

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Lake Trail Community School

PRINCIPAL: Kyle Timms

ASSOCIATE SUPERINTENDENT: Sean Lamoureux

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Personalized Learning, Social Emotional Learning, Flexible Learning Environments

RATIONALE

Our ONE goal is for every person to feel belonging and success. Belonging is when students connect through activities, seek help, and know their peers and staff. They participate regularly, have access to safe adults and spaces, and are kind, respectful, flexible, and confident. A successful student is one who maintains a positive attitude, is present and connected. They effectively advocate for their needs communicate needs while being resilient. Success and belonging are intertwined and propagate each other. When students feel like they belong within the school community they will be more successful in their core competencies, academic growth, attendance, and reduced behaviour,

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

PBIS – (Positive Behaviour Intervention System) is a school-wide system to help teach and promote positive behaviours defined by the PROUD matrix (Positive, Resilient, Organized, United, and Diverse). We support students engaging in negative behaviours through our homeroom system, collaborative teaching models, and BITS (behaviour Intervention Tracking System). HUB – (Helping, Understanding, Building) is a program designed to inclusively support our priority learners while keeping them connected to the community. The team collaborates closely with SBT to adapt and modify academics to be just right for student levels and provide life skill and social emotional learning opportunities. Homeroom structure – Each student is connected to a caring adult as a homeroom teacher, who they see daily. The homeroom teacher is responsible for academic tracking and communication between classroom teachers, SBT, and home. Opportunities for belonging and success – Every student can discover and enjoy a group, experience, class, or club that connects them to our school. Some of these are Community School events and clubs, fine arts groups, sports teams, and

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We use informal assessments and observations throughout the school as well as provincial assessments over time to measure our success. The student learning survey data over 5 years shows: • 42% increase in students reporting that “school is a place I feel I belong”. • 29% increase in students reporting they “feel safe at school”. • 22% increase in students reporting that they “eat fruit or vegetables every day”. Our grade 7 FSA results over the last 4 years show : • 57% increase in students “on track or extending” in numeracy • 47% increase in students “on track or extending” in literacy. In 2025/26 we will improve our attendance interventions and measures.

LITERACY FOCUS

We have collected DIBELS literacy data on all students and teacher, EA and CST teams use these results to provide interventions through SBT, classroom practices, and small group instruction.

NUMERACY FOCUS

We are building numeracy through math workshops and differentiated instruction. Students apply their numeracy learning through coding and robotics classes, the Minecraft challenge, and ADST projects