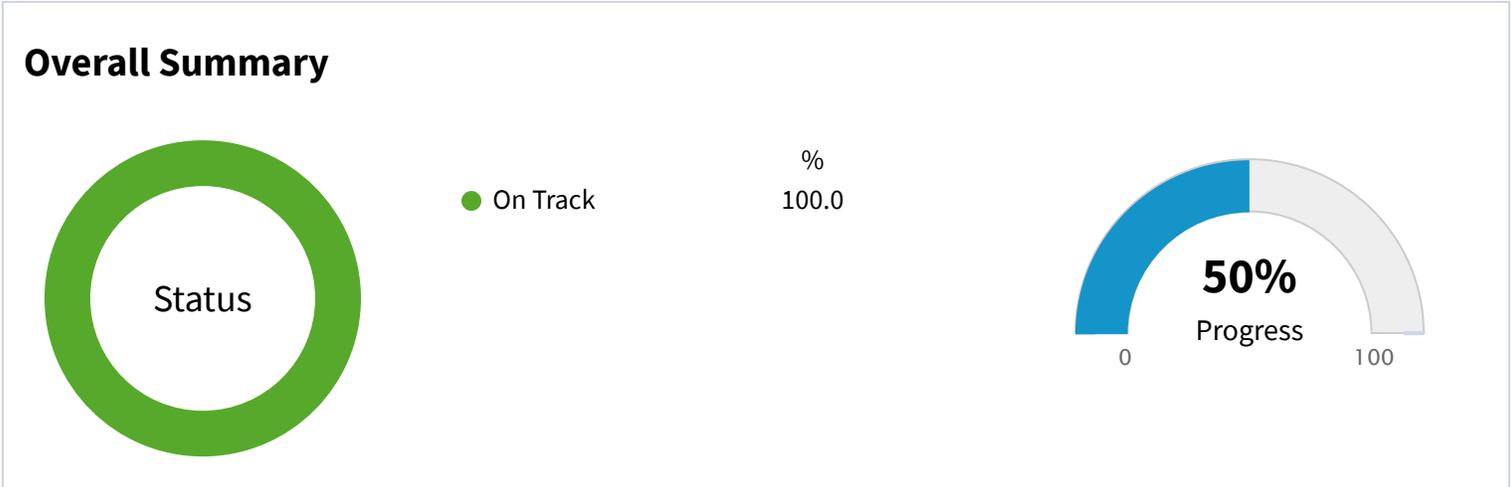


# Framework for Enhancing Student Learning

Report Created On: Jan 30, 2019

<b>1</b> Goal	<b>4</b> Action
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**Context**

Our building is 62 years old and considered the lighthouse of our community despite suffering considerable ambiguity about purpose over the past 13 years. In 2017 our Board of Education decided to move students registered in grade six into our school creating a 6-9 grade configuration. The transition of our school was very successful, and the Board of Education voted to keep the 6-9 grade configuration for at least 2 more years. Of our 329 students, 179 are registered in grades 6 or 7, and 150 are registered in grades 8 and 9.

We serve a community that is very diverse. We are fortunate that 1/3 of our student population has indigenous heritage. A significant percentage of our community struggle to meet the basic needs of their children and themselves. Some of our parents are very highly educated, many are not: some are involved in the lives and schooling of their children, many are not. All our parents want what’s best for their children.

Other key parts of our context have been staff turnover (only 4 teachers from September 2016 are still working at our school; however, only two are new to our school this year) and the fact that we are building a new school due to open in September 2021. We also recognize the value of contemporary research about learning and the impact it needs to have as we prepare our students for a dynamic world. We recognize that we are all learners, and this guides our work, practice, and approaches.

**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.
- A significant subset of this is our strategy to reduce the feelings of bullying our students report.
- We will increase student learning in core areas (reading, writing, numeracy).

- We will increase each student's development of the Core Competencies.
- We will improve each student's Executive Functioning skills.

Through extensive consultation in the 2016-2017 school 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. As we progressed through the school year we continued to collect feedback, data, and monitor our progress. In June, through consultation with our school community, we decided to continue the many initiatives we undertook and to keep our focus the same with some minor adjustments to our strategies.

