



Livingstone Range  
SCHOOL DIVISION BAGWE

# EDUCATION PLAN 2021-2024

Livingstone Range School  
Division Every student  
every day.

# Contents

<b>Board of Trustees</b>	<b>3</b>
<b>Senior Administration</b>	<b>3</b>
<b>Accountability Statement</b>	<b>4</b>
<b>Introduction to Assurance</b>	<b>5</b>
<b>Assurance Domains</b>	<b>5</b>
<b>Foundational Statements</b>	<b>6</b>
<b>Local &amp; Societal Context</b>	<b>7</b>
PROFILE OF LIVINGSTONE RANGE SCHOOL DIVISION	7
<b>Stakeholder Engagement</b>	<b>9</b>
BUDGET PRIORITIES	9
MISSION, VISION, CORE VALUES	9
DEFINING STUDENT SUCCESS	9
<b>Planning &amp; Reporting</b>	<b>10</b>
<b>Results Data</b>	<b>11</b>
ACCOUNTABILITY PILLAR OVERALL SUMMARY	11
ACCOUNTABILITY PILLAR OVERALL SUMMARY (FIRST NATIONS, METIS, INUIT)	12
<b>Alberta Education Outcomes</b>	<b>12</b>
<b>LRSD Strategic Priorities - Wildly Important Goals (WIGs)</b>	<b>13</b>
<b>Leadership</b>	<b>14</b>
Wildly Important Goal #1   Every student and staff member recognizes that their contributions help make their school and the division a better place.	14
LEADERSHIP OUTCOMES	14
LEAD MEASURES (STRATEGIES)	14
LAG MEASURES (EVIDENCE OF SUCCESS)	15
<b>Culture</b>	<b>16</b>
Wildly Important Goal #2   Every student and staff member recognizes that they are responsible for positive change.	16
CULTURE OUTCOMES	16
LEAD MEASURES (STRATEGIES)	16
LAG MEASURES (EVIDENCE OF SUCCESS)	17

<b>Academics</b>	<b>18</b>
Wildly Important Goal #3   Educators empower students to lead their own learning.	18
ACADEMIC OUTCOMES	18
LEAD MEASURES (STRATEGIES)	18
LAG MEASURES (EVIDENCE OF SUCCESS)	19
<b>Student Growth &amp; Achievement</b>	<b>20</b>
PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAM RESULTS (All Students)	20
PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAM RESULTS (FNMI Students)	23
SURVEY MEASURES OF CITIZENSHIP AND ACADEMIC ENGAGEMENT	24
<b>Learning Supports</b>	<b>25</b>
SURVEY MEASURES OF SAFE & CARING, STUDENT INCLUSION, AND ACCESS TO SUPPORTS & SERVICES	25
OurSCHOOL RESULTS (ELEMENTARY)	25
OurSCHOOL RESULTS (SECONDARY)	26
LOCAL CONTEXT	26
<b>Governance</b>	<b>27</b>
SURVEY MEASURE OF PARENT INVOLVEMENT	27
LOCAL CONTEXT	28
<b>Budget</b>	<b>28</b>
<b>IMR Expenditure &amp; Capital Plans</b>	<b>29</b>
<b>Contact</b>	<b>29</b>

# Board of Trustees



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**Richard Feller**  
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**Chad Kuzyk**  
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Innovation

# Accountability Statement

The Education Plan for Livingstone Range School Division commencing September 1, 2021 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 3 years on May 18, 2021.

[original signed]

Lori Hodges  
Board Chair



# Introduction to Assurance

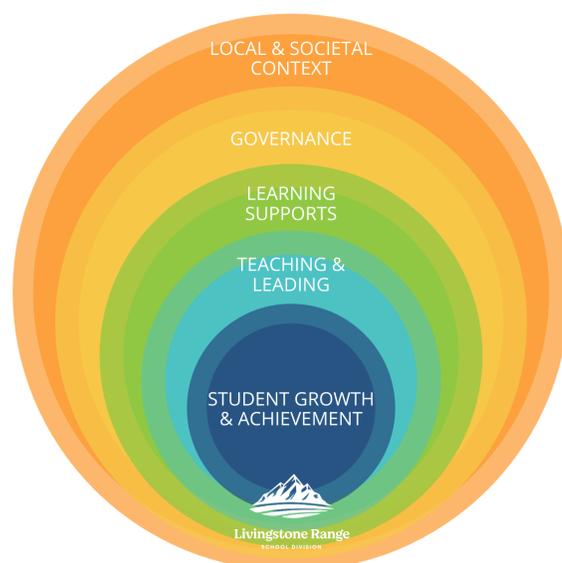
Assurance is focused on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Livingstone Range School Division aims to achieve Assurance through stakeholder engagement, ongoing communication, and by creating and sustaining a culture of continuous improvement.

The Livingstone Range School Division mission statement is **"Livingstone Range School Division inspires excellence through meaningful relationships, innovation and collaboration."** This Education plan and the results that will come as a result of implementation of strategies will provide the learner and parents/guardians the assurance that learning and success is happening in LRSD. The measurement tools selected are indicators of student success and valuable mechanisms to assess progress toward accomplishing our vision of success for **"Every student, every day."**

## Assurance Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.



# Foundational Statements



## Livingstone Range SCHOOL DIVISION

### Mission

Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.

### Vision

Every student,  
every day.

### Core Values

Student-Centered  
Leadership  
Integrity  
Wellness  
Place-Based

# Local & Societal Context

## PROFILE OF LIVINGSTONE RANGE SCHOOL DIVISION

Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.

