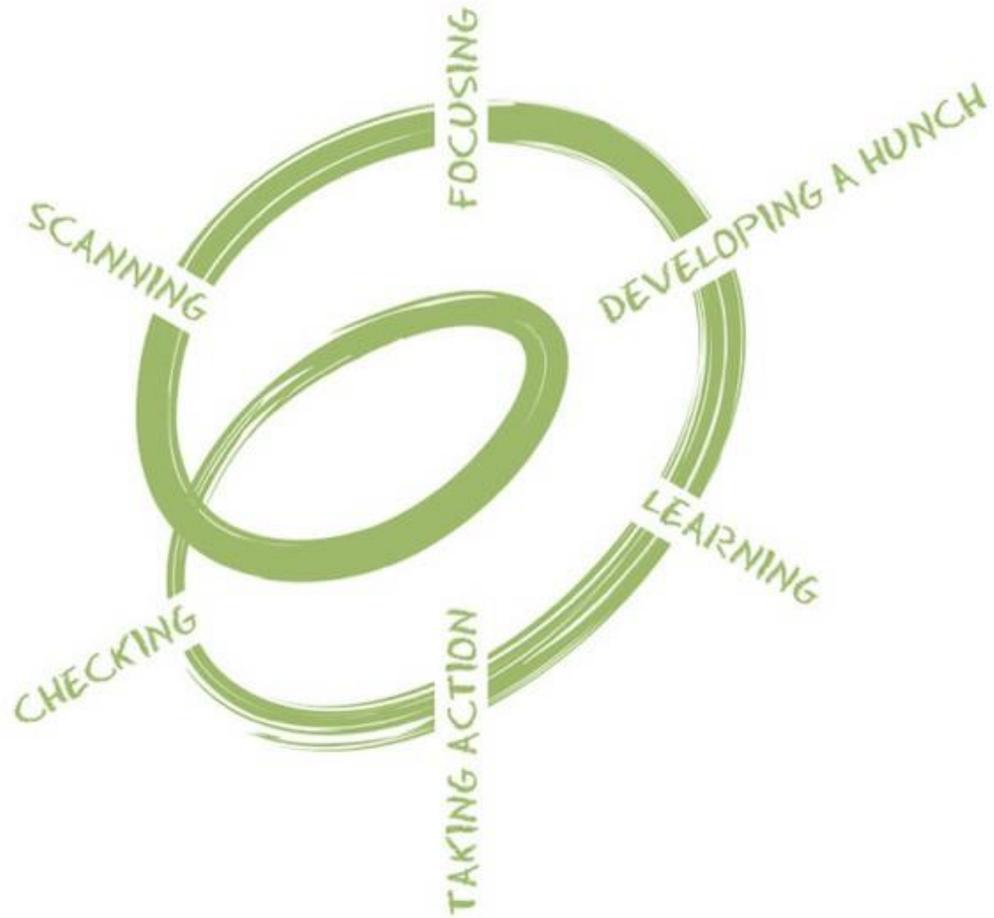


**School District 5 Southeast Kootenay
School Growth Plan
2018-2019**



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser

Plan due to Superintendent: October 2018
Presentation to Board of Education: To Be Determined

Laurie Middle School
1808 2nd Street South
Cranbrook BC
V1C 1C5

School Context:

Laurie Middle School

- ~ is centrally located in the City of Cranbrook
- ~ 351 grade 7-9 students
- ~ school community that is created from diverse socio-economic backgrounds
- ~ our student population has a large number of kids who have unique learning, social and or emotional challenges
- ~ over 100 (nearly 30%) of our population identify as having Aboriginal ancestry
- ~ supported by an instructional staff of approximately 25 teachers
- ~ a plethora of support staff including a School Counselor, Aboriginal Support Worker, Youth Care Worker, 9 Educational Assistants, 2 clerical staff & 3 Custodians
- ~ the student services department consists of 2.5 teachers who implement learning strategies for upward of 70 IEPs & are working to provide classroom teachers & students with strategies and assistance to help support learning
- ~ hosts an alternate work-space program (WIN Room - Whatever Is Needed) where students with complex academic needs intensified by emotional and or social challenges can come to school to work on their learning program
- ~ WIN space provides support and promote personal success in a safe, alternative setting
- ~ a temporary place that allows for learning opportunities that lead a student back into the regular classroom setting; it is intended to be a short-term provision for students needing support coping circumstances
- ~ is piloting an outdoor classroom where students spend more time outdoors, out of the building and engaged in placed based, earth connected learning