### **Learning and Action**

In the spring of 2017 we decided that the best way to meet our diverse student needs is by having 7 divisions of 6/7 split classes and 6 divisions of 8/9 split classes. Each teacher had a teaching partner and between them they were 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. We decided to continue with that structure this year as it was very successful. We also decided that the students going into grades 7 and 9 would remain with their homeroom teachers.

In addition to the experience we gained 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 and to integrate the First Peoples Principles of Learning. Many teachers have also been working on continuous reporting to support student growth and development mindful of our school district's Guiding Parameters for Assessment. Work in these areas will continue this year.

- 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 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.
- We will increase the connections our students have to their different communities
- We will increase student learning in core areas (reading, writing, numeracy).
- All students will be assessed for their reading proficiency in September and strategies will be developed to address areas of concern.
- We will increase each student's development of the Core Competencies.
- Each student will have an electronic portfolio where they will report on their growth and development in each of the six Core Competencies.
- We will improve each student's Executive Functioning Skills.
- Our Learning Support Teachers will provide tools and in-service for our staff focusing on developing these skills in their students.

## 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.

**Narrative** While our Inquiry is clear and our strategies to guide our learning and actions are aligned, there are some other engines that are important to our learning community.

The Arts are important to our community and we will continue to increase student access to them (visual, musical, dramatic, creative, and technical).

Having hands-on and contextual learning is powerful and we are working to create as many opportunities for this to happen as possible.

We have the great fortune to be located beside a pristine forest with a salmon bearing stream running through it, in a community with many opportunities within walking distance. We strive to take advantage of our location to enhance student learning and improve environmental connections.

Service and citizenship are important parts of our work as they help us develop kind, caring youth.

We are constantly working to integrate the First Peoples Principles of Learning in our daily work, not only because we recognize the need to integrate Indigenous awareness and understanding into our work, but because the Principles are good practice.

Many in our school community have experienced trauma and our staff have committed to becoming more trauma aware and to continue our growth towards trauma informed practice.

This year we are committing to continuous reporting for all students as it will support greater student growth and development.

Finally, we use inquiry as a dominant pedagogy supporting our learning community. We recognize that we are all learners and inquiry is a cornerstone for learning. We use the Spirals of Inquiry to guide our professional inquiry and a variety of inquiry/design process models to guide our student inquiries.

### Report Legend



No Update



Overdue



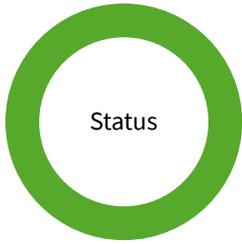
Priority

## Plan Summary

Goal 5.21



Progress 50%



● On Track

%	#
100.0	4

Action: 4

Lake Trail Middle School 2018-19 How can we make each child's life better?

Goal 5.21  Progress 50%

Lake Trail Middle School 2018-19

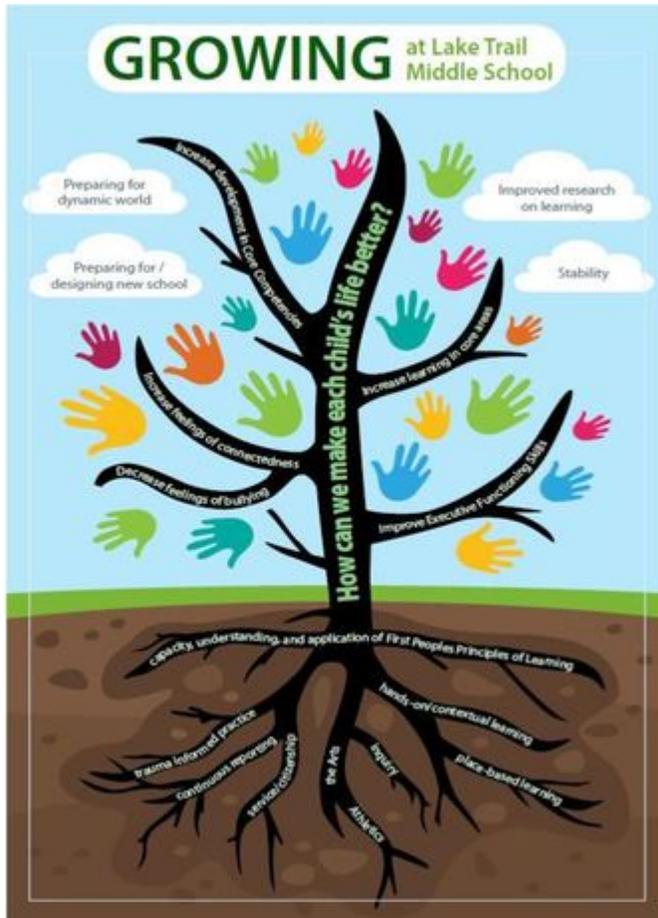
How can we make each child's life better?

