



*Livingstone Range*  
SCHOOL DIVISION N<sup>o</sup>. 68

# **2017-2020 Three Year Education Plan and Annual Education Results Report for 2016-17**



*Approved by the Board of Trustees December 19, 2017*

## Accountability

The Annual Education Results Report for the 2016/2017 school year, and the Education Plan for the three years commencing September 1, 2017 for Livingstone School Division No. 68 were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Livingstone Range School Division has embarked upon a strategic plan designed for all students to have success. This document is designed to keep school communities informed of the direction our division is committed to following and reflects an ongoing contribution from the Board of Trustees, Division Office leaders, school based administrators, teachers, support staff, parents, and students.

In support of our vision, "To be leaders in providing quality education to rural students in a dynamic learning environment", the Livingstone Range School Division has established three priorities as part of our strategic plan to ensure students are well prepared for the future:

- 1) Literacy and Numeracy
- 2) Success for all Learners
- 3) Transitions

The Livingstone Range Board of Trustees approved this combined Annual Education Results Report for the 2016-2017 school year and the Three-Year Education Plan for 2017-2020 on December 19, 2017.



*Brad Toone, Board Chair*

## Stakeholder/Community Involvement

The Board of Trustees of Livingstone Range School Division believes strongly in involving all stakeholders in the planning and reporting process; most importantly parents, students, staff, and communities. The Board has an *Assurance Framework Policy* that clearly articulates the need for transparency, collaboration and full parental, student and staff involvement throughout this process. Schools within our jurisdiction are expected to:

- ⇒ Review Data in September and October with their School Councils and School Staff;
- ⇒ Review and Revise the Annual Education Plan.

## Publication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division #68 website ([www.lrsd.ca](http://www.lrsd.ca)), and at School Council Meetings.

Information to determine the progress in the Livingstone Range School Division was primarily gathered through the use of:

- ⇒ Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2016-2017 school year;
- ⇒ Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2016-2017 school year;
- ⇒ Provincial Surveys administered to students via the Tell Them From Me (Our School) survey
- ⇒ LRSD Schools' Three-Year Plan;
- ⇒ Schools' Annual Education Results Report (2016-2017); and the
- ⇒ School based Tell Them From Me survey data.

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, central office personnel, and school administrators.

## Foundation Statements

### ***Vision***

To be leaders in providing quality education to rural students in a dynamic learning environment.

### ***Mission***

To develop critical thinkers and lifelong learners who become contributing citizens. This will be accomplished through consistent delivery of high quality programming and teaching that is responsive to diverse student needs and interests in an inclusive environment.

### ***Core Values***

Livingstone Range School Division models and promotes a safe and caring environment of mutual respect within the education community. Accountability for excellence in student achievement is supported by the following behaviours:

- ⇒ transparent and effective communication;
- ⇒ collaborative decision making;
- ⇒ commitment to success and achievement;
- ⇒ recognition and celebration of accomplishments.

**Guiding Principles**

- 1) Decisions must be student centered.
- 2) Decisions must take into account our geography and ruralness.
- 3) Schools and communities must work collaboratively to provide the best quality educational opportunities for students.
- 4) Decisions are best made closest to the child through site-based decision making.
- 5) Decisions reached must be affordable now and sustainable in the future.
- 6) Equitable access to programming opportunities for students within their communities.
- 7) Program delivery must be flexible and responsive to student needs.
- 8) Accountability must be built into every decision.
- 9) Decisions must reflect board policies.

## Profile of Livingstone Range School Division

Livingstone Range School Division No. 68 is located in Southwestern Alberta. It is comprised of 14 schools and 13 Hutterite Colonies in 8 distinct communities. This increases the number of Hutterite Colonies from 12 with the addition of a new Colony School, Jumbo Valley Colony, which began operation in the summer of 2016. The Division serves a population of approximately 25,000 and spans a distance of over 100 kilometers from Fort Macleod in the East, to the Crowsnest Pass in the West, and a distance of over 300 kilometers from Nanton in the North, to Waterton in the South. There were 3,565 students (3,429 Full Time Equivalent) in 14 schools and 13 Hutterite Colony schools during the 2016-2017 school year, with an operating budget of approximately \$50.6 million.

The School Division is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded some students choose to attend schools in Livingstone Range School Division. In addition to those students that attend school from the reserve, Livingstone Range School Division also has numerous self-identified First Nation students that live in the local communities.

The economy of the area is predominantly agriculture / ranching based with mining, wind energy and the oil and gas industry also providing employment. Some agricultural processing, service industry, and light manufacturing is present in the area. Many of the rural communities have experienced population decline in past years, and this trend is forecasted to continue into the foreseeable future. This makes it a challenge to offer comprehensive programs and services in some communities. In many of our rural schools the number of students per grade is small which has necessitated some combined classes and multi-graded classrooms. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the course. Given this interval, it is understandable that achievement data may fluctuate from year to year depending on the cycle. High schools with low enrolment often have to combine classes in order to offer courses. Due to our small numbers staff are able to build strong professional relationships with students and ensure they have more individual attention and assistance.

Livingstone Range School Division is dedicated to provide the same learning opportunities in small schools as in our larger sites. To accommodate this desire the Livingstone Range School Division has implemented strategies that will allow all students to have equitable access to a variety of programs. These strategies include video-conferencing, CTS programs that allow for the movement of equipment and teacher from location to location, utilization of teacher expertise in a variety of locations, LRSD virtual school, and a partnership with other rural boards (Alberta Open Learning Consortium) to offer programs that will meet the needs of all schools and students.

Livingstone Range School Division has a close working relationship with the two First Nation school boards located in the area. These strong foundations have allowed the division to develop positive First Nation's cultural awareness in its schools. This process has led to a positive approach to developing strategies to meet the educational needs of the FNMI population in LRSD schools. Indications of success in this area are highlighted by the increase in the number of students completing high school although challenges still exist requiring LRSD schools to be innovative and supportive in efforts to close the achievement gap.

## Trends and Issues

- Eliminating the achievement gap between our First Nations, Metis and Inuit students and all other students. Larger numbers of First Nations students are choosing to attend LRSD schools.
- Supporting the cultural and learning needs of students who are First Nations, Métis or Inuit.
- All High Schools are participating in innovative strategies that encompass the principles of High School Redesign allowing for more flexible, student-centered schools.
- Using technology effectively to enhance student achievement and engagement.
- The lack of reliable internet in many rural communities throughout our school division is an ongoing concern for some students to complete assignments and access course content outside of school facilities.
- Continuing to collaborate with neighbouring school jurisdictions to expand learning opportunities and increase student experiences and to offer a breadth of programming.
- Supporting the increased number of students who present with complex learning, social-emotional, behavioural and medical challenges. Providing Mental Health supports in schools, building capacity in staff and students effectively removing barriers to student success.
- Continuing partnerships with the SouthWest Regional Collaborative Service Delivery (SWRCSD), Bow River RCSD (BRCSD) as well as Alberta Health Services to support students with complex needs.
- Increasing early intervention strategies and wrap around support services to reduce the achievement gap that exists in those beginning school.
- Hiring quality staff in the trades and other specialty areas to maintain and build upon strong CTS programming.
- Dedicating time for professional development in anticipation of changes to the new standards (Teaching Quality Standard, School Leader Standard, School Authority Leader Standard).
- LRSD participation rates on provincial achievement tests are higher than provincial average.
- Ensuring student achievement results consistently meet provincial standards in all schools.
- Improving provincial achievement results for students in Grade 6 and 9. Improving standard of excellence on PAT's and Diploma examinations.

## Summary of Accomplishments / Celebrations

**First Nations, Metis, and Inuit Success Coordinator** supported staff and students in reconciliation efforts. By building positive relationships with students, families, staff and communities, LRSD continues to develop innovative and authentic practices which influence the success of all students. The FNMI Success Coordinator facilitated the Blanket Exercise in all of the LRSD schools and to all LRSD staff in the 2016-17 school year. A Divisional Pow-Wow was held in Fort Macleod and was attended by over 1200 LRSD staff and students. Many LRSD schools utilized our FNMI Success Coordinator and the Piikani Traditional Knowledge Services to offer events and learning activities for staff and students in increasing their knowledge of FNMI history, culture and traditions. A class at Stavely elementary school participated in an authentic learning experience called the Project of Heart. This learning activity had a powerful effect on students and the school community.

Both Matthew Halton High School and F.P. Walshe School had **Blackfoot Language and Culture classes** as choices for students last year. The course was offered by a qualified teacher who is a fluent Blackfoot speaker.

The number of **FNMI students** writing Provincial Achievement Exams (**participation rates**) is consistently higher than provincial average for the past five years in a row. Science 9, English Language Arts 9 results have steadily improved in the past five years closing the gap between divisional and provincial results.

**FNMI students** writing Diploma Exams **achieved higher results** than the province for the past two years. In particular, LRSD FNMI students performed above provincial average in English 30-2 and Social 30-2.

Matthew Halton High School led the way in organizing the annual **FNMI student symposium** which is a partnership involving students from LRSD, PBOE (Peigan Board of Education), and KBE (Kainai Board of Education). Successful FNMI graduates from LRSD and the local First Nations communities came together to speak with students on the importance of education and setting goals for their future career path.

All of our Learning Support Teachers, as well as some administrators, have embraced Alberta Education's **Supporting Positive Behaviours Training**. Each school has at least one administrator and all Family School Liaison Counsellors trained in Level 1 Violence Threat Risk Assessment. Junior and Senior High **Learning Support Teachers**, through the SWRCSD, participated in a **Community of Practice** to enhance learning supports for all students.

LRSD provides a mechanism to support our diverse learning students who are presenting with extreme learning, physical and emotional / behavioural challenges. **Complex Needs** funding has been set aside to support these students in their learning environments.

