

Logan Lake Schools

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Logan Lake Elementary ROCKS! Logan Lake Elementary/Secondary School has POWER!

Mission Statement

Logan Lake Elementary/Secondary is a safe family of learners who value passionate effort and respectful relationships. We strive to inspire all students to work to the best of their abilities.

School Goals for 2014/15-2016/17:

1. To improve student performance at all secondary school grade levels in mathematics.
2. To focus on improving social responsibility for all students through a school-wide behaviour supportive initiative.
3. To increase student engagement in their learning through the use of project based learning.

School History

The Village of Logan Lake was incorporated in November, 1970, and later incorporated into a district municipality in 1983. Logan Lake Elementary and Logan Lake Elementary/Secondary are rural schools located in the Municipality of Logan Lake, located 65 kilometers from Kamloops. The town of Logan Lake is a single industry town with Teck Highland Valley Copper being the main employer. Logan Lake consists of a small central commercial district with a Municipal Town Hall, Fire Hall, RCMP Detachment, BC Ambulance Station and a local Health Centre located along the main road. Residential areas are situated on either side of the highway and surround both schools. Logan Lake currently has a large population of retired persons, with fewer families with young children. Statistics Canada 2011 Community Profile reports that Logan Lake has a population of 1,975 residents; of which 155 are of Aboriginal ancestry.

Logan Lake Elementary and Logan Lake Elementary/Secondary are rural schools that have undergone changes throughout their histories. Logan Lake Elementary first opened in 1971 and consisted of four classrooms, a library, an administration area and an activity room/gymnasium. The second phase was built in 1976 and included a full size gymnasium. A small addition was later added to Logan Lake Elementary School in 1990, as Logan Lake Elementary was the only school in Logan Lake, housing students from Kindergarten to grade ten. With a population boom, came several portables and, eventually, Logan Lake Secondary was constructed in 1981. Until 2009, the kindergarten to grade seven students attended Logan Lake Elementary, while the grade eight to twelve students attended Logan Lake Secondary.

In the school year of 2009-2010, the school district underwent a reconfiguration process. As a result, Logan Lake Elementary now houses students from kindergarten to grade four. There are four classrooms, a library, learning center, gymnasium and Snack Shack. Logan Lake Elementary also provides space for the community Pre School that holds its class three mornings per week. Logan Lake Elementary/Secondary is now home to those students in grades five through twelve. We are very fortunate to have the Logan Lake Arts Council in this school, as they often partner with classes to teach them valuable artistic skills and collaborate on various projects.

Headcount	2009/10	2010/11	2011/12	2012/13	2013/14
Total		241	N/A	203	194
Female		107	N/A	96	87
Male		134	N/A	107	107
FN Students		42	N/A	36	29
Kindergarten		18	N/A	12	20
Grade 1		9	N/A	9	14
Grade 2		23	N/A	18	9
Grade 3		17	N/A	9	18
Grade 4		20	N/A	20	9
Grade 5		19	N/A	14	22
Grade 6		15	N/A	18	14
Grade 7		17	N/A	17	16
Grade 8		19	N/A	13	14
Grade 9		23	N/A	17	13
Grade 10		21	N/A	19	12
Grade 11		20	N/A	17	14
Grade 12		20	N/A	19	18
Secondary Upgraded Adult		0	N/A	1	1

School Context

- All of our students speak English as their first language.
- We have professional and dedicated teachers and certified education assistants who strive to meet each students learning and social/emotional development.
- Parents and community members are welcomed in our schools. They help with our 1:1 reading program, field trips, athletic teams, running our snack shack, and noon supervision.
- Our WE Team consists of twenty students who teach awareness of local and global issues, as well as raising funds to assist local and global initiatives.

Meeting the Needs of Our Population

Between our schools, we have twenty students, 10% of our population identified in various special education ministry categories.

Each of these students has an Individual Education plan (IEP) that is developed after meaningful consultations with parents, teachers, Certified Education Assistants and our Learning Assistance Resource Teacher. In many cases, school district support staff is involved in creating and monitoring the IEP. Certified Education Assistants are scheduled to work directly with designated students to help meet their needs. In addition, these students receive direct support from our Learning Assistance Resource Teacher.

