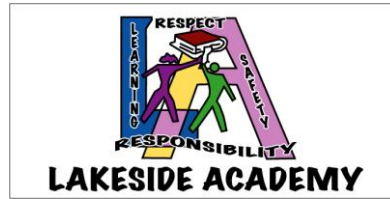


ANNUAL SCHOOL DEVELOPMENT REPORT 2009-2010 School Year



click school crest above for school website

Lakeside Academy has as its main goal the well rounded formation of productive members of society. Our task is both awesome and challenging but can also be rewarding for all members (students, parents and teachers). We strive for this within the respect for rights and responsibilities for all within our school system.

Lakeside Academy
PO Box 130
Buchans, NI
A0H1G0
709-672-3985/05

Principal's Message (Bernard Woodfine)

Lakeside Academy is a small K-12 school serving 94 students. We strive to offer an educational program similar to that received anywhere in the district or province. To achieve this end we also employ CDLI (Distance Education) services in order to allow such programming needs. Team teaching (more than one teacher within a grade structure) is also part of Lakeside instructional strategies. This allows students the opportunity to receive more individualized and effective instruction. Team teaching periods range from several to a half dozen periods at various grade levels mainly K-5 in 2009-2010. This structure certainly had positive effects at the primary level as can be seen with encouraging external and internal results. We believe that our students are exposed to a great learning environment with teachers who are dedicated to doing whatever it takes to allow our students to reach their potential.

School Council Message

Lakeside Academy School Council identified the following focus areas for the school year 2009 - 2010

- To continue to encourage and foster community and parental involvement in regular programming and at the extra-curricular level.
- To continue to actively strive for a Safe and Healthy school environment.
- To maintain a more active analysis of School testing results, developing strategies to address results.
- To continue to foster communication levels between parents and teachers for the benefit of student achievement.

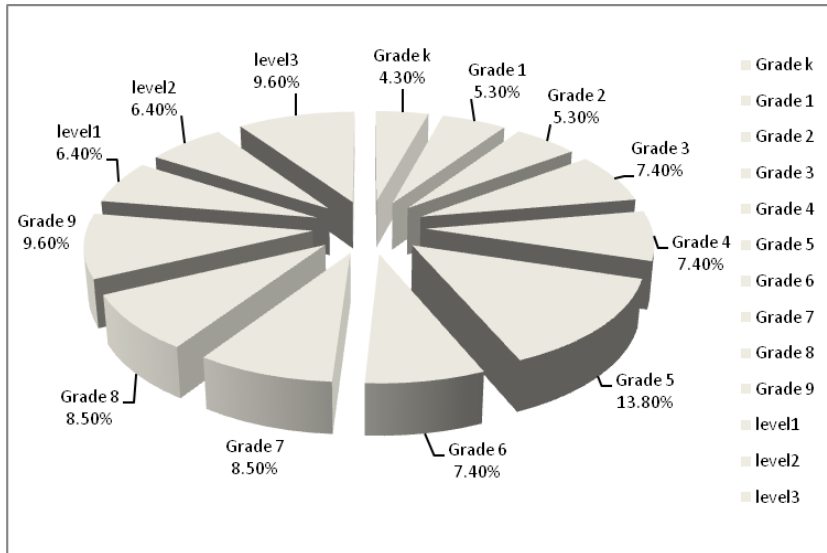
At the time of this report, Lakeside has a new Council and goals have not been identified for the 2010-2011 school year. We would like to express our sincere thanks to previous council members and especially to Roseanne Hicks for her chairperson role.

Our School Community

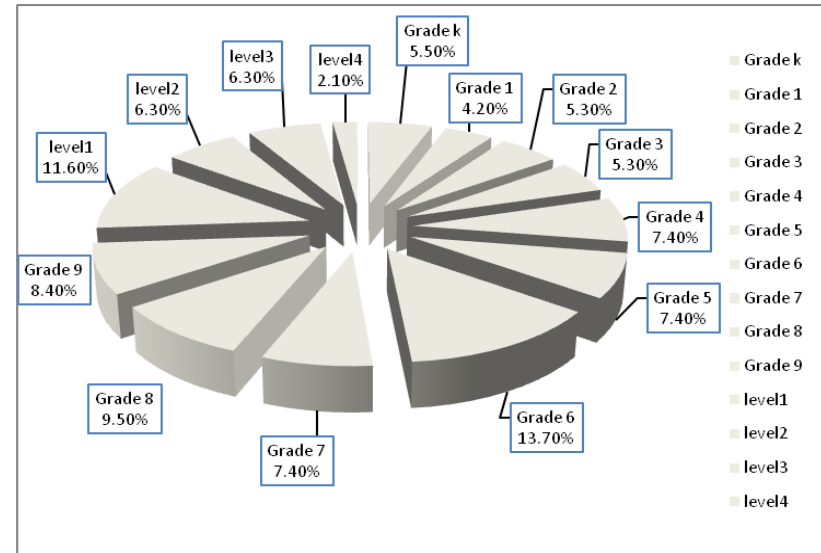
Lakeside serves students from the communities of Millertown, Buchans Junction and Buchans. Millertown and Buchans Junction students are bussed to Buchans. As of September 2010, bus students consist of **16%** of Lakeside population, a slight increase from the **14%** in 2009.

