



Livingstone Range
SCHOOL DIVISION NO. 68

Annual Results and Three-Year Education Plan 2011-2012

November 29, 2011

Approved by the Board of Trustees on November 29, 2011



Message from the Board Chair

If there is a theme that has driven the work of the Board this year it has been collaboration. The Board continued its work to make community engagement and collaboration a key focus. This included efforts to seek input from the community and to improve the transparency of the Boards work. It has also spurred the development of a Regional Student Council

After due consideration and consultation the Board held to its four priorities:

- Enhancing High School Programming
- Enhancing Parent and Community Involvement
- First Nation Success and Achievement
- Junior High Science and Math Achievement

These priorities will continue to guide the work of the School Division until 2013.

Overall this has been an exciting year. We have made positive progress in our priorities; some highlights include:

- Elementary Schools have implemented a pyramid of intervention framework that addresses learning needs as evident in grade 3 and 6 language and math achievement test data.
- Specialized teachers have been shared between schools and communities.
- Innovative use of distance and alternative learning, along with video conferencing has increased learning opportunities for students outside the traditional classroom.
- Our First Nation Students have shown continued improvement in grade 3 and 6 Language Arts
- We have increased the number of Aboriginal teaching staff and culturally relevant courses in some schools.
- With the participation of Jamie Vollmer, members of the community started off the Boards community engagement initiative that will support communities in providing input into the next Divisional and School Three Year Plans.
- In May of this year we were allocated funding to modernize the High School in Claresholm; completion is anticipated in late 2012 or early 2013.
- New Reciprocal Services agreements were signed with the Piikani and Kainai Boards of Education.
- The Board received the Community Engagement Award from the ASBA for engagement work with our Aboriginal families.

We continue to struggle in some areas:

Our Jr. High Science and Math improvement has been less than expected. A plan is in place to address this. Achievement of our Aboriginal Students continues to require support. Our overall enrollment numbers continue to decline about 1.5%

Overall the Board is pleased with the continuing progress made on its four priorities and the innovative approaches that have been adopted to improve student learning.

We are pleased to present our Annual Education Results Report and Three Year Plan anticipating you will see the same progress we have.

Dick Peterson
Board Chair
Livingstone Range School Division #68

Accountability

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for Livingstone Range School Division #68 was prepared under the direction of the Board in accordance with their responsibilities under Board Policy 2, *Assurance Framework*, the School Act and the Government Accountability Act. This document was developed in the context of the Provincial Government's Business and Fiscal Plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Three Year Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2010-2011 school year and the Three-Year Education Plan for 2011-2012 on November 29, 2011.

Stakeholder Involvement

The Board of Trustees of Livingstone Range believes strongly in involving all stakeholders in the planning and reporting process, and most importantly parents. Over this past year the Board created an Assurance Framework policy that clearly articulates the need for transparency, collaboration and full parental involvement throughout this process. Schools within our jurisdiction are expected to:

- Review data in September and October with their School Councils and School Staff
- Review and Revise the Annual Education Results Report and Three Year Plan in November with their School Councils and staff

Publication

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

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

- Data obtained from our 15 regular schools and 12 Hutterite Schools from the 2010-2011 School year.
- Jurisdictional Surveys administered to teaching and support staff, parents and students in April, 2011.
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2010-11 school year.
- Provincial Surveys administered to grades 4, 7 and 10.
- LRSD School Three-Year Plan, and
- School Annual Education Results Report (2009-10).

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

Foundation Statements

Vision

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

Mission

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

Core Values

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

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

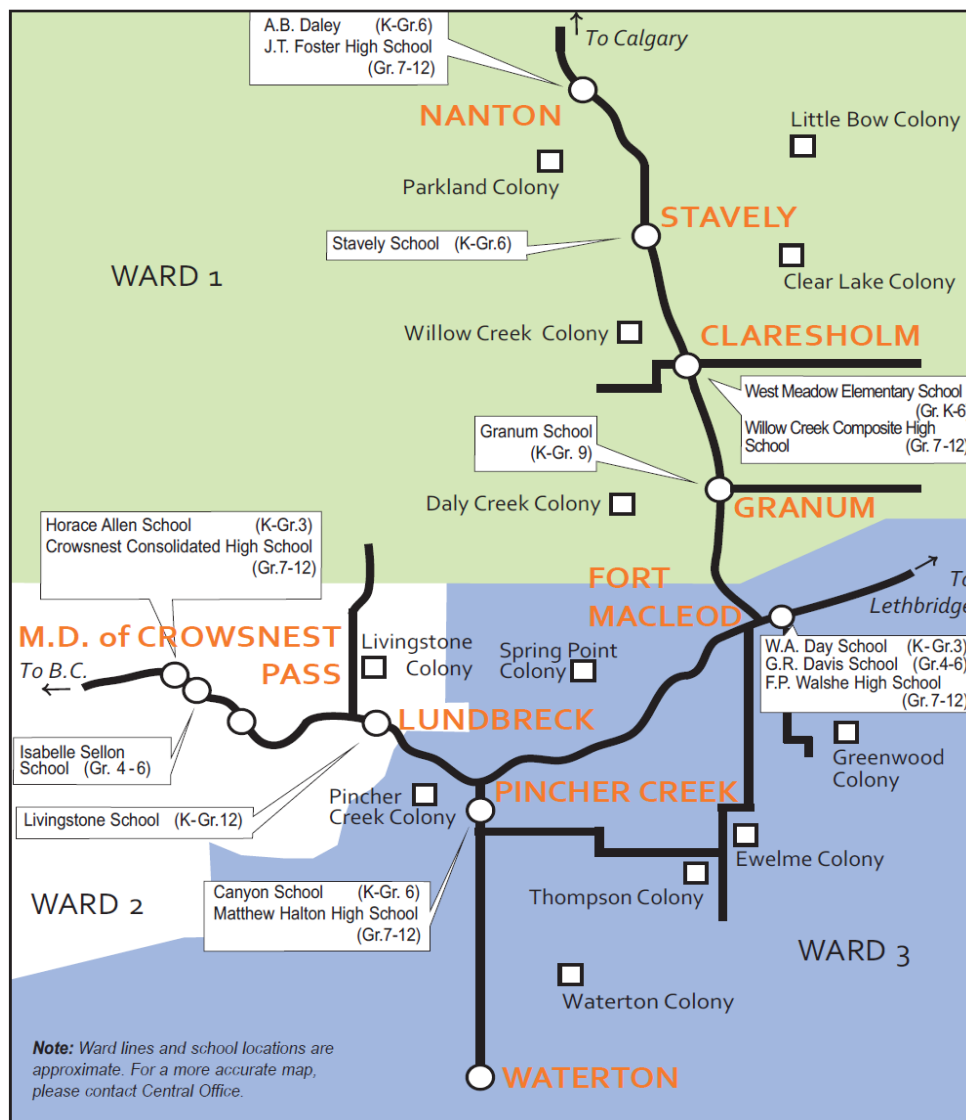
Guiding Principles

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

Profile of Livingstone Range School Division



Livingstone Range School Division No. 68 was formed by combining the former school jurisdictions of Crowsnest Pass, Pincher Creek, Waterton Park, and Willow Creek. The name is taken from the Livingstone mountain range located within the division with a height of 7788 feet. It is located at latitude 50° 12' 30" and longitude 114° 27' 21". The Division serves a population of approximately 25,000 and spans a distance of over 100 kilometers from Fort Macleod in the East, to the Crowsnest Pass in the West, and a distance of over 300 kilometers from Nanton in the North, to Waterton in the South. There were 3670 students in 15 schools and 12 Hutterite Colony schools during the 2010-2011 school year, with an operating budget of approximately \$48 million.



Highlights at a Glance

Goal 1: Success for Every Student

<i>Item</i>	<i>Results</i>
Response to Interventions Framework	<ul style="list-style-type: none"> All elementary schools have articulated and are implementing a pyramid of intervention framework that addresses student learning needs as evident in grade 3 and 6 achievement test data in Language Arts and Math
Enhanced Career and Technology Studies (CTS) Programming	<ul style="list-style-type: none"> 4 new journeymen teachers (mechanics, carpentry and welding) hired for the 2011-2012 school year as a result of the Alberta Education Bridging to Teaching Program. 3 modernized CTS labs were completed in LRSD High Schools that will allow for carpentry, welding and mechanics
Increased High School Credit Enrollment Units (CEU)	<ul style="list-style-type: none"> Students need 100 CEUs in order to graduate and typically students are expected to earn 35 per year. In the past school year students averaged 38

Goal 2: Transformed Education through Collaboration

<i>Item</i>	<i>Results</i>
On-line Grading and Reporting	<ul style="list-style-type: none"> All six high schools have implemented an on-line, outcomes-based grading and reporting system that allows 24/7 access to parents and students
Technology Review	<ul style="list-style-type: none"> Determined technology priorities that address the future needs of the jurisdiction Recabling all of our schools that will allow efficient and effective data transmission. Long Term Evergreen Plan.