Action: 4

	%	#
 On Track	100.0	4

Goal 5.21 > Metric

How can we make each child's life better?



Last Update: Nov 23, 2018 21:35:22

Action 5.21.1  On Track Progress 50%

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 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.

Work Plan

Focus	Actions	Measures
<b>Building Connections</b>	<p>Provide our Indigenous students with additional support from our ISW's</p> <p>Embed authentic Indigenous activities and mindsets into what we do</p> <p>Target resources for our least engaged/connected students</p> <p>Increase student involvement and participation in planning and organizing elements of our school, i.e. Library, LTNC, Student Government</p> <p>Create safe places for kids, especially those that don't fit in</p> <p>More whole school/whole grade activities</p> <p>Jocelyn whole class lessons in grades 6/7 – Resilience focus</p> <p>X-block – choice and voice – students choose</p> <p>SOC – Students of Concern presented at Monday morning meetings</p> <p>Use outdoors to play active games – let kids play</p> <p>Board Games – encouraging kids to play together</p> <p>Student run interest groups</p> <p>Recognizing inclusive, respectful behaviour</p> <p>Use cross-curricular problem solving, project based inquiry approach to learning</p> <p>Communicate plans (safety, IEPs, etc.)</p> <p>Homerooms – community building activities, food, etc.</p> <p>Increase the sense of community our students feel</p>	<p>Observations</p> <p>Discussions with students</p> <p>Gov't surveys</p> <p># of referrals to admin/ counsellors</p> <p>Track Gotcha!</p> <p>Observe feelings of staff satisfaction re: communication</p> <p>Tracking attendance rates</p>

<p><b>Reduce feelings of bullying our students experience</b></p>	<p>Workshops by Jocelyn in all classes – empathy, conflict resolution,</p> <p>Class meetings – aim for consistency – find and address events in our school and draw connections</p> <p>Coverage for teachers to deal with interpersonal skill development with students</p> <p>Being proactive and having conversations about how to work through things – upstream actions</p> <p>Create safe places for kids, especially those that don't fit in</p> <p>More whole school/whole grade activities</p> <ul style="list-style-type: none"> <li>• No Time for That Assembly</li> </ul> <p>Jocelyn whole class lessons in grades 6/7 – Resilience focus</p> <p>Teaching skills for conflict resolution</p> <p>Recognizing inclusive, respectful behaviour</p>	<p>Observations</p> <p>Discussions with students</p> <p>Gov't surveys</p> <p># of referrals to admin/ counsellors</p> <p>Track number of issues and student growth</p>
<p><b>Increase the connections our students have to their different communities</b></p>	<p>Homerooms – Homeroom Teams – Grade groups – School</p> <ul style="list-style-type: none"> <li>• Winter Feast</li> <li>• Indigenous Spring Feast</li> </ul> <p>Teams, clubs, etc.</p> <ul style="list-style-type: none"> <li>• Cross-country</li> <li>• Volleyball</li> <li>• Basketball</li> <li>• Track and Field</li> <li>• Dungeons and Dragons</li> <li>• Destination Imagination</li> <li>• Student Council</li> <li>• Improv</li> </ul> <p>Broader community</p> <ul style="list-style-type: none"> <li>• Soup Kitchen</li> <li>• EDAS</li> <li>• Christmas Hampers</li> </ul>	<p>Measure of how many students participate in our teams/clubs</p>

Updated on Jan 11, 2019 19:06:15

After term two we are progressing as we expected. Feedback from our new students validates the progress we are making.

