

# DAVID THOMPSON HIGH SCHOOL



Wild Rose School Division  
Three Year Education Plan  
2016 – 2019

## David Thompson High School

### Overview

*DTHS is a small rural school located on Highway 11 on the edge of Alberta's Foothills. Serving 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 of our students are coming from the farms. More and more of our families are 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*
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 student wellness/character education program has grown tremendously and continues to grow 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.*

*Transitioning in to High School Re-Design is an on-going challenge. Upgrading course offerings, adapting timetables and schedules, increasing 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 so does the number of teachers. The Program of Studies on the Accountability Pillar shows that every year.*

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	<a href="#">Safe and Caring</a>	86.1	87.9	87.3	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Issue	<a href="#">Program of Studies</a>	54.2	51.3	53.7	81.9	81.3	81.4	Very Low	Maintained	Concern
		<a href="#">Education Quality</a>	77.4	79.6	83.7	90.1	89.5	89.5	Very Low	Declined	Concern
		<a href="#">Drop Out Rate</a>	3.5	2.3	2.9	3.2	3.5	3.5	High	Maintained	Good
		<a href="#">High School Completion Rate (3 yr)</a>	69.4	78.7	79.2	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	<a href="#">PAT: Acceptable</a>	70.6	69.4	71.2	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		<a href="#">PAT: Excellence</a>	13.8	8.8	10.9	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	83.7	85.3	76.7	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		<a href="#">Diploma: Excellence</a>	14.9	9.3	8.6	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	43.4	42.9	49.9	54.6	54.4	53.5	Low	Maintained	Issue
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	65.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	<a href="#">Transition Rate (6 yr)</a>	49.6	55.3	50.5	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		<a href="#">Work Preparation</a>	65.0	61.1	65.5	82.6	82.0	81.1	Very Low	Maintained	Concern
		<a href="#">Citizenship</a>	79.2	85.9	81.2	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Issue	<a href="#">Parental Involvement</a>	71.3	59.1	75.0	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Concern	<a href="#">School Improvement</a>	60.6	61.3	67.2	81.2	79.6	80.0	Very Low	Maintained	Concern

## DTHS 2015-2016 Goals

- 1. Every student is successful – students achieve student learning outcomes.**  
*We have increased our PAT Acceptable and Excellence scores for the Grade 9's. In the Grade 12 Diploma Exams we have decreased 1.6% in Acceptable but increased the Excellence by 5.6%. Drop-out rate was slightly higher but the High School Completion Rate decreased by 9.3%. The students that turned independent and/or moved away from home was challenging to keep them on track to graduate. These students stopped attending no matter how many attempts we made to get them to school. On a positive note we scored 65.7 on Rutherford Scholarship eligibility compared to a Provincial score of 60.8.*
- 2. Students and communities have access to safe and healthy learning environments.**  
*We did drop slightly in this category by 1.8 from the previous year. The target was set at 90 but the result was 86.1. As well our school improvement slightly dropped by 0.7. The hope was to achieve 80 in this area but a disappointing 60.6 was our result. In conversations with School Council and other stakeholders there are no clear reasons why these scores dropped. As a note we did only have 8 parents fill out the survey.*

All WRSD Schools will:

- 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 extra-curricular 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 drama. David Thompson High School's program planning team meets weekly to go over students that are having problems and see what 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 Tell Them From Me Survey the target will be at 90% for safe and caring school and 80% for career planning and citizenship questions. The target will be set at 85% for our students that feel they are connected to an adult at school on the same survey. The target will be set at 100% for I am proud to attend DTHS.*

- 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 Tell Them From Me survey will increase as a result. DTHS has introduced a noon hour completion with a teacher for students that have not completed assignments. 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 85% and the Excellence on these tests to 15%. DTHS did improve on these areas last year.*

- 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 Tell Them From Me 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.*

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. Access the ATA to book the professional development opportunities that they provide. DTHS staff will complete a book study to further this learning. All staff will take part in the book study.*

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 as well as numeracy.*

**David Thompson High School**  
**Professional Development Plan**

August 29: Teacher Professional Growth Plan Day

August 30: School Based Day – High School Collaboration Day – CARC High School Re-De-Sign Mastery of Learning and Rigorous and Relevant Curriculum. These foundational principles are those that High Schools in WRSD will be emphasizing as part of Phase II of our High School Redesign projects. Department collaboration in the afternoon.

August 31: School Organization Day

September 19: Rally Day – FNMI Reconciliation Day

October 21: High School Re-Design (Mastery of Learning and Rigorous and Relevant Learning) and Response to Intervention PM

November 3: *The Power of Being Crazy about Kids in the Classroom: How School Staff are Life Changers* ([Dr. Jody Carrington](#)) AM. Collaborative Response Model (Jigsaw Learning - Kurtis Hewson) PM

November 4: School Based Day – ATA FNMI Truth and Reconciliation Presentation. RTI in pm and teacher PGP.

February 4: AM will be Power Teacher Pro. PM RTI and High School Re-Design discussion on Rigorous and Relevant Learning

February 23 & 24: Teachers' Convention in Red Deer

March 10: Teacher Professional Growth Plan Day

April 24: ATA FNMI Truth and Reconciliation Presentation. Response to Intervention PM

May 19: Division PD Day – Staff/Student Wellness

June 2: School Based Day – RTI and transitional meetings with Leslieville and Condor Grade 7 teachers.

June 30: School Organizational Day

**Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review**



Principal

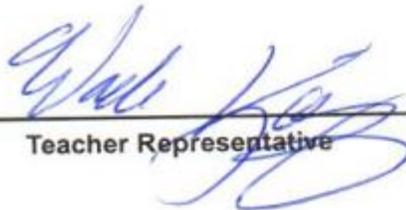
Nov 29, 2016

Date

David Thompson High School

School

**We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.**



Teacher Representative

Nov 29, 2016

Date



Chairperson, School Council

Nov 29 16

Date

Approved: \_\_\_\_\_  
Superintendent of Schools or Delegate

\_\_\_\_\_ Date