellence scores to 20%. Our PAT results were close to meeting this target last year.

iii) David Thompson High School is committed to developing a strong culture of leadership capacity through our Character education, Career Planning programming, and providing opportunities for community stakeholders to empower themselves through meaningful activities.

DTHS will continue to maintain and improve our Positive Behavior system - PRIDE program through curriculum in Health and Leadership classes as well as Career Planning curriculum for high school students. Co-curricular field trips will be planned to further leadership skills and activities for our students. DTHS staff will increase researched learning opportunities for our students to enhance their leadership as well as enrich their high school education.

Measure: DTHS will continue to strive to have our Work Preparation score maintained at 100%. DTHS will strive to achieve a 85% for our Citizenship category on the Accountability Pillar survey.

David Thompson High School Professional Development Plan

August 29: Staff Meeting & Discussion of changes to our CRM AM

Literacy Planning PM

August 30: Teacher PGP Day

August 31: School Based Day: Epi – Pen and Medical Plan AM
Collaborative Response Model Meeting PM

September 24: Staff Meeting & CRM AM

Discussion of Leveled Literacy Groups - PM

October 18: K - 9 Teacher PD Day - PGP Day

October 19: Staff Meeting and 3 Year Education Plan - Diploma Results sharing
and planning.

Collaborative Response Model Meeting PM

November 23: Staff Meeting and CRM AM

Teacher PGP - PM

February 1: Staff Meeting and Literacy (Mrs. Wedman) AM

CRM - PM

March 1: Staff Meeting and CRM - AM

FNMI - ATA presentation PM

March 14 - 15: Teachers' Convention in Red Deer

April 12: Staff Meeting and CRM - AM

Literacy PD - PM

May 3: Staff Meeting and CRM - AM

Teacher PGP - PM

June 7: Transitional Meetings Grade 7 teachers AM.

Collaborative Response Model Meeting PM

June 28: School Organizational Day