Our Division is home to 14 schools and 13 Hutterite Colony schools in 8 distinct communities. The Division serves a population of approximately 25,000 and spans more than 9,500 square kilometers. From the Town of Fort Macleod in the east, to the Crowsnest Pass at the western provincial border, and from the Town of Nanton in the north, to Waterton Lakes National Park at the southern provincial border, Livingstone Range School Division's people are as diverse as its natural landscape.

There were 3,632 (3,417.25 Full-Time Equivalent) students during the 2020-2021 school year, with an operating budget of approximately \$53.6 million. Alberta Education reports that the Livingstone Range School Division has the 11th lowest Socio-Economic Status (SES) index of all school jurisdictions in the Province. Research continues to link lower SES to lower academic achievement and progress.



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 LRSD. In addition to those students that attend school from the reserve, LRSD also has numerous self-identified First Nation students that live in the local communities. The Division has a close working relationship with the two First Nation school boards in the area, and strives to develop positive First Nations cultural awareness in our schools.

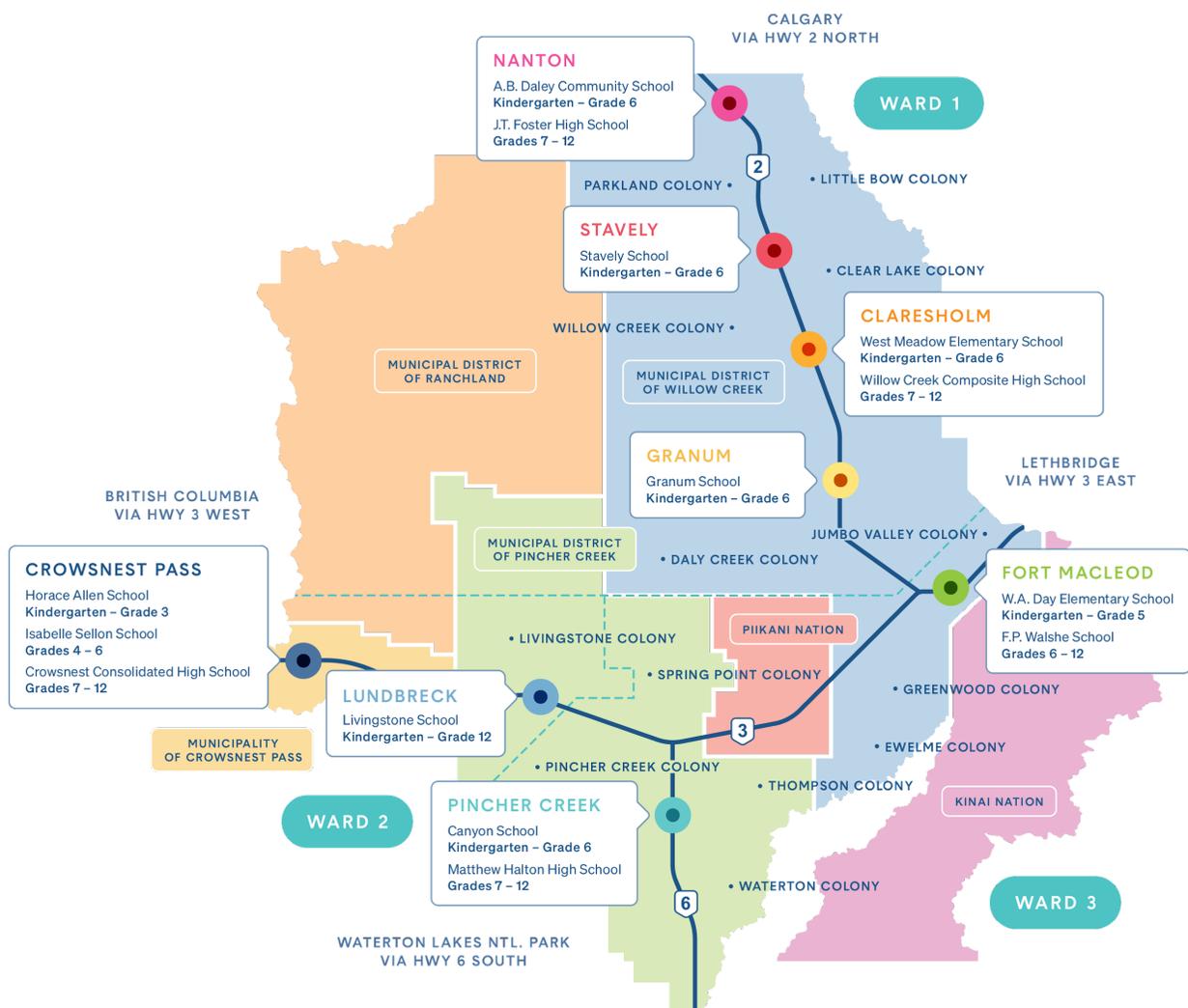
The economy of the area is predominantly agriculture/ranching-based with an energy sector and light manufacturing employment as well. Our rural communities have experienced population decline, making it challenging to offer comprehensive programs and services in some areas.

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.

LRSD is dedicated to providing the same learning opportunities in small schools as in our larger sites. To accommodate this desire LRSD has implemented strategies that will allow all students to have equitable access to a variety of programs. These strategies include:

- Early Learning Programs
- Dual credit opportunities
- Blended learning environments
- CTS programs that allow for the movement of equipment and teacher from location to location
- Utilization of teacher expertise in a variety of locations
- Enhanced Learning Model
- LRSD Pursuits programming that includes a virtual school, summer school, home education, tutoring, and place-based learning.



# Stakeholder Engagement

The Board of Trustees of LRSD believes strongly in involving 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 with their School Councils, school staff and students
- Annually review and revise school-based Education Plans
- Display 'scoreboards' in the school highlighting school priorities and progress
- Engage regularly with stakeholders through Thoughtexchange, surveys or other engagement strategies

Additionally, the Board of Trustees has engaged stakeholders in setting priorities for the Division budget, providing input into the foundational statements and beliefs under which we operate, and defining student success in LRSD.

