



Livingstone Range  
SCHOOL DIVISION

# EDUCATION PLAN 2023-2026 (Year 2)



*Old Town*

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# Accountability Statement

The Education Plan for Livingstone Range School Division commencing September 1, 2024 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 reviewed and approved the 2023-2026 (Year 2) Education Plan on May 27, 2024.

Sincerely,

Lori Hodges  
Board Chair  
(original signed)

## Introduction to Assurance

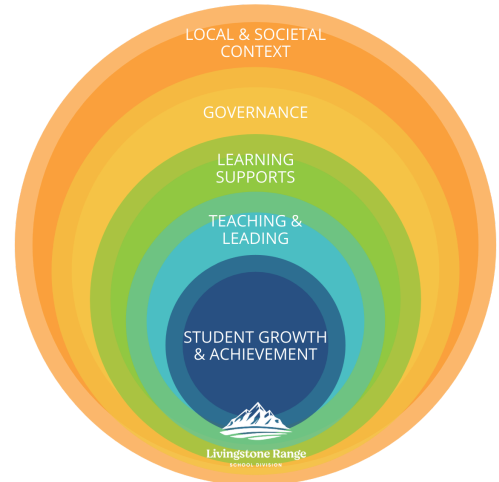
Assurance is focused on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Livingstone Range School Division aims to achieve Assurance through stakeholder engagement, ongoing communication, and by creating and sustaining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

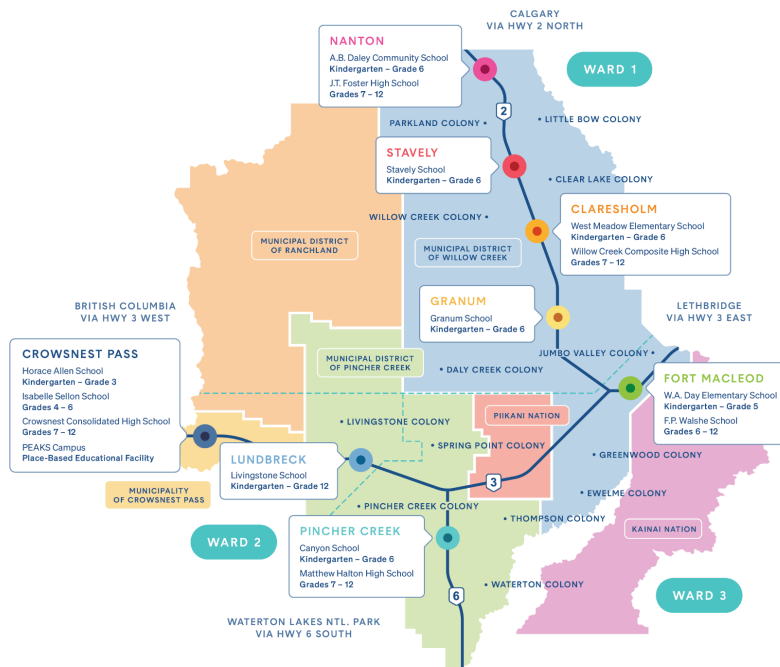
Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.

Our Division is home to 14 schools in 8 distinct communities, 1 Virtual school, 2 Outreach schools, and 13 Hutterite Colony schools. 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 3735 (3600 Full-Time Equivalent) students during the 2023-2024 school year, with an operating budget of approximately \$56.35 million.

The School Division is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded, some students choose to attend schools in LRSD. In addition to those students that attend school from the reserve, LRSD also has numerous self-identified Indigenous students that live in the local communities. The Division has a close working relationship with the two Indigenous school boards in the area, and strives to develop positive Indigenous 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.

# Alberta Education Outcomes

Aligned with the Ministry of Education’s Business Plan (2024-27), Livingstone Range School Division’s Education Plan 2023-26 (Year 2) 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’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
4. Alberta’s K-12 education system and workforce are well-managed

## Stakeholder Engagement

The Board of Trustees 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 and engage 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 surveys or other engagement strategies

