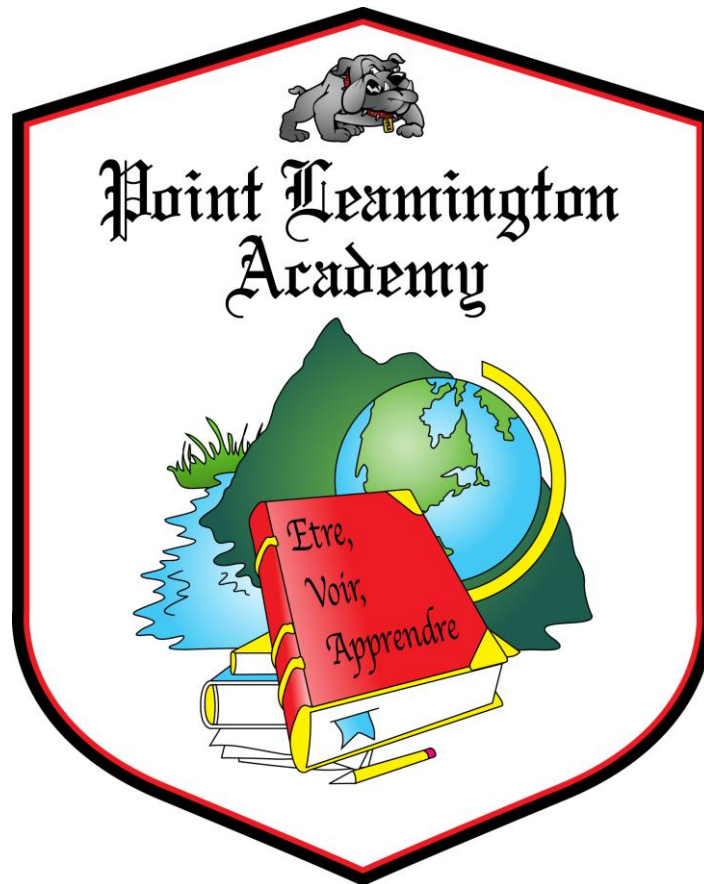**Annual School Development Report**

2018-2019

Point Leamington Academy

1 Rice's Lane
Point Leamington, NL, A0H 1Z0

Self-reflection is the school of wisdom!

Mission Statement: Point Leamington Academy is committed to providing positive learning experiences whereby students can progress towards the ultimate goal of reaching their fullest potential in a safe environment.

Message from Principal

Point Leamington Academy has continually updated the School Growth and Development Plan since it was Externally Validated in 2009. We have modified and updated our goals and objectives as they are completed.
The Goals outlined in our report are centered on student achievement and communication between all stakeholders at Point Leamington Academy. The Goals are designed to ensure that ALL students receive the best possible education in a Safe and Caring Environment.

The three goals we are focused on this year are:
- To Increase student academic achievement in all subject areas
- Enhance school environments to ensure students can learn in safe, caring, and healthy settings.
- To improve Organizational Effectiveness at PLA through the enhancement and use of technology, improved administrative practices, and an evaluation and recommendation to improve operations/facilities

Throughout the process there are many strategies employed to ensure that these goals are realized, these will be outlined further in this report. Relative data is provided to gain an idea of how the school is attempting to increase and maintain student achievement.

At Point Leamington Academy, we have an active School Council who reviews our School Development Plan and offers suggestions. These suggestions are discussed with all individuals and in consultation with the DOS any changes are implemented.

Student achievement is influenced by the efforts of all stakeholders. It is important to note that a student's individual contribution is vital to the overall achievement levels for the school and the child. We work under the philosophy that all partners are working together to positively influence student achievement results. The ultimate challenge is to have all children working to their true potential.

Point Leamington Academy was selected to be a part of Phase One of the Premiers Task Force Primary-Elementary Initiative in education. We are engaged in professional development to allow our students the gain the best possible education and to take advantage of this initiative.

I would to thank all the staff, school council, parents, volunteers and members of the community for their contribution to *Point Leamington Academy* over the last year.

