



LAKE TRAIL MIDDLE SCHOOL PLAN (LAKETRAIL) EDUCATIONAL EXCELLENCE

Goal	Update	Current Completion
Encourage and support staff innovative practices in education (Lake Trail): 100%		50% 50 / 100% 14% ahead
↳ We will support Inquiry Learning Teams within our school and in our Family of Schools.: 100%	Gerald Fussell: In consultation with our Family of Schools we set up a Team and then channels for each of the 6 common themes we have. This allows teachers and EA's to work together across schools on developing their capacities in the six areas. <i>12/18/2020</i> Gerald Fussell: Collected base-line data in the fall for reading, writing, numeracy, communication, collaboration, critical thinking, creative thinking, personal awareness and responsibility, positive personal and cultural identity, social awareness and responsibility. <i>12/17/2020</i>	50% 50 / 100% 14% ahead
Foster a climate that supports real-world connections with learning (Lake Trail): 100%		50% 50 / 100% 14% ahead
↳ Increase feelings of connectedness.	Gerald Fussell: Despite the restrictions of Covid19, our learning community was able to figure out a way to have our annual Winter Feast to celebrate our community together heading into the holiday season. <i>12/18/2020</i>	25% 9% ahead

→ Improve environmental awareness, connections, and stewardship.

Gerald Fussell:

We held a holiday market that was designed to practice environmental awareness, raise awareness and understanding. All items were hand crafted using natural materials and marketed electronically.

12/18/2020

Gerald Fussell:

1. Unit on human impact on the environment that will include a debate
2. School clean-up – “Adopt-an-area”
3. Water bottle collective and sustainability
4. Salmon viewing at creek in forest
5. Studied Morrison creek and other lampreys, created Lampreys and developed a front hallway display.
6. Heavily valued outdoor education principles with continuous time in the forest.
7. Student disc golf mapping project, creating a complete course map.
8. water bottles and students designing of the logo. Go Lampreys.

12/17/2020

25%
9% ahead

→ Increase and improve our connections with our various communities.

Gerald Fussell:

Being conscious of Covid19 health and safety guidelines, we have started offering some key clubs and associations: Boys Club 6/7 and 8/9; Girls Club 6/7 and 8/9; and our GSA's 6/7 and 8/9.

12/18/2020

25%
9% ahead

→ Improve and increase our connections within our extended community.

Gerald Fussell:

1. Participate in Christmas Hamper program
2. Food to Share Bin
3. Winter Feast for school community
4. Contribute to the EDAS project by making cards and envelopes
5. Cross-curricular Holiday Market for Charity
6. Worked with environmentalists, Comox Valley Disc Golf Club, and Morrison Creek Streamkeepers to establish the first nine holes of Disc Golf Course
7. school yard clean-up: getting outside and connecting to the greater community
8. “on the go” fruit program
9. Fresh to you fundraiser
10. LTCES cook at home dinner kits

12/17/2020

Gerald Fussell:

Students in grades 8/9 went into our community to glean apples and make them into juice for use inside our school.

10/22/2020

25%
9% ahead

→ Improve and increase our connections within our homerooms. Gerald Fussell:

1. Have class check-ins or meetings almost everyday
2. We talk about current events, create a sharing circle and discussed real world issues, student's passions and problems in a safe environment.
3. Celebrate birthdays with donuts and song
4. Students have rotational seating plans
5. Day to day, they are seated with different partners
6. Decorate our class
7. Plan spirit week for Christmas and share with rest of school
8. Elf-on-shelf
9. Secret Santa
10. Christmas tree
11. Artwork hung together
12. Classroom trees
13. Gingerbread houses
14. Decorations
15. Holiday robots
16. Respectful dialogue in non-traditional groups (community building)
17. Reflection of student identity – less my room more their/our space
18. Student ownership
19. Lots of stuff around the room
20. Using homeroom time to foster connectedness (group and individual)
21. Cohort wide playlist with each student having a choice
22. Due to our gym availability/schedule, each class has one extra block per week dedicated to emphasizing feelings of connectedness within the respective home room.
23. Comprehensive student-led conferences and parent-teacher interviews to increase transparency and connectedness between home and school.
24. Planning a gesture of gratitude to a staff member
25. class decorating for winter feast
26. Daily current events/news discussions
27. Minecraft challenges, completing a common goal as a group
28. Classroom code of conduct

12/17/2020

29%
13% ahead

↳ **Improve and increase our connections within our school - Inclusion for all.** Gerald Fussell:

1. Choice in PE (multi-level choice)
2. Playing chess and other games with students
3. Multi-leveled work
4. Students choose where to work (stand-up desks, bubble, laptops)
5. Have choice on how they will present their stories (Toontastic, Voice-to-text, written, typed)
6. Students have choice on how they will write their stories (some will write their own story, some will use a story generator, some will work on an old story and make it better, some will use The Blended Structure and Style and rewrite a fable)
7. Students will sometimes play games with student who need to work on social interactions
8. Opportunities to connect with similar interests during x-block
9. Learning Sla hal and connecting with indigenous community
10. Using Teams for lessons and communications so that when students are away, they can stay connected and know what to do
11. David Dawson and Jenna Flint contributions and activities (Sla hal, Orange Shirt Day, Beading, etc.)
12. Noting small improvements and celebrating them
13. Youth in Reconciliation to determine actions that can be taken on a personal level and within the community to **improve connectedness**
14. Understand social identity as it applies to their **connection within the community** and personal **mental health** (Where do I fit? Who am I?)
15. Use of multiple spaces
16. X block allows all classes in our cohort to mix and feel like part of a larger group
17. Taking opportunities to collaborate with our Indigenous Support staff
18. Providing A/V support for school-wide events and initiatives
19. LST support to work on reading and math skills
20. Small group/ individual support for reading and math skills (mathletics)
21. Writing workshop unit (responsive to lagging skills indicated on a previous assignment)
22. Being aware of students in need, taking the time to have their voices heard
23. Alternative physical education options for students uncomfortable with sports. (ex: forest walks, outdoor gym equipment, and alternative field activities)
24. accessing outside agencies: John Howard Society on Fridays, CYMH, LTCES, LTCC. Peace program
25. GSA, girls and boys groups: connection
26. contact and collaboration with connections between teachers and students online
27. Computers and internet access through the Wachiy Centre
28. Zone offering smaller group cooking and gym
29. walking field trips in the community (higher than past years)
30. kids in the Zone are building connections on community outings: purchasing items to craft
31. building awareness around differences and self-regulation: presentations in classes by Sarah D
32. Connecting with students that have anxiety around school
33. Many staff have completed or are working on Jody Carrington's course

12/17/2020

Gerald Fussell:

Bought each staff member a mask prepared by local indigenous artists through I-Hos Gallery.

12/17/2020

Include Indigenous knowledge and perspectives into teaching and learning (Lake Trail): 100%

25%
9% ahead

50%
50 / 100%
14% ahead

↳ Improve and increase our connections within our school - Inclusion for all.

Gerald Fussell:

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12/17/2020

Gerald Fussell:

Bought each staff member a mask prepared by local indigenous artists through I-Hos Gallery.

12/17/2020

25%
9% ahead

Provide ongoing professional development (Lake Trail): 100%

↳ Every staff meeting is focused on Professional Development.: 100%

50%
50 / 100%
14% ahead

50%
50 / 100%
14% ahead

Gerald Fussell:

1. Have the agenda on the white board
2. Have items needed for the day on the white board
3. Students keep their work in bins
4. SET BC iPads
5. Ready, do, done
6. Planners
7. Daily, monthly schedule duo-tangs
8. e-portfolios
9. organization strategies and supports
10. plan of the day
11. LST à timers
12. Consistency and routine
13. Teachers modeling resiliency
14. Use of TEAMS to organize assignments and manage time
15. Weekly/biweekly binder organization
16. Daily agenda
17. Timers of activities to increase task initiation
18. Lesson à assignment à work à ticket out the door
19. More direct instruction
20. Emphasis on “skills you will need to do what you want”
21. Emphasis on procedures for accessing and submitting materials through Teams (i.e. process embedded in the assignments)
22. Increased transparency, communications with parents
23. Tutoring parents on accessing Teams and assignments
24. Self reflections with goal setting assignments
25. Self assessments across multiple classes
26. Journaling to increase self-awareness
27. Chunking projects into smaller assignments
28. Use of visual timer to show the amount of time left to complete the task (in class)
29. Checklists on assignments to support planning and organization
30. Detailed rubrics for assignments to help students meet criteria
31. Visual reminders for class behavior, class schedule, and weekly schedule (a student-friendly version of our own WAAG for the overhead)
32. Explicit learning goals for lessons and examples of completed assignments
33. continue emphasis on using Teams to access assignments
34. Modern Languages: Students creating “map to completion” organization tools
35. previous notetaking exercises to be used to teach study skills for final test
36. organization skills: bins, duo-tangs, collation of several assignments
37. executive functioning skills boost classroom based
38. in-class support for executive functioning during reading boost and languages blocks
39. updated visual supports in classrooms
40. Classroom profiles with a focus on executive functioning skills/development
41. Supporting and streamlining organizational skills in classrooms
42. on-line learners building monthly schedules

12/17/2020

Gerald Fussell:

One of our cohorts (673/674) are piloting a use of planners for this year.

10/22/2020

25%
9% ahead

25%
9% ahead

Goal	Update	Current Completion
<p>Continue to foster a positive working relationship with Community Collaborative and Early Learning Partners (Lake Trail): 100%</p>		<p>50% 50 / 100% 16% ahead</p>
<p>→ Increase feelings of connectedness.</p>	<p>Gerald Fussell: Despite the restrictions of Covid19, our learning community was able to figure out a way to have our annual Winter Feast to celebrate our community together heading into the holiday season. <i>12/18/2020</i></p>	<p>25% 9% ahead</p>
<p>→ Improve environmental awareness, connections, and stewardship.</p>	<p>Gerald Fussell: We held a holiday market that was designed to practice environmental awareness, raise awareness and understanding. All items were hand crafted using natural materials and marketed electronically. <i>12/18/2020</i></p> <p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Unit on human impact on the environment that will include a debate 2. School clean-up – “Adopt-an-area” 3. Water bottle collective and sustainability 4. Salmon viewing at creek in forest 5. Studied Morrison creek and other lampreys, created Lampreys and developed a front hallway display. 6. Heavily valued outdoor education principles with continuous time in the forest. 7. Student disc golf mapping project, creating a complete course map. 8. water bottles and students designing of the logo. Go Lampreys. <p><i>12/17/2020</i></p>	<p>25% 9% ahead</p>
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<p>→ Improve and increase our connections within our extended community.</p>	<p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Participate in Christmas Hamper program 2. Food to Share Bin 3. Winter Feast for school community 4. Contribute to the EDAS project by making cards and envelopes 5. Cross-curricular Holiday Market for Charity 6. Worked with environmentalists, Comox Valley Disc Golf Club, and Morrison Creek Streamkeepers to establish the first nine holes of Disc Golf Course 7. school yard clean-up: getting outside and connecting to the greater community 8. “on the go” fruit program 9. Fresh to you fundraiser 10. LTCES cook at home dinner kits <p><i>12/17/2020</i></p> <p>Gerald Fussell: Students in grades 8/9 went into our community to glean apples and make them into juice for use inside our school. <i>10/22/2020</i></p>	<p>25% 9% ahead</p>

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12/17/2020

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12/17/2020

25%
9% ahead

(LAKETRAIL) ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

Goal	Update	Current Completion
Align outdoor and environment learning opportunities for long-term sustainability (Lake Trail): 100%		50% 50 / 100% 14% ahead

Gerald Fussell:

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12/18/2020

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12/17/2020

Support the establishment and augmentation of the school garden projects (Lake Trail): 100%

25%
9% ahead

50%
50 / 100%
14% ahead

Gerald Fussell:

Have been working on planning and redesigning our new School Garden space. We provided this letter of support:

Date: December 17, 2020

Re: Lake Trail Community Middle School support for Garden Funding Application

To whom it may concern:

As principal of our community school for the past five years I have had the pleasure of working with Lake Trail Community Education Society to meet some of the needs of our students. We serve a low socio-economic community that has all the trappings of poverty that implies. Our learning community's goal for the past four years has been to improve the lives of every child. One of the ways we do this is by feeding them and by helping them understand the importance of healthy eating. We have done this through several approaches.

We hired a highly qualified person to run our concession with the mandate that we will raise the nutritional value of the food while keeping the costs as low as possible. We offer hot lunches four out of five days a week, and Lake Trail Community Education Society provides a free salad bar – with food produced as locally as possible – every Wednesday. Within this, we deny no child food and formally feed one-third of our students at no cost to them or their families. Where possible we use produce from our school garden in our concession program.

All our students in grades six and seven take a course in food literacy and all of our students in grades eight and nine have the option of taking several courses related to food literacy. These courses use our school garden extensively. In addition to these courses, our students also use our school garden when they are studying various themes in the Sciences, Social Studies, Art, and Math. Integrated with these studies are teachings about food security, environmental impact, and social responsibility.

The third piece of this work to improve the life of each child is our school garden itself: it really is at the centre of our school and consciousness. From the aesthetic – many students do their work in there and choose it when socializing with friends – to the practical – many students and families enjoy fresh snacks from the garden – our school garden provides mental and nutritional support for our community. In addition to this, having the garden allows for us to have students develop their skills of garden husbandry which they then transfer to their own homes.

With the construction of our new school, we have been very mindful to make sure our school garden continues to be a central part of our learning community; however, we are looking to learn from other gardens and increase its utility and potential for supporting healthier lifestyles. In the expanded garden and orchard, we are hoping to have a teaching area, out-door kitchen, greenhouse, and advanced composting facilities for our community to use, but we cannot do this alone.

The support we get from Lake Trail Community Education Society enriches the support we can offer our students and families. Any help or support you can offer them for this initiative will be very much appreciated and very well used. Please do not hesitate to contact me if you have any questions, comments, suggestions, or concerns.

12/18/2020

50%
50 / 100%
14% ahead

(LAKETRAIL) PHYSICAL HEALTH AND MENTAL WELL-BEING

Goal	Update	Current Completion
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Continue the Work to Wellness program (Lake Trail): 100%	50% 50 / 100% 14% ahead
Continue to build capacity in sexual health education (Lake Trail): 100%	50% 50 / 100% 14% ahead
Implement a district-wide mental health initiative (Lake Trail): 100%	50% 50 / 100% 14% ahead
<ul style="list-style-type: none"> ↳ Improve student health. 	25% 9% ahead
<ul style="list-style-type: none"> ↳ Improve emotional wellness. <p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Have a place for students to go when they are having a tough day 2. Mindfulness and mindskills 3. Using Inner Explorer 4. Art as therapy 5. A sense of student personal identity 6. mindfulness activity and outdoor exercise in outdoor ed <p><i>12/17/2020</i></p>	25% 9% ahead
<ul style="list-style-type: none"> ↳ Improve digital wellness. <p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Creating more spaces for tech-free activities 2. Propaganda investigations to improve student health around social media – this is ongoing and will continue into December 3. Completion of CTRL-F Media Literacy unit 4. Cell phone education and the effects on the brain while studying with a phone 5. Tree octopus (fake news) study <p><i>12/17/2020</i></p>	25% 9% ahead
<ul style="list-style-type: none"> ↳ Improve environmental awareness, connections, and stewardship. <p>Gerald Fussell: We held a holiday market that was designed to practice environmental awareness, raise awareness and understanding. All items were hand crafted using natural materials and marketed electronically.</p> <p><i>12/18/2020</i></p> <p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Unit on human impact on the environment that will include a debate 2. School clean-up – “Adopt-an-area” 3. Water bottle collective and sustainability 4. Salmon viewing at creek in forest 5. Studied Morrison creek and other lampreys, created Lampreys and developed a front hallway display. 6. Heavily valued outdoor education principles with continuous time in the forest. 7. Student disc golf mapping project, creating a complete course map. 8. water bottles and students designing of the logo. Go Lampreys. <p><i>12/17/2020</i></p>	25% 9% ahead

<p>→ Improve mental wellness.</p>	<p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Have fun 2. Having class meetings to allow opportunity for safe space to ask question and talk 3. Mental Health projects 4. Propaganda posters – student mental health 5. Understand social identity as it applies to their connection within the community and personal mental health (Where do I fit? Who am I?) 6. Understanding concepts of human behaviour and basic concepts of modern psychology 7. Focusing on topics related to mental health issues relating to adolescence. 8. sharing learning about mental illness with each other during class-wide gallery walks <p>12/17/2020</p>	<p>25% 9% ahead</p>
<p>→ Improve nutrition and food literacy.</p>	<p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Make sure students have food 2. Utilize school breakfast program 3. Check student eating habits and needs 4. Healthy meals provided through our concession <p>12/17/2020</p> <p>Gerald Fussell: One of our 8/9 cohorts ran a Fresh to You fundraiser that matched what we purchased with an equal amount for our needy families.</p> <p>10/22/2020</p>	<p>25% 9% ahead</p>
<p>→ Improve physical literacy and health.</p>	<p>Gerald Fussell:</p> <ol style="list-style-type: none"> 1. Physical activity five days a week 2. Focusing on sexual health 3. Outdoor activities 4. Added extra PE opportunities whenever possible <p>12/17/2020</p>	<p>25% 9% ahead</p>

(LAKETRAIL) ALIGNING LOCAL CURRICULUM TO PROVINCIAL STANDARDS

Goal	Update	Current Completion
<p>We are focusing on student self-assessment of Core Competencies.: 100%</p>	<p>Gerald Fussell: All homeroom teachers have had the students self-report on all 7 Core Competencies.</p> <p>11/05/2020</p>	<p>50% 50 / 100% 14% ahead</p>

(LAKETRAIL) SOCIAL EMOTIONAL LEARNING

Goal	Update	Current Completion
<p>One of our primary goals is supporting student health.: 100%</p>		<p>50% 50 / 100% 14% ahead</p>
<p>Improve student health.</p>		<p>25% 9% ahead</p>

→ Improve emotional wellness.

Gerald Fussell:

1. Have a place for students to go when they are having a tough day
2. Mindfulness and mindskills
3. Using Inner Explorer
4. Art as therapy
5. A sense of student personal identity
6. mindfulness activity and outdoor exercise in outdoor ed

12/17/2020

25%
9% ahead

→ Improve digital wellness.

Gerald Fussell:

1. Creating more spaces for tech-free activities
2. Propaganda investigations to **improve student health** around social media – this is ongoing and will continue into December
3. Completion of CTRL-F Media Literacy unit
4. Cell phone education and the effects on the brain while studying with a phone
5. Tree octopus (fake news) study

12/17/2020

25%
9% ahead

→ Improve environmental awareness, connections, and stewardship.

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12/17/2020

25%
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3. Mental Health projects
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5. Understand social identity as it applies to their **connection within the community** and personal **mental health** (Where do I fit? Who am I?)
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8. sharing learning about mental illness with each other during class-wide gallery walks

12/17/2020

25%
9% ahead

→ Improve nutrition and food literacy.

Gerald Fussell:

1. Make sure students have food
2. Utilize school breakfast program
3. Check student eating habits and needs
4. Healthy meals provided through our concession

12/17/2020

Gerald Fussell:

One of our 8/9 cohorts ran a Fresh to You fundraiser that matched what we purchased with an equal amount for our needy families.

10/22/2020

25%
9% ahead

→ Improve physical literacy and health.

Gerald Fussell:

1. Physical activity five days a week
2. Focusing on sexual health
3. Outdoor activities
4. Added extra PE opportunities whenever possible

12/17/2020

25%
9% ahead

(LAKETRAIL) INQUIRY LEARNING

Goal	Update	Current Completion
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Our teacher professional development is driven by inquiry using the Spirals of Inquiry model and all homeroom teachers use inquiry as a delivery model throughout the year.: 100%

Gerald Fussell:

We submitted our Spirals Learning Plan to NOIE.

Inquiry Team Members (Names and Emails)	
	Our entire staff
Type of inquiry	
	NOIE
Grade levels addressed through inquiry	
	<ul style="list-style-type: none"> • Intermediate (4-7) • Secondary (8-12)
Focus Area: Please summarize in a few words (one sentence) the specific focus for your inquiry. This does NOT need to be framed as a question.	
	How do we use the move into a new building to improve inclusion?
Scan & Focus: In two to four sentences, explain how your team determined the focus for your inquiry. For example, how did your team engage in the scanning phase of the Spirial of Inquiry to help determine the inquiry focus? What questions did you ask to find out what's going on for your learners? What did you learn as a result?	
	Our team has been built over the past 5 years around a Spirals model of Inquiry. Each year we scan, focus, develop our hunches, learn, take action, and then review our work to set our questions for next year. This past year we focused on increasing our awareness and understanding of inclusion. This year we are activating our learning as we practice, experiment, and learn what supports success as we prepare to move into a new building. This spring we will apply that learning, develop a plan, resource, and then move into a new building for September 2021. Our priority is to capitalize on this opportunity to improve our work on inclusion.
New professional learning: In two to three sentences let us know about the new areas of professional learning you plan to explore connected to your focus area. Be as specific as possible.	
	We will be looking at the use of space, structural messaging, and school culture building to create a wholly inclusive new school while serving our same community.

12/18/2020

50%
50 / 100%
14% ahead

Goal	Update	Current Completion
Complete Community Links Form (Lake Trail)		50% 14% ahead