## BUDGET PRIORITIES

March 2019 | LRSD invited stakeholders to provide input on setting budget priorities and 399 participants responded with where to prioritize budgetary spending, including: small class sizes, emphasis on academics including literacy and numeracy, classroom supports, high-quality teaching, great school culture, and mental health supports. We reviewed our current practices and opportunities for alignment with stakeholder feedback, and our 2020-2021 budget reflected these priority areas.



## MISSION, VISION, CORE VALUES

November-December 2019 | Stakeholders were invited to provide feedback on a draft of a new Mission, Vision, and Core Values for the Division, and 333 respondents provided overwhelmingly positive responses as well as feedback that led to additional dialogue and consideration to develop the final versions (see page 6).

## DEFINING STUDENT SUCCESS

February 2021 | We asked stakeholders "In addition to academic achievement, how would

you define success in Livingstone Range School Division?" and 533 respondents provided feedback on themes of student engagement, safe and caring schools, and life skills. These theme areas guided the development of our [Student Success Plan 2021-2024](#), which is a key component of this Education Plan. Publication

This Education Plan will be communicated to parents and the public on the Livingstone Range School Division website at <https://www.lrsd.ca/our-division/aerr-3-year-plan>, and at School Council Meetings.

## Planning & Reporting

Livingstone Range School Division's planning and reporting process occurs in a continuous improvement cycle, is integral to our accountability and assurance, and involves:

- Developing/updating plans based on results, contextual information and provincial direction
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making)
- Communicating and engaging with stakeholders about school authority plans and results



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

Information to determine the progress of LRSD is primarily gathered through the use of:

- Data obtained from the 2019-2020 school year and trend data over time.
- Data from our 14 community schools, 13 Hutterite Colony Schools, 2 Outreach Schools, Summer School, Virtual School, and the LRSD Home Education program.
- Data obtained from the Provincial Achievement Tests and Diploma Examinations (Due to COVID-19 data from recent years is unavailable)
- OurSCHOOL Surveys administered to students (Grades 4-12)
- Alberta Education’s Business Plan
- Stakeholder engagements
- Assessments such as MIPI, F&P, EYE-TA & EYE-DA

# Results Data

## ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.2	89.0	88.3	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	77.4	75.4	75.1	82.4	82.2	82.0	Intermediate	Improved	Good
	Education Quality	89.7	87.8	88.4	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	3.4	4.5	3.4	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	70.9	75.3	76.7	79.7	79.1	78.4	Intermediate	Declined	Issue
Student Achievement (Grades K-9)	PAT: Acceptable	n/a	69.5	69.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	13.9	15.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.4	83.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.5	13.3	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	38.1	35.5	37.3	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.8	58.9	57.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.5	55.5	54.7	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.3	78.3	78.8	84.1	83.0	82.7	High	Improved	Good
	Citizenship	84.1	82.7	81.8	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	80.7	81.1	80.8	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.8	78.0	76.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

## ACCOUNTABILITY PILLAR OVERALL SUMMARY (FIRST NATIONS, METIS, INUIT)

Measure Category	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a			
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a			
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a			
	Drop Out Rate	7.8	7.8	6.6	5.5	5.4	5.3	Low	n/a	n/a
	High School Completion Rate (3 yr)	65.4	44.2	48.4	55.8	56.6	54.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	39.5	35.0	36.6	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	2.7	2.3	2.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.2	78.8	84.9	77.2	77.1	76.7	Very Low	Declined	Concern
	Diploma: Excellence	12.3	7.7	6.7	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	30.8	10.2	10.6	24.4	24.6	23.6	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	45.2	43.8	36.5	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.8	44.9	34.3	35.0	34.2	33.0	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a			
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a			
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a			
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a			

## Alberta Education Outcomes

Aligned with the Ministry of Education's Business Plan (2021-24), Livingstone Range School Division's Education Plan 2021-24 integrates these four Alberta Education outcomes throughout our three Wildly Important Goals (WIG's) of Leadership, Culture, and Academics:

1. Alberta's students are successful
2. First Nations, Métis, and Inuit students in Alberta are successful
3. Alberta has excellent teachers, school leaders, and school authority leaders
4. Alberta's K-12 education system is well governed and managed

# LRSD Strategic Priorities – Wildly Important Goals (WIGs)

## LEADERSHIP

Every student and staff member recognizes that their contributions help make their school and the division a better place.

### Leadership Outcomes

- Everyone recognizes the value of their contributions to the school and the division
- Students and staff feel empowered to use their skills and talents to help improve their school and the division
- Structures are in place to involve and support students in school improvement efforts
- Increased number of employees are prepared and ready for new leadership opportunities
- Staff and students participate in distributed leadership opportunities

## CULTURE

Every student and staff member recognizes that they are responsible for positive change.

### Culture Outcomes

- Students are empowered with leadership and life skills needed
- Reconciliation is occurring through learning about First Nations, Metis and Inuit history, culture, languages, contributions and perspectives
- Students are engaged in giving back to their community
- Innovation and place-based education initiatives are supported
- Students feel an increased sense of belonging
- Our schools are viewed as safe and caring spaces
- Student and staff wellness is a priority

## ACADEMICS

Educators empower students to lead their own learning.