Elementary reading groups have been a main focus for our Learning Assistance Resource Teacher this year. She has worked primarily with students not yet meeting grade level expectations to build their basic literacy skills. Our 1:1 trained volunteers continue to work with our kindergarten to grade six students. In total, the volunteers worked with thirteen students. This program has assisted students with their literacy skills, reading fluency and reading comprehension.

Our Learning Assistance Resource Teacher worked with our elementary teachers to co-teach social skills. Several of our students received individual or small group social skills lessons. Instruction in these groups focused on, but was not limited to, self-regulation tools, bucket filling, SuperFlex and Taming the Worry Dragons.

Logan Lake Elementary School is very privileged to have the Warm a Belly Soup program. A group of committed ladies from the local churches began this program to provide soup and buns to students and staff on Tuesdays. This program runs free of charge to all elementary students from November to Spring Break. In addition, all kindergarten to grade 7 students receive free fruits and vegetables twice per month. Last year, the Fruit and Vegetable program was also expended to Logan lake Elementary/Secondary School.

Two counselors from Nicola Valley Family Therapy work with our students at both schools. The counsellors work with students in both schools two times per month. In addition, we are fortunate to have a counsellor working at Logan Lake Elementary/Secondary School., who is available to counsel students from grades 8-12. We also have access to a school and family counsellor who is available to work with any of our students at our schools. In addition, we have workers from community agencies, who work with some of our students. We have been fortunate enough to have a drug and alcohol counsellor who meets with students twice per month. He has also presented to classes and offered support to parents.

Staff members participate in school based team meetings regularly to discuss any student they have concerns about. The approach is a team based one that creates a plan for the student to experience success. These meetings include the teachers, counsellor, learning assistance teacher and principal.

At Logan Lake Elementary/Secondary School, grades 5-7 students are expected to attend Homework Club on Wednesdays if they do not complete their homework or assignments. A former graduate supervises and assists our students during this time. This intervention is valuable in learning whether or not the student is capable of completing the work successfully and what support a student needs.

The Logan Lake Elementary/Secondary School teaching staff participates in a Professional Learning Community every other Wednesday. Students are dismissed at 2:15 p.m on these days so that staff can collaborate, without any interruptions, for 45 minutes. In most cases, staff members stay well beyond the 3:00 end time. The professional Learning Community time allows staff time to discuss strategies to meet our school goals. This time has been instrumental in the development of our school wide Positive Behavior Intervention System (POWER).

As previously stated, we have 29 Aboriginal students this year. The school district provides many opportunities for Aboriginal learners throughout the year. We ensure that our students know of these opportunities and are given the chance to participate in the experiences offered. We had a wonderful First Nations Education Worker from September to November, who worked closely with individual Aboriginal learners to not only assist them academically, but also to provide cultural experiences for them. Our staff members were fortunate enough to have the District Aboriginal Principal and Aboriginal Resource Teacher visit us at a staff meeting this year. Our staff members were given the opportunity to see many wonderful resources that could be used in our school and how they met the learning outcomes of each grade/subject. In addition, we have enjoyed various First Nations presenters in many of our classes and have our students participating in field trips that enhance the aboriginal learning outcomes.



SCHOOL GOALS

Goal #1 To improve student performance at all secondary school grade levels in mathematics.

District Goal

Enhancing student performance by adopting as a priority student achievement in numeracy.

Rationale

Numerical literacy is the ability to use mathematics to reason and to solve mathematical problems in a real world setting. When a person is mathematically literate, they are not only able to use mathematics, but can also explain to others how to use mathematics.

Our student performance in mathematics fluctuates with a drastic negative trend once students reach grade 8. Our elementary students, for the most part, are performing well in mathematics. Our grade 4 and 7 students performed slightly higher than the school district average on the FSA. The secondary students' performance level causes us great concern. At the grade 7 level, 88% of our students were achieving a C+ or higher in mathematics. However our grade eight

cohort drops to only 67% of students achieving a C+ or higher. The trend continues to decline with 58% of grade nine students achieving at least a C+ to only 49% of our grade 10 students performing at a C+ level or higher. All of our grade ten students were enrolled in Foundations of Math 10. Our class average on the Provincial government exam was 42%.

By focusing on a common math vocabulary, collaborative activities, extra math instruction and problem solving, student performance will remain more consistent year to year. More importantly, through better support, improved methods of instruction and improved student tasks, students will experience greater success in the area of mathematics.

