

2019  
2022

3Y&AERR

# SUMMARY

## Our District Priorities

### District Priority 1: Achievement

#### OUTCOMES:

1. Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
2. Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
3. Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
4. First Nations, Metis and Inuit (FNMI) student achievement relative to provincial standards will improve.
5. School administrators are highly skilled in all areas of the provincial School Leader Quality Standard
6. Teachers are highly skilled in all areas of the Teaching Quality Standard.
7. Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
8. Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
9. A comprehensive wellness approach promotes well-being and fosters learning.
10. The education system demonstrates collaboration and engagement to further Division priorities:
  - a. Parents feel welcome, included and possess agency to be full partners in their child's education;
  - b. Community members feel ownership as collaborative partners in the education of children;
  - c. Community minded organizations are engaged in collaborative delivery of programs and services to students.
11. Effective management of growth and capacity building to support learning spaces and the provision of programs.

### District Priority 2: Inclusion

#### OUTCOMES:

1. Schools are welcoming, caring, respectful and safe learning environments.
2. Schools are inclusive learning environments where all students are able to grow as learners.

### District Priority 3: Innovation

#### OUTCOMES:

1. Learners demonstrate the attributes of innovation, creativity and critical thinking in a process based learning environment.
2. Breadth of program choice provides opportunities for students to explore and grow as learners
3. All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.



Lethbridge  
SCHOOL DIVISION

### Our Vision

Learners are innovative thinkers who are successful, confident, respectful and caring.

### Our Mission

Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

## About the Division

Twenty-three schools and six alternative school programs.

The Division has 1,176 dedicated staff members who serve the needs of approximately 11,500 students.

Located in vibrant city of Lethbridge with just over 100,000 residents.

The Division takes pride in the breadth of its programs, the expertise of its staff and the quality of its facilities in 23 schools and a number of outreach facilities throughout the city.

Programs including Apprenticeship, International Student Program, English Second Language, International Baccalaureate, Advanced Placement, Dual Credit with the University of Lethbridge, Montessori and Modern Languages, including French Immersion and Spanish Bilingual.

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, Division School Council, Division Student Advisory Council, parent participation on a variety of Division committees including the Policy Advisory Committee and the Wellness and Community Engagement committees. Annual Town Hall each February to gather input from all stakeholders.



## Division Highlights

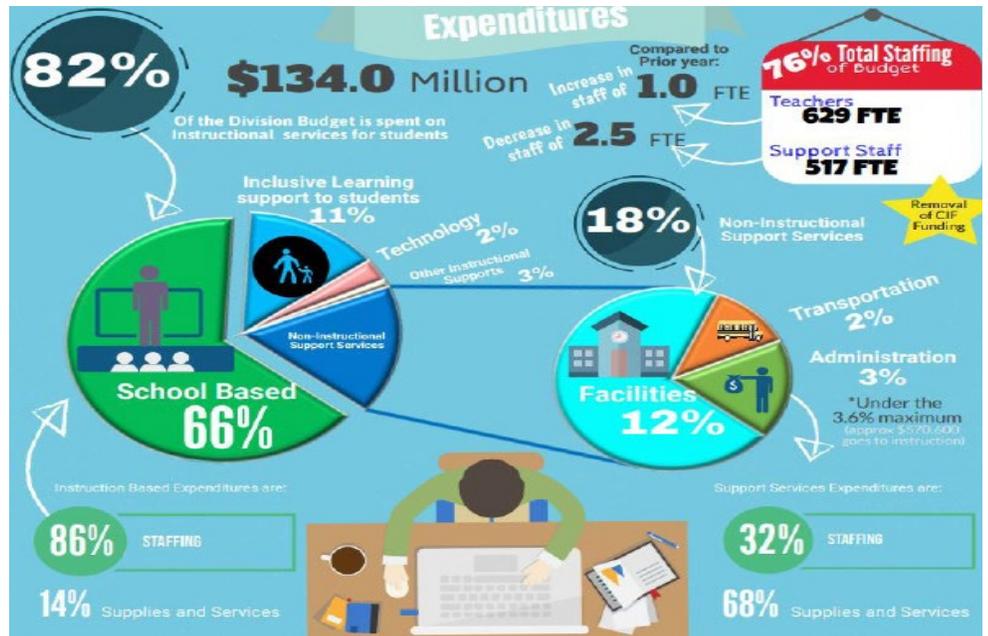
- The Division utilized \$1.2 million of Classroom Improvement Funding to address class sizes, professional learning of support staff, a teacher of FNMI language and culture, and technologies to enhance commons environments.
- The Board hosted a Town Hall for the purpose of gathering public feedback relative to what was going well and what areas could be improved. Over 200 participants contributed ideas using a thought stream process during the event. The ideas were collated and posted on the Division website for further contribution and feedback from the public.
- Opportunities for high school students - Lethbridge School Division continued to partner with the University of Lethbridge to deliver Dual Credit classes. The off-campus program continues to flourish, under the direct supervision of a centralized team that oversees off campus for all high schools.
- Working with the Faculty of Education of the University of Lethbridge, all staff used an inquiry process for their professional growth plans.
- A "Dossier" sub-committee met and revised the tool to better reflect the Division approach to student support. Support plans are now more strengths based, assessment driven and aligned with our Response to Intervention (RTI) framework.

## Budget Highlights

The 2019-2020 budget is \$134 million.

- Total teaching staff is increased by 1 FTE, to bring the total number of teachers to 629 FTE.
- Support staff is currently at 517 FTE, a decrease of 2.5 FTE.
- Enrolment was boosted by 251 students, to bring the Division's total to 11,753.
- Total budgeted revenues for 2019-2020 are \$134 million. Included in these revenues is approximately \$4.55 million of prior year's reserves. Total revenues for the Division decreased slightly from the 2017-2018 total of 143.92 million.

Detailed financial information can be found here: [FINANCIALS](#)



## Accountability Pillar

Measure Category	Measure	Lethbridge School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.9	87.8	88.4	88.0	88.0	88.3	High	Maintained	Good
	Program of Studies	84.6	84.0	84.4	82.3	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	89.7	89.1	89.0	90.3	90.0	90.1	Very High	Improved	Excellent
	Drop-Out Rate	4.1	4.5	4.5	2.6	2.3	2.9	High	Maintained	Good
Student Learning Achievement (Grades K-9)	High School Completion Rate (3-yr)	73.4	68.3	70.2	79.1	78.0	77.5	Intermediate	Improved	Good
	PAT: Acceptable	70.3	72.4	71.1	73.8	73.0	73.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	PAT: Excellence	18.4	18.4	18.1	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	82.2	80.5	80.5	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	17.8	17.3	16.6	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	44.4	42.6	44.0	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	69.5	69.9	69.6	64.9	63.4	62.2	Intermediate	Improved	Good
	Transition Rate (5 yr)	56.5	55.6	56.7	59.0	58.7	58.7	Good	Maintained	Good
Parental Involvement	Work Preparation	70.7	71.5	70.9	63.0	62.4	62.8	High	Maintained	Good
	Citizenship	79.2	78.1	80.5	83.9	83.0	83.5	High	Maintained	Acceptable
Continuous Improvement	School Improvement	78.5	78.7	78.4	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	79.3	78.0	78.5	81.0	80.9	81.0	High	Maintained	Good

Find a link to the full report here: [AERR](#)