### Academic Outcomes

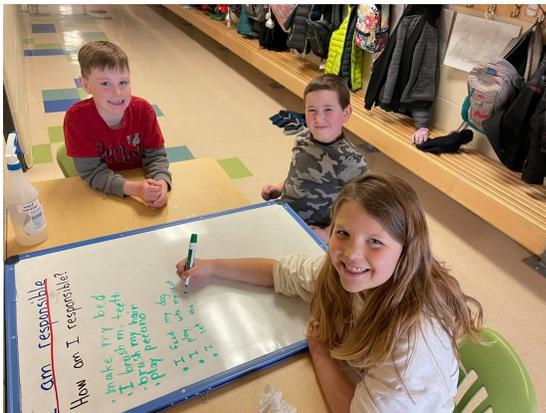
- Students have access to enabling, flexible, and rigorous learning environments
- Students are enabled to set, own, and achieve their academic goals
- Schools have structures in place to support all students in being successful
- Enhanced partnerships with parents and community members exist
- Students complete high school making successful transitions to lifelong learning, careers, and active citizenship.

# Leadership

**Wildly Important Goal #1 | Every student and staff member recognizes that their contributions help make their school and the division a better place.**

## LEADERSHIP OUTCOMES

- Everyone recognizes the value of their contributions to the school and the division
- Students and staff feel empowered to use their skills and talents to help improve their school and the division
- Structures are in place to involve and support students in school improvement efforts
- Increased number of employees are prepared and ready for new leadership opportunities
- Staff and students participate in distributed leadership opportunities



## LEAD MEASURES (STRATEGIES)

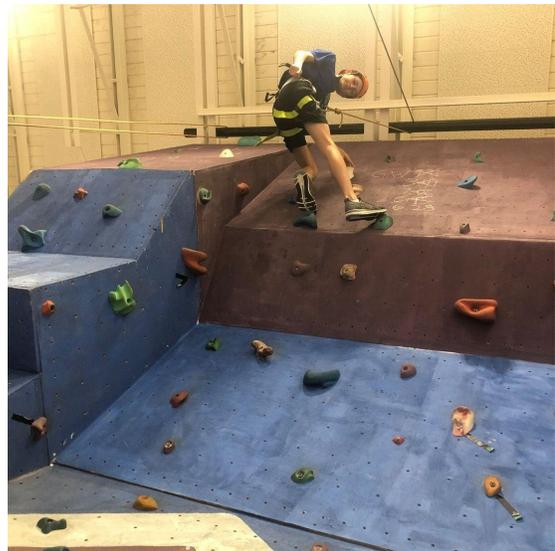
- LRSD school-based administration and school-based teams participate in professional development to create a systemic collaborative response that is action-focused and data-informed ensuring all students experience success.
- Student representatives from each of our six jr./sr. high schools will participate in Livingstone Leaders where leadership principles are taught, practiced and student voice is heard.
- LRSD will offer an Inspiring Leadership Course to build capacity for aspiring school leaders.
- School-based literacy & numeracy lead teachers will continue to meet regularly throughout the year to build capacity, analyze divisional numeracy results and create action plans for student growth and improvement.
- Continuation of the Teacher2Teacher Mentorship Program to include specific sessions on Literacy and Numeracy for our new teachers.
- Continuation of the Leader2Leader Mentorship Program for new administrators.
- Inter-School Collaboration Days will continue to operate through a distributed leadership model where staff volunteer to lead professional development sessions collaboratively sharing knowledge, skills and understanding to build jurisdictional capacity.
- All schools will provide opportunities for student voice and leadership.
- All students will be involved in setting and achieving goals.
- Partnerships will be created to enable expanded programs to be implemented in the

LRS Pursuits program.

- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.
- The Division Leadership team (LIM) will support schools with progress toward school initiatives based on leadership, academics and culture goals.

## **LAG MEASURES (EVIDENCE OF SUCCESS)**

- 90% of school-based numeracy lead teachers regularly participate in Numeracy Lead meetings by June 30, 2022.
- 90% of new teachers participate in the numeracy and literacy session for Teacher2Teacher by June 30, 2022.
- 60% of Grade 6 and 9 students who write will achieve the acceptable standard on Part A of the Math Provincial Achievement Test by June 30, 2022.
- 2 sessions on ISCDays will be specific to numeracy and literacy.
- 72% of Grade 6 and 62% of Grade 9 students who write will achieve the acceptable standard on the Math Provincial Achievement Test by June 30, 2022.
- 10% of Grade 6 and 15% of Grade 9 students who write will achieve the standard of excellence on the Math Provincial Achievement Test by June 30, 2022
- 100% of K-6 schools will provide literacy benchmark data
- 70% of high school students will meet with Career Practitioners to develop individual plans for graduation by June 30, 2022.
- 72 % of students will achieve the acceptable standard on diploma examinations (overall results) (AE) by June 30, 2022.
- 12% of students will achieve the standard of excellence on diploma examinations (overall results) (AE) by June 30, 2022.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2022.
- The Measurable Results Assessment (MRA) will be administered twice in 2021-22. Once in the fall to establish a leadership baseline as this survey is a new measure and once in the spring to see growth over time. In subsequent years, the MRA will be administered each spring to measure growth.



# Culture

**Wildly Important Goal #2 | Every student and staff member recognizes that they are responsible for positive change.**

## CULTURE OUTCOMES

- Students are empowered with leadership and life skills needed
- Reconciliation is occurring through learning about First Nations, Metis and Inuit history, culture, languages, contributions and perspectives
- Students are engaged in giving back to their community
- Innovation and place-based education initiatives are supported
- Students feel an increased sense of belonging
- Our schools are viewed as safe and caring spaces
- Student and staff wellness is a priority

## LEAD MEASURES (STRATEGIES)

- LRSD FNMI Success Coordinator will continue to work with teachers and leaders to build capacity in the new TQS requirements; specifically #5 where teachers and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- Continue to facilitate opportunities for teachers and leaders to learn from Elder's in schools as well as from each other through ongoing professional development structures – FNMI Staff Working Committee, Inter-School Collaboration Days, data sharing, and collaboration meetings between schools and school divisions.



