



Loch Lomond School

School Improvement Plan

2025-2026

Goal



Create culturally inclusive classrooms in which all learners and staff at Loch Lomond School deepen their understanding and appreciation of the diverse cultures represented in our school and the wider community

Present Level of Performance: Developing

Timeline: Ongoing

Goal



Teachers will consistently use the *Gradual Release of Responsibility (GRR)* model and apply high-impact instructional practices to improve student achievement in literacy and numeracy

Present Level of Performance:

Grade 4 Literacy Assessment: 58.2%

Grade 5 Numeracy Assessment: 29.8%

Timeline: Ongoing

ASD-S Areas of Focus

BELONGING: Strengthen our inclusive system to be anti-racist, affirming, and equitable, honouring diversity and welcoming all students

ACHIEVEMENT: Improve student engagement and achievement by enhancing best instructional and assessment practices through implementation of the Holistic Curriculum

Key Strategies

- Maintain high-quality cultural resources (texts, objects, artifacts) and ensure they are embedded in classroom instruction (*Leadership*)
- Collaborate with Diversity Coaches and use the ASD-S EAL SharePoint to support culturally responsive instruction (*Teachers*)
- Create lobby displays, share resources, and provide professional learning (*Culture & Diversity Reps*)
- Host a community event where students share their cultural learning with families (*Leadership/Teachers*)
- Facilitate school-wide participation in the African Dance Workshop (*Leadership*)
- Deliver guidance lessons focused on anti-racism and inclusion (*School Counsellor*)
- Establish a Cultural Club (*BIM*)

- Select learning targets, identify success criteria, and share them with learners (*Teachers*)
- Activate learners' prior knowledge and build prerequisite understanding for new learning (*Teachers*)
- Apply formative assessment practices to provide meaningful, actionable feedback (*Teachers*)
- Use targeted interventions as outlined in the *Teaching Process and Intervention Map* (*Teachers/AST*)
- Meet as PLCs three times per month to review literacy and numeracy data and plan student support (*Teachers/AST/Leadership*)
- Review school-wide data at the end of each sprint and collaborate to provide targeted support (*AST/Teachers*)

Success Indicators

- Student surveys reflect increased feelings of respect, inclusion, and belonging
- Positive peer interactions increase, with fewer reported incidents of bias or exclusion
- Curriculum resources reflect diverse voices, perspectives, and cultural contributions
- More students from diverse backgrounds actively engage in school activities and leadership roles
- School visuals, celebrations, and community partnerships consistently reflect cultural diversity

- Lesson plans consistently reflect the GRR model (modelled, shared, guided, independent)
- Teachers explicitly model literacy and numeracy strategies using think-alouds and exemplars
- Instruction shows a balanced use of teacher-led, collaborative, and independent learning
- Teachers embed high-impact instructional practices (e.g. clear learning intentions, success criteria, feedback, questioning, guided practice)
- Instruction is adjusted based on ongoing formative assessment data
- Grade 4 literacy scores increase to 65% and Grade 5 numeracy scores increase to 56%