Goal 3: Success for First Nation, Métis and Inuit Students

<i>Item</i>	<i>Results</i>
Collaboration with First Nation Partners	<ul style="list-style-type: none"> Consultation held with Kainai and Piikani Boards of Education Recognition from the Alberta School Boards Association for Community Engagement with our First Nation communities Jurisdictional First Nation Newsletter that acknowledged the work of our schools and First Nation staff
First Nation Parent and Student Satisfaction	<ul style="list-style-type: none"> 94% of parents are satisfied with the quality of education their children are receiving 96.7% of parents are satisfied with the help and support their children get from teachers and support staff 85.5% of students are satisfied with their personal safety at school
First Nation Staffing	<ul style="list-style-type: none"> 3 First Nation Teachers and 1 counsellor have been hired since 2010 to support First Nation Education

Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Livingstone Range Sch Div 68			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.5	83.9	83.5	88.1	87.6	86.6	High	Improved	Good
Student Learning Opportunities	Acceptable	Program of Studies	71.2	72.6	71.3	80.9	80.5	80.1	Low	Maintained	Issue
		Education Quality	85.9	85.4	85.4	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.5	4.1	3.9	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	72.2	72.1	73.6	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	76.2	77.7	76.7	79.3	79.1	78.0	Low	Maintained	Issue
		PAT: Excellence	15.6	15.5	15.2	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	86.1	85.2	85.5	82.6	83.4	84.0	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.8	15.7	13.3	18.7	19.0	18.9	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	46.3	53.7	52.5	54.9	53.5	53.5	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	52.9	52.9	53.9	59.6	56.9	57.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	56.2	56.6	58.4	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	76.6	75.5	75.5	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	77.0	75.3	73.3	81.9	81.4	79.9	Intermediate	Improved Significantly	Good
Parental Involvement	Acceptable	Parental Involvement	77.3	76.5	77.1	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	78.0	76.9	75.1	80.1	79.9	78.8	High	Improved	Good

Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Livingstone Range Sch Div 68			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	11.7	12.3	10.9	10.4	11.2	11.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	49.7	20.5	35.7	38.2	34.1	34.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	48.2	53.0	50.3	58.1	59.1	56.5	Very Low	Maintained	Concern
		PAT: Excellence	1.8	6.0	2.9	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	76.9	77.8	71.6	77.7	76.3	76.8	Low	Maintained	Issue
		Diploma: Excellence	0.0	3.7	1.2	7.4	8.7	9.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	11.5	13.7	12.9	19.1	16.7	16.6	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	20.0	0.0	14.6	32.1	27.5	27.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	33.4	37.3	52.4	31.2	33.9	31.8	Very Low	Declined	Concern

GOAL ONE

SUCCESS FOR EVERY STUDENT

OUTCOMES

Students demonstrate proficiency in literacy and numeracy.

Students achieve educational outcomes.

Students are prepared for the 21st Century.

Junior High Science and Math are showing continued improvement.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

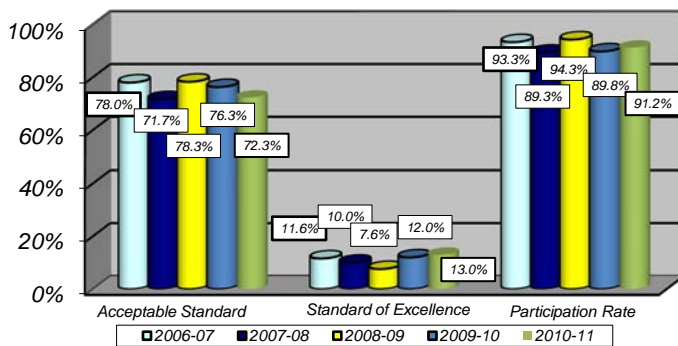
Note - This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (K-9 portion only)

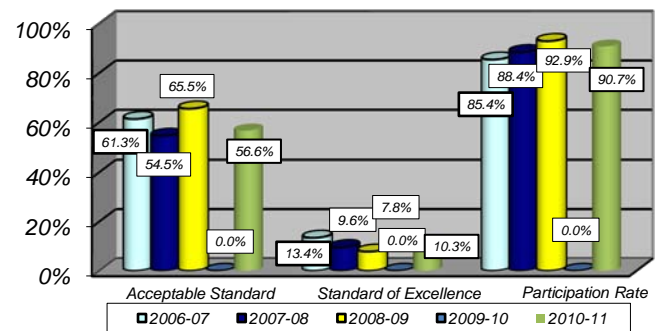
Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.7	74.0	78.5	77.7	76.2	77	Low	Maintained	Issue	78	79	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.1	15.2	14.9	15.5	15.6	17	Intermediate	Maintained	Acceptable	17.5	18	18.5

Jurisdictional Data

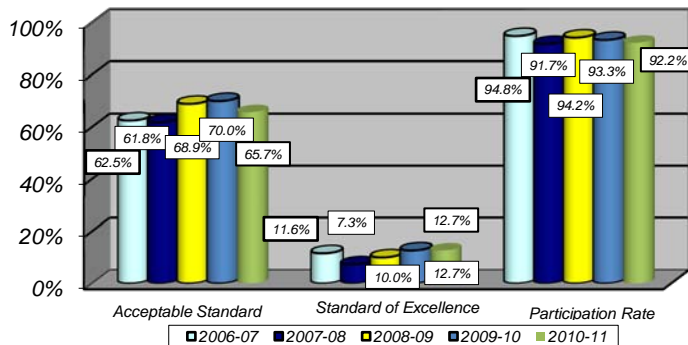
Grade 9 Language Arts



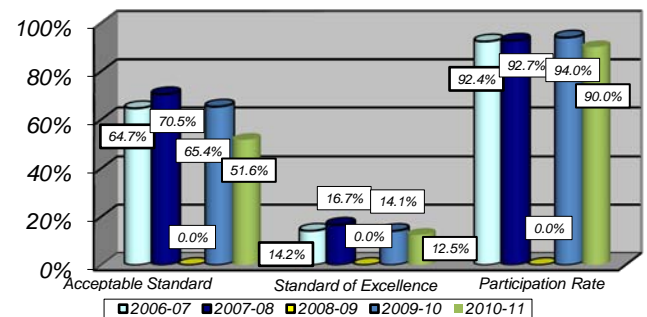
Grade 9 Mathematics



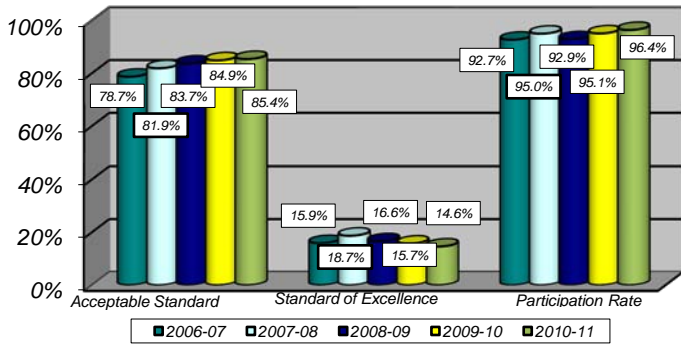
Grade 9 Science



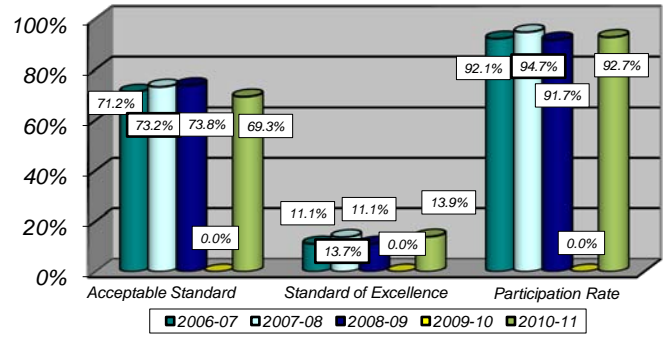
Grade 9 Social Studies



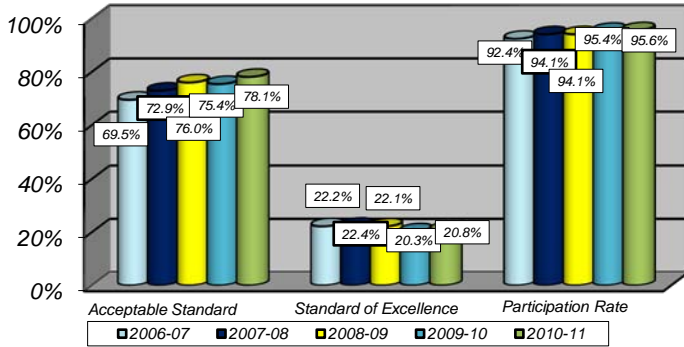
Grade 6 Language Arts



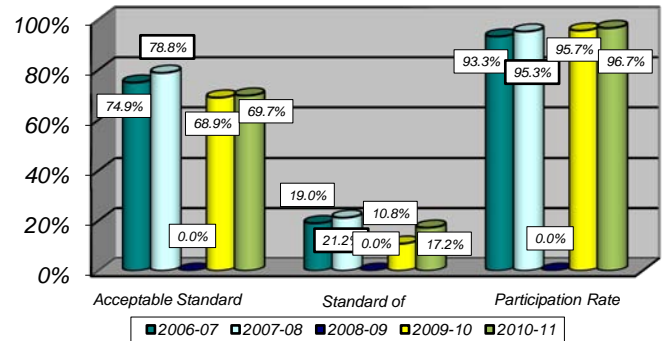
Grade 6 Mathematics



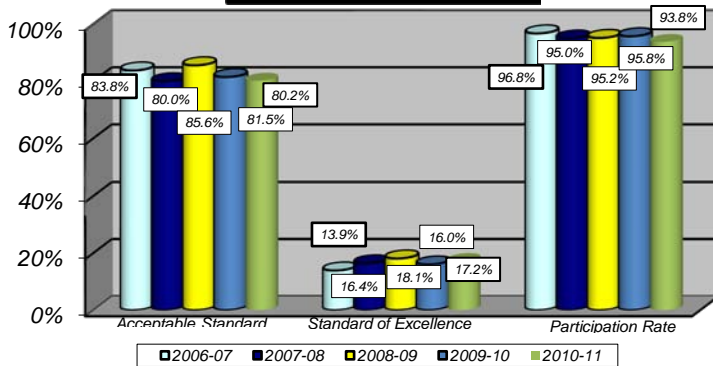
Grade 6 Science



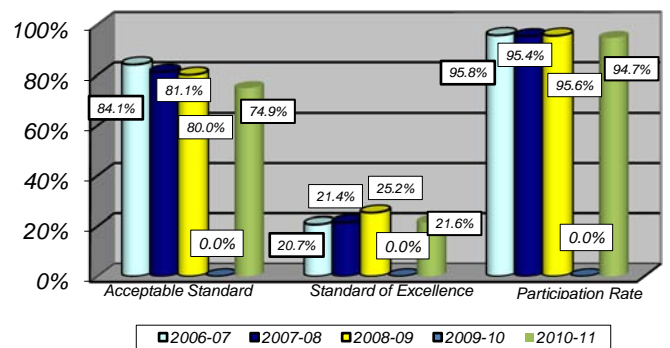
Grade 6 Social Studies



Grade 3 Language Arts



Grade 3 Mathematics



Comment on Results

Overall, Livingstone Range elementary (grades 3 and 6) students have maintained consistent results.