- Implementation of a FNMI Success Coach (Fort Macleod & Pincher Creek) focused on supporting FNMI student academics & increased graduation rates.

- Increase parental engagement in their child's academic goals through school identification and tracking of Indigenous students' progress and needs.

- Implementation of the Land-Based Education program in the spring of 2022

- All schools will have an intentional plan to assist students in becoming

respectful, caring, productive citizens.

- Continue with the implementation of the Collaborative Response work to support every student.
- All schools will have local community service opportunities for students.

- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources, and guidance as necessary.
- Continue with increased Family School Liaison Counsellors support in schools including classroom presentations being offered by FSLC's in the areas of emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness, healthy relationships, etc.
- Contract educator and inclusivity consultant Shelley Moore to work with LRSD Admin and school-based teams throughout the year; "Leadership in Inclusion" learning series focusing on equity, diversity, sense of belonging, purpose and presumed competence for ALL students.

## **LAG MEASURES (EVIDENCE OF SUCCESS)**

- Number of PD sessions offered by our First Nations, Metis, and Inuit Success Coordinator designed to build teacher and principal capacity by June 30, 2022.
- Increased First Nations, Metis, and Inuit high school completion rate by 5% by June 30, 2023.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the PATs from 39.5% to 41.5% by June 30, 2022.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the DIPs from 66.2% to 68.2% by June 30, 2022.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the PATs from 2.7% to 4% by June 30, 2022.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the DIPs from 12.3% to 14% by June 30, 2022
- 100% of schools have completed at least one local community service project by June 30, 2022.
- 100% of schools have implemented the Collaborative Response approach in their school.
- 100% of schools have had FSLC classroom presentations in the areas of emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness, healthy relationships, etc.
- Increase in the number of students who feel they have a positive sense of belonging.



- The Measurable Results Assessment (MRA) will be administered twice in 2021-22. Once in the fall to establish a culture baseline as this survey is a new measure and once in the spring to see growth over time. In subsequent years, the MRA will be administered each spring to measure growth.

## Academics

### Wildly Important Goal #3 | Educators empower students to lead their own learning.

#### ACADEMIC OUTCOMES

- Students have access to enabling, flexible, and rigorous learning environments
- Students are enabled to set, own, and achieve their academic goals
- Schools have structures in place to support all students in being successful
- Enhanced partnerships with parents and community members exist
- Students complete high school making successful transitions to lifelong learning, careers, and active citizenship



#### LEAD MEASURES (STRATEGIES)

- As part of the school's collaborative response work, staff will utilize the data dashboard in determining school/classroom strengths and gaps.
  - All schools will make a concerted effort to involve parents in meaningful ways to improve academic outcomes for their children.
  - All students are involved in setting and achieving goals.
  - Continue implementation of the Enhanced Learning Model (ELM) to support students in achieving higher diploma exam results.
- Continue to offer the Diploma preparation programming (Rock the Diploma) to all students writing 30-level diploma exams in 2021-22.
- LRSD will maintain two Career Practitioners who will continue to:
  - Facilitate Post-Secondary Trips and Fairs
  - Hold 1-1 meetings for transition planning for all Grade 12 students
  - Provide personal coaching for high school completion
- Continue to support students working toward high school completion through two Divisional Off-Campus teachers who oversee Work Experience/RAP/Green Certificate.

- The Behaviour Support Teacher will continue to provide assistance around classroom management, individual behaviour observation, strategies and capacity building to enable students to experience greater academic and social success.
- Enhance LRSD Pursuits programming will expand to include a virtual school, summer school, home education, work readiness certifications, and tutoring services.
- Coordinate the high school timetables to allow students greater access to a broader range of courses and certificates.
- Dual Credit opportunities will continue to be offered to LRSD students.
- Expansion of the Virtual School offerings to include second languages.
- Schools will focus on developing 21st Century Knowledge, Skills & Attributes in students through options, complementary courses, or special days/presentations.
- Increased focus for professional development in the core competencies. (AB Ed Core Competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, personal growth and well-being)
- All schools will have place-based learning opportunities designed to engage students and connect them to their local community.
- All schools will have structures in place for students to explore areas of interest in an effort to increase their engagement in school.
- Implementation of a flight school program (WCCHS) and a firefighting program (GRN)
- Implementation of a FNMI Success Coach (Fort Macleod & Pincher Creek) focused on supporting FNMI student academics & increased graduation rates.
- Implementation of a full-time ECS option for Kindergarten aged children in Nanton to provide increased literacy, play and leadership opportunities within a multi-age environment.
- Implementation of early learning programs at HAS & ABD to ensure our youngest learners are provided with enriching play-based learning experiences within an environment that inspires curiosity and nurtures life long learning.



## LAG MEASURES (EVIDENCE OF SUCCESS)

- Number of students accessing Dual Credit opportunities by June, 2022
- Increase the 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 from 75.5% to 77% by June 30, 2022.

- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2022.
- Diploma Exam results will increase for both Acceptable and Standard of Excellence by June 30, 2022.
- 100% of schools offered place-based learning opportunities to students.
- 100% of schools have a plan to understand student interests & passions better and will have structures in place to explore the feasibility of students accessing programming in these areas.
- Flight school and Firefighting programs are operational.
- Percentage of students meeting with the Career Practitioner.
- Teachers will leverage the data dashboard (literacy & numeracy) in their classroom as identified on the teacher/administrator survey in Spring 2022.
- The Measurable Results Assessment (MRA) will be administered twice in 2021-22. Once in the fall to establish an academic baseline as this survey is a new measure and once in the spring to see growth over time. In subsequent years, the MRA will be administered each spring to measure growth.
- Student engagement is high as indicated by the MRA.
- A common Divisional assessment in Literacy and Numeracy will be implemented.

