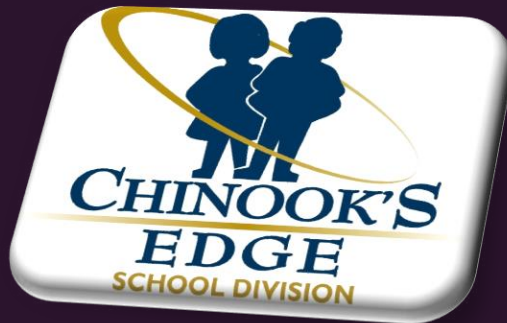


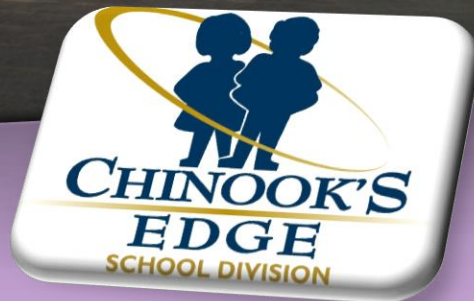
Strategic Education Plan and Report 2020-2021



www.didsburyhighschool.ca
www.chinooksedge.ab.ca

November 2020

Our School





Our Students



About Us...



- We currently serve the needs of 300 students in a grade 9 to grade 12 environment.
- Our student population is based on approximately 40% rural based, living in and around the community of Didsbury, and the other 60% within the town of Didsbury.
- Didsbury High School is known for its strong academic, athletic, band, and leadership student programs. Visitors to the school find the atmosphere at our school to be respectful, friendly, and caring.

Our Mission:



Didsbury High School
is a safe and caring community
that
challenges and stimulates
each individual to
Explore, Achieve, Excel
and become responsible life-long learners.

Our Values:



Didsbury High School strives to achieve a positive, respectful community where ...

- **Students are actively engaged to maximize academic achievement.**
- **Students will become responsible citizens.**
- **Staff is committed to developing and nurturing their passion for learning.**
- **Staff and students strive to be a cohesive learning team.**

Our Programs:



- **Academic Programs** – experienced teachers with diploma and PAT marking backgrounds consistently help students achieve at provincial averages or above in core subjects.
- **Band and Jazz**– Nationally recognized instructor offering Concert and Jazz Band – over ½ of DHS students enrolled! Students take part in highly recognized festivals each year.
- **Athletic Programs** – with athletes competing in a wide variety of sports: volleyball, basketball, golf, curling, track, x-country & badminton
- **Leadership** – a caring, supportive and character enriching school based program. Student leaders gain experience and confidence organizing and leading throughout the year.

Our Programs:



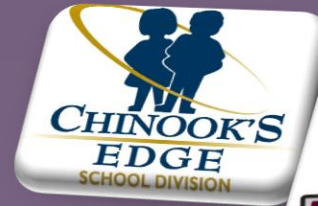
- **Physical Education Program** – incorporates life long activities such as running, cross country skiing, down hill skiing, snow shoeing & golf, as well as skill development and participation in team sports. Annual off campus trips to promote active living.
- **Drama** – students have the opportunity to be involved in a major drama production through acting, backstage, set design and build , or sound and lights.
- **Complementary Courses Programs** – offering students an experience in Music, Band, Art, Drama, Sports Medicine, Fitness Training, Anthropology, Psychology, History Through Film, Geography, Technical Theatre, Psychology, Forensics, Money Sense, Philosophy, and Spanish.
- **Practical Arts** – Construction & Fabrication , Foods, Fashions, Computer Graphics & Yearbook. We are proud to have Skills Canada participants compete at Provincials.

Our Programs:



- **Student Inclusion Team** – focus on Literacy & Comprehension in an inclusive environment to improve students ability in the work force and for life-long learning.
- **May Monarch** – an annual fundraiser that challenges each grade to raise money for Student Council by taking on helpful jobs in the community.
- **Transition Program** – a conscious plan to welcome new grade 9's including school visits, a welcome mural, and small group mentorship lunches.

Our Successes: What we accomplished ...



- Numerous teams and individuals have had zone and provincial success: Golf, Basketball, Badminton and Track and Field.
- Our Literacy Project continually focuses on how to help with student success.
- LCD projectors and sound systems, with access to iPads, Kindles, laptops and Chromebooks expand our teaching and learning opportunities.
- Promoting Power School and our Website as communication tools for our students and parents

Our Successes:

Artifact 1 - Provincial Accountability Report Card

Measure Category	Measure	Didsbury High 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	84.8	84.4	88.3	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	79.5	81.4	84.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	81.9	88.2	90.4	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	0.7	0.4	1.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	79.2	91.4	90.0	79.7	79.1	78.4	High	Declined	Acceptable
	PAT: Acceptable	71.4	73.5	76.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	15.4	20.0	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.7	88.6	90.7	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	21.2	20.3	21.9	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	37.2	56.6	51.7	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	59.7	72.6	63.2	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.9	62.1	66.5	60.1	59.0	58.5	Low	Declined Significantly	Concern
	Work Preparation	75.6	77.8	80.9	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	79.2	73.5	79.0	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	68.1	57.1	68.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	74.6	76.1	82.9	81.5	81.0	80.9	Intermediate	Declined	Issue

Our Successes:

Didsbury's Report Card in Detail – Part A

Measure Category	Measure	Didsbury High 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	84.8	84.4	88.3	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	79.5	81.4	84.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	81.9	88.2	90.4	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	0.7	0.4	1.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3-yr)	79.2	91.4	90.0	79.7	79.1	78.4	High	Declined	Acceptable

- A safe and caring school with a great selection of programs and quality teaching and learning.
- **94%** of the students responded that quality of teaching at DHS was good or very good.
- **97%** of the students responded that the quality of education they were receiving at the school was good or very good.
- **96%** of students are satisfied with the variety of courses that are available to them.
- The low drop out rate is a good reflection of the commitment of staff to help students earn a high school diploma.
- **91%** of the students find it easy to get help with school work if they need it.

Our Successes:

Didsbury's Report Card in Detail – Part B

Measure Category	Measure	Didsbury High 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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.4	73.5	76.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.4	20.0	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.7	88.6	90.7	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	21.2	20.3	21.9	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	37.2	56.6	51.7	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	59.7	72.6	63.2	66.6	64.8	63.5	Intermediate	n/a	n/a

- Our Acceptable Level on **Diploma Exams** tends to be at or above the provincial average. Our three year average is **88.7%** compared to the provincial average of **83.4%**.
- We have **87.1%** of our students earn a diploma within 3 years of entering High School compared to **78.9%** in the province.
- FNMI Results indicate **85.7%** DHS FNMI students earned a high school diploma in 3 years compared to the provincial average of **55.8%**.
- The 3 year average shows **74.4%** of DHS students are meeting acceptable standards on their **Grade 9 PAT's** compared to **73.6%** of the province.

Our Successes:

Didsbury's Report Card in Detail – Part C

Measure Category	Measure	Didsbury High 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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.9	62.1	66.5	60.1	59.0	58.5	Low	Declined Significantly	Concern
	Work Preparation	75.6	77.8	80.9	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	79.2	73.5	79.0	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	68.1	57.1	68.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	74.6	76.1	82.9	81.5	81.0	80.9	Intermediate	Declined	Issue

- The three year average for the 6 Year Transition rate of students moving to post secondary training is **66.5%** compared to **58.5%** of the province.
- **91%** of the students responded that they were encouraged to do their best in school.
- **89.6%** of the students are satisfied with the accessibility, effectiveness and efficiency of programs and services available to them compared to **79.0%** of the province.

Our Successes:

Artifact 1 – Safe and Caring Schools Data

School Goal: That the students of Didsbury High School feel the adults in the building care about them.

Accountability Pillar Data representing Grade 10 student responses:

- 71% responded that “ I am treated fairly by the adults at my school.
- 70% responded that “My teachers care about me”
- 84% responded “I feel safe at school”

Accountability Pillar Data representing parents responses:

- 79% responded “teachers care about my child”

Our Successes:

Artifact 2 – High School Completion Rate

School Goal: *That the students that stay with Didsbury High School will graduate with a diploma within 3 years of entering Grade 10.*

Accountability Pillar Data :

- 87.1% of DHS students earn a high school diploma within 3 years compared to 78.9% in the province.
- 92.6% of DHS students transition into some type of post-secondary schooling compared to 83.4% of the province.
- The 6 Year Transition to Post-Secondary Schooling for DHS students is 66.5% compared to the provincial average of 58.5%
- The drop out rate for DHS students is only 0.7% compared to 2.7% in the province.
- 100% of FNMI students at DHS wrote a Social and English Diploma exam compared to 56.8% of the province.

Our Successes:

Artifact 3 – Student Learning Achievement

School Goal: That DHS will be at or above the Provincial Average in the Acceptable and Excellence Levels in both PAT and Diploma Exams

Accountability Pillar Data :

- 86.7% of DHS are at the Acceptable Level on Diploma Exams compared to 83.6% of the province.
- 21.2% of DHS are at the Excellence Level on Diploma Exams compared to 24.0 % of the province.
- The 3 Year Average for PAT's are above the Provincial average in the percentage of students who are at the acceptable standard. It is notable that 92.8% of DHS students wrote PAT's compared to 88.5% of the province.

Areas for Growth/Improvement based on **Accountability Survey**

1. Parental Involvement

We had an increase in the perception of parental enrollment in the previous year, but this year it dropped.

