

District Strategic Plan/Lake Trail Community School Learning Plan - JULY 2023 UPDATE

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	<p>We can improve student attendance, timeliness and on-task time by teaching executive functioning skills.</p>	<p>All students will increase engagement in their school community (curricular, extracurricular, community at large) through infusing Indigenous Principles of Learning.</p>	<ul style="list-style-type: none"> <i>Not a goal but an area of continued work</i> 	<p>Offering school-wide opportunities for social/emotional learning (SEL) will improve emotional well-being and a greater sense of community.</p>
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Based on our data from the past few years (FSA, GP Vanier, classroom assessments, staff and parent observations) our students struggle with core academic skills. Over the past few years we have learned that we need to address two key factors if we are going to improve reading, writing, and numeracy. We need to improve the social and emotional skills in our students and we need to help them develop executive functioning skills. 	<ul style="list-style-type: none"> We want to move to a continuous year long approach for infusing Indigenous Principles of Learning, across the curriculum for all learners to better provide regular opportunities for engagement. We have many district and school based resources that can be utilized more regularly to provide rich ongoing learning experiences. 		<ul style="list-style-type: none"> Based on our data from the past few years (FSA, GP Vanier, classroom assessments, staff and parent observations) our students struggle with core academic skills. Over the past few years we have learned that we need to address two key factors if we are going to improve reading, writing, and numeracy. We need to improve the social and emotional skills in our students and we need to help them develop executive functioning skills.
Legend: NOT STARTED ON THE GO COMPLETE				
ACTION PLAN	<ul style="list-style-type: none"> - Executive Functioning Shared lessons (PowerPoint) - PROUD Lessons and resources - Establish and teach shared systems and strategies to maintain space and materials. - Get Ready Do Done (GRDD) universal support <ul style="list-style-type: none"> - hall pass/sign in/out - Check every student has access to school supplies - Student Binder expectations 	<ul style="list-style-type: none"> • Increasing opportunities for sharing lessons, resources, and strategies • Tie Indigenous Principles to ePortfolio posts to demonstrate learning in competency areas throughout the year. - Cultural Learning Principles - Infuse Indigenous Ways of Learning into our work <ul style="list-style-type: none"> - Kind - Generous - Respectful - Walk with love – How will you walk today? - Build connection to their outside community - Nala’atsi - Friendship Centre - Safe - Healing - welcoming 	<ul style="list-style-type: none"> - Improve student ownership and responsibility for caring for our school and surrounding areas - Classroom jobs - Classroom jobs supporting our waste management system 	<ul style="list-style-type: none"> - Building school/class connections - Fun school-wide assemblies and dances - Theme days/Spirit Week - Class meetings - Big Buddies (reading with feeder Elementary Schools) - Connection – safety – a place to grow – feel safe trying - Common expectations – Positive Behaviour Intervention and Support - Apply restorative justice practices - Teach the “PROUD” acronym and complete a survey through the year to measure growth - Build resilience (working through disappointment) - Place where Art/culture/sport happens - Gather as a staff for fun and supportive conversations - Display student work – create a sense of ownership and connectedness - personalize

