

Lake Trail Middle School Learning Plan

Context

Our building is 60 years old and considered the lighthouse of our community despite suffering considerable ambiguity about purpose over the past 12 years. Last year the School Board decided to move students registered in grade six into our school creating a 6-9 grade configuration. Of our 320 students, 156 are registered in grades 6 or 7; just over half of our students are new to Lake Trail. We also had a considerable number of teachers leave last year so half of our teachers are also new to our school.

We serve a community that is very diverse with a significant percentage struggling to meet the basic needs of their children. Some of our parents are very highly educated and involved in the lives and schooling of their children, but many are not having personal struggles of their own. We are also fortunate enough to have 1/3 of our student population with aboriginal heritage.

Focus

How can we make each student's life better?

- We will increase the feelings of connectedness our students feel. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.
- We will reduce the feelings of bullying many of our students report as feeling.
- We will increase the sense of community within our school.
- We will increase student learning in core areas (reading, writing, numeracy).
- We will increase student learning and proficiency in the eight Successful Learner Traits.
- We will increase each student's development of the Core Competencies.

Through extensive consultation last year with students, parents, and teachers and by looking at research and best practice examples, we developed a plan for the 2017-2018 school year to help us to be unique, valuable and attractive to our community. Drawing from this information and data collected throughout the past year (Health Canada's Canadian Student Tobacco Alcohol and Drugs Survey; Foundation Skills Assessment results organized by cohort; student, parent, and staff satisfaction surveys) our teachers and School Planning Council met and developed this focus for the school year.

Learning and Action

In the spring our teachers sat down and looked at our grade breakdown – 82 in grade 6; 74 in grade 7; 89 in grade 8; and 75 in grade 9 – as well as our number of designated students – 11 in grades 6 and 7; 10 in grades 8 and 9 – and decided that the best way to meet our diverse

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student needs is by having 7 divisions of 6/7 split classes and 6 divisions of 8/9 split classes. Each teacher has a teaching partner and between them they are responsible for the learning of the 43 – 54 students they serve. Structurally, their rooms are either beside or across from each other and the teaming teachers have the same prep-time twice a week.

In addition to the experience we have and the work we have done related to meeting the needs of 11-14 year olds, our teachers have actively sought professional development to become more skilled at supporting children who have experienced trauma. They have been working to align some of their instruction by using the eight traits of Successful Learners as a common language. Many teachers have also begun work towards continuous reporting to support student growth and development mindful of our school district's Guiding Parameters for Assessment. Work in these areas will continue all year.

1. **We will increase the feelings of connectedness our students feel.** This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.
 - Student engagement is key. We believe that if we increase student choice and voice they will be more engaged. Our students registered in grades 8 and 9 will have many electives to chose from and will spend half of each day studying diverse areas of choice through the elective offerings. Also, students in these grades will be working towards an individual, self-designed project in an area of passion.
 - Our Aboriginal Students will receive additional support from our Aboriginal Support Workers who will focus on connecting students to their culture and connecting our whole school community with the diversity of these cultures.
 - Embed authentic aboriginal activities into what we do.
 - We will create and support an active student government.
 - Target resources for our least engaged/connected students.
 - Have all students involved in leadership activities.
2. **We will reduce the feelings of bullying many of our students report feeling.**
 - Through direct teaching and modelling, we will help students understand and prevent bullying.
 - We will be vigilant and active in addressing any bullying we are aware of.
 - Work with student council to create programs/awareness supporting student safety.
3. **We will increase the sense of community within our school.**
 - We will create and support events that build a sense of community such as a pancake breakfast on the first day of school; Terry Fox Run/Walk; Cops for Cancer; assemblies; sports teams

- We will work with Lake Trail Neighbourhood Connections to continue to connect our students with community members through activities like Fly Fishing and the Senior Volunteers Project.
 - Student Leadership will create and produce activities designed to build our community.
 - Various events will be organized for parents and our community members to have them come into the school such as Dr. Claire's presentation on Sexual Health; sessions on educational reform such as the screening of Most Likely To Succeed and subsequent panel discussion; Celebration of Excellence; Meet the Teacher Night; etc.
 - Gerald will produce a weekly Newsletter to communicate with our school community.
4. **We will increase student learning in core areas (reading, writing, numeracy).**
- Grade 6/7 team assessed the reading level of all students and will develop strategies and goals to improve student reading
5. **We will increase student learning and proficiency in the eight Successful Learner Traits.**
- We will focus on one Trait/month: September – Compassion; October – Industrious; November – Strategic; December – Thoughtful; January – Enthusiastic; February – Creative; March – Risk-Taking; and April – Confident. In May and June we will work with all eight in concert with each other.
 - We will continue to work with Susan Bannister to develop our skills in helping students develop their proficiency in these eight traits.
6. **We will increase each student's development of the Core Competencies.**
- Each student registered in grades 6 and 7 will have an electronic portfolio where they will report on their growth and development in each of the six Core Competencies.