The Teaching and Support Staff at Laurie Middle School

- ~ are *invested* in the future; care deeply & are concerned about the well-being and success of all students
- ~ continue to work toward adopting a philosophy of a 30 month continuum of learning
- ~ believe that all students *can and will* learn and are committed to ensuring success for all
- ~ value student connectedness and engagement and dedicate themselves beyond the school day to ensure the students at LMS succeed
- ~ recognize and acknowledge the need for personalized learning and continue to explore ways to incorporate project based learning as well as digital media and technology as a means of individualizing instruction to further support and engage the needs of all student learners
- ~ recognize and value the fact that at the middle school level student socialization and healthy interactions are essential and are integrally connected to intellectual development
- ~ value social-emotional learning as key to student success
- ~ striving to further develop teacher collegiality, co-teaching and collaborative planning as part of day to day teaching practice
- ~ value and promote parental support and involvement

Inquiry Question: What do you think is driving your plan for student success?

#1. How do we support our students in becoming emotionally strong, globally literate citizens who are aware of a bigger picture that extends beyond their immediate world?

#2. How can Project Based Learning be incorporated into each grade level to compliment the goals of the revised curriculum and learning outcomes?

Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)

Successes

- Strong Participation and enthusiasm at every grade level in school sports teams.
- Evidence of social responsibility – DSAC, Terry Fox Run, Salvation Army Christmas Kettle Bell Ringing, student lead fundraiser to support our school sponsored Foster Children from Haiti and Tanzania, school-wide Food Bank collection; Project of Heart Residential School tile project, 30 Hour Famine, No Stone Left Alone project, Outlet GSA group, Rainbow Entrance, Student driven initiative for an outdoor action/activity area.
- Enthusiastic participation at all grade levels in the Canada wide Mathematica Centrum Math contest.
- Annual Band and Choir performances & festival participation for adjudication and growth.
- Annual drama performance that includes any and all interested participants from props to lead roles in the performing arts.
- Team/Co-teaching and collaboration amongst staff in various departments.
- Learning rounds that have incorporated the combination of math, science, foods, textiles & industrial arts; English & Social Studies curricula combined and intertwined through project based learning, and Aboriginal/Residential teachings that promote and embed lessons into daily teaching, learning and conversations.
- Circus skills implementation, lunch time volunteer club

Challenges

#1

- Stress and anxiety, home-life is different, a growing number of parents are working 2 jobs and unable to be present to support and engage with their children for extended periods of time. Consequently, students who struggle and are under-supported tend to become disengaged and frustrated which equates to behaviour challenges and heightened outbursts.
- Societal expectations and levels of tolerance are changing; we are living in a world that is full of demands, complications and challenges, but our students are still simply kids who need guidelines, structure and adult support; in some instances they are growing up too fast and in other instances society is expecting them to grow up when they are simply not yet ready.
- Students who are sent to the office often find themselves in the reflection room where a restorative, reflective process is implemented; the philosophy and use of this space continues its transformation and process of becoming a space that promotes pro-active, positively reinforced behaviour options and choices.
- It seems that many students have become complacent about the world in which they live and despite the promotion of recycling, composting and waste reduction there continues to be a lack of commitment toward these efforts.
- Global citizenship seems to be undervalued and is requiring attention and regard; our students need adult role-modeling and ongoing conversations and promotion of awareness.
- Social Media is impacting a greater population of students outside of school but the fall-out occurs at school
- We have 11 and 12 year old kids who come from elementary schools where outdoor play is supported with activities, structures and options. These same students are suddenly placed into a

world where there are limited opportunities to play and interact; essentially there is very little to do during break times. As a result, we deal with increased social anxieties, tears, and overwhelmed children who are struggling with the expectation that they are to find their own ways to entertain themselves; Middle School is a tough, challenging time in a student's learning career we must ensure that we are looking after their entire being; socially, emotionally, physically AND academically.

