

LAKE TRAIL COMMUNITY SCHOOL

Annual School Growth Plan 2026-27



Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments to enhance each student's development of the core competencies over time. This template provides a consistent structure for all schools while preserving school autonomy in determining focus areas.

Decolonizing & Indigenizing Commitment

Lake Trail Community School supports Indigenous students by providing learning experiences that foster belonging, academic success, leadership, and reflection of identity within the school community. However, data shows Indigenous students report lower levels of safety and belonging, and this plan responds by prioritizing growth in these areas.

This plan aligns with the Indigenous Education Enhancement Agreement (IEEA), Local Education Agreement (LEA), and the Truth and Reconciliation Commission's Calls to Action, addressing the goals of belonging, success, awareness, and leadership. Our commitment to decolonizing and Indigenizing education includes engaging students in age-appropriate learning about First Nations, Métis, and Inuit histories, cultures, and perspectives to build understanding and awareness.

Indigenous ways of knowing and being are reflected through relationship-building, land-based learning, and community connection. Grounded in the K'omoks territory, learning experiences such as the MMIWG forest walk and participation as a Downie-Wenjack Legacy School honour land, story, and lived experience while elevating community voice and cultural understanding.

This plan strengthens inclusive spaces such as the Library Learning Commons and Cultural Centre, guided by student voice to ensure Indigenous students feel safe, supported, and a sense of belonging. Indigenous Support Workers and partnerships, including the Warriors program and transition supports, help build confidence, identity, and leadership.

The plan reflects culturally responsive practice and wholistic learning, supporting students' intellectual, emotional, physical, and spiritual well-being. Through personalized and responsive approaches, students are supported in ways that honour their identities and promote a strong sense of belonging and success.

Context and Portrait of the School

Lake Trail is a grade 6-9 Community School situated on the unceded traditional territory of the Pentlatch, Eiksan, Sahtlout, and Sasitla Peoples, now known as the K'omoks First Nation. We are situated on the



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edge of the downtown core of Courtenay adjacent to a beautiful salmon-bearing stream and forest. The school is named for the Pentlatch people's original route to the lake.

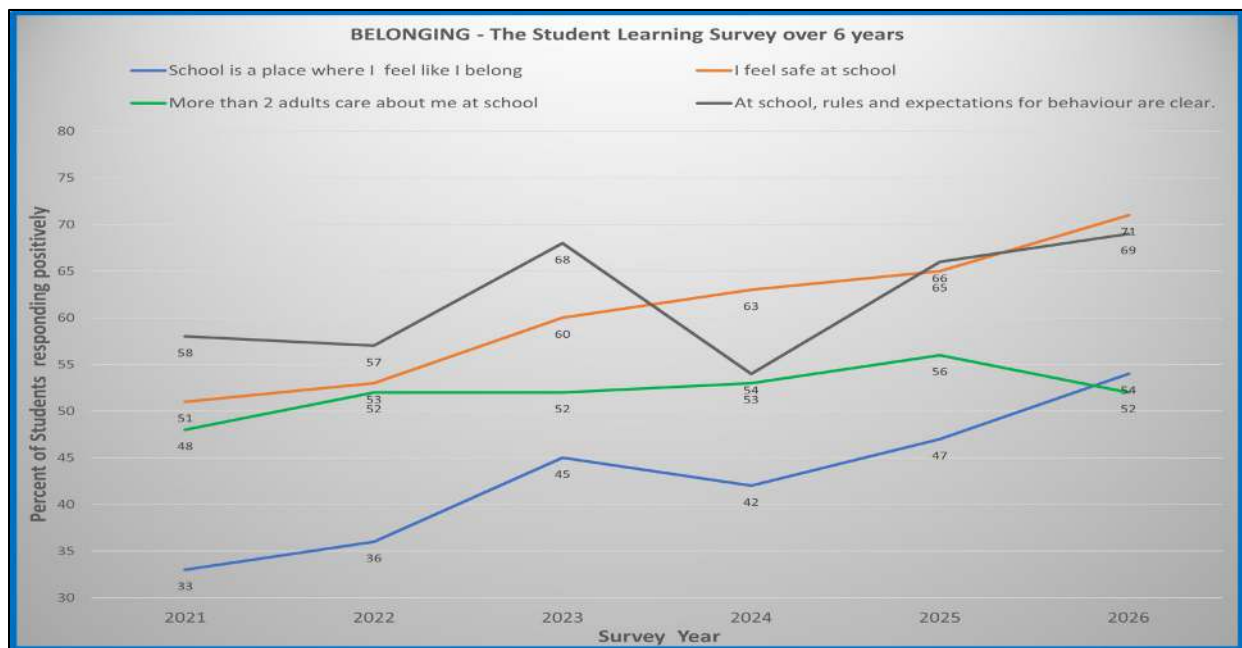
We are unique in being the only middle school in the district, and we bring together students from Arden, Courtenay, and Puntledge Park Elementary schools. Our students transition to GP Vanier for grade 10. Lake Trail has a long history in the community and a newly redesigned building that supports our students in their learning. We have approximately 400 students, including 25% with Indigenous ancestry and 20% with inclusive education designations. We host an alternate and life skills program for Grades 6-9, a nature class for Grade 6, and a variety of curricular and extracurricular options to help students connect with the school.