Evidence

In order to assess our success, we plan to collect some base-line data through surveys, i.e. one in early October and one again in May. We will track participation rates of students in the many activities they will be offered. We will track our discipline rates, as we believe that as we improve our student's lives their behaviours will improve as well. We will track our attendance rates. Finally, we will use student self-assessment on the Core Competencies as a way to get feedback about how they are feeling about their own growth and development and about their time in our school.

1. We will increase the feelings of connectedness our students feel. This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.

- Attendance rates
 - Satisfaction survey
 - Participation rates on our teams
 - Discipline Records
 - Cross-boundary requests
 - Retention rates
2. We will reduce the feelings of bullying many of our students report feeling.
 - Satisfaction survey
 - Tracking of bullying related incidents through MyEd discipline reports
 3. We will increase the sense of community within our school.
 - Surveys
 - Participation rates in different school activities
 - Tracking of student initiated events
 - Track community/adult participation in School organized events
 4. We will increase student learning in core areas (reading, writing, numeracy).
 - Demonstrated progress in each area by every child
 5. We will increase student learning and proficiency in the eight Successful Learner Traits.
 - Each student will be able to identify all eight Traits, their understanding of them, and give an example of when they have used each Trait effectively
 6. We will increase each student's development of the Core Competencies.
 - E-portfolios by the students registered in grades 6 and 7
 - Self-assessments on reports in grades 8 and 9

Reflect: How can we make each student's life better?

Before we can reflect, we should summarize the different things throughout the year that we did to achieve our goal.

1. **We will increase the feelings of connectedness our students feel.** This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.

Strategy	Examples
Student engagement is key. We believe that if we increase student choice and voice they will be more engaged. Our students registered in grades 8 and 9	Every student is in a homeroom and is part of a two homeroom team that works on all Core Courses together and in 6/7 work on Exploratories as well Breadth of elective offerings that reflected student requests. Our students in grades 8 and 9 got to select electives from a long-list to

will have many electives to chose from and will spend half of each day studying diverse areas of choice through the elective offerings. Also, students in these grades will be working towards an individual, self-designed project in an area of passion.

make a short list. We then offered those courses and they got to choose which courses they wanted to study.

Reduced the number of teachers the students see in order to strengthen connections

We offered students the opportunity to play on several sports teams (soccer and volleyball) this term and now are shifting to basketball

We have a number of clubs/teams up and running:

- Improv
- Dungeons and Dragons
- Audio-Visual
- Destination Imagination

Hackergal/Codesters project

We have introduced a Mindfulness course for some of our high-profile students registered in grades 8/9 who struggle with anxiety and self-regulation

We have purchased a program to support all staff and students working on their mindfulness and inner self

We have initiated and are developing a MakerSpace to connect students through hands-on learning and growing a Maker Mindset

On Fridays, our students in grades 8 and 9 have Flex Fridays where they can work on independent projects with a mentor teacher of their choice.

We have established a student government.

We have put out a survey to all students asking them for their hopes, dreams, changes, and things they want to keep as we plan for the coming school year.

Many of our teachers build voice and choice into their programs and assignments.

We still need to find ways to give students greater voice, but believe that our student government structure will help us with this.

We had an active GSA.