Performance Indicators

- Report Card Marks
- Satisfaction Surveys
- School District Numeracy Assessments for grades 6, 7 and 8
- Provincial exam marks for grade ten students

Performance Targets

- To have 75% of our grade 8-11 students achieving a C+ or higher.
- To have 85% of students report through satisfaction surveys that they are getting better at solving mathematical problems.
- To have 75% of our grade 6-8 students achieve a C+ or higher on the year end numeracy assessments
- To have our grade ten cohort achieve an average of 65% or higher on the provincial math examination.

Goal # 1 - Strategies/Structures

2014-2017

Strategy/Structure	Start Date	Action
Work collaboratively to examine the IRP outcomes for Numeracy (K-10) and determine priorities through a scope and sequence for the introduction of key concepts grade.	September 2014	Our intermediate teachers and Math 8/9 teacher will partner with the School District Numeracy Coordinator to implement strategies to develop our students' numeracy skills. Relief time will be given to these teachers to work with the coordinator to develop lessons and units. These three teachers will have Professional Learning Community time to continually collaborate.
Provide a block in our school timetable that results in grade 8/9 students receiving an additional term of math skill development	September 2014	Students will write the year end numeracy assessment in June, 2014. The appropriate teachers and Principal will examine each student's assessment. This term will be used to enhance individual student's numeracy skills, as needed. This will better prepare the students for their core math course in the second semester.
Implement a school-wide daily math block three times per week.	September 2014	Each student will continue to read silently for 15 minutes two times per week. We will replace the other three days of reading with numeracy tasks that meet the appropriate skill level of students. Each student, regardless of grade or class, will be working on math skills during this time.
Free math tutoring available two times per week.	September 2014	If our Community Link application is accepted, the school will host a homework club after school, from Monday to Thursday. Two of these days will be dedicated to tutoring students in the subject area of mathematics.
Engage our students and parents through Fun Family Math nights and providing resources/tools in our school newsletters.	September 2014	The Vice Principal will organize 5-6 Fun Family Math nights to be held in the evening. Parents will be given games/activities that they can use to assist in developing their child's numeracy skills. iPad applications, free computer resources and strategies for parents will be included in school newsletters and distributed at Fun Family Math Nights.

Use technology to engage students in practicing math skills in the classroom and at home.

September
2014

Students will have class time to use free resources such as Khan Academy so that they can use these tools from home to aid in their understanding.

Goal # 2

To focus on improving social responsibility for all students (respect for self, others and the environment) through a school-wide behavior support initiative.

District Goal

Improve students' social responsibility skills and provide a safe learning environment for all students.

Rationale

Positive Behavior Interventions and Supports (PBiS) is an evidence based framework for developing positive behavior and creating a positive climate for learning. At Logan Lake Elementary, we have seen the benefits of such a program. This year, we implemented our "POWER" matrix (PBiS) at Logan Lake Elementary/Secondary. We believe that a focused, well implemented PBiS model consists of teaching, modeling, re-teaching and reinforcing positive behavior. We feel our PBiS (ROCKS + POWER) will result in less behavior referrals and fewer discipline issues. Furthermore, it will enhance the schools culture, fostering positive relationships, behavior and learning.

As a staff, we are concerned about the increasing number of behavioural referrals to the office. The number of behavioural referrals for students showing disrespect has risen from 32 last year to 49 this year and we have over a month of school left. In addition, we have a significant increase in referrals for non-compliance. To date this year, we have 78 referrals for non-compliance, compared to just 40 last year. To see the number of referrals double, with still another month of school left, is quite concerning.

In addition to an increase in behavioural referrals for disrespectful behaviour and non-compliance, our suspension rates have remained constant, despite the fact that our enrolment has decreased by ten students. To date this year, five students served in school suspensions (compared to seven last year) and there have been nine out of school suspensions, compared to eight last year).

Performance Indicators

- School Surveys
- School Behavior Referrals
- Report Cards
- Number of "POWER Ups"

Performance Targets

- To have over 90% of students report that they are aware of the school's expectations for behavior.
- To have over 90% of students indicate that they treat others with respect on school surveys.
- 75% of our grade 5-7 students achieve a "G" in the category of considerate and respectful of others on their report cards.
- The number of behavior referrals will decrease year to year.
- The staff will issue 100 "POWER Ups" per month (Positive Recognition Slips)
- There will be an increase in the number of "POWER Ups" year to year.
- 80% of our Students will receive a "High-Five" or "POWER Up" in each year.
- To reduce the number and severity of behavior referrals each year.



