



Livingstone Range  
SCHOOL DIVISION

# EDUCATION PLAN 2022-2025

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# Accountability Statement

The Education Plan for Livingstone Range School Division commencing September 1, 2022 was prepared under the direction of the Board 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 24, 2022.

Sincerely,

Lacey Poytress  
Board Chair



# Introduction to Assurance

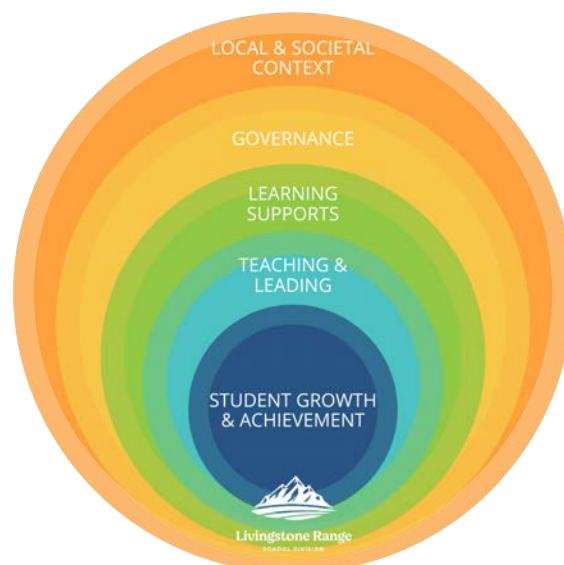
Assurance is focused on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Livingstone Range School Division aims to achieve Assurance through stakeholder engagement, ongoing communication, and by creating and sustaining 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 3,752 (3,567 Full-Time Equivalent) students during the 2021-2022 school year, with an operating budget of approximately \$55 million. Alberta Education reports that the Livingstone Range School Division has the 12th 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.

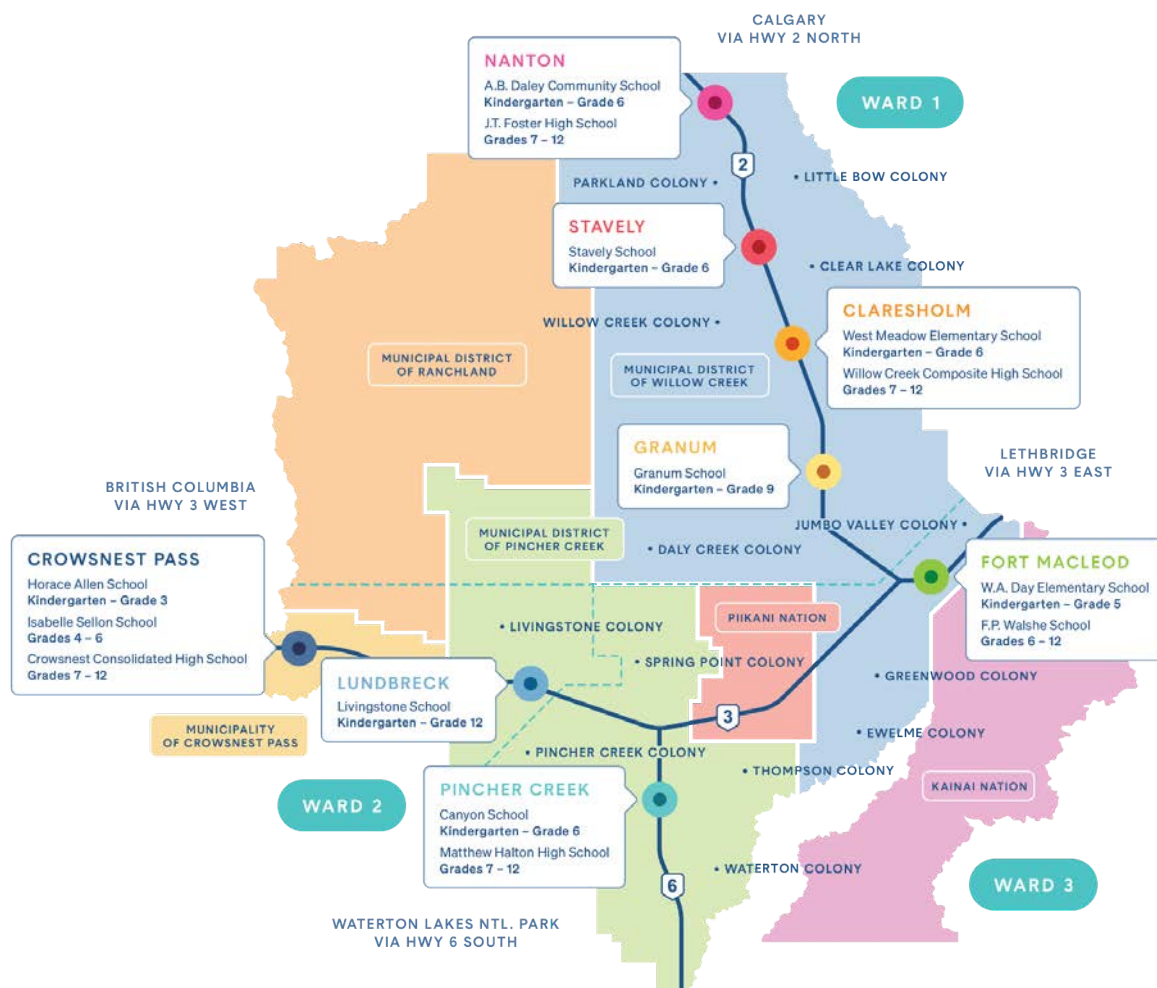
In many of our rural schools, the number of students per grade is small which has necessitated some combined classes and multi-graded classrooms. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the course. 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
- Rock the Diploma
- 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

