



47
GOALS

100%
GOAL COMPLETION

LAKE TRAIL MIDDLE SCHOOL PLAN
(LAKETRAIL) EDUCATIONAL EXCELLENCE

Goal	Update	Current Completion																																																																							
Encourage and support staff innovative practices in education (Lake Trail): 100%		100% 100 / 100%																																																																							
<p>↳ We will support Inquiry Learning Teams within our school and in our Family of Schools.: 100%</p> <p>NEW Gerald Fussell: Attached is the data we collect to inform our planning and decision making. 06/08/2021</p> <p>NEW Gerald Fussell: I feel I am getting better at math. Responses of "agree – strongly agree"</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>53%</td> <td>59%</td> <td>62%</td> <td>49%</td> <td></td> </tr> <tr> <td>7</td> <td>44%</td> <td>55%</td> <td>61%</td> <td>60%</td> <td></td> </tr> <tr> <td>8</td> <td>49%</td> <td>32%</td> <td>41%</td> <td>47%</td> <td></td> </tr> <tr> <td>9</td> <td>52%</td> <td>41%</td> <td>58%</td> <td>47%</td> <td></td> </tr> </tbody> </table> <p>I feel I am getting better at reading. Responses of "agree or strongly agree" with this statement</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>61%</td> <td>62%</td> <td>55%</td> <td>56%</td> <td></td> </tr> <tr> <td>7</td> <td>58%</td> <td>48%</td> <td>57%</td> <td>58%</td> <td></td> </tr> <tr> <td>8</td> <td>61%</td> <td>47%</td> <td>29%</td> <td>59%</td> <td></td> </tr> <tr> <td>9</td> <td>44%</td> <td>48%</td> <td>44%</td> <td>39%</td> <td></td> </tr> </tbody> </table> <p>I feel I am getting better at writing. Responses of "agree or strongly agree" with this statement</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	2018	2019	2020	2021	2022	6	53%	59%	62%	49%		7	44%	55%	61%	60%		8	49%	32%	41%	47%		9	52%	41%	58%	47%		Grade	2018	2019	2020	2021	2022	6	61%	62%	55%	56%		7	58%	48%	57%	58%		8	61%	47%	29%	59%		9	44%	48%	44%	39%		Grade	2018	2019	2020	2021	2022							100% 100 / 100%
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6	49%	59%	41%	43%	
7	60%	59%	60%	64%	
8	59%	53%	36%	56%	
9	49%	60%	52%	49%	

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%	72%	36%	
7	56%	67%	75%	54%	
8	80%	52%	61%	33%	
9	59%	75%	75%	27%	

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%	49%	13%	
7	42%	61%	56%	12%	
8	58%	54%	43%	7%	
9	49%	57%	63%	8%	

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%	n/a	n/a	n/a	
7	39%	48%	47%	21%	
8	56%	50%	31%	16%	
9	57%	52%	58%	19%	

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%	73%	28%	
7	62%	70%	69%	37%	
8	77%	63%	65%	38%	
9	70%	82%	68%	31%	

06/08/2021

NEW Gerald Fussell:

Is school a place where you feel like you belong?					
Responses of "many – all of the time"					
Grade	2018	2019	2020	2021	2022
6	44%	40%	29%	38%	
7	27%	32%	33%	25%	
8	28%	27%	21%	34%	
9	33%	35%	35%	33%	

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%	54%	40%	
7	63%	51%	36%	60%	
8	67%	59%	44%	38%	
9	72%	68%	83%	55%	

Do you feel welcome at your school?					
Responses of "many – all of the time"					
Grade	2018	2019	2020	2021	2022
6	56%	60%	54%	56%	
7	38%	47%	33%	45%	
8	46%	31%	44%	38%	
9	31%	46%	59%	37%	

Are your questions valued and welcomed by the adults in your school?					
Responses of "many – all of the time"					
Grade	2018	2019	2020	2021	2022
6	51%	56%	46%	37%	
7	32%	44%	38%	46%	
8	56%	37%	37%	39%	
9	34%	48%	45%	49%	

06/08/2021

NEW Gerald Fussell:

Ladi Holovsky, the architect of our new building, worked with our 896/897 cohort on design and construction elements connected to our new building.

04/21/2021

→ Improve environmental awareness, connections, and stewardship.

NEW Gerald Fussell:

Have committed to a robust recycling program for next year and have begun purchasing the necessary receptacles. Staff have committed to pro-d connected to this initiative in September.

06/07/2021

NEW Gerald Fussell:

Working as part of a multi-organization group to increase riparian planting and spawning grounds.

06/07/2021

→ Increase and improve our connections with our various communities.

NEW Gerald Fussell:

Are you learning about First Peoples at school?

Responses of "sometimes – all of the time"

Grade	2018	2019	2020	2021	2022
6	62%	46%	54%	12%	
7	63%	66%	58%	48%	
8	58%	65%	56%	45%	
9	43%	68%	74%	39%	

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%	69%	25%	
7	58%	82%	67%	45%	
8	70%	73%	73%	64%	
9	60%	72%	74%	45%	

I can make a difference in my community.

Responses of "agree – strongly agree"

Grade	2018	2019	2020	2021	2022
6	n/a	n/a	n/a	n/a	
7	36%	37%	23%	33%	
8	30%	32%	18%	31%	
9	27%	28%	42%	31%	

06/08/2021

NEW Gerald Fussell:

Built, decorated, and delivered 200 bird houses to seniors in our community.

04/21/2021

100%

100%

→ Improve and increase our connections within our extended community.

NEW Gerald Fussell:

Our 8/9 team, working with LTCES, undertook a multi-media legacy project that included interviewing past students of LTCS. They gathered information on each decade and they collated that information into an interactive display for each one.

06/07/2021

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

100%

→ 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

100%

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

NEW Gerald Fussell:

Are you learning about First Peoples at school?

Responses of "sometimes – all of the time"

Grade	2018	2019	2020	2021	2022
6	62%	46%	54%	12%	
7	63%	66%	58%	48%	
8	58%	65%	56%	45%	
9	43%	68%	74%	39%	

06/08/2021

NEW Gerald Fussell:

Teacher teams successfully created and then used class profiles to guide instruction, supports, and effective learning programs for all students.

06/07/2021

100%
-

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

100%
100 / 100%

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

NEW Gerald Fussell:

Are you learning about First Peoples at school?

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06/08/2021

NEW Gerald Fussell:

Teacher teams successfully created and then used class profiles to guide instruction, supports, and effective learning programs for all students.

06/07/2021

100%
-

Provide ongoing professional development (Lake Trail): 100%

100%
100 / 100%

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

100%
100 / 100%

NEW Gerald Fussell:

We have released teacher teams to plan together with LSTs and counsellors to target specific Executive skills for our students.

03/16/2021

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

100%

↳ Staff professional development is supported with resources as long as it aligns with school goals.

NEW Gerald Fussell:

Our Inclusion Support Team, based on work with teacher and EA teams and class profiles, created a menu of supports and suggestions for all staff.

04/21/2021

NEW Gerald Fussell:

Our Inclusion Support Team continues to work actively with teachers in classrooms to meet the diverse needs of all students.

03/16/2021

100%

-

(LAKETRAIL) COMMUNITY ENGAGEMENT

Goal

Update

Current Completion

Continue to foster a positive working relationship with Community Collaborative and Early Learning Partners (Lake Trail): 100%

100%
100 / 100%

-

NEW Gerald Fussell:

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Responses of "many – all of the time"					
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06/08/2021

NEW Gerald Fussell:

Ladi Holovsky, the architect of our new building, worked with our 896/897 cohort on design and construction elements connected to our new building.

04/21/2021

100%

→ Improve environmental awareness, connections, and stewardship.

NEW Gerald Fussell:

Have committed to a robust recycling program for next year and have begun purchasing the necessary receptacles. Staff have committed to pro-d connected to this initiative in September.

06/07/2021

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06/07/2021

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I can make a difference in my community.

Responses of "agree – strongly agree"

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8	30%	32%	18%	31%	
9	27%	28%	42%	31%	

06/08/2021

NEW Gerald Fussell:

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04/21/2021

100%

100%

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06/07/2021

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12/17/2020

100%

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12/17/2020

100%

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NEW Gerald Fussell:

Are you learning about First Peoples at school?

Responses of "sometimes – all of the time"

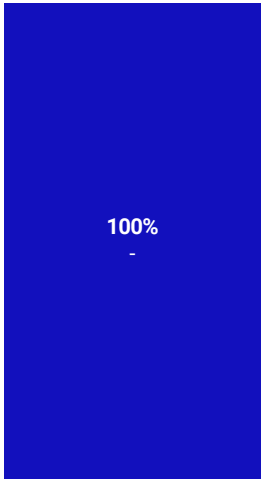
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8	58%	65%	56%	45%	
9	43%	68%	74%	39%	

06/08/2021

NEW Gerald Fussell:

Teacher teams successfully created and then used class profiles to guide instruction, supports, and effective learning programs for all students.

06/07/2021



(LAKETRAIL) ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

Goal	Update	Current Completion
Align outdoor and environment learning opportunities for long-term sustainability (Lake Trail): 100%		100% 100 / 100% -
↳ Improve environmental awareness, connections, and stewardship.	<p>NEW Gerald Fussell:</p> <p>Have committed to a robust recycling program for next year and have begun purchasing the necessary receptacles. Staff have committed to pro-d connected to this initiative in September.</p> <p>06/07/2021</p> <p>NEW Gerald Fussell:</p> <p>Working as part of a multi-organization group to increase riparian planting and spawning grounds.</p> <p>06/07/2021</p>	100% -
Support the establishment and augmentation of the school garden projects (Lake Trail): 100%		100% 100 / 100% -
↳ Work with LTCES to design the garden space for our new school garden.: 100%	<p>NEW Gerald Fussell:</p> <p>Received grants to support garden redesign that includes a community learning space in the garden.</p> <p>06/07/2021</p> <p>NEW Gerald Fussell:</p> <p>Anna has applied for and been successful with some grants for our redesigned school garden. The plants that can be transported will spend the season at Courtenay Elementary School and in some of our staff gardens. The garden committee has a comprehensive plan for the restructure once the existing building has been removed.</p> <p>03/16/2021</p>	100% 100 / 100% -

(LAKETRAIL) PHYSICAL HEALTH AND MENTAL WELL-BEING

Goal	Update	Current Completion
Continue the Work to Wellness program (Lake Trail): 100%		100% 100 / 100% -
Continue to build capacity in sexual health education (Lake Trail): 100%		100% 100 / 100% -

→ Improve student health.

NEW Gerald Fussell:

Does school make you feel stressed or worried?

Responses of "many – all of the time"

Grade	2018	2019	2020	2021	2022
6	37%	29%	44%	35%	
7	41%	42%	37%	40%	
8	33%	52%	49%	45%	
9	46%	47%	52%	63%	

Do you feel good about yourself?

Responses of "many – all of the time"

Grade	2018	2019	2020	2021	2022
6	37%	52%	42%	39%	
7	36%	34%	46%	40%	
8	45%	45%	39%	36%	
9	28%	45%	50%	32%	

06/08/2021

NEW Gerald Fussell:

Added two noon beading-circles

06/07/2021

100%

→ 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

100%

→ 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

100%

→ **Improve environmental awareness, connections, and stewardship.**

NEW Gerald Fussell:

Have committed to a robust recycling program for next year and have begun purchasing the necessary receptacles. Staff have committed to pro-d connected to this initiative in September.

06/07/2021

NEW Gerald Fussell:

Working as part of a multi-organization group to increase riparian planting and spawning grounds.

06/07/2021

100%

-

→ **Improve mental wellness.**

NEW Gerald Fussell:

Vanessa has been able to get into a lot of classes to work with students on addiction and connected challenges.

03/16/2021

NEW Gerald Fussell:

Most classes have received instruction in Mental Health.

03/16/2021

100%

-

→ **Improve nutrition and food literacy.**

NEW Gerald Fussell:

How many times a week do you eat breakfast?

Responses that they do that everyday.

Grade	2018	2019	2020	2021	2022
6	50%	56%	51%	50%	
7	38%	41%	45%	46%	
8	45%	35%	37%	30%	
9	41%	35%	29%	12%	

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%	40%	50%	
7	35%	28%	38%	34%	
8	28%	43%	26%	36%	
9	29%	27%	34%	29%	

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	29%	n/a	
7	52%	57%	67%	66%	
8	29%	52%	56%	64%	
9	39%	55%	73%	49%	

06/08/2021

NEW Gerald Fussell:

Added a weekend food program and put plan in place to continue it through the summer.

06/07/2021

100%

-

↳ Improve physical literacy and health.

NEW Gerald Fussell:

We introduced a hot breakfast for all students once a week.

03/16/2021

NEW Gerald Fussell:

We received three more grants to help support our healthy food program.

03/16/2021

100%

-

(LAKETRAIL) ALIGNING LOCAL CURRICULUM TO PROVINCIAL STANDARDS

Goal	Update	Current Completion
We are focusing on student self-assessment of Core Competencies.: 100%	NEW Gerald Fussell: Students have been working on Core Competencies all year and assessment practices are improving. 06/07/2021	100% 100 / 100%
	NEW Gerald Fussell: All teachers have verified the student self-assessments of Core Competencies. 03/16/2021	

(LAKETRAIL) SOCIAL EMOTIONAL LEARNING

Goal	Update	Current Completion																																																												
One of our primary goals is supporting student health.: 100%	<p>NEW Gerald Fussell:</p> <p>Does school make you feel stressed or worried? Responses of "many – all of the time"</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>37%</td> <td>29%</td> <td>44%</td> <td>35%</td> <td></td> </tr> <tr> <td>7</td> <td>41%</td> <td>42%</td> <td>37%</td> <td>40%</td> <td></td> </tr> <tr> <td>8</td> <td>33%</td> <td>52%</td> <td>49%</td> <td>45%</td> <td></td> </tr> <tr> <td>9</td> <td>46%</td> <td>47%</td> <td>52%</td> <td>63%</td> <td></td> </tr> </tbody> </table> <p>Do you feel good about yourself? Responses of "many – all of the time"</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>37%</td> <td>52%</td> <td>42%</td> <td>39%</td> <td></td> </tr> <tr> <td>7</td> <td>36%</td> <td>34%</td> <td>46%</td> <td>40%</td> <td></td> </tr> <tr> <td>8</td> <td>45%</td> <td>45%</td> <td>39%</td> <td>36%</td> <td></td> </tr> <tr> <td>9</td> <td>28%</td> <td>45%</td> <td>50%</td> <td>32%</td> <td></td> </tr> </tbody> </table> <p>06/08/2021</p> <p>NEW Gerald Fussell: Added two noon beading-circles 06/07/2021</p>	Grade	2018	2019	2020	2021	2022	6	37%	29%	44%	35%		7	41%	42%	37%	40%		8	33%	52%	49%	45%		9	46%	47%	52%	63%		Grade	2018	2019	2020	2021	2022	6	37%	52%	42%	39%		7	36%	34%	46%	40%		8	45%	45%	39%	36%		9	28%	45%	50%	32%		100% 100 / 100%
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Improve student health.																																																														

100%

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<p>→ Improve emotional wellness.</p>	<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>12/17/2020</p>	<p>100%</p> <p>-</p>
<p>→ Improve digital wellness.</p>	<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>12/17/2020</p>	<p>100%</p> <p>-</p>
<p>→ Improve environmental awareness, connections, and stewardship.</p>	<p>NEW Gerald Fussell: Have committed to a robust recycling program for next year and have begun purchasing the necessary receptacles. Staff have committed to pro-d connected to this initiative in September.</p> <p>06/07/2021</p> <p>NEW Gerald Fussell: Working as part of a multi-organization group to increase riparian planting and spawning grounds.</p> <p>06/07/2021</p>	<p>100%</p> <p>-</p>
<p>→ Improve mental wellness.</p>	<p>NEW Gerald Fussell: Vanessa has been able to get into a lot of classes to work with students on addiction and connected challenges.</p> <p>03/16/2021</p> <p>NEW Gerald Fussell: Most classes have received instruction in Mental Health.</p> <p>03/16/2021</p>	<p>100%</p> <p>-</p>

→ Improve nutrition and food literacy.

NEW Gerald Fussell:

How many times a week do you eat breakfast?

Responses that they do that everyday.

Grade	2018	2019	2020	2021	2022
6	50%	56%	51%	50%	
7	38%	41%	45%	46%	
8	45%	35%	37%	30%	
9	41%	35%	29%	12%	

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%	40%	50%	
7	35%	28%	38%	34%	
8	28%	43%	26%	36%	
9	29%	27%	34%	29%	

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	29%	n/a	
7	52%	57%	67%	66%	
8	29%	52%	56%	64%	
9	39%	55%	73%	49%	

06/08/2021

NEW Gerald Fussell:

Added a weekend food program and put plan in place to continue it through the summer.

06/07/2021

→ Improve physical literacy and health.

NEW Gerald Fussell:

We introduced a hot breakfast for all students once a week.

03/16/2021

NEW Gerald Fussell:

We received three more grants to help support our healthy food program.

03/16/2021

100%

100%

(LAKETRAIL) INQUIRY LEARNING

Goal	Update	Current Completion
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%	NEW Gerald Fussell: In one sentence, what was your focus for the year?	100% 100 / 100%
		-
	How do we use the move into a new building to improve inclusion?	
Scanning: Briefly summarize		

<p>your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team? How did you use the OECD principles of learning and the First Peoples Principles of Learning in your scanning process?</p>	
	<p>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.</p>
<p>Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?</p>	
	<p>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.</p>
<p>Hunch: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.</p>	
	<p>It is hard to break from a traditional pedagogy; however, but preparing for a school designed based on contemporary learning research and practice we will be able to accelerate our inclusive beliefs and practices.</p>
<p>New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?</p>	
	<p>We continued our work on Trauma-informed practice, most specifically working with Dr. Jody Carrington's work (book study, on-line course, social media connections). We actively worked with UDL and shared our work. And our Inclusion support team worked with teachers in classes based on class profiles and UDL practices, most specifically on executive skills.</p>
<p>Taking action: Describe strategies you and your team decided on and how your actions worked out. Be as specific as possible – so that other teams can learn from your experience.</p>	
	<p>We had a great start to our Covid school year because we were able to follow the plan for</p>



the fall we created in June. In the middle of December our Inclusion Support Team met to review where we were and what we needed to do to further improve our capacity. As a note of learning, the last week of school before Winter Break after a stressful and exhausting four months is not a good time to hold a meeting. However, everyone participated, and everyone engaged. Our Inclusion Support Team is outstanding. From this meeting we mapped our next steps.

1. Support the creation of class profiles and use that to direct the supports.
2. Begin laying the groundwork to launch Positive Behavioural Interventions and Supports (PBIS).
3. Get support from SET BC.
4. Build capacity with our technology.

With the support of SET BC, we were able to release each of our teacher teams to meet for half a day with one of our Learning Support Teachers to prepare comprehensive class profiles following a template introduced by Shelley Moore. Once they did that, they worked together to plan based on the class profiles and our Learning Support Teachers were able to collect themes common to all 7 teams in our learning community. This informed their support work over the winter.

A small group of us pooled our networks and resources to identify a good print sourcebook for PBIS. We ultimately decided on the PBIS Team Handbook: Setting expectations and building positive behaviour by Char Ryan and Beth Baker. Our counsellor, Jocelyn, has volunteered to take the lead on this and now has a committee of 27 people from our learning community and district personnel to guide our work as we learn and prepare to introduce our individualized PBIS model in September.

Working with SET BC we have been able to release teachers, gather pertinent resources such as the PBIS Handbook, and get training for our Education Assistants and Teachers. We have also been able to tap into their expertise in areas of planning and differentiating instruction. With respect to technology, they have sourced key supports and provided guidance on applications for a myriad of technological supports.

At our district Professional Development Day in February we had an outstanding morning of presentations connected to our work with the Downie-Wenjack Foundation and our acts of ReconciliAction. Every school in our district signed up as a Legacy School when the opportunity was first presented and we have benefited from our three year connection with this evolving project. In the afternoon, most schools worked through the outstanding learning resource, Continuing our Learning Journey: indigenous Education in BC. Our staff had worked through this last year, so we spent the afternoon in our teams sharing resources and our thinking as each team planned and prepared for at least one event designed to support reconciliation.

In late February, our Inclusion Support Team met and identified common themes they were seeing across our school and prepared a menu of supports.
VISION: We will help make each child's life better and develop expert learners.

Members of the LTCMS Inclusion Steering Committee (Sarah D, Lana, Jocelyn, Nicole, Tonya, Gerald, & Jane Rondow) have created a chart of INCLUSION PRIORITIES in our school & POTENTIAL SUPPORTS (<http://whynot-gfussell.blogspot.com/2021/05/mid-year-check-for-inclusion-learning.html>).

With this information and our support team's leadership, we have again released each of our teacher teams to plan, using their refined class profiles. They will set their directions for the rest of this year insuring inclusive design for all. This will be done before they leave for Spring Break. Our hope is that by providing the menu above, teachers will select areas they would like support in to better meet the diverse needs in their classes.

After Spring Break, we will implement the plans created in these meetings. Measures of our success will come from student and parent responses on the Student Learning

	<p>Surveys – we survey students in all 4 of our grades – self-reports on Core Competencies, and core learning growth.</p> <p>This spring we will be turning our heads to our new school. In September we move into a new building, on the same property, that has been designed based on modern learning principles. We have been involved in this process for the past 5 years, and 3 years ago our staff committed to learning how to support inclusive learning in a very different physical space. As the date roles closer, our focus is sharpening, and our learning will be more specific and connected. How do we support those with backgrounds of trauma in large, open spaces? How do we support student learning without walls? What executive skills will we need to focus on to help adolescent students be successful without many of the structures we are used to having? We have been very fortunate to have received considerable support from Canyon Falls Middle School in Kelowna, as their pedagogical underpinnings align with ours and they are two years ahead of us in this journey, and we know we have a lot to learn.</p> <p>Our inclusive journey has been challenging and very rewarding. We are thankful for the many supports we have and are proud of our evolving culture of inclusion.</p>
<p>Checking: Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions?</p>	
	<p>We will only be able to assess this based on our practice this fall. The professional development for our learning community was been very, very rich and we have all improved in our practice and awareness.</p>
<p>Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.</p>	
	<p>As a staff, our professional development has been outstanding and our students have benefited from it. Considering (Covid 19, construction, etc.) the challenges faced this year, if it wasn't for the groundwork we'd laid the past three years, this would have been a very different year. This fall we plan to implement the last plank of our transition to inclusion, a PBIS model for our new school. Another interesting thing for us to reflect on will be how durable the cultural shift will be as half of our staff that created the culture shift have moved on to other positions for the new school year.</p>

06/07/2021

NEW Gerald Fussell:

Teachers have been planning and working together guided by the Spirals of Inquiry model of learning. More specifically, they have been focusing on using class profiles to improve their inclusive practices.

03/16/2021

(LAKETRAIL) COMMUNITY LINKS

Goal	Update	Current Completion
Complete Community Links Form (Lake Trail)		100%