Regards

John Loder
Principal
Overview of School: 2018-2019

Overview of Point Leamington Academy

Point Leamington Academy is a K-12 school in the community of Point Leamington. This school serves 4 communities, Point Leamington, Leading Tickles, Glovers Harbor, and Pleasantview. There is an enrollment of 62 students in total with 8 units allocated. Multigrading is taking place in the following grade levels: 1-3,4-6, and 7-8.

Grade level numbers

Grade Level	# of students
Kindergarten	2
Grade 1	0
Grade 2	2
Grade 3	3
Grade 4	5
Grade 5	3
Grade 6	6
Grade 7	9
Grade 8	5
Grade 9	7
Level I	5
Level II	7
Level III	8
Level IV	0
Total	62

Homeroom Assignments:

Grade	*Teacher*	*Room*
K-3	Mr. Power	26
4-6	Mrs. Barker-Jeans	23
7-8-9	Mrs. Ball	51
10	Mr. Osmond	53
11	Mr. Smith	Chem Lab
12	Mr. Lambe	45

The students at Point Leamington Academy avail of the services of the Public Health nurse, the Speech-Language Pathologist, Educational Psychologist along with many other Program Specialist.

Key Highlights/Special Projects/Partnerships

In the past year Point Leamington Academy has been involved in various initiatives and have partnered with outside groups to provide the best for our students.

- The High School competed in several regional sports, volleyball, softball and ball hockey.
- Point Leamington Academy continues to take part in the Kids Eat Smart program and provide nutritional breakfast 5 times per week, the majority of our students take part in this program
- Point Leamington Academy continues to partner with outside organizations like: the local fire department, local churches, RCMP, Public Health, Public Library, Royal Canadian Legion, David Spencer Scholarship, Ross Paul Scholarship, Kinsmen Club of Botwood, Superior Glove Works, MADD, Scientist in Schools.
- Writers visit our library

Point Leamington Academy, with its 62 students and 8 staff members for 2018-2019 was a very vibrant school. It was and still remains the goal of those involved to provide a well-rounded education, which will allow students the opportunity to experience not only academics, but, a vast array of other activities. Throughout the 2018-2019 school year, many students took this opportunity to participate in the following extracurricular/co-curricular activities.

- Classroom Diet Challenge
- Scholastic Book Clubs
- Scholastic Creative Writing Contests
- Kid Blogs
- National Forestry Week Contest
- World Ocean's Day Challenge
- Take Charge NL
- DFO Species at Risk
- Royal Canadian Legion Poetry Contest and Poster Contest and Essay Contest
- Remembrance Day Assembly
- Christmas Musical
- Public Health Nurse Presentations
- Learn not to burn presentation
- NLPL Author visits
- MADD Canada

- Girls volleyball
- Lunch time soccer program
- K-6 lunch time activity program
- K-12 annual walk-a-thon. Funds are used for our after school programs and sports program
- Breakfast program
- Spirit activities throughout the year with an award to the house team with the most school spirit.

- Tutoring-for-tuition program. Students and teachers provided tutoring services.
- Award's night
- Awards assembly
- Christmas Dinner for students and staff

It is these activities along with a positive school culture, which provides the students of Point Leamington Academy with a well-rounded education.

Report on School Development Plan for Previous Year (2 – 3 pages)

Goal 1: To enhance student learning in the areas of core literacy and numeracy		
Objective 1.1: Enhance collaborative structures within school and across divisions	**Objective 1.2:** Enhance instructional strategies and practices in the areas of numeracy and literacy	**Objective 1.3:** Enhance assessment strategies and practices which are applied within school and across grade levels
Strategy 1.1.1: Continue to strive to have divisional meetings every 4th week sometime during the day	**Strategy 1.2.1: K-6** – identify common pieces for assessment and time frames according to the Provincial Literacy Framework **K-6** - utilize specific instructional strategies to enhance the development of skills in Mathematics **7-12** - implement instructional strategies consistent with ELA and Mathematics curriculum guides	**Strategy 1.3.1: K-6** Identify Assessment Tools to use with Provincial Assessment Framework and report on a regular basis
Evaluation 1.1.1: Where and when needed, on four occasions there were formalized Elem and prim divisional meeting. Apart from that Informal meetings at Prim and Elem areas occurred somewhat regularly as needed. Divisional at Intermediate and High school were also informal working lunches or group discussions as needed.	**Evaluation 1.2.1:** k-6 numeracy more responsive teaching and learning to students needs and interest in self-discovery. Manipulatives are utilized and accessible and utilized without prompting. Organization aids used to help students. k-6 literacy, Activities, coding, and social studies and cross curricular activities that are hands on to augment textual literacy,. Capitalizing on their interest and desire to share textual information. No longer just sit and read, literacy is about responding, synthesizing, evaluating, communicating and	**Evaluation 1.3.1:** When available and appropriate, models, manipulatives, and technology are being used to teach and learn. Alternative assessments throughout units assess learning of new concepts and help to expand upon previously learned skills. Contact with students' guardians encouraged.