	<p>We had an active Boys' Group class which generated enough interest/demand from our female students to have us create a Girls' Group class for the second half of the year. Both were targeted to the diverse needs of the individuals in the classes, not the stereotypes associated with their genders.</p> <p>We had a group of students that required more experiences in our community so they volunteered at MARS, ReStore, Habitat for Humanity, etc.</p> <p>Every student had the opportunity and the support to work on an inquiry of interest to them as an individual.</p> <p>All grade levels had X-block opportunities 1/week where they had a choice of many different activities to participate in.</p> <p>Connections with our community partners such as MCFD, JHSNI, CYMH, etc.</p> <p>Library offers a safe space for school groups and individuals to relax/connect/display ideas.</p> <p>Library supports other school/student initiatives with resources and by creating connections with different groups.</p> <p>More than 200 different students were recognized at our Year-End assembly for excellence in at least one facet of their school experience.</p>
<p>Our Aboriginal Students will receive additional support from our Aboriginal Support Workers who will focus on connecting students to their culture and connecting our whole school community with the diversity of these cultures.</p>	<p>We have more than 100 students who have identified as having aboriginal heritage.</p> <p>We have two Aboriginal Support Workers who work with our students and focus their work on 4 goals we established at the beginning of the year:</p> <ul style="list-style-type: none"> ▪ To increase Aboriginal students' sense of belonging, cultural identity and self-esteem. ▪ To increase the academic success of all Aboriginal students through personalized learning. ▪ To increase the awareness and understanding of First Nation, Metis and Inuit history, traditions and culture for all students. ▪ To enhance Aboriginal students' skills, qualities and confidence in leadership.

	<p>They have lead events for the whole school such as Orange Shirt Day and had students create an award winning presentation of our local village and their traditional fishing weirs.</p> <p>Introducing an Elders and Youth lunchtime drop-in.</p> <p>Elders Story Project with Wendy Morton.</p> <p>Indigenous Day lunch and celebration – more than 400 members of our school community were fed local bison, elk, fish, and berries while celebrating the achievements of our students and working with themes connected to Indigenous cultures.</p> <p>Dark Spark Project - This spring a group of our students registered in Grade 8 work with Jeannie (Lindsay) and Tim (Horner) as part of the Dark Spark: Four Directions Project. To look and listen to the songs our students created during the Four Directions project we did with Dark Spark click on the links below.</p> <ul style="list-style-type: none"> For an overview of the project, click here. For the Freedom song, click here. For the Silence song, click here. For the Great Mystery song, click here. For the Know Better song, click here. <p>We had a group of students that required more experiences in our community so they volunteered at MARS, ReStore, Habitat for Humanity, etc.</p> <p>Increased connections with Nala’atsi.</p> <p>Hosted Indigenous activities evenings 1/week working with Bruce Carlos.</p> <p>Recognized 16 of our 110 Indigenous students for their outstanding contributions, efforts and overall attitude towards their education.</p>
<p>Embed authentic aboriginal activities into what we do.</p>	<p>Cultural lunches with wild meats such as elk, moose, deer and salmon as well as bannock and local berries</p> <p>Provide local cultural knowledge as well as Indigenous knowledge from around the world</p> <p>Opportunities for field trips which have included going to our local Big House where our students learnt about self-care and ancient</p>

	<p>teachings on maintaining mental, physical and emotional health as well as traveling to the Campbell River Big House and gaining more knowledge on reconciliation and cultural practices.</p> <p>Hands on crafts and teachings that help expand on cultural knowledge but also provide a sense of pride in what our students make and then take home to share with their families. The crafts include dreamcatcher making, spirit gardens, west coast art designs, mask making, medicine pouches, screen printing, Big House model building and the list goes on.</p> <p>School wide events such as Orange Shirt Day and Aboriginal day where we have brought in special presenters to share their personal experiences and culture. Last year we were fortunate enough to have a cultural Maori group visit us from New Zealand.</p> <p>School projects such as "The Elders Project" where we have brought in elders from our community to share their history and have it documented by our students and then published in a book that has been shared with the entire school and wider community.</p> <p>We work hard to integrate culture, oral traditions and Indigenous knowledge into our curriculum by bringing in resources from the community but also by bringing in cultural practices and artifacts into the classrooms. We have a growing collecting of tools, baskets, carvings and authentic resources that we can have the students touch and use.</p> <p>We are also working on bringing in more up to date resources for our teaching staff to use and we have recently purchased a classroom set of text books that include many new cultural finds and a broader view on Indigenous culture in Canada</p> <p>Our students have the opportunity to network and build connections with students from our neighboring schools as we participate in cultural events and workshops with their leadership students and abed support workers at those locations.</p> <p>Indigenous Day lunch and celebration – more than 400 members of our school community were fed local bison, elk, fish, and berries while celebrating the achievements of our students and working with themes connected to Indigenous cultures. All of our students</p>
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	<p>had some part in the preparation and/or presentation of this community event.</p>
<p>We will create and support an active student government.</p>	<p>Established in December, 2017</p> <p>Meet every second Thursday</p> <p>Participated in our School Review in January</p> <p>Lead request and design of outside exercise circuit</p> <p>Provided guidance and input into new school design</p>
<p>Target resources for our least engaged/connected students.</p>	<p>We started our Community Connections Program which is designed to address the needs of our most vulnerable students registered in grades 8 and 9</p> <ul style="list-style-type: none"> ▪ Added support from John Howard Society and MCFD ▪ Added a drop-in group 1/week for student wellness <p>Boys Group – Boys registered in grades 8/9 selected to receive additional supports/opportunity to work with outside agency supports to receive support through a “Boys Group”</p> <p>Girls Group – added a block for girls to have a class targeting their specific needs/interests in second semester</p> <p>We have introduced a Mindfulness course for some of our high-profile students registered in grades 8/9 who struggle with anxiety and self-regulation.</p> <p>We have purchased a program to support all staff and students working on their mindfulness and inner self.</p> <p>Groups - Boys, Girls, GSA, and Anxiety</p> <p>Firewood program</p> <p>We hired a second LST and are targeting our resources for our neediest students</p> <p>Amy Crooks from CVTS is doing healthy relationship sessions with our students</p> <p>Elders and youth lunchtime drop-in</p>