**Support for Students** included:

- ⇒ Contracted services with Children's Allied Health to support children and students in Occupational Therapy, Physical Therapy and Speech & Language Therapy (Pre K to Grade 12).
- ⇒ Students are using assistive technology in Math and Literacy to support learning needs.
- ⇒ Use of iPad apps for students with diverse learning needs i.e. communication book

Teachers are effectively using the **ESL** benchmarks and recording the information in our data dashboard to support their English Language Learners.

To support all learners, and under the supervision and guidance of our Clinical Team Lead, **Family School Liaison Counsellors (FSLC)** focused on student and staff wellness and strength-based programming and assessment. **FSLC's** are now part of the integrated role within Learning Support Teams in all schools.

The staff in each of our high schools and subsequently the Health and CALM teachers have been trained with the **Go-To Educator** and the **Mental Health Literacy Curriculum** respectively. These programs offer staff common language to support students and key indicators to identify those who might be experiencing mental health challenges.

A monograph was developed in collaboration with the learning support teachers, family school liaison counsellors and administrators, entitled **Success for All** to articulate and examine current inclusive, strength-based practices across the division.

Schools are effectively implementing and using the **Success in School Plans**.

Students received effective school-based supports in **Literacy and Numeracy** as well as a clearly defined **Response to Intervention** structure at each school.

A **Virtual School** has been established in LRSD to provide an inclusive, flexible, physical and/or virtual space for learning. The addition of this new learning option has increased student access to quality instruction and courses they would otherwise not be able to participate in.

LRSD successfully implemented a **Ski Academy** at Lundbreck School providing students with an innovative and inclusive program honoring student choice, increasing parent involvement and creating community partnerships. The program quickly maxed out at 25 participants and added more students at Lundbreck School increasing the school population.

Using **Technology to Facilitate Learning**, LRSD continues to utilize technology and innovative approaches to improve learning for students. These include:

- ⇒ Successful collaboration with schools to implement the plan for a Virtual School.
- ⇒ Continued success with a collaborative learning environment for staff and students across the division (GAPE).
- ⇒ Continued success in the implementation of jurisdiction assistive technology across the division.
- ⇒ A number of educational technology pilots were successfully completed across the division including innovations that specifically address the competencies
- ⇒ LRSD collaborated successfully with industry leaders in delivering Digital Citizenship content to students
- ⇒ LRSD provided rural representation on the Alberta Education STAC Committee (School Technology Advisory Committee) and on the ATLE (Alberta Technology Leaders in Education) Board of representatives.
- ⇒ LRSD successfully implemented a data dashboard (Dossier) to provide insight into student progression to inform strategies in meeting the needs of the students.
- ⇒ LRSD has piloted a digital portfolio assessment tool which captures student learning in a variety of mediums and provides timely feedback and communication to parents.
- ⇒ To support the competencies, makerspaces are being implemented in our learning commons.

A Career Practitioner was in place in Willow Creek Composite High School and F.P. Walshe School to support the improvement of our "**Preparation for Work**" results. Career advising was the priority from Grades 7-12 in preparing students for life after high school whether that is post-secondary or work opportunities in the trades, etc. The Career Practitioner worked closely with our FNMI population at F.P. Walshe and Walshe Crossroads schools. The school division added a second Career Practitioner in the west serving the schools in Pincher Creek, Lundbreck and the Crowsnest Pass.

All six high schools are participating in **High School Redesign** creating more flexible ways for students to complete their required courses and graduate from high school. Dropout rates continue to remain at low levels meaning more students are completing high school.

At various times throughout the year, the staff from all schools within a community gathers to discuss student profiles and essential supports as they prepare to move between our schools. At other times, transition meetings involving staff from within a school occur as students transition from one grade to another.

The hiring of an **Early Learning Coordinator** has been instrumental in providing stronger supports and coordinated services for Program Unit Funded (PUF) children, families and schools assisting children in getting off to a good start in their formal education.

All schools and central office are leveraging **Social Media** to better communicate to parents.

Parents are becoming more actively involved in **School Improvement** which is seen in great conversations at Parent (School) Council and Wisdom and Guidance meetings throughout the year.

**Partnerships** with First Nations Communities included the delivery of Violence Threat Risk Assessment (VTRA) Level 1 Training to the Peigan Board of Education & related agencies / partners as well as a team approach to engage First Nations Communities in the Southwest Regional Collaborative Service Delivery process.

**International Programming:** student numbers continue to grow. Participation by students from a variety of countries have students attending LRSD schools. LRSD students continue to expand their understanding of living in a multicultural society and the importance of learning languages.

## LRSD - Goals, Outcomes & Strategies

As approved by the Board of Trustees September 2017

### GOAL 1 - Literacy and Numeracy

All students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts.

#### Literacy

##### Outcomes

- ⇒ Students will access and engage in literacy as a vital component of K-12 learning.
- ⇒ Students will be proficient readers and writers across the curriculum.
- ⇒ Students will be proficient in integrating competencies across the curriculum.
- ⇒ Schools will recognize and implement literacy development for K-12 as a core component of learning.
- ⇒ Schools will provide PD opportunities that support the focus of literacy in K-12.
- ⇒ Community partnerships will promote literacy development.

##### Strategies

##### **Key Strategy 1: Increase Literacy**

Promote literacy as an integral component of learning in the K-12 education system.

- ⇒ Identify, define and validate literacy skills.
- ⇒ Integrate explicit literacy skills and strategies in curriculum for all grades and subject areas.

##### **Key Strategy 2: Build Awareness**

Promote literacy learning by communicating the importance of literacy and numeracy development for student success.

- ⇒ Communicate the definition of literacy to all education stakeholders to build a common understanding.
- ⇒ Identify and share promising literacy practices and universal and targeted instructional strategies.
- ⇒ Develop teacher resources to support diverse learners.
- ⇒ Hanen Training for all early learning staff *Encouraging Language Development in Early Childhood Settings*
- ⇒ Continue to use the Early Years Evaluation (EYE-TA) to monitor progress and provide staff and parents with interventions for young children prior to Grade 1.
- ⇒ Expand Reggio-Inspired programming at the Preschool and Kindergarten level.

##### **Key Strategy 3: Enhance Opportunities**

Support professional learning opportunities that focus on literacy in all subject areas and grade levels.

- ⇒ Complete a comprehensive professional learning plan for use by teachers to develop skills in teaching literacy.
- ⇒ Support professional learning by examining and sharing promising literacy practices and processes at the school and jurisdiction levels.
- ⇒ Develop professional resources for teachers that demonstrate the integration of literacy instruction into all subject areas and grade levels.

##### **Key Strategy 4: Facilitate Partnerships**

Design and support partnerships and collaborative working models with education stakeholders.

- ⇒ Collaborate with partners and stakeholders to support literacy.

- ⇒ Continue to develop relationships with community child care agencies and provide professional development with the LRSD early learning staff

### **Performance Measures**

- ⇒ Overall satisfaction with the quality of basic education (AE).
- ⇒ Overall percentage of stakeholders indicating that their school have improved or stayed the same the last three years (AE).
- ⇒ Percentage of students who achieved the acceptable stand and the standard of excellence on Student Learner Assessments, Provincial Achievement tests and Diploma Examinations (AE).
- ⇒ Percentage of students in grades 1-9 who are reading within 1 year of grade level (LRSD as determined by school wide benchmark measures).

### **Numeracy**

A divisional lead teacher position in **Numeracy** will be implemented in 2017-18 created to provide PD, support, guidance and model best practices while building staff capacity.

#### **Key Strategy 1: Enhance Opportunity to Build Teacher Pedagogy**

Support professional learning by examining and sharing promising Numeracy practices and processes at the school and jurisdiction levels.

Support professional learning opportunities that focus on Numeracy in all subject areas and grade levels.

- ⇒ Lead an examination of beliefs about teaching and learning numeracy by examining growth mindset vs fixed mindset with staff, students and parents
- ⇒ Identify, organize and share promising numeracy practices and strategies.
- ⇒ Use Guided Math as a framework to move to small group instruction and 'thinking' classrooms
- ⇒ Provide a foundation for new math teachers by creating a jurisdictional guideline/structure for best mathematics instructional practice.
  - Involvement in LRSD Teacher to Teacher Mentorship Program
  - Guided Math - A Framework for Small Group Instruction
  - Pearson Mathology kits
  - Vetted teacher resources with support for implementation
- ⇒ Staff will build capacity in the use of the Provincial Numeracy Progressions for planning, scaffolding and differentiating in the classroom
  - PD available through School Lead Teacher & SAPDC
  - Alberta Education online support resources
  - Link progressions to current and new curriculum
- ⇒ Staff will build capacity in Numeracy interventions & strategies
  - Understanding and implementation of the Pyramid of Interventions - universal and targeted strategies
- ⇒ Promote/arrange/facilitate professional learning of numeracy/mathematics
  - Identify potential topics of need or interest
  - Identify preferred types of PD
  - Arrange and promote professional learning opportunities (ISC, Divisional PD Days, Teacher's Convention, in-school facilitation of topics, etc...
- ⇒ Assessment practices in Mathematics
  - identify, understand and implement effective beliefs and practices in numeracy

#### **Performance Measures:**

- ⇒ Teacher Survey question re: confidence level of repertoire of skills & pedagogical practices in math
- ⇒ Number of teachers accessing Guided Math PD and beginning steps toward changing their classroom to small group instruction and 'thinking' classrooms.

