

Annual School Development Report 2018-2019



Long Range Academy

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Mission Statement

Long Range Academy strives for academic and professional excellence for all, providing a positive, safe and caring environment that fosters open communication and collaboration within our educational community.

Message from the Principal

Again the 2018-2019 school year has been a very productive one. Our staff members have certainly availed of worthwhile professional development throughout the school year. We certainly believe believe that professional development and growth for teachers will improve the experiences and performances for all of our students no matter the ability. Creating an educational setting that supports the needs of every child, and promotes academic achievement in an encouraging and collaborative environment of students, parents and staff.

Our School Development Plan plays a vital part in creating academic and personal growth of our students. We began a new cycle in the fall of 2014 thus we have completed the fifth year of the plan. Our goals maintain a strong focus on student achievement especially in the areas of literacy and numeracy, enhanced communication, collaboration, leadership amongst students, staff and community, and the creation of a safe and caring and healthy environment for all stake holders. I am grateful for the support and direction received from the district, the teachers and the school council for their commitment to ensuring that focus is kept on meeting the goals and objectives outlined in our School Development Plan and I am positive this support will remain in the future plan for Long Range Academy.

Thank you to the staff, the students, the parents and the School Council members, all of who have worked together to ensure Long Range Academy is an inviting and nurturing place for students to grow academically, socially and morally. I look forward to continuing to work with all stake holders in the 2018-2019 school year to provide students the opportunity to grow and reach their full potential in a safe, caring and environment.

Michelle Patey
Principal

Message from the School Council

I am pleased to bring greetings on behalf of the Long Range Academy School Council. To begin, I would like to thank the members of council for their dedication to Long Range Academy for the 2018/19 academic year.

We are in the final year of our school development plan which supports learning opportunities and a safe and caring inclusive environment for our school community. We look forward to continual support of administration and staff in achieving all goals identified in the annual school growth and development plan of future years.

I would like to wish all students and staff continued success in their endeavours both curricular and extracurricular here at Long Range Academy and I would like to thank our school community for the continued support they have shown.

Thank you,
Cathy Payne
Chairperson

Our School Community

Long Range Academy currently has an enrolment of 103 students from K-12. The school is located in Cow Head and is a part of the Western Region of the Newfoundland and Labrador English School District. Its population consists of students from St. Paul's, Cow Head, Three Mile Rock and Parsons Pond. We have an excellent facility which includes, computer room, French room, Science lab, library, Skilled Trades room, and two instructional resource rooms. The gym and the cafeteria both have the space and the equipment to promote various activities and functions.

We have 12.25 teaching units which include 2 IRT's and 3.5 specialist teachers in French, Music, and Physical Education. We also have a ½ time guidance counsellor, a full time secretary as well as 2 student assistants and 2 custodial staff.

Our school offers the entire provincially prescribed curriculum in Kindergarten through Grade 9. At the High School Level, 17 courses are offered on site; this, along with CDLI courses provides students with the opportunity to access the entire recommended high school curriculum. In the primary and elementary division we offer a very successful LLI (Leveled Literacy Intervention Program) to students in grades 1 to 6 and the Dream Box Math program to grade 2 to 5. Presently, we do have multi grading of grades K/1, 4/5 and 8/9.

Key Highlights/Special Projects

Our school is proud of the co-curricular and extra-curricular programs it offers to the students. We invest a lot of time and effort in helping students who want to be involved in these activities. Such activities, projects and clubs help students develop their skills academically, socially and morally while enhancing the curriculum and their educational experiences.

Intramural sports Learning Through the Arts Program Annual Music/Art Fair/Literature Fair Anti-Bullying Initiatives Kids Eat Smart Breakfast Program Recycling Program MMSB Grade 7 Heart and Stroke Foundation Get Real KICK Student Leadership Team Boys Club Dance Group	P.A.R.T.Y Program Let's Talk Science Raz Kids Reading Program SWAT Field trips Community Heritage Fair Workshops Janeway Fundraisers Youth Ventures Program Books For Boats Canadian Cancer Society Memorial University of Newfoundland Western Health
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Partnerships

Our school makes every effort to reach out and make partnerships with cooperating institutions and communities. Partnerships which have helped contribute to the success of Long Range Academy include:

Gros Morne Theatre Gros Morne Cooperative Association Red Ochre –Youth Ventures Western Regional Health Town Council of Cow Head Town Council of Parson's Pond Town Council of St. Paul's Cow Head Recreation Committee Home and School Association Northern Tire Clover Farm Coleman's Dominion	Parks Canada Kids Eat Smart Breakfast Program Memorial University of Newfoundland Youth Wellness Newfoundland and Labrador Arts Council RCMP Parson's Pond Recreation Committee Shallow Bay Motel Cow Head Heritage Committee Cow Head Fire Brigade Anglican Parish of Cow Head and Parson's Pond Newfoundland and Labrador Credit Union
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Public Exam data (average final mark))

Course				2016/2017			2016/18			2018/19		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Français 3202												
Mathematics 3205/3200												
Mathematics 3204/3201				73.6	67.6	67.1	73.8	69.3	67.9	70.9	68.76	66.92
World Geography 3202				66.1	71.7	70.5	64.8	74.1	71.6			
World History 3201												
Histoire Mondiale 3231												
Biology 3201				65.5	68.7	68.2				60.0	73.31	66.92
Chemistry 3202				77	73.8	73.7				67	73.31	71.23
Physics 3204				58	77.9	75						
Earth Systems 3209							71	64.5	61.9			
English 3201				72.3	72.3	70.5	68	68.2	69.1	65.3	71.04	70.57

What do these results tell us?

Students at Long Range Academy continue to do well in Math and are above the region and the province. With regards to Biology 3201, Chemistry 3202 and English 3201, students have scored below both the region and the province.

Graduation Rate and Status

Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = 10

	2015/16			2016/17			2017/18			2018/19		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Graduation Rate	100%			100%	-	-	100%	-	-	100%	-	-
Honours	0			7	-	-	1	-	-	1	-	-
Academic	2			4	-	-	7	-	-	6	-	-
General	5			6	-	-	3	-	-	3	-	-

What do these results tell us?

There continues to be less students graduating with a General Diploma compared to other years and more students are being successful in the academic program.

Internal Assessment Data

School Based Assessments for Primary

Kindergarten

ELA – 75% of students scored 3 or above in all strands.

Math – 75% of all student scored 3 or above in all strands of Math.

Grade 1(8 students)

ELA – 77.5% of the students socred 3 or above in all strands of ELA.

Math – 87.5% of students scored 3 or above in all strands of Math.

Grade 2(8 students)

ELA – 62.5% of the students scored 3 or above in all strands of ELA.

Math – 62.5% of students scored 3 or above in all strand of Math.

Grade 3(11 students)

ELA – 73% of all students scored 3 or above in all strands of ELA.

Math – 73% of all students scored 3 or above in all strands of Math.

School Based Assessments for Elementary

Grade 4 (7 students)

ELA – 67% of the students scored 3 or above in all strands of ELA.

Math – 100% of the students scored 3 or above in all strands of Math.

Grade 5 (7 students)

ELA – 100% of all students on regular pathways scored 3 or above in all strands of ELA.

Math – 100% of all students on regular pathways scored 3 or above in all strnads of Math.

Grade 6 (8 students)

ELA –.86% of all students scored 3 or above in all strands of ELA.

Math – 100% of students scored 3 or above in all strands of Math.

School Based Assessments for Junior High

Grade 7- (11 students)

ELA 7 – 91% pass rate with class average of 75%.

Math 7 – 91% pass rate with a class average of 84%.

Science 7 – 77% pass rate with a class average of 77%.

Grade 8 –(6 students)

ELA 8 – 100% pass rate with a class average of 67%.

Math 8 – 67% pass rate with a class average of 64%.

Science 8 – 100% pass rate with a class average of 76%.

Grade 9 – (6 students)

ELA 9 – 100% pass rate with class average of 70%.

Math 9 – 67% pass rate with class average of 60%.

Science 8 – 100% pass rate with class average of 72%.

School Based Assessments for Senior High

Art 3200 – 100% pass rate with class average of 81%.

Career Development 2201 – 100% pass rate with class average of 80%.

Chemistry 2202 – CDLI 50% pass rate with average of 51%.

Clothing 1101 – 100% pass rate with class average of 85%.

