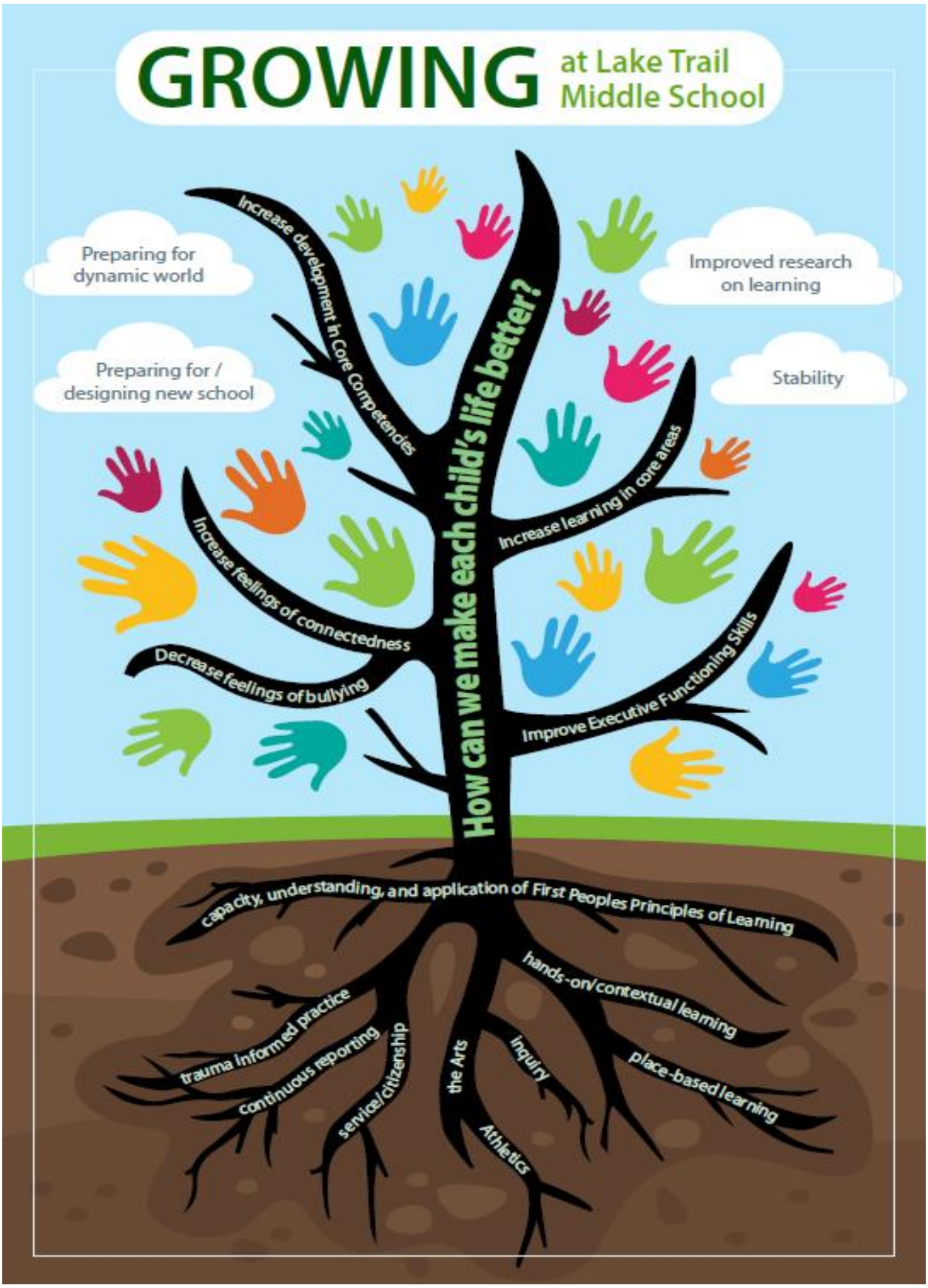

GROWING at Lake Trail Middle School
Preparing for dynamic world
Improved research on learning
Preparing for / designing new school
Stability
How can we make each child's life better?
Increase development in Core Competencies
Increase learning in core areas
Increase feelings of connectedness
Decrease feelings of bullying
Improve Executive Functioning Skills
capacity, understanding, and application of First Peoples Principles of Learning
hands-on/contextual learning
trauma informed practice
continuous reporting
service/citizenship
the Arts
inquiry
place-based learning
Athletics

July 3, 2019

Lake Trail Middle School Learning Plan
2018-2019

Context

Our building is 62 years old and considered the lighthouse of our community despite suffering considerable ambiguity about purpose over the past 13 years. In 2017 our Board of Education decided to move students registered in grade six into our school creating a 6-9 grade configuration. The transition of our school was very successful, and the Board of Education voted to keep the 6-9 grade configuration for at least 2 more years. Of our 329 students, 179 are registered in grades 6 or 7, and 150 are registered in grades 8 and 9.

We serve a community that is very diverse. We are fortunate that 1/3 of our student population has indigenous heritage. A significant percentage of our community struggle to meet the basic needs of their children and themselves. Some of our parents are very highly educated, many are not: some are involved in the lives and schooling of their children, many are not. All our parents want what's best for their children.

Other key parts of our context have been staff turnover (only 4 teachers from September 2016 are still working at our school; however, only two are new to our school this year) and the fact that we are building a new school due to open in September 2021. We also recognize the value of contemporary research about learning and the impact it needs to have as we prepare our students for a dynamic world. We recognize that we are all learners, and this guides our work, practice, and approaches.

Focus

How can we make each student's life better?

- We will increase the feelings of connectedness our students feel. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.
    - A significant subset of this is our strategy to reduce the feelings of bullying our students report.
- We will increase student learning in core areas (reading, writing, numeracy).
- We will increase each student's development of the Core Competencies.
- We will improve each student's Executive Functioning skills.

Through extensive consultation in the 2016-2017 school year with students, parents, and teachers and by looking at research and best practice examples, we developed a plan for the 2017-2018 school year to help us to be unique, valuable and attractive to our community. Drawing from this information and data collected throughout the past year (Health Canada's Canadian Student Tobacco Alcohol and Drugs Survey; Foundation Skills Assessment results organized by cohort; student, parent, and staff satisfaction surveys) our teachers and School Planning Council met and developed this focus for the school year. As we progressed through the school year we continued to collect feedback, data, and monitor our progress. In June, through consultation with our school community, we decided to continue the many initiatives we undertook and to keep our focus the same with some minor adjustments to our strategies.

July 3, 2019

Learning and Action

In the spring of 2017 we decided that the best way to meet our diverse student needs is by having 7 divisions of 6/7 split classes and 6 divisions of 8/9 split classes. Each teacher had a teaching partner and between them they were responsible for the learning of the 43 – 54 students they serve. Structurally, their rooms are either beside or across from each other and the teaming teachers have the same prep-time twice a week. We decided to continue with that structure this year as it was very successful. We also decided that the students going into grades 7 and 9 would remain with their homeroom teachers.

In addition to the experience we gained and the work we have done related to meeting the needs of 11-14 year olds, our teachers have actively sought professional development to become more skilled at supporting children who have experienced trauma and to integrate the First Peoples Principles of Learning. Many teachers have also been working on continuous reporting to support student growth and development mindful of our school district's Guiding Parameters for Assessment. Work in these areas will continue this year.

1. **We will increase the feelings of connectedness our students feel**. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.
    - We will reduce the feelings of bullying many of our students report feeling.
        - Through direct teaching and modelling, we will help students understand and prevent bullying.
        - We will be vigilant and active in addressing any bullying we are aware of.
        - Work with student council to create programs/awareness supporting student safety.
    - We will increase the connections our students have to their different communities
2. **We will increase student learning in core areas (reading, writing, numeracy**).
    - All students will be assessed for their reading proficiency in September and strategies will be developed to address areas of concern.
3. **We will increase each student's development of the Core Competencies**.
    - Each student will have an electronic portfolio where they will report on their growth and development in each of the six Core Competencies.
4. **We will improve each student's Executive Functioning Skills.**
    - Our Learning Support Teachers will provide tools and in-service for our staff focusing on developing these skills in their students.

Evidence

In order to assess our success, we plan to collect some base-line data through surveys, i.e. one in early October and one again in May. We will track participation rates of students in the many activities they will be offered. We will track our discipline rates, as we believe that as we improve our student's lives their behaviours will improve as well. We will track our attendance rates. Finally, we will use student self-assessment on the Core Competencies as a way to get feedback about how they are feeling about their own growth and development and about their time in our school.

July 3, 2019

1. We will increase the feelings of connectedness our students feel. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.
    - Attendance rates
    - Satisfaction survey
    - Participation rates in school events
    - Discipline Records
    - Cross-boundary requests
    - Retention rates
2. We will increase student learning in core areas (reading, writing, numeracy).
    - Demonstrated progress in each area by every child
    - Track completion of achievable goals
    - Observations of students taking pride in their work
3. We will increase each student's development of the Core Competencies.
    - E-portfolios by the students
    - Discipline records and counsellor accesses
    - Tracking our "Gotcha!" program
4. We will improve each student's Executive Functioning skills.
    - Self-assessments on different strands of Executive Functioning
    - Track individual growth/improvement in selected students

Reflect: How can we make each student's life better?

Before we can reflect, we should summarize the different things throughout the year that we did to achieve our goal.

1. **We will increase the feelings of connectedness our students feel**. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.

Focus	Actions	Measures
Building Connections	Provide our Indigenous students with additional support from our ISW's Embed authentic Indigenous activities and mindsets into what we do Target resources for our least engaged/connected students Increase student involvement and participation in planning and organizing	Observations Discussions with students Gov't surveys # of referrals to admin/counsellors Track Gotcha!

	elements of our school, i.e. Library, LTNC, Student Government Create safe places for kids, especially those that don't fit in More whole school/whole grade activities Jocelyn → whole class lessons in grades 6/7 – Resilience focus X-block – choice and voice – students choose SOC – Students of Concern presented at Monday morning meetings Use outdoors to play active games – let kids play Board Games – encouraging kids to play together Student run interest groups Recognizing inclusive, respectful behaviour Use cross-curricular problem solving, project-based inquiry approach to learning Communicate plans (safety, IEPs, etc.) Homerooms – community building activities, food, etc. Increase the sense of community our students feel	Observe feelings of staff satisfaction re: communication Tracking attendance rates
Reduce feelings of bullying our students experience	Workshops by Jocelyn in all classes – empathy, conflict resolution, Class meetings – aim for consistency – find and address events in our school and draw connections Coverage for teachers to deal with interpersonal skill development with students	Observations Discussions with students Gov't surveys # of referrals to admin/counsellors Track number of issues and student growth

	Being proactive and having conversations about how to work through things – upstream actions Create safe places for kids, especially those that don't fit in More whole school/whole grade activities - No Time for That Assembly Jocelyn → whole class lessons in grades 6/7 – Resilience focus Teaching skills for conflict resolution Recognizing inclusive, respectful behaviour	
Increase the connections our students have to their different communities	Homerooms – Homeroom Teams – Grade groups – School - Winter Feast - Indigenous Spring Feast Teams, clubs, etc. - Cross-country - Volleyball - Basketball - Track and Field - Dungeons and Dragons - Destination Imagination - Student Council - Improv Broader community - Soup Kitchen - EDAS - Christmas Hampers	Measure of how many students participate in our teams/clubs

2019 Satisfaction Survey Results – connections

Is school a place where you feel like you belong? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	44%	40%			
7	27%	32%			
8	28%	27%			
9	33%	35%			

How many adults do you think care about you at your school? Response of "2 or more adults"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	81%	54%			
7	63%	51%			
8	67%	59%			
9	72%	68%			

Do you feel welcome at your school? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	56%	60%			
7	38%	47%			
8	46%	31%			
9	31%	46%			

Are your questions valued and welcomed by the adults in your school? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	51%	56%			
7	32%	44%			
8	56%	37%			
9	34%	48%			

Are you learning about First Nations at school? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	62%	46%			
7	63%	66%			
8	58%	65%			
9	43%	68%			

Are you learning about how people change our environment? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	54%	80%			
7	58%	82%			
8	70%	73%			
9	60%	72%			

I can make a difference in my community. Responses of "agree – strongly agree"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6					
7	36%	37%			
8	30%	32%			
9	27%	28%			

2019 Satisfaction Survey Results – bullying

Do you feel safe at school? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	59%	71%			
7	52%	52%			
8	56%	55%			
9	42%	48%			

Have you ever felt bullied at school? Responses of "never – few times"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	57%	56%			
7	60%	54%			
8	63%	65%			
9	53%	63%			

Cross Boundary Requests:

Cross Boundary Requests out – by current year grade					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6					
7	11	13			
8	17	10			
9					

Cross Boundary Requests in – by current year grade					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6		1*			
7	1	5			
8		3			
9					

*this number does not include students who have transferred to our Life Skills program

2. **We will increase student learning in core areas (reading, writing, numeracy**).

Focus	Examples	Measures
Improve student learning in core areas	Using Universal Design for Learning Continue early intervention strategies Continue to meet students where they are in their development rather than their age Monitor list – achievable goals Add Jana, Nicole, Justin, Joel, Jocelyn and Nicole to e-portfolios Use cross-curricular problem solving, project-based inquiry approach to learning	Track completion of achievable goals Observing students taking pride in their work Data from GP Vanier

Results

Over the past two years we have reduced the number of students considered as "emerging" in Reading by 5%; in Writing by more than 50%; and in Numeracy by 20%.

2019 Satisfaction Survey

I feel I am getting better at math. Responses of "agree – strongly agree"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	53%	59%			
7	44%	55%			
8	49%	32%			
9	52%	41%			

I feel I am getting better at reading. Responses of "agree or strongly agree" with this statement					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	61%	62%			
7	58%	48%			
8	61%	47%			
9	44%	48%			

I feel I am getting better at writing. Responses of "agree or strongly agree" with this statement					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	49%	59%			
7	60%	59%			
8	59%	53%			
9	49%	60%			

3. **We will increase each student's development of the Core Competencies**.

Focus	Examples	Measures
Increase development of the Core Competencies for every child	Increase metacognition through ownership of language and awareness Teaching skills for conflict resolution Recognizing inclusive, respectful behaviour Increase explicit/transparent instruction connecting Core Competencies – increase awareness and understanding Use Core Comp grid (Annie has it) and posters Have students create Core Comp posters and post around school Connect the Core Competencies to success	# of students sent to the office/see counsellor Surveys Track Gotcha! Students will be able to identify what Core Competencies they are working on and how they are doing How many of our students participate in the District Inquiry Fair

2019 Satisfaction Survey

Are you helped to understand how you can improve your learning? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	65%	67%			
7	56%	67%			
8	80%	52%			
9	59%	75%			

Do you get to work on things you are interested in as part of your schoolwork? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	45%	45%			
7	42%	61%			
8	58%	54%			
9	49%	57%			

Are you taught to take ownership or control of your learning? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	48%				
7	39%	48%			
8	56%	50%			
9	57%	52%			

Do you have chances to show your learning in different ways? Responses of "sometimes – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	64%	60%			
7	62%	70%			
8	77%	63%			
9	70%	82%			

Does school make you feel stressed or worried? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	37%	29%			
7	41%	42%			
8	33%	52%			
9	46%	47%			

Do you feel good about yourself? Responses of "most – all of the time"					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	37%	52%			
7	36%	34%			
8	45%	45%			
9	28%	45%			

How many times a week do you eat breakfast? Responses that they do that everyday.					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	50%	56%			
7	38%	41%			
8	45%	35%			
9	41%	35%			

How many times a week do you eat fresh vegetables? Responses that they do that everyday.					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	31%	36%			
7	35%	28%			
8	28%	43%			
9	29%	27%			

How often, usually, do you get a good night's sleep? Response that they get 3 or more/week.					
Grade	**2018**	**2019**	**2020**	**2021**	**2022**
6	21%	n/a			
7	52%	57%			
8	29%	52%			
9	39%	55%			

4. Improve each child's Executive Functioning skills

Focus	Examples	Measures
Improve each child's Executive Functioning skills	Take more time daily for organizing, planning, and follow-through – model and reinforce it Have school and/or grade-wide strategies that everyone uses – use direct teaching for all: do not assume Tickets for supplies – left over tickets for draw Set kids up ahead of time by getting all the excess stuff in the classroom. Use Do Mats (Haz Mat, Strat Plan, TBD)	Survey for self-reporting Self-assessment on different strands of EF – compare T1 students to T4 students in Lance's class Track progress Track individual growth/improvement in selected students Students in the Photography classes. At the beginning of the semester, students are

	Planning Mat with goals and using calendars Lance teaching as Exploratory for students in 6/7 Use the student self report in Sept and June – put in e-portfolio Discrete instruction of skills to support EF Add Jana, Nicole, Justin, Joel, Jocelyn and Nicole to e-portfolios Tiered lessons Note-taking skills "Do Mats" Avoiding redundant redundancies Modelling organized behaviour Printed visual on door – 'Do you have…' Use Gotcha! for targeted actions for a monthly draw (class and then put in for school wide)	given lessons on how, why and where to shoot photos. They are then told that they will have limited freedom and autonomy throughout the term, (except for critique, field trip and lesson days), as to how they spend their time in Photography. They are initially given explanations as to the expectations of shooting days, (autonomous motivation and production), and start out shooting by observation. As the class progresses students are encouraged to evolve their photographic understandings into construction of photos, rather than by chance and observation. This requires planning, props and setting up shoots with partners outside of class time etc. which all must be appropriately planned and considered beforehand for it to work properly.

Results

- 2 questionnaires where provided to the staff, sept 2018 and spring 2019
- 6 staff members completed the survey
- significant improvements where noted in classrooms where multiple EF strategies were part of classroom routine (improvements in scores from 28-36 points)
- little to no improvement in EF was noted in classrooms that did not use many class wide strategies (improvement in scores from 1-8 points)
- classrooms that were more successful had daily routine, explicit expectations and instructions, supported students with organization, lists and checklists, and seemed to focus on EF strategies that fit with their teaching style.

Narrative: While our Inquiry is clear and our strategies to guide our learning and actions are aligned, there are some other engines that are important to our learning community.

The Arts are important to our community and we will continue to increase student access to them (visual, musical, dramatic, creative, and technical).

Having hands-on and contextual learning is powerful and we are working to create as many opportunities for this to happen as possible.

We have the great fortune to be located beside a pristine forest with a salmon bearing stream running through it, in a community with many opportunities within walking distance. We strive to take advantage of our location to enhance student learning and improve environmental connections.

Service and citizenship are important parts of our work as they help us develop kind, caring youth.

We are constantly working to integrate the First Peoples Principles of Learning in our daily work, not only because we recognize the need to integrate Indigenous awareness and understanding into our work, but because the Principles are good practice.

Many in our school community have experienced trauma and our staff have committed to becoming more trauma aware and to continue our growth towards trauma informed practice.

This year we were committed to continuous reporting for all students as it supports greater student growth and development.

Finally, we used inquiry as a dominant pedagogy supporting our learning community. We recognize that we are all learners and inquiry is a cornerstone for learning. We used the Spirals of Inquiry to guide our professional inquiry and a variety of inquiry/design process models to guide our student inquiries.

Please do not hesitate to contact me if you have any questions, comments, or suggestions.

Respectfully submitted,

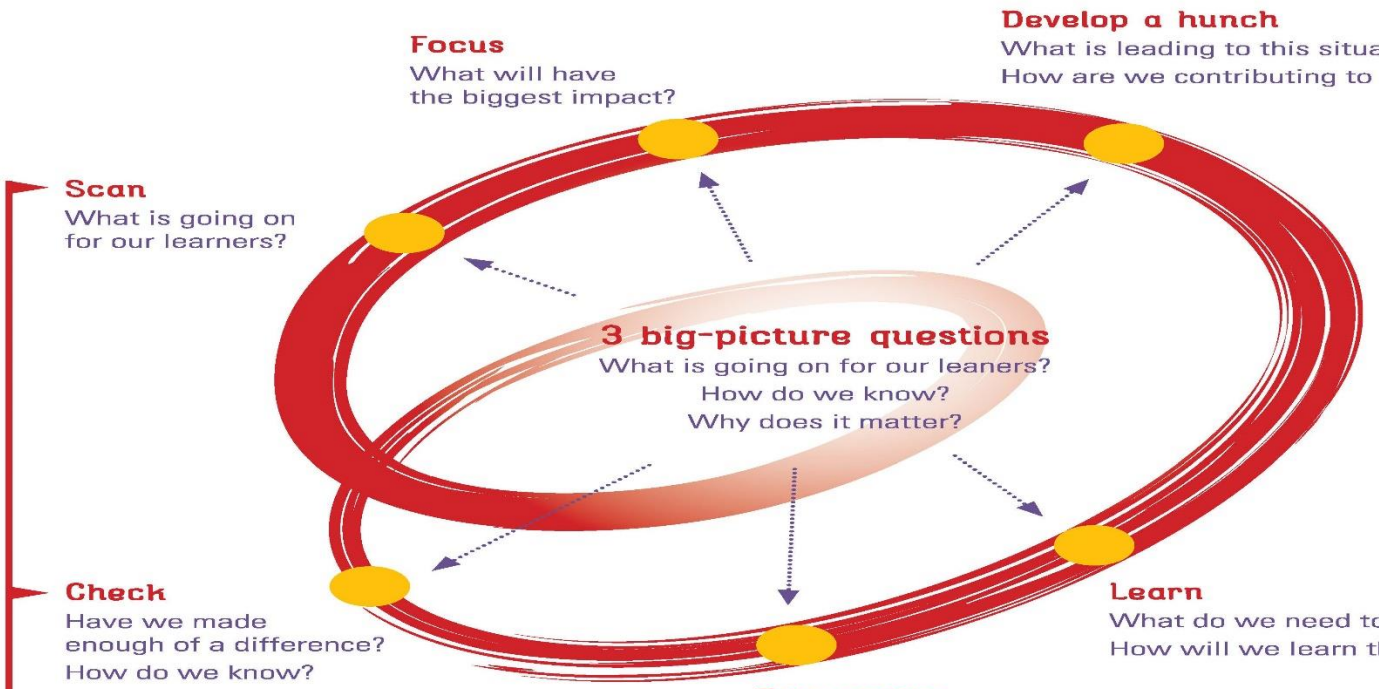
Gerald Fussell,

Principal,

Lake Trail Middle School.

July 3, 2019

the **spiral of inquiry**



4 key questions for learners

Can you name two people in this setting who believe you will be a success in life?

What are you learning and why is it important?

How is it going with your learning?

What are your next steps?

Inquiry
is about being open to new learning and taking informed action.