



Lomond
Community School



Lomond Community School

assurance plan

vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that ***values***

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe learning
environments;
collaboration; and
accountability

2021-2025

Principal's Message --

Drive north from Lethbridge or east from Vulcan and you come across a small quaint town -- Lomond. The hub of the town is Lomond Community School. Lomond Community School is unique because it is a combination of committed staff, involved community, and eager students. ALL stakeholders contribute and recognize the value of student learning and the future leadership our students will provide.

Lomond Community School has a history of rallied people advocating for excellence in education even within a small town. Our history is rich! With our picturesque roots and strength of community connection we continue to pursue excellence and continual improvement.

We have worked hard to strengthen our connection with our community. We invite the community in for pancake breakfasts, concerts, meals and a variety of events. It really is the cultivation of an old school community.

Our teaching is committed to being rigorous and relevant. Staff participate in focused professional development, we are 1 on 1 with technology resources and staff use a collaborative model to ensure all student needs are met. We pursue excellence in our learning!

Although we are a small town school our students are able to access a broad range of programs. Our overall satisfaction rate is at 95.8% for all parents, students and staff. Our music and athletic programs are strong and growing. In addition to these, we are able to offer options in multimedia, sewing, woodworking, advanced technology, music and food studies. We work collaboratively to continually improve.

Our school culture is built on respecting diversity. We have an abundance of cultural perspectives and guard our caring and safe learning environment. 97.2% of our families agree that Lomond Community School is a safe and encouraging place for their children to be.

So make the plunge to join learning at Lomond Community School. Our goal is to offer quality teaching and optimum learning with that small town welcome and work ethic. We have tangible goals for the next school year. Take a look in the coming pages.....

Melissa Gartly
Principal
Lomond Community School

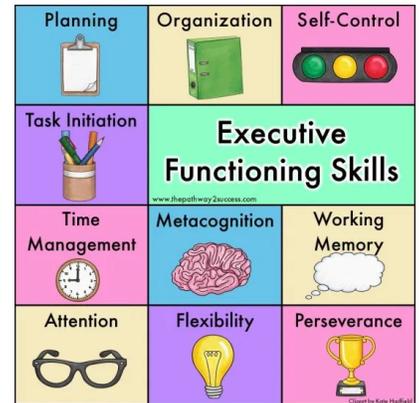
Three Year Key Goals (beginning fall of 2021):

GOAL 1 -- **MENTAL HEALTH AND WELL BEING**

-- Executive Functioning -- these are the skills of organization, decision making, setting goals, critical thinking, homework management, adaptability.

As students develop these skills they can manage time more effectively, complete tasks more thoroughly and organize their work. Our goal is to develop these executive functioning skills beginning in grade 1 through grade 12. Addressing this need will enhance overall student learning. 22% of our students feel they do not have positive homework behaviour. This focus will help strengthen student organization, time management, flexibility, memory and attention.

-- Building a Culture of Leadership -- building on these Executive Functioning goals we will intentionally build a culture where students are encouraged to lead. Our goal is to see students at every grade level using their gifts and abilities to lead.



The
Leader in MeTM
great happens here

GOAL 2 -- **BUILDING HIGH SCHOOL RETENTION**

- Ensure common language from grade 1 - 12 regarding life skills and practical use of education.
- Greater skill and learning style evaluation -- as students discover their strengths we can build on these and assist them in pursuing training and post secondary pursuits.
- Connect students with job shadowing, career exploration, career counseling, wellness coaching and dual credit opportunities.
- Working to differentiate so students are able to engage where they are at.

GOAL 3 -- **TRANSITION to NEW CURRICULUM focusing on CONCEPT BASED LEARNING**

- Allow staff opportunities to experiment with curriculum, develop concept based units, use resources supplied by both division and province to be best prepared for Fall 2022.
- Lomond will continue to use the division Instructional Coach
- Provide tools for teachers Conceptual Understanding resource
- Begin to develop lessons in Hapara, or google classroom
- Money has been allocated for teacher release time



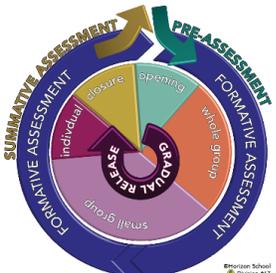
our strategic priorities:

quality teaching and optimum learning

response to intervention

helping students develop a plan for after
high school

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement</p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> Overall and specific course results for all students Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> Overall and results for parents, and students 	<ul style="list-style-type: none"> LITERACY <ul style="list-style-type: none"> benchmark assessments (Fountas and Pinnell) and targeted intervention for students reading below grade level Monitor targeted interventions more closely Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices Continue to collect stats and ensure consistent growth
	<ul style="list-style-type: none"> Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> Overall and specific course results for all students Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> NUMERACY <ul style="list-style-type: none"> Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations Sustained instructional coaching model through middle and high school years math instruction and assessment Invest in new math tools for 2021 school year (\$2000)
	<ul style="list-style-type: none"> High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> CURRICULUM Achievement and Exploration HORIZON INSTRUCTIONAL MODEL  <ul style="list-style-type: none"> High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, professional learning activities Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers Prepare staff in K-6 to explore and deliver the new curriculum in 2022; continue piloting units in 2022-2023 school year Build on this exploration as we move into new curriculum for junior and Senior high Build on key assessment principles to increase teacher conceptual understanding of assessment -- working with Instructional Coach

