



**Lomond**  
Community School

## *Horizon School Division No. 67*

**LOMOND COMMUNITY SCHOOL**

*Combined 2018-19 to 2020-21 Education Plan and  
2017-2018 Annual Education Results Report*



*An inclusive learning community that engages  
and empowers all learners for success.*

**LOMOND COMMUNITY SCHOOL**  
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## ***Foundation Statements***

### **Vision**

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

### **Mission Statement**

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

## ***Our Priorities***

### **Horizon School Division Core Goal and Key Action Items:**

**All learners leaving school are competent contributing global citizens.**

- **Strong instruction that develops competencies**
- **Response to intervention to meet the needs of all students**

### **Alberta Education Key Action Items (Desired Outcomes)**

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed



## What makes us **LOMOND COMMUNITY SCHOOL?**

### Principal's Message

I have been involved with Lomond Community School since 1997 when I started my final university practicum at LCS. This is when I first grew to love this school on the prairies and recognize both the community and school as special places.

Lomond Community School is built on a rich history and we are thankful for the involvement of a vibrant community. We have 104 students from grade one through grade 12. We are committed to pursuing excellence at all grade levels.

Excellence in:

- **Building a Safe and Caring Community** – Over the past four years more than 89% of our staff, parents, and students have agreed that students are safe and treated fairly at school. Our students are learning the importance of caring for others and learning respect for others. We are a **Safe and Caring Community!**
- **Program of Studies Offered** – In 2016 only 72% of our staff, parents, and students were pleased with the opportunity for students to receive a broad program of studies. We have increased this satisfaction to 82% in 2018. Our school offers a unique music program, we are 1-1 for technology and we offer a daily physical education program. Our Den facility allows students to explore a range of options from multimedia, sewing, woodworking, advanced technology, and food studies. This in addition to a strong and broad offering of core classes. We offer **Quality Education** at all grade levels!
- **Relationships** – We pride ourselves in strong relationships with all stakeholders. Our students are confident they can access all supports they need. 90% of our parents are pleased with their parental involvement in our school. Our staff are committed to serving students in any way they can. The local community is invested into our school and we in turn seek every opportunity to give back to the community. Over the last four years our focus on citizenship ensures that our students model the characteristics of active citizenship. 97% of our stakeholders see this citizenship in action. We are facilitating the growth of **Contributing Citizens!**





Accountability Pillar Overall Summary  
 Annual Education Results Reports - Oct 2018  
 School: 5405 Lomond Community School



Measure Category	Measure	Lomond Community School			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	<a href="#">Safe and Caring</a>	94.7	98.1	96.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	77.9	80.7	79.3	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	<a href="#">Education Quality</a>	92.4	94.8	93.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	0.0	11.3	3.8	2.3	3.0	3.3	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	*	*	n/a	78.0	78.0	77.0	*	*	*
	<a href="#">PAT: Acceptable</a>	65.6	76.6	78.7	73.6	73.4	73.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	6.3	18.8	16.3	19.9	19.5	19.2	Very Low	Maintained	Concern
	<a href="#">Diploma: Acceptable</a>	71.4	*	n/a	83.7	83.0	83.0	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	0.0	*	n/a	24.2	22.2	21.7	Very Low	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	*	*	n/a	55.7	54.9	54.7	*	*	*
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	*	*	n/a	63.4	62.3	61.5	*	*	*
	<a href="#">Transition Rate (6 yr)</a>	*	*	85.3	58.7	57.9	59.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	89.2	89.9	81.6	82.4	82.7	82.4	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	96.7	96.9	92.8	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	88.7	96.6	89.1	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	91.9	92.1	90.3	80.3	81.4	80.7	Very High	Maintained	Excellent

## TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
<b>PAT Results</b>	6.3% (Excellent Range)	12% (just under the provincial average)
	65.6% (Acceptable Range)	74% (at the provincial average)

Our numbers are small so the overall results can be deceiving. That being said it is important to recognize that our PAT results have not improved. At the same time our junior high staff are saying students are not coming in prepared or able to independently learn in each of the subject areas.

### Strategies:

- Focus on **EXPERTISE** at the elementary level. We will move towards experts in each core subject area. These experts will help to ensure continuity and excellence in each of the core areas. Math Expert, Humanities Expert, Science Expert
- Teaching staff are asking for **more in class ASSISTANCE**. Although our teachers are making good use of technology, guided intervention and group learning they are increasingly finding it difficult to cover core content while teaching basic reading and writing. We will work to provide more in-class support for teachers.
- In order to ensure we are tracking student learning we will develop more depth to our **ASSESSMENT STRATEGIES**.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- **June 2018** – Adjust timetables to allow teachers to teach in their area of strength Melissa Gartly
- **September 2018** – Look at the budget and find ways to provide assistance in high and intense ELL classrooms Melissa
- **Monthly** – Work on assessment strategies with Sharon Skretting – monthly hands-on time Melissa Gartly

Performance Area	Current Result	Target (2018-19)
Satisfaction with <b>Program Access</b> - Academic Counseling - Career Counseling	68% - parent	80% (this is an ongoing project)

Over the last three to four years our students have been saying they would like more strategic help with course selection and career counseling. These performance results verify the discussion we have been hearing.