- ⇒ Teacher Survey question re: awareness of Alberta Education Numeracy Progressions
- ⇒ Numeracy Lead Teacher involvement in Teacher to Teacher Mentorship Program
- ⇒ Number of intervention programs implemented in schools
- ⇒ Number, variety and attendance of relevant PD sessions
- ⇒ Percentage of students who achieved the acceptable and the standard of excellence on Provincial Achievement tests and Diploma Examinations.

### **Key Strategy 2: Build Numeracy Awareness with Students, Parents and Staff**

- ⇒ Communicate the definition of Numeracy to all education stakeholders to build a common understanding
- ⇒ Promote Numeracy as an integral component of learning in the K–12 education system.
- ⇒ Promote Numeracy learning by communicating the importance of Numeracy development for student success.
- ⇒ Promote Numeracy and communicate with families/community members
  - School council meetings
  - Division/School Numeracy Day/Fair
  - Numeracy Twitter Feed
  - Regional School Council Presentations
  - Parent-Teacher-Interviews/3 Way Conference Numeracy Booth
  - Monthly Numeracy updates for school newsletters
- ⇒ Create a school and classroom environment of numeracy
  - Weekly school math challenge - include students and families
  - Numeracy word walls and libraries in classrooms
  - LRSD Numeracy poster in all schools including definition, goal and beliefs
  - Exemplars for Numeracy displayed in schools
    - Examples of student work, instructional strategies, etc...
- ⇒ Promote Numeracy and the work of the committee at the school level
  - Introduction of LRSD Lead teacher and committee to all schools
  - Monthly updates at staff meetings by school leads
  - Monthly newsletter updates

#### **Performance Measures:**

- ⇒ Number of opportunities and attendance with community members
- ⇒ Number of Twitter followers
- ⇒ Picture / video evidence of numeracy environment in schools (can be shared via Twitter, website, newsletters, etc...)
- ⇒ LRSD Numeracy poster completed and displayed in schools

### **Key Strategy 3: Facilitate External Partnerships**

- ⇒ Design and support partnerships and collaborative working models with education stakeholders.
- ⇒ Develop and foster partnerships with University of Lethbridge, SAPDC, Edmonton Public School Division, Elk Island Public Schools, etc.

#### **Performance Measures:**

- ⇒ Number of opportunities, variety and attendance of partnerships/PD sessions

### **Key Strategy 4: Key Responsibilities of the Numeracy Committee**

Support Key Strategies 1 - 3 by developing, implementing and updating the Divisional Numeracy Implementation Plan

- ⇒ Numeracy Lead Teacher Responsibilities
  - Act as a numeracy resource for schools
  - Provide leadership in Numeracy plan implementation at school and jurisdictional level

- Model and coach instructional and pedagogical best practices
- Support building teacher capacity in schools
- Develop and promote numeracy resources
- Provide professional development sessions to staff/admin
- Communicate Numeracy Initiative to PD/Admin/Learning Support council monthly
- Share divisional standardized data with stakeholders i.e.) DIPS, PAT, Accountability Pillar Survey
- Identify and monitor student benchmarks
- ⇒ Numeracy Committee has representation from every school
  - Act as a numeracy resource for schools
  - Provide leadership in Numeracy plan implementation at the school level
  - Model and coach instructional and pedagogical best practices
  - Support building teacher capacity in schools
  - Develop and promote numeracy resources
  - Provide professional development sessions to staff
- ⇒ Establish shared beliefs and understandings
  - Incorporate Alberta Education, FNMI, Early Childhood, Special Education, Inclusion, etc. goals for all students
- ⇒ Create, administer and analyze a survey to identify Numeracy/Mathematical instruction strengths and areas of need of teachers
  - Use this information to develop committee work plan
- ⇒ Professional Development: Numeracy Committee
  - PD opportunities for members of the committee to build their own capacity to work with their school
  - Members of the committee will provide PD at schools, ISC Days, PD Day, etc.

**Performance Measures:**

- ⇒ Hire Numeracy Lead Teacher
- ⇒ Numeracy Committee formed with representation from all schools
- ⇒ Identification of shared beliefs and understandings
- ⇒ LRSD teacher Numeracy/Mathematics survey created, administered and analyzed
- ⇒ Number and variety of PD sessions offered to and by the committee

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**GOAL 2 - Success for All Learners**

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*All students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and takes place in positive learning environments.*

### **Outcomes**

- ⇒ Students will be supported through strength based values and principles.
- ⇒ Students will have access to enabling, flexible and rigorous learning and instructional environments.
- ⇒ All schools will establish and implement supports for success for all students.
- ⇒ All schools will enhance partnerships with parents and community to benefit and support all students.

### **Strategies**

- ⇒ A behavior support team will be created to support staff in understanding and adopting strategies that will enhance student wellbeing and development, and do not simply respond to observed behavior.
- ⇒ Use of the monograph in schools “Success for All” to articulate and examine current practice to ensure alignment across the division.
- ⇒ Collaborate with community support services to provide appropriate services for students and staff.
- ⇒ Enhance the process of “Complex Needs” to ensure alignment of needs with supports provided.
- ⇒ Continue collaborating with the Regional Collaborative Service Delivery Model.
- ⇒ Increase targeted analysis and support of student learning assessments, provincial achievement tests and diploma exam results by subject areas and schools.
- ⇒ Enhance assistive technology supports.
- ⇒ Monitor the use of IPPs and ISPs to improve the purpose and quality of the plans.
- ⇒ Monitor Success in Schools plans to ensure all children in care are supported through interagencies.
- ⇒ Continue to provide ongoing professional development for LRSD staff to build capacity in supporting inclusive education philosophies and practices.
- ⇒ Monitor whether learning and academic achievement is impacted by social, emotional, and/or behavioral challenges and provide appropriate psychosocial support and/or referrals.
- ⇒ Allocate Learning Support Teacher time to enhance programming and coordination of supports and services for PUF students.
- ⇒ Earlier identification of children in need through preschool screening throughout the division.
- ⇒ Increase the number of children being supported through Program Unit Funding.
- ⇒ Increase community partnerships and support quality early learning experiences for children.
- ⇒ Create Educational Services Agreements with two new child care sites
- ⇒ Ensure all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools (AE).
- ⇒ Collaborate with our FNMI stakeholders to strengthen First Nations, Metis and Inuit education programming.
- ⇒ Provide training in instructional leadership and professional learning communities.

### **Performance Measures**

- ⇒ Overall satisfaction with the quality of basic education (AE).
- ⇒ Overall percentage of stakeholders indicating that their school have improved or stayed the same the last three years (AE).
- ⇒ Overall agreement that students are safe at school, learning the importance of caring (AE).
- ⇒ The number of students supported by the Divisional Complex Needs Support (LRSD).
- ⇒ Improved achievement in PAT and DIP results.
- ⇒ Increases in students achieving the standard of excellence.
- ⇒ Reduction in the achievement gap of FNMI students and all other students.

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## **GOAL 3 - Transitions**

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*The unique learning skills of individual students will be supported in K-12 transition plans and in preparing students for success after high school.*

### **Outcomes**

- ⇒ Students acquire the competencies needed for a changing and dynamic future.
- ⇒ Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- ⇒ All students from K-12 are supported with the goal of high school completion and successful transitions.

### **Strategies**

- ⇒ Promote career pathway planning in collaboration with local businesses, CAREERS Next Generation and SKILLS Alberta to support high school completion.
- ⇒ Expand the career practitioner pilot to include two LRSD career practitioners in the 2017-18 school year to serve five of the six high schools.
- ⇒ Examine and implement career exploration and development activities across all grades.
- ⇒ Expand partnerships with post-secondary institutions. Support instructional design in schools to develop capacity with teachers to implement cross curricular competencies.
- ⇒ Explore dual credit opportunities.
- ⇒ Implement interventions to increase attendance across all grades.
- ⇒ Schools will implement procedures to ensure smooth transition of students between grades and schools.

### **Performance Measures**

- ⇒ High School Completion rate of students within three years of entering grade 10 (AE).
- ⇒ High School to Post-Secondary transition rate of students within six years of entering grade 10 (AE).
- ⇒ Reduction in students identified with attendance issues (LRSD).
- ⇒ Students model the characteristics of active citizenship (AE).
- ⇒ Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education (AE).
- ⇒ Number of schools implementing grade to grade transition programs.
- ⇒ Number of schools implementing transition programs between schools.
- ⇒ Number of students who are in RAP (LRSD).