As a community school, we partner with the Lake Trail Community Education Society to offer programming to our students and the larger community. We work closely together with their staff and board to provide food, garden, and after-school programming to our students and opportunities for members of the community to connect with students and make use of our facility.

In the last three years we have focused on the goal of creating a sense of belonging and success for all people in our community. We have used a PBIS framework with the values of positivity, resilience, organization, unity, and diversity. We have been tracking data from the student learning survey and the FSA to monitor the progress on these goals of belonging and success. We want to link these priorities more closely and intentionally to the core competencies of critical and reflective thinking and social awareness and responsibility.

Our Learners: What the Evidence Tells Us

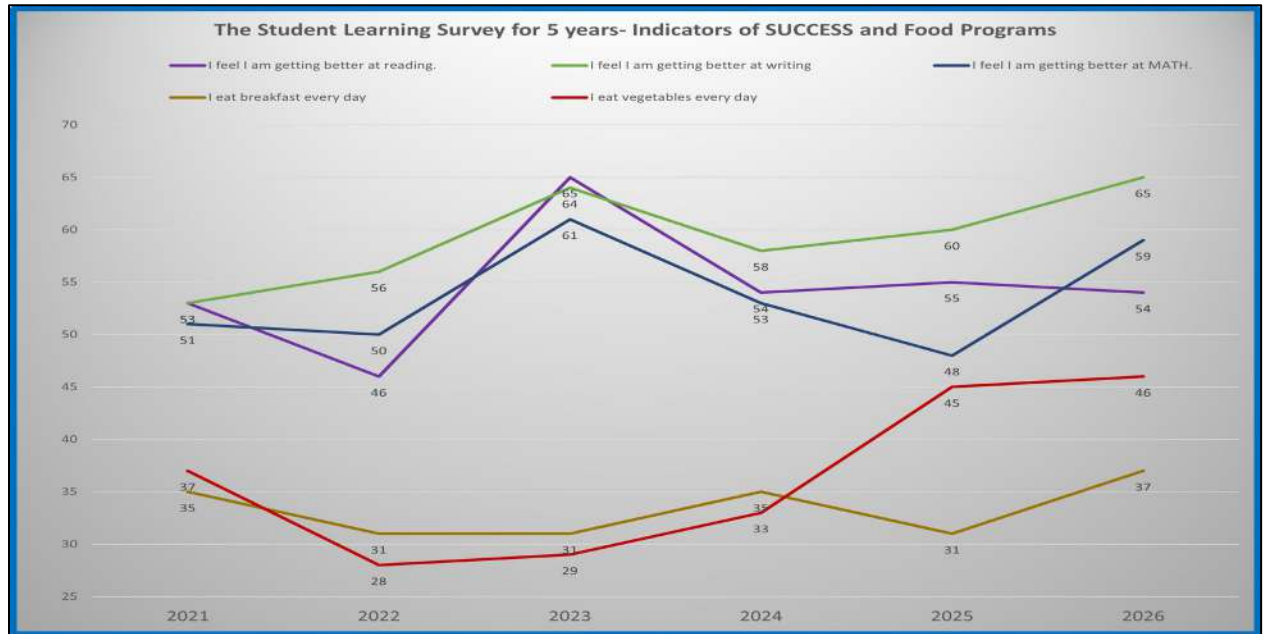
Figure 1: Student Learning Survey – measures of belonging