## Student Growth & Achievement

### PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAM RESULTS (All Students)

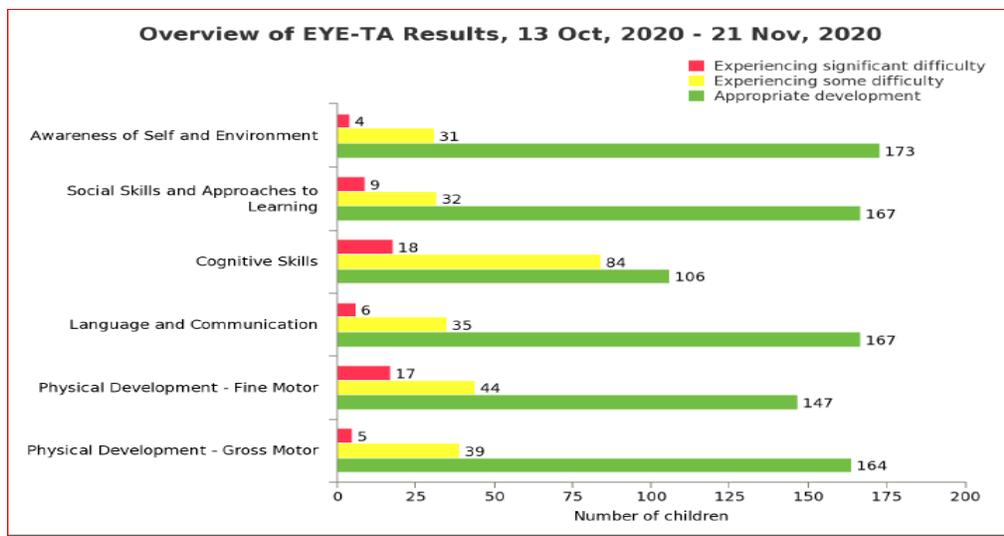
Measure Category	Measure	Livingstone Range School Division			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	69.5	69.1	n/a	73.8	73.6
	PAT: Excellence	n/a	13.9	15.8	n/a	20.6	20.0
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.4	83.4	n/a	83.6	83.4
	Diploma: Excellence	n/a	15.5	13.3	n/a	24.0	23.5
	Diploma Exam Participation Rate (4+ Exams)	38.1	35.5	37.3	56.4	56.3	55.6

### Key Strategies for Continued Success and Improvement

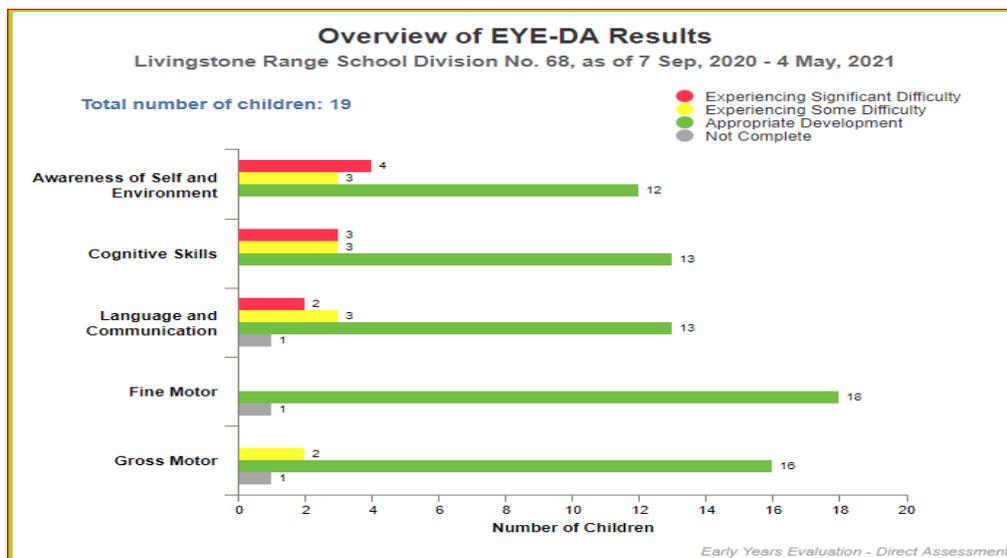
- All schools will make a concerted effort to involve parents in meaningful ways to improve academic outcomes for their children.
- All students will be involved in setting and achieving goals.
- All schools will provide opportunities for student voice and leadership.
- Continue implementation of the Enhanced Learning Model (ELM) to support students in achieving higher diploma exam results.
- Continue to offer the Diploma preparation programming (Rock the Diploma) to all students writing 30-level diploma exams.

- LRSD school-based administration and school-based teams participate in professional development to create a systemic collaborative response that is action-focused and data-informed ensuring all students experience success.
- Implementation of regular collaborative meetings with high school principals to share best practices.
- School-based literacy & numeracy lead teachers will continue to meet regularly throughout the year to build capacity, analyze divisional numeracy results and create action plans for student growth and improvement.
- Continuation of the Teacher2Teacher Mentorship Program to include specific sessions on Literacy and Numeracy for our new teachers.
- Continuation of the Leader2Leader Mentorship Program for new administrators.
- Inter-School Collaboration Days will continue to operate through a distributed leadership model where staff volunteer to lead professional development sessions collaboratively sharing knowledge, skills and understanding to build jurisdictional capacity.