- ⇒ At Grade 3, students continue to perform at the provincial level in Language Arts.
- ⇒ At the Grade 6 level, students performed at the acceptable standard in 3 of 4 achievement tests (Language Arts, Social Studies and Science). In Science and Language Arts, student performance reached a five year high.
- ⇒ New mathematics curricula were implemented in 2009-2010. With one year of data available, students are performing slightly below provincial average in both grades 3 and 6.

At Grade 9, our student performance is a concern. In all four provincial exams students performed below expectations and the provincial acceptable level. A thorough analysis of both jurisdictional and school data is underway to determine areas of strength and areas of need along with required support.

Strategies

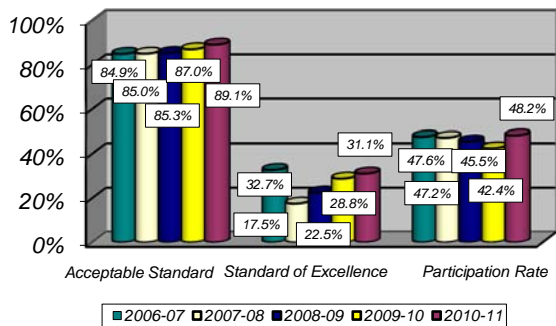
1. Through a coaching model all teachers can receive support and elbow PD on effective classroom assessment practice to enable outcome based reporting.
2. Supports will be targeted for junior high schools that require assistance with core programming.
3. Review and revise Administrative Procedure 360.
4. Junior High math teachers will have the opportunity to learn and implement inquiry based instruction as a pedagogical approach.
5. The schools and jurisdiction will continue to provide support to teachers in analyzing school data and provincial tests in all core programming and use this information to inform their practice.
6. Grade nine Math AISI Project will focus on grading and reporting and assessment practice.
7. Learning Support Teachers in each school, through a pyramid of interventions framework, will support teachers in literacy, math and behavior instruction and assessment.
8. Develop common outcome based assessments in all core subject areas at the elementary and junior high levels that will be connected to the grading and reporting software.
9. AISI school improvement focus areas will continue with a Passion for Words, Passion for Numbers and Passion for Learning.
10. Half time teacher (coach) will provide on-site math pd at the junior high levels.
11. Support the integration of technology in math instruction and assessment.
12. Assess the need for supports in integrating technology into the classroom.
13. Pilot Inclusive Education Planning Tool in three schools to participate in its development with Alberta Education.
14. Teachers can access resources to organize subject advisory committees to address their identified curricular and instructional needs.
15. Community workshops to increase parents understanding of assessment.

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.3	86.6	84.5	85.2	86.1	87	Intermediate	Maintained	Acceptable	88	89	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.7	11.3	12.9	15.7	15.8	18	Intermediate	Maintained	Acceptable	17	18	19

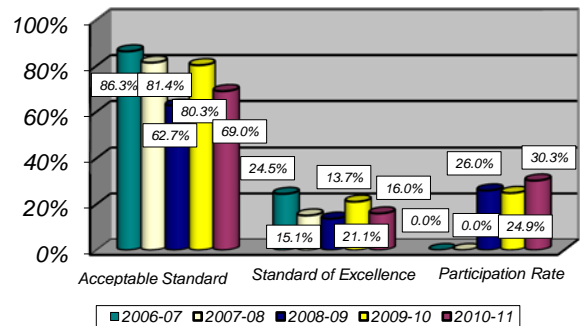
Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	70.8	73.2	75.4	72.1	72.2	77	Intermediate	Maintained	Acceptable	73	74	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	3.0	4.8	4.1	3.5	3.0	High	Maintained	Good	2.5	2.5	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.5	54.0	64.7	56.6	56.2	68	High	Maintained	Good	58	59	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.3	58.1	50.8	52.9	52.9	56	Intermediate	Maintained	Acceptable	58	60	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	53.9	54.1	49.7	53.7	46.3	55	Intermediate	Declined	Issue	55	55	55

Jurisdictional Data

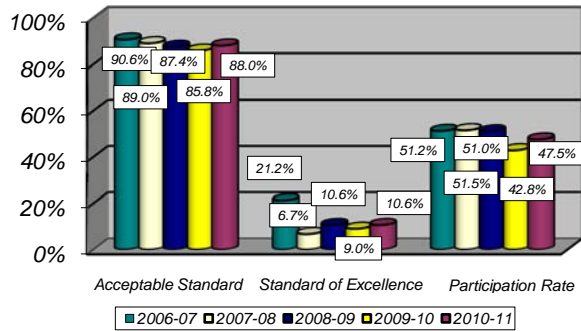
Biology 30 Diploma



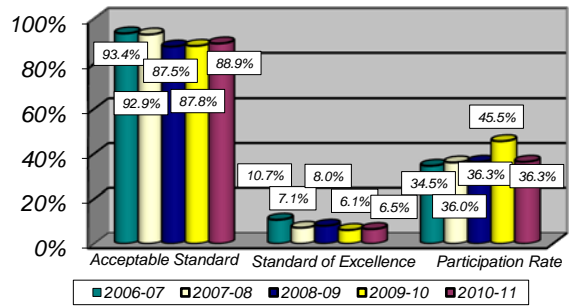
Chemistry 30 Diploma



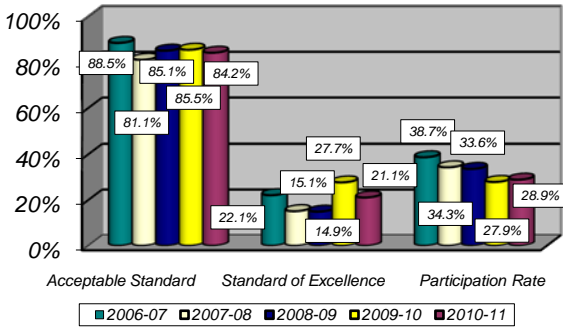
English 30-1 Diploma



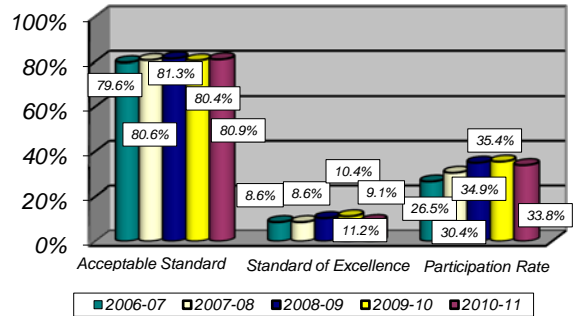
English 30-2 Diploma



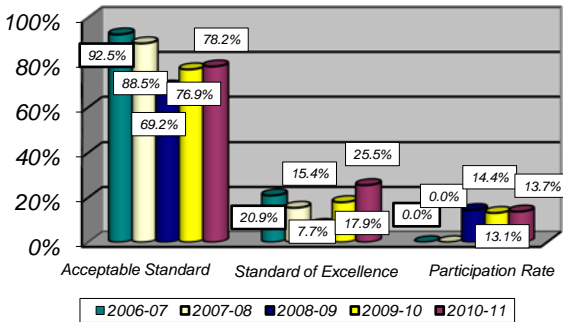
Pure Math 30 Diploma



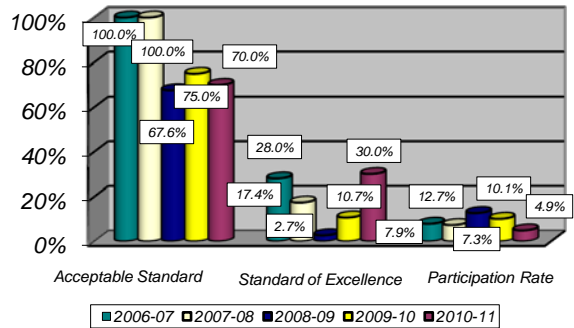
Applied Math 30 Diploma

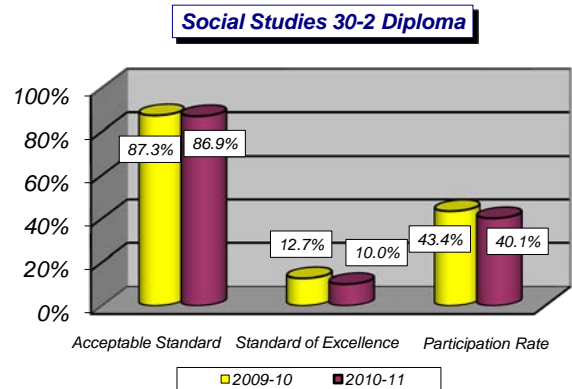
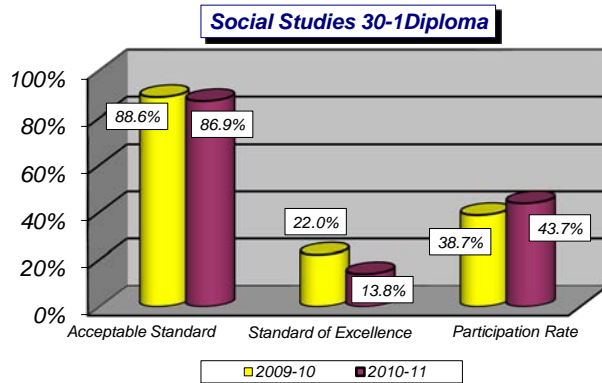


Physics 30 Diploma



Science 30 Diploma





Comment on Results

Of the 10 Diploma Exams that were written in the 2010-2011 school year, LRSD students performed above the Provincial average in attaining the acceptable standard, as defined by Alberta Education, in 8 of 10 exams.