## 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. This Education Plan is shared publicly on the Livingstone Range School Division website at <https://www.lrsd.ca/our-division/aerr-3-year-plan>, and at School Council Meetings.



## IDENTIFYING SUCCESSES TO CONTINUE

June 2021 | We asked stakeholders, "Reflecting on this challenging school year during the COVID-19 pandemic and planning for next year, what successes have you seen in our schools that we should seek to continue?" 143 staff/parents and 22 student leaders responded with practices and attitudes that align with our Mission, Vision, and Core Values, contributing to a healthy and happy learning environment for students. These ideas - which we continue to emphasize in our schools - include fostering relationships, acknowledging & supporting mental health, communicating transparently & with timeliness, being flexible & adaptable, keeping the school (& students!) clean, using technology appropriately, and staying home when we're sick.



## HONORING TRUTH & RECONCILIATION

September 2021 | We asked stakeholders, "What are some ways we can honor and support Truth and Reconciliation throughout the year?" 113 staff, students, parents, and community members shared comments that suggest we can honor Truth and Reconciliation in 5 theme areas:

1. Learning through Traditional Teachings & Experiences
2. Avail ourselves of Elders' Wisdom & Leadership
3. Engaging & Understanding in classrooms and schools
4. Learning With & From through professional development
5. Recognize September 30: National Day for Truth & Reconciliation

Using this important feedback, we continue to prioritize First Nations, Metis, and Inuit wisdom and learning in classrooms, professional development opportunities for staff, and consulting with and learning from local Elders.



## MEASURABLE RESULTS ASSESSMENT

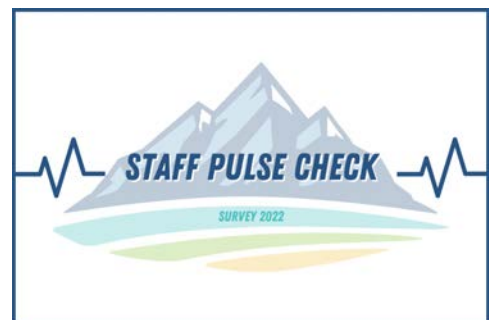
November 2021 | The Measurable Results Assessment (MRA) tool is aligned with our LRSD Education Plan. The results are used by schools and the school division to focus on improving leadership, culture, and academics across our school division. Parents, students, and staff are invited to participate annually in this perception survey, which identifies strengths and areas for growth and informs future strategies for improvement. The MRA also provides data to monitor progress over time. November 2021 overall Division results are as follows:

- Leadership: 72.5%
- Culture: 72.6%
- Academics: 69.9%



## STAFF PULSE CHECK SURVEY

March 2022 | We asked all current staff to provide feedback on their employee experience in the areas of Engagement, Empowerment, Culture, Communication, Recognition, Growth, Wellness, and Leadership. 417 staff members responded to the survey. The results





showed that staff feel proud to be part of LRSD, that they have opportunities to make meaningful contributions in their roles, and that they would recommend LRSD as a great place to work. The survey also revealed that we have work to do when it comes to collaborating with other staff, teams, schools, or departments; providing opportunities for all staff to expand in their careers, and integrating our value of wellness in all we do.