The student population is approximately split with males and females , 46 and 48 (2009) 49 and 46 respectively for a total of 95 in 2010. Grade breakdowns are as follows. Future enrolments will see Senior High growing but lower numbers K-9 as would be expected with declining enrolments.

September 2009



September 2010



In 2009, Lakeside had 11.5 total teaching staff in addition to 3 student assistants, 1 secretary, 1 driver/maintenance and 1 janitorial. September 2010 saw an increase in teaching staff by .5 units for a total of 12 teachers.

Lakeside Academy avails of itinerant services in Guidance Counseling (1 day per week), and Numeracy Support (every other week) at Primary and Elementary levels. In addition to this we also receive support in Special Services and from assessors when specialized testing is required.

Key Highlights/Special Projects

- School Website redesigned for greater Parent/Teacher information
- Synrevoice (automated messaging system) used to increase communication with home.
- PBIS matrix formation following from in-service on PBIS. This provides for a more consistent approach to student behavior and general expectations.
- Establishment of Lakeside as an Inclusion Pilot School

Partnerships

- Buchans Lions Club(\$500 Sponsor for Various Student Activities and in addition, the purchase of two digital projectors)
- Duck Pond Mining Scholarship (\$1000-Level 3 academic)
- Music NL (Sponsor of school Music Festival (\$500 SchoolStock)
- Buchans Fire Department (Drills and School opening fireworks display)
- Junior Rangers Program(Student program)
- Boys and Girls Club (Buchans)
- Town of Buchans

Lakeside Academy functions successfully due to extensive involvement of numerous groups and companies which are very generous with time and financial input. These partnerships are essential to the social and academic enhancement of our students.

Report on School Development Plan for Previous Year 2009-2010

Analysis of our goals for 2009-2010 indicate that Goal 1(increasing math scores) was successful at least with respect to number concepts,shape and space,reasoning,communication and problem solving in Primary, problem solving and reasoning in Elementray and data management and probability in Intermediate. Improvements in Primary,elementary and Intermediate Language Arts skills speak well of success to some extent on Goal 2 . Goals 3 (PBIS) and 4 (DI strategies) are ongoing and will be included in Inclusion initiatives in 2010-2011.

Goal 1 : Primary,Elementary and Intermediate Math scores will be increased		
Objective 1.1 More PD at Elementary Level Math	Objective 1.2 Primary,Elementary and Intermediate teachers should be more knowledgeable of entire elementary-Intermediate program	Objective 1.3: More CRT type questioning in class
Evaluation 1.1 Lakeside staff were consistently supported in Math K-6 with Numeracy support reporting progress and enthusiasm by teachers. Teachers also reported to be pleased with level of support.	Evaluation 1.2 Teachers received numerous PD days both local and at the district level.	Evaluation 1.3 We did not track this objective in any meaningful manner and it was difficult to assess the level of success by teachers on this issue. We did not see an increase in percentage of students achieving level 3 and above.
Commendations 1.1 Our teachers were very positive in comments re PD sessions at district and school level through numeracy supports	Commendations 1.2 Teachers did gain a great store of knowledge within own grade level math	Commendations 1.3 Teachers seemed in tune with the need for increasing performance levels on CRT's
Recommendations 1.1 In school Pd remain in place for all levels.Numeracy support should focus more on CRT preparation.	Recommendations 1.2 District PD provides adequate coverage of program knowledge and is expected to continue	Recommendations 1.3 A more concerted effort be put in place to address the modeling of CRT expectations within the curriculum.