Of particular note is LRSD student performance at the acceptable standard in the following courses:

- ⇒ 88% met the acceptable standard in English 30-1
- ⇒ 89% met the acceptable standard in English 30-2
- ⇒ 84% met the acceptable standard in Pure Math 30
- ⇒ 81% met the acceptable standard in Applied Math 30
- ⇒ 89% met the acceptable standard in Biology 30
- ⇒ 78% met the acceptable standard in Physics 30
- ⇒ 87% met the acceptable standard in Social Studies 30-1
- ⇒ 87% met the acceptable standard in Social Studies 30-2

Additionally, LRSD student performance at the standard of excellence (80% or more), in the following courses:

- ⇒ 31% met the standard of excellence in Biology 30
- ⇒ 21% met the standard of excellence in Pure Math 30
- ⇒ 26% met the standard of excellence in Physics 30
- ⇒ 30% met the standard of excellence in Science 30

Strategies

1. Grade 11 Math teachers will work together to develop an understanding of new curriculum,
2. Through a coaching model all teachers can receive support and elbow PD on effective classroom assessment practice to enable outcome based reporting.
3. Review and revise Administrative Procedure 360.
4. The schools and jurisdiction will continue to provide support to teachers in analyzing school data and provincial tests in all core programming and use this information to inform their practice.
5. The jurisdiction is developing and will implement a coordinated plan for mechanics, fabrication, and construction. This plan will include facilities and equipment. This coordinated plan will increase CTS offerings in smaller high schools by upgrading facilities and using mobile CTS materials/resources/teachers.
6. Learning Support Teachers in each school, through a pyramid of interventions framework, will support teachers in literacy, math and behavior instruction and assessment.
7. AISI school improvement focus areas will continue with a Passion for Words, Passion for Numbers and Passion for Learning.
8. Half time teacher (coach) will provide on-site math pd at the senior high level
9. Support the integration of technology in math instruction and assessment.
10. Assess the need for supports in integrating technology into the classroom.
11. Pilot Inclusive Education Planning Tool in three schools to participate in its development with Alberta Education.
12. Teachers can access resources to organize subject advisory committees to address their identified curricular and instructional needs.

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	70.9	72.1	72.7	75.3	77.0	76	Intermediate	Improved Significantly	Good	78	79	80
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	70.9	75.6	75.3	75.5	76.6	77	Intermediate	Maintained	Acceptable	78	79	80

Strategies

1. The jurisdiction is developing and will implement a coordinated plan for mechanics, fabrication, and construction. This plan will include facilities and equipment. This coordinated plan will increase CTS offerings in smaller high schools by upgrading facilities and using mobile CTS materials/resources/teachers.
2. 4 tradesmen (2 carpenters, 1 welder, and 1 mechanic) are being sponsored by LRSD and Alberta Education through the CTS Bridge to Certification Program enabling them to get their Teaching Certificate. They began teaching in September 2011.
3. Embed off-campus teachers within the jurisdiction to support student placements.
4. Highlight the use of Career Cruising to support high school students in program and career planning.
5. The Board of Trustees of Livingstone Range will create a Regional Student Council in order to hear the views of students. This council will meet 3 to 4 times per year to provide advice to the board.
6. Provide students and staff with an enhanced understanding of digital citizenship.

GOAL TWO

TRANSFORMED EDUCATION THROUGH COLLABORATION

OUTCOMES

Students have access to programming and supports to enable their learning.

The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Student access to a broader range of high school programs is showing continued improvement.

Parents and communities are involved and participate in school and jurisdictional decision making.

Goal Two: Transformed Education through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

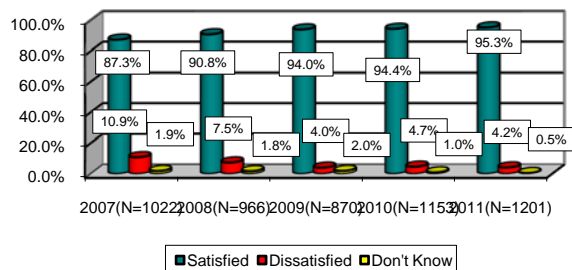
Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

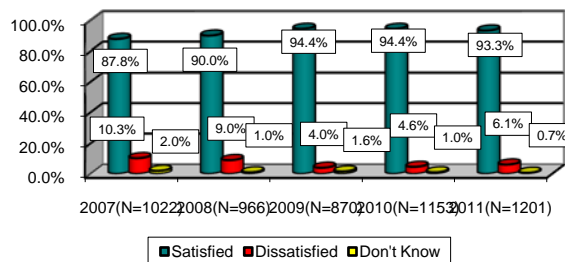
Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	72.5	69.6	71.6	72.6	71.2	78	Low	Maintained	Issue	72	73	74
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.3	84.7	86.2	85.4	85.9	90	Intermediate	Maintained	Acceptable	88	90	92
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.	81.8	81.9	84.6	83.9	85.5	90	High	Improved	Good	86	87	88

Jurisdictional Data/Parent Satisfaction Survey

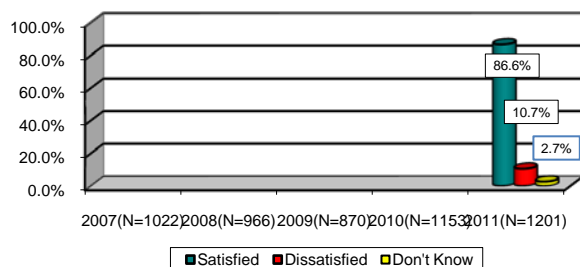
How satisfied are you with the level of safety provided by the school environment?



How satisfied are you with the efforts your school makes to provide a caring environment where children have a sense of belonging?

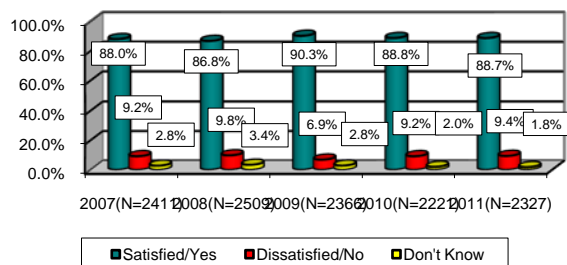


How satisfied are you with the opportunity for your child to receive a broad program of studies?

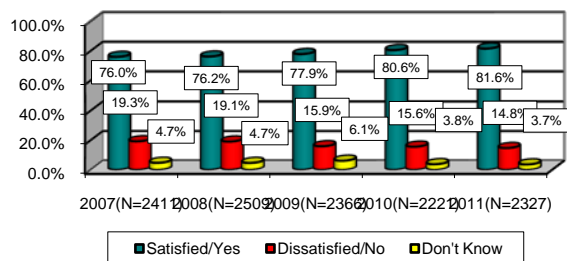


Jurisdictional Data/Student Satisfaction Survey

How satisfied are you with your personal safety at school?



How satisfied are you that your school provides a caring environment for you?



Comment on Results

Quality of Education: Overwhelmingly educational stakeholders continue to believe that Livingstone Range School Division schools offer a quality education. The jurisdiction showed improvement on both provincial outcome measures. The overall result was a five year high.

This data is supported by our jurisdictional survey data. Of the 1201 parents and 2327 students surveyed, 94.3% of parents and 85.5% of students were satisfied with the overall quality of education in LRSD.

Programming Variety: Data continues to reinforce the need for the jurisdiction to continue to focus on enhancing High School Programming.

Jurisdiction Data

86.8% of K-12 parents surveyed (1201) are satisfied with the boards range of programs offered at their school
62.6% of high school parents surveyed (131) are satisfied with the boards range of programs offered at the high school level

Provincial Data

- For grade 10 students we have seen a 11 point improvement in satisfaction with the variety of courses available, moving from 50% in 2008 to 61% in 2011.
- 59% of grade 10 parents surveyed are satisfied with the variety of subjects available at their schools
- 56% of grade 7 parents surveyed are satisfied with the variety of subjects available at their schools
- 76% of grade 7 students surveyed are satisfied with the variety of subjects available at their schools

As a small rural jurisdiction with declining enrollment we continue to look for creative ways to deliver a variety of programs that address students' interests and needs. The current focus is in our high schools with a focus on CTS.

Strategies

1. Alternative Delivery Pilot Project has been established to provide a distributed learning model which offers multiple channels of learning and teaching through a variety of delivery formats and mediums, whereby through design, students and their teachers may be separated in time and/or space for some or all of their interactions. This project will focus on high school sciences and math.
 - a) Consider adding a Humanities (Language Arts and Social Studies) component to the High School Alternative Delivery Project.
 - b) Enhance Video Conference component.
2. The jurisdiction is implementing a coordinated plan for mechanics, fabrication, and construction. This plan will include facilities and equipment. This coordinated plan will increase CTS offerings in

smaller high schools by upgrading facilities and using mobile CTS materials/resources/teachers.

- a) 4 tradesmen (2 carpenters, 1 welder, and 1 mechanic) are being sponsored by LRSD and Alberta Education through the CTS Bridge to Certification Program enabling them to get their Teaching Certificate. They began teaching in our schools in September 2011.
3. Evaluate the effectiveness of a common school day with coordinated length of periods to allow for alternate delivery such as VC and for the sharing of teachers between schools.
4. Continue development and implementation of “Response to Intervention” frameworks for use in building capacity in understanding student behavior in order to put interventions in place.
5. Development and use of Behavior Support Contacts as part of the school based Learning Support Team. Family School Liaison Counsellors or Learning Support Teachers will provide school staff PD through the Student Health Partnership to build capacity around student behavior.
6. Action on Inclusion Capacity Building Project is designed to include a focus on implementation of coaching competencies with learning support teachers for their work with classroom teachers.
7. Inservice school staff, students and parents regarding implementation of safe digital practices.
8. Develop and implement teacher “Sharepoint” guidelines that will ensure student and staff security.
9. Surveillance Camera in Schools Administrative Procedure is now in place. Schools with the support of their community may now apply for cameras.

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.4	76.5	78.3	76.5	77.3	80	Intermediate	Maintained	Acceptable	78	79	80
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.5	70.6	77.7	76.9	78.0	79	High	Improved	Good	79	80	80

Comments on Results

Three major initiatives undertaken over the past years are starting to contribute to the overall culture of growth within are jurisdiction. They include:

- Teacher 2 Teacher: An LRSD Teacher Mentorship Program.
- Leader 2 Leader: An LRSD Administrator Mentorship Program.
- Accountability Project and Assurance Framework project with the ATA that provides a framework for collaborative planning and reporting.

