



# 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

**2023-2026**

# Principal's Message --

We sometimes say we are in the middle of nowhere but take a drive north from Lethbridge or east from Vulcan and you will discover an incredible community in a small, quaint town -- Lomond. The hub of this town is Lomond Community School. Lomond Community School is a place where committed staff, involved community, and eager students come to life. A place where all stakeholders recognize we are educating our future leaders.

Lomond Community School has a history of people advocating for excellence in education even within a small town. The people of Lomond recognize the importance of education and community. We invite the community in for pancake breakfasts, concerts, Christmas markets, plays, meals, BBQs, and a variety of events. With our picturesque roots and strength of community we continue to pursue excellence.

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. 95% of our parents feel their children demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. 96% of our students are motivated to do their best at school. We work hard to offer a broad range of classes. 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've also had several students participating in dual credit programming.

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. Our students say, "School is good and I see how much the teachers care."

So make the plunge to join the 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 and don't be afraid to call if you have any questions.....

Melissa Gartly  
Principal  
Lomond Community School



## Three Year Key Goals (beginning fall of 2023):

*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 – building on the Executive Functioning skills we have been working on, 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.



### GOAL 2 -- **BUILDING JUNIOR and SENIOR HIGH 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.  
– Implement Experience Fridays where students will be able to experience a variety of new learning opportunities (local community members come in to teach on crocheting/ woodwork/ cake decorating/ childcare job opportunities/ trade opportunities/ fishing) – in addition to this offer a different tour each Friday – Southland/ VarSteel/ Lethbridge College.

### GOAL 3 -- **TRANSITION to NEW CURRICULUM focusing on DIFFERENTIATING ASSESSMENT**

-- 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 2023.  
-- 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 to gather resources to strengthen new curriculum teaching and collaboration.  
– Continued discussions regarding differentiation in assessment practices

# *our strategic priorities:*



**MENTAL HEALTH AND WELL BEING**

**BUILDING JUNIOR and SENIOR HIGH ENGAGEMENT  
leading to RETENTION**

**TRANSITION to NEW CURRICULUM focusing on  
DIFFERENTIATING ASSESSMENT**

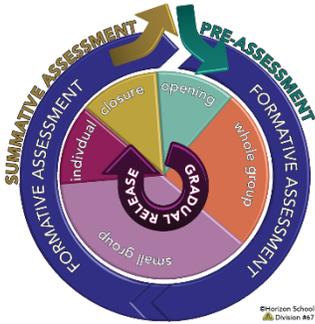
# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Student Growth &amp; Achievement</b> 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"> <li>• 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"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• 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"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>o Overall and results for teachers, parents, and students</li> </ul> </li> <li>• A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>• 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"> <li>o Overall and results for parents, and students</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LITERACY</b> <ul style="list-style-type: none"> <li>o benchmark assessments (Fountas and Pinnell) and intense intervention for students reading below grade level using precision reading and LLI</li> <li>o Shift to UFLI reading program in early levels</li> <li>o Focus on language skills in all subject areas for grade 7 - 12</li> <li>o Frequent assessment to ensure progress and guide learning</li> <li>o Continuing preparation and delivery of new K-6 curriculum</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>NUMERACY</b> <ul style="list-style-type: none"> <li>o Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.</li> <li>o Continued work on Building Thinking Classrooms with Learning Coach</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Budget Allocation for Literacy and Numeracy</b> – \$500 per classroom for tools and resources</li> </ul>

- Teacher, parent, and student agreement that children will be prepared for the next grade level
  - o Overall and results for teachers, parents, and students

• **CURRICULUM ACHIEVEMENT**

**HORIZON INSTRUCTIONAL MODEL**



- o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Assessment
  - o Build on key assessment principles to increase teacher conceptual understanding of assessment.
  - o Continued discussions regarding differentiation in assessment practices

- **Budget Allocation for New Curriculum and Assessment Development** – one day sub time per teacher for collaboration and gathering new resources

**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. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
  - o Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
  - o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

Overall and results for teachers, parents, and students

- o Teacher, parent, and student belief that children find school interesting

Overall and results for teachers, parents, and students

97.2% of our parents agree or strongly agree that their children demonstrates the knowledge, skills and attitudes necessary for lifelong learning

96% of our students are motivated to do their best at school.