### Strategies:

- Regularly scheduled meetings with **CAREER COUNSELOR**.
- Twice each semester we will help students by providing a **CREDIT CHECK**.
- **ADVISORY CLASS** – Planned career discussions, teaching on fundamental work attitudes.
- **HEALTH CLASSES** – Address the Health outcomes for junior high school. We have not addressed these outcomes for several years. We will ensure each outcome is addressed through advisory, CTF classes or physical education classes. This block in junior high will set our senior high students up for success.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- **September 2018** – Schedule in time with Garth Moulard. Melissa Gartly
- **November 2018 and March 2019** – Provide a credit check for all high school students. Cindy West
- **Beginning October 2018** – Advisory classes will work through Workability Workbook. Staff will facilitate discussion and awareness. Advisory Staff
- **Beginning January 2019** – Outcomes will be listed and addressed throughout classes. Cilena Mathieu
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Performance Area	Current Result	Target (2018-19)
<b>In-Service for Staff</b>	69% of staff	85% of staff

In 2014 85% of our staff felt that in-servicing they were receiving was focused, systematic and contributed to their growth. Since 2014 we have continually dropped. At the end of 2018 less than 70% felt that in-servicing contributed to their professional growth.

### Strategies:

- Create **CHAMPIONS** and allow staff to share their learning in their particular area.
- Work with staff to ensure they are **BEING HEARD** and PD plans are truly incorporating their needs and the school's goals.
- Create a culture of **LEARNING, DISCUSSION** and **HONEST IMPROVEMENT**.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- **September 2018** – FMNI (Gwen Ambrose), GoFormative (Cilena Mathieu), ReDesign (Fleur Sweetman), Intervention Ideas and training (Amber Doram) Each Staff Member
- **November 2018** – Meet with staff to review Professional Growth Plans Melissa Gartly

## SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

### Key Action 1 – Strong instruction that develops competencies

#### High School Redesign:

Foundational Principles we are working on:

We continue to work on a **flexible learning environment** where students can learn to manage time, work towards goals and personalize their learning.

#### Strategies:

- Adjust our EE (Flex) format this year – pull out grade 7/8 students
- Offer a variety of modules for our grade 7/8 students to assist them in exploring interests
- Advisory – assisting students to think through plan for the day and use of time
- Offer more on-line and “blended” programming to help fill in staffing gaps

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- **September 2018** – letter home to parents advising on schedule changes regarding EE for 7/8
  - Exploring variety of modules for grade 7/8
- **September 2018** – tighten up advisory class – relationship building and accountability with time management
- **October 2018** – exploring on-line options
  - Offering K&E for some students
  - Offering blended type format for students

Melissa Gartly  
Fleur Sweetman

Fleur Sweetman

### Key Action 2 – Response to intervention to meet the needs of all students

#### Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit student success.

- Our school focus will be on educating our students about FNMI history and perspective. We have not addressed this TQS or outcome adequately.

#### Strategies

- PD for FNMI Champion
- Highlight Orange Shirt Day
- Plan for Indigenous Awareness Day
- Gather resources to better equip staff and help educate students.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- **August 2018** - Attend Professional Development
- **September 2018** -- Assembly and discussion in classrooms
- **October 2018** -- Work with Lisa Sowinski to plan a day of activities and community involvement. This will be a school wide focus with hands on learning.
- **Throughout School Year** -- Use FNMI money on books and resources for students and staff

Gwen Ambrose  
Gwen Ambrose

Melissa Gartly/ Gwen Ambrose

Tawnya Schlaht

## GOAL

To create passionately *engaged learners* who confidently *pursue continual improvement* now and in the future as *contributing global citizens*.

### STRONG INSTRUCTION

See list of strategies and timeline in Improvement Plan:

- **PAT Results/ Preparation for Junior High School and Lifelong learning**
  - developing experts
  - deepening assessment strategies
- **Academic/ Career Counseling**
  - new focus in advisory class
  - Addressing Health outcomes
- **In-Servicing for Staff**
  - creating champions who are invested
  - change in language and culture

### RESPONSE to INTERVENTION

See list of strategies and timeline in Improvement Plan:

- **PAT Results/ Preparation for Junior High School and Lifelong learning**
  - offering assistance
- **Academic/ Career Counseling**
  - collaborative approach and language
- **In-Servicing for Staff**
  - PD that is focused on staff needs and voice

### EXTRAORDINARY TEAM

Our hope is to attract and retain the most passionate and talented staff while creating leaders in our community and world.

### STRONG RELATIONSHIPS

Education is more effective when rooted in strong relationships. The following areas will be a focus moving forward.

- Staff to Students
- Staff to Parent
- School to Community
- Staff to Staff and Student to Student