



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



Lomond
Community School

2025-2028

Principal's Message --

Thank you so much for taking time to look over our 3 year plan. It is an important space that shows you where we are headed, how we will get there, and what our overarching goals are. As principal I have a couple themes that we repeat often as staff. Community is in our name and the goal of these themes is to continually strengthen this community for our students.

- 1) **All Staff for All Students** – we are a community that works closely (really closely) to ensure student needs are met. There are no silos in our school. Each staff member brings something unique to the table that our students need. We work hard to collaborate with outside supports. We hold monthly meetings (Collaborative Response Meetings) to brainstorm and adjust our strategies to ensure we are most effective.
- 2) **Parents Partnership is Key** – Education is much more effective when we are partnered closely with parents. Our Assurance Survey results are strong and reflect this partnership. Parents are involved in our school and we work hard to communicate with our families. Parents speak of the trust they have in our school and we don't take this for granted.

Although we are a small town school our students are able to access a broad range of programs and our teaching is rigorous and relevant. 97% of our parents feel their children demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. 94% of our students are motivated to do their best at school. We are working hard to offer more and more engaging courses – ranging from the arts and media to athletic and academic. The broad range (touring and engaging in the trades, green certificate, dual credit, etc.) allows students to explore future passions and develop their skills for the future. Our 1:1 technology ensures students are digitally current and connected.

Our school culture is built on building leaders. Students are guided to recognize their potential to lead. Each student holds a specific role in our school community so they are able to contribute. Students also engage in a variety of community activities that encourage them in their civic duty as contributing citizens. Some of these include – serving at the soup kitchen, picking a local community project, cleaning up the town, leading their peers, mentoring younger students, and contributing to an enthusiastic culture. 96% of parents feel our students model active citizenship.

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 and don't be afraid to call if you have any questions.....

Melissa Gartly
Principal
Lomond Community School

When you think of Lomond Community School? What do you think the school values?



(These words were compiled from our Horizon Survey results.)

We are **passionately engaged learners** who pursue the knowledge and skills to be **contributing citizens** and the desire to **develop as life-long learners**.

Three Year Key Goals (beginning fall of 2025):

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

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

– Building a Culture of Leadership – 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. 2025 – we will introduce class level jobs so each student is contributing to our school community.



GOAL 2 -- **BUILDING ENGAGEMENT leading to RETENTION**

-- Ensure common language from grade 1 - 12 regarding life skills and practical use of education
-- Connect students with job shadowing, career exploration, career counseling, wellness coaching, and dual credit opportunities.
– Continue to develop our Experience Fridays – 1) understanding the importance of education on occupation choices 2) experience a variety of new learning opportunities 3) experience learning opportunities in surrounding businesses (farms, trades, college, university)

GOAL 3 -- **ACADEMIC EXCELLENCE SHARED through DATA**

-- Gather data to give a clear picture of growth and improvement
– Experiment with new curriculum and find and develop resources both division and province
-- Allocate teacher release time to gather resources to strengthen new curriculum teaching and collaboration.
– Continue discussions regarding differentiation in assessment practices

*our strategic
priorities:*



MENTAL HEALTH AND WELL BEING

BUILDING ENGAGEMENT leading to RETENTION

ACADEMIC EXCELLENCE SHARED through DATA

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	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 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 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"> Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment Number of students identified as being at risk Analysis of number of months behind grade level Growth through CC3 and Lens 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 intense intervention for students reading below grade level using precision reading and LLI Shift to UFLI reading program in early levels – greater focus on UFLI intervention Continued use of precision reading and LLI in the classroom Weekly library classes allow for access to literature Focus on language skills in all subject areas for grade 7 - 12 Daily teacher-led reading, writing, and word study instruction Student practice reviewing, criticizing, synthesizing, and analyzing text Frequent assessment to ensure progress and guide learning
		<ul style="list-style-type: none"> Percentage of students below math level as per Provincial Assessment 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-4 with the support of rich tasks, math embedded in literature, and math workstations. Daily mental math practice Focus on problem solving Solidify use of Mathology – exploration of IXL
			<ul style="list-style-type: none"> Budget Allocation for Literacy and Numeracy – \$500 per classroom for tools and resources