Goal #2 - Strategies/Structures

Year One: 2014-2017

Strategy/Structure	Review Date	Action
Teach our PBiS matrix through lesson plans and videos during the first week of school. In addition, lessons will be taught during the first week of semester two.	September 2014 February 2015	Den groups will be used during the first week of school to teach and re teach our PBiS for all areas of school at LLES and LLES/LLSS. Each teacher at the secondary school will teach one letter each day for the first five days of school to all students. This will be repeated during the first week of the second semester.
Reinforce positive behaviour through “high fives” and “power ups” and recognize students.	September 2014	Matrix posted in every classroom. Teachers recognize positive behaviour through recognition slips. Recognition assemblies will be held regularly.
Used a central database to track behaviour referrals.	September 2014	Behaviour referrals collected in a binder in the office at LLES. Referral sheets are used at LLES/LLSS. Data will be examined each month so that we can re-teach and correct behaviour, as needed.
Student of the Week Student of the Month	September 2014	Each student who receives a positive recognition slip will have his/her name put in a draw to win a prize. Students will be recognized through assemblies and bulletin boards highlighting “Student of the Month” based on our PBiS matrix.
Provide opportunities for students to develop self-esteem and make healthy choices	September 2014	We will provide programs such as Friends for Life, Fin’s Friends, D.A.R.E. for our elementary students. Secondary students will have opportunities to participate in

		girl's/boy's groups, G.A.M.E., YES program, Power of Being a Girl and wellness activities. Students from grades 5-12 will be taught social media skills.
Provide opportunities for students to serve the school and community	September 2014	Students will be given opportunities through the WE Team, Terry Fox Run, food drives, community cleanup, jump rope for heart, snow removal for senior citizens and teaching computer skills to community members.

Goal #3

To increase student engagement with their learning through the use of Project-based Learning (PBL) opportunities.

District Goal

Improve Literacy skills, kindergarten to grade 12
 Improve Numeracy skills, kindergarten to grade 12
 Improve the overall achievement results for aboriginal learners.

Rationale

The Provincial government recently set out their new policy direction in the BCEdPlan www.bcedplan.com which points educators toward instructional practices that are known to increase student engagement preparing them for a century where the competencies of critical thinking, creativity and collaboration are foundational skills. As well, staff members have noticed a decrease in student engagement at all levels. Based on the BCEdPlan and our own observations, we believe that shifting our focus to include more project-based learning in our teaching practice will result in greater student engagement.

Performance Indicators

- Attendance and Lates
- AI/Homework club referrals
- Effort marks
- Individual student's overall academic average from year to year

Performance Targets

- Attendance rates will improve by 2%.
- Number of "lates" will decrease by 2%.
- Number of AI referrals will decrease (month to month in year one)
- Number of students achieving effort honour roll will increase by 3%

2014-2017

Strategy/Structure	Start Date	Action
Determine students' preference of learning style	September 2014	Students in grades 5-12 will be given a multiple intelligence survey/questionnaire during the first week of school that will inform teachers of their preferred style of learning.
Create a coordinator position that focuses on increasing student engagement	September 2014	This person's role will be to examine data, gather input from students and staff on ways to increase student engagement. He/she will use staff meeting time and PLC time to give teachers strategies to increase student engagement.
Build collaborative learning environments for students.	September 2014	Students in grade 8/9 will be placed in a Project Based Learning course. Students will have choice with regard to topics they wish to learn about and how they present their learning.
Professional development and dialogue around the use of technology to enhance engagement	September 2014	Two school professional development days will be focusing on using technology to enhance student engagement. Teachers will be given the opportunity to have "hands on" learning. Release time will be given for teachers to develop their skills. Release time will be given for teachers to visit other teachers/schools that are using technology to increase student engagement.
Implement Student Presentations of Learning	January, 2015 June, 2015	Students will have opportunities to work alone and/or collaboratively. Students will be required to participate in a minimum of one presentation of learning by the end of the year. Parents and community members will be invited to presentations of learning.

Teachers use technology to post lessons/supports/student work to websites, facebook or blogs.	September 2014	Students will have access to teachers' notes, lessons, resources and video links from home. Teachers will use Remind 101, Jupiter grades to communicate with students and parents.
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Appendix A

Goal # 1

To improve student performance at all secondary school grade levels in mathematics.