Strategies

1. Develop and implement an Administrative Procedure on collaborative decision making.
2. Develop terms of reference for jurisdictional decision making bodies (councils).
3. Using the work of Jamie Vollmer to inform parents, students and school staff about strategies for engaging the community in school work and planning. This involves:
 - Community Group School Presentations
 - Community Data Walks
 - Community Planning
4. Develop Terms of Reference for a Regional Student Council and implement process.
5. Embed the “Assurance Framework” as the process for planning and reporting.
6. On-line reporting of student marks will be fully implemented by September 2011. Parents and students will have 24/7 online access to students’ assignments and grades.
7. Learning Support Teachers in the role as coach will support classroom teachers in collaborating with parents.

GOAL THREE

SUCCESS FOR FIRST NATIONS, MÉTIS AND INUIT (FNMI) STUDENTS

OUTCOMES

First Nation students are engaged in learning

Enhancing First Nation success and achievement

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education

plan:

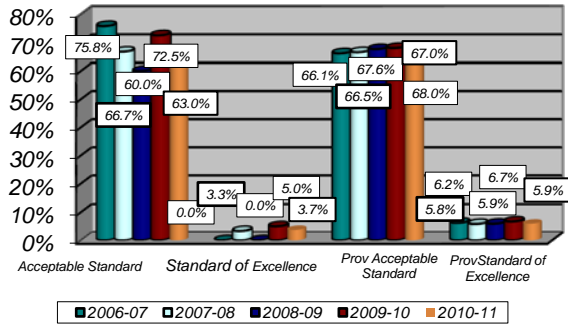
- *Key learning outcomes for FNMI students improve*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	31.6	35.7	51.0	20.5	49.7	35	Very Low	Maintained	Concern	50	51	52
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.3	9.8	10.6	12.3	11.7	9	Very Low	Maintained	Concern	11	10.5	10
High school to post-secondary transition rate of students within six years of entering Grade 10.	32.4	42.0	77.8	37.3	33.4	42	Very Low	Declined	Concern	34	34.5	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	12.5	20.0	23.8	0.0	20.0	22	Very Low	Maintained	Concern	22	23	24
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	7.9	17.2	13.7	11.5	17	Very Low	Maintained	Concern	13	13.5	14

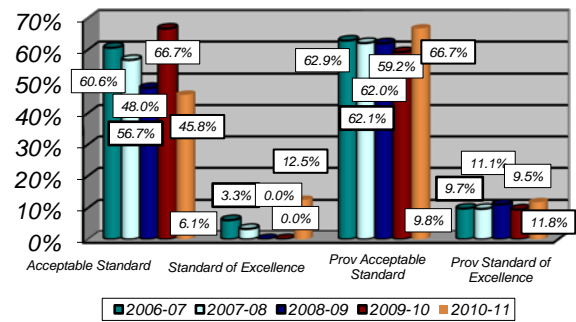
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.1	49.3	48.7	53.0	48.2	60	Very Low	Maintained	Concern	50	51	52
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.5	2.0	0.7	6.0	1.8	8	Very Low	Maintained	Concern	3	4	5
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	72.7	72.7	64.3	77.8	76.9	73	Low	Maintained	Issue	77	78	79
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	3.7	0.0	6	Very Low	Maintained	Concern	4	5	6

Jurisdictional Data

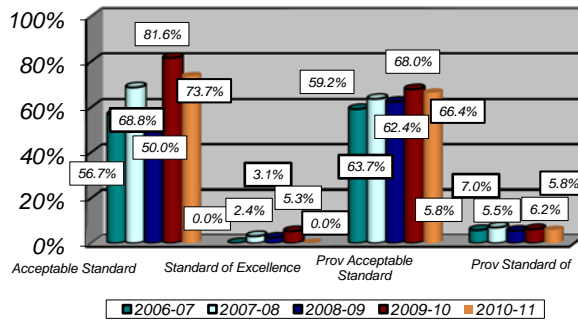
Grade 3 Language Arts



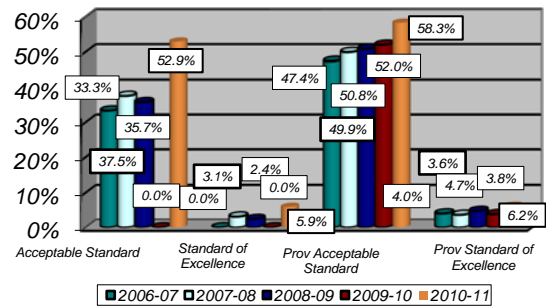
Grade 3 Mathematics



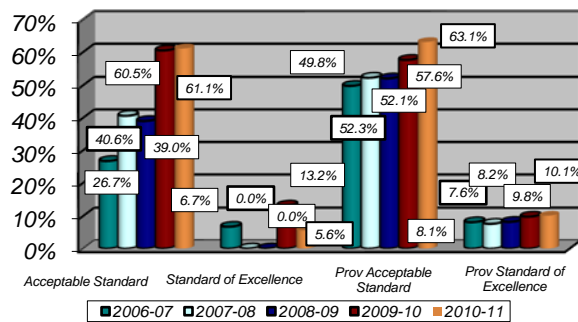
Grade 6 Language Arts



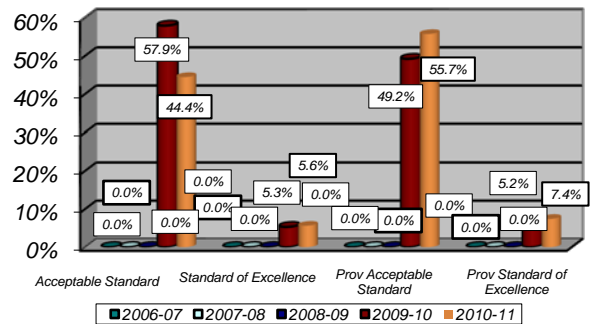
Grade 6 Mathematics



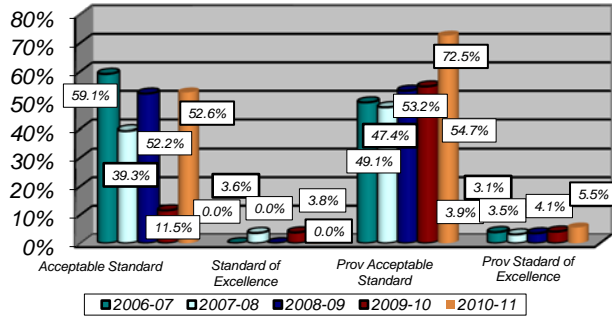
Grade 6 Science



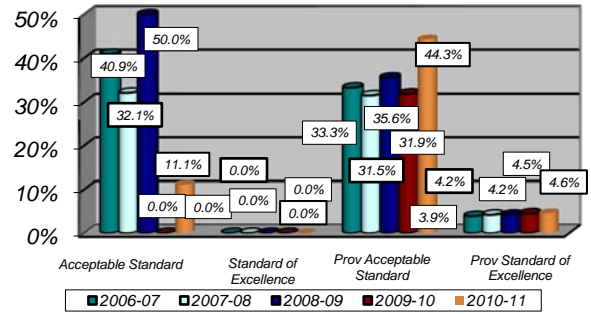
Grade 6 Social Studies



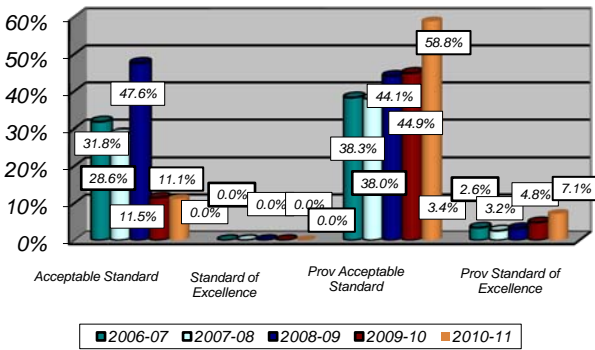
Grade 9 Language Arts



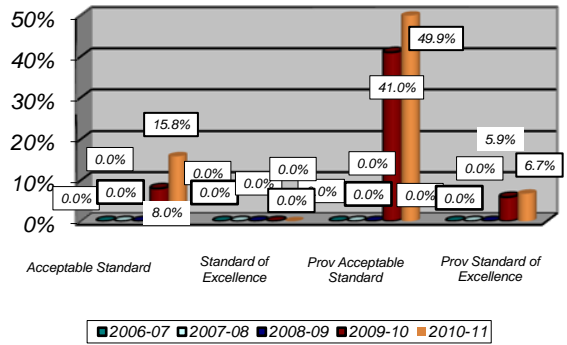
Grade 9 Mathematics



Grade 9 Science

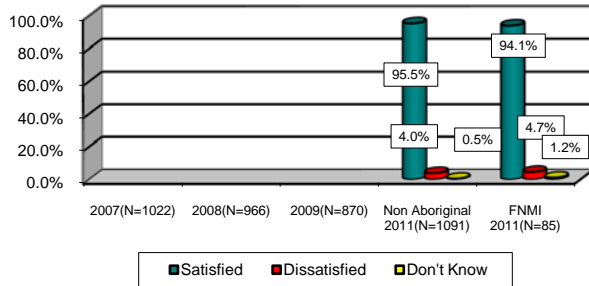


Grade 9 Social Studies

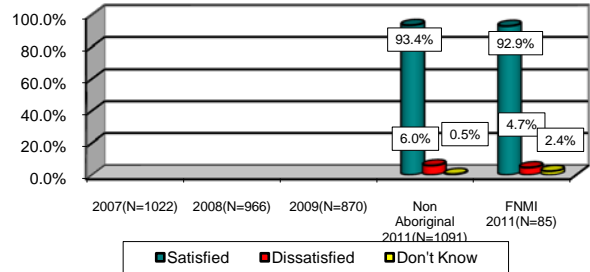


Jurisdictional Data/Parent Satisfaction Survey

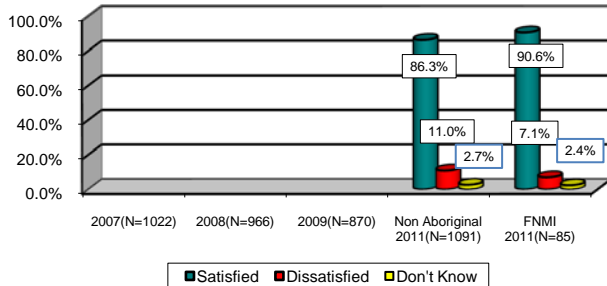
How satisfied are you with the level of safety provided by the school environment?