	sharing.	
	7-12 numeracy early year review of skills and basics. Then each topic / concept is assessed with exit card, reviewed and retaught if needed. Then further formal assessment in assignments and test further reinforce and assess learning. Manipulatives, models, and alternative methods shared and learned. 7-12 literacy, reading is happening for word decoding, but concern is raised about comprehension. How can we make reading relevant again to excite and engage students in reading? We need to make reading cool and popular by creating a culture of reading, even outside of the academic realm	
Data sources & analysis used for evaluation: Conversations and attempted interventions in student learning based on these discussions. Formal minutes were taken at the k-6 level when they met.	**Data sources & analysis used for evaluation:** The new library initiatives and hands on activities and collaboration with librarian at k-6 level is great. Activities that are observed in k-6 and 7-12 show that learning is leaning towards hands on engagement, but the percentage at the 7-12 level may need to improve to be able to meet the students at the level that they are at academically.	**Data sources & analysis used for evaluation:** Teacher lesson plans, assessment tools, added reporting periods, active use of PowerSchool's grade communication capabilities.
Strategy 1.1.2: Maintain common prep periods for divisional meetings and planning teams	**Strategy 1.2.2: K-12** Enhance consistent implementation of Service Delivery Model	**Strategy 1.3.2:** Continue using BAS to analyze student reading behavior to guide small-whole group/individualized instruction
Evaluation 1.1.2: One meeting was schedule each quarter for k-	**Evaluation 1.2.2:**	**Evaluation 1.3.2:** Running records performed regularly, as well as when needed to gauge

6, but due to scheduling we were unable to offer common prep. Also no common preps in 7-12. Perhaps we need to avail of sub time offered by our director of schools.	We are phase one school so the parameters have changed for the better. We are intervening and helping learning for more students in a fluid and responsive manner.	student achievement and progress. Other tools need to be used to assess, BAS is not stand-alone.
Data sources & analysis used for evaluation:	**Data sources & analysis used for evaluation:** The classroom collaboration with IRT and reading specialist and the in class one on one, and pull out intervention with students who may or may not have exceptionalities. This is showing gains in student learning qualitatively over the short and long term. Slowly the learning will become internalized and improve quantitatively. We have discussed the idea of how impactful a study hall or intervention hall on a regular basis would pay huge dividends.	**Data sources & analysis used for evaluation:** Teacher's BAS running record tracking documents, TLT meetings and forms.
Strategy 1.1.3: Enhance effectiveness of Primary and Elementary divisional meetings	**Strategy 1.2.3: K-12** - Utilize technology to better meet all learner needs	**Strategy 1.3.3:** Enhance understanding of K-6 report card indicators **7-12** Continue to implement assessment and evaluation practices which align with NLESD 7-12 course descriptors
Evaluation 1.1.3: With new phase one school initiative paperwork became more streamlined and easier to intervene without formal meetings slowing up interventions in student learning. The IRT and Reading Specialist enable day to day collaboration with classroom teacher and students.	**Evaluation 1.2.3:** We have been utilizing new chrome books and iPad for classroom teaching and learning. Google sites and google classrooms are beginning to be used by some staff to aid learning. Assistive technology when needed for specific students to overcome learning road blocks has been problematic and not has effective has first thought. New chrome	**Evaluation 1.3.3:** -Course descriptors being followed; Gradebook setup accordingly. -Report card indicators for K-6 discussed within K-6 division staff.