## Satisfaction Survey - 2018

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.

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.

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.

2018 Satisfaction Survey Results – bullying

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.

**Action 5.21.2**

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 50%

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

- All students will be assessed for their reading proficiency in September and strategies will be developed to address areas of concern.

**Work Plan**

Focus	Examples	Measures
<b>Improve student learning in core areas</b>	Using Universal Design for Learning	Track completion of achievable goals
	Continue early intervention strategies	Observing students taking pride in their work
	Continue to meet students where they are in their development rather than their age	Data from GP Vanier
	Monitor list – achievable goals	
	Add Jana, Nicole, Justin, Joel, Jocelyn and Nicole to e-portfolios	
	Use cross-curricular problem solving, project-based inquiry approach to learning	

*Updated on Jan 11, 2019 19:10:25*

After term two we are progressing better than expected. Our 6/7 team came in over the Winter Break to set up a Literacy Series to encourage personalization in developing literacy skills.

Action 5.21.2 &gt; Metric

**Satisfaction Survey 2018**

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.

**Action 5.21.3**

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 50%

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

- Each student will have an electronic portfolio where they will report on their growth and development in each of the six Core Competencies.

**Work Plan**

Focus	Examples	Measures
<b>Increase development of the Core Competencies for every child</b>	<p>Increase metacognition through ownership of language and awareness</p> <p>Teaching skills for conflict resolution</p> <p>Recognizing inclusive, respectful behaviour</p> <p>Increase explicit/transparent instruction connecting Core Competencies – increase awareness and understanding</p> <p>Use Core Comp grid (Annie has it) and posters</p> <p>Have students create Core Comp posters and post around school</p> <p>Connect the Core Competencies to success</p>	<p># of students sent to the office/see counsellor</p> <p>Surveys</p> <p>Track Gotcha!</p> <p>Students will be able to identify what Core Competencies they are working on and how they are doing</p> <p>How many of our students participate in the District Inquiry Fair</p>

*Updated on Jan 11, 2019 19:12:09*

We have technically completed this task, however, we are working to improve the quality of the posts and to engage parents more in the process. Our Student-led Conferences were a huge success because of our portfolios.

Action 5.21.3 > Metric

## Satisfaction Survey 2018

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.

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.

**Action 5.21.4**

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 50%

We will improve each student's Executive Functioning Skills.

- Our Learning Support Teachers will provide tools and in-service for our staff focusing on developing these skills in their students.

**Work Plan**

Focus	Examples	Measures
<b>Improve each child's Executive Functioning skills</b>	<p>Take more time daily for organizing, planning, and follow-through – model and reinforce it</p> <p>Have school and/or grade-wide strategies that everyone uses – use direct teaching for all: do not assume</p> <p>Tickets for supplies – left over tickets for draw</p> <p>Set kids up ahead of time by getting all the excess stuff in the classroom.</p> <p>Planning Mat with goals and using calendars</p> <p>Lance teaching as Exploratory for students in 6/7</p> <p>Use the student self report in Sept and June – put in e-portfolio</p> <p>Discrete instruction of skills to support EF</p> <p>Add Jana, Nicole, Justin, Joel, Jocelyn and Nicole to e-portfolios</p> <p>Tiered lessons</p> <p>Note-taking skills</p> <p>“Do Mats”</p> <p>Avoiding redundant redundancies</p> <p>Modelling organized behaviour</p> <p>Printed visual on door – ‘Do you have...’</p> <p>Use Gotcha! for targeted actions for a monthly draw (class and then put in for school wide)</p>	<p>Survey for self-reporting</p> <p>Self-assessment on different strands of EF – compare T1 students to T4 students in Lance's class</p> <p>Track progress</p> <p>Track individual growth/improvement in selected students</p>

Updated on Jan 11, 2019 19:14:56

We started very quickly on this one and our teachers have been working on these. After two terms we would benefit from a reflection of where we are at.