	<ul style="list-style-type: none"> o Overall and results for teachers, parents, and students <p>A measure of student engagement in their learning at school</p>	<ul style="list-style-type: none"> • Teacher, parent, and student agreement that children will be prepared for the next grade level o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> • <u>CURRICULUM ACHIEVEMENT</u> <ul style="list-style-type: none"> o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers – new focus for 2025. • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment. o Continued discussions regarding differentiation in assessment practices o PAT Results – goal is to have all grades achieve at or above the provincial average o F&P – goal is to have all students at or above grade level
			<ul style="list-style-type: none"> • Budget Allocation for New Curriculum and Resource Exploration – one day sub time per teacher for collaboration and gathering new resources
<p>Teaching & Leading</p> <p>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. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<p>Teacher, parent, and student satisfaction with the overall quality of basic education.</p> <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<p>Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.</p> <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <p>Overall and results for teachers, parents, and students</p> <ul style="list-style-type: none"> o Teacher, parent, and student belief that children find school interesting <p>Overall and results for teachers, parents, and students</p> <ul style="list-style-type: none"> o Percent of students who are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to 	<p>97.2% of our parents agree or strongly agree that their children demonstrates the knowledge, skills and attitudes necessary for lifelong learning</p> <p>94% of our students are motivated to do their best at school.</p> <ul style="list-style-type: none"> • <u>LEARNING</u> <ul style="list-style-type: none"> o Benchmarking and Assessment to teach to learning – use of precision and LLI interventions o KG-3 – UFLI focus (literacy) o Gr 1 - 12 – Mathology and Jump Math (numeracy) o Gr 7- 12 – Focus on language skills in all subject areas for junior and senior high (literacy) o Continue preparation of new curriculum <p>94% of students are motivated to do their best at school.</p> <p>98% of parents believe their child knows what they must be able to do in order to be successful in school.</p>

		do in order to be successful in school	
		<ul style="list-style-type: none"> Parent, and student agreement that students have a plan for life beyond high school o Overall and results for parents, and students 	<p>34% of parents feel their child does not have a <u>PLAN for LIFE</u> 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"> • Budget Allocation – \$5000 for busing and exploration of post secondary options (in collaboration with our parent council)
		<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><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> o Weekly newsletter highlighting learning and upcoming events o Facebook and Instagram highlights o Monthly parent council meetings
		<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 	<ul style="list-style-type: none"> • <u>CONTINUAL IMPROVEMENT</u> <ul style="list-style-type: none"> o see School SPRINT plans o scheduled Sprint meetings twice each year o promoting PD opportunities through SPRINT learning • Budget Allocation – \$2000 for staff professional development

		<ul style="list-style-type: none"> Percentage of staff satisfied with the professional development opportunities provided by the school and division 	
		<ul style="list-style-type: none"> Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) 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. 	<ul style="list-style-type: none"> <u>INCLUSION AND RESPECTING DIVERSITY</u> <ul style="list-style-type: none"> PD through staff meetings Incorporating further understanding of Low German Mennonite and Indigenous culture <p>90% Belonging is feeling accepted and connected to others at your school and feeling like a member of your school community. I feel like I belong at school.</p> <p>92% My school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities).</p>

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
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<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>	<p>Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</p> <p>Overall and results for teachers, parents, and students.</p> <p>A measure assessing that students feel like they belong and are supported to be successful in their learning.</p>	<p>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.</p> <ul style="list-style-type: none"> 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>96% of students feel connected and have a <u>SENSE of BELONGING</u> at school</p> <ul style="list-style-type: none"> <u>FOUNDATIONAL KNOWLEDGE: FIRST NATIONS, INUIT, AND METIS (INDIGENOUS PEOPLE)</u> <ul style="list-style-type: none"> Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning <p>98% of parents are satisfied that their children are learning about FNMI perspectives...</p>
		<p>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> <ul style="list-style-type: none"> 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 Percent of staff who feel the school's collaborative response meetings are effective Percent of students reaching 	<p>Budget Allocation – \$1000</p> <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"> <u>COLLABORATIVE RESPONSE</u> <ul style="list-style-type: none"> Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.

		age-appropriate developmental milestones	<ul style="list-style-type: none"> ● Budget Allocation – \$1500 Sub Costs for EAs and Teachers
Governance Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	Teacher and parent satisfaction with parental involvement in decisions about their child’s education. <ul style="list-style-type: none"> ○ 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 %).	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"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges ○ List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● <u>RESOURCE MANAGEMENT</u> <ul style="list-style-type: none"> ○ Work closely with staff regarding all spending ○ Communicate with Parent Council regarding financial needs ○ All decisions – student-centered and for betterment of school
		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"> ○ Percent of staff who feel the school is cohesive and supportive of one another ○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> ● <u>STAKEHOLDER ENGAGEMENT</u> <ul style="list-style-type: none"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Continue to broaden parent understanding of initiatives and partnerships within area **This is a HUGE focus for administration this year!

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> • Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> ◦ My opinions and suggestions are considered at work. ◦ My supervisor shows appreciation for extra effort made by employees. ◦ My workload is appropriate for the time I am assigned. ◦ I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> • Encouraging staff to guard time and renew • Introduce strategies that staff can do to enhance their own personal and professional wellness support • Continue to share meals together (Wednesday Soup Club) • Christmas and Spring Staff Appreciation Events • 98% Staff satisfied with their job • Spend time celebrating achievements and highlights • Encourage staff to eat in the staff room and connect with each other • Periodic staff recess supervision to encourage staff to connect together during breaks • 91% Satisfied with Professional Development Activities – Continue focus on Sprints to ensure continual improvement in the classroom • 92% Staff feel they can bounce back from difficult situations



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**96.5% of Parents, Staff, and Students
are satisfied with the
Overall Education at Lomond Community School.**