1. Foundation Skills Assessment

FSA Math Grade 4 (percentages of students meeting expectation level)

	2010	2011	2012	2013	2014
Logan Lake	94	100	94	62	89
District	84	85	76	75	85
Province	67	68	68	68	68

Grade 4 averages over the past five years are excellent, with exception of 2013. In every other year, our students are constantly achieving a success level well above the district and provincial average.

FSA Math Grade 7 (percentages of students meeting expectation level)

	2010	2011	2012	2013	2014
Logan Lake	78	78	77	63	75
District	75	79	69	71	69
Province	62	60	63	63	63

Grade 7 values when compared to their equivalent cohort in grade 4 have seen a decline in average. Again, with the exception of 2013, we are close to or above the district average and well above the provincial average. We feel that we need to target our numeracy support and interventions at the grade 5-7 level. While a 90% average of students meeting expectations on the FSA might be a lofty goal, we feel that at least 85% of our students should achieve this.

2. Report Card Marks:

Grade 4-7 Students Achieving a C+ or Higher in Math

	2010	2011	2012	2013	2014
Gr 4	85	93	57	74	100
Gr 5	60	71	93	62	80
Gr 6	55	70	78	88	71
Gr 7	50	67	70	79	88

Overall, these levels suggest that our intermediate students have a good understand of mathematics.

Grade 8-12 Students Achieving a C+ or Better in Math

	2010	2011	2012	2013	2014
Gr 8	N/A	70	50	64	67
Gr 9	N/A	62	90	58	58
Gr 10	N/A	68	60	70	49
Gr 11	N/A	66	63	65	67

These results for grade 8, 9 and 11 students are based on first team report card

marks. Any students assigned an “I”(incomplete) was counted as not achieving a C+ or higher. The grade ten cohort completed the course during the first semester. We do not offer Math at the grade 12 level.

Where are We Now in Terms of our Past Goals?

- ❖ 90% of our students meeting or exceeding expectations on the FSA.
 - The goal is not met; grade 4 is currently at 89% and grade 7 at 75%
- ❖ 85% of our students in grade 4-7 achieving a C+ or better in Math.
 - This goal is not met at every grade level. The grade 4 and 7 cohorts are meeting this goal (100% and 88%). However, 80% of our grade 6 students have a C+ or higher.
- ❖ 85% of our students in grades 8-11 achieving a C+ or higher.
 - We are not close to achieving this goal at this point (using term 1 report card marks.) Furthermore, we have a negative trend line in terms of our secondary school achievement levels in math.
- ❖ To have 85% of our students report through satisfaction surveys that they are getting better at solving mathematical problems.
 - This goal was met; 100% of our grade 4 and 55% of our grade 7 students feel more confident in solving math problems.

As a staff, we are keeping our numeracy goal, as we start our new school improvement plan. As demonstrated by the data above, we have areas of concerns that need to be addressed. We are particularly concerned with the negative trend of declining marks, as our students enter secondary school.

Ministry of Education Satisfaction Survey

I am more confident in solving math problems than I was at the beginning of the year.

	2010	2011	2012	2013	2014
Logan Lake Gr. 4	72	70	74	82	100
District	75	71	75	73	77
Province	73	75	74	74	
Logan Lake Gr. 7	90	82	80	84	88

District	68	68	79	69	67
Province	66	68	67	68	

Upon reflection, our grade 4 and 7 students are experiencing increased confidence in the ability to solve mathematical problems. This is an important measure, as it indicates they believe they are getting better at solving mathematical problems.

Appendix B

Goal # 2

To focus on improving social responsibility for all students through a school-wide behavior support initiative.

School Survey:

Do you know how the school expects you to behave?