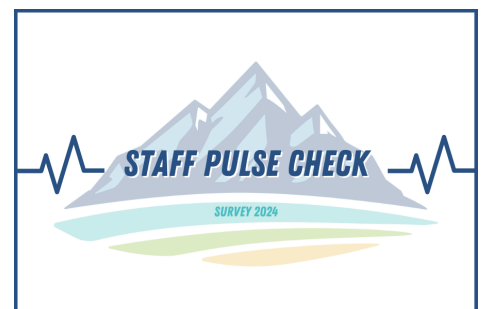
### STUDENT SUCCESS PLAN MEASUREMENT SURVEY (SETTING & ACHIEVING GOALS)

November 2023 | From November 1 to 8, 2023 792 staff, parents/guardians, and Grade 5 and 11 students responded to our survey seeking feedback on the Engagement area goal that “All students are involved in setting and achieving goals.” The feedback helped us understand that goal setting that is individualized and student-involved has a positive impact on student academic and personal development.



### STAFF PULSE CHECK SURVEY

February 2024 | 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. In this third year of the survey, 382 staff members responded. The results showed that staff have



opportunities to make meaningful contributions in their roles, feel proud to be part of LRSD, and that their manager or team understands and appreciates the work they do. The survey also revealed that we have work to do when it comes to living our mission, vision and core values; 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.

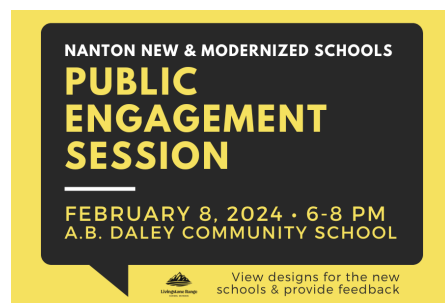
## **STUDENT SUCCESS PLAN MEASUREMENT SURVEY (CAREER PLANNING & OFF-CAMPUS PROGRAMMING)**

February 2024 | From February 12 to 19, 2024 a total of 156 parents/guardians and Grade 10-12 students responded to our survey seeking feedback on the 21st century Knowledge, Skills, and Attributes (Life Skills) area goals that 1) “All students have access to career and life preparation programming”, and 2) “LRSD schools continue to offer robust off campus programs.” The feedback helped us understand that despite the good work being done in career and life preparation programming and off campus programming, there is a general lack of awareness of offerings. This information will help our Career Practitioners and Off Campus Coordinators to develop stronger communication strategies for students and families.



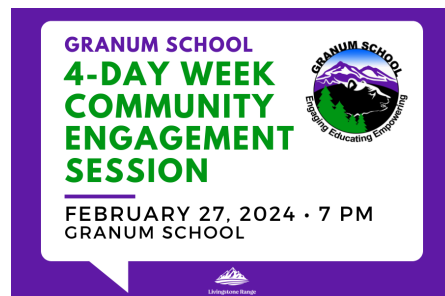
## **NANTON SCHOOLS ENGAGEMENT**

February 2024 | Consisting of LRSD Administration and Trustees, Town of Nanton Council members, the Municipal District of Willow Creek, and the Municipal District of Ranchland, the Nanton Schools Advisory Committee provides feedback on new and modernized schools, programming opportunities to consider for the future, and to engage stakeholders. At a public engagement session on February 8, 2024 participants provided feedback on design drawings. This feedback will be considered by Livingstone Range School Division and GGA-Architecture in developing the final design plans for the two schools.



## **GRANUM 4-DAY SCHOOL WEEK**

February-March 2024 | Since December 2022, LRSD has engaged parents/guardians of Granum School to address the issue of declining enrollment. At a community engagement session on February 27, 2024 Superintendent Darryl Seguin presented information about a 4-day school week. The benefits of a 4-day school week include potential enrollment growth



opportunities, a unique and interesting option for some families, and attractive for staff recruitment and retention. Hearing from parents that childcare was a major barrier to accepting a 4-day week calendar, Division leaders began working with childcare providers in a neighboring community to find a solution. Based on the assurance of childcare options, parents of Granum School voted by ballot in March 2024 in favor of a 4-day school week, which will begin in the 2024-2025 school year.

## MEASURABLE RESULTS ASSESSMENT

May 2024 | The Measurable Results Assessment (MRA) tool is used to focus on improving leadership, culture, and academics in the *Leader in Me* process. Parents, students, and staff across the division are invited to participate annually in the MRA, which identifies strengths and weaknesses in order to develop improvement plans and monitor progress.