Goal 2: Increase reading levels among primary and elementary students	
Objective 2.1: Home and School reading program	Objective 2.2: Greater emphasis upon informational reading and reading for meaning
Evaluation 2.1 Book Swaps were introduced but teachers still see evidence of a lack of student reading outside school.	Evaluation 2.2 Primary students indicated improvement in percentage scoring level 3 and above in informational reading. Multiple Choice item analysis indicates that Elementary students displayed improvement in comprehension and reading for meaning in poetry. Intermediate students performed well on about 50% of Multiple Choice items.
Commendations 2.1 Teachers organized a book swap and consistently encouraged participation in the program	Commendations 2.2 Teachers focused on informational text reading in curriculum and it seemed to have an effect.
Recommendations 2.1 The program continue with more parental contact perhaps through suggested home activities	Recommendations 2.2 Continue focus on use of informational texts and reading for meaning

Goal 3: Implementation of PBIS plan	
Objective 3.1: Distribution and display of PBIS matrices	Objective 3.2 School Emergency procedures be upgraded and practiced
Evaluation 2.1 Staff cooperated in all respects	Evaluation 2.2 We have clear emergency protocols but staff turnover makes this a new challenge
Commendations 2.1 All teachers are aware of protocols for behavior and academic. Teachers have explained matrix to students.	Commendations 2.2 Structure is in place with protocols
Recommendations 2.1 Due to staff turnover this objective needs revisiting	Recommendations 2.2 Protocols need to be emphasized more in class

Goal 4: A school focus on Differentiated Instruction (DI)	
Objective 4.1: Teachers will have clear understanding of what DI is and strategies used in DI	
Evaluation 2.1 Teachers are familiar with DI strategies but not to the extent that they have a bank of DI strategies for class	
Commendations 2.1 Teachers have made great strides in offering students a more diverse instructional environment	
Recommendations 2.1 Given staff turnover we need to continue a focus on this but we can incorporate this as part of our inclusion initiatives.	

Operational Issues for 2009-2010

Operational Issue	Intended Action
No space for Trades program at Intermediate/High levels	Rearrange current file room to join with proposed trades room area to be ready for trades program September 2010
Trades room is complete with Skilled Trades 1201 being offered in 2010-2011	

Summary Report on Current Data

Statistical Reality Note: In small schools, data is generally considered useful only to the extent that it indicates a pattern of performance on a school level and when student performance is compared to school internal data. Statistics shown by the province indicate the percentage of students achieving a level 3 or higher rating on any given test. We must be very careful not to place too much emphasis upon the percentage of students above or below a certain level (levels range from 1-5 with 3 considered acceptable for students). In a class of 7 students for example, each student counts for 14% of the class so if just two students achieved level 2 while all other students achieved level 3 then the statistics would show that 71.4% (5/7 students) achieved satisfactory results. With low numbers of students we must keep the limitations of statistics in mind.

Primary

Primary Math Analysis Summary

Number Operations Rubric scores show a slight increase in the number of students meeting or exceeding (Levels 3-4-5) over 2009. Students scored above District and Province in the Written Response subtest of Number Concepts and similar to District in Shape and Space. 4 Year trend data indicate that 2010 results were above 2009 in Number Concepts, Shape and Space, Reasoning, Communication and Problem Solving with the last two being areas of focus last year. Yes No items indicate we need to focus on **Subtraction** and **Multiplication** skills and perhaps more work in teaching kids how to time themselves properly when doing these items. **Number Operations and Communication** (Only 33.3% of student achieved level 3 and above) are two areas that stand out as needing focus this year.

Primary Language Arts Analysis Summary

Language Arts Four year trend data indicates that we have **consistent scores** (88%) on the Reading subtest while Listening subtest scores are lower in 2010 than previous year although it still was 70%. While Informational reading indicated 40% achieving level 3 and above, **half of this percentage (20%) achieved level 4**, a higher level of understanding which was a focus last year. Performance on **Poetic mood/feeling, Title analysis and Implied meaning (Listening)** seem to indicate that our students need work on internalizing themes or being intuitive in their own analysis on test items.

Elementary

Elementary Math Analysis Summary

Four year trend data indicate that 2010 results increased over the last two years in Rubric scores for both Reasoning and Problem Solving. Multiple Choice scores show an increase in 2010 over 2008 and 2009 in two of the three subtest areas (Number Concepts and Shape and Space). Rubric results show that **Number Operations, Communication and Connections** and **Representations** need focus. Four year trend data indicate that 2010 results showed a slight decrease over the last two years in Rubric scores for both Communication and Connections and Representations.

