Our District Priorities

District Priority 1: Supporting Student Achievement and Closing the Achievement Gap
- Focus on quality teaching and the Teaching Quality Standard because instructional quality has the most significant impact on student learning.
- Professional Learning for all staff, and targeted professional learning for primary level teachers, focuses on high-impact strategies and assessment procedures which address gaps in student learning, and ensures that all teaching staff meet the Teacher Quality Standard.
- Support teacher implementation of instructional strategies that reflect best practice in Inclusion.

District Priority 2: Supporting the Implementation of Provincial Legislative Changes and Initiatives designed to Support Contemporary Learning
- Provide instruction, programs, and structures that align with a vision of the future as outlined in the Ministerial Order on Learning to grow students who are engaged learners and ethical citizens with an entrepreneurial spirit.
- Use a collaborative service delivery model to meet the needs of students through differentiated instruction and universal supports.

District Priority 3: Supporting Seamless Integration of Technology
- Provide appropriate devices, reliable infrastructure, high-speed networks and digital learning environments to enable students to connect to other communities, experts, digital resources, authentic learning experiences and provide opportunities for cultural and global exchanges.
- Continue implementation of a Digital Citizenship strategy that includes all school community users.

District Priority 4: Supporting Population Growth and Change
- Population growth, changes in demographics, and a revised School Act compel the District to study its facilities in order to ensure that students’ needs are met.
- Continue use of a transparent budgeting process involving stakeholders to ensure funding allocations are equitable and align with District priorities and provincial goals.

About the District

Twenty-one schools and seven alternative school programs.
Approximately 1,000 dedicated staff members who serve the needs of over 10,000 students.
Located in vibrant city of Lethbridge with over 94,000 residents.
Breadth of programs include French Immersion K-12, Montessori (elementary), secondary Knowledge and Employability pathway, off-campus
Quality fine arts (band, theatre, dance, visual arts) and CTS programs (communication technology, food and clothing studies, trades related pathways).
Community engagement: active School Councils, District School Council, District Student Advisory Council, parent participation on a variety of District committees including the Policy Advisory Committee and the Digital Citizenship Committee, and annual Town Hall each February to gather input from all stakeholders.
District Highlights

- The number of First Nations, Metis and Inuit (FNMI) students graduating from high school was the largest it has ever been.
- A successful project was developed in collaboration with Community Futures Treaty 7 called Career Quest that assisted FNMI high school students in career planning and orientation to post-secondary institutions.
- The District struck a committee to draft a sexual orientation and gender identity policy in a further effort to provide an inclusive educational environment for all students.
- Lethbridge School District No. 51 ambitiously embarked on several capital replacement projects including the upgrading of 1,500 desktop PC’s, 1000 Laptops and the replacement 450 Wireless Access Points.
- Securing increased funding through local agencies has allowed a Making Connections worker to be placed in all of our middle schools.
- An increase to our Elementary Liaison Counselling Cohort has had a positive impact on providing early intervention, prevention and health promotion services.
- We have been able to offer programming to an increased number of students accessing PUF and collaborate with community agencies to provide comprehensive programming for students requiring targeted and specialized supports.
- The District has embraced a teacher-created math assessment tool for K-9 which will inform practice and allow us to target achievement gaps.
- A new off-campus model at the high school level was highly successful with over 480 students engaged in Work Experience and 135 students enrolled in the Registered Apprenticeship Program (RAP)
- A dual credit partnership between LCI and the University of Lethbridge planned over the 2014-15 school year was launched this fall with students provided the opportunity to take two university level courses and receive credit both at the university and high school level.

Trends

Trends stem from examining academic results over time, changing demographics, changing needs of students, as well a changing provincial and global direction in the vision of education.

- **Student Achievement**: District focus on improving results, especially in Standard of Excellence.
- **English Second Language** population increase for the past 5 years requires program support.
- Support for families with programs such as Making Connections important factor in student well-being and success.
- **Health and Wellness** a continued challenge and area of focus.
- Inclusive Education focusing on providing all students with support they need to be successful.
- **Early Education Programs (Pre-K)** continue to grow and expand to meet the parent desire for programming.
- Focus on seamless integration of technology into teaching and learning, with attention to accessibility, opportunities for program breadth, equity, Digital Citizenship, and creation of knowledge.

Budget Highlights

The 2015-2016 budget is $117 million, with $3.8 million to be used from reserve funds to balance the budget.

- Total teaching staff is increased by 45.11 FTE, with the addition of Immanuel Christian Schools and significant growth in elementary schools.
- Support staff is increased by 46.59 FTE, with the addition of Immanuel Christian Schools and additional support for student needs in classrooms.
- One-time funds from operating reserves to be allocated to Board priorities such as literacy intervention, FNMI, English as Second Language, technology upgrades, professional learning to impact school improvement and additional support staff to assist student learning needs. Schools will allocate operating reserves to assist with the transition of library spaces to learning commons and to upgrade furniture and equipment.

Accountability Pillar

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<th>Measure Category</th>
<th>Measure Category Evaluatio n</th>
<th>Measure</th>
<th>Lethbridge School Dist No. 51</th>
<th>Alberta</th>
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Find a link to the full report here: [http://www.lethsd.ab.ca/view.php?action=documents&id=103](http://www.lethsd.ab.ca/view.php?action=documents&id=103)