- **LEARNING**
  - o Benchmarking and Assessment to teach to learning – use of precision and LLI interventions
  - o KG-3 – UFLI focus (literacy)
  - o Gr 1 - 12 – Building Thinking Classrooms (numeracy)
  - o Gr 7- 12 – Focus on language skills in all subject areas for junior and senior high (literacy)

		<ul style="list-style-type: none"> <li>o Percent of students who are motivated to do their best at school</li> <li>o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school</li> </ul> <p>Overall and results for parents, and students</p>	<ul style="list-style-type: none"> <li>o Continue preparation of new curriculum</li> </ul>
		<ul style="list-style-type: none"> <li>• Parent, and student agreement that students have a plan for life beyond high school</li> <li>o Overall and results for parents, and students</li> </ul>	<p>44% of parents feel their child does not have a <b>PLAN for LIFE</b> beyond high school. Our school wide approach will help with this.</p> <ul style="list-style-type: none"> <li>• Ensure common language from grade 1 - 12 regarding life skills and practical use of education.</li> <li>• 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.</li> <li>• Connect students with job shadowing, career exploration, career counseling, wellness coaching and dual credit opportunities.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Budget Allocation</b> – \$5000 for busing and exploration of post secondary options</li> </ul>
		<ul style="list-style-type: none"> <li>• Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>• Percent of parents who are satisfied with the communication they receive from their child's school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>o Weekly newsletter highlighting learning and upcoming events</li> <li>o Facebook highlights</li> <li>o Monthly parent council meetings</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>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</li> <li>o Percentage of staff satisfied with the professional development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CONTINUAL IMPROVEMENT</b> <ul style="list-style-type: none"> <li>o see School PD plans</li> <li>o scheduled PGP meetings three time each year</li> <li>o promoting PD opportunities</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Budget Allocation</b> – \$2000 for staff professional development</li> </ul>

		<p>opportunities provided by the school and division</p> <ul style="list-style-type: none"> <li>o Executive summary of Joint Horizon/ATA PD activities</li> </ul>	
		<ul style="list-style-type: none"> <li>o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>INCLUSION AND RESPECTING DIVERSITY</u></b> <ul style="list-style-type: none"> <li>o PD through staff meeting on Indigenous culture – including resources that teachers can use for the full school year</li> <li>o Incorporating further understanding of Low German Mennonite culture</li> </ul> </li> </ul>

## response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b> 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"> <li>● 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.</li> </ul> <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>	<ul style="list-style-type: none"> <li>● 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"> <li>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"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> </ul> </li> </ul>	<p>96% of students feel connected and have a <b><u>SENSE of BELONGING</u></b> at school</p> <ul style="list-style-type: none"> <li>● <b><u>FOUNDATIONAL KNOWLEDGE: FIRST NATIONS, INUI, AND METIS (INDIGENOUS PEOPLE)</u></b> <ul style="list-style-type: none"> <li>o Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>o 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.</li> <li>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).</li> <li>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</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> <li>o Percent of staff who feel the school's collaborative response meetings are effective</li> <li>o Percent of students reaching age-appropriate developmental milestones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Budget Allocation – \$1500</b></li> </ul> <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"> <li>• <b><u>COLLABORATIVE RESPONSE</u></b> <ul style="list-style-type: none"> <li>o 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.</li> <li>o Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</li> </ul> </li> </ul>
<p><b>Governance</b> Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> <li>• Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>o Overall and results for teachers and parents</li> </ul> </li> <li>• 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 %).</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> <li>o List of partnerships / collaborative projects</li> </ul> </li> <li>• 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"> <li>o Percent of staff who feel the school is cohesive and supportive of one another</li> <li>o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>RESOURCE MANAGEMENT</u></b> <ul style="list-style-type: none"> <li>o Work closely with staff regarding all spending</li> <li>o Communicate with Parent Council regarding financial needs</li> <li>o All decisions – student-centered and for betterment of school</li> </ul> </li> <li>• <b>Budget Allocation – \$4000 costs for supplies</b></li> <li>• <b><u>STAKEHOLDER ENGAGEMENT</u></b> <ul style="list-style-type: none"> <li>o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>o Continue to broaden parent understanding of initiatives and partnerships within area</li> </ul> </li> </ul>

# wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"><li>● Local measures that indicate the percent of staff that agree<ul style="list-style-type: none"><li>○ My opinions and suggestions are considered at work.</li><li>○ My supervisor shows appreciation for extra effort made by employees.</li><li>○ My workload is appropriate for the time I am assigned.</li><li>○ I can handle stress effectively and can bounce back from difficult situation</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Encouraging staff to guard time and renew</li><li>● Introduce strategies that staff can do to enhance their own personal and professional wellness support</li><li>● Results show most staff agree or strongly agree with all Horizon survey</li><li>● Spend time celebrating achievements and highlights</li><li>● Helping staff with priorities within their classroom</li></ul>



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