

LPSD Strategic Grad Rate Plan 2018-19

The Data

As the actions were created for the 2018-19 Strategic Grad Rate Plan, the following data were used to inform and will be used to measure our decisions.

Provincial Measures:

- The current three-year graduation rate for all Saskatchewan students is 77% (2017-18), and the three-year graduation rate for First Nations and Métis students is 45% (2017-18).
- The five-year graduation rate for all Saskatchewan students increases to 84% (2017-18), and the five-year graduation rate for First Nations and Métis students increases to 59% (2017-18).

LPSD Measures:

- The current 2017-18 three year graduation rate for Lloydminster Public is 80%, and the three year graduation rate for First Nations, Metis and Inuit (FNMI) students is 52%. The five year graduation rate for Lloydminster Public students is 90%, and the five year graduation rate for FNMI students is 73%.
- In order for Lloydminster Public to meet the provincially established target for 2020 the three year graduation rate needs to meet or slightly exceed 90%.
- In LCHS (2017-18) 79% of students had aspirations for finishing high school; the Canadian norm for these grades is 84% (81% grade 10, 77% grade 11 and 80% grade 12). (OurSchool Survey Results)
- In LCHS (2017-18) 56% of students have aspirations for going to college or university. The Canadian norm is 65%. (64% grade 10, 52% grade 11 and 51% grade 12). (OurSchool Survey Results)
- In LCHS (2017-18) 25% of students planned to pursue a trade or apprenticeship program. The Canadian norm is 17%. (29% grade 10, 21% grade 11 and 25% grade 12). (OurSchool Survey Results)
- In LCHS (2017-18) 6.5 out of 10 students rated their teacher-student relation as positive. The Canadian norm is 5.8. (6.7 grade 10, 6.4 grade 11 and 6.3 grade 12). (OurSchool Survey Results)
- The current 2017-18 percentage of the students of Grades 10-12 with at least 80% attendance rate is provincially 76% and for LPSD is 73%. The FNMI percentage provincially is 48% and for LPSD is 50%.

In addition to the provincial data, timely identification of barriers by Focus Groups, Course Completion Rates, and Our School Survey, and will also be incorporated to monitor and inform the actions.

The Focus Groups will be conducted in February and May to determine the status of:

- The Attendance Incentive
- Embedded Learning Targets
- Relationship with Teachers

The Course Completion Rates will be collected for each course and collated for English and Mathematics as a measure to determine the percentage of students being successful in attaining at least 50%.

The data will be collected for Semester 1: November Report Card, January Report Card

Semester Two: April Report Card, June Report Card

Year Data will also be determined in June for English and Math.

The 2017-18 were as follows:

Completion rates for ELA and Math

Subject	Sem 1	Sem 2	Overall	Subject	Sem 1	Sem 2	Overall
ELA 10	96.15	96.09	96.12	Math 10	91.22	84.92	89.34
ELA 20	96.15	94.04	95.58	Math 20	91.96	93.17	92.63
ELA 30	97.03	97.03	97.03	Math 30	92.54	91.81	92.13

OurSchool Survey will be used to measure the following:

- Student-teacher positive relationships
- Advocacy at School
- Participation in Sports
- Sense of Belonging
- Anxiety
- Depression

The 2017-18 Data:

	LPSD	Canadian Norm
Student-Teacher Positive Relationships	77%	76%
Advocacy At School	32%	27%
Participation in Sports	35%	48%
Sense of Belonging	61%	71%
Anxiety/Depression	24%/25%	18%/18%

The Actions

Implement My Students First Classroom

The actions that were identified in the first year of implementation will be continued and the following will be prioritized for the 2018-19 year:

Deliverables/Actions	Implementation with Timeline
Learning Targets incorporated in Teacher's planning and practice	<p>Staff Meeting to incorporate Instructional and/or Connection Insights August: Learning Targets clarity and unit planning Administration Walk Throughs & Anecdotal Evidence</p> <p>Targeted Instructional support with teachers who are not meeting the MSFC expectations As identified by Administration</p>
Enhance teacher-student relationships	<p>Staff Meeting to incorporate Instructional and/or Connection Insights Administration Walk Throughs & Anecdotal evidence Use Staff Meetings when identified by Administration</p> <p>Targeted Instructional support with teachers who are not meeting the MSFC expectations As identified by Administration</p>