### EYE-TA data (ECS)



## EYE-DA data (ECS)



### Key Strategies for Continued Success and Improvement

- Implementation of a full-time ECS option for Kindergarten aged children in Nanton to provide increased literacy, play and leadership opportunities within a multi-age environment.
- Implementation of early learning programs at HAS & ABD to ensure our youngest learners are provided with enriching play-based learning experiences within an environment that inspires curiosity and nurtures life long learning.

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	72.9	74.8	75.1	75.4	77.4	81.9	81.9	81.8	82.2	82.4

### Key Strategies for Continued Success and Improvement

- Enhance LRSD Pursuits programming will expand to include a virtual school, summer school, home education, work readiness certifications, and tutoring services.
- Coordinate the high school timetables will allow students greater access to a broader range of courses and certificates.
- Dual Credit opportunities will continue to be offered to LRSD students.
- Expansion of the Virtual School offerings to include second languages.
- Implementation of a flight school program (WCCHS) and a firefighting program (GRN)
- LRSD school-based administration and school-based teams participate in professional development to create a systemic collaborative response that is action-focused and data-informed ensuring all students experience success.

- The Division Leadership team (LIM) will support schools with progress toward school initiatives based on leadership, academics and culture goals.
- All schools will have place-based learning opportunities designed to engage students and connect them to their local community.
- All schools will have structures in place for students to explore areas of interest in an effort to increase their engagement in school.
- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.

## PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAM RESULTS (FNMI Students)

Measure Category	Measure	Livingstone Range School Division			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Learning Achievement (Grades K-9)	PAT: Acceptable	39.5	35.0	36.6	54.0	51.7	51.9
	PAT: Excellence	2.7	2.3	2.0	7.4	6.6	6.5
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.2	78.8	84.9	77.2	77.1	76.7
	Diploma: Excellence	12.3	7.7	6.7	11.4	11.0	10.6
	Diploma Exam Participation Rate (4+ Exams)	30.8	10.2	10.6	24.4	24.6	23.6

### Key Strategies for Continued Success and Improvement

- LRSD FNMI Success Coordinator will continue to work with teachers and leaders to build capacity in the new TQS requirements; specifically #5 where teachers and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- Continue to facilitate opportunities for teachers and leaders to learn from Elder's in schools as well as from each other through ongoing professional development structures – FNMI Staff Working Committee, Inter-School Collaboration Days, data sharing, and collaboration meetings between schools and school divisions.
- Increase parental engagement in their child's academic goals through school identification and tracking of Indigenous students' progress and needs.
- Implementation of the Land-Based Education program in the spring of 2022
- Implementation of a FNMI Success Coach (Fort Macleod & Pincher Creek) focused on supporting FNMI student academics & increased graduation rates.
- Contract educator and inclusivity consultant Shelley Moore to work with LRSD Admin and school-based teams throughout the year--Leadership in Inclusion learning series focusing on equity, diversity, sense of belonging, purpose and presumed competence for ALL students.
- As part of the school's collaborative response work, staff will utilize the data dashboard in determining school/classroom strengths and gaps.
- All schools will have structures in place for students to explore areas of interest in an

effort to increase their engagement in school.

## SURVEY MEASURES OF CITIZENSHIP AND ACADEMIC ENGAGEMENT

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.

Authority					Province				
2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
79.8	78.4	79.6	78.3	82.3	82.6	82.7	82.4	83.0	84.1

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	65.4	68.6	70.1	70.7	72.4	70.7	71.0	70.9	71.4	72.6

### Key Strategies for Continued Success and Improvement

- All schools will make a concerted effort to involve parents in meaningful ways to improve academic outcomes for their children.
- LRSD will maintain two Career Practitioners who will continue to:
  - Facilitate Post-Secondary Trips and Fairs
  - Hold 1-1 meetings for transition planning for all Grade 12 students
  - Provide personal coaching for high school completion
- Continue to support students working toward high school completion through two Divisional Off-Campus teachers who oversee Work Experience/RAP/Green Certificate.
- Schools will focus on developing 21st Century Knowledge, Skills & Attributes in students through options, complementary courses, or special days/presentations.
- Increased focus for professional development in the [core competencies](#) (AB Ed Core Competencies: critical thinking, communication, problem solving, collaboration, managing



information, cultural and global citizenship, creativity and innovation, personal growth and well-being)

- All schools will have local community service opportunities for students
- Student representatives from each of our six junior/senior high schools will participate in Livingstone Leaders where leadership principles are taught, practiced and student voice is heard.
- All schools will provide opportunities for student voice and leadership.

# Learning Supports

## SURVEY MEASURES OF SAFE & CARING, STUDENT INCLUSION, AND ACCESS TO SUPPORTS & SERVICES

<u>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.</u>									
Authority					Province				
2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
86.8	88.2	87.7	89.0	90.2	89.5	89.5	89.0	89.0	89.4

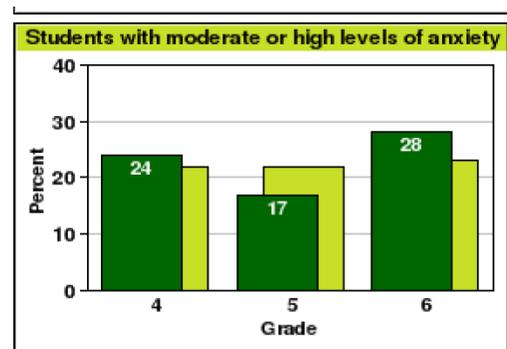
<u>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</u>										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>Overall</b>	79.6	81.0	81.5	82.7	84.1	83.9	83.7	83.0	82.9	83.3

## OurSCHOOL RESULTS (ELEMENTARY)

### Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 23% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 31% of the girls and 15% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.