	books for specific students with unique applications are in the pipe and we hope that his will overcome previously mentioned difficulties.	
Data sources & analysis used for evaluation: Our qualitative success with students has shown improvement, and the quantitative improvement in grades are slowly improving but not at the level we would like	**Data sources & analysis used for evaluation:** Our cabinet and sign out of chrome books for k-12, also classroom sets of iPads. Google sites and google classroom access and in services are available and are being used somewhat. The programmable bots and bits that are programmable are engaging for students and a good motivator for learning. We need to have a teaching and learning mind shift of the medium in which we teach and learn to catch up with society and norms.	**Data sources & analysis used for evaluation:** PowerSchool; K-6 report card

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	**Objective 2.2:** Enhance our school climate to promote mutual respect	**Objective 2.3:** Increase involvement in activities that enhance social, physical and mental wellness for all
Strategy 2.1.1: Establish a Safe and Caring School Team	**Strategy 2.2.1:** Continue to provide opportunities for celebration: special assemblies, celebrate student successes on PA/Broadcast System, create a student newsletter once a month *"PLA Points"*	**Strategy 2.3.1:** Re-establish **School Spirit Committee** and continue **Student Council**
Evaluation 2.1.1: A Safe and Caring School Team has been established.	**Evaluation 2.2.1:** Monthly newsletter is circulated to all stakeholders, PA announcements of student accomplishments, and Award, Christmas, and Remembrance Day assemblies.	**Evaluation 2.3.1:** Student council and school spirit committee are actively running and planning and implementing various events for students and staff.
Data sources & analysis used for evaluation: A survey of both teachers and students was conducted. Results are not yet analyzed in detail.	**Data sources & analysis used for evaluation:** Observation and anecdotal evidence shows a positive response.	**Data sources & analysis used for evaluation:** Students and staff are actively involved and most are participating in activities.
Strategy 2.1.2: Review and revise school SCS Policy to align with provincial SCS policy	**Strategy 2.2.2:** Continue with programs to promote respect in conjunction with PBS Program	**Strategy 2.3.2:** Continue elementary lunch time activities
Evaluation 2.1.2: School SCS policy does align with the provincial SCS policy.	**Evaluation 2.2.2:** Extra-curricular activities such as sports, wake-a-thons, charity-fundraising, dances dovetail with PBS program.	**Evaluation 2.3.2:** K-12 students have designated times to participate in lunch time sports and free play in the gym and outdoors.

Data sources & analysis used for evaluation: Both policies have been reviewed and compared and an alignment was found.	**Data sources & analysis used for evaluation:** Observation and anecdotal evidence shows a positive response.	**Data sources & analysis used for evaluation:** Schedules are posted and teachers inform student of on-going activities.
Strategy 2.1.3: Revise current PBS Program/to maintain enthusiasm and consistent expectations for all students/staff	**Strategy 2.2.3:** Utilize district developed resources to further support digital citizenship and online safety	**Strategy 2.3.3:** Bi-monthly event(s)/presentation(s) which focuses on enhanced social, physical and mental wellness for students, staff and school community
Evaluation 2.1.3: PBS and spirit teams are ongoing with bi-weekly activities such as dress-up days, theme days, etc.	**Evaluation 2.2.3:** Digital citizenship and online safety have been completed.	**Evaluation 2.3.3:** Limited presentations and events are taking place and improvement is needed in this area to enhance social, physical and mental wellness for students, staff and school community.
Data sources & analysis used for evaluation: Spirit tally-sheets are used to tabulate and track involvement and participation. Most students are participating, especially K-6.	**Data sources & analysis used for evaluation:** Lessons have been delivered in class.	**Data sources & analysis used for evaluation:** More events such as the 'music for schools' group and had a variety of planned activities for students and staff need to be arranged.

Actions for Change

In the Actions for Change section, provide a summary of the changes in strategies that will be used for each objective in the current year's plan. Also, provide an explanation for the change based on the data analysis and evaluation of the previous year's plan.