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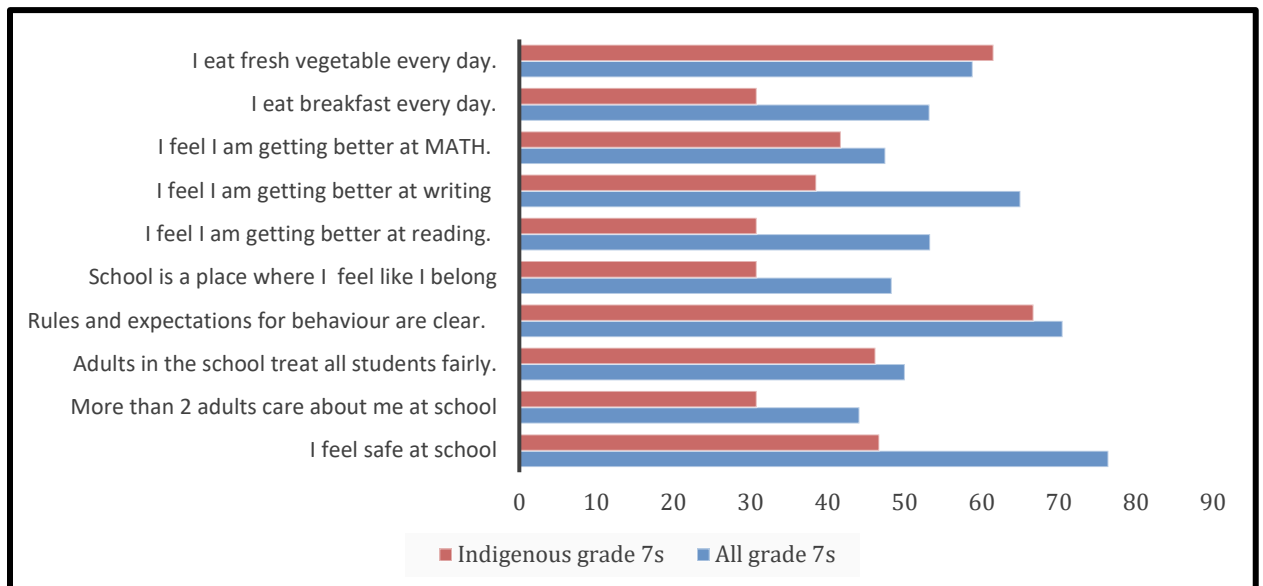
Analysis: Overall, we have seen an upward trend in positive results for all these key questions on the Student Learning Survey. It is difficult to compare to the district results because we survey all our grade 6-9 students while most schools survey just grade 7s.