## ONGOING ENGAGEMENT OPPORTUNITIES

- **School Councils:** Schools engage with families in conversation around school goals and strategies as well as school operations and budgets. Trustee representatives attend each school council meeting.
- **Regional School Council:** Led by Trustees, the Regional School Council meets three times per year. Meetings focus on creating greater awareness and understanding of division priorities and provide capacity building for school council chairs.
- **First Nations, Métis and Inuit Staff Working Committee:** Supported by Division staff, each school provides a representative who attends meetings throughout the year to build capacity and knowledge around TQS and LQS #5.
- **Literacy and numeracy committees:** Supported by Division staff, school representatives gather regularly to analyze division literacy and numeracy data, discuss research-based best practices, and provide input into strategies for continued improvement.






# Results Analysis

To help inform the focus and direction of Livingstone Range School Division (LRSD) in the future, the Board of Trustees engaged stakeholders in helping to create a new [vision, mission and core values](#). To further understand how the School Division could better meet student needs now and in the future, local community stakeholders were surveyed and asked to help define what [student success](#) looks like. Stakeholders identified three main areas of focus: 21st Century Knowledge, Skills, and Attributes (Life Skills), Engagement, and Safe & Caring Schools.

Other key documents were also reviewed:

- [2022-2023 Annual Education Results Report](#)
- 2023 Alberta Education Assurance Measure (APORI)
- Future School Years Calendar
- Budget Priorities Survey
- Staff Pulse Check Survey
- Measurable Results Assessment.

The feedback from these stakeholder engagements were summarized and incorporated into the strategies in the 2023-2026 (Year 2) Education Plan and are the basis for the three focus areas below.



**Livingstone Range**  
SCHOOL DIVISION

## Student Success Plan

2021-2024

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### ENGAGEMENT

- Expanded course offerings and increased flexibility
- Student leadership & voice
- Student goal-setting and achievement
- Place-based learning opportunities
- Meaningful parental involvement
- Student interest-area exploration

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### SAFE & CARING

- Collaborative Response approach
- Intentional plans to assist students in becoming respectful, caring, and productive citizens
- Family School Liaison Counsellors optimize the learning, development, and well-being of students

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### 21ST CENTURY KNOWLEDGE, SKILLS, AND ATTRIBUTES (LIFE SKILLS)

- Expanded workplace certification offerings
- Local community service opportunities for students
- Career and life preparation programming
- Complementary courses and events that focus on 21st Century Knowledge, Skills, and Attributes
- Robust off-campus programs
- Staff core competencies professional development opportunities

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### MEASURING PROGRESS

- Survey tools and stakeholder feedback
- Analysis of results
- Adjust strategies to provide timely and relevant support for student success

# Division Priorities 2023-2026 – Year 2

- Leadership:** Students will develop the mindsets, behaviors, and skills to be effective, lifelong leaders.
- Culture:** Livingstone Range School Division is a welcoming, inclusive, supportive environment where students feel valued and actively engaged.
- Academics:** Teachers play a meaningful role in helping their school reach their Wildly Important Goals that includes providing their students with the knowledge, opportunity, and support to set and achieve personally meaningful goals.

## Leader in Me

LRSD Strategic Priorities are developed within the paradigms contained in the Leader in Me Framework.



<b>SEE</b> Core Paradigms	<b>Paradigm of Leadership</b> Everyone can be a leader.	<b>Paradigm of Potential</b> Everyone has genius.	<b>Paradigm of Change</b> Change starts with me.	<b>Paradigm of Motivation</b> Empower students to lead their own learning.	<b>Paradigm of Education</b> Educators and families partner to develop the whole person.
<b>DO</b> Highly Effective Practices	<b>Leadership</b>  <b>Start With Adults Learning &amp; Modeling</b> <ul style="list-style-type: none"> <li>Principal &amp; Coordinator Development</li> <li>New &amp; Ongoing Staff Learning</li> <li>Family &amp; Community Partnerships</li> </ul> <b>Teach Students to Lead</b> <ul style="list-style-type: none"> <li>Direct Lessons</li> <li>Integrated Approaches</li> <li>Service Learning</li> </ul>	<b>Culture</b>  <b>Create a Leadership Environment</b> <ul style="list-style-type: none"> <li>Physical Environment</li> <li>Social-Emotional Environment</li> <li>Leadership Events</li> </ul> <b>Share Leadership</b> <ul style="list-style-type: none"> <li>Lighthouse &amp; Action Teams</li> <li>Leadership Roles</li> <li>Student Voice</li> </ul>	<b>Academics</b>  <b>Achieve Goals</b> <ul style="list-style-type: none"> <li>Individual Goals</li> <li>Team Goals</li> <li>Aligned School Goals</li> </ul> <b>Empower Learners</b> <ul style="list-style-type: none"> <li>Leadership Portfolios</li> <li>Student-Led Conferences</li> <li>Empowering Instruction</li> </ul>		
<b>GET</b> Measurable Results	<b>Highly effective students and adults who are leaders in their school and community.</b>	<b>A high-trust school culture where every person's voice is heard and their potential is affirmed.</b>	<b>Engaged students who are equipped to achieve and entrusted to lead their own learning.</b>		