	<p>Boys Club Network</p> <p>Tea Service and Lifeskills program for some of our students requiring social skills, etc.</p> <p>Connection with Boys Club – Vancouver trip to UBC and the Eastside</p>
<p>Have all students involved in leadership activities.</p>	<p>Grade 8/9 Leadership (90 students)</p> <ul style="list-style-type: none"> ▪ Students went to Courtenay Elementary to help students learn to ride bikes safely ▪ Students in grades 8/9 volunteering at the Soup Kitchen ▪ Student in grades 8/9 volunteering at Ecole Puntledge Park ▪ EDAS ▪ Christmas Hamper Program – filled 7 <p>Every student in grades 6/7 will take a Leadership class as part of their Exploratories</p> <p>Have established a student government</p> <p>Have clubs that provide for student leadership opportunities</p> <ul style="list-style-type: none"> • Dungeons and Dragons • A/V Club <p>Student led club that met 1/week at lunches in the Library to discuss various large questions – ‘Philosophy club’?</p>

2018 Satisfaction Survey Results

Is school a place where you feel like you belong?

Grade 6 – 44% said most – all of the time.

Grade 7 – 27% said most – all of the time.

Grade 8 – 28% said most – all of the time.

Grade 9 – 33% said most – all of the time.

How many adults do you think care about you at your school? (research indicates that students who have 2 or more adults that they feel care about them at school are far more likely to be successful).

Grade 6 – 81% indicated 2 or more adults.

Grade 7 – 63% indicated 2 or more adults.

Grade 8 – 67% indicated 2 or more adults.

Grade 9 – 72% indicated 2 or more adults.

Do you feel welcome at your school?

Grade 6 – 56% said most – all of the time.

Grade 7 – 38% said most – all of the time.

Grade 8 – 46% said most – all of the time.

Grade 9 – 31% said most – all of the time.

Are your questions valued and welcomed by the adults in your school?

Grade 6 – 51% said agree – strongly agree.

Grade 7 – 32% said agree – strongly agree.

Grade 8 – 56% said agree – strongly agree.

Grade 9 – 34% said agree – strongly agree.

2. We will reduce the feelings of bullying many of our students report feeling.

Strategy	Examples
<p>Through direct teaching and modelling, we will help students understand and prevent bullying.</p>	<p>We have worked actively to support our students with conflict resolution</p> <p>Green Thumb Theatre presentation re: diversity, compassion, and kindness</p> <ul style="list-style-type: none"> - we learned the value of vetting when working with outside agency with our trauma-informed practice, i.e. when feelings are evoked/provoked, where do they go? <p>GSA and Rainbow Crosswalk</p> <p>Focused on the Successful Learner Trait of ‘Compassion’ in September</p> <p>Each homeroom has done work on compassion, empathy, and is working to build community.</p> <ul style="list-style-type: none"> - Counsellor came in to 6/7 homerooms to focus on mental health, compassion/sympathy, and anti-bullying <p>Our behaviour modification work focuses on pro-social behaviour.</p> <p>Our community building work in Goal 1.7 helps to address this.</p> <p>We are providing direct supports for the bullied and the bullier with our Counsellor and our Youth and Family Support Worker.</p> <p>We have targeted some supports to our more at-risk bullies.</p> <p>We will have Elisha d'Agnostino come in to do a session for parents about how to support their bullied child.</p>

	Amy Crooks from CVTS will be working on anti-bullying sessions with all of our students in grades 6/7
We will be vigilant and active in addressing any bullying we are aware of.	We have worked actively to support our students with conflict resolution This is continuous and on-going Have increased our understanding of the role of the 'not so innocent' bystander.
Work with student council to create programs/awareness supporting student safety.	Have established a Student Government GSA and a rainbow cross-walk Have clubs for a variety of interests and have created some 'safe-spaces' in our school.