Figure 2: Student Learning Survey – academic improvement and nutrition



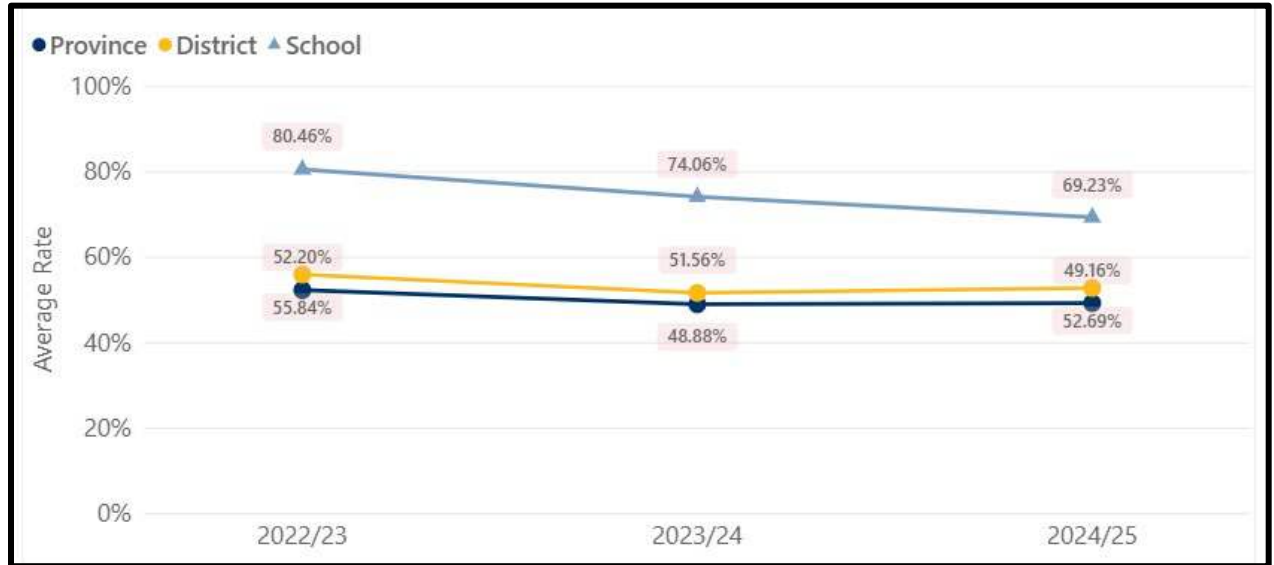
Analysis: Overall, student perceptions of academic improvement have increased over the past six years. We have seen a dramatic increase in indicators of nutrition, possibly due to the recent changes in our Feeding Futures programs.

Figure 3: Grade 7 Indigenous vs. all students' on 2026 Student Learning Survey



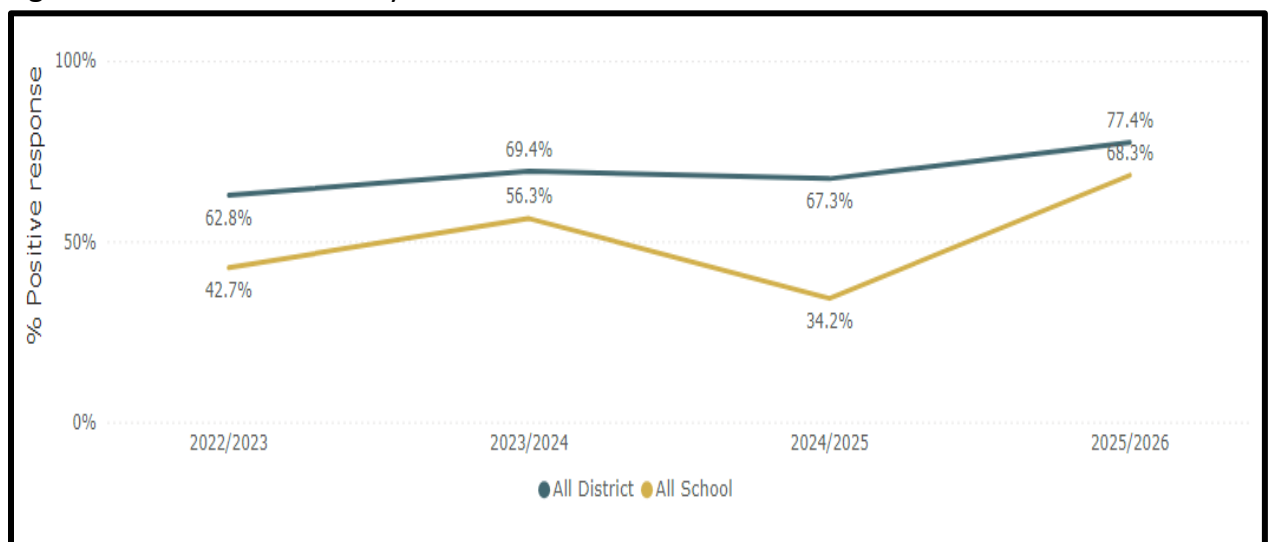
Analysis: Our Grade 7 Indigenous students report lower levels in all these important measures of student belonging. The largest difference is in the question of student safety. We need to focus our efforts on improving these measures for Indigenous learners

Figure 4: Chronic Absenteeism



Analysis: The province defines chronic absenteeism as missing more than 10% of school time. Over the last 3 years we have improved this measure by 11% but still trail behind provincial and district levels of chronic absenteeism. Our first analysis of the 2025/26 raw attendance data shows an improvement to 63.7% chronic absenteeism. More investigation is needed to see how this compares if we look just at grade 6-9 levels.

