



LLOYDMINSTER PUBLIC SCHOOL DIVISION

Strategic Plan 2015-2016

Our Mission:

“Ensuring **Personal Excellence** for all students”

Our Vision:

Lloydminster Public School Division has a shared commitment with parents and community in preparing students to be **Inspired Learners** and productive citizens.

Our Values:

In Lloydminster Public School Division, all individuals will model:

A commitment to **Care** for themselves and others

Respect for themselves, others, authority, property and the environment

A commitment to **Continuous Improvement**

Excellence in all they do

Leadership in making positive choices

Accountability for their choices and actions

Collaborative **Relationships**

Our Beliefs:

We believe all students can achieve personal excellence given sufficient time and the right supports

We believe high expectations, and early and ongoing interventions are essential

We believe all staff can perform to high standards given the right assistance

We believe all staff can articulate what they do and why they perform the way they do

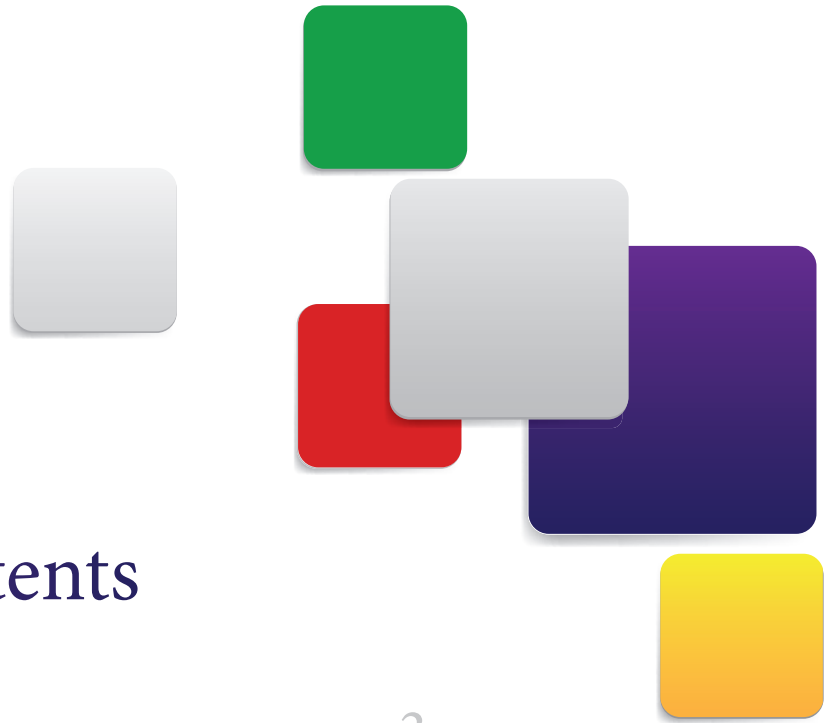


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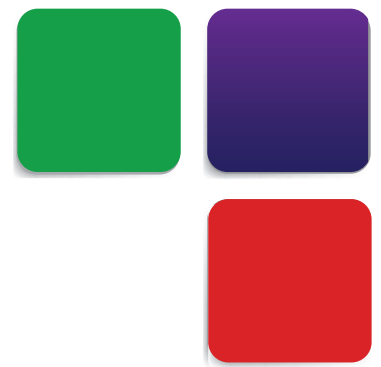
Background

Prior to the 2014-15 school year, our Board of Education received data and progress reports on our school division via the Continuous Improvement and Accountability Framework. Beginning in the 2014-15 year, we not only continued with our internal data collection and strategic intent, but we also included targets and goals as set out in the Province of Saskatchewan's Education Sector Strategic Plan (ESSP).

The ESSP is a multi-year plan that guides the work of the education sector. The 2014-20 plan was developed collaboratively by the members of the Provincial Leadership Team (PLT) which included provincial school division Directors of Education, the Deputy Minister of Education and the Assistant Deputy Ministers of Education. The multi-year ESSP is renewed every year.