<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning.</p> <p>Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> ● Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> ● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Percent of students who are motivated to do their best at school ○ Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● 97.6% of our parents agree or strongly agree that their children demonstrates the knowledge, skills and attitudes necessary for lifelong learning ● 100% of our students are motivated to do their best at school.
	<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 		<p>44% of parents feel their child does not have a PLAN for LIFE beyond high school. Our school wide approach will help with this.</p> <ul style="list-style-type: none"> ● Ensure common language from grade 1 - 12 regarding life skills and practical use of education. ● Greater skill and learning style evaluation -- as students discover their strengths we can build on these and assist them in pursuing training and post secondary pursuits. ● Connect students with job shadowing, career exploration, career counseling, wellness coaching and dual credit opportunities.
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<p>100% of parents either agree or strongly agree that they are satisfied with the communication received from the school</p> <ul style="list-style-type: none"> ● COMMUNICATION <ul style="list-style-type: none"> ○ Weekly newsletter outlining events and important news ○ Monthly newsletter from classes ○ Daily communication through social media ○ Important news sent through remind

			<ul style="list-style-type: none"> o LACE (Lomond Association for Community Education) meeting every second month o All families have the principal's number if there are concerns or questions
		<ul style="list-style-type: none"> o Percent of staff who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● CONTINUAL IMPROVEMENT <ul style="list-style-type: none"> o Administration has had very purposeful conversations about growth plans. Teachers should have the opportunity to reflect upon their own practice and seek opportunities to grow and improve practice. o Exhaustion makes this growth difficult. Admin is navigating encouraging PD while monitoring space for strengthening mental health. ● Budget Allocation <ul style="list-style-type: none"> \$3000 for staff PD and CRMeetings
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<p>96% of students feel connected and have a SENSE of BELONGING at school</p> <ul style="list-style-type: none"> ● We will continue to build on this. <ul style="list-style-type: none"> - Cultural literature day - FNMI in class learning - Inclusion and respecting diversity - Utilize Elders from in the area ● We have been discussing this as a school <ul style="list-style-type: none"> --- our FNMI awareness has grown! --- how do we grow our awareness of our LGM students, black student, etc. <p>\$2000 for Cultural Activities</p> <ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> \$2000 for Cultural Activities

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> • Teacher, parent and student agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. • A measure assessing that students feel like they belong and are supported to be successful in their learning. • A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<p>72% of students and parents feel like their children are learning about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. We are continuing to learn with great success and will ensure we are communicating this learning more effectively.</p> <ul style="list-style-type: none"> • Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. o complete the pebbles lessons. o Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome 
		<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. 	<p>97% of parents feel like their children’s needs and/ or specialized supports and services are being met at the school</p> <ul style="list-style-type: none"> • Collaborative Response <ul style="list-style-type: none"> o Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative

		<ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student o Percent of staff who feel the school’s collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<p>response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> o <u>Continue with mental health training</u> -- Post covid recovery -- the strain and isolation of covid is still evident. Our goal is to assist students as they transition back into “normal” interactions and learning. This requires sensitivity and awareness of our student’s emotional and academic regulation. This focused awareness will allow us to appropriately respond to student needs.
<p>Governance Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> • Teacher and parent satisfaction with parental involvement in decisions about their child’s education. <ul style="list-style-type: none"> o Overall and results for teachers and parents • Budget-Actual Comparison: report the “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> • Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o Student-centered focus of all decisions. o Collaborative dialogue with staff regarding staffing, purchasing and programming. o Continue to communicate needs to Sr. Administration regarding inclusive education, staffing and facilities. o Continue to engage in a strong relationship with LACE (Lomond Association for Community Education) regarding programming and parental involvement. All decisions communicated transparently. o Increase partnerships with local community and businesses.
		<ul style="list-style-type: none"> • Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. 	<ul style="list-style-type: none"> • Budget Allocation \$3,000 <p>During the 2022-2023 school year we will engage in the Leader In Me program for K-12. This will encourage students to discover and use their gifting to lead.</p> <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.

School strategic priority

Key areas of concern –

Junior High finding school work interesting (64%)

Junior/ Senior High variety of courses offered

– art/ music/ language/ drama

Learning First Nations, Métis and Inuit (72%)

Plan beyond high school: Parents (20%), and students (44%) are unsure about their plan for after High School.

● Classrooms will evaluate their **means of assessment** to ensure options are given
Staff will look to **enhance projects** that are being given.

● Staff will **ensure CTF and Option blocks** offer a variety of courses. Already in the Spring of 2022 (coming out of covid) there was increased variety – drama/ art/ woodwork/ media tech

● We are confident that much learning is happening. **We will work to communicate this learning with parents more effectively to ensure all partners are aware of our focus and efforts.**

All classrooms will focus on developing **executive functioning skills**. This will increase student's overall ability to manage homework, time management, adaptability, tracking assignments etc.

- Work with counseling team to learn executive functioning – JH/SH regular email checks/ morning meetings for elementary
- Ensure common language from grade 1 - 12 regarding life skills and practical use of education.
- Greater skill and learning style evaluation -- as students discover their strengths we can build on these and assist them in pursuing training and post secondary pursuits.
- Connect students with job shadowing, career exploration, career counseling, wellness coaching and dual credit opportunities.
- Invite Parents in for an open house to learn about credits/ wage increases with education/ etc.



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