Critical Questions:

- a. How do we increase the number of respondents to the Accountability Survey?
- b. How do we communicate the number of events and activities related to safe and caring schools we offer?
- c. How do we recognize parents for being involved with the school for such things as being a part of band society, attending athletic events, band concerts, awards nights, parent-teacher conferences, etc.

Areas for Growth/Improvement based on **Accountability Survey** cont'd ...

2. Diploma Exam Participation Rates

This year our statistics show that less students enrolled in diploma courses than the province and less than we normally have.

The perceptions, data, and experience with this graduating class reflects that this is what we were expecting. Our goal is to return to our previous trends and patterns of having a higher percentage of students enrolled in diploma courses in upcoming years.

Areas for Growth and Improvement based on **Accountability Survey**

3. PAT Results

As our long term trends indicate, our grade 9 students meet or exceed the provincial average in the Acceptable range. We also have a higher percentage of students write the PAT exams than the provincial average. Our goal is to meet or exceed the provincial average in the Excellence level.

Critical Questions:

1. Can we identify the specific transition academic processes that help and/or hinder students as they move from grade 8 to grade 9. Example:
 1. Assessment, literacy levels, scope and sequence of curriculum.
 2. Would “streaming” at some level allow our stronger academic students a chance to gain a better understanding of the curriculum.

Planning for 2020-2021

Areas For Growth / Focus

What new provincial goals tell us...

- **An Excellent Start to Learning**
 - Children are reaching emotional, social, intellectual and physical milestones.
- **Success for every student**
 - Students achieve learning outcomes, demonstrate proficiency in literacy and numeracy, demonstrate citizenship and entrepreneurship and we eliminate the achievement gap between FNMI and other students.
- **Quality teaching and school leadership**
 - Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.
- **Engaged and effective governance**
 - The education system demonstrates collaboration and engagement. Students and communities have access to safe and healthy environments.

Planning for 2020-21

Goal Alignment

<u>Alberta Education</u>	<u>Chinooks Edge</u>	<u>Didsbury High</u>
An excellent start to learning	Children are reaching emotional, social, intellectual and physical milestones	Grade 8 to 9 transition activities and mentorship lunches; Career Counseling; “Challenge Day” ; Reading and Comprehension testing to identify needs; Teacher meet to discuss student achievement 4 times per year
Success for every student	Students achieve student learning outcomes, demonstrates proficiency in literacy and numeracy, demonstrate citizenship and entrepreneurship and we eliminate the gap between FNMI students and other students	EA support for students; continued use of technology to support learning; focus on IPP’s; literacy course for all grade 9’s; Off-campus learning opportunities; leadership class; entrepreneur option course available, FNMI activities to celebrate culture and plan for post secondary schooling
Quality Teaching and School Leadership	Teachers preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaboration leadership.	School identifies Quality Learning Environment; DHS takes part in Collaboration and Cohort days ; Admin visit classrooms and discuss teaching and learning goals with each teacher; purposeful Professional development activities planned at the school
Engaged and effective Governance	The education system demonstrates collaboration and engagement. Students and communities have access to safe and healthy learning environments.	Learning Support Team; Students Matter and Teachers Matter meetings; Professional Learning Communities; School council, Band Parent Society, Grad Parent Committee, School Wellness worker

Planning for 2020-2021

Goals and Targets for 2020-2021

- 1. 100% of the students feel welcome (that the adults in the building care about me) in DHS**

Strategies:

- a. Build on our transition program to make DHS a safe and welcoming place for students and parents.
- b. Continue with our student meetings to discuss IPP's and student needs in an inclusive classroom environment.
- c. Teachers will meet 4 times a year regarding "students falling through the cracks" and look for positive intervention strategies.
- d. Continue with "Take the Time" day, extracurricular programs, Take Your Kid to Work Day, Awards programs, Grade 9 Camp, Assemblies, ...

Planning for 2020-2021

Goals and Targets for 2020-2021, cont'd.

- 2. Acceptable and Excellence Levels on Provincial Exams:** We are proud of our results and will continue to strive to have our students achieve at or above the provincial average in the level of Excellence as well as the Acceptable Level.

Strategies:

- a. Continue to examine best practices for student learning
- b. Examine past diploma and PAT results to make plans for upcoming year.
- c. Adapt new research and division initiatives to help student learning.
- d. Analyze and compare the students who are achieving the level of excellence in school based marks to those achieving excellence on the provincial exam.

Planning for 2020-2021

Goals and Targets for 2020-2021 , cont'd.

- 3. 100% of the students that stay with DHS will graduate with a diploma within 3 years of entering grade 10.**

Strategies:

- a. Use academic programing and counselling to ensure students are earning the required credits each year.
- b. Use “Career Connections” to help students set goals and think of high school as the required step to get to where they are going.
- c. Do our best to accommodate the variety of learning and social-emotional needs of our students

Planning 2020-2021

Embedding Technology

Tools / Facility	Strategies	Outcomes
New Chromebooks	Improve access for all students and classes	Technology is embedded leading to greater student engagement
Student Mobile Devices	Provide access to school iPods and Kindles as well as encourage academic use of student devices.	Students are lifelong learners and use personal mobile devices on an ongoing basis for learning.
Classroom Projectors	Provide relevant and up to date videos and data to students whenever possible.	Lesson designs meant to engage and challenge
School Website	Teacher site allows for posting of lessons and homework.	Better communication and support for students who must miss classes.

Planning 2020-2021

Communication

Tools / Facility	Strategies	Outcomes
Power School Links for students and parents	Facilitate and train students and parents	Parents as partners and student ownership of progress
New website and teacher pages	Up to date information on school and classes	Informed, involved and positive parents and community
Newsletter available in 3 formats (paper, e-mail and website)	Accommodate readers' preferences to encourage information dissemination	Parents can be informed through the communication vehicle of their choice.
School Communication Board	Promote school events and important dates.	Community members are notified what is going on, as well as parents are reminded when dropping their children off.
Local Newsletter	Increase awareness of upcoming events as well as providing positive stories for the community to read.	Increased community pride in the school and youth.

Planning 2020-2021

Learning Commons and Research

- **Reading and Information Literacy**- Students use information critically to evaluate the relevance, authenticity and validity of information and its source.
- **Computer Research** – The Learning Commons is open for students to use from 8:00 a.m. to 4:00 p.m. each school day.
- **Collection** – The library has a good variety of fiction and non-fiction books to supplement or enrich what students are learning and for personal use.
- DHS has a full time **librarian** who has created a warm and welcoming environment for all students.

Planning 2020-2021

First Nations, Metis, Inuit

Tools / Resources	Strategies	Outcomes
Self Identification	Encourage greater identification and do better monitoring at school level	Able to provide support where and when needed for FNMI students to be successful
Curricular Content	Target resources and specific FNMI content.	All students are aware of FNMI contributions and increase acceptance and tolerance
FNMI Coordinator	Promote with staff to seek resources, support and guidance	Greater awareness, interest and pride in FNMI heritage and contributions.

Our Pillars: Looking Further ...

- **Our school is a welcoming place to all.** DHS continually receives positive feedback regarding our students and school atmosphere from substitute teachers, guest speakers, and visitors. Students feel they are respected in the school.
- **Our strong Band program** has recently been referred to as the Best Band Program in the Province; our conductor received the Alberta Band Association Award for Conductor of the Year.. Currently over 55% of our high school students are enrolled in High School Band.
- **We are proud of past student successes.** Long term results shows DHS is at or above provincial average for students obtaining acceptable standards and levels of excellence on diploma exams, and high school completion.
- Despite being a small school we offer a wide range of **complimentary courses** as well as a diverse mix of extracurricular activities for students to take part in.

Our Key Messages:

What You Should Remember About Us!

- Our atmosphere of mutual respect, trust, and caring;
- Our students represent themselves and their school well in all endeavors;
- When students leave DHS they feel welcome to come back and visit with teachers;
- We get great results on Provincial Achievement and Diploma Exams;
- Our students, parents and staff feel they are welcome and respected in the school.
- We are appreciative of the great support from our parents, community, and school district!

Our Challenges: Looking into the Future

- 1. Inclusive Education:** The number of students with special needs attending DHS has grown over the last several years. With limited funding, providing staff the time, skills, training and educational assistants to address these many and diverse need is a challenge.
- 2. Extra Curricular Programs:** We have had a decrease in our teaching staff numbers while maintaining the same number of extracurricular activities available to students. This has created a strain on staff and a consistent struggle to find volunteers to coach or oversee interest clubs.
- 3. Budget:** The majority of Provincial funding is allocated towards student learning and basic school supplies. We have not been able to save for anticipated expenses such as replacing student desks, replacing shop equipment, and we still do not have Track & Field pits for our students.



Our School Our Students
Our Staff
Our Quality Learning
Environment



Links

- **Accountability Pillar:**

- The Accountability Pillar is data collected by Alberta Learning through provincial examinations, reports and surveys. This document has the information details which allow us to compare our data to the provincial average. It is the document that was used to summarize results for the school:

- [Insert Link here](#)

- **5 Year Reports:**

- This information looks at our Provincial Achievement (PAT) and Diploma exam results with a 5 year average to look at trends of student achievement.

- **Diploma Results :** [insert link here](#)

- **Achievement Results:** [insert link here](#)



Have Your Say...

- What do you see as our greatest strengths?
- Have we targeted the right areas for growth?
- Was this report meaningful to you?
- Do you need more information?

E-mail your questions or comments to the principal, Garth Dagg, at gdagg@cesd73.ca