## Theme: Learning

<table>
<thead>
<tr>
<th>2018</th>
<th>What has the District done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with literacy focus</td>
<td>Maintained a Literacy Lead Teacher who continues to work with elementary schools and is moving into middle schools (workshops and residency); invested reserve funds in resourcing elementary schools for leveled reading, intervention and assessment resources.</td>
</tr>
<tr>
<td>More focus in the area of math</td>
<td>2018-19 first year for a Numeracy Lead Teacher focusing on middle grades. A comprehensive numeracy plan being developed.</td>
</tr>
<tr>
<td>More hands-on exploratory learning/brain-based learning</td>
<td>Concerted effort to build knowledge and practice with project based learning evidenced by numerous events showcasing projects. Professional learning for staff focusing on concept based curriculum and pedagogy in preparation for the new curriculum implementation.</td>
</tr>
<tr>
<td>Enter into research based partnerships to inform pedagogy</td>
<td>District engaged in ongoing research project with the U of L focusing on inquiry based professional learning. Moved process into schools this current school year. Also addresses recommendation for collaborative PL with element of professional autonomy.</td>
</tr>
<tr>
<td>Parent Education</td>
<td>A number of learning sessions have been hosted including: Engaging FNMI parents, new curriculum, technology software, self-regulation, importance of sleep in wellness and learning, digital citizenship, addictions and substance abuse stigma, math tutoring for parents at middle grades, Cannabis use, FOPS evenings for Early Learning parents (Family Organized Parent Session); The Core Story and Executive Functioning.</td>
</tr>
<tr>
<td>Policy for Technology</td>
<td>A procedure and appendix for Policy Responsible Use of Technology put in to place in May 2018.</td>
</tr>
<tr>
<td>Expanded field trips &amp; co-curricular</td>
<td>Schools reflect on what is being offered each year.</td>
</tr>
<tr>
<td>Better transitions -middle to high school</td>
<td>Schools - visits to the middle schools, parent nights, student visit to high school, transition meetings between staff.</td>
</tr>
<tr>
<td>Homework clubs and tutoring</td>
<td>School based.</td>
</tr>
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## Theme: Inclusion

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<tr>
<td>Focus on increasing awareness of diversity (accepting of all students with diverse backgrounds and perspectives)</td>
<td>Positive Spaces committee that focuses on inclusion - committee is developing Procedures for Sexual Orientation, Gender Identity and Gender Expression policy; increased profile of First Nation Metis Inuit initiatives and learning; professional learning for trauma informed practice. Can see strategies in the Inclusion Priority section of the Board’s Education Plan.</td>
</tr>
<tr>
<td>Focus on building understanding/ awareness of First Nations Metis Inuit history and culture</td>
<td>Board First Nations Metis Inuit Committee formalized as Standing Committee. Membership on City of Lethbridge reconciliation committee. Can see FNMI strategic plan on website linked to the Education Plan, including professional learning for staff, infusion of FNMI culture and history across the curriculum; visible presence of FNMI culture.</td>
</tr>
<tr>
<td>Support for Special Needs/ support for differentiation in classrooms</td>
<td>Increase in the number of support staff. Professional learning designed for support staff. Resources that support differentiation.</td>
</tr>
<tr>
<td>Review support model for students</td>
<td>Focus on building staff capacity including Universal Design for Learning and Response to Intervention frameworks. Can see strategies in the Inclusion Priority section of the Board’s Education Plan.</td>
</tr>
<tr>
<td>Full time wrap around services</td>
<td>(e.g. Making Connections/ FNMI Liaison).Programs expanded, but not to the level of full time services at all schools.</td>
</tr>
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## Theme: Communication & Decision-Making

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Theme: Wellness</td>
<td>2018</td>
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<tr>
<td>----------------</td>
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<tr>
<td>Mental health and counselling support</td>
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<tr>
<td>Drug awareness/safety</td>
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<tr>
<td>Healthier foods in cafeteria</td>
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<tr>
<td>Breakfast and lunch programs</td>
<td></td>
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<tr>
<td>Promote active lifestyles</td>
<td></td>
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</tbody>
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<th>Theme: Preparation for the Future</th>
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<tr>
<td>Need to revamp CALM and Health programs</td>
<td></td>
<td>Provincial curriculum being implemented with a more comprehensive approach. District put scope and sequence in place for on-line career development program (Blueprints).</td>
</tr>
<tr>
<td>More opportunity to learn about careers</td>
<td></td>
<td>District partners with Chinook Regional Career Transitions. Schools organize events.</td>
</tr>
<tr>
<td>Service based curriculum</td>
<td></td>
<td>Schools implementing more service projects at all levels.</td>
</tr>
<tr>
<td>More focus on the trades</td>
<td></td>
<td>District has expansive off-campus and RAP (registered apprenticeship program). Participates in Iron Workers program. Has partnered with Lethbridge College to offer Automotives as a dual credit program this spring.</td>
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<th>Theme: Structures</th>
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<td>More time for lunch and recess</td>
<td></td>
<td>Some schools have tweaked times and some schools have implemented nutrition breaks, but not a significant change</td>
</tr>
<tr>
<td>Collaborative time for teachers in schools</td>
<td></td>
<td>All schools have implemented collaborative time for teachers.</td>
</tr>
<tr>
<td>Class Size</td>
<td></td>
<td>Average class sizes lower at all levels than previous two years. Can see class size report on District website.</td>
</tr>
<tr>
<td>Change registration processes for Kindergarten and Early Education</td>
<td></td>
<td>Changes were implemented in schools on the west side where long line-ups were reported.</td>
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</tbody>
</table>