## 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Livingstone Range School Division 68			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.2	86.8	86.8	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	74.8	72.9	71.7	81.9	81.9	81.5	Intermediate	Improved Significantly	Good
	Education Quality	88.8	88.5	87.1	90.1	90.1	89.6	High	Improved	Good
	Drop Out Rate	2.2	2.1	2.8	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	79.8	81.8	77.4	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	69.4	70.5	69.6	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	15.6	14.7	15.8	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.6	86.7	86.2	83.0	82.7	83.1	High	Maintained	Good
	Diploma: Excellence	10.4	15.4	17.6	22.2	21.2	21.5	Low	Declined Significantly	Concern
	Diploma Exam Participation Rate (4+ Exams)	36.9	42.5	42.5	54.9	54.6	53.1	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	54.3	58.1	58.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.3	57.6	56.6	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
	Work Preparation	78.4	79.8	77.0	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	81.0	79.6	79.0	83.7	83.9	83.6	High	Improved	Good
Parental Involvement	Parental Involvement	79.5	77.4	76.7	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	76.3	80.7	78.6	81.4	81.2	80.2	High	Declined	Acceptable

**Notes:**

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## 2017 Accountability Pillar FNMI Summary

Measure Category	Measure	Livingstone Range School Division 68 (FNMI)			Alberta (FNMI)			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 Opportunities	Drop Out Rate	7.1	2.1	6.1	5.8	6.1	6.7	Low	Maintained	Issue
	High School Completion Rate (3 yr)	50.5	68.7	48.3	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	33.3	41.4	38.4	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	0.8	2.9	2.8	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.6	86.4	74.4	77.1	76.1	76.3	Very High	Improved	Excellent
	Diploma: Excellence	6.3	6.1	4.1	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	10.6	14.3	6.7	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	25.0	22.9	22.9	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	29.8	36.4	39.0	31.8	33.5	33.3	Very Low	Maintained	Concern

**Notes:**

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Achievement Evaluation Basis

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome 1: Alberta Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.9	67.3	71.1	70.5	69.4	71	Low	Maintained	Issue	72	73	74
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.4	15.6	17.2	14.7	15.6	16	Intermediate	Maintained	Acceptable	16.5	17	17.5

### Strategies

- Continue the literacy goal that all students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts. This will be accomplished through the work of an established literacy and numeracy committee and communication and collaboration with classroom teachers, administrators and central office staff. The following strategies will be a focus for the 2017-2018 school year:
  - ⇒ Continued focus of increasing literacy and numeracy skills of staff through identification, defining and validating literacy skills;
  - ⇒ Continued integration of explicit literacy and numeracy skills and strategies in curriculum for all grades and subject areas;
  - ⇒ Continued promotion of literacy and numeracy to all stakeholders in the development for student success;
  - ⇒ Continue to enhance professional learning opportunities that focus on literacy and numeracy in all subject areas;
  - ⇒ Continue to design and support partnerships and collaborative working models with education stakeholders.
- A data dashboard will be leveraged to monitor student learning progress and inform decisions through the use of data and evidence-based reasoning. The dashboard will provide student learning profiles that collect literacy, numeracy, teacher assessments, benchmarks and PAT / Diploma data into a single dashboard which is connected to our student information system. This will allow staff to identify trends and identify key indicators to support student centered individualized support.
- Continued efforts will be made to provide a digital environment for students to access, share and create knowledge.
- To provide literacy support for students of all ages and abilities, LRSD will continue to provide divisional assistive technology software. This software helps students when reading or writing, supporting them in developing their literacy skills and allowing them to enjoy greater independence across the curriculum.
- A divisional Career Pathways digital resource will be leveraged for K-12 student instruction for the 2017-2018 year. This resource will support growth and success for every student by supporting their journey from early learning through high school completion. The resource will focus on awareness, understanding and career readiness. Throughout the resource links to communication, opportunities for engagement and community partnerships are provided.
- A Virtual and Summer school will be implemented to provide students increased learning opportunities.
- Divisional Career planning software will be used effectively for students K-12. The goal of using this system wide software is to support students in preparing a future plan in school that is connected to the real world. To achieve this goal, increased access and professional learning regarding the software will be available throughout 2017-2018.

- Students in need of additional support throughout the year are appropriately accommodated in class and during assessments to ensure that they successful in their learning.
- Analysis of Five-Year trends in Divisional Provincial Achievement Tests have identified targeted areas for Division emphasis. A divisional committee will be formed from school administrators and subject area teachers to develop a plan to address the following specific areas of emphasis:
  - ⇒ Increasing the percentage of students who reach the Standard of Excellence in all subject areas;
  - ⇒ A continued concentration on Grade 9 Science as a subject of special emphasis.
  - ⇒ Establishing a working group of Grade 9 Social Studies teachers and School Administrators to examine PAT data.
  - ⇒ Establishing a consistent method of analyzing PAT data at the school level
  - ⇒ Establishing a consistent method for teachers to interpret PAT data.
- Each school will review PAT scores and implement action plans to address areas that are of concern within their individual schools. School Improvement plans will be reviewed with site based Administration by Central Office Administration.
- Identify a designated Home Education Coordinator for each school in the division.
- Provide in-service training to all school-based Home Education Coordinators.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

*Outcome One: Alberta Students are Successful (Continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.8	85.6	86.2	86.7	85.6	86	High	Maintained	Good	86.5	87	87.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.7	16.9	20.5	15.4	10.4	16	Low	Declined Significantly	Concern	16.5	17	17.5
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	80.6	75.4	75.0	81.8	79.8	80.5	High	Maintained	Good	81	81.5	82
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	2.9	3.6	2.1	2.2	2.0	Very High	Maintained	Excellent	1.8	1.7	1.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.6	55.0	57.2	57.6	54.3	57	Intermediate	Maintained	Acceptable	57.5	58.5	59
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	58.1	54.3	n/a	n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.7	43.8	41.2	42.5	36.9	42	Low	Declined	Issue	42.5	43	43.5

## Comments on Results

- Increased high school 3 year completion rates and a significantly reduced dropout rate have both shown marked improvement as compared to the past results.
- Our high schools have concentrated their efforts around ensuring that no student falls through the cracks. Wrap around learning support services appear to be having a positive impact in coordinating services and supports to meet students' needs and remove barriers to school completion.
- We believe that the work of our career practitioner and those responsible for career pathway planning have positively impacted these results by providing students with a more definitive plan for life after graduation. Career pathway work has involved students, school administration, teachers, off campus teachers, and career practitioners collaborating and sharing information.
- Career Cruising (Grades 6-12) and Career Cruising Spark (K-5) training continues to be a resource for career education.
- A guest speaker was used to promote job awareness and career planning in LRSD. Sean Aiken (One week job project) spoke at two of our high schools in the 2016-17 school year. All LRSD high school students had an opportunity to attend.
- A pilot Success Coach position was implemented at Matthew Halton High School. We believe this position had a positive impact on students' school completion results.
- F.P. Walshe School modernization allowed for the expansion of CTS programming. The existing Art and Leathers programs at Walshe will now be able to be physically located in spaces that will allow greater capacity to deliver high quality programs and accept more students. A cosmetology program was implemented at FP Walshe to meet the expressed desire of students attending Walshe. The program was well received by students.
- Blackfoot language and culture programming was made available to students at both Matthew Halton and FP Walshe. The program is taught by an experienced and qualified Blackfoot speaker.

## Strategies

- Continue to provide flexible environments to students. These environments expand beyond the classroom walls, allowing learning to take place in a variety of contexts. Opportunities include:
  - ⇒ Internal Video Conference course delivery,
  - ⇒ Participation in the Alberta Open Learning Consortium,
  - ⇒ Implementation of the Livingstone Ski Academy,
  - ⇒ Implementation of the Livingstone Virtual School,
  - ⇒ Participation in an experiential outdoor summer program,
  - ⇒ Distant learning opportunities through collaboration with ADLC (Alberta Distance Learning Center).
- Provided increased opportunities for student engagement, collaboration, flexible pacing in course delivery. To accomplish these goal the following strategies will be in place:
  - ⇒ Increased access to resources for students both synchronously and asynchronously (24/7 access to digital platforms, Google LMS),
  - ⇒ Increased awareness and professional learning in the creation of asynchronous environments.
- LRSD schools will host post-secondary fairs and visits for all grades 10-12 students.
- An additional career practitioner will be hired in 2017-18 to work with students at schools in the west end of our school division. In 2018-19 LRSD will hire a third career practitioner so that each career practitioner will serve 2 schools and give more individual career pathway attention to students.
- The success coach position at Matthew Halton High School will continue in the 2017-18 school year to work specifically with those at risk of not completing high school by removing barriers and ensuring appropriate support services are available.
- Expanded and high quality CTS programming will occur in division high schools with the addition of a cosmetology program being added at Crowsnest Consolidated High School.
- The BCCE (Building Collaboration and Capacity in Education) Grant received at the end of the 2015-16 school year continues to be used to enhance FNMI education in LRSD and build partnerships with Kainai Board of Education. Various supports are funded through this grant which will assist FNMI students in their learning and successful completion of high school. In particular, more targeted Elder involvement in our schools will occur, career exploration will be enhanced, and an ESA with KBE will be achieved.
- Analysis of Five-Year trends in Divisional Diploma Examinations has identified targeted areas for Division emphasis. A Divisional Committee will be formed from school administrators and subject area teachers to develop a plan to address the following specific areas of emphasis:
  - ⇒ Increasing the percentage of students who reach the Standard of Excellence in all subject areas;
  - ⇒ An increase in the number of Diploma Examinations per student being completed.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.4	78.8	78.5	79.6	81.0	82	High	Improved	Good	82.5	83	83.5
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.	71.9	73.9	77.2	79.8	78.4	80	High	Improved	Good	80.5	81	81.5
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	63.7	60.8	62.7	65.4	68.6	69	n/a	n/a	n/a	70	71	72

**Comment on Results**

- Time and effort was spent on bringing awareness and utilizing the parent/student online assessment viewer to staff, students and parents. The increase of use of this tool has brought parents and students increased knowledge of student progression of knowledge, skills and attitudes towards learning.
- Continued participation of students in experiential learning week, passion projects and other exploratory times allowed students to think of learning opportunities beyond the walls of the school.
- Continued promotion of post-secondary tours, career fairs, job shadowing, work experience, etc. helps students envision their future beyond high school graduation.
- Preparation for local and provincial skills competitions allowed students to increase their understanding of employer, trades and business expectations.
- Enhanced student leadership and mentorship opportunities promote citizenship at school, in the community and abroad.

**Strategies**

- To provide a welcoming, caring, respectful and safe learning environment for all students, continued efforts will be focused on the development of student digital citizenship awareness and skills. This will be accomplished through the following strategies:
  - ⇒ communicate awareness and importance of digital citizenship instruction through digital media, meetings and social networks,
  - ⇒ provide divisional teacher created resources to teach digital citizenship and bring awareness to students and their parents,
  - ⇒ partner with industry experts and resources in providing digital citizenship content to students from K-12,
  - ⇒ engage all stakeholders in conversations regarding Digital Citizenship (3 pillar approach).