2018 Satisfaction Survey

Do you feel safe at school?

Grade 6 – 59% said most – all of the time.

Grade 7 – 52% said most – all of the time.

Grade 8 – 56% said most – all of the time.

Grade 9 – 42% said most – all of the time.

Have you ever felt bullied at school?

Grade 6 – 57% said never – few times.

Grade 7 – 60% said never – few times.

Grade 8 – 63% said never – few times.

Grade 9 – 53% said never – few times.

3. We will increase the sense of community within our school.

Strategy	Examples
We will create and support events that build a sense of community such as a pancake breakfast on the first day of school; Terry Fox Run/Walk; Cops for Cancer; assemblies; sports teams	Pancake Breakfast to welcome everyone Fun afternoon activities at end of first week Halloween Dance Halloween Costume Assembly

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	<p>80's spirit day for students registered in gr6/7</p> <p>Christmas Hampers</p> <p>Salad Bar that is free for everyone on Wednesdays</p> <p>Remembrance Day Assembly</p> <p>Monday morning meetings with all staff who want to attend</p> <p>Secret Pal Program</p> <p>Teaching Staff Dinner on November 23, 2017</p> <p>Terry Fox Run/Walk</p> <p>Cops For Cancer Assembly</p> <p>Many Homerooms have class "meetings", some weekly, where the discuss different themes and experiences</p> <p>Community Connections: Students requested opportunity to learn something "meaningful" and wanted a 'hands-on' project. Class is now constructing a Go-Cart from scratch using the metalwork tools and supplies available.</p> <p>Grade 8/9 Leadership</p> <ul style="list-style-type: none"> ▪ EDAS project for homeless people ▪ Christmas Hampers – filled 7 ▪ Soup Kitchen ▪ Volunteering at EPP <p>Green Thumb Theatre presentation re: diversity, compassion, and kindness</p> <p>Teachers in our family of schools are meeting to look at our transition processes and the best way to support students as well as ways to build on what each other are doing.</p> <p>Christmas Dinner.</p> <p>Sports Teams – Soccer, Volleyball, Basketball, Track and Field</p> <p>National Indigenous Day celebration was a significant and meaningful success.</p>
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	<p>Had a second 'meet the teacher' evening and morning that we changed to 'student-led conferences' that received positive feedback from students, parents, and teachers. Excellent turnout as well.</p> <p>A lot of Field Explorations, i.e. Elk Shed, Horne Lake Caves, Lewis Park, Elk Falls, Playland, Boys Club trip to UBC/Vancouver, and our own forest.</p> <p>Firewood Program for our Boys Group worked very well until our chainsaws were stolen.</p> <p>Trail building and maintenance in our forest.</p> <p>School-wide Hoedown before Winter Break.</p> <p>Common prep for teaching partners – regular meetings for grade teams.</p> <p>Team teaching connected students together.</p> <p>Twitter allowed more to be connected.</p> <p>Art in hallways and gallery showing.</p> <p>Slideshow for grads</p> <p>Staff/students sport games – intramural hockey</p> <p>Feeder school scavenger hunt and tour.</p> <p>New students/parents dinner.</p> <p>Increased meetings and partnerships with our Family of Schools.</p>
<p>We will work with Lake Trail Neighbourhood Connections to continue to connect our students with community members.</p>	<p>Many after-school activities like Smoga, Fly Fishing, Young Cooks</p> <p>New students/parents dinner</p>
<p>Student Leadership will create and produce</p>	<p>Grade 8/9 Leadership</p> <ul style="list-style-type: none"> ▪ Students went to Courtenay Elementary to help students learn to ride bikes safely

<p>activities designed to build our community.</p>	<ul style="list-style-type: none"> ▪ Students in grades 8/9 volunteering at the Soup Kitchen ▪ Student in grades 8/9 volunteering at Ecole Puntledge Park ▪ EDAS ▪ Christmas Hamper Program – filled 7 <p>Every student in grades 6/7 will take a Leadership class as part of their Exploratories</p> <p>Spirit Days</p> <p>Theme events</p> <p>School Dances</p>
<p>Various events will be organized for parents and our community members to have them come into the school and connect with our learning.</p>	<p>Dr. Claire in September targeting parents of students in grades 6/7</p> <p>District panel of direction of education: Most Likely to Succeed</p> <p>Meet the Teacher evening and day in November and the second one in April which was very well received and valuable</p> <p>Elisha d’Agnostino “bully-proofing your child” presentation in February 15th</p> <p>School Planning Council</p> <p>John Howard counsellors invited in weekly and to participate in field trips.</p>
<p>Gerald will produce a weekly Newsletter to communicate with our school community.</p>	<p>Weekly newsletter to keep parents informed and connected with what’s happening at our school – average of 175 readers.</p> <p>We’ve never had more ways to communicate but never had more difficulty communicating. This newsletter was a success due to its consistency and predictability.</p>

2018 Satisfaction Survey

Are you learning about First Nations at school?

- Grade 6 – 62% said sometimes – all of the time.
- Grade 7 – 63% said sometimes – all of the time.
- Grade 8 – 58% said sometimes – all of the time.
- Grade 9 – 43% said sometimes – all of the time.

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Are you learning about how people change our environment?

Grade 6 – 54% said sometimes – all of the time.

Grade 7 – 58% said sometimes – all of the time.

Grade 8 – 70% said sometimes – all of the time.

Grade 9 – 60% said sometimes – all of the time.

I can make a difference in my community.

Grade 7 – 36% said sometimes – all of the time.

Grade 8 – 30% said sometimes – all of the time.

Grade 9 – 27% said sometimes – all of the time.

4. We will increase student learning in core areas (reading, writing, numeracy).

Strategy	Examples
	<p>Gr6/7 team spent time in September getting base-line data for all three areas (measure) and teachers are building programs in their teams to address the needs identified in these assessments</p> <p>Received a SETBC grant to support struggling readers with technology supported interventions</p> <p>All grade 7 students, except 4, participated in the FSA (measure)</p> <ul style="list-style-type: none">- FSA disappointed kids due to awkward, poorly scaled questions – confusing questions <p>We are working with Shelley Moore to increase our skills and awareness of meeting diverse student needs inclusively</p> <p>Reading Challenge – 300 books by students registered in Gr 8/9 in 2 months</p> <p>On Fridays we are providing extra support for students struggling with Math</p> <p>Teachers of students in grades 6/7 focusing on increasing literacy through a Humanities approach</p> <p>Have added another .3 LST time targeting our students in grades 6/7 struggling with reading - Identified students were assessed in January and June. Students that attended the learning regularly improved on average two+ grade levels in the area of reading comprehension and two grade levels in word recognition in the five months. A small control group's general learning gains were approximately one grade level (standard</p>

	<p>progress for one year). All the information gathered from the testing will be directing future reading intervention and support.</p> <p>Did a Math assessment early that one group used to create targeted and flexible groupings.</p> <p>Voice and choice led to some very positive growth for many of our students.</p> <p>Cross-curricular learning, i.e. Math and Music, led to deeper understanding.</p> <p>We will be looking for better early reading assessments.</p>
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2018 Satisfaction Survey

I feel I am getting better at math.

- Grade 6 – 53% said that they agree or strongly agree with this statement.
- Grade 7 – 44% said that they agree or strongly agree with this statement.
- Grade 8 – 49% said that they agree or strongly agree with this statement.
- Grade 9 – 52% said that they agree or strongly agree with this statement.

I feel I am getting better at reading.

- Grade 6 – 61% said that they agree or strongly agree with this statement.
- Grade 7 – 58% said that they agree or strongly agree with this statement.
- Grade 8 – 61% said that they agree or strongly agree with this statement.
- Grade 9 – 44% said that they agree or strongly agree with this statement.

I feel I am getting better at writing.

- Grade 6 – 49% said that they agree or strongly agree with this statement.
- Grade 7 – 60% said that they agree or strongly agree with this statement.
- Grade 8 – 59% said that they agree or strongly agree with this statement.
- Grade 9 – 49% said that they agree or strongly agree with this statement.