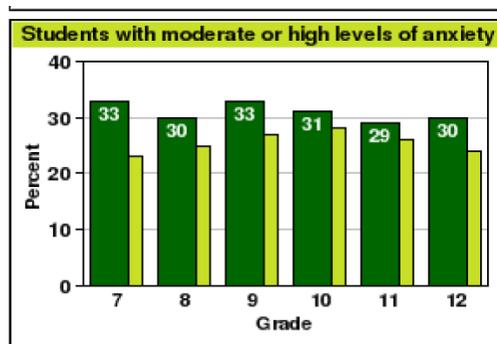


## OurSCHOOL RESULTS (SECONDARY)

### Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 31% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 42% of the girls and 20% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.



### Key Strategies for Continued Success and Improvement

- Continue with increased Family School Liaison Counsellors support in schools including classroom presentations being offered by FSLC's in the areas of emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness, healthy relationships, etc.
- Contract Shelley Moore to work with LRSD Admin and school-based teams throughout the year--Leadership in Inclusion learning series focusing on equity, diversity, sense of belonging, purpose and presumed competence for ALL students.
- All schools will have an intentional plan to assist students in becoming respectful, caring, productive citizens.
- The Behaviour Support Teacher will continue to provide assistance around classroom management, individual behaviour observation, strategies and capacity building to enable students to experience greater academic and social success.
- Student representatives from each of our six jr./sr. high schools will participate in Livingstone Leaders where leadership principles are taught, practiced and student voice is heard.
- All schools will provide opportunities for student voice and leadership.

## LOCAL CONTEXT

In LRSD, learning support is a shared responsibility among, teachers, learning support teachers, school staff, Family School Liaison Counsellors, First Nation Metis Inuit Coordinator, community agencies and health services guided by LRSD's designated Director of Learning (Support Services) in collaboration with the designated Clinical Team Leader (Registered Psychologist).

Resources are effectively distributed to support the learning environments within each community's local context. Through this work with individual schools and communities a

continuum of support is developed to meet diverse learner needs within an inclusive environment, honouring the individual student and family.



LRSD collaborates with families and agencies such as Alberta Mental Health, medical professionals, and FSCD, to provide wraparound services, in a safe caring environment where all students belong and are welcomed.

LRSD has contracted educator and inclusivity consultant Shelley Moore to work with Admin and school-based teams throughout the 2021 school year to deepen our knowledge and action as Leaders in Inclusion. The focus is on equity, reconciliation, diversity, sense of belonging, purpose and presumed competence for ALL students.

LRSD has designated a staff member in the position of First Nations, Metis and Inuit Success Coordinator to guide the work of Truth & Reconciliation in LRSD. LRSD believes in the value of traditional knowledge keepers and provides schools with resources to access Elders in their schools and classrooms as needed. LRSD has a First Nations, Metis and Inuit staff working committee which consists of representatives from every school in our school division. These staff members meet four times per year and take the lead on ensuring the professional development for staff regarding the First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools permeates its way through every school and student in our school division.

## Governance

### SURVEY MEASURE OF PARENT INVOLVEMENT

<u>Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</u>									
Authority					Province				
<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<u>77.4</u>	<u>79.5</u>	<u>82.0</u>	<u>81.1</u>	<u>80.7</u>	<u>80.9</u>	<u>81.2</u>	<u>81.2</u>	<u>81.3</u>	<u>81.8</u>

<u>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.</u>									
Authority					Province				
<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<u>80.7</u>	<u>76.3</u>	<u>76.1</u>	<u>78.0</u>	<u>82.8</u>	<u>81.2</u>	<u>81.4</u>	<u>80.3</u>	<u>81.0</u>	<u>81.5</u>

## **Key Strategies for Continued Success and Improvement**

- The LRSD Board of Trustees is committed to conduct further stakeholder engagements to gain a greater understanding of parent input into the education of their children.
- All schools will make a concerted effort to involve parents in meaningful ways to improve academic outcomes for their children.
- All schools will foster strong working relationships with their school council.
- Continue to allocate resources to support priority areas.

## **LOCAL CONTEXT**

In accordance with School Councils Regulation, section 12 LRSD Board of Trustees has engaged in several [stakeholder engagements](#). In November-December 2019, LRSD Board of Trustees asked stakeholders to provide input into the development of the school division foundational statements resulting in the creation of a new vision, mission and core values. These foundational statements guide all decision making



in the division and are critically important when determining strategies and the allocation of resources to achieve the priorities included in the school division education plan. In the spring of 2020, the LRSD Board of Trustees engaged stakeholders in helping to define what student success looks like. The feedback from this stakeholder engagement was summarized and incorporated into this Education Plan. The school Board has an established process for the review of and feedback on changes to board policies and administrative procedures which involves school councils. Annually, the Board posts the Annual Education Results Report data on the division website and results are shared with school councils by school-based administrators.

## **Budget**

The LRSD vision, mission and core values are foundational to everything we do. The allocation of resources aligned to support implementation of the Education Plan with its corresponding goals, strategies and measures is the driver behind the budgeting process. This budgeting approach demonstrates responsible stewardship of Division resources by the Board of Trustees.

Livingstone Range School Division's financial reports including budgets and audited financial reports are available at [www.lrsd.ca/our-division/departments/finance](http://www.lrsd.ca/our-division/departments/finance).

Click [here](#) for the approved budget for the year ending August 31, 2021.

The LRSD Board of Trustees Audit Committee consists of three trustees and two members of the public. Their purpose is to assist the Board and the Superintendent in fulfilling their

oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Standards (PSAS) compliance), and monitoring the Division's compliance with laws and regulations pertaining to the financial operations. In addition, external auditors perform an audit of school division finances and operations annually.

## IMR Expenditure & Capital Plans

Livingstone Range School Division's capital plans and priorities are available at <https://www.lrsd.ca/our-division/supplemental/capital>

## Contact

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