This feedback is used to help departments and schools find strategies to help ensure a positive staff experience for our valuable staff division-wide.





# 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 2021-2022 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)
- Measurable Results Assessments administered to students (Grades 3-10)
- Alberta Education's Business Plan
- Stakeholder engagements
- Assessments such as MIPI, F&P, EYE-TA & EYE-DA

# Results Data

## Alberta Education Assurance Measures - Overall Summary

Spring 2021

Assurance Domain	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Average	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.5	84.1	82.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	83.5	74.4	76.2	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	83.4	83.3	84.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	69.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	89.7	88.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.5	80.7	81.2	79.5	81.8	81.4	n/a	n/a	n/a



# Alberta Education Assurance Measures - Overall Summary (First Nations, Métis, Inuit)

Spring 2021

Assurance Domain	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Average	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	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	n/a	n/a	n/a
	3-year High School Completion	62.9	65.4	53.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	53.1	51.4	62.5	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	37.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.5	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Alberta Education Outcomes

Aligned with the Ministry of Education's Business Plan (2022-25), Livingstone Range School Division's Education Plan 2022-25 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)

- 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.
- Continue with valuable professional development opportunities for LRSD staff including an Inspiring Leadership Course to build capacity for aspiring school administrators.
- School-based literacy & numeracy lead teachers will continue to meet regularly throughout the year to build capacity, analyze divisional literacy & numeracy results and create action plans for student growth and improvement.
- 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 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.
- Lighthouse Teams will operate in Leader in Me schools.



- 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)



- Increase the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth from 88.5% to 90% by June 30, 2025.
- Increase the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education from 80.5% (2021) to 83% by June 30, 2025.
- 90% of school-based literacy & numeracy lead teachers regularly participate in Literacy & Numeracy Lead meetings by June 30, 2023.
- Increase the number of staff who feel empowered in their work from 76.8% to 80% by June 30, 2025 as indicated by the Staff Pulse Check Survey.
- The Measurable Results Assessment (MRA) will be administered annually in the spring to measure growth. Increase the overall leadership result in leadership from 72.5% (2021), to 77.5% by June 30, 2025.

# 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)

- FNMI Staff Working Committee will continue to work with staff to build capacity in the [TOS #5](#); specifically 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 staff 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.

- Create a partnership with Rupertsland Institute to empower staff to develop and apply Métis foundational knowledge as outlined in [TOS](#) and [LOS](#) Competency #5.

- Continuation of the Land-Based Education program and partnership with ACTUA.

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

respectful, caring, productive citizens.

- Continuation of Collaborative Response in schools and with community agencies to support every student.
- All schools will have local community service opportunities for students.
- With the hiring of two place-based learning supervisors LRSD will build staff capacity in offering place-based learning experiences for students in all schools.
- 100% of schools offered place-based learning opportunities to students designed to engage students and connect them to their local community.
- Continuation of Experiential Learning Week (MHHS), a flight school program (WCCHS), a firefighting program (GRN), the ski academy (LIV), hockey academies (MHHS & JTF) and the implementation of a sports academy (FPW).
- 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 supporting students, staff, and families through individual student sessions, group and classroom programming, and consultation. These activities will aim to optimize the learning, development, and wellbeing of students.
- Continue the “Leadership in Inclusion” work with admin and school-based teams intentionally planning for diversity, sense of belonging, and purpose for ALL students.

## LAG MEASURES (EVIDENCE OF SUCCESS)

- 100% of schools have completed at least one local community service project by June 30, 2023.
- Increase the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth from 88.5% to 90% by June 30, 2025.
- Number of students participating in the Land-Based Education Camp each year.
- Increase the percentage of teachers, parents and students satisfied with the opportunity to receive a broad program of studies from 74.9% (2021) to 79% by June 30, 2025.
- Increase the overall MRA result in culture from 72.6% (2021) to 76% by June 30, 2025.
- Increase the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship from 83.5% (2021) to 86% by June 30, 2025.
- Increase the percentage of teachers, parents and students who agree that students are engaged in their learning at school from 84.9% (2021) to 87% by June 30, 2025.
- Increase the percentage of teacher, parent and student satisfaction with the accessibility and efficiency of programs and services for students in their community from 76.3% (2021) to 79% by June 30, 2025.
- 100% of schools continue with the Collaborative Response.
- 100% of schools have place-based learning opportunities for students.



