

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 Hired a 1.0 CST to support SEL and academic recovery – this has been great for forming small SEL/Math groups 	<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> <p>Classes participated in many activities such as “Spuds in Tubs”, raising coho fry, and reforestation work around Arden Creek and Morrison Creek.</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

Year Total Circulations (up to November 1st)

2018	1,553
2019	1,880
2020	2,086
2021	2,806

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.

3.

Grade 10 Average Marks
Lake Trail Community School Only

	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023
Math Foundations	64%	57%		65.93%	
Math Workplace	64%	57%		65.84%	
English	71%	69%		67.24%	
Science	78%	77%		68.56%	
Socials	62%	61%		69.75%	
PHE	80%			73.71%	

FSA data – see attachment
SLS data – see attachment

- Student work is more organized and students can verbalize their learning
- Start of a Homework Club for 8/9 students who want extra support

youth who attend. There is a palpable sense of belonging.

- School Parades
- Musical events
- Staff vs. Students games
- Interact → Community support
- Sports



TOTAL WASTE DIVERTED DURING PARTICIPATION IN PROJECT (43 WEEKS):

Food waste:	1.76 tonnes
Crinkly plastic:	2730 litres
Soft Plastic:	2730 litres
Returnables:	6825 litres (\$1,059)
Mixed Recycling:	51,870 litres



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.

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!

- c. Quality of student self-assessments at year-end
- d. Student ability to explain different levels of proficiency in Core Competencies

REFLECTION

<ul style="list-style-type: none"> • If a few of us could make a PowerPoint on how to: <ol style="list-style-type: none"> 1. organize your binder, 2. use your locker, 3. set up a page & take notes, 4. use an Agenda/your phone to plan for assignments & write to-do lists, 5. pack up when you go home. • Need to do a school wide common literacy and numeracy screen. • Executive functioning makes het rest more possible • TL wants to be able to be more involved with team planning so LLC can find/offer ways to support work/activities • LLC can support goals • Literacy should be prioritized • Fundamental literacy – common practice throughout the school? – targeted instruction? • Developing executive skills should be a priority in Homerooms • We have seen improvement in executive skills, but there is still a lot of planned helplessness • One-on-one work to help alleviate fears and anxiety • Need to keep working to move students from a closed to growth mindset • Improving Executive Skills needs to be a higher priority to get them ready for High School • We have noticed that gifted students have regressed in ability and engagement • We feel that improving executive skills should be the priority. The ripple effect will have a positive impact on increasing feelings of connectedness and student health • Prepares students for success in the future • Sets them up for the workforce → time management, working with others, communication strategies • Need to improve executive functioning, literacy, and numeracy • Excellent LLC with hardworking people 	<ul style="list-style-type: none"> • Soup-a-palooza was amazing – Indigenous students helping cook, students trying new foods, etc. • InEd is well accessed • The morning drumming draws in students from across student spectrums – it is a great way to bring a connection • Activities broaden sense of identity/community/belonging • People into sports • Need to build up the Arts • COVID lag • Family communication and efforts to connect with parents – build trust and buy-in • LLC can support goals • EA support all day would be beneficial • PAC • LTCES • Community Garden • School community growing • Staff collaborate in departments for pro-d • We still have a COVID lag • Need more after-school Art options • It will be difficult to fill the void of Dave leaving → he fills a huge cultural need for our population • Jayden B. and his work as firekeeper with Dave is a huge inspiration for our students • More of a focus on the arts, performance and music • Intramurals/ "House System" that whole school is part of (chess, drama, sports, Boggle → something for everyone) • Most successful goal → lots of opportunities for students to feel connected through structure of the school (homerooms, schedule, etc.) • Friday mornings good opportunity for this – pancake breakfasts, forest activities • Staff do an excellent job building relationships with students 	<ul style="list-style-type: none"> • Do a staff photo wall so all can refer to who is who with photos and names • Whole school events i.e. New Year's Parade for Lunar New Year • Recycling program needs better design and education/support • In Sept/Oct we had no garbage cans but we found there were items that needed garbage cans. • Student and staff will need more practice with the systems. • Could get better • We need structure • Focus for a year on one thing to improve • Get rid of the first 2-week schedule – students need those 2 weeks to practice how to do a regular schedule • We should change the signs on the recycling to make them more clear – simple instructions • Need and environment club • Recycling program • School garden • Literacy can be a barrier to the recycling program • Compost should be openable by <u>foot</u> not hand • Train them to use recycling program → retrain them monthly • Need to develop more of a culture of respect for school/pride • Using lockers – how can we get students to use these effectively? • Climate/connected by water unit • Forest walks • Field trips to Mack Laing Midden & Landfill 	<ul style="list-style-type: none"> • Trish does amazing work – people care together around food, it fosters connection • Students need to feel like space/groups are save so they can open up and strive as learners and citizens • LLC can support goals • Having Jina work with all classes would be very beneficial • Having a PE specialist is important especially in September • Having a PE specialist throughout the year is important for our student's health and well-being • Ds • Student mental health and nutritional health are areas of strength due to our interventions. • Physical and Health Education program is an area that needs additional support, especially around behaviours. • Physical activity leads to improved academic success. • As a staff, how will we help students see Core Competencies in action. How can we "see" these happening in real time? • More InEd support/Speech Path/ OT/ Counselling/ Eas are needed • There needs to be more collaboration between EAs and homeroom teachers • Focus on Mental Health • PHE has shown great improvement this year • Adapt schedule to allow for whole pod learning in block 5 as opposed to block 1 • Community involvement in school events → art exhibition, sports, etc. • Students vs. parents disc golf • Student-led conferences that highly involve parents (students sharing/doing learning challenges with parents, etc.) • SOL student reflection and parent signature maybe quarterly? • Gym (physical health) has come a long way for 8/9's since September – developing gym culture, offering opportunities for both athletics and rec
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	<ul style="list-style-type: none"> • Need more of a culture of learning • Influence of family life not always positive • Executive functioning – how to promote? Students take if for granted they will get a pencil, paper, etc. • What can be done to fully differentiate literacy/numeracy in the classroom? • Ready, do, done is effective • Agenda for day & each lesson on board helpful • Write on day what they need for each block • Small, chunked tasks 	<ul style="list-style-type: none"> • Could use more opportunities for students to connect with each other outside of usual cliques • Parallel to teaching & allowing kids to switch rooms has helped • Morning walks → time to check in with the kids • Having a sense of humour to build relationships – don't be afraid to apologize to kids • Having kids for 2-years helps build strong, positive relationships • X-block allows connections with more kids 		<ul style="list-style-type: none"> • Sports and intramurals – hopefully develop even more of this • Nutritional – our lunch program is exceptional. Would like to develop more student appreciation and respect for this. • Many students speak of mental health concerns – how can we help support them and teach strategies? • Our counsellors do SO much!! • Morning walks → improve mental & physical health • Lunch program • Having cups for students to stay hydrated • Depths of Comfort – mental health
NEXT STEPS	<ul style="list-style-type: none"> • Need to hire another 1.0 CST and another counsellor • Continue our focus and work in this area <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving executive functioning skills for all students will result in increased academic success.</p>	<ul style="list-style-type: none"> • More events, i.e. Beach Day • Increase student opportunities for connecting with each other and interests <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving the engagement of Indigenous learners will result in closing the achievement gap.</p>	<ul style="list-style-type: none"> • Environmental Club volunteers at the recycling stations would help • Having a dustpan and broom in every class 	<ul style="list-style-type: none"> • Wish: another counsellor • More PBIS language use <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving social emotional skills for all students will result in improved mental health.</p>