Elementary Language Arts Analysis Summary

Multiple Choice item Analysis seems to indicate that our Grade 6 students displayed a strength in Comprehension/Reading for meaning in Poetry. Our students also show strength in many Literal questions. Demand Writing was an area of strength for our students being above Provincial results in three of the last four years. Rubric scores show that we need to focus on Poetic Reading. Rubric trend data show that results in 2010 were significantly lower in **Poetic reading** and somewhat lower than 2009 in **Informational Reading**. Students scored lower on **application type questions** particularly in Informational Reading

Intermediate

Intermediate Math Analysis Summary

Multiple Choice Item tests indicated that we scored above District on Data Management and Probability .Four year trend data showed a marked increase over 2009 in three of the four Multiple Choice items. Students scored slightly below in 4/5 areas of Multiple Choice (Number concepts, operations, Patterns and relations, Measurement and geometry).

Intermediate Language Arts Analysis Summary

Multiple choice item analysis indicates that students performed above province and district in 12/20 items and very close to District and province in many other items . Trend data indicates a significant decrease in performance (percentage of students achieving level 3 and above) for 2010 over 2009 in both *Demand Writing* and *Reading*. Item analysis indicates that *Alliteration* indicates a needed area of focus for this year

Senior High

Senior High Analysis Summary

English 3201 results indicated that students showed an increase (from trend data) over 2009 in Visual, Prose, Poetry, Connections and Comparison. There was also an increase in both exam mark and final mark over 2009. While *Prose* , *Poetry* and *Personal response* were close to or above 2009 performances, these areas were low as compared to District and Province.