## 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)

- 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 to offer the Diploma preparation programming (Rock the Diploma) to all students writing 30-level diploma exams.
- 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 and provide personal coaching for high school completion.
- Implementation of FNMI Success Coaches (Fort Macleod & Pincher Creek) focused on supporting FNMI student academics & increased graduation rates.
- Continuation 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.



- Continuation of early learning programs at CAN, 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.

- Common Divisional assessments will be implemented: Literacy: STAR Reading and Accelerated Reader, LeNS, CC3, EYE-TA, HLAT. Numeracy: CAT4 (grades 2, 5, 8) STAR Math will run as a pilot at ABD for the 2022-23 school year.

- 2 ISCD sessions each year will be specific to literacy & numeracy.

- Teachers of the new curriculum will meet regularly to ensure a smooth transition for students impacted by the new curriculum implementation.

- Senior Administration will schedule regular

check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.

## LAG MEASURES (EVIDENCE OF SUCCESS)

- Increase the percentage of students who achieve the acceptable standard on the Gr. 6 ELA Provincial Achievement Test from 82.1% (2019) to 85% by June 30, 2025.
- Increase the percentage of students who achieve the acceptable standard on the Gr. 6 Math Provincial Achievement Test from 66.1% (2019) to 70% by June 30, 2025.

- Increase the percentage of students who achieve the acceptable standard on the Gr. 9 ELA Provincial Achievement Test from 70.3% (2019) to 74% by June 30, 2025.
- Increase the percentage of students who achieve the acceptable standard on the Gr. 9 Math Provincial Achievement Test from 54.5% (2019) to 60% by June 30, 2025.
- Increase the percentage of First Nations, Metis, and Inuit 3 year high school completion rate by from 62.9% (2020) to 67% by June 30, 2025.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the PATs from 39.5% (2020) to 44% by June 30, 2025.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the DIPs from 66.2% (2020) to 70% by June 30, 2025.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the PATs from 2.7% (2020) to 5% by June 30, 2025.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the DIPs from 12.3% (2020) to 15% by June 30, 2025.
- Increase the percentage of students who achieve the acceptable standard on diploma examinations from 83.4% (2020) to 85% by June 30, 2025.
- Increase the percentage of students who achieve the standard of excellence on diploma examinations from 15.5% (2020) to 17% by June 30, 2025.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2023.
- Percentage of students meeting with the Career Practitioner.
- Increase the overall MRA result in academics from 69.9% (2021), to 74% by June 30, 2025.