How satisfied are you with the efforts your school makes to provide a caring environment where children have a sense of belonging?

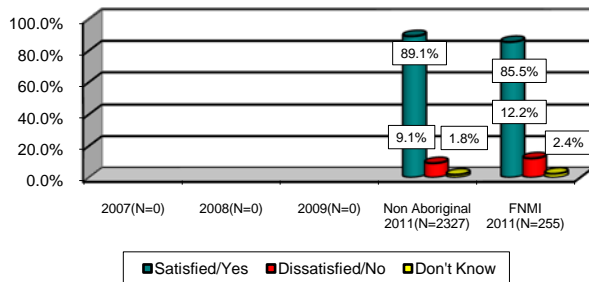


With the opportunity for your child to receive a broad program of studies?

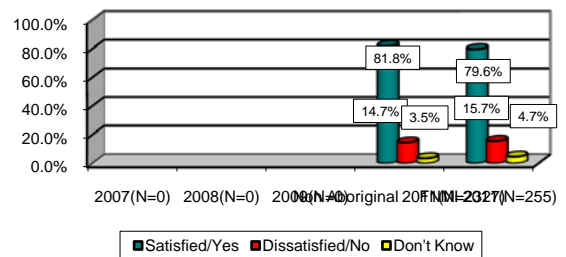


Jurisdictional Data/Student Satisfaction Survey

How satisfied are you with your personal safety at school?



How satisfied are you that your school provides a caring environment for you?



Comment on Results

Student Achievement

- *Grade 6 Language Arts report card marks and provincial achievement test data continues to show improvement. 74% of our students met the acceptable standard which was 9% above the province.*
- *Grade 3 and 6 Language Arts results are consistently the most successful area for our FMNI students:*
 - *77% of grade 3 students at W.A. Day school met the acceptable standard. This is a 10 point improvement over the previous 3 year average and well above the provincial average.*
 - *75% of grade 6 students at G.R. Davis school met the acceptable standard. This is a 6 point improvement over the previous 3 year average and well above the provincial average.*
- *Junior high students continue to struggle as is evident in the Provincial Achievement Test and school report card data.*
- *Learning support structures need to be examined at the junior high level and determine the delivery of supports at the classroom level through the Pyramid of Intervention Framework.*
- *Our FMNI students who make it to grade 12 perform well with 77% of students passing their diploma exams. This is less than 10 points off the jurisdictional average for all students.*
- *FNMI students reaching the standard of excellence continue to be poor. A thorough examination of this data needs to be undertaken so that the issue can be better understood and responded to.*

Parent and Student Satisfaction

- *In the 2010-2011 school year we surveyed our FMNI parents and students to determine their level of satisfaction. 85 parents participated and 255 students.*
- *A vast majority of our First Nation parents and students are feeling safe and cared for at school and their children are receiving a quality education.*

Strategies

1. Jurisdictional First Nation Lead Teacher to support teachers and students with cultural programming that infuses Blackfoot history, culture and traditions into the curriculum and provide expertise in histories, culture, protocols and language.
2. A jurisdictional First Nation Lead Counselor will be hired to provide support in meeting the emotional and behavioral needs of students.
3. Support for the effective implementation of the Pyramid of Intervention framework.
4. Schools are deliberate in gathering and analyzing data and responding with specific strategies to address areas of need. This data is reviewed on an ongoing basis.
5. Recognize the importance of collaboration with First Nation families in building a sense of belonging in our school communities.
6. Establish reciprocal educational services agreements with Kainai and Piikani Boards of Education.
7. Students and staff are engaged in transforming the school environment to reflect authentic First Nation culture:
 - a. Participation and design of First Nation cultural activities and programming.
 - b. School Libraries reflect First Nation perspective.
 - c. Artifacts are on public display throughout the school.
 - d. Pictures of Elders.
 - e. Local Artists.
 - f. Student Art Work.
 - g. Partnerships with provincial museums to provide artifacts.
8. Elders program to support cultural programming:
 - a. Blackfoot Cultural Knowledge Keepers.
 - b. Schools working together to provide sustainable and ongoing Elder presence in our schools.

9. Mentorship program for students:
 - a. Chickadee Society (Piikani).
 - b. FACES.
10. LRSD jurisdictional events will include a Blackfoot cultural component.
11. Learning Support Services provides culturally sensitive support programming and assessments.
12. Create a First Nation Learner profile that is culturally based.
13. Learning Support Teams work closely with their First Nation staff.
14. Pre-School cultural language program.
15. Hiring of First Nation teacher assistants, teachers and learning support teachers.
16. Schools will be intentional in encouraging students to participate in extra-curricular clubs and sports:
 - a. Extra-curricular clubs and sports are supported through transportation.
17. Establish Board Standing Committee to work with Kainai and Piikani Boards of Education.
18. Work in partnership with Kainai and Piikani Boards of Education to share teaching resources and personal:
 - a. Aisiimohki Program (Discipline Process, KBE).
 - b. Talking Circle (Conflict Resolution Process, KBE).
 - c. Chickadee Society (PBE).
 - d. Red Crow College Library - 90 Blackfoot Resources.
19. Schools will ensure student led conferences are in place for Parent, Teacher Student Interviews.
20. Schools will be intentional in inviting First Nation parents to volunteer and participate in co-curricular and extra-curricular activities.
21. LRSD First Nation Educational Council will represent First Nations views to the Board.
22. Spring and fall Parent Orientation Sessions to support transitions and the parent advocacy role so that they are masters of the school environment.
23. The Board consider pre-school and full time kindergarten programming in Fort Macleod and Pincher Creek for LRSD students.
24. Preventative and Wellness Programming for students:
 - a. Fun Friends.
 - b. Asset Building.
25. Academic Support Programming:
 - a. Home work assistance- curriculum based (learning strategies).
 - b. Tutoring Program.
26. Review school transfer procedure in partnership with Bands.
27. Communication Plan created in partnership with Kainai and Piikani Bands to get information out to parents regarding funding and transfer policy.
28. Meet Board to Board annually to share provincial achievement results and other relevant data.
29. Lobby Provincial and Federal Governments regarding area of responsibility and clarification of roles.

SUMMARY OF FINANCIAL RESULTS

For the 2010 – 2011 School Year

The Audited Financial Statements for Livingstone Range School Division No. 68, for the period ended August 31, 2011 reflect operating revenues of \$49,208,530 and operating expenditures of \$49,218,686 resulting in an operating deficit of \$10,156. (See accompanying tables.)

For this same period, unrestricted net assets decreased by \$715,383 to \$554,533 and restricted net assets (operating and capital reserves) increased by \$968,193 to \$3,695,283 leaving the Board with an Accumulated Operating Surplus of \$4,249,816 as of August 31, 2011.

Gross revenue from School Generated Funds totaled \$1,256,795 with related expenses of \$618,718 to generate those funds resulting in a net amount of \$638,077. The net sources of these funds were fundraising (\$340,150), non-instructional student fees (\$204,172), donations and grants (\$113,554), and miscellaneous (-\$19,799).

Uses of these Net School Generated Funds totaled \$595,226 resulting in a net increase in Unexpended School Generated Funds of \$42,851 to a closing balance on August 31, 2011 of \$1,636,063. The uses of School Generated Funds in 2010 – 2011 were related to extra-curricular activities (\$355,845), field trips (\$210,856), and other (\$28,525). The other category included expenditures related to school beautification, equipment, and family literacy.

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

Year	Instructional Spending Per ECS –Gr. 12 Student/Year	Support Services Per ECS - Gr. 12 Student/Year
2010 - 2011	\$9,638.99	\$3,827.13
2009 - 2010	\$9,712.56	\$3,268.88
2008 - 2009	\$8,847.96	\$3,056.80
2007 - 2008	\$8,574.98	\$3,071.15
2006 - 2007	\$7,513.96	\$2,813.68
2005 - 2006	\$7,292.00	\$2,591.22
2004 - 2005	\$6,954.48	\$2,355.58
2003 - 2004	\$6,368.74	\$2,302.12
2002 - 2003	\$6,436.49	\$2,161.08
2001 - 2002	\$5,796.60	\$1,997.50

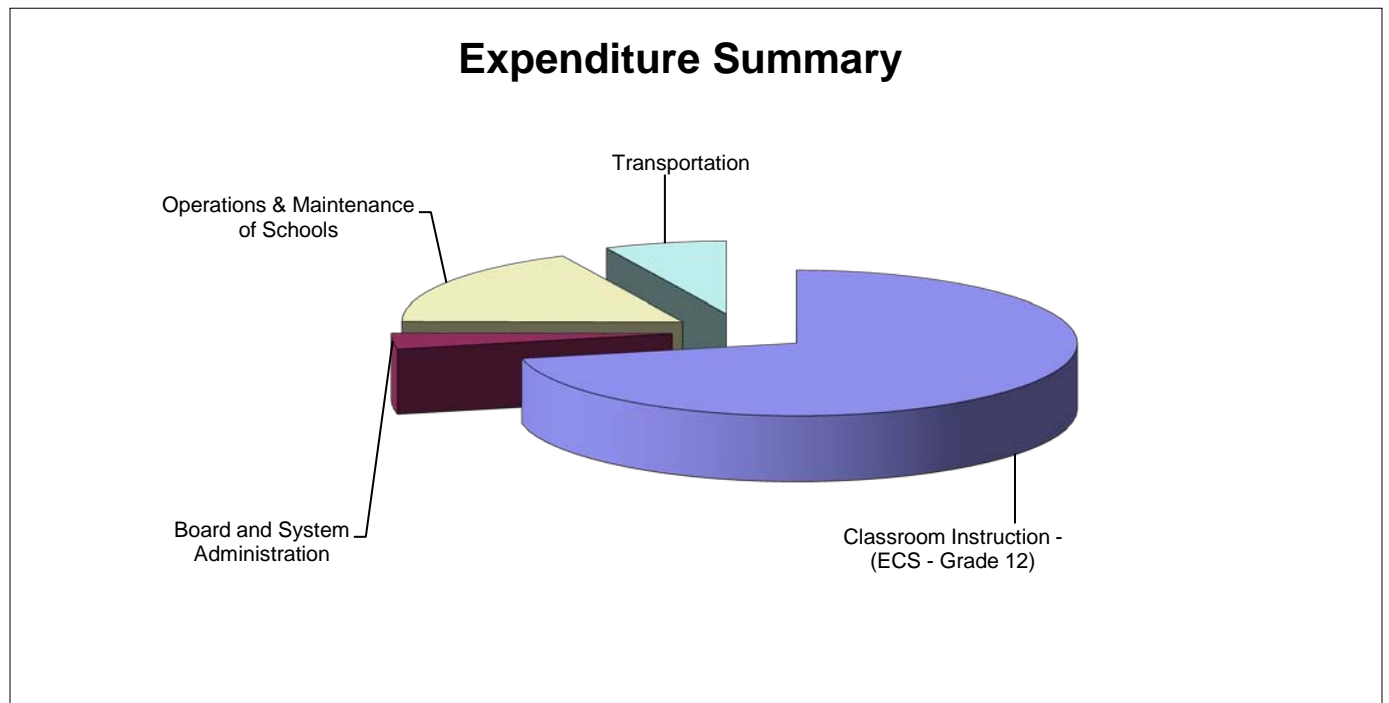
Copies of the 2010 – 2011 Audited Financial Statements for Livingstone Range School Division No. 68 are available upon request at the School Division office in Claresholm or can be reviewed on the Livingstone Range School Division No. 68 website at www.lrsd.ab.ca. Additional information on school generated funds and their uses can be found in the Audited Financial Statements as well, or you can

contact the School Division office in Claresholm. The web link to the provincial roll-up of jurisdiction AFS information is <http://education.alberta.ca/admin/funding/audited.aspx>.

FINAL EXPENDITURE SUMMARY BY PROGRAM

For the Period September 1, 2010 – August 31, 2011

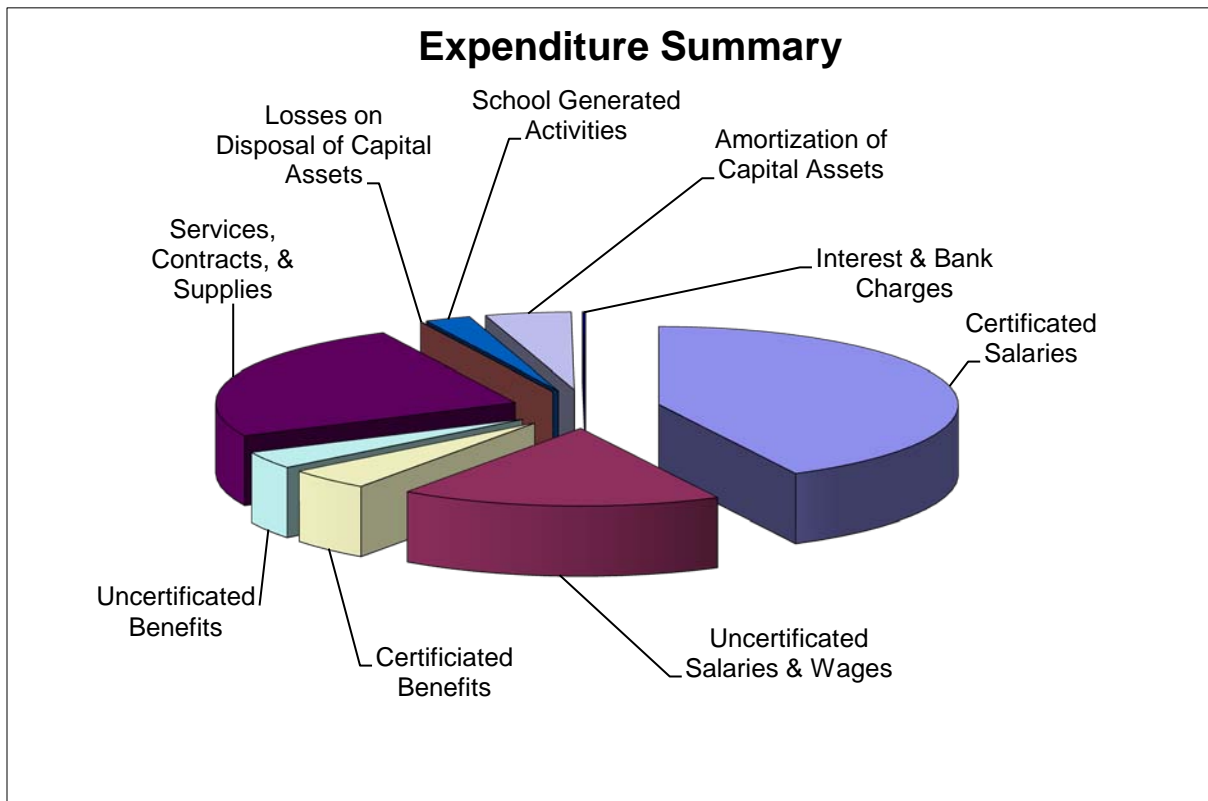
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction - (ECS - Grade 12)	\$ 35,230,515	71.58%
Board and System Administration	\$ 1,740,536	3.54%
Operations & Maintenance of Schools	\$ 8,781,849	17.84%
Transportation	\$ 3,465,786	7.04%
Total Expenditures	\$ 49,218,686	100.00%



FINAL EXPENDITURE SUMMARY BY OBJECT

For the Period September 1, 2010-August 31, 2011

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$ 20,900,744	42.47%
Uncertificated Salaries & Wages	\$ 8,533,386	17.34%
Certificated Benefits	\$ 2,231,273	4.53%
Uncertificated Benefits	\$ 1,766,362	3.59%
Services, Contracts, & Supplies	\$ 12,196,846	24.78%
Losses on Disposal of Capital Assets	\$ 11,958	0.02%
School Generated Activities	\$ 1,213,944	2.47%
Amortization of Capital Assets	\$ 2,280,901	4.63%
Interest & Bank Charges	\$ 83,272	0.17%
Total Expenditures	\$ 49,218,686	100.00%



Summary of Capital and Facilities Projects 2010 – 2011 School Year

The Board continues to operate under their long-term facilities plan and progress on the plan was achieved during the 2010 – 2011 school year. The official opening of the modernized West Meadow Elementary School in was held on September 10, 2010. With the commencement of the 2010 - 2011 school year, West Meadow Elementary School accommodated ECS through Grade 6 students in Claresholm.

On May 25, 2011, the Minister of Infrastructure along with MLA Evan Berger attended an announcement in Claresholm whereby the Board received funding approval to proceed with the modernization of the grades 7 through 12 school in Claresholm. Once this modernization is complete the former “Claresholm Elementary School” building will be disposed of to complete the Board’s plan for the “Claresholm solution”.

Over the summer of 2011, work was done to fully decant Willow Creek Composite High School to prepare for the modernization work expected to commence in the fall of 2011. Instructional space was prepared in various venues throughout the community to provide the educational programming for the grades 7 through 12 students being displaced during the renovations.

In addition to the major capital projects identified above, various Infrastructure Maintenance and Renewal (IMR) projects were initiated or completed during the 2010 - 2011 school year with expenditures of \$2,291,312.61. This included projects to upgrade CTS shops in the Division, roof repairs and replacements, technology infrastructure upgrades in various schools, sidewalk replacements, lighting upgrades, electrical upgrades, door upgrades, fire alarm upgrades, and door replacements. Additional IMR projects have been planned for the 2011 - 2012 school year.

BUDGET SUMMARY

For the 2011 – 2012 School Year

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

The following tables reflect a summary of budgeted expenditures for the 2011 – 2012 school year based on September 30, 2011 enrolment. Projected revenues of \$49,084,368 are offset by projected expenditures of \$50,678,798, resulting in a budgeted operating deficit of \$1,594,430. This budgeted deficit is all in the Instruction Block and is projected to be recovered from operating reserves within the Instruction Block, which totaled \$2,557,282 as at August 31, 2011.

Enrolment figures for September 2011 reflect a continued decline in enrolment with a drop of 53.5 FTE students to a figure of 3,616.0 FTE. This is a further drop of approximately 1.46% from September 2010 enrolment figures. Maintaining and improving upon the educational program offerings available to students in Livingstone Range School Division No. 68 continues to be an issue in this period of enrolment decline. Staffing figures for 2011 – 2012 also show a reduction due to the reduced enrolment as well as school budget limitations.

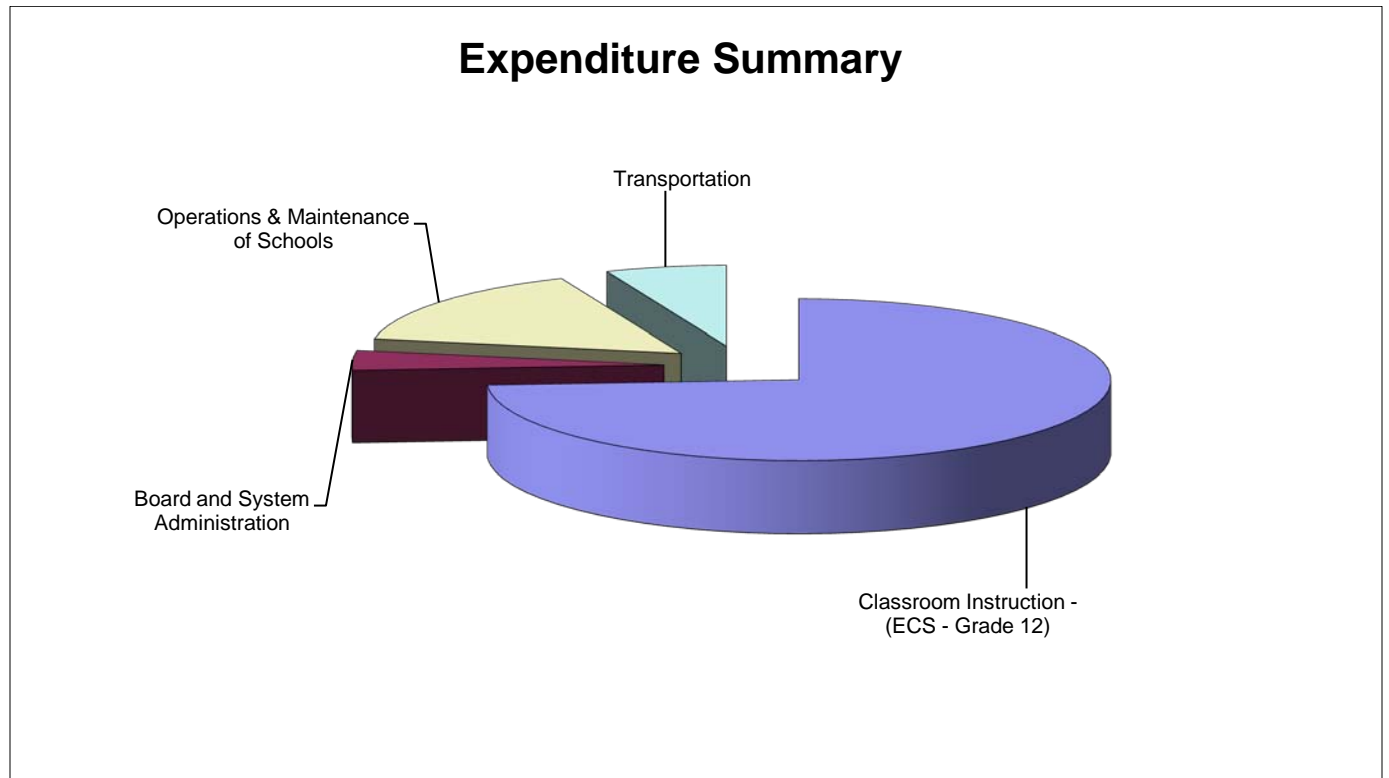
This decline in enrolment combined with an increase in most educational costs continue to challenge the system in meeting the educational needs of students. The following charts provide a synopsis of budgeted expenditures for the 2011 – 2012 school year. More detailed information can be obtained from our jurisdiction website – www.lrsd.ab.ca or by contacting the Livingstone Range School Division office in Claresholm at (403) 625-3356.

All School Division accounts, including school-generated funds, are maintained in accordance with generally accepted accounting principles and practices as established by the School Division and Alberta Education.

FINAL EXPENDITURE SUMMARY BY PROGRAM

For the Period September 1, 2011 - August 31, 2012

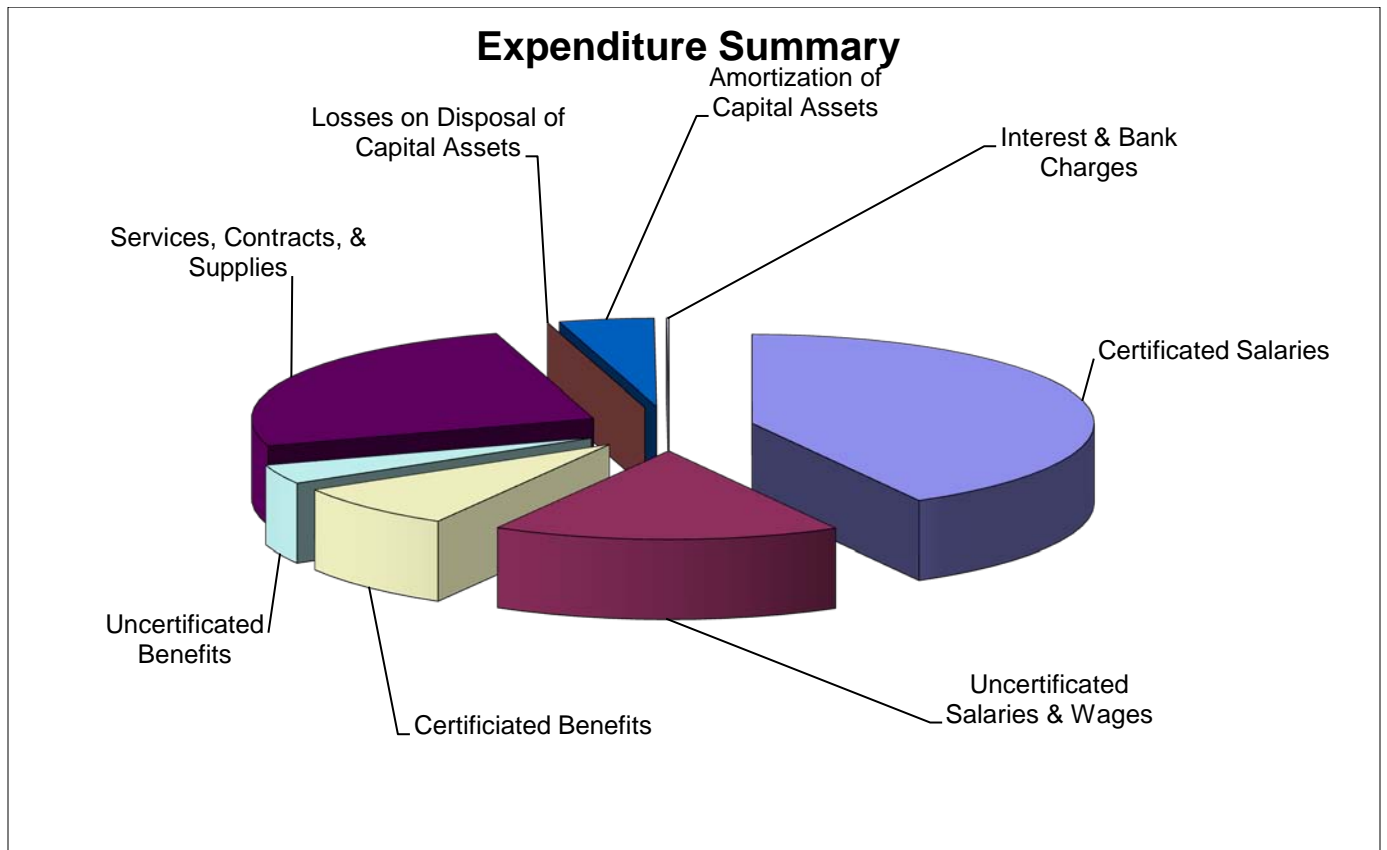
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction - (ECS - Grade 12)	\$ 37,467,679	73.93%
Board and System Administration	\$ 2,002,101	3.95%
Operations & Maintenance of Schools	\$ 8,026,821	15.84%
Transportation	\$ 3,182,197	6.28%
Total Expenditures	\$ 50,678,798	100.00%



FINAL EXPENDITURE SUMMARY BY OBJECT

For the Period September 1, 2011 - August 31, 2012

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$ 21,237,736	41.91%
Uncertificated Salaries & Wages	\$ 8,317,687	16.41%
Certificated Benefits	\$ 4,118,154	8.13%
Uncertificated Benefits	\$ 1,790,301	3.53%
Services, Contracts, & Supplies	\$ 12,882,878	25.42%
Losses on Disposal of Capital Assets	\$ -	0.00%
Amortization of Capital Assets	\$ 2,271,475	4.48%
Interest & Bank Charges	\$ 60,567	0.12%
Total Expenditures	\$ 50,678,798	100.00%



Highlights of Facility and Capital Plans for 2011 - 2014

The Board's goal is to provide school facilities in each of our communities that will support the effective and efficient delivery of educational programming to students. The Board continues to pursue this goal by supporting their long-range facility plan, which provides overall direction relative to school facilities as well as annual priorities.

Livingstone Range School Division No. 68 received funding approval for the modernization of Willow Creek Composite High School in May of 2011 and modernization of that facility is expected to be completed for student occupancy by September of 2013. This will complete the second component of the Claresholm solution, which also included the recently completed modernization of West Meadow Elementary School.

The following priorities represent our 2011 – 2014 school capital funding submission, with these priorities approved by the Board at their April 12, 2011 Board meeting.

Priority **one** projects:

- ◆ Willow Creek Composite High School modernization and grade reconfiguration as part of the Claresholm consolidation plan
- ◆ Claresholm Elementary School closure and disposition as part of the Claresholm consolidation plan

Priority **two** projects:

- ◆ F.P. Walshe School modernization and grade reconfiguration as part of the Fort Macleod consolidation plan.
- ◆ W. A. Day School modernization and grade reconfiguration as part of the Fort Macleod consolidation plan
- ◆ G. R. Davis School closure and disposition as part of the Fort Macleod consolidation plan.

Priority **three** projects:

- ◆ Nanton study on school facilities
- ◆ J. T. Foster School modernization and rightsizing based on Nanton study and ensuing plan.
- ◆ A. B. Daley School modernization based on Nanton study and ensuing plan

Priority **four** projects:

- ◆ Canyon Elementary School modernization and rightsizing

Priority **five** projects:

- ◆ Livingstone School modernization

A combination of area reduction, facility consolidation, and facility improvement is required to ensure the present and future delivery of programs supported by Alberta Education and essential for the education of students within Livingstone Range School Division. Improved school facilities benefit students through enhanced programming opportunities.

More detailed information can be obtained at our jurisdiction website – www.lrsd.ab.ca or by contacting the School Division office in Claresholm at (403) 625-3356.

Looking Forward – Trends and Issues

Goal 1: Success for Every Student

- Numeracy K-9
- Junior High Achievement
- Participation rates in high school
- New Career and Technology Foundations Curriculum (Career support, exploration and development)
- Using technology to enhance, engage and support student learning
- Alternative delivery methods that are responsive to student needs and interests
- Digital Citizenship
- Student self assessment and reflection

Goal 2: Transformed Education through Collaboration

- Collaborative Coaching Teams in every school
- Focus development on coaching to support teachers in meeting the needs of all students in inclusive settings
- Students have access to high school programming and supports to enable their learning
- Using technology to inform and engage educational partners
- Authentic community engagement in the assurance framework process in all of our school communities
- Student voice in educational decisions
- Personalized education
- Adaptable and flexible systems and structures
- Educational Transformation

Goal 3: Success for First Nation, Métis and Inuit Students.

- First Nation Achievement
- School completion
- Standard of Excellence
- Appreciation of First Nation Perspective
- First Nation Council that is active and engaged