Goal 1. To enhance student learning in the areas of core literacy and numeracy		
Objective 1.1 Enhance collaborative structures within school and across divisions	Objective 1.2 Enhance instructional strategies and practices in the areas of numeracy and literacy	Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade levels
Actions for Change 1.1 Continue to explore opportunities for teachers to meet during the school day. Possibly use sub time from DOS bank of substitute time.	Actions for Change 1.2 Create opportunities for grade 6 and 7 teachers to create and share instructional strategies. Avail of professional development when offered. Team teaching within the LLC context. Extend use of GAFE for teachers who need it.	Actions for Change 1.3 Active use of Google Docs, Forms, etc. Alternative assessments Student-choice Principals of UDL and RTL Remain focused on student learning

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1 Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	Objective 2.2 Enhance our school climate to promote mutual respect	Objective 2.3 Increase involvement in activities that enhance social, physical and mental wellness for all
Actions for Change 2.1 Encourage the continual use of Review 360 Continue to ensure all stakeholders are aware of the current policies around safe and caring schools.	Actions for Change 2.2 Get student council to develop a common student center. Get and install "friendship" benches throughout the school.	Actions for Change 2.3 Continue to look for funding to enhance our student green space.

School Development Plan for Current Year

Point Leamington Academy

2018-19 - 2020-21
5 Year School Development Plan

Self-reflection is the school of wisdom!

Goal 1: To enhance student learning in the areas of core literacy and numeracy			
Objective 1.1 Enhance collaborative structures within school and across grade levels	**Objective 1.2**: Enhance instructional strategies and practices which are applied within school and across grade levels	**Objective 1.3**: Enhance assessment strategies and practices which are applied within school and across grade levels	**Objective 1.4** Enhance school-wide structures to respond to at-risk students

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing		
Objective 2.1 Implement and monitor a comprehensive Safe and Caring Schools Policy	**Objective 2.2**: Enhance our school climate to promote mutual respect	**Objective 2.3**: Increase involvement in activities that enhance social, physical and mental wellness for all

Point Leamington Academy
School Development Plan
School Year 2019-2020

Goal 1: To enhance student learning in the areas of core literacy and numeracy			
PLC Perspective – Increase learning and understanding about PLCs and establish PLC Structures	*PLC Perspective – What do we want students to learn?*	*PLC Perspective – How will we know when students have acquired the essential knowledge/skills?*	*PLC Perspective – How will we respond when some students do not acquire the essential knowledge/skills?*
Objective 1.1 Enhance collaborative structures within school and across divisions	**Objective 1.2**: Enhance instructional strategies and practices in the areas of numeracy and literacy	**Objective 1.3**: Enhance assessment strategies and practices which are applied within school and across grade levels	**Objective 1.4** Enhance school-wide structures to respond to academically at-risk students

Strategies:	**Strategies**:	**Strategies:**	**Strategies:**
1.1.1 Continue to strive to have divisional meetings every 4th week sometime during the day 1.1.2 Maintain common prep periods for divisional meetings and planning teams 1.1.3 Enhance effectiveness of Primary and Elementary divisional meetings 1.1.4 Analyze student achievement data and other relevant data to create divisional SMART Goals	1.2.1 • **K-6** – identify common pieces for assessment and time frames according to the Provincial Literacy Framework • **K-6** - utilize specific instructional strategies to enhance the development of skills in Mathematics • **7-12** - implement instructional strategies consistent with ELA and Mathematics curriculum guides 1.2.2 **K-12** Enhance consistent implementation of Service Delivery Model 1.2.3 **K-12** - Utilize technology to better meet all learner needs	**K-6** 1.3.1 Identify Assessment Tools to use with Provincial Assessment Framework and report on a regular basis 1.3.2 Continue using BAS to analyze student reading behavior to guide small-whole group/individualized instruction 1.3.3 Enhance understanding of K-6 report card indicators **7-12** 1.3.4 Continue to implement assessment and evaluation practices which align with NLESD 7-12 course descriptors	1.4.1 Continue with use of current data analysis practices (i.e. Birds Eye View, divisional data analysis) to identify academically at risk students 1.4.2 Enhance teacher understanding of effective intervention strategies 1.4.3 Grade level teams collaborate with teacher(s) at next grade level regarding at risk students to develop transition strategies