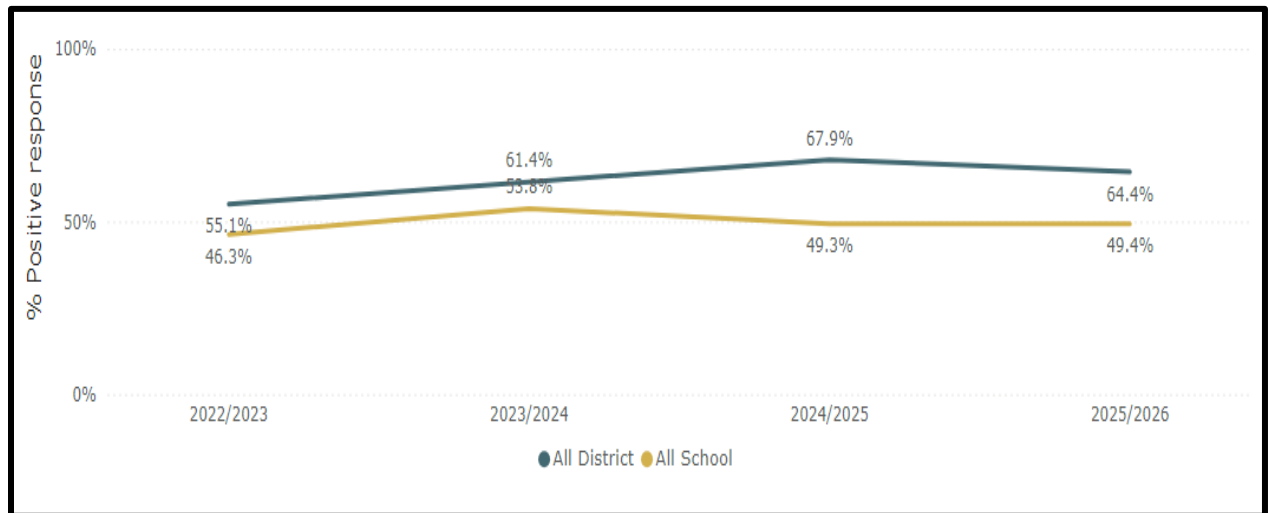
Figure 5: Grade 7 FSA Literacy results 2023-2025



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Analysis: We continue to improve literacy as measured by the FSA, and this year got closer than ever to district results. Our “all students” score of 68.3% of students are on track or extending compared to 77% at the district level. Additionally, 69% of our Indigenous students are on track or extending, showing equity for Indigenous learners in literacy.

Figure 6: Grade 7 FSA Numeracy results 2023-2025



Analysis: Our Indigenous (45.4%) and “all students” scores are very close in the grade 7 Numeracy FSA. However, both are lower than the district average of 64%. Despite our efforts, our results over the last 4 years have been flat, and we need to explore ways to improve student numeracy understanding.

Summary:

The Student Learning Survey has given us a good view of the improvements and success at Lake Trail over the past years in the areas of belonging, success, literacy, and attendance. Our numeracy results have not had significant improvement.

Despite overall improvements, our results for Indigenous students are trailing behind on almost all measures. Similarly, the results for students with diverse needs, which are masked due to the low number of students completing the surveys and assessments, are trailing.

District Context:

Every school will uphold and support literacy and numeracy development.

Our School's Core Competency Focus Area(s) for This Year is
Social Awareness and Responsibility



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Student Outcome Shift

We will know that we are making progress when we see students connecting through activities, seeking help, and knowing their peers and staff. They participate regularly, have a place to eat lunch, access to safe adults and spaces, and are kind, respectful, flexible, and confident.

Adult Practice Shift

We will know that we are making progress when teachers, support staff, and school leaders are connecting students through shared interests and regular check-ins. Staff will create a welcoming environment, provide safe spaces, and teach coping skills. Physical activities and structured helping roles will support student well-being.