# Student Growth & Achievement

## 2021 PROVINCIAL ACHIEVEMENT AND DIPLOMA EXAM RESULTS (All Students)

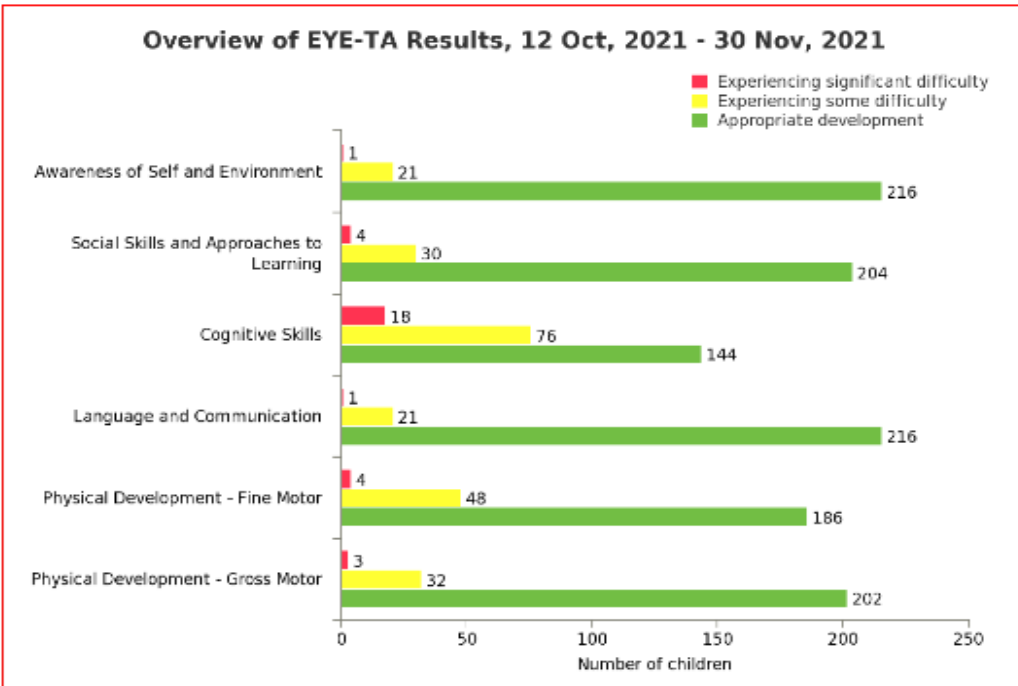
Assurance Domain	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Average	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	PAT: Acceptable	n/a	n/a	69.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.7	n/a	n/a	24.1	n/a	n/a	n/a

### Key Strategies for Continued Success and Improvement

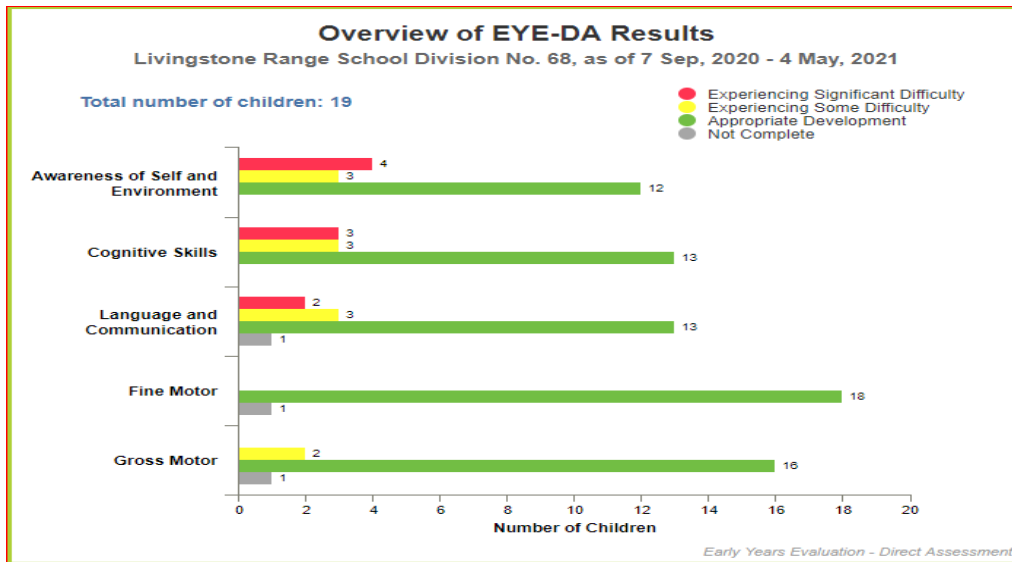
- All schools will make a concerted effort to involve parents in meaningful ways to improve academic outcomes for their children.
- All students will be involved in setting and achieving goals.
- All schools will provide opportunities for student voice and leadership.
- Continue to offer the Diploma preparation programming (Rock the Diploma) to all students writing 30-level diploma exams.
- LRSD school-based administration and school-based teams continue with collaborative response and remain 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

- Continuation 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.
- Continuation of early learning programs at CAN, 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				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Overall	74.8	75.1	75.4	77.4	74.9	81.9	81.8	82.2	82.4	81.9

**Key Strategies for Continued Success and Improvement**

- LRSD Pursuits programming will expand.
- Dual Credit opportunities will continue to be offered to LRSD students.
- Expansion of the Virtual School offerings to include second languages by 2025.
- Continuation of Experiential Learning Week (MHHS), a flight school program (WCCHS), a firefighting program (GRN), the ski academy (LIV), hockey academies (MHHS & JTF) and the implementation of a sports academy (FPW).
- LRSD school-based administration and school-based teams continue with 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.
- Hiring of two place-based supervisors to build staff capacity to offer place-based experiences in all LRSD schools. 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)