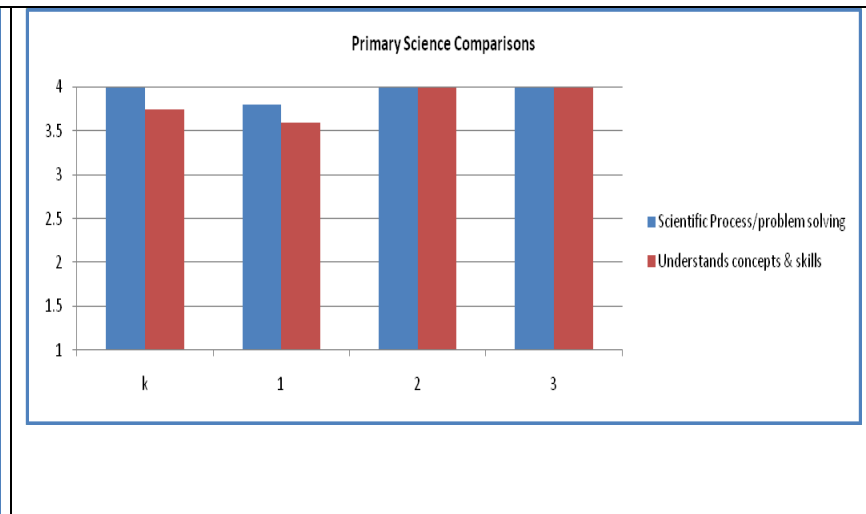
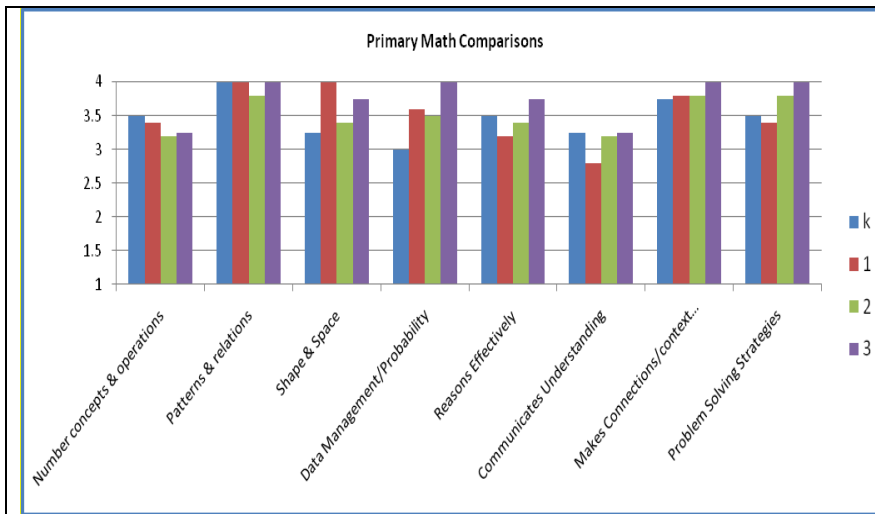
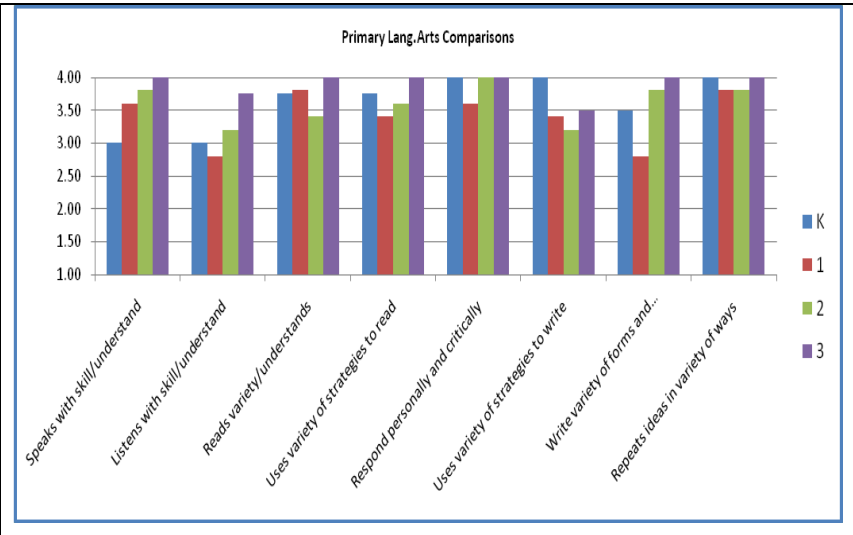
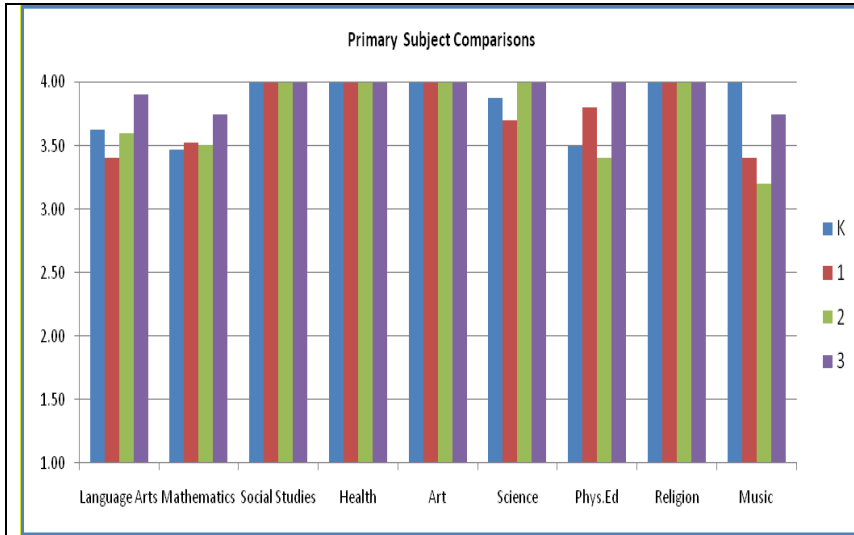
Math 3204 showed good performance on Rate of Change(which has been consistent over the last 4 years) Results were very disappointing with a negative adjustment of 13 which indicates either students completely bombing the final and/or school based exams not reflective of Public Exam expectations.

Quadratics and *Circle Geometry* performance was particularly weak.

Biology 3201 students showed fairly good performance in the reproduction and Development subtest. Final exam preparation as in the actual writing and self timing of the final seems an issue with only an average in the final exam of 53%.Evolution Change and Diversity as well as Maintaining Dynamic Equilibrium were two subtests showing the lowest scores.