5. We will increase student learning and proficiency in the eight Successful Learner Traits.

Strategy	Examples
<p>We will focus on one Trait/month: September – Compassion; October – Industrious; November – Strategic; December – Thoughtful; January – Enthusiastic; February – Creative; March – Risk-Taking; and April – Confident. In May and June we will work with all eight in concert with each other.</p>	<p>Introduced and developed Compassion, Industry, and Strategic during the term focusing on each for a month</p> <p>Many of our homerooms are having weekly meetings to discuss related themes</p> <p>Have aligned our Gotcha! Program with the SLT’s</p> <p>Awards for Learner Traits – reporting</p> <p>Writing piece about Learner Traits</p> <p>Library books were displayed based on themes connected to SLTs</p> <p>Electives addressed all SLTs, i.e. Art – Creative; Leadership – Compassionate; Drama – Risk Taking; etc.</p> <p>Curricular tie-ins</p> <p>Wellness classes successfully pushed/taught SLTs</p> <p>8/9’s might benefit from Inquiry based on ‘Traits’ and more relevant/strategic delivery systems</p>
<p>We will continue to work with Susan Bannister to develop our skills in helping students develop their proficiency in these eight traits.</p>	<p>Teachers are continuing to work with these as teacher teams, but we have not done anything as a staff since August</p>

2018 Satisfaction Survey

Are you helped to understand how you can improve your learning?

- Grade 6 – 65% said sometimes – all of the time.
- Grade 7 – 56% said sometimes – all of the time.
- Grade 8 – 80% said sometimes – all of the time.
- Grade 9 – 59% said sometimes – all of the time.

Do you get to work on things you are interested in as part of your schoolwork?

Grade 6 – 45% said sometimes – all of the time.
 Grade 7 – 42% said sometimes – all of the time.
 Grade 8 – 58% said sometimes – all of the time.
 Grade 9 – 49% said sometimes – all of the time.

Are you taught to take ownership or control of your learning?

Grade 6 – 48% said sometimes – all of the time.
 Grade 7 – 39% said sometimes – all of the time.
 Grade 8 – 56% said sometimes – all of the time.
 Grade 9 – 57% said sometimes – all of the time.

Do you have chances to show your learning in different ways?

Grade 6 – 64% said sometimes – all of the time.
 Grade 7 – 62% said sometimes – all of the time.
 Grade 8 – 77% said sometimes – all of the time.
 Grade 9 – 70% said sometimes – all of the time.

6. We will increase each student’s development of the Core Competencies.

Strategy	Examples
	<p>Student self-assessment for Term One on at least one of the Core Competencies</p> <ul style="list-style-type: none"> ▪ Pre-taught what they are and used the language throughout the semester ▪ Gr6/7 team did this in their e-portfolios ▪ In grades 8/9, students reflect on their learning through answering reflective questions related to each of the 6 core competency headings. Students then set learning goals in each of the core competency areas. <p>Reachout Psychosis presentation</p> <p>Black-Top Players</p> <p>Being discussed, reflected on, and developed</p> <p>Student self-assessment – on-going</p> <p>Electives/Exploratories worked in these realms a lot.</p> <p>‘Gotcha!’ recognition was used to promote these.</p> <p>Used in IEPs</p>

2018 Satisfaction Survey

Does school make you feel stressed or worried?

Grade 6 – 37% said many – all of the time.

Grade 7 – 41% said many – all of the time.

Grade 8 – 33% said many – all of the time.

Grade 9 – 46% said many – all of the time.

Do you feel good about yourself?

Grade 6 – 37% said most – all of the time.

Grade 7 – 36% said most – all of the time.

Grade 8 – 45% said most – all of the time.

Grade 9 – 28% said most – all of the time.

How many times a week do you eat breakfast?

Grade 6 – 50% said that they do everyday.

Grade 7 – 38% said that they do everyday.

Grade 8 – 45% said that they do everyday.

Grade 9 – 41% said that they do everyday.

How many times a week do you eat fresh vegetables?

Grade 6 – 31% said that they do everyday.

Grade 7 – 35% said that they do everyday.

Grade 8 – 28% said that they do everyday.

Grade 9 – 29% said that they do everyday.

How often, usually, do you get a good night's sleep?

Grade 6 – 21% said 3 or more times per week.

Grade 7 – 52% said 3 or more times per week.

Grade 8 – 29% said 3 or more times per week.

Grade 9 – 39% said 3 or more times per week.

Narrative: Now, for some reflection. I believe we were very successful in improving each child's life. This is based on our improving Satisfaction Survey results, improved attendance rates, and increased student engagement in their learning.

Our strategy to increase the feelings of connectedness our students feel was one we spent a lot of time and energy focusing on. As we were contending with a lot of new – over half of our students and teachers were new to our school; the grade structure was new; and our pedagogy

was new to us – creating connections could have been particularly challenging. Our entire staff worked to make individual and communal connections from the very specific to the more esoteric. There were many examples of individuals taking it upon themselves to check in with specific students daily and other examples of teachers who worked to create a calm, welcoming, and personal environment for student learning. The feedback from our students supported these approaches. However, there are many things we can do to improve student connections. It was particularly noticeable that several of our key leaders at the grade 8 level applied for cross-boundary transfers as they did not feel that their needs were being met. We also lost three students throughout the year to alternate programs, and two dropped out of school altogether. We know from the research and our practice that this is an area we need to continue to focus on and find ways to increase and improve student connections with their school community and with their learning. One of the recommendations from our teachers is to increase the amount of ‘performance’ our students do, i.e. sharing of their learning. We will look for more ways to do this in the coming year.

Our strategy to reduce the feelings of bullying our students have is a very important one that we made good strides in, but have many more to take. We did a lot to address bullying and to teach about it, but did not do enough to successfully curtail feelings of bullying (eradication would be ideal). It was gratifying to us that our youngest students felt bullied the least, but it begged questions about the experiences of our older students. Also, our work in this area clarified for us a couple of things: in order to address bullying we need to focus on developing empathy, something many of our students struggle with; we need to focus on improving student self-esteem and self-confidence if we are going to significantly reduce the feelings and effects of perceived and actual bullying. This will, most likely, be another area of targeted work for us in the coming school year.

Our strategy to increase our sense of community was one of our more successful strategies for improving each child’s life as it gave them connections to things greater than themselves and help develop empathy. One of the greatest pieces of evidence we had for this was the difference between our community involvement at our Christmas Dinner and at our National Indigenous Peoples’ Day celebration. Both were excellent, but most of the work for the Christmas Dinner was done by the adults and the behaviour and mess left by students was as normally expected. However, our more recent celebration saw students doing the lion’s share of the work, conducting themselves very well, and very engaged in the program. We have also seen significant improvement in student engagement with various citizenship oriented projects such as welcoming new students, working within our family of schools, and supporting those outside our school. Another area that we have seen significant improvement is with staff turnover with only two staff members out of thirty-eight, wanting to leave our school after this year. This will significantly increase our effective community building moving forward. One area that we will be working to improve is our work with Lake Trail Neighbourhood Connections as they could be a key conduit for connecting our students with the broader community.

In the Core Areas (reading, writing, and numeracy) we began to lay the foundation for significant improvements. As a school we have been shifting to a more inclusive model of instruction supported by targeted, clinical supports. Every student in grades 6 and 7 received Subject Support, a class designed to improve cross-curricular literacy. Next year we will be adding executive functioning skills to this program. Our learning support model has focused on developing capacity in classes and in the adults working with the students. The best example of this was in our small group reading interventions that our EA's were trained to support and showed significant progress (i.e. double that of those not participating) for students. We also made significant strides to adjusting our pedagogy and design based on assessment. The best example of this was in our 6/7 team where one triad used flexible grouping to increase the learning for all. We are still looking for better early assessments for reading levels and need to do a better job of measuring growth in all three core areas.

Our focus on the Successful Learner Traits was effective, but we under-realized the full potential of this platform. We focused on each of the eight Traits for a month each and provided many examples of each. Students understand them and are aware of the language, which is very positive as they were new to many of the students (some of our younger students had exposure at their previous schools). I feel that the greatest area of improvement we could show in this area would be to link these to the Core Competencies. It did not surprise me to see that in our year-end review, staff did not put the SLT's as one of our highest priorities moving forward as a school; however, most indicated that they would still use them.

Finally, our efforts to increase each student's development of the Core Competencies, we were successful; however, I question how metacognitive this growth has been for our students. I believe that for us to be truly successful in this area, and to have this work improve the life of each child, they need to be aware of the Core Competencies, why they are important, and how to improve their own competencies. I am not saying that this has not happened, however, I have not seen broad-based evidence of it and could not defend such an assertion.

Overall, this has been a highly successful year of transition for Lake Trail Middle School's Community. Our inquiry of how to improve the life of every child resonated across our community and every member of it worked to achieve this goal using many diverse strategies. I am convinced that we have been successful in improving the life of every child we worked with this year; and I am even more convinced that we learned a lot through this process about ourselves, our students, and our work and this will benefit all as we move forward. I will be encouraging our school community to continue our inquiry and to refine our strategies.

Please do not hesitate to contact me if you have any questions, comments, or suggestions.

Respectfully submitted,

Gerald Fussell,
Principal,
Lake Trail Middle School.

July 1, 2018