Assurance Domain	Measure	Livingstone Range School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Average	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	PAT: Acceptable	n/a	n/a	37.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.5	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a

### Key Strategies for Continued Success and Improvement

- Continue to work with teachers and leaders to build capacity in the 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.
- Create a partnership with Rupertsland Institute to empower staff to develop and apply foundational knowledge about Métis, as outlined in [TQS](#) and [LQS](#) Competency #5.
- Increase parental engagement in their child's academic goals through school identification and tracking of Indigenous students' progress and needs.
- Continuation of the Land-Based Education program.
- Implementation of FNMI Success Coaches (Fort Macleod & Pincher Creek) focused on supporting FNMI student academics & increased graduation rates.
- 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				
2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
78.4	79.6	78.3	82.3	83.7	82.7	82.4	83.0	84.1	85.7

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

	Authority					Province				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Overall	68.6	70.1	70.7	72.4	79.5	71.0	70.9	71.4	72.6	82.1

### 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 a Divisional Off-Campus teacher who oversees Work Experience/RAP/Green Certificate.
- 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 CITIZENSHIP

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.

Authority					Province				
2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
88.2	87.7	89.0	90.2	90.3	89.5	89.0	89.0	89.4	90.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

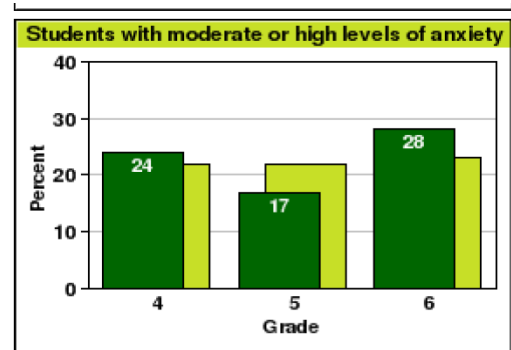
	Authority					Province				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
<b>Overall</b>	81.0	81.5	82.7	84.1	83.5	83.7	83.0	82.9	83.3	83.2

### 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%.

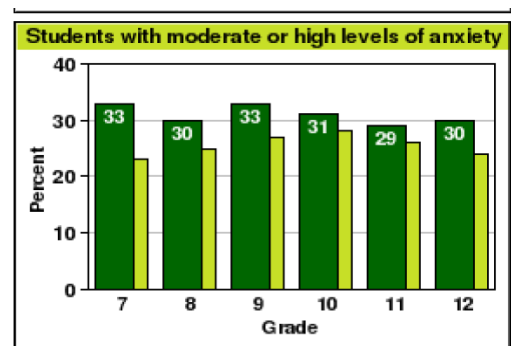


### OurSCHOOL RESULTS (SECONDARY)

#### 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 supporting students, staff, and families through individual student sessions, group and classroom programming, and consultation. These activities will aim to optimize the learning, development, and wellbeing of students.
- Continue the “Leadership in Inclusion” work with admin and school-based teams intentionally planning for diversity, a sense of belonging, and purpose for ALL students.
- All schools will have an intentional plan to assist students in becoming respectful, caring, productive citizens.
- 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.

## **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 Success Coaches, 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.

Designated staff members 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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.									
Authority					Province				
2017	2018	2019	2020	2021	2016	2017	2018	2019	2020
79.5	82.0	81.1	80.7	80.5	81.2	81.2	81.3	81.8	79.5

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.									
Authority					Province				
2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
76.3	76.1	78.0	82.8	84.5	81.4	80.3	81.0	81.5	81.4

### 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 stakeholder input into the education of 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 (see Page 9). In November- December 2019, LRSD Board of Trustees asked stakeholders to provide input into the development of the school division's 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 current year.

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

## Livingstone Range School Division

PO Box 1810, 410 - 20 Street  
Fort Macleod, AB T0L 0Z0

Phone: 403-625-3356

Email: [hello@lrsd.ab.ca](mailto:hello@lrsd.ab.ca)

Web: [www.lrsd.ab.ca](http://www.lrsd.ab.ca)