Communication Tech 2104 – 100% pass rate with class average of 80%.

Communication Tech 3104 – 100% pass rate with class average of 81%.

English 1201 – 100% pass rate with class average of 71%.

English 1202 – 100% pass rate with class average of 64%.

English 2201 – 100% pass rate with class average of 67%.

English 3202 – CDLI 100% pass rate with class average of 77%.

Environmental Science 3205 – 100% pass rate with class average of 73%.

French 1200 – CDLI 100% pass rate with class average of 87%.

French 3200 - CDLI 100% pass rate with average of 79%.
Healthy Living 1200 – 100% pass rate with class average of 75%.
Math 1201 – 100% pass rate with class average of 76%.
Math 1202 – 100% pass rate with class average of 68%.
Math 2201 – CDLI 75% pass rate with class average of 51%.
Math 3202 – CDLI 100% pass rate with class average of 84%.
Nutrition 3102 – 100% pass rate with class average of 90%.
Science 1206 – 100% pass rate with class average of 79%.
Skilled Trades 1201 – 100% pass rate with class average of 92%.
World Geography 3200 – CDLI 100% pass rate with class average of 52%.
Writing 2203 – 100% pass rate with class average of 77%.

What do these results tell us?

In primary and elementary, a large percentage of students have a diagnosed exceptionality or receive the prescribed curriculum with accommodations and experience difficulty in the area of ELA and Math. Internal assessments able us to better identify strengths and weaknesses and help direct resources such as more in class support, pull outs and purchasing of extra resources. With this information we make decisions as to what grade areas are in greatest need of services of the Instructional Resource Teacher in primary, elementary, junior and senior high.

In Junior and Senior High, for the most part, nearly 100% percent of the students passed all courses. Student success is due in part to the use of differentiated instruction and assessment by all teachers. It is important to note that over 35% of our students in junior and senior high do have diagnosed exceptionalities and do also receive support from the IRT.

Summary of how the School Development Plan will address the trends indicated by the data analysis

The School development plan will address the trends indicated by the data analysis in areas of academics, Safe and Caring Schools, Communication, Collaboration and Leadership.

The data shows that there are a considerable number of students who are struggling in the area of reading and reading comprehension which has an obvious effect on all areas of the curriculum including Math. Our school focus is and has always been on increasing literacy and numeracy abilities to enhance student understanding and ability to respond efficiently and more accurately.

Our SMART ACTION PLANS and strategies outlined in our academic goal ensure a major focus in these areas. Our areas of strengths and challenges have been identified and as a staff we are working toward, and have implemented appropriate strategies and actions to improve our results. A great deal of emphasis has been placed on the K-6 Language Arts Assessment Portfolio and increasing literacy and numeracy. In k to 6 classrooms, students have been identified and Leveled Literacy Interventions Program has been implemented each year to help our struggling readers. Teachers are using collaborative approaches to their teaching and we have in class support available in each class for a number of periods. For numeracy, we have also implemented the Dream Box Math Program in the grade 2 and 3 classrooms. As a staff, we are maximizing differentiated instruction and inclusionary practices throughout all areas of the curriculum to ensure success in learning. Also, quickly identifying students at risk and providing the interventions and supports necessary is essential to support our goal of improving student achievement.

Goal 2 focuses on creating a collaborative culture through enhanced communication, collaboration and leadership. Our focus has been on providing and promoting leadership roles to all stakeholders. There are many possibilities/projects at the school which promote student, parent and staff involvement. We have focused on ways to increase communication to promote student learning with the use of Synvoice, Gradebook, PowerSchool, Review 360, memos, school website and at Curriculum Night and a new Facebook page. School expectations, and student responsibility for their learning have been communicated clearly to both students and parents. Staff continues to utilize collaboration time, as well as collaboration with Student Support Services and with other personnel in the school district to ensure the use of best practices to support student learning.

Goal 3 focuses on Safe and Caring School's Initiative. We have revised and updated our code of conduct and implemented PBS for all students and staff and have started using Review 360 to collect data to identify areas which may need our attention. As a school, we offer the Digital Citizenship Program, GSA presentations, anti-bullying presentations and provide a safe, caring, healthy and inclusive environment that promotes citizenship for all stakeholders. We avail of any and all opportunities to promote a caring and nurturing environment for our students.