- Continued school participation in WE Day events.
- Communications officer will focus on highlighting many of the activities and events in LRSD which promote citizenship and other attributes which students need to be successful in school and in life.
- In-service school administration on communication strategies to ensure stakeholders are aware of the breadth and depth of citizenship activities and programs occurring.
- As part of the Classroom Improvement Fund (CIF) Grant, schools will implement school specific Citizenship and Character Education projects designed to promote the value and importance of character and citizenship development and have positive impacts on the classroom. Proposals include implementation of peer mentorships, GSA's, Leader in Me, Effective Behaviour Supports and Elder in Residence among others.
- Regional Council of Student Leaders will train 50 student leaders in the 2017-2018 school year in the 7 Habits of Highly Effective Teens and will culminate in a student leadership day in April.
- Expansion of 7 Habits of Highly Effective Kids in division schools.
- Career Practitioners will continue to promote awareness of the need for lifelong learning with students and parents through parent information sessions and scholarship nights.
- To provide timely and specific feedback regarding student achievement, the following strategies will continue in 2017-2018:
  - ⇒ provide increased access and awareness of the PowerSchool Parent portal;
  - ⇒ continued professional development in the use of the online gradebook and assessment strategies;
  - ⇒ successful implementation of PowerTeacher Pro;
  - ⇒ design and development of Divisional Digital Portfolios.
- Working through the School Health Champions, schools with students in grades 1-9 will continue to benefit from the Psychology Association of Canada's Stress Lesson Toolkit, as well as the resource, Kids Have Stress Too.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	49.2	37.8	36.0	41.4	33.3	40	Very Low	Maintained	Concern	41	42	43
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.5	1.7	3.9	2.9	0.8	3	Very Low	Maintained	Concern	4	5	6
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	66.7	73.3	67.2	86.4	89.6	85	Very High	Improved	Excellent	86	87	88
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	3.7	2.2	4.7	6.1	6.3	6	Very Low	Maintained	Concern	6.5	7	7.5

**Strategies**

- A Divisional First Nations, Metis and Inuit (FNMI) Success Coach will continue to assist schools in helping all First Nations, Metis and Inuit students to be more successful.
- The FNMI success coach will work very closely with schools in Fort Macleod and Pincher Creek to ensure success for FNMI students, as these schools have the majority of our FNMI population.
- Ensure all students, teachers and system leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools (Education Business Plan Outcome Two, Key Strategy 2.1). The FNMI Success Coach will:
  - ⇒ provide and facilitate training to all staff on the treaties, residential school history and Truth and Reconciliation efforts in Canada. Continue to build teacher capacity through various presentations at Divisional PD Days.
  - ⇒ continue to build the capacity of the Wisdom and Guidance Council so that the input and guidance from Elders, parents and students will lead to increased student success and achievement.
  - ⇒ strengthen relationships between LRSD, Kainai Board of Education and Piikani Board of Education to share strategies and ideas for supporting FNMI students attending division schools.
  - ⇒ develop and coordinate opportunities for all students to develop understanding of residential school legacy and Metis culture.
  - ⇒ communicate with LRSD staff about FNMI events, special days, conferences, productions and highlights. Celebrate and publish FNMI events locally and in the FNMI newsletter.
  - ⇒ update current FNMI resources and ensure learning commons have books representing FNMI populations.
  - ⇒ support reconciliation efforts in schools.
- Support K-12 Aboriginal language and culture programming. (Education Business Plan Outcome Two, Key Strategy 2.2) The FNMI Success Coach will:

- ⇒ ensure that Blackfoot language and culture is taught in both Matthew Halton High and F.P. Walshe schools and support teachers in the delivery of Aboriginal studies.
- ⇒ enhance the Elders in Residence program in our two elementary schools in Fort Macleod and Pincher Creek. Explore strategies to expand the Elders in Residence programming to F.P. Walshe and Matthew Halton High schools.
- ⇒ promote and celebrate Aboriginal Day in June.
- ⇒ lead the divisional FNMI Staff Working Group in coordinating supports and services for FNMI students to remove barriers and ensure success in schools.
- Strive to eliminate the achievement gap between First Nations, Metis and Inuit learners and the rest of the student population (Education Business Plan Outcome Two).
  - ⇒ consult with and support building teacher capacity and utilization of best instructional practice for FNMI learners.
  - ⇒ increase parental involvement by welcoming parents to become more involved in their child's education.
  - ⇒ hold Parent Teacher interviews on reserve,
  - ⇒ pilot a standardized intake process for all new students in Fort Macleod and Pincher Creek schools.
  - ⇒ support administrators in Fort Macleod and Pincher Creek by having the FNMI success coach attend Learning Support Team meetings for consultation and parent meetings where needed.
  - ⇒ utilize talking circles and Elder involvement when appropriate.
  - ⇒ reinforce a strong sense of community by displaying Aboriginal art, dance and drumming.
  - ⇒ collaborate with surrounding jurisdictional FNMI representatives and provincial FNMI Walking Together Program Consultants.
  - ⇒ Implementation of a data dashboard to provide teachers better access to information regarding student progression (literacy/numeracy benchmarks, DIP results, PAT Results, detail attendance reports).

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	64.1	35.8	40.4	68.7	50.5	52	Very Low	Maintained	Concern	53	54	55
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.0	7.6	8.8	2.1	7.1	7	Low	Maintained	Issue	6.5	6	5.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	27.3	42.4	38.1	36.4	29.8	36.5	Very Low	Maintained	Concern	37	37.5	38
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	22.9	25.0		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.0	3.0	2.9	14.3	10.6	12	Very Low	Maintained	Concern	13	14	15

#### Comments on Results

- FNMI students represented their schools as Student Leadership Committee representatives on the Divisional Council of Student Leaders.
- Two High School FNMI students represent their schools on the Wisdom and Guidance Council sharing their perspectives on what is working and what is not in regards to FNMI education.
- Hosted a FNMI Student Summit focusing on career exploration. Partnership with KBE and PBOE.
- Hosted a guest speaker on Career Exploration (Sean Aiken- One Week Job)
- Three teachers and three administrators met with the Alberta Assessment Consortium to look at planning and instruction for FNMI students.
- The F.P. Walshe School Career Practitioner continues to:
  - ⇒ meet with First Nations students to develop awareness of programs and engage students in discussions of their goals;
  - ⇒ build relationships and connections with post-secondary services in the area in regards to FNMI students;
  - ⇒ create working relationships with Red Crow College and the University of Lethbridge. Coordinated presentations for students including SAIT, the University of Lethbridge and Lethbridge College;
  - ⇒ working with students at Crossroads (outreach), assist with CALM courses, develop career plans, complete personality and interest assessments, complete applications to post-secondary, assist to create resumes for youth looking for work;
  - ⇒ assist FNMI students in creating ApplyAB accounts and applications to the point of requiring payment, assist students with accepting offers to post-secondary and course selection;
  - ⇒ promote scholarship programs directed at students in need of supports, with emphasis on FNMI students;
- MHHS implemented the SOS-Q software to identify and track students at risk so that interventions can be developed and supports implemented.
- Hosted a divisional Pow-Wow where over 1200 staff and students attended. Great community support and partnerships with our First Nations neighbors

#### Strategies

- Continue with the Success Coach at Matthew Halton High School to increase success for at risk FNMI students by reducing the dropout rate and consistently increasing high school completion rates.
- Continue to offer Blackfoot language and Culture programming
- Expand the Career Practitioner program to work with students and develop individual career pathways.

- Expand opportunities for post-secondary visits and presentations.
- First Nations, Metis, and Inuit success coordinator will engage with Elders, families, community, and students to define what success means for FNMI students. This definition will include but will not be limited to Blackfoot perspective.
- FNMI success coordinator will assist/facilitate schools in inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom.
- FNMI success coordinator will support schools and develop resources that honour cultural diversity and promote intercultural understanding
- FNMI success coordinator will work with all LRSD staff to enhance their understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values so that staff can develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- LRSD will ensure that a universal approach is in place to meet the needs of FNMI students with the understanding that this will benefit all students.
- Review the research with schools that have higher FNMI populations and implement appropriate practices. A number of common characteristics distinguish successful schools with a large FNMI population. The elements of their success are similar to those in the research literature and will form the foundation of practices which will guide the work happening in the Livingstone Range School Division.
  - 1) Strong leadership and governance structures
  - 2) High expectations for students
  - 3) Focus on academic achievement and long-term success
  - 4) Secure and welcoming climates for children and families
  - 5) Respect for Aboriginal culture and traditions to make learning relevant
  - 6) Quality staff development
  - 7) Provision of a wide range of programs/supports for learning

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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome 3: Alberta's Education System is Inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	84.3	86.8	86.7	86.8	88.2	89	Very High	Improved	Excellent	89.5	90	90.5