<p>Students attend school regularly</p>	<p>October - Ongoing Utilize newsletters and social media to promote the importance of student attendance.</p> <p>Develop school based procedures to incentivize student attendance in all schools</p>
<p>KNOW every student by name, strength and need (Particularly Gr 10)</p>	<p>August Staff learn how they can differentiate in their subject area for the diverse needs of their students</p> <p>TBD Have grade 10 students complete the Strengthsfinder assessment.</p>
<p>RESPOND to student voice and learning profiles when planning and creating learning spaces, schedules and opportunities</p>	<p>October-November Schools will identify, communicate and display intentional actions with students, parents and the school community that will improve Our School results.</p> <p>Semester 2 Obtain data from My Blueprint, OurSchool Survey, Focus Groups, and Registration to inform decisions</p>
<p>Continue using strategies so all Grade 9 students to have a graduation and post-graduation plan, and establish a process for maintaining those plans through Grade 12.</p>	<p>August Transitional information to be shared between middle and high schools is set up</p> <p>November - April Student complete and update My Blueprint Inventory at each reporting period</p> <p>September - January Student Services meet with each student in Semester 1</p> <p>February - June Student Services meet with each student in Semester 2</p> <p>Monthly Teachers, Students, Student Services, and Administration monitor student progress</p> <p>May-June Transitional information shared between middle and high schools</p>

In addition to the focusing on the above actions in the 2018-19 year, **research and preparation of the staff for the third year of MSFC will occur.** Actions that would support the listed MSFC actions will be explored by the Administration and the LCHS School Improvement Team in February-April, and then shared with staff in May/June for the 2019-2020 school year.

School Administration will:

- **CREATE** a plan to provide support for at risk students struggling with academic, personal and emotional issues
- **ESTABLISH** a school wide staff-student mentorship plan
- **ENSURE** that each student has at least one healthy adult advocate within the building
- **PROVIDE** a safe environment for all students
- **DESIGN** timetables and teacher workloads to allow for unique student needs of transient students (& explore new ways to provide students with course offerings)

Teachers will:

- **BUILD** meaningful supportive relationships with students
- **EXHIBIT** empathy and understanding for those students facing personal challenges
- **KNOW** every student by name, strength and need
- **ENGAGE** all students intellectually, physically, emotionally and spiritually

Respond to the TRC's Calls to Action

In response to the TRC's Calls to Action, ensure learning environments are responsive to student needs, including positive relationships and shared responsibility.

Deliverables/Actions	Implementation with Timeline
Students and teachers develop an awareness of reconciliation.	October - December 14, 2018 Students create school wide reconciliation projects at the Cultural March - April On display at Cultural and Science Center
Schools engage students in a school-wide or classroom-based reconciliation project(s).	By June 30, 2019 Individual classrooms will have completed a project
Schools will reflect on and understand relationship protocols and communication protocols as outlined in the FNMI Student Transitions Rubric provided by the ministry.	January to June 2019 Students Services and LCHS School Improvement Team meet to increase awareness
Treaty 6 and Metis Flag raising event hosted at each LPSD school.	TBD By June Division/School Dependent timeline

Address Staff and Student Wellness

Given the data, there is a need to develop more resilient students and build opportunities for connection and sense of belonging in the school community. In addition to the students, LPSD will increase a push on staff wellness to yield a decrease in stress levels, unhealthy habits, disengagement and low team morale.

Deliverables/Actions	Implementation with Timeline
Schools will identify a school-based focus for Mental Health in conjunction with Sarah McMaster.	October Student Services and Administration collaborate and communicate plan
Review and begin implementation of the LPSD Nutrition Administrative Procedure	Ongoing Division will review and lead direction for schools Schools will implement direction with reasonable expectations for this year
Have all teaching staff complete the Strengthsfinder assessment Build awareness in all staff regarding strengths.	September Have all teaching staff complete the Strengthsfinder assessment October Integrate Strengths into Professional Growth Plan Conversations for teaching staff as determined by individual's request.