Indicators of Success:	Indicators of Success:	Indicators of Success:	Indicators of Success:
1.1.1 Agenda and minutes of meetings 1.1.2 Scheduled common prep periods on all teachers schedules 1.1.3 Established agendas with structured meeting goals and minutes of meeting 1.1.4 Areas of concern identified for each division and SMART GOALS introduced	1.2.1 • K-6 Common pieces for assessment according to the Provincial Literacy Framework are identified • K-6 Specific instructional strategies to enhance the development of Mathematics are utilized • 7-12 instructional strategies consistent with ELA and Mathematics curriculum guides are implemented 1.2.2 Continued implementation/awareness of Service Delivery Model 1.2.3 Continued development and knowledge of technology to better meet all learner needs	1.3.1 Assessment Tools identified for Provincial Assessment Framework pieces 1.3.2 Continued use of BAS to guide instruction / support guided small-whole group/individualized instruction 1.3.3 Enhanced understanding of K-6 report card indicators **7-12** 1.3.4 Continued implementation of assessment and evaluation practices which align with NLESD 7-12 course descriptors	1.4.1, 1.4.2 Agendas and minutes of meetings, completed BEV reports, records of interventions and copies of divisional team's SMART Goal planning templates completed 1.4.3 Collaboration and discussion of transitioning students

Goal 1. Support Plan		
Objective 1.1 - Enhance collaborative structures within school and across grade levels		
Strategy	**Financial**	**Professional Development/Time Required**
1.1.1	N/A	Introduction of new divisional meeting format with set agenda and minutes reviewed during beginning year staff meeting.
1.1.2	N/A	N/A
1.1.3	N/A	N/A
1.1.4	N/A	Full day professional development session reviewing current data and setting one SMART GOAL for each division.
Objective 1.2: Enhance instructional strategies and practices in the areas of numeracy and literacy		

Strategy	Financial	Professional Development/Time Required
1.2.1	N/A	½ K-6 Mid October planning time to identify select pieces for assessment for the Literacy Framework. 7-12 Instructional Strategy PD Possible involvement of Program Specialists
1.2.2	N/A	½ K-12 review of Service Delivery- Role and Responsibilities of all staff
1.2.3	$200 for APP purchases	½ PD meet the needs of students with respect to technology/assistive technology
Objective 1.3: Enhance assessment strategies and practices which are applied within school and across grade levels		
Strategy	Financial	Professional Development/Time Required
1.3.1	N/A	PD needed to create/identify specific assessment tool (see 1.2.1)
1.3.2	N/A	½ Pm session for K-6 to organize/analyze/identify reading needs to guide grouping and instruction
1.3.3	N/A	½ for K-6 1.3.3 Enhance understanding of K-6 report card indicators with support from Program Specialist
1.3.4	N/A	½ session for 7-12 to review assessment/evaluation which align with NLESD 7-12 course descriptors
Objective 1.4 Enhance school-wide structures to respond to at-risk students		
Strategy	Financial	Professional Development/Time Required
1.4.1	N/A	½ day professional development session to review assessment data and interventions at all grade levels
1.4.2	N/A	N/A
1.4.3	N/A	½ May PD day to collaborate regrading transitioning students and School Development Plan Review - May

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	**Objective 2.2**: Enhance our school climate to promote mutual respect	**Objective 2.3**: Increase involvement in activities that enhance social, physical and mental wellness for all
Strategies: 2.1.1 Establish a Safe and Caring School Team 2.1.2 Review and revise school SCS Policy to align with provincial SCS policy 2.1.3 Revise current PBS Program/to maintain enthusiasm and consistent expectations for all students/staff 2.1.4 Continue to implement Review 360 for documentation of behavior incidents	**Strategies**: 2.2.1 Continue to provide opportunities for celebration: special assemblies, celebrate student successes on PA/Broadcast System, create a student newsletter once a month ***"PLA Points"*** 2.2.2 Continue with programs to promote respect in conjunction with PBS Program 2.2.3 Utilize district developed resources to further support digital citizenship and online safety	**Strategies:** 2.3.1 Re-establish **School Spirit Committee** and continue **Student Council** 2.3.2 Continue elementary lunch time activities 2.3.3 Bi-monthly event(s)/presentation(s) which focuses on enhance social, physical and mental wellness for students, staff and school community 2.3.4 Continue to develop an outdoor green space.
Indicators of Success: 2.1.1 Establishment of team. Copies of meeting agendas and minutes 2.1.2 Copy of updated Point Leamington Academy SCS Policy 2.1.3 PBS Program is revised to maintain enthusiasm and consistent expectations for all students/staff 2.1.4 Record of incidents documented through Review 360	**Indicators of Success:** 2.2.1 Student Successes are celebrated, student newspaper implemented 2.2.2 Respect enhanced through PBS Program 2.2.3 Digital Citizenship resources used to support online safety	**Indicators of Success:** 2.3.1 **School Spirit Committee** and **Student Council** established and effective at PLA 2.3.2 Continued elementary lunch time activities 2.3.3 Bi-monthly event(s)/presentation(s) planned for PLA 2.3.4 Funding is obtained and a green space is developing.