Report on School Development Plan for Previous Year

Goal 1. To increase student achievement in literacy/numeracy in all subject areas through diverse instructional and assessment practices in an inclusive environment		
Objective 1.1 Continued development of enhanced instructional practices for all teachers.	Objective 1.2 Increase the use of differentiated and inclusionary practices across all curriculum areas.	Objective 1.3 Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices.
<p>Evaluation 1.1</p> <p>1.1.1 Implementation of District literacy plan for 7-12 similar to the K-6 Language Arts Assessment Portfolio. Portfolio folders have been developed for 7-12 and are updated several times per school year.</p> <p>1.1.2 The K-6 ELA assessment portfolio has been fully implemented in primary and elementary.</p> <p>1.1.3 To address comprehension LLI has been implemented in grades 1-6. All primary and elementary teachers have availed of training. We have purchased both the green kit and the blue kit and significant growth has been seen in many of the struggling students. More focus has been placed on the teaching of comprehension strategies through all subject areas in K-12. Also in junior high, the DEAR Program has been implemented.</p> <p>1.1.4 Teachers in 7-12 took part in PD involving comprehension strategies. K-6 teachers have had LLI training. All teachers teaching ELA have had updated training through new course curriculum. Raz kids program continued to be used in K-6 .Strategies to increase reading comprehension have been implemented by teachers.</p> <p>1.1.5 Implementation of the Numeracy Plan has started in both grades 6 and 7. Dream Box program has been implemented in grades 2, 3, 4 and 5 classrooms. Students are enjoying this program and success has been seen. Plans are to continue with the program during the next year.</p>	<p>Evaluation 1.2</p> <p>1.2.1 IRT reviews with staff yearly the Service Delivery Model and continues to inform staff at staff meetings any updates.</p> <p>1.2.2 A new inclusion committee has been formed which consists of administration, IRT and primary/elementary teacher and junior/senior high teacher and has had regular meetings throughout the school year. A school inclusion policy has also been created.</p> <p>1.2.3 This is an ongoing process and focus will continue in this area. Teachers have had PD in differentiated instruction strategies and differentiated assessment and continually use such strategies in every day teaching as well as sharing best practices. These strategies are included on all 7-12 teachers' PLP.</p> <p>1.2.4 Teachers and IRT's work closely together to ensure early interventions are put in to place to address individual learning needs. Regular meetings take place between classroom teachers and IRT to ensure recommendations are working. The introduction of LLI has been a great tool in this area. Term tracking and intervention forms flag students who are in need of individualized support.</p>	<p>Evaluation 1.3</p> <p>1.3.1 All K to 6 teachers have been trained in the use of ELA Assessment Portfolio and are actively implementing it within their classrooms.</p> <p>1.3.2 Teachers have taken part in PD regarding differentiated instruction/ assessment. Teachers regularly collaborate about differentiated instructional strategies and are team teaching.</p> <p>1.3.3 Teachers have engaged in the collation and analysis of assessment data during the October close-out. It has been ongoing throughout the year during teacher collaboration periods and staff meetings. There have also been on going meetings with the Instructional Resource Teacher and guidance to discuss student learning and what is best practice for each student.</p> <p>1.3.4 Smart action plans have been developed in response to the learning needs of the students as identified through our internal and external data.</p>

Goal 2. To continue to foster a collaborative culture through enhanced communication, collaboration, and leadership		
Objective 2.1 Increase leadership and participation by teachers, parents and students in the school community	Objective 2.2 Improve communication for all stakeholders within the learning environment and school community to promote student to learn.	Objective 2.3 Increase collaboration within the learning environment
<p>Evaluation 2.1 2.1.1 Completed. There are many opportunities for parental involvement (Academics, Volunteering etc.) A list of volunteer activities was provided to the parents at the beginning of the school year. We had more than 40 parent /community volunteers again this year.</p> <p>2.1.3 Tutoring, Student Leadership, School Council and Home and School Association, breakfast program, Autism Awareness Week, Chess Club, Wellness Group and RecyclingPprogram provided leadership opportunities to all stake holders. This is an ongoing goal for Long Range Academy and each year different and extra opportunities for all are available.</p>	<p>Evaluation 2.2 2.2.1 We have provided student and teacher lead tutoring throughout the year as well as online CDLI tutoring at Long Range Academy. Notifications via synre voice provide both parents and students with information. Also there are mandatory tutorials put in place for those who have difficulty throughout the year not just for finals.</p> <p>2.2.2 The actions for this goal or ongoing. Tutoring is available for all to avail of and schedules are sent home to parents. We publically recognize student success through announcements, website publishing, message board and our annual award ceremony. Students have also been involved in study skills sessions offered by the guidance counsellor.</p> <p>2.2.3 Students and parents are constantly reminded of what is expected of them academically. Consistent communication is made with parents through synre voice, email, letters, telephone calls, meetings and Curriculum Night.</p>	<p>Evaluation 2.3 2.3.1 Teachers met once a cycle to collaborate and discuss students. Many also took the opportunity to meet outside class time during lunch and after school.</p> <p>2.3.2 Teachers maintain open dialogue with student support personnel. The IRT is scheduled in to the collaboration and divisional meetings.</p> <p>2.3.3 Administration, teachers, and Service Delivery Team met regularly or on a need basis and minutes of each meeting taken.</p> <p>2.3.4 Collaboration with teachers in other schools in the district is encouraged and did at take place on PD closeouts for those who wanted to avail of this. Some teachers did avail of this opportunity and where possible, we invited others to our closeout days. A set closeout date for all schools would make this much easier to coordinate.</p>

Goal 3. To create a safe, caring and healthy school environment for all staff, students and members of the school community		
Objective 3.1 Increased implementation of the Safe and Caring School Policy	Objective 3.2 Develop a sense of school belonging in all students	Objective 3.3 Develop a sense of school belonging in all students
<p>Evaluation 3.1 3.1.1 Digital Citizenship lessons for K-12 have been completed with success. This takes place on a yearly basis and all classroom teachers have these sessions completed within the timelines given. 3.1.2 Behavior Matrix with a focus on teaching the new edition of technology use has been implemented and reviewed with students on a regular basis. Bus Safety evacuations have also been practiced 3.1.3 GSA training for teachers did take place in the fall of 2016. This year 7-12 staff completed the Go to Teacher training session.</p>	<p>Evaluation 3.2 3.2.1 Get Real presentation did take place for the 7-12 students in May 2019. Students had previously received the LGBTQ training the 2 years prior. We decided that due to expense this presentation would happen every two to three years instead of each year. 3.2.2 Anti-Bullying Initiatives took place throughout the school year and dates and those involved were recorded. This year all staff and students participated in Kindness Week, Pink T Shirt Day and Be Kind T Shirt Day. 3.2.3 The staff continue to promote school spirit days and ensure there were a variety of spirit activities throughout the year. Our message board which gives quotes of inspiration and positivity has been received well by all students. Records of activities and involvement have been recorded.</p>	<p>Evaluation 3.3 3.3.1. Activities such as swimming, skating, skiing and running were implemented. Programs such as PARTY and What's with Weed took place. Boy's Club was offered to our 7-12 students and cooking classes offered to 7-12 students by the youth outreach coordinator for Western Health. 3.3.2 Intramural and varsity program was in place throughout the school year. Teams participated in Volley ball, softball, basket ball and ultimate Frisbee on zone, regional and provincial levels. Outside of school, students avail of hockey, soccer and skiing. 3.3.3 Dealing with teacher wellness will be carried through to the fall 2018. All staff did participate in Go to teacher training. Also a survey was conducted to assess staff needs and a list of activities created to address teacher wellness. This year we availed of a PD session with a mental health and addictions worker and teachers also have been provided material from the OHS Committee. 3.3.3 Student Wellness team continued again this year. Students did attend a session in Rocky Harbour earlier in the year for training purposes. 3.3.4 The breakfast program at the school is run by parent volunteers and has been a great success. We have had donations and grants from Coleman's and Dominion. 3.3.5 Anxiety training for teachers was offered by Western Health Mental Health Coordinator. A similar presentation on how to cope with anxiety was given to the students.</p>

Operational Issues Report 2018-2019

Year	Issue	Action	Evaluation
2018-2019	A flood took place in the school in October and there was extensive damage with things still needing to be completed.	Requests and conversations have taken place with the regional manager.	All repairs have not been completed to date.
2018-2019	Janitorial cleaning equipment taking a very long time to be fixed	Regional manager made aware of these issues	To date, the issue still persists. Further conversation and request to follow.
2018-2019	Summer maintenance requests not all being completed.	Once again summer maintenance request have been entered in SEIMS	.To date, requests are not being processed efficiently.
2018-2019	Garbage boxes and recycling bins	Numerous requests have been sent to the regional manager through emails and SIEMS.	New garbage boes were put in place. We are still waiting for recycling bins.

Actions for Change

Goal 1. To increase student achievement in literacy/numeracy in all subject areas through diverse instructional and assessment practices in an inclusive environment		
Objective 1.1 Continued development of enhanced instructional practices for all teachers	Objective 1.2 Increased use of differentiated and inclusive practices across all curriculum areas	Objective 1.3 Continue to use the K-6 ELA Assessment Portfolio and timelines
<p>Actions for Change 1.1 Strategy 1.1.1 Continue to develop Gr. 7-12 literacy Assessment portfolio.</p> <p>Action: Continue further implementation of Gr. 7-12 literacy Assessment portfolio as outlined by the district.</p> <p>Action for change 1.1.4 Strategy 1.1.4 Implement guided reading and LLI to increase reading levels K to 6 Action: Increased use of guided reading and LLI in all k to 6 classrooms.</p> <p>Strategy 1.1.5 Continue to develop new strategies to improve numeracy Action: Implementation of Dream Box Project in grade 2 and 3 (continuation) with the addition of grade 4 and grade 5 in the 2019/2020 school year, to increase student achievement in numeracy. Also teacher to implement NLESD Numeracy framework.</p>	<p>Actions for Change 1.2 Strategy 1.2.2 Review and revise a school wide inclusion plan</p> <p>Action: With formation of a new committee meetings and discussions have taken place last year. A new school inclusion plan has been presented to the staff in the fall of 2018.</p>	<p>Actions for Change 1.3 No changes; all actions will be continued into the 2019-2020 school year.</p>

Goal 2: To continue to foster a collaborative culture through enhanced communication collaboration and leadership.		
Objective 2.1: Increase leadership and participation by teachers, parents and students in the school community.	Objective 2.2: Improve communication for all stakeholders within the learning environment and school community to promote student motivation.	Objective 2.3: Increase collaboration within the learning environment.
<p>Actions for change 2.1</p> <p>Strategy 2.1.2: Promote leadership opportunities for support staff and teachers</p> <p>Action: Continue to explore other ways to increase leadership opportunities.</p>	<p>Actions for change 2.2</p> <p>Strategy 2.2.2: Empower students to take ownership and responsibility of their own learning.</p> <p>Action: To explore new ways to empower students to take responsibility for their own learning.</p> <p>Strategy 2.2.4 New evaluation policy</p> <p>Action: Continue to communicate the new evaluation policy to students, parents and teachers.</p>	<p>Actions for change 2.3</p> <p>No changes; all actions will be continued into the 2019-2020 school year.</p>

Goal 3: To create a safe, caring and healthy school environment for all staff, students and members of the school community		
Objective 3.1: Increased implementation of the Safe and Caring School Policy.	Objective 3.2: Develop a sense of school belonging in all students.	Objective 3.3: Develop healthy and active life styles within the school community.
<p>Actions for change 3.1</p> <p>The strategies for this goal have been completed for this year and will be implemented again next year as per district protocol.</p>	<p>Actions for change 3.2</p> <p>Strategy 3.2.1 Offer Safer School Workshops (GSA/Community Intervention)</p> <p>Action: Due to our numbers and cost of such presentations, it was decided that the Get Real presentation would be offered every second year. It took place in the spring of 2019.</p>	<p>Actions for change 3.3</p> <p>Strategy 3.3.5: Identify needs for teacher wellness</p> <p>Action: Teacher wellness will be carried through to 2019-2020. Discussion has taken place with staff and a list of activities have been suggested to support their wellness during the present school year.</p>

**One Year School Development Plan
2019- 2020**

Goal 1: To increase student achievement in literacy/numeracy in all subject areas through diverse instructional and assessment practices in an inclusive environment		
Objective 1.1: Continued development of enhanced instructional practices for all teachers.	Objective 1.2: Increase the use of differentiated and inclusionary practices across all curriculum areas	Objective 1.3: Continue to use the K-6 Language Arts Assessment Portfolio
<p>Strategies:</p> <p>1.1.1 Develop/Implement a literacy portfolio/ plan in 7-12.</p> <p>1.1.2 Continue to fully implement the k-6 Language Arts Assessment Portfolio as presented in Literacy For Learning Plan 2016-2017</p> <p>1.1.3 Implement strategies to increase reading comprehension</p> <p>1.1.4 Engage in PD to increase teacher knowledge of language strategies</p> <p>1.1.5 Teachers to implement NLESD Numeracy Framework</p>	<p>Strategies:</p> <p>1.2.1 Revisit the Service Delivery Model to ensure enhanced implementation across all grades</p> <p>1.2.2 Implement new school wide inclusion plan</p> <p>1.2.3 Maximize the use of differentiated and inclusive strategies (instruction and assessment) and to increase student engagement</p> <p>1.2.4 Continue school wide approach to identify students at risk and provide intervention supports and programs to address learning needs</p>	<p>Strategies:</p> <p>1.3.1 Continue implementation of K-12 Language Arts Assessment Portfolio</p> <p>1.3.2 Continue to develop teacher knowledge of formative/differentiated assessment practices</p> <p>1.3.3 Engage in Collation and analysis of student assessment data to improve learning/instructional practices</p> <p>1.3.4 Develop SMART action plans in response to identified learning needs</p>

<p>Indicators of Success:</p> <p>1.1.1 K-12 Literacy and numeracy plan developed and record of implementation in each grade</p> <p>1.1.2 Record of strategies teachers are using at each grade level (divisional meetings, teacher PLP, classroom observations, checklists, walkthroughs, reading records)</p> <p>1.1.3 Log of strategies developed</p> <p>1.1.4 Record of PD provided and who attended</p> <p>1.1.5 Numeracy Framework Implemented</p>	<p>Indicators of Success:</p> <p>1.2.1 Record of PD and Service Delivery Model review and updates and minutes of staff meetings</p> <p>1.2.2 Copy of Inclusion Plan</p> <p>1.2.3 Record of diverse instructional and inclusive assessment strategies used at each grade level/course(formative assessments, portfolios, assignments, tests, projects)</p> <p>1.2.4 Schedule of minutes of team meetings (Service Delivery Team, Divisional), intervention reports and tracking templates of students by division and intervention supports.</p>	<p>Indicators of Success:</p> <p>1.3.1 Update timeline and record of assessments completed (electronic template, records of student performance data and analysis and minutes of collaboration meetings)</p> <p>1.3.2 Record of assessments completed with samples and portfolio of assessments</p> <p>1.3.3 Schedule of meetings and summary and records of student achievement data by grade/course with minutes of meetings and records of analysis (ie. Internal tracking templates, student progress reports and teacher assessments completed).</p> <p>1.3.4 Smart Action Plans developed</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.3 Funding for professional literature and webinars or other opportunities \$1000.00</p> <p>1.2.2 Resources for in class supports as needed \$1000.00</p>	<p>1.1.2 PD linked to literacy and numeracy K-12, Daily 5, K-6 language Arts Assessment Portfolio</p> <p>1.3.2 Data analysis day, collaboration time scheduled within instructional day</p>

Goal 2: To continue to foster a collaborative culture through enhanced communication, collaboration, and leadership		
Objective 2.1: To increase leadership by teachers, parents and students in the school community	Objective 2.2: To improve communication for all stake holders within the learning environment and school community to promote student learning	Objective 2.3: To increase collaboration within the learning environment
<p>Strategies:</p> <p>2.1.1 Continue to promote opportunities for parental involvement in school</p> <p>2.1.2 Promote leadership opportunities for support staff and teachers</p> <p>2.1.3 Continue to promote leadership opportunities for students</p>	<p>Strategies:</p> <p>2.2.1 Encourage participation in tutorials for academic achievement</p> <p>2.2.2 Empower students to take ownership and responsibility of their own learning</p> <p>2.2.3 Communicate school's expectations related to academic achievement</p>	<p>Strategies:</p> <p>2.3.1 Continue to utilize collaboration between teachers</p> <p>2.3.2 Foster effective collaboration opportunities between classroom teachers and student support personnel</p> <p>2.3.3 Continue increased collaborative meetings between admin, teachers and student support services</p> <p>2.3.4 Encourage collaboration with other schools within the district</p>

<p>Indicators of Success:</p> <p>2.1.1 Increased parental involvement at LRA and record of opportunities and who was involved</p> <p>2.1.2 Increased involvement by support staff and teachers with respect to leadership at LRA/record of opportunities and those involved</p> <p>2.1.3 Increased student involvement at LRA/ record of opportunities and those involved</p>	<p>Indicators of Success:</p> <p>2.2.1 An increase in the number of students who attend tutorials</p> <p>2.2.2 Overall academic improvement in assignments and tests</p>	<p>Indicators of Success:</p> <p>2.3.1 Minutes of collaboration/divisional meetings between teachers</p> <p>2.3.2 Increased effective collaboration between classroom and student support services personnel with record and minutes of meetings</p> <p>2.3.3 Minutes of collaborative meetings between admin, teachers and student support services</p> <p>2.3.4 Increased collaboration with other schools within the district/records of opportunities taken and by whom</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.1.2 \$500</p> <p>2.1.3 \$500</p>	<p>2.3.4 PD closeout day and or substitute time or use of discretionary leave days</p>

Goal 3: To create a safe, caring and healthy school environment for all staff, students and members of the school community		
Objective 3.1: Increased implementation of the Safe and Caring School Policy	Objective 3.2 Develop a sense of belonging in all students	Objective 3.3: Develop healthy and active life styles within the school community
<p>Strategies:</p> <p>3.1.1 Implementation of Comprehensive Digital Citizenship Action Plan</p> <p>3.1.2 Implementation of revised behavior matrix</p>	<p>Strategies:</p> <p>3.2.1 Offer Safer School Workshops (Get Real presentation)</p> <p>3.2.2 Continue Anti Bullying Initiatives</p> <p>3.2.3 Continue school spirit days</p>	<p>Strategies;</p> <p>3.3.1 Continue school spirit days</p> <p>3.3.2 Continue intramural and varsity program</p> <p>3.3.3 Continue Student Wellness Action Team (SWAT) activities</p> <p>3.3.4 Continue breakfast program</p> <p>3.3.5 Identify needs for student/teacher wellness</p>
<p>Indicators of Success:</p> <p>3.1.1 All grades will have completed compulsory lessons each school year</p> <p>3.1.2 Reduced number of student infractions</p>	<p>Indicators of Success:</p> <p>3.2.1 Record of students attending and dates of workshops offered</p> <p>3.2.2 Record of dates and activities when anti bullying activities were carried out</p> <p>3.2.3 Record of school spirit days</p>	<p>Indicators of Success:</p> <p>3.3.1 Record of school wide active lifestyles activities</p> <p>3.3.2 Scheduled program for K-12</p> <p>3.3.3 Record of dates of initial training and activities carried out by SWAT team</p> <p>3.3.4 Record of student attendance daily and monthly volunteer calendar</p> <p>3.3.5 Record needs of individual teachers</p>
Goal 3. Support Plan		
Financial	Professional Development/Time Required	
3.1.3 Funds for Get Real presentation.	3.1.3 1 day PD linked to Safe and Caring Schools Initiatives – EGALE, GSA, SW-PBS 3.3.5 ½ day PD linked to Teacher Wellness	

Operational Issues for 2019 - 2020

Operational Issue	Intended Action
Lack of replacement janitors/caretakers	Continue to work with the district/ Human Resources Division to ensure replacement ads for caretakers are placed for this area.
Lack of substitute student assistants	Continue to work with Human Resources Division to ensure ads for substitutes are placed for this area.
Have maintenance request filled in a timely manner	Continue to have conversations with regional manager and district.
Summer Maintenance Request	Consult with district personel to ensure all summer maintenance request are completed and completed in a timely manner.
School Parkinglot.	Request district complete repair or holes and pavement.
Intercom System/bell system not working	Continued conversations with district maintenance.
Lift in handicapped washroom not working	Continued conversations with Student Support Sevices to replace existing lift.