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014

### Strategies

- Tightening the Violence Threat Risk Assessment process, which speaks to the proactive, preventative piece that ensures safety for all students and staff within our division. As a result, students feel that they are safe and that the school will activate the protocol when necessary.
- Learning Support Staff (and some administrators) have received Supporting Positive Behaviours training. This training focuses on building positive relationships, modifying the classroom environment, differentiating instruction, understanding student behaviour and creating student support plans.
- Selected Administrators, Learning Support Teachers, and FSLCs across the division will partake in Mental Health Literacy Curriculum Training. They, in turn, will train all of our high school staff in promoting positive mental health and acceptance of students with these challenges.
- Kids in the Know - engaging elementary students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and in the real world.
- Zones of Regulation - a systematic cognitive behaviour approach to teach self-regulation, used in most of our elementary schools.
- Family School Liaison Counsellors at each school are providing a variety of strategies to support learners
  - ⇒ individual 1:1 intensive support;
  - ⇒ small group and larger group sessions;
  - ⇒ universal supports in classrooms - e.g. mindfulness, self-regulation strategies; classroom strategies to address individual challenges and enhance on-task and pro-social behavior
  - ⇒ One Circle Foundation - Boys Council and Girls Circle - curriculum based work to promote self-awareness as well as resiliency and healthy positive relationships in children and young adults.
- Continued partnerships with agencies and support services such as Child & Family Services, Alberta Health Services, Addiction & Mental Health, the RCMP and both the South West and Bow River Regional Collaborative Service Delivery bodies.
- The FSLC Case Consultation Team connects monthly with AHS, Healthy Minds Healthy Children, and Addictions & Mental Health to build capacity and consult on unique cases within in our division.
- Students presenting with diverse and complex learning, social-emotional, behavioral, and/or medical challenges receive additional supports and services through our internal Complex Case Process. This is proving to be very successful. The number of student being supported through Complex Cases has essentially doubled this past school year.
- In consultation with Bow River RCSD, we are rolling out the COP (Community Outreach of Pediatrics and Psychiatry in Education) model that will allow more ready access to consultation with pediatricians and psychiatrists for our students. Better treatment begets safer schools, better education and reaching attainable outcomes.
- In order to monitor and measure safety procedures and process in school, LRSD will continue to keep accurate records of events that have taken place throughout the year. We will continue with the use of a software program that tracks student incidents, fire drills, lockdown procedures and injuries. This includes having the ability to review incident types, locations, response times, and outcomes.
- To ensure staff and students stay free from harm while inside and outside of the bus to and from school, a plan will be implemented to place cameras on school buses. Ten cameras will be installed in 2017 dispersed throughout communities in the division. Staff will be provided professional learning regarding the cameras and communication to parents and students will be provided.
- Using the data from Tell Them From Me, Principals will determine longer trends within grades, and within student cohorts, to establish a baseline for evaluating Division and School initiatives on Mental Health.
- LRSD will identify a selected number of staff to be trained in SIVA (Supporting Individuals through Valued Attachment) to support students being safe in our schools. As teachers and support staff become trained in SIVA, a student-strength-based program, this non-violent crisis intervention philosophy ensures that students are safe and well cared for.
- Support teachers new to the profession through mentorship and building capacity to support students with diverse learning needs.

## Outcome 4: Alberta has excellent teachers, schools and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	68.3	70.5	71.7	72.9	74.8	75	Intermediate	Improved Significantly	Good	76	77	78

### Strategies

- LRSD will continue to support high quality learning experiences and choice for individual students. To accomplish this LRSD will provide flexible opportunities in High School. These environments will include learning that takes place in a variety of contexts including digital. Some strategies to achieve this goal include:
  - ⇒ Continued use of the “Dirty Shop” Model offering high quality CTS programming,
  - ⇒ Explore Dual credit opportunities for students,
  - ⇒ Provide off campus programming,
  - ⇒ Internal Video Conference course delivery,
  - ⇒ Participation in the Alberta Open Learning Consortium,
  - ⇒ Implementation of Sport Academies,
  - ⇒ Implementation of the Livingstone Range School Division Virtual School,
  - ⇒ Leverage the Learning Commons to deliver CTS programming in Technology (film studies, robotics, coding),
  - ⇒ Provide distant learning opportunities through collaboration with ADLC (Alberta Distance Learning Center).
  - ⇒ Leveraging the Livingstone Ski Academy
- The Virtual school will offer second languages for any student in LRSD. Spanish and French will be the continued focus in this next year.
- Expand the cosmetology programs to three divisional schools in the school year.
- Continued use of ELW (Experiential Learning Week) at Matthew Halton High School. Ongoing partnerships with Lethbridge College to ensure our students are aware of the choices available to them.
- All six high schools are participating in High School Redesign, which provides students with more personalized learning experiences, leading to increased graduation rates and student satisfaction.
- Continue with the Teacher2Teacher mentorship program for all new LRSD teachers and those with new teaching assignments.
- Increase supervision practices within LRSD by administrators.

#### Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Desired Outcome 5: The education system is well governed and managed.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	72.8	77.6	77.5	80.7	76.3	77	High	Declined	Acceptable	78	79	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.9	76.6	76.1	77.4	79.5	80	High	Maintained	Good	80.5	81	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.4	85.5	87.1	88.5	88.8	89	High	Improved	Good	89.5	90	90.5

**Comments on Results**

**Strategies**

- School plans will be reviewed with Sr. Management on an individual basis. Discussion will focus on strategies for growth in areas identified in Accountability Pillar results.
- On a rotational basis schools will present their AERR and Three Year Plans at Board meetings.
- The Division has invested in an Early Learning Coordinator who will assist in the transition program from Program Unit Funding Support / Early Learning to elementary education.
- School Division will enter into an agreement to continue seeking stakeholder input by participation in the (OurSchool) Tell Them From Me Survey to help obtain more comprehensive data to guide school plans.
- A systematic effort is underway to ensure that the completion rate on the Accountability Pillar Teacher Survey is improved, providing more complete data.
- Student Leaders from each of our high schools will participate in creating school improvement action plans after reviewing school data. Their efforts will be targeted to improve student sense of belonging.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Summary of Financial Results

The Audited Financial Statements for Livingstone Range School Division No. 68, for the period ended August 31, 2017 reflect operating revenues of \$52,147,725 and operating expenditures of \$52,742,789 resulting in an operating deficit of \$595,064. (See accompanying tables.)

For this same period, unrestricted net assets increased by \$6,348 to \$554,069 and restricted net assets (operating and capital reserves) decreased by \$886,431 to \$7,486,473 leaving the Board with an Accumulated Surplus of \$12,430,615 as of August 31, 2017.

Gross revenue from School Generated Funds totaled \$1,135,507 with related expenses of \$1,054,684 to generate those funds resulting in a net amount of \$80,823. The net sources of these funds were fundraising (\$501,391), non-instructional student fees (\$470,735), donations and grants (\$95,980), and miscellaneous (\$67,401).

Uses of these Net School Generated Funds totaled \$41,226 resulting in a net increase in Unexpended School Generated Funds of \$39,597 to a closing balance on August 31, 2017 of \$1,716,706. The uses of School Generated Funds in 2016 – 2017 were related to extra-curricular activities (\$45,027), field trips (\$2,446), and other \$6,247. The other category included expenditures related to equipment, and family literacy.

The following table reflects the historical comparison of spending on a per-student basis for Livingstone Range School Division:

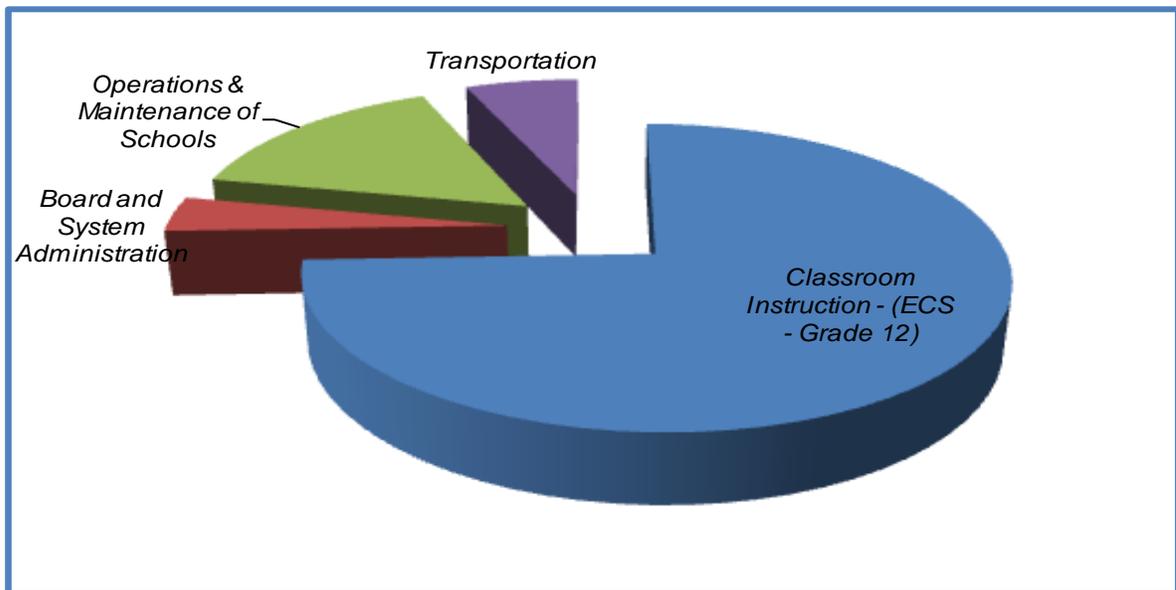
<b>Year</b>	<b>Instructional Spending Per ECS – Grade 12 Year / Student</b>	<b>Support Services Per ECS – Grade 12 Year / Student</b>
2016-2017	\$ 11,441.40	\$3,939.99
2015-2016	\$11,059.62	\$3,553.30
2014-2015	\$ 11,227.36	\$3,430.41
2013-2014	\$10,519.50	\$3,467.73
2012-2013	\$10,087.27	\$3,595.55
2011-2012	\$ 10,241.36	\$ 3,501.32
2010-2011	\$ 9,638.99	\$ 3,827.13
2009-2010	\$ 9,712.56	\$ 3,268.88
2008-2009	\$ 8,847.96	\$ 3,056.80
2007-2008	\$ 8,574.98	\$ 3,071.15
2006-2007	\$ 7,513.96	\$ 2,813.68
2005-2006	\$ 7,292.00	\$ 2,591.22
2004-2005	\$ 6,954.48	\$ 2,355.58
2003-2004	\$ 6,368.74	\$ 2,302.12
2002-2003	\$ 6,436.49	\$ 2,161.08

Copies of the 2016 - 2017 Audited Financial Statements for Livingstone Range School Division No. 68 are available on the Livingstone Range School Division No. 68 website at [www.lrsd.ab.ca](http://www.lrsd.ab.ca). Additional information on school generated funds and their uses can be found in the Audited Financial Statements as well. The web link to the provincial roll-up of jurisdiction AFS information is <https://education.alberta.ca/financial-statements/school-jurisdictions>.