We will continue to apply and use all the **Design Principles** from the strategic plan in our many diverse parts of the school to work on this competency, but some specific initiatives are:

- Our teachers use the SNAP numeracy assessment, and DIBELS reading assessment at the start and the end of the year, and we need to work on using these assessments more meaningfully to guide classroom activities and student learning throughout the year.
- At monthly staff meetings we will commit time to sharing promising practices around decolonization and indigenization, giving all staff an opportunity to learn from each other and keep indigenous practices at the front of our minds.
- HUB alternate program – The HUB (Helping, Understanding, Belonging) is a diverse class of approximately 25 students, 3 teachers, and 6 support staff who are supported with individualized and self-paced academic programs, a variety of life-skills learning opportunities, and a focus on building a sense of community and belonging. The design principles of inclusion, digitally enhanced learning, and SEL are modeled in this program.
- Grade 6 nature program – One of our four grade 6 classes begin every day outside for at least 2 hours, connecting to the local environment and community. They get out on regular field trips and connect with local environmental organizations to connect their learning to the real world. This program emphasizes the design principles of land-based learning and indigenization.
- Exploratories and electives – All grade 6 and 7 students have an opportunity to explore their interests and in the areas of ADST and the arts during our exploratory classes of drama, shop, foods, and music. In grade 8 and 9 students can explore their interests further through a variety of elective choices that run for a semester. We hope to give every student a chance to find a love of learning through design principles of personalized learning and student-centered assessment
- Extra-curricular opportunities – Lake Trail classes end at 3:00, but the learning and opportunities for belonging extend beyond the school day. We offer a variety of clubs and teams run by our Community School Society and our staff. The design principles of flexible learning environments extend to all these events.

Monitoring & Evidence Cycle

Throughout the 2026-27 school year, we will provide regular check-ins and progress monitoring during staff meetings. We will ask staff to respond individually and in groups to reflect on their practice and work together to better implement core competencies through the design principles. Our teams of staff work closely together to improve student learning opportunities and improve each other's teaching practice.

We will collect various points of evidence throughout the year:



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- In September and June our teachers, under the leadership of our CST, conduct SNAP numeracy assessments and DIBELS literacy assessments. We use these as assessments for learning to determine how to best support individual needs.
- In October, our Grade 7 students will complete the Foundation Skills Assessment (FSA) to offer us a comparison to past years and compare it to district scores.
- In November and February, we will meet with Indigenous students to assess our progress on the key questions of the Equity Scan and use these results to improve our success rates with Indigenous Students.
- In April, all students from grade 6-9 complete the Student Learning Survey (SLS) to assess and guide our progress in important health, learning, and social emotional aspects of the school.

Impact Indicators

The student learning survey will be our main source of evidence for success in the development of this core competency. The questions that will be focused on are - “school is a place where I feel I belong”, “I feel safe at school”, and “more than 2 adults in the school care about me”. Another source of evidence will be our behaviour intervention tracking system to track incidents and interventions throughout the year and attendance data.

Another important indicator for social awareness and responsibility is academic success. When students co-create a safe and respectful school environment, there is potential for learning and academic success. We will monitor school-based achievement indicators like the DART for numeracy and DIBELS for reading as well as grade 7 FSA results.

Implementation, Capacity Building & Resource Alignment

(What we will learn together and what we will invest in)

Professional Learning

Our professional learning committee will work to provide opportunities for learning during next year’s professional development days in September and April. As a group we will focus on the needs identified by the staff:

- Indigenous Knowledge & land-based learning
- Inclusion, Equity & Anti-racism
- Student Well-being & Behaviour

On the Pro D Day September day we already have the district racial equity support teacher to help us design a day of learning for our staff. For our April school-based Pro-D Day, we are hoping to hold a mini-conference for middle-years learners for the entire district.

Collaboration Structures

Everything we do at Lake Trail involves a team. In each staff meeting, we will work in grade teams to improve our teaching and student learning opportunities. The teams work closely together throughout the year to develop and share their teaching resources. We work to provide common prep time for many teacher pairs in our schedule. We also have the HUB team and the SBT who work together to support inclusion. During our staff meetings we provide time for our teams to work together on cross-curricular projects, events, and other ways to support our students’ learning.