<p>RESOURCES NEEDED (INCLUDING BUDGET)</p>	<ul style="list-style-type: none"> • GRDD magnets (Print Shop \$?) • Laminator (\$500.00) • Coloured electrical tape (\$50) • Teacher Mentoring and release time to work with Heather Willms for literacy assessment training (\$1500) 	<ul style="list-style-type: none"> • Circle of Intention (Indigenous Ed) • Na noxala – Elders • School-wide Presentations (Drumming, Art, Music, Storytelling, Food/Cooking (Soupapalooza – Jenna) and Resources (some funds from cultural budget and some from school funds) (\$3000) 		<ul style="list-style-type: none"> • Depths of Comfort Program (has been used before – Cassidy) • Restorative Justice resources/contacts • Places to post student learning samples • Ask Lake Trail Community School Society (LCTES) for support with their offerings • \$2000.00 for teacher release to work on behaviour supports with a restorative justice lens to connect to our PBIS work. • \$2000.00 for bulletin boards (or other ideas for displaying student work)
<p>EVIDENCE AND DATA</p>	<ul style="list-style-type: none"> • PROUD Tracking form (school-wide) • Academic improvement • FSA Data • Satisfaction Survey • School-Wide self-assessment • Literacy assessment (long term goal, this year: Learning) 	<ul style="list-style-type: none"> • We will collect data to clarify how engaged our Indigenous learners are compared to our non-Indigenous students and use that data to target supports to address the disparities. (using attendance data, teacher anecdotal comments, ePortfolios, and student learning surveys • Access district resources – e.g. Salish Weave 	<ul style="list-style-type: none"> • Through the year – less general littering, throwing food etc. • Less vandalism compared with the beginning of the year 	<ul style="list-style-type: none"> • Teach the “PROUD” acronym and complete a survey several times through the year to measure growth • Focus more on celebrating positives
<p>REFLECTION</p>	<p>We continue to see large gaps in our students’ ability to apply executive functioning skills. More time is needed to highlight particular skills, explicitly teach them and have opportunities to practice.</p>	<p>We have many district resources available at the LRC and through cultural presenters. We are seeing more staff aware of the resources and weaving them into daily routines and practice. The Soupapalooza program is well loved by the students and staff. Having David Dawson join us Friday mornings to share drumming has been met with appreciation and many students and staff members have expressed gratitude for this start to the day. We had two teachers be representatives with the Indigenous Education Committee. They shared information and content with the staff via our weekly newsletter which helped teachers incorporate Indigenous content into classroom lessons.</p>	<ul style="list-style-type: none"> • Including kids/adults in recycling program built a sense of community. Everyone on the same page with expectations 	<p>Redevelop the Student Council – combine with Leadership?</p> <ul style="list-style-type: none"> • Variety Shows- building confidence/trust/safety • Spirit Weeks - Holidays • X Block • Special Olympics sports
<p>NEXT STEPS</p>	<ul style="list-style-type: none"> • Continue to develop executive functioning skills especially around behaviour in halls, open spaces etc, • Monthly attendance monitoring and communication with parents 	<ul style="list-style-type: none"> • Greater number of School-Wide presentations from Cultural Presenters – once a month for each grade?? • More comparisons to see which areas we need to further support our Indigenous learners e.g. Warriors program, Align, Outdoor programs etc. • Use data from district bookings to see what resources our school is using – show teachers/staff the resources available to bring into classrooms • Expand drumming opportunities • Continue to include Indigenous resources and content in weekly news for teachers to utilize in instruction. 	<ul style="list-style-type: none"> • Classroom jobs school wide – common times for cleaning – basic equipment available – brooms/dustpans • The cost of vandalism – get numbers from the SD for windows, door handles, graffiti and other regularly damaged items – what could we buy with that money instead??? Share with kids. • Improve systems of recycling – getting teachers and classes to take responsibility 	<ul style="list-style-type: none"> • Improve our PBIS process and behaviours flowcharts • Increase clubs and opportunities • Maximize homeroom time

Data at a glance

[data for school learning plan 2022-23.xlsx](#)

	Comments																																																												
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Goals for next year:

1 – WE WILL create safe spaces for all to learn and belong

Strategies and initiatives:

- PBIS – PROUD matrix, ongoing PBIS, pro-d and district book club
- Trauma-focused schools training and mindset
- Increased opportunities to belong – cultural center athletics, arts, theatre, EDAS, clubs, etc.
- Cooperation with community school society programs
- Advantage program for struggling learners

2 – WE WILL improve literacy and numeracy by knowing our learners and supporting their growth

Strategies and initiatives:

- School-wide assessments in reading, writing, literacy
- BOOST elective for all grade 8/9 students
- CST support of teachers
- Better defined academic support times during homerooms
- Better tracking of behavioural incidents to connect with academic growth