	2011	2012	2013	2014	
Grade 4	187	86	91	100	
Grade 5	92	89	89	92	
Grade 6	88	91	87	90	
Grade 7	95	90	91	91	
Grade 8	92	92	90	93	
Grade 9	89	95	94	92	
Grade 10	92	93	92	96	

Grade 11	88	90	93	91	
Grade 12	89	86	91	87	

Do you treat others with respect? (% Yes response)

	2011	2012	2013	2014	
Grade 4	91	92	89	91	
Grade 5	88	83	89	92	
Grade 6	90	90	85	90	
Grade 7	91	88	92	93	
Grade 8	97	92	90	91	
Grade 9	84	97	94	85	
Grade 10	87	81	95	97	
Grade 11	83	86	71	95	
Grade 12	94	85	82	75	

2. Behaviour Referrals

	2010-11	2011-12	2012-13	2013-14
Bullying	28	33	14	5
Disrespect	11	28	32	49
Physical Contact	48	40	43	34
Graffiti	3	2	1	3
Skippping				14
Non-Compliance	38	45	40	78

3. Total Number of Suspensions

YEAR	IN SCHOOL		OUT OF SCHOOL	
	K-7	Gr 8-12	K-7	Gr 8-12
2010/11	18	6	0	5
2011/12			0	0
2012/13	12	7	0	8
2013/14	N/A	5	0	9

4. Report Card (Intermediate Students) From the Category Considerate and Respectful of others

Grade 5-7 Report Cards ("G": Meeting Expectations)				
	2011	2012	2013	2014
Grade 5-7	74	NA	72	75

5. Number of POWER Ups received by Month (2014)

February	March	April	May	June
145	223	210		

Where are We Now in Terms of our Past Goals?

- To have over 90% of students report that they are aware of the school's expectations for behavior.
 - This goal is met by all students from grade 4-11. Our grade twelve students did not meet this goal on their report cards.
- To have over 90% of students indicate that they treats others with respect
 - Our grade 9 and 12 students did not meet this goal.
- To have the number of behavioral referrals decrease from year to year
 - We have baseline data from this year one of our PBiS implementation
 - Bullying reports and incidences have drastically declined
 - Referrals for non compliance and disrespect have increased (We feel as though this is because staff members were vigilant in enforcing rules in the areas of hats and cell phone usage)
 - 75% of our grade 5-7 Students receive a "G" for being considerate and respectful of others.
 - We met this goal.
- The staff will issue 100 POWER Ups per month
 - ✓ This goal was met for the school year of 2013-2014.

As a staff, we feel as though we have a great deal of work to do, in terms of helping our students make positive, healthy choices and treating others respectfully. We will continue to focus on teaching the behaviours of our PBiS matrix to students in every grade level and recognizing positive behaviour regularly.

Appendix C

Goal #3:

To increase student engagement with their learning through providing opportunities for students to participate in project based learning.

Attendance:

Number Of Absences		
Grades	2012-13	2013-14
K-4	831	785
5-7	301	824

Lates:

Number Of Lates		
Grades	2012-13	2013-14
K-4	167	147
5-12	243	1119

Homework Club Referrals 2013/2014:

	Jan	Feb	March	April	May	June
Grade 5	52	47	30	26		
Grade 6	42	41	29	25		
Grade 7	23	25	17	13		

We only had a homework club for grade 5-7 students this year. We have applied for Community Link funds to operate a Math Homework Club next year.

Effort Honor Roll:

Number Of Students			
2010/11	2011/12	2012/13	2013/14
30	N/A	26	21

How Are We Doing in Terms of our Past Goals?

- Attendance rates will improve (fewer students absent).
 - The school year of 2014-2015 will be the first year for this goal. This year's statistics will be used as baseline data.
- Number of lates will decrease. By 2%.
 - We are using this year's statistics as our baseline data.
- Number of homework club referrals will decrease month by month.
 - We met this goal during the 2013-2014 school year. We will use next year's data as baseline date (2014/15)
- Number of students achieving effort honor rolls will increase by 2%.
 - We saw a slight increase in the number of students achieving honour roll status in 2013-2014. Our goal is to increase the number of students achieving honour roll status in the 2014-2015 year by 3%.

The staff will use this information as baseline date for the 2014-2015 school year. We believe that providing students with more opportunities to participate in project based learning will increase student engagement, therefore, increasing attendance rates.

**Logan Lake Elementary & Logan Lake Elementary/Secondary
School
School Improvement Plan for 2013-2014**

Principal:	Vessy Mochikas	_____
Teacher:	Deb Endean	_____
Parent:	Rita Humphrey	_____
Parent:	Robin Smith	_____
Parent:	Dena Lunot	_____
Student:	Zackary Taylor	_____

Ratified by School Planning Council April 28, 2014

Ratified by School Staff: April 28, 2014

Ratified by School PAC: April 28, 2014