Internal School Results

Primary school results



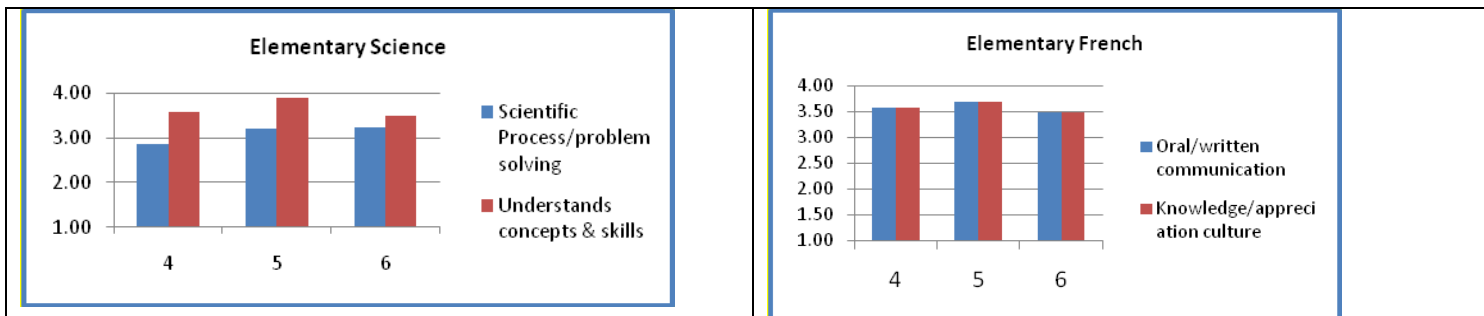
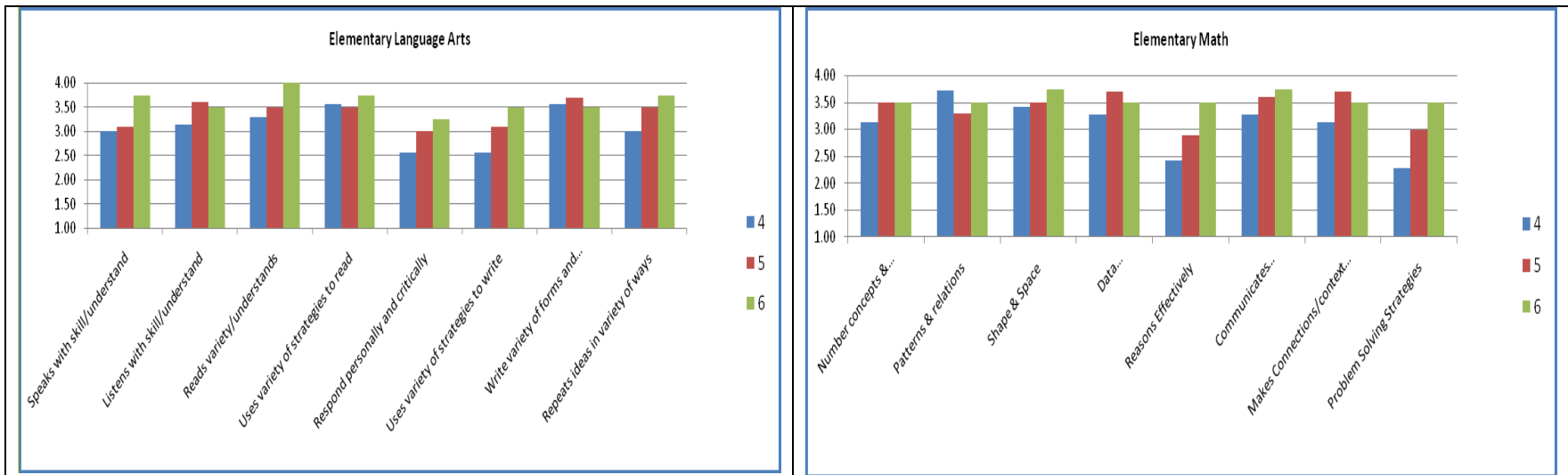
Language Arts