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Resource Alignment

A large portion of our school budget is to provide learning outside of the classroom in field trips and extra-curricular opportunities. We also maintain a high device-to-student ratio to support personalized and tech-enhanced learning. Our most valuable resource is our staff. We work to maximize our time together to support staff and student learning and build the staff culture of collaboration.

Another important resource we will maximize is the systems we have in place to support students and staff. We will increase the focus on supporting staff implementing the PBIS structure in their classrooms, making it an ongoing conversation. We will also change our response system to the BITS program to track behaviour concerns, having regular respondents assigned to certain days of the week. Finally, we will tighten up our digital device policy, giving teachers more tools to keep kids focused on class, not on their devices. Each classroom will have a “cell phone hotel” for all students to put their phones in during class time and consequences for not following our cell phone guidelines will be clarified.

If Progress is Not Evident

If progress is not evident, staff and school leadership will:

- adjust instructional practices in literacy and numeracy outcomes for students, and identify barriers to student growth
- revisit PBIS structures and current implementation, make changes as identified
- Connect with other schools to learn processes that are working there to increase student success
- Continue to improve the reciprocal and supportive relationships with parents and families

Monitoring & Reflection Commitments

FALL

- School planning time on the afternoon of the first day of school to build momentum to support school growth
- Review of district equity scan with staff and parents – related to our school goals
- Classroom literacy (DIBELS) and numeracy (SNAP) assessments led by CST
- School-based professional development day led by professional learning committee
- Grade 7 Foundation Skills Assessment

WINTER

- Parent conferences in November to build collaboration with parents and guardians
- Review of school-based equity scan data collected in November
- Analysis of FSA results and classroom assessment data

SPRING

- Celebration of Learning in March to share ongoing student progress with parents
- Student Learning Survey for all students in grades 6-9
- Year-end classroom literacy and numeracy assessments led by CST
- Review of school growth plans with school staff and PAC
- Share SLS results with staff and review impact of this year’s actions on the results



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Community Communication

What we are focusing on

At Lake Trail Community School we are focused on increasing student feelings of belonging and success by building students' Core Competency of Social Awareness and Responsibility. Student voice is showing that our Indigenous learners have lower levels of safety and belonging and our plan responds by prioritizing growth in these areas. We are going to increase our focus and strategies around positive behaviour support and our PROUD structure (positive, resilient, organized, united, and diverse) through celebrating students who are showing those attributes and using them as a teaching tool and closely tracking teacher interventions when students are not displaying those attributes. Teachers and staff will work to continually connect their work in classes and activities around the school to the core competency of social awareness and responsibility.

Why it matters

When students feel that they belong at school, success will follow. When they feel successful, they will connect and belong. We also know that student actions and behaviour can affect others, and we want to help students have a positive effect on other students and their larger community.

How success will be measured

We have seen success in our school over the past 4 years on areas of literacy and numeracy through classroom and FSA assessments, for example our percentage of students "on track or extending" in grade 7 literacy has gone up 25%. We have also seen great success in measures of student safety and belonging, improving by 21% of students saying they always or most of the time "feel that school is a place where they belong" and increasing by 20% of students who say they "feel safe at school". Although our whole school has improved on these measures, Indigenous students are reporting much lower levels of feeling safe and experiencing a sense of belonging. We will prioritize and monitor Indigenous students' feelings of success and belonging with a check-in and student voice opportunities in the Fall and the Spring. Further, we will monitor important literacy, numeracy, safety, and belonging measures, track our progress over time, and continue to share our successes and areas needed for growth with staff.

How families can support learning

Families are integral in supporting our learners and can continue supporting us through promoting good attendance and maintaining positive communication with our staff. Students who have good attendance (more than 90% of the time) are connected to their peers, can keep up to date with their classes, and have opportunities to find belonging in the school day. Parent communication is crucial to student success, and we want parents to reach out to teachers and the office when they have concerns or questions.

Communication Methods

We will share progress and learning through:



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- PAC and Community School monthly meetings
- Learning updates and parent-teacher conferences
- school website and ongoing communication from staff and administration

Strong communication between school and home helps ensure all students feel supported, connected, and successful. It will also build trust between school and parents, further supporting students.



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