## Final Expenditure Summary by Program

For the Period September 1, 2016 - August 31, 2017

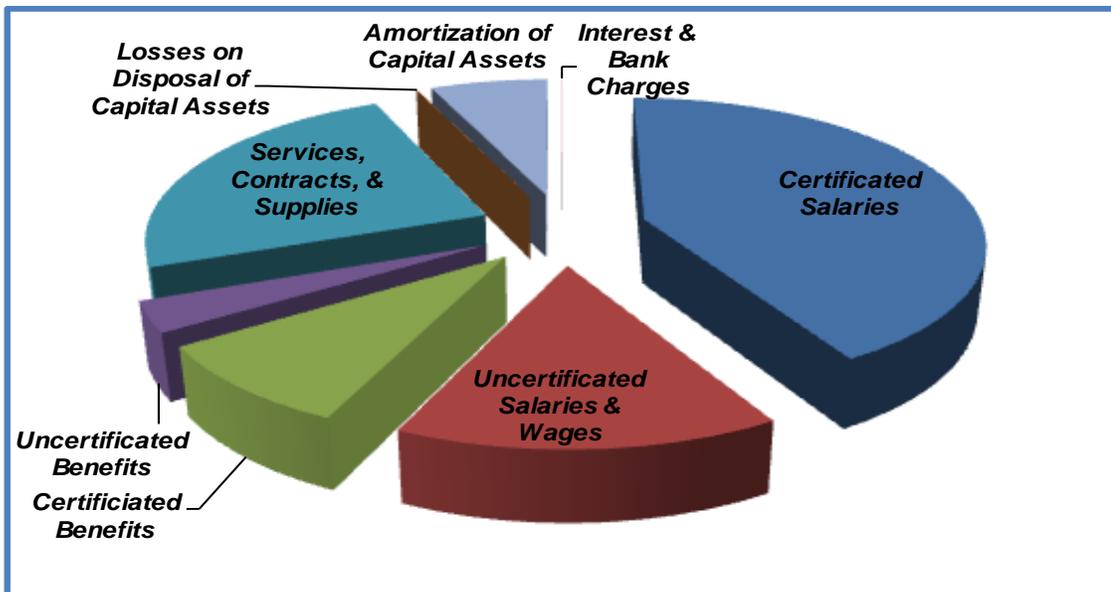
<i>Expenditure</i>	<i>Total Category Expenditures</i>	<i>% of Total Expenditures</i>
Classroom Instruction - (ECS - Grade 12)	\$39,232,566	74.38%
Board and System Administration	\$2,041,667	3.87%
Operations & Maintenance of Schools	\$8,149,394	15.45%
Transportation	\$3,319,162	6.29%
<b>Total Expenditures</b>	<b>\$52,742,789</b>	<b>100.00%</b>



**Final Expenditure Summary by Object**

**For the Period September 1, 2016 - August 31, 2017**

<i><b>Expenditure</b></i>	<i><b>Total Category Expenditures</b></i>	<i><b>% of Total Expenditures</b></i>
Certificated Salaries	\$ 21,965,806	41.65%
Uncertificated Salaries & Wages	\$ 7,970,635	15.11%
Certificated Benefits	\$ 4,786,302	9.07%
Uncertificated Benefits	\$ 1,773,057	3.36%
Services, Contracts, & Supplies	\$ 12,738,193	24.15%
Losses on Disposal of Capital Assets	\$ 18,678	0.04%
Amortization of Capital Assets	\$ 3,474,705	6.59%
Interest & Bank Charges	\$ 15,413	0.03%
<b>Total Expenditures</b>	<b>\$ 52,742,789</b>	<b>100.00%</b>



## Summary of Capital and Facilities Projects

### Nanton Solution Project – Modernization of J.T. Foster School

The number one priority on the Livingstone Range School Divisions Facility Plan is the modernization of the J.T. Foster School.

Originally the number one priority was a Nanton Solution that would potentially see both schools in Nanton modernized. Through the events that will be identified below it was determined that it was in the best interest of the division to modernize J.T. Foster now and A.B. Daley at a later date. A.B. Daley is in good condition and functions very well as compared to J.T. Foster and other schools within the division.

This year a community discussion was held in Nanton in 2016 to gather feedback from community members on what they value and prioritize for future planning of schools in the community. This event was well attended and provided valuable information.

A value management session organized by Alberta Education through an independent facilitator was held in Nanton to further discuss the future of Nanton schools. Participants invited to this meeting were representatives from Alberta Education, Alberta Infrastructure, Architects, Cost Consultants, Town Representatives, Representatives from Community Organizations, School Principals, School Council Chairs, LRSD Trustees from ward 1, LRSD Senior Management and LRSD Facilities Personnel. The intent of the meeting was to take information from the community discussions, past facility studies and other relevant information (such as enrolment trends, potential growth of the community) and review available options and possible scope of future projects.

Of all the options available it was determined that maintaining two schools and focusing on modernizing J.T. Foster to provide a facility that will meet the needs of junior and high school students now and into the future was the best option. It also provides opportunities to partner with the community with any potential excess space. A potential partnership meeting was held in Nanton with an invitation to all community groups to explore potential opportunities. The biggest challenge for potential partners will be to acquire the funds necessary to modernize the excess space to their needs. When a modernization project is approved through Alberta Education the funds approved are only sufficient to cover the costs to modernize the space the school will use. Funds must come from a potential partner to modernize partner space.

JT Foster School is in need of a modernization to update its facilities to better meet the needs of today's student and to address foundations issues with the high water table and slow deterioration of the foundation walls. At this point this is not a health and safety issue but preserving the integrity of the facility long term.

### Fort Macleod Administration Building - Modernization

This year saw the Board engage an external consultant to complete a review on the division's non-school facilities. Through this review there was significant interest in looking at converting the vacant GR Davis School in Fort Macleod into an administration facility for the division and the Town of Fort Macleod.

Through discussions with the Town of Fort Macleod it was determined that there could be significant savings and synergies in sharing the facility and common services. A commitment of 2.5 million dollars from division plant operation and maintenance reserves was approved by the Board of Trustees and added to a matching commitment by the Town of Fort Macleod in order to modernize the GR Davis school into an administration facility. Space and services that will be shared are common meeting rooms including a Board/Council/PD room, lunch and kitchen space, technology services, maintenance and grounds services as well as a common reception area. As the Alberta Government continues to encourage partnerships to be more efficient with public funds we feel this is a perfect opportunity and example of a win-win partnership.

In addition to required agreements with the Town of Fort Macleod, also completed during the year were an assessment on hazardous materials required to be abated, a cost projection and a prequalification and tender for the project.

The majority of the modernization will occur during the 2017-2018 school year.

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### 2016-2017 School Year

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The Board engaged Ferrari Westwood Babits Architects to provide an independent review of the Livingstone Range School Division schools and present a recommendation for Board Approval.

The table below identifies the priority and projects, as well as the action required and timeline.

<b>Priority ONE Projects</b>	<b>Action Required</b>
<b>Community of Nanton</b> Right size and modernize J.T. Foster School.	Submitted as priority one with Alberta Education Await announcement for approval
<b>Priority TWO Projects</b>	<b>Action Required</b>
<b>Community of Lundbreck</b> Right size and modernize Livingstone School.	Community Round Table (Programming); April 2018 Community Disc. (Facilities); Prior to VMS Fall 2018 Value Management Session; (Dependent on Ab Ed)
<b>Priority THREE Project</b>	<b>Action Required</b>
<b>Community of Pincher Creek</b> Right Size and Modernize Pincher Creek Schools.	Community Round Table (Programming); April 2019 Community Disc. (Facilities); Prior to VMS Fall 2019 Value Management Session; (Dependent on Ab Ed)
<b>Priority FOUR Project</b>	<b>Action Required</b>
<b>Community of Nanton</b> Modernize AB Daley School	Community Round Table (Programming); April 2020 Community Disc. (Facilities); Prior to VMS Fall 2020 Value Management Session; (Dependent on Ab Ed)
<b>Other:</b>	<b>Community Round Tables:</b>
Crowsnest Pass	Community Round Table Meeting – TBD
Stavelly	Community Round Table Meeting – TBD
Granum	Community Round Table Meeting – TBD
Claresholm	Community Round Table Meeting – TBD
Fort Macleod	Community Round Table Meeting – TBD

## Budget Summary

### 2017-2018 School Year

In accordance with Livingstone Range School Division No. 68 Administrative Procedures 500 and 511, the School Division budget addresses the vision, mission, priorities, key results, and strategies to be achieved in a manner that provides the best quality education, and meets the needs of all children in the system, at the most reasonable cost to the taxpayer. Strategic priorities are reviewed periodically and confirmed annually in the School Division's Three Year Education Plan.

#### ***JUNE 2017 SPRING BUDGET REPORT***

The following tables and charts reflect a summary of budgeted expenditures for the 2017-2018 school year based on the June budget forecasted enrolment for September 30, 2017. Projected revenues of \$52,567,719 are offset by projected expenditures of \$53,597,560, resulting in a budgeted operating deficit of \$1,029,841. This budgeted deficit is all in the Instruction Block and is projected to be recovered from operating reserves within the Instruction Block, which totaled \$3,394,950 as at August 31, 2017.