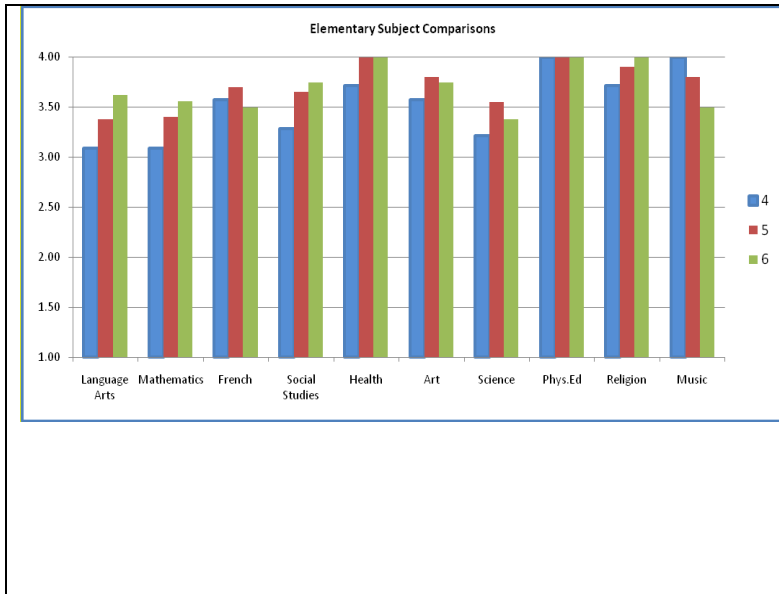
Language Arts Longitudinal Cohort data of the difference between school and provincial means, indicates a significant difference between grade 2 Reading Record and the same student performance in grade 3 testing. Internal results show the same theme with students achieving a much higher performance level in Language Arts internally than seen on the Language CRT.

Mathematics

Number Concepts and Operations and Communication internal data while much higher than CRT performance, did show the, lowest scores internally so the ranking of relative strands seem to match with external results.

Elementary school results





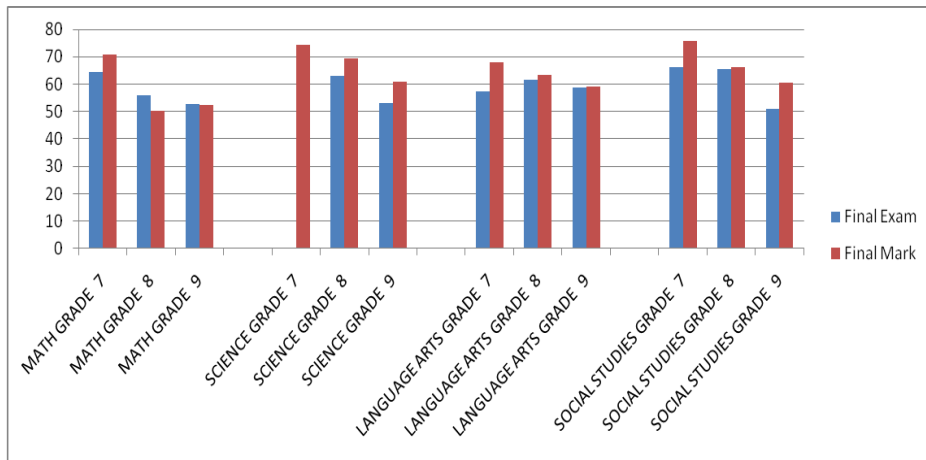
Language Arts

Again internal results seem to indicate a much higher level of performance than shown on CRT testing; However, internal results did indicate the subtest *responding personally and critically* as showing a lower performance level which may be related to lower performance on application type questions as CRT's indicate.

Mathematics

Internal results indicated a high achievement level in all subtopics of math and generally students were on par with District and Province in many areas although there was a general disconnect between internal and external performance levels.

Intermediate (Grades 7-8-9) school results



Language Arts

Internal results mirror CRT results in that class averages were much lower than what they should have been. Language Arts with a class average of only 59% and Math with a 53% indicate a class where a number of students were not working to potential. CRT results certainly confirm this as 2010 results were lower than 2009 in Demand Writing and Reading. Reading, however, indicated performance closer to District averages. Multiple Choice items were solid with our students scoring above District.



