

**David Thompson High School Combined 3-Year  
Education Plan and Annual Education Results  
Report (AERR)**



2013-2016

## Overview

David Thompson High School is a small rural school located on Highway 11. Our school has a mostly stable population. A number of our students come from farm families although that percentage is decreasing as more families are moving here from other areas. Farming along with oil and gas are the main employers in our area.

## Program Highlights

Despite the small number of students moving onto post secondary programming we maintain a strong core offering and reasonable results on provincial examinations. Our student wellness/citizenship program has grown tremendously and continues to grow under staff leadership. Outdoor Education in all grades has provided students with countless opportunities for learning and positive growth experiences. The athletics program at DT compliments the academics and allows students competitive and development opportunities.

## Challenges

As the demographics in our area changes (farm families being replaced with more migrant families) we are facing new challenges for our community. The make up of the traditional family is changing at an almost unsustainable rate and as new families structures (ie. More grandparents as the primary care givers) emerge students are facing powerful social influences that create the need for increased support from school personnel.

## Results Report/Analysis

Measure Category	Measure Category Evaluation	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	Good	Safe and Caring	86.2	83.2	80.9	89.0	88.6	88.1	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	55.7	50.2	42.4	81.5	80.7	80.7	Very Low	Improved	Issue
		Education Quality	84.5	73.6	75.5	89.8	89.4	89.3	Intermediate	Improved	Good
		Drop Out Rate	4.2	3.3	3.9	3.5	3.2	3.9	High	Maintained	Good
		High School Completion Rate (3 yr)	80.4	59.4	72.5	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.5	68.6	61.3	79.0	79.1	79.2	Low	Improved	Acceptable
		PAT: Excellence	6.1	10.0	7.8	18.9	20.8	19.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	72.6	69.1	71.6	84.6	83.1	82.5	Low	Maintained	Issue
		Diploma: Excellence	8.1	11.3	11.1	21.7	20.7	20.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	62.1	50.1	55.5	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	84.6	69.0	64.8	61.3	61.5	59.4	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	41.7	47.2	51.1	59.5	58.4	59.2	Low	Maintained	Issue
		Work Preparation	78.3	58.5	64.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	77.4	73.1	70.0	83.4	82.5	82.0	Intermediate	Maintained	Acceptable
Parental Involvement	Excellent	Parental Involvement	88.9	59.7	60.1	80.3	79.7	79.8	Very High	Improved Significantly	Excellent
Continuous Improvement	Acceptable	School Improvement	69.3	68.6	58.1	80.6	80.0	80.0	Low	Improved	Acceptable

## Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.7	72.5	73.2	69.1	72.6	75	Low	Maintained	Issue	75	77.5	80
Overall percentage of	8.1	9.9	12.2	11.3	8.1	10	Very Low	Maintained	Concern	12	13	13



standard on Provincial Achievement Tests (overall cohort results).												
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.1	3.4	10.0	10.0	6.1	10	Very Low	Maintained	Concern	11	12	13

<p><b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i></p> <p>We are struggling to get students to take ownership of their learning. With initial efforts to allow students to demonstrate their mastery of outcomes students became dependent on numerous "rewrites" which allowed for better school awarded marks but did not translate well into student results on standardized testing.</p>
<p><b>Strategies</b></p> <p><i>As per our school goals we are improving teaching and learning supported by our PD plan. A key element is our focus on assessment and making feedback to students more authentic and more formative. For when students fail to meet outcomes on an exam we created a form where they outline what actions they will take to earn the right to be reassessed on the outcomes. This was created collaboratively in August by the staff.</i></p>

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	66.4	73.9	63.0	73.1	77.4	78	Intermediate	Maintained	Acceptable	80	85	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	67.3	64.2	70.0	58.5	78.3	80	High	Maintained	Good	83	86	89

<p><b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i></p> <p>The data reflects the efforts we have put into both of the above categories. We have a teacher dedicated to creating strong character and citizenship programming in grades 8-12. The Positive Behavior Supports Program appears to be increasing the quality of our students. We also are seeing a reflection that our grade 8-12 career programming is paying off. We have consistency in staff teaching the program and their buy in.</p>
<p><b>Strategies</b></p> <p>DTHS will continue to develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade.</p> <p>DTHS will continue to develop career programming from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade.</p>

*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	*	58.3	70	Very Low	n/a	n/a	74.5	74.5	74.5
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	*	8.3	10	Very Low	n/a	n/a	11	12	14
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	*	0.0	*	*	0	*	*	*	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	*	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering	n/a	*	*	*	*		*	*	*			

**Comment on Results***(an assessment of progress toward achieving the target)*

We are in the early stages of identifying our FNMI student's specific challenges. The FNMI kids scored 2% higher than the grade as a whole on the standard of excellence but were 16% lower on the acceptable standard.

**Strategies**

In Sr. High we are offering more individualized programs that meet with students Career Plans. This involves supportive career counselling from our Career Facilitator and admin team. Increased offerings of Distance Education are helping to achieve this. We have also modified the schedule to allow primarily Gr 11 and 12 student to take advantage of off campus learning opportunities in Work Experience and RAP in the afternoons. We provide this for all students.

**Goal Three: Quality teaching and school leadership**

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	39.2	40.9	36.2	50.2	55.7	60	Very Low	Improved	Issue	65	70	70

**Comment on Results***(an assessment of progress toward achieving the target)*

With being a small school with limited and dwindling resources we are not able to offer the true selection of options. We have however modified our schedule to provide not more options for kids to **choose** from but more courses that they are taking. A wider variety of complimentary offerings (AV, Advanced Cooking, PE Plus). Even though the number is low it is still improved and reflects our efforts.

**Strategies**

Provide more variety of classes in grades 8 and 9. This includes adding more interesting and varied complimentary courses. It also includes taking the kids on more out of school trips that enhance our general programming and also PE and Health courses. In Sr. High we are offering more individualized programs that meet with students Career Plans. This involves supportive career counselling from our Career Facilitator and admin team. Increased offerings of Distance Education are helping to achieve this. We have also modified the schedule to allow primarily Gr 11 and 12 student to take advantage of off campus learning opportunities in Work Experience and RAP in the afternoons.

**Goal Four: Engaged and effective governance**

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.8	66.6	54.0	59.7	88.9	90	Very High	Improved Significantly	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	73.6	79.5	73.5	73.6	84.5	85	Intermediate	Improved	Good	86	87	88

**Comment on Results**

*(an assessment of progress toward achieving the target)*

We have never had a more effective School Council who are actively engaged in the school community. We have improved on quality and volume of information going home to parents. We have had more evenings and events where parents can come into the school to communicate to staff.

**Strategies**

*Continue with the initiatives we have started and follow through on all of our goals as outlined in our three plan.*

*Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.0	84.5	74.9	83.2	86.2	87	High	Maintained	Good	88	90	92
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	49.3	58.1	47.7	68.6	69.3	70	Low	Improved	Acceptable	71	72	73

**Comment on Results**

*(an assessment of progress toward achieving the target)*

We have worked hard to develop better relationships with our students and to allow them to take ownership of their behavior's. They are showing that they are more responsive to changing their behavior. Staff at getting better at modeling positive interactions

with students and much of this has been attributed to the Ross Greene initiative the school took on last year.

**Strategies**

DTHS will continue to develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade.  
*Continue with our goals for our positive behaviour supports program. (PRIDE)*

*Continue with the initiatives we have started and follow through on all of our goals as outlined in our three plan.*

## **School Objectives and Strategies**

At David Thompson we began our trip towards establishing our goals by first visiting and discussing Alberta Education's goals and values. We repeated this process with Wild Rose's Foundation Statements. We next set several objectives for our two main goals that were Character and Teaching/Learning goals. After assessing our needs within the goals we ensured we had alignment with directions and visions as set by Alberta Education and Wild Rose Public Schools. We used one school based PD day and a staff meeting to finally arrive at the current goals and objectives. The final goal of increasing student opportunities and experiences is a challenge put out to staff to further engage our students in activities outside of regular classes. We added this final goal as a tool to further engage our students, as education only in the classroom and theory based (as discussed in Leonard Sax's book "Boys Adrift") will limit many students in becoming passionate about learning. Current research supports the idea that students who participate in curricular and co-curricular trips (especially extended) can move towards feeling the same level of engagement in school that students who are members of sports teams and clubs do.

### Goal 1

#### **(Citizenship/Character Goal)**

Provide a safe, caring and supportive environment for our students, staff and the community.

Objective 1	DTHS will continue tracking the Positive Behavior Program as it relates to the whole school focusing on larger acceptance of the program in Senior High. Tasks: -Develop the PRIDE steps for all kids for all classrooms so there are common expectations/incentives/consequences *language *respect for property/bodies/people *food *leaving room *incomplete work
Objective 2	DTHS will continue to develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade by September 2014.
Objective 3	DTHS will continue the healthy eating initiative and promote physical activity as a key component of developing the whole child.

Objective 4	Continue to develop the idea of volunteerism and increase volunteer opportunities for our students.
Objective 5	Work to develop in students an appreciation and ownership of school and learning (parents as well). *Career Pathways *Decrease absenteeism

## Goal 2

### (Academic Goal)

Improve teaching and student learning.

Objective 1	To continue to provide professional development opportunities, coaching and preparation time for staff to further improve teaching that will result in meeting exemplary teaching standards.
Objective 2	Develop a common assessment policy for all classes.
Objective 3	Demonstrate staff collaboration through the ongoing development of Professional Learning Communities.

## Goal 3

### (Student Growth)

Increase student learning opportunities and experiences within existing and new curricular, co-curricular and extracurricular programs.

\*This goal is an individualized goal for staff. Staff were encouraged and challenged to come up with programs/opportunities to improve offerings and experiences to students. Below are listed items staff have either started or are committed to for this current year.

Several Staff Working Together	Begin to develop Student Government group
Phys Ed/Health/Some Academic Teachers	Implement a progressive hiking program for Phys. Ed. grades 8-12. Grade 8's day hike Baldy/Grade 9's day hike Coliseum/Grade 10's drive after school to Waterfowl Lake in Banff National Park, camp overnight and complete a day hike to Cephren Lake/Grade 11's complete 3 day back

	packing trip to Lake of the Falls/Grade 12's partake in two day base camp trip with rappelling and hiking at Kootenay Plains
	Research and develop after school program to support students who are taking distance education Spanish. Supports include, iPad purchase, local Spanish speaking person offering tutoring at DT, support from Chinooks Edge outreach program.
Several Staff Working Together	Offer leadership and experiential field trips to grade 8 and 9 students in the fall and spring. Grade 8's-Rivers Edge Leadership and Team Building Camp in October/Twin Lakes canoe-bike-science trip in June. Grade 9's-Leadership development camp at Camp Kirioskis on Sylvan Lake in September, Bike Trip from Jasper to Saskatchewan Crossing in late May early June
Several Staff Working Together	Develop Arts and Culture <b>class</b> that operates outside of regular school hours. Will possibly include Drama or Music 10 and trips to performances in major centres.
Several Staff Working Together	Continue the afterschool Art Club and credit class.
Several Staff Working Together	Increasing opportunities within school and outside for Sports Performance class.
Several Staff Working Together	Continue development of the Wilderness Studies and Leadership Program culminating in both a trip to Belize and the May long weekend Marine Biology trip.
Several Staff Working Together	Further develop the Renaissance evening with grade 8 students.
All Staff	Continue to seek out field trip opportunities that enhances and supports classroom teaching/learning.

## Professional Development Plan

### Areas of Focus

- 1) Relationships
  - Teacher-Teacher
  - Teacher-Student
  - Teacher-Parent
- 2) Assessment
  - Consistent and agreed upon practices
  - Improved (consistent/quality) communication between school and home on student achievement
  - Evidence of Learning (Photojournaling, Video, Google)
  - Outcome based reporting
 Rewrites OUT-Relearning the outcomes with student ownership IN
- 3) Project Based Learning
  - Begin the process of learning PBL
  - Integrate into units
- 4) *Deeper understanding and awareness of the difference between essential outcomes and not as essential outcomes*
- 5) *Student skills vs. content learning*
- 6) Development of Cloud Based teaching and learning tools
  - Google world-Chrome Books, Google Docs etc, Google Forms, Sites
- 7) Continued growth with Ross Greene approach
- 8) SPED-IPP's
- 9) Health Folks helping facilitate relationship issues in the school with staff
- 10) Look into Safe and Caring program for Health/LDS and staff as well

<b>Monthly PD Days</b>	
School Based-Teacher Teacher Logic Set Up Day Admin Review of Assessment Practices and Philosophy	Assessment/PBL Google Forms
PD for IPP's SMART Goals Mini SWAT Meetings with teachers throughout the year for formative discussion on IPP's (minimum of one per semester) SWAT Education Session for Staff Ross Greene Review and	
All Staff School Based either am or pm	Relationships/Empathy
School Based-All Staff	SPED Goal Setting

IPP's entered into SIRS	and entry into SIRS
Division Based-Drayton Valley Poverty Session	
School Based-Teachers	
Division Based-Teachers (Smart/Galileo)	TA's have their own PD
ATA Based-Teachers/CAAMSE develop their own PD	
Division Based-All Staff (Smart/Galileo)	
School Based-Teachers	
School Based-Teachers	
School Based-Teachers	

<b>Monthly PD Days</b>		
August 26	School Based-Teacher TeacherLogic Set Up Day Admin Review of Assessment Practices and Philosophy	Assessment/PBL Google Forms
August 28 (Wed)	PD for IPP's SMART Goals Mini SWAT Meetings with teachers throughout the year for formative discussion on IPP's (minimum of one per semester) SWAT Education Session for Staff Ross Greene Review and	
August 29	All Staff School Based either am or pm	Relationships/Empathy
September 20	School Based-All Staff IPP's entered into SIRS	SPED Goal Setting and entry into SIRS
October 25	Division Based-Drayton Valley Poverty Session	
November 20	School Based-Teachers	Technology Workshop (Google Forms, Sites) Ongoing IPP instruction and development
December 6	Division Based-Teachers (Smart/Galileo)	TA's have their own PD
January 31	ATA Based-Teachers/CAAMSE develop their own PD	First Aid
March 7	Division Based-All Staff (Smart/Galileo)	
March 21	School Based-Teachers	Assessment
May 16	School Based-Teachers	PBL Summary
June 6	School Based-Teachers	Goal Setting for 2014-15

## Healthy Learning Environment Plan

### Physical Activity

Approximately 70% of our students population receives daily physical activity. This includes all students in grades 8-10.

Implement a progressive hiking program for Phys. Ed. grades 8-12.

Grade 8's day hike Baldy/Grade 9's day hike Coliseum/Grade 10's drive after school to Waterfowl Lake in Banff National Park, camp overnight and complete a day hike to Cephren Lake/Grade 11's complete 3 day back packing trip to Lake of the Falls/Grade 12's partake in two day base camp trip with rappelling and hiking at Kootenay Plains

### Nutrition

Improved vending machine and canteen choices.  
Monthly hot lunch program that includes healthier selections.

### Wellness

#### \*From our Goals

Objective 1	DTHS will continue tracking the Positive Behavior Program as it relates to the whole school focusing on larger acceptance of the program in Senior High. Tasks: -Develop the PRIDE steps for all kids for all classrooms so there are common expectations/incentives/consequences *language *respect for property/bodies/people *food *leaving room *incomplete work
Objective 2	DTHS will continue to develop leadership/citizenship curriculum from grades 8-12 resulting in a grades 8-12 scope and sequence and a replicable curriculum, using specific resources per grade by September 2014.
Objective 4	Continue to develop the idea of volunteerism and increase volunteer opportunities for our students.
Objective 5	Work to develop in students an appreciation and ownership of school and learning (parents as well). *Career Pathways *Decrease absenteeism

## Inclusion Plan

DT strives to have inclusion evident in all classrooms with all kids as situations allow.

Teachers are being supported through professional development opportunities at appropriate times throughout the year. The SSF and Principal have regularly scheduled meetings with staff to review IPP's and their implementation. A rubric was created to lead these discussions.

The SSF and the principal are working as a team in the continued implementation and growth of the program.

The PPT has evolved to include our wellness worker and appropriate staff to discuss and support students in the school regardless of being coded or not. It is a powerful entity for student support. As a school we adopted the Ross Greene approach for student relationship building and support. It is a tool we regularly use to create strong relationships with our at risk students. (So What's Up.....)

As per our goals we are using a more individualized approach to student programming and career counseling to increase ownership of learning and also decrease attendance issues.