More detailed information on the June Spring Budget Report can be obtained from our jurisdiction website, [www.lrsd.ab.ca](http://www.lrsd.ab.ca) or by contacting the Livingstone Range School Division office in Claresholm at (403) 625-3356.

All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting standards. The budgeted figures as well as the results are reported using the format provided by Alberta Education.

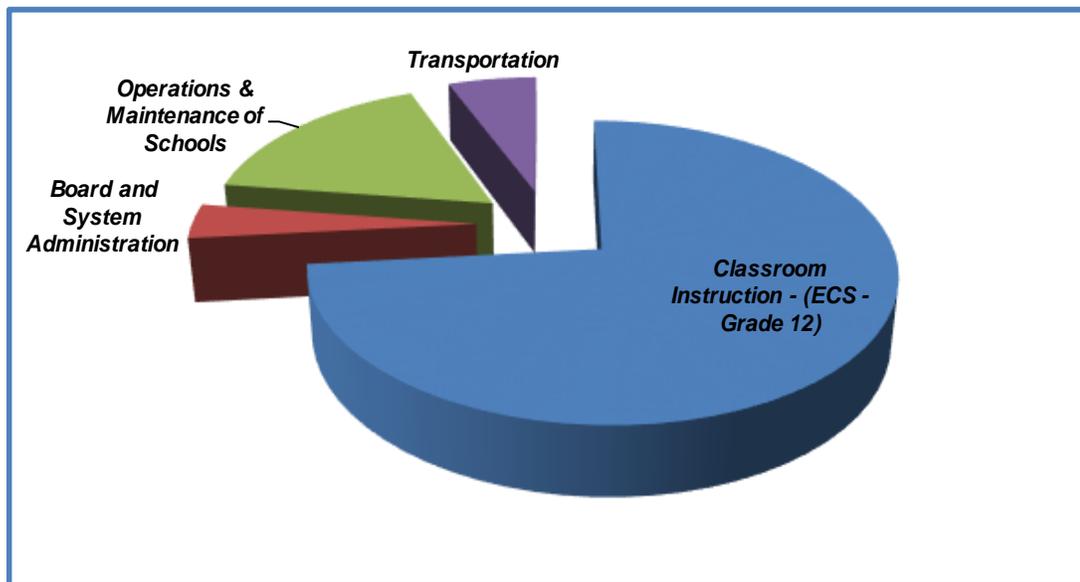
#### ***FALL 2017 BUDGET UPDATE:***

More detailed information on the fall update can be obtained from our jurisdiction website, [www.lrsd.ab.ca](http://www.lrsd.ab.ca) or by contacting the Livingstone Range School Division office in Claresholm at (403) 625-3356.

**Budgeted Expenditure Summary by Program**

**For the Period September 1, 2017 – August 31, 2018**

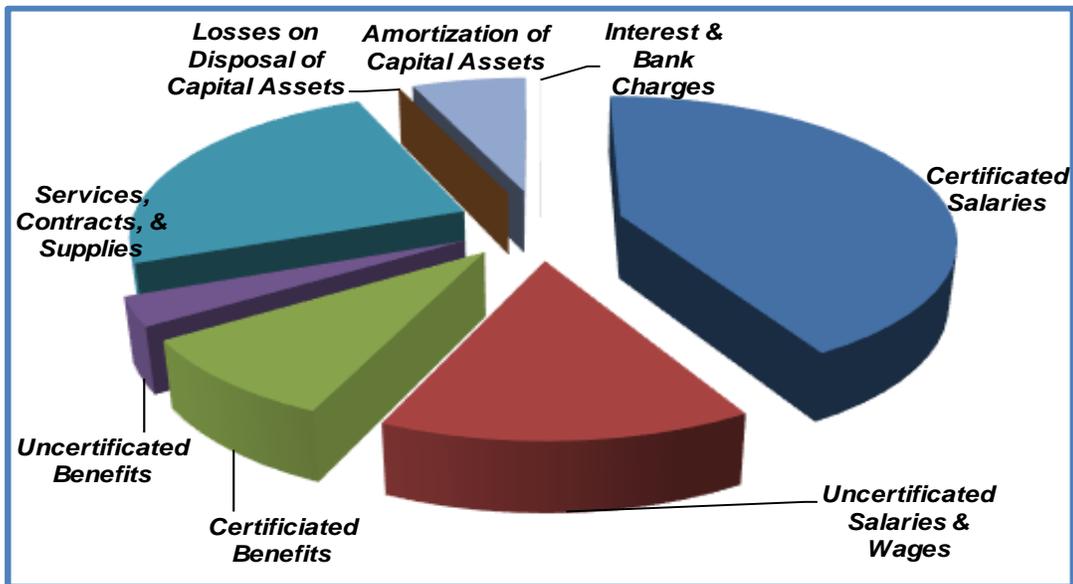
<i>Expenditure</i>	<i>Total Category Expenditures</i>	<i>% of Total Expenditures</i>
Classroom Instruction - (ECS - Grade 12)	\$ 39,264,795	73.41%
Board and System Administration	\$ 2,055,953	3.84%
Operations & Maintenance of Schools	\$ 8,999,062	16.82%
Transportation	\$ 3,166,562	5.92%
<b>Total Expenditures</b>	<b>\$ 53,486,372</b>	<b>100.00%</b>



**Budgeted Expenditure Summary by Object**

**For the Period September 1, 2017 – August 31, 2018**

<b>Expenditure</b>	<b>Total Category Expenditures</b>	<b>% of Total Expenditures</b>
Certificated Salaries	\$ 22,322,661	41.74%
Uncertificated Salaries & Wages	\$ 7,956,202	14.88%
Certificated Benefits	\$ 4,944,422	9.24%
Uncertificated Benefits	\$ 1,737,094	3.25%
Services, Contracts, & Supplies	\$ 13,032,644	24.37%
Losses on Disposal of Capital Assets	\$ -	0.00%
Amortization of Capital Assets	\$ 3,483,494	6.51%
Interest & Bank Charges	\$ 9,855	0.02%
<b>Total Expenditures</b>	<b>\$ 53,486,372</b>	<b>100.00%</b>



## Parental Involvement

Parents play a key role in their child's educational progress and LRSD believes that input from the parents is key to ensuring a strong system. Livingstone Range School Division works with parents via School Councils, Wisdom and Guidance Council, Regional School Council and through public engagement sessions. School Board Trustees attend School Council Meetings on a regular basis and provide updates on Divisional and Board activities. In addition, they bring information back to the board from the parents and report these at Board meetings. Regional School Council provides the parents the opportunity to gain further information in regards to new policies, procedures, trends and updates from the division and province. Community engagement sessions allow parents the opportunity to discuss current trends, issues and concerns with the school administrators and the board.

Parents also sit on the Divisional Calendar Committee which offers them the opportunity to be part of the process in setting the school division calendar every two years. Parents have access to viewing their child's academic progress via Power School, this allows for immediate feedback and information.

Based on feedback from teachers, parents and students, the degree to which students feel that they belong at school, are supported and successful in their learning improved significantly this past year. Further, there was a noted improvement in terms of families being encouraged and supported in relation to their children being successful in their learning.

## Timelines & Communication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division #68 website ([www.lrsd.ca](http://www.lrsd.ca)), and at School Council Meetings.

An Executive Summary will also be posted to the LRSD website as well as highlights in the local newspapers.

Information to determine the progress in the Livingstone Range School Division was primarily gathered through the use of:

- ⇒ Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2016-2017 school year.
- ⇒ Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2016-2017 school year.
- ⇒ Provincial Surveys administered to all students grades 4-12
- ⇒ LRSD Schools' Three-Year Plan, and
- ⇒ Schools' Annual Education Results Report (2016-2017).

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, central office personnel, and school administrators.

## Whistleblower Protection

As per Board Policy 20, no disclosures or information under the Public Disclosure Act have been reported to the Superintendent or designate during the 2016-2017 school year.

## Class Size

### Jurisdiction Summary

#### ALL SUBJECTS

Jurisdiction: Livingstone Range School Division No. 68 [A.1135]

Number of Schools Reported: 14

Total Number of Schools: 14

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
A B Daley Community School	16.9	20.3	16.3	17.1	19.1	20.4						
Canyon Elementary School	19.7	20.5	18.2	21.8	21.7	20.3						
Crowsnest Consolidated High School							19.9	24.5	20.5	16.5	20.7	15.8
F. P. Walshe School		27.0		26.9	25.7	24.4	22.6	25.2	25.6	18.1	17.0	18.4
Granum Schools	19.1	12.4	11.0	21.5	16.8	16.6	17.1	12.6	15.1			
Horace Allen School	18.2	19.0	17.1									
Isabelle Sellon School				25.0	21.8	18.3						
J. T. Foster School							18.6	18.8	18.9	15.2	14.3	16.6
Livingstone School	14.1	16.7	19.5	21.4	23.0	22.0	20.8	21.2	23.4	15.2	13.4	12.4
Matthew Halton High School							17.1	21.3	18.4	14.9	19.0	16.1
Stavely Elementary School	13.0	20.5	11.8	8.3	21.0	15.4						
W. A. Day Elementary School	17.5	20.5	20.8	22.0	22.8	20.0						
West Meadow Elementary School	21.8	18.2	15.6	21.3	21.3	23.0						
Willow Creek Composite High School							30.0	25.3	20.9	19.9	18.9	15.1
Total for Jurisdiction 1135	18.1	19.2	17.6	20.6	21.5	20.0	20.5	22.3	20.5	16.6	17.9	15.8