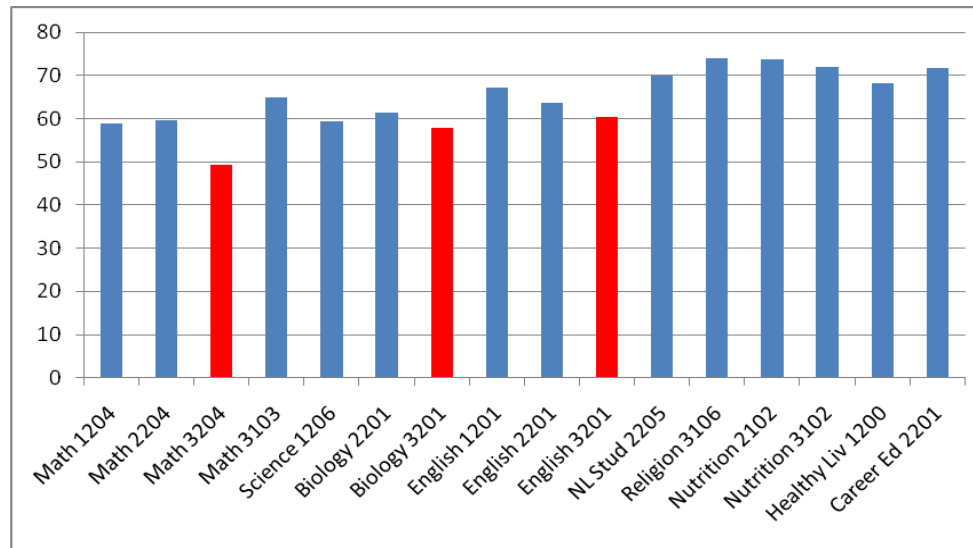
Mathematics

Math had a low average from internal results with only a 53%. The final average was also close to Final Exam average which indicates more practice is necessary for formal examinations. The subtopic linear equations showed very poor performance. CRT scores were in some ways much better than internal results indicated. I assume that our school level work with this class prepared them for the CRT.

Internal School Results Levels 1-2-3

Senior High Comparison

Math 1204	58.8
Math 2204	59.6
Math 3204	49.3
Math 3103	65
Science 1206	59.4
Biology 2201	61.4
Biology 3201	57.9
English 1201	67.2
English 2201	63.6
English 3201	60.33
NL Stud 2205	69.9
Religion 3106	74
Nutrition 2102	73.8
Nutrition 3102	71.9
Healthy Liv 1200	68.1
Career Ed 2201	71.8



Internal results show low overall performance in many subject areas but higher in non-academic type courses. Again results overall were much lower than they should be.

School Development Plan for Year 2010-2011

Analysis of both external and internal results clearly indicate that we need to focus on the following in the 2010-2011 school year:

- Both internal and external testing performance
- Implementation of Inclusion initiatives including PBS and DI strategies
- Staff in-service on strategies related to ODD,ADD,ADHD and LD students

School Development Plan 2010-2011

Goal 1: Increase Internal and External performance on summative evaluations		
Objective 1.1: Increase CRT performance at grades 3-6-9	Objective 1.2: Internal and external performance show a greater degree of correlation	Objective 1.3: Instructional techniques reflect specific external testing outcomes and expectations
Strategies: 1.1.1 Teachers will identify specific grade level objectives related to external performance analysis 1.1.2 Teacehrs will share grade level plans to address external results shortcomings	Strategies: 1.2.1 Instruction and related activities more closely align to external testing questioning	Strategies: 1.3.1 Teachers will work through specific CRT type questioning within appropriate topic areas in curriculum 1.3.2 Sample CRTs provided to students by way of review
Indicators of Success: 1.1.1 Greater numbers of students achieving level 3 and higher on CRT performance 1.1.2	Indicators of Success: 1.2.1 Internal and External results show similar type results. Adjustment factors will be reduced on Public Examination results.	Indicators of Success: 1.3.1 Internal performance will be a reliable predictor of External testing

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1	1.1.1 Teacher PD sessions in CRT structure 1.2.1 Scheduled time for teachers to team plan

Goal 2: Increase staff awareness of instructional strategies related to ODD,ADD,ADHD and LD students		
Objective 2.1: Build staff competence in ODD,ADD,ADHD and LD instructional strategies	Objective 2.2 Build staff competence in Behavioral Management of ODD,ADD,ADHD	
Strategies: 2.1.1 Staff PD in disorders and LD 2.1.2 One-One meetings between IRT and individual teachers to discuss specific strategies within a particular classroom 2.1.3 Increased use of DI strategies within inclusionary vision for school	Strategies: 2.2.1 Develop a clear Behavioral management plan for each student with ODD,ADD,ADHD 2.2.2 Frequent one-one between IRT and individual teachers to review class management for such disorders	
Indicators of Success: 2.1.1 students identified with disorders will show a greater degree of participation within classes	Indicators of Success: 2.2.1 Reduction in office referrals for these students	

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Inclusion supplies from inclusion funding	2.1.1 Staff PD on disorders and LD (1/2 day)

Operational Issues for 2010-2011

Operational Issue	Intended Action
<i>1. Maximize trades room for S.Trades 1201, technology and art program</i>	<i>Ongoing financial support for materials</i>