Goal 2. Support Plan		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy		
Strategy	**Financial**	**Professional Development/Time Required**
2.1.1	N/A	N/A
2.1.2	N/A	N/A
2.1.3	$750 to support PBS Program /posters	2-3 hours dedicated to revise current PBS Program – possibility to involve district personnel
2.1.4	N/A	N/A
Objective 2.2: Enhance the school climate that recognizes and respects the diversity of all		
Strategy	**Financial**	**Professional Development/Time Required**
2.2.1	N/A	2.2.1, 2.2.2, 2.2.3 – Review and discuss at staff meetings
2.2.2	N/A	N/A
2.2.3	N/A	N/A
2.2.4	N/A	N/A
Objective 2.3: Increase involvement in activities that enhance social, physical and mental wellness for all.		
Strategy	**Financial**	**Professional Development/Time Required**
2.3.1	N/A	N/A
2.3.2	N/A	N/A
2.3.3	N/A	N/A
2.3.4	$5000.00	N/A

Operational Issues for 2019-20

Operational Issue	**Intended Action**
nil	

Appendix C-1
Action Plan Template

Goal # 1: Professional Learning Communities
Objective: To Develop a model for establishing an effective Professional Learning Group
Strategy: Creatively design an environment of fluid communication and collaboration across both subject and grade levels.

Actions	Individual Responsible	Target Dates		Indicators of Success/Progress Notes (completed, ongoing, progress thus far)
		Start	**Finish**	
Develop a schedule for meeting	Administration	Jan 2019	Jan 2019	Schedule developed and being used
Use Google calendar/docs	Staff	Jan 2019	June 2019	Calendar being used by all
Co-planning/co-teaching	Staff	Jan 2019	June 2019	Co-teaching/planning is taking place.
Develop regular communication with other "like" schools	Staff and Administration	Jan 2019	June 2019	Scheduled meeting taking place with other schools (Skype)

Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation
Dependent on any requests that come from meetings.	Dependent on any requests that come from meetings.	Ongoing plus formal communications by Admin to other "like" schools.	Jan 2019-June 2019
Year End Evaluation			
Commendations:		**Recommendations:**	

Appendix C-2
Action Plan Template

Goal # 2:	*Library Learning Commons*

Objective: Promote authentic hands-on learning, based on inquiry and problem solving

Strategy: Focus on the four "c" of learning (collaboration, communication, critical and creative thinking) for all students

Actions	Individual Responsible	Target Dates		Indicators of Success/Progress Notes (completed, ongoing, progress thus far)
		Start	**Finish**	
Set out time in the schedule for a teacher to develop the library commons	Administration	Oct 2018	June 2019	Schedule developed
Utilize the google calendar to promote activities going on in our Library Commons	Staff	Dec 2018	June 2019	Calendar is being used
TL to participate in PD	Teacher-Librarian	Oct 2018	Oct 2018	PD took place
Development of both short term and long term goals for the library commons	Teacher-Librarian	Nov 2018	June 2019	Goals developed and communicated to staff and students
Collaborate with other staff to determine the needs as it relates to various curriculum	Teacher-Librarian plus Staff	Nov 2018	June 2019	Collaboration is taking place and student work is evident
Provide insight for all staff to shift from content to process education	Teacher-Librarian plus Staff	Nov 2018	June 2019	Staff actively engaged in co-teaching in the LLC

Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation
$4000 for development of a Makers Space	Inquiry based PD for Staff		2018-2019

Year End Evaluation	
Commendations:	Recommendations: