

District Strategic Plan/Lake Trail Community School Learning Plan

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ol style="list-style-type: none"> 1. Improve executive skills <ol style="list-style-type: none"> Plan and organize Task initiation and completion Metacognition Self-regulation 2. Improve student health <ol style="list-style-type: none"> Literacy (includes numeracy) 	<p>Increase feelings of connectedness</p> <ol style="list-style-type: none"> Build school community identity and connections <ol style="list-style-type: none"> Increase student opportunities for connecting with each other and interests Teacher collaboration and co-teaching Introduce and establish Positive Behaviour Interventions and Supports (PBIS) 	<p>Improve student health</p> <p>Environmental</p> <ol style="list-style-type: none"> Create and develop robust recycling program 	<p>Improve student health</p> <ol style="list-style-type: none"> Mental Nutritional Physical Core Competencies
RATIONALE FOR SCHOOL GOALS	<ol style="list-style-type: none"> Based on teacher observations, experiences, and student struggles, improving executive skills has been a perennial goal for us. From our scanning, focusing, developing hunches, and learning we have decided to focus on the four executive skills we think will be most beneficial. Based on data collected (DART, DMA, in-class assessments, diagnostic assessments, FSA, student learning survey) and experience working with our students, we know that en masse our students struggle with reading, writing, and numeracy. Having said that, some exceed grade levels, but they tend to be anomalies 	<p>With the myriad of challenges we have faced (changing configuration, redesigned curriculum, construction, Covid 19, new building) and very high staff turnover, it has been a challenge to establish a clear culture and identity. Over the past 5 years we have changed from a school emulating a Junior High School to one applying Middle School pedagogy. We have embraced trauma informed practice and knowing that children will do well if they can is the foundation of our approach in working with students. However, these changes need to be supported and grown. We have now moved into our new building and hope that stability will help give us a base to build from. These strategies and goals have been selected to reflect our new space.</p>	<p>As we move into a new building we were very aware of the amount of waste we were sending to the landfill from our old building. As we look to preparing students for a preferred future, ecological and environmental awareness and action are important. We had an opportunity to open our new building with a change in structure which we believe can help change mindset and actions.</p>	<p>Considering the community we serve we are acutely aware of the challenges poverty and trauma place on our families and students. For many we need to attend to Maslow’s Hierarchy of needs before we can even consider Bloom’s Taxonomy. In addition to this, many of our students require assistance in developing patterns and understanding of well-being. To do this we have chosen four areas for focus.</p> <p>Based on teacher feedback from observations and work with students, social-emotional learning and self-regulation were identified as the highest priority needs in our student population. Challenges in these areas prevent the many other initiatives targeted to improving literacy and numeracy skill development and curricular competencies.</p>
ACTION PLAN	<ol style="list-style-type: none"> All teachers are focusing on developing the four selected executive skills for all students All teachers are working to improve fundamental literacy (numeracy included) skills and sharing successes 	<ol style="list-style-type: none"> We will run as many teams and clubs as we can. We will run a robust electives program with the Arts and Food Literacy at the core. We will create opportunities for students to pursue areas of interest in their classwork and partners. We will increase the number of assemblies and school-wide functions we have. Host our annual Winter Feast Teachers and EAs have been placed in Dyads or Triads for their homerooms and are expected to work together to meet the needs of all students. 	<ol style="list-style-type: none"> Meet with planning team, school principal, teacher team, student team, district co-ordinator Serina Allison, community waste management educator-Tina Willard-Stepan. – Devise a plan and timeline Connect with Industrial Plastics & Paints – to adjust design and order products – confirm order and installation timeline Contact Earth Warriors for compost pick up dates and procedure Submit work order for district ‘green bins’ delivery to your school Contact SD71 Print Shop and order required signage and stickers – confirm timeline 	<ol style="list-style-type: none"> We hired a support teacher whose primary focus is helping us develop and deliver programs to support the development of social-emotional skills, including self-regulation. Piloting a program on Social Emotional Learning. Every student in grade 6/7 takes a course on Food Literacy. Our concession serves high nutrition, low-cost meals (breakfast is free for everyone; lunches are free for our children from low socio-economic homes) that are freshly prepared on-site.

		<ul style="list-style-type: none"> b. Teachers have workrooms with their teaching partners to help facilitate collaboration. b. We have spent some professional development time on developing collaboration skills and reinforcing our team-teaching model. c. We will introduce a PBIS program and implement it this year. 	<ul style="list-style-type: none"> 6. Submit work order for signage and sticker installation – coordinate timelines with bin installation over summer 7. Communicate with janitorial staff and teacher staff to coordinate bin emptying and cleaning. 8. Share waste diversion program with staff at June staff meeting. 9. Bin and signage installation – August 10. Staff training with Comox-Strathcona Waste Management Educator at first staff meeting of the year. 11. First week school start up – CSWM educator and school leadership/eco-team person the stations to help with sorting during recess and lunches. 12. Second week school start up – CSWM educator visits classes to deliver waste management lessons in person 13. Classes watch CSWM Landfill video 14. Include School Waste Management program in newsletter out to parents with link to household waste diversion resources and videos from CSWM website 15. Third/ Fourth week of school start up – half day landfill tours for grades of choice 16. Follow up activities through out the year to celebrate progress – support from CSWM educator 	<ul style="list-style-type: none"> b. Every Wednesday our entire learning community gets to participate in a free salad bar provided by our Community Society. b. We will rebuild our robust school garden that connects students to their food through growing it. b. We only provide snacks for students that are nutritionally sound. b. We wish we could close the two convenience stores across the road from our school as students often make very poor nutritional choices when visiting them. c. Every student has PHE all year. c. Jina Taylor will work with some of our teachers to improve their skills and confidence teaching PHE. c. We encourage a variety of healthy lifestyles activities for students including archery, disc golf, hiking, and many of the more traditional activities. d. We are trying a variety of approaches to help students access the language needed for effective self-assessment. d. We are trying to put Core Competencies as the foundation of our work in classes and to be more mindful about modelling why we are doing what we are doing.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • Release time for teacher collaboration – 30 days (\$12,000) 	<ul style="list-style-type: none"> • Release time for teacher collaboration – 30 days (\$12,000) • \$3,000 for Winter Feast 	<ul style="list-style-type: none"> • Support from district teacher • \$10,000 for Green Stations, signs, etc. • Bus rentals for tours of landfill • Compost removal and conversion 	<ul style="list-style-type: none"> • Release time • District Physical Literacy teacher support 1 day/week for 8 weeks • Support for sports programs – Athletic Directors (6 release days); buses and drivers for away games (\$2,100) • FTE for Student Support (SEL and Self-Reg) • Garden partnership with LTCES • Concession Support Worker (35 hours/week) • Farm to Table Grants • LTCES weekly Salad Bar provided
EVIDENCE AND DATA	<p>2. In looking at our Library Learning Commons (LLC) data, our students are reading more year over year since 2018. We looked at the circulation data from September 1st to November 1st from 2018 to present. Each year we see a significant increase in the number of books our students are checking out of our LLC. I interpret this as positive growth for both our LLC usage and the overall student reading. Our stats are as follows:</p>	<p>E-mail on Winter Break from a parent: “I just wanted to say a big thank you again from our family to you and everyone working to make Lake Trail an awesome community school. Student was telling us all about the big Christmas dinner in the gym as the date approached and after the fact. He said it was his favourite day at school and that the food was fantastic. We really appreciate all of the special touches and efforts you each put in to making school a safe and welcoming space for the</p>	<p>How much we have reduced sending to the landfill.</p> <p>% of contamination in recycling stations.</p> <p>Student participation and engagement in program.</p>	<ul style="list-style-type: none"> a. Results from pilot project a. Anecdotal responses from counselling team b. # of students fed each month through concession b. # of student fed through salad bar each week b. Student participation in garden creation, growth, and planting b. Amount of produce our school garden produces for our school programs

	<p>Year Total Circulations (up to November 1st)</p> <table border="1"> <tr> <td>2018</td> <td>1,553</td> </tr> <tr> <td>2019</td> <td>1,880</td> </tr> <tr> <td>2020</td> <td>2,086</td> </tr> <tr> <td>2021</td> <td>2,806</td> </tr> </table> <p>In a 2-month period over 4 years we have seen readership increase by 1,253 books. I am looking forward to seeing the data again in the New Year.</p> <p>Grade 10 data from Vanier FSA data SLS data</p>	2018	1,553	2019	1,880	2020	2,086	2021	2,806	youth who attend. There is a palpable sense of belonging.		<p>b. From a staff member: At first I thought, salad well that could be part of my lunch, but over time I've come to see how a big salad can be a fulfilling meal. I've started making more creative salads at home and this healthy eating is having positive impact on my own three boys too even though they're not Lake Trail students. The salad bar has also introduced me to some new ingredients such as beets - I would've never thought of putting beets in a salad but I really like them. I've started going to the farmers market more often to get some of these great local fresh vegetables.</p> <p>Each Wednesday I love seeing students I work with trying new foods and peers modelling healthy eating for each other. Please share with Sarah and the volunteers my thanks and know that you are making a difference - for staff as well as for students!</p> <p>c. Quality of student self-assessments at year-end</p> <p>d. Student ability to explain different levels of proficiency in Core Competencies</p>
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REFLECTION												
NEXT STEPS												