During the 2014-15 school year, we continued with our improvement planning while incorporating the Province's ESSP. The Lloydminster Public School Division Board, along with the other Provincial Boards, supports the direction, goals and targets set out in the ESSP.

Division Profile



About Us

Our Story:

The Lloydminster Public School Division is a complex organization in that it is both a Saskatchewan and Alberta school division. The Division teaches its students Saskatchewan Learning curriculum and reports primarily to Saskatchewan Learning, but it also receives funding from Alberta to support a number of student learning and facility initiatives this complex environment simultaneously creates an opportunity for the Division to glean the best from two provinces, while also presenting challenges in that it is held accountable to two provincial authorities and operating procedures.

The city of Lloydminster continues to grow at a rapid rate, creating additional challenges for the Division, including:

- Ensuring high levels of achievement for all students
- Ensuring that effective assessment practices are grounded in the most recent research data
- Meeting the needs of all students
- Ensuring that the Division prepares students to live in a changing technological world
- Ensuring that students develop a strong understanding and ownership of citizenship
- Ensuring that students develop a sense of wellness and fitness as part of their education
- Ensuring that Métis and First Nations students experience success throughout the system
- Ensuring that adequate classroom space is available for students and staff
- Ensuring that the Division is ready for new school construction and that Saskatchewan Learning is aware and in sync with the Division's needs
- Ensuring that staff and schools are prepared to meet growing numbers of EAL students
- Developing and sustaining strong parental and community involvement in our schools
- Providing diversity of programming to ensure all students succeed
- Providing a rich diversity of co-curricular and extracurricular activities for all students
- Preparing students for effective transitions within the system
- Aligning goals of the Province, Division, schools and classrooms
- Developing indicators and collecting data that will accurately and consistently reflect the progress of our Strategic Plan

Mechanisms to address these challenges have been woven into our Strategic Plan and are aligned with the Provincial Education Sector Strategic Plan.

Executive Summary

Division Priority and Outcome Plans

A) Priority Plan: Elementary Literacy

Using Fountas and Pinnell Benchmark Assessment, 80.75% of our Grade 1-6 students are reading at grade level. We are committed to improving our student literacy through effective instructional strategies and assessment (Saskatchewan Reads), data collection, professional development for teachers and support in and out of the classroom through our literacy coaches.

B) Outcome Plan: At Grade Level (Middle School Literacy)

For the 2015-16 school year, there will be a focus on literacy for Grades 7-9. Data collection from last year suggests that students struggle with reading strategies and comprehension. Teachers will receive professional development and opportunities to collaborate with other professionals to ensure that students are learning and growing at a strong rate. Many of the teaching and assessment strategies will mirror the Saskatchewan Reads document.

C) Outcome Plan: Graduation Rate

The current LPSD three-year graduation rate for all students is 79.6% (2014), and the five-year graduation rate for all students increases to 81% (2014). For the 2015-16 school year, LCHS will focus on assessment practices and develop increased opportunities and supports for graduation and transitions, including distance education and the supported Learning Pathway.

D) Outcome Plan: Kindergarten Students Ready to Learn

School teams will continue to meet to discuss action plans for individual students using the Early Years Evaluation (pre-K and Kindergarten). Teachers will build capacity for inquiry-based learning (Ministry standard) through professional development, collaboration and ministry documents. LPSD will continue to partner with local agencies in order to provide early childhood services both within and outside of our school division.

E) Outcome Plan: Improving FNM Educational Achievement and Grad Rates

In 2013, the three-year graduation rate for First Nations and Métis (FNM) students was 51.2% and in 2014 the three-year graduation rate for FNM increases to 57.7%. This year, we will develop and sustain an Aboriginal Student Success Program at LCHS and all LPSD students will be engaged with Aboriginal Cultural Activities throughout the school year. Professional Learning opportunities will be provided to staff to develop FNM cultural understandings and treaty education knowledge.

F) Outcome Plan: Operational Spending

We will enhance the understanding of the LEAN leadership philosophy and Risk Management with Division Leadership teams. For the 2015-16 school year, we will be hosting two LEAN events that will look at our processes and procedures in different areas to increase our effectiveness and efficiency.

G) Local Priority Plan: Student Wellness

Through our partnership with Dr. Michael Ungar, we will gain understanding and insight into resiliency in both staff and students. Schools will be better equipped to deal with issues such as stress and anxiety. As well, enhancements of Athletic programming will be a focus from K-12.

WELLNESS



LITERACY

GRADUATION



Overview

Priority and Outcome Plans

A) Priority Plan: Elementary Literacy

Root Cause Analysis:

According to our Literacy Assessment (Fountas & Pinnell), 79.9% of eligible Grade 3 students who were assessed in June 2015 were reading at grade level. Not all students read at grade level by the end of Grade 3. (Research such as “EARLY WARNING! Why reading by the end of Grade 3 matters” (Annie E. Casey Foundation, 2010) indicates that there is a very high correlation between Grade 3 reading rates and graduation.)

Many new Grade 1-3 teachers report a lack of professional preparedness to teach reading.

Increased English as an Additional Language (EAL) population

30% of Kindergarten students are at risk when they enter school (EDI 2009-2011)

13.8% of the families who completed the IHBQ questionnaire were high risk for family vulnerability (in-hospital birth questionnaire)

Actions for the 2015-16 School Year:

Grades 1-6 reading levels for 100% of eligible students will be collected using consistent administration, collation, and reporting practices with Fountas & Pinnell.

Literacy coaches will meet with Education Support Teachers (EST) to review protocol and conduct any training necessary to ensure ESTs can support teachers.

First literacy assessment/data collection in the fall will be done with a Literacy Coach or EST to ensure fidelity. It will be a minimum of one test per teacher and time to review protocol/debrief.

LPSD elementary schools will develop a Saskatchewan Reads implementation plan in collaboration with their school superintendent (reference Appendix D in Saskatchewan Reads).

100% of Grades 1-3 teachers will work with Literacy Coaches.

School administration will plan for strategic use of Literacy Coaches with Grades 4-6 teachers. Principals will ensure that Literacy Coaches are a part of the Grades 1-3 school intervention teams including weekly team meetings. (School improvement team must involve the literacy coaches. A primary focus of the SIT is the implementation of Saskatchewan Reads)

In school administrators will implement and reflect upon Appendix D in Saskatchewan Reads. There will be monthly Debriefing sessions and ongoing professional development for in-school administrators regarding this document. Principals are required to gather evidence to demonstrate implementation of Saskatchewan Reads.

Engagement of Stakeholders:

Students will demonstrate Grade 3 reading proficiency through their comprehension, fluency and engagement.

Caregivers will be informed of their child's reading progress and efforts will be made to engage them in improving their child's reading.

Teachers will be provided with a family literacy resource to share with families to be developed by Priority Literacy Plan Team and Literacy Coach team.

School Community Councils (SCC) will provide input and support on School Improvement Plans.

Students will set goals in reading.

B) Outcome Plan: At Grade Level (Middle School Literacy)

Root Cause Analysis:

Reading is commonly viewed as a responsibility of the elementary teachers. If a student is not reading at grade level at the middle years, accommodations are made in order for the student to be successful, rather than teaching the student to read.

Currently, the sector does not utilize a consistent model for instructional supports or assessment in reading for Grades 4 - 9.

Significant professional development and coaching is needed to ensure all teachers are prepared in reading instruction and assessment.

Actions for the 2015-16 School Year:

For Middle Years Reading: All English Language Arts (ELA) teachers attend August professional development delivered by the literacy coaches and middle school administration. Teachers learn about their students' reading needs by analyzing incoming data.

Teachers build skills in teaching reading strategies.

For Reading: Identify and implement high-impact instructional strategies resources

Instructional resources to support teachers in whole class, small group and individual reading and instruction

School Administration will report monthly on MYLI progress

Teachers apply learned strategies

Evidence of growth is shown on a monthly basis as determined by school administration.

For Reading: Opportunity for ELA teachers to observe guided reading at elementary level.

Teachers are able to articulate skills needed to teach reading.

For Reading: Middle Schools look at resources to support teachers to implement reading strategies

Inventory of Reading Resources

Accessibility of Resources for teachers

Plan to address resources to enable differentiation in reading

For Reading: Identify the students in need of intervention through testing. (Implement intervention and enter data into Students Achieve.)



C) Outcome Plan: Graduation Rate

Root Cause Analysis:

Providing responsive instruction across all grade levels requires targeted professional development opportunities and resources that will lead to deep implementation of research-based and culturally appropriate strategies within a 21st Century context.

The crucial role of families and caregivers in raising student achievement must also be nurtured. Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties.

In the past five school years, 34% of Grade 10 students have not achieved at least eight credits. Although many students benefit from strong relationships with their teachers, there are still many young people who feel that stronger relationships with their teachers would improve their education.

There are not enough diverse opportunities, programs and structures to support high school graduation and inconsistent understanding and application of current opportunities.

Additionally, successful transitions for students throughout their time in school and on their way to post-secondary education, industry or trades requires tracking information and planning for each student.

Students require greater access to adequate inter-ministerial (Health, Justice, Social Services) and school-based supports, services and programming.

There needs to be a greater understanding and acknowledgment of FNM cultures and languages and the impact of residential schools on society.

Some K-12 students have poor attendance and there is a strong correlation between attendance and achievement.

EAL students must receive the necessary supports to ensure they will graduate and will be successful.

Current curricula do not clearly describe to teachers and students what success will look like in ways that are engaging or relevant for all students.

Actions for the 2015-16 School Year:

- Establish opportunities and supports to graduation

- Shared list of opportunities currently working in our school division

- Policy review and revision to support increased opportunities and supports

- Students entering Grade 9 will develop and maintain a graduation and transition from high school plan using SaskCareers.ca

- School administration Teams will work with staff to develop school-based practices aligned to the administrative procedure on Student Assessment. These practices will be implemented in every classroom.

- Identify and engage students who are disengaged

- Investigate alternate pathways to learning at the high school and middle school levels

- LCHS administration to compare cohort lists from the ministry and LPSD

- Identify former and current LPSD students who would qualify for an adult 12

- Contact students and inform them of the opportunity and engage them in courses required or submit appropriate paperwork to graduate

D) Outcome Plan: Kindergarten Students Ready to Learn

Root Cause Analysis:

A large proportion of children are coming to school significantly behind expected development in certain domains. There are many potential reasons for this including:

- Change in family structure/parenting/poverty
- Lack of linguistic and culturally relevant programs and services in official and indigenous languages
- Lack of educational attainment over generations
- Choice of parents
- Lack of value/trust
- Early learning effective practices inconsistently included/incorporated
- Increased vulnerability due to low levels of self-regulation and increased prevalence of mental health issues
- Limited quality engagement between adults and children
- Inconsistent access to services such as speech language, physical therapy and occupational therapy (choice of preschool).
- Some children born in Canada who are additional language learners have significant language needs upon starting school
- Second language needs among immigrant and second language learners
- Lack of societal understanding of the importance of the early years.
- Transiency of families (in/out of division, within the division)
- Social demographics of our city (family dynamics – parents working)
- Mental health factors (parents and children)
- Attendance affects learning

Actions for the 2015-16 School Year:

- Continue to administer the EYE for Kindergarten and Pre-Kindergarten
- Data analyzed and distributed to all teachers, admin, Division Office
- Teachers discuss EYE results with parents
- EYE Parent/Child Report shared and reviewed/explained
- Ensure that all teachers are trained as per Ministry standards on EYE processes
- Use EYE data to inform decisions on interventions for school readiness
- School teams meet to discuss action plan for individual students
- Principal is part of meetings or informed of action plans
- Continue to develop an Early Years Community of Practice
- Building capacity amongst teachers for inquiry based learning (Ministry standard)
- Principals utilize Ministry rubric to determine growth/refine walk-through practice for Administrators
- Pre-K and Kindergarten teachers continue to use inquiry based learning to develop school readiness
- Professional development available to teachers
- Outcome team will Track Pre-K students for next five years to determine levels of risk after Pre-K

E) Outcome Plan: Improving FNM Educational Achievements and Grad Rates

Root Cause Analysis:

FNM students are not achieving or graduating at the same rate as their non-Aboriginal peers. Although the past two years show a marked improvement for FNM students who are meeting graduation requirements, the gap is still 24.2% between non-FNM and FNM students in 2014. The issue is far greater than unacceptable high school graduation rates. A significant part of our population is not getting an education and not transitioning to careers or post-secondary education. 2003 Senate Report suggests the following:

- Racism

- Isolation

- Lack of Parental Involvement

- Effects of Residential Schools

- Mistrust of mainstream education

- Attendance

- Lack of role models/teaching representation in the schools

- Lack of connection with the FNM community, Bands

- Lack of understanding of cultural pieces

- University prep courses for teachers

Root Cause: Lack of cultural understanding and feelings of disenfranchisement of the FNM community

Actions for the 2015-16 School Year:

- Collect disaggregated FNM reading (and math) achievement for Grades 1-3 and 4-6, and achievement data for Grades 7-9; course completion for Grades 10-12

- Collect disaggregated FNM Tell Them Me Survey drill down data for Grades 7-12

- Utilize data set to monitor school culture and sense of belonging

- Develop and sustain an Aboriginal Student Success Program at LCHS

- Engage LPSD students with Aboriginal Cultural activities

- Provide Professional Learning opportunities for staff to develop FNM cultural understandings and treaty education knowledge



F) Outcome Plan: Operational Spending

Root Cause Analysis:

LPSD has not had a deep conversation about the cost benefit analysis or value of current practices and policies within the division.

Sustainability has not been a lens through which practices and policies have been examined.

Economic restrictions, capital needs and a growing student population are causing the issue of sustainability to become relevant and essential for the long term viability of the organization

Actions for the 2015-16 School Year:

Create and Implement a revised annual budget creation process that is based on Board priorities and financial assumptions

Conduct 2 LEAN events during the 2015-16 school year.

Event 1 – Transportation

Event 2 – Earned Days Off

Enhance the understanding of the LEAN leadership philosophy on the Division Leadership team

Implement a professional learning strategy to build understanding and capacity

Development of a decision making matrix that aligns with the LEAN philosophy

Development of a management strategy for Curricular and Extra-Curricular travel

The development of an Administrative Procedure guiding curricular and extra-curricular travel

Examination of options for resource allocation

Development of a management strategy for noon hour supervision

Develop sustainable and consistent management practices for current model.

Collection of data to compare compensation strategies

Development of an Administrative Procedure guiding the compensation and management for noon hour supervision

Implement Enterprise Risk Management

Development of the Enterprise Risk Management Framework

Development of leadership team and Board capacity

G) Local Priority Plan: Student Wellness

Root Cause Analysis:

Analysis of our TTFM data shows a high amount of students with anxiety and depression (our numbers mirror provincial data)

Teachers do not feel equipped to deal with mental health or do not possess the necessary resources

Adult resiliency has not been addressed in terms of providing professional development and resources

Teachers lack knowledge and understanding of skill building as outlined in the Saskatchewan curriculum for physical education and therefore do not feel comfortable coaching/teaching these skills.

Actions for the 2015-16 School Year:

Implementation of physical activity initiatives in every school (intramurals, extra-curricular)

Analysis of student participation in physical activity initiatives

Analysis of TTFM data (Anxiety, Depression, Sense of Belonging)

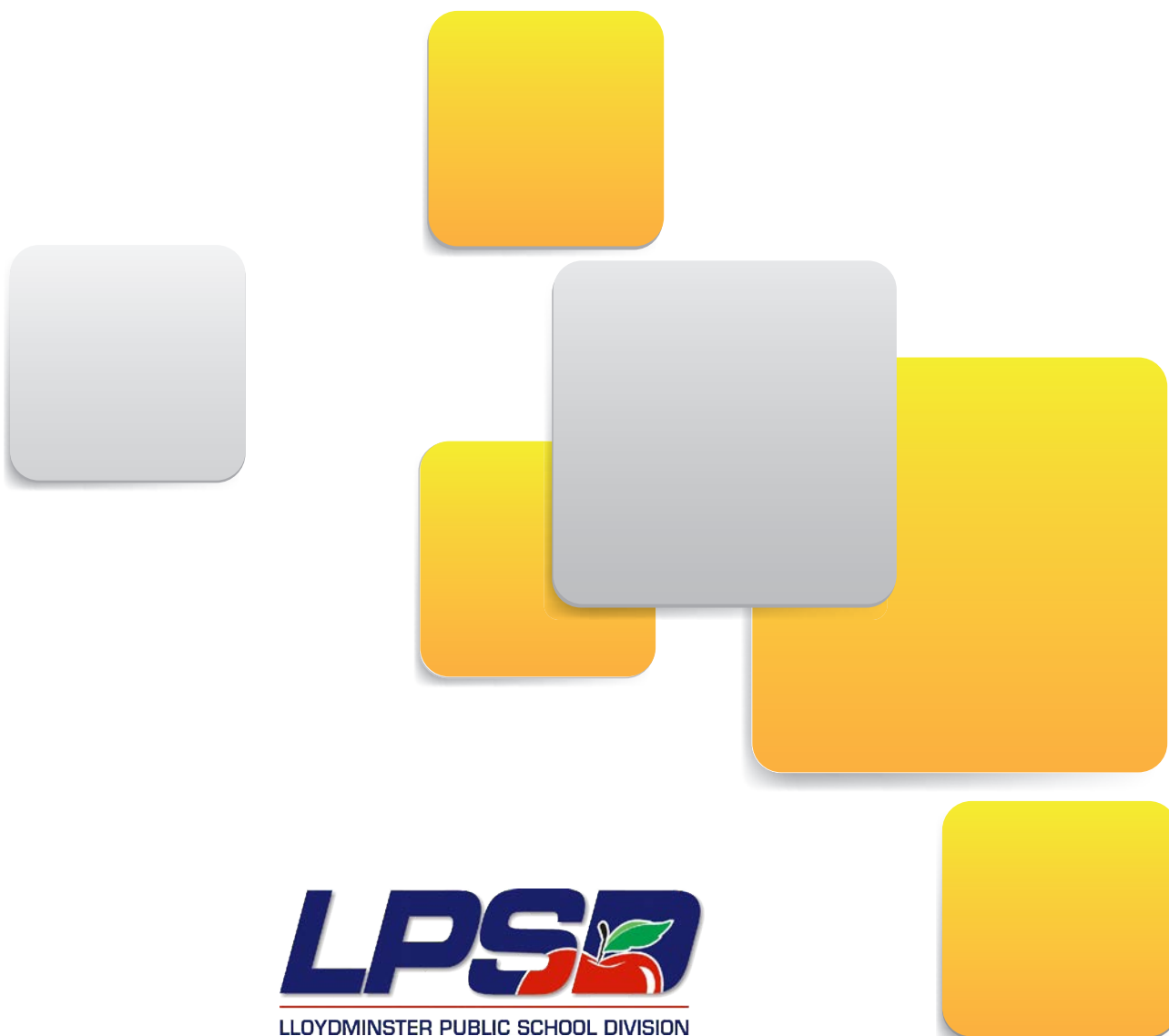
Teacher professional development and resources in resiliency and physical activity (skill building/coaching)

Implementation of resiliency initiatives as outlined by Dr. Michael Ungar across LPSD

Continuation of the LPSD Elementary athletics council

Hiring of an Athletic Director to help organize, support and coordinate athletics in LPSD





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