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# Leadership

**Target: Students develop the mindsets, behaviors, and skills to be effective, lifelong leaders.**

## **Wildly Important Goal #1 | Leadership**

**1. LRSD student leadership, as measured by the Measurable Results Assessment (MRA), will increase from 69% to 80% by June 2026.**

- Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.
- Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.
- Students engage in the behaviors and embrace the mindsets that build resilience and hope.
- The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

## **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.
- Students will be provided with opportunities to engage in leadership activities in their classrooms, schools and the school division.
- All schools will have local community service opportunities for students.
- All schools will offer place-based learning opportunities to students designed to increase student engagement and connect them to their local community.
- Engage all students to set and achieve goals.
- All schools will have an intentional plan to assist students in becoming respectful, caring, productive citizens.
- Equip student leader representatives from each junior/senior high school with the knowledge and skills necessary to support their peers in accessing appropriate services for mental health and well-being.
- Facilitate grade 5-9 students in building a greater sense of hope and learning strategies to build resilience.
- Coordinated expansion of experiential learning opportunities throughout the school division.
- Pre-employment certifications will be scheduled to assist students in transitioning to employment after graduation.

- Expand community and post-secondary partnerships to increase student awareness of career pathways and support their transition to life after graduation.

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

- **Alberta Education Assurance Measures**
  - Percentage of teachers and parents who agree that students are taught behaviours that will make them successful at work when they finish school.
  - Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
  - Percentage of teachers, parents and students satisfied with the opportunity to receive a broad program of studies.
  - Percentage of parents and students who agree that students are engaged in their learning at school.
- **Local measures**
  - Number of students participating in Livingstone Leaders meetings held throughout the school year.
  - Number of schools providing students with local service opportunities.
  - Number of schools who have implemented an intentional plan to assist students in becoming respectful, caring, productive citizens.
  - Number of pre-employment certifications offered to students.
  - Number of dual credit course offerings for students.
  - Measurable Results Assessment -- overall student leadership results.
  - Number of schools facilitating proactive and preventive mental health and well-being programming.
  - FSLC student data collection on key concerning issues.

# Culture

**Target: Livingstone Range School Division is a welcoming, inclusive, supportive environment where students feel valued and actively engaged.**

## **Wildly Important Goal #2 | Culture**

1. **Livingstone Range School Division supportive student environments as measured by the Measurable Results Assessment will increase from 73% to 80% by June 2026.**
  - Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.
  - Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

## **LEAD MEASURES (STRATEGIES)**

- Indigenous land-based camps will be available to all high school students.
- Support the work of First Nations, Metis and Inuit Success Coaches and Elders in Schools working with students toward high school completion and Truth & Reconciliation initiatives.
- Provide staff with opportunities to build capacity in the TQS #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 the Education Service Agreement with Rupertsland Institute/Metis Nation to equip staff to develop and apply Metis foundational knowledge, legislation and agreements as outlined in TQS and LQS Competency #5.
- Increase mental health support for Indigenous students through the Mental Health in Schools Pilot project.
- Increase mental health support for all students and provide effective Family School Liaison programming in all classrooms.
- Collaborative Response will continue in LRSD schools to effectively support every student.

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

- **Alberta Education Assurance Measures**
  - 3 & 5 year completion rates
  - 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.
  - The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
  - The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe
- **Local measures**
  - Number of students participating in the Land-Based Education Camps each year.
  - Number of credits earned participating in Land-Based Education Camps each year.
  - Number of credits earned participating in Summer School and FACES programming.
  - Measurable Results Assessment -- overall culture results.
  - Measurable Results Assessment supportive student environment data.

# Academics

**Target: Teachers play a meaningful role in helping their school reach their Wildly Important Goals that includes providing their students with the knowledge, opportunity, and support to set and achieve personally meaningful goals.**

## Wildly Important Goal #3 | Academics

**LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.**

- **Cumulative PAT results will increase from 62.2% to 80% acceptable standard by June 2026.**
- **Cumulative -1 DIP results will increase from 67.8% to 95% acceptable standard by June 2026.**
- **Cumulative -2 DIP results will increase from 69.4% to 85% acceptable standard by June 2026.**
  - Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn
  - Students are confident in their ability to set and achieve their goals.

### LEAD MEASURES (STRATEGIES)

- Schools will work collaboratively with staff to increase individual and collective efficacy through targeted professional development using Hattie's Visible Learning and Teaching meta-analysis as a foundation.
- Administrator professional learning will focus on effective instructional leadership through research based practices such as the Excellent Learning Environments (ELE's).
- Effective utilization of Collaborative Response and data analysis to improve teacher instructional efficacy and student achievement.
- Continued refinement and utilization of a continuum of supports and services to improve teacher instructional efficacy and student achievement in all LRSD schools.
- Professional development sessions will be offered on Inter-School Collaboration Days, Divisional Professional Development Days and at other times as appropriate through the calendar year to improve instructional efficacy and student achievement.
- All students are involved in setting and achieving goals.
- Staff will use Provincial Test data to inform instructional practice and prepare students for provincial achievement exams.
- Offer Diploma preparation programming to any students writing 30-level diploma exams.
- Examine academic data and implement appropriate interventions, professional learning and resources that will have the greatest impact on student achievement growth.
- Engage grade 9 teachers to identify barriers to student success and implement best practices.
- All schools will administer the STAR Reading & Math Assessments three times per year.

- Provide opportunities for teachers to access professional development aligned with Peter Liljedal's Building Thinking Classrooms.

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

- **Alberta Education Assurance Measures**
  - Provincial Achievement Test & Diploma Exams.
  - 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.
  - CC3, Lens, Numeracy Screener results.
- **Local measures**
  - STAR reading and math results.
  - Measurable Results Assessment -- overall academic results.

# Implementation Plan

The key strategic actions outlined in each of the Division Priorities contained in the 2023-2026 (Year 2) Education Plan are informed by the LRSD Vision, Mission and Core Values, the 2022-2023 AERR, Alberta Education's 2023-2026 (Year 2) Business Plan and ongoing feedback from engagement with education stakeholders.

In support of the work contained in the 2023-2026 (Year 2) Education Plan, the Board of Trustees has allocated financial resources to assist in addressing the priority areas as follows:

- Continue to support Pursuits programming (virtual school, pre-employment certifications, standardized test preparation, place-based learning opportunities, dual credit, etc).
- Target funds to support social emotional learning and mental health support for students.
- Fund ongoing Truth & Reconciliation efforts.
- Provide Elders in Schools, Success Coaches, Career Practitioners and Off Campus Coordinators.
- Provide early learning opportunities for our youngest children.
- Support student leadership initiatives.
- Purchase common assessments.
- Provide resources and release time to support the implementation of the new curriculum.
- Provide professional development for staff.

Some examples of specific professional development that will be provided to LRSD staff in the LRSD 2023-2026 (Year 2) Education Plan include:

- Peter Liljedal's Building Thinking Classrooms.
- Literacy and numeracy action teams will collaborate to increase instructional efficacy and student achievement.
- Opportunities to strengthen staff capacity and application of TQS 5 to support Indigenous student success.
- 7 Habits of Highly Effective People & Leader in Me.
- Collaborative Response.
- Place-based learning.

- Focused professional development for Excellent Learning Environments (ELE's) throughout LRSD schools using John Hattie's Visible Learning and Teaching as a foundation.

LRSD utilizes a number of approaches to monitor progress and make adjustments as needed. Senior Administration schedule regular check-ins with schools to follow up with school education plans, provide support, resources and guidance. Schools review data regularly with their staff through Collaborative Response meetings scheduled every four to six weeks. School administrators are expected to review AERR data with their school councils and with their staff at least annually. Monthly administrative leadership meetings allow for regular review and sharing of data.

## 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)