- We have ongoing work to do to change the culture and over-all tone of LMS; to bring to light the many positive and good things going on in and around our school

#2

- Many of our students have moved homes and schools numerous times and some students come to us having missed a great deal of school, which leaves holes in their learning.
- We have many students who have an IEP created to support their learning needs and we have students who struggle for various reasons and require additional support to ensure they are successful at school. Relying on stand and deliver teaching styles will not meet the needs of these kids; and as a result we know that pedagogical change is essential and valuable.
- As learning standards and outcomes have changed, so too is teaching practice; more staff are accessing learning rounds where they can collaborate, generate and share great teaching practices. They are investigating curriculum, opportunities to design lessons and projects that provide powerful and current teaching strategies and staff are collaborating, sharing great strategies and our school is progressing with the times.
- While teachers are being provided the opportunity to explore and deliver new and revised curriculum, they at the same time want to ensure that their students continue to remain grounded in the basic, necessary skills for successful learning. Project based learning is exciting, but is also a major risk for traditional, subject focused teachers. The staff continue to work on investigating ways to incorporate sound past practice with the more loosely structured design of the curriculum revisions and expected learning standards.

Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

#1. We want to help our student community/population move toward greater respect, greater self-control and greater motivation for success; to develop awareness and ownership of their own moral compass and develop a sense of strong character; to help our students recognize that all that they do and say is interconnected and one action affects another; in the words of Dr. Bob Cutler, "ripple effects".

#2. We want to hook our middle school students with new and creative teaching techniques that integrate current knowledge with big questions of inquiry that is steered by them and promoted and supported by the adults in their world. Current research indicates that project and inquiry based learning will allow for us to better meet the needs of 21st century learners. The new curriculum focus on big ideas of learning promotes the inquiry process based on curiosity and interest of individual learners.

Evidence/Data to support:

#1 - It is expected that we will see an increase in the following:

Community Outreach Service, Food bank collection, Peer Support, Acts of Kindness, displays of Empathy toward peers, supporting and growing awareness around our foster children, self-regulation and a growing awareness regarding MindUp strategies, changes in the philosophy of "time out" to a "time to win room", Salvation Army support, Green Home & Joseph Creek Village visits, SPCA support, Street Angels awareness and contributions of support, respectful cell Phone

and social media use, gardening, composting, and general school ground care and an overall increased show of pride and school spirit. Continued acknowledgment, recognition and appreciation expressed from students regarding the overall tone/vibe within our school community.

The focus of the Core Competencies along with a Social Responsibility Feed-back session will be used as a means to concretely gather an assessment of status and growth.

#2

- Provide guidance and direction to assist students in identifying their own personal learning styles & strengths.
- As a result of self-assessment students will develop a greater sense of their own skills and abilities, set yearly learning goals and identify ways in which they will further acquire, develop and increase personal strengths in relation to the core competencies.
- Decrease in the number of students who are at “EMERGING” on all reporting terms.
- Observable increase in the positive results of report cards for each of the 3 reporting terms.

We are in continued contemplation and investigation for the practice of how to best celebrate and honor student achievement:

PAST PRACTICE: Track the number of students maintaining a “B” average on their report cards; which then equated to Honour Roll standing.

SWELL LIST - SCHOOL WORK EFFORT LAURIE LIST - Maintaining a “G” average work habit attains SWELL standing. Work habit of “N” disqualifies a student from being on the SWELL list.

Criteria: E = 6 points; G = 5 points; S = 3 points.

2017 PRACTICE : How Laurie Middle School celebrated and honoured students for Honour Roll included placement on the Learning Standards Rubric along with a mini learning fair.

2018 PRACTICE: acknowledgement of student learning continues to be a work in progress. A committee has been struck and we have begun exploring how to best acknowledge student learning. As a staff, we are hope to celebrate student learning and success and are working to promote personal accomplishments and strides in a forward direction for all learners. A “learning fair” and year end school-wide celebration is an event that is in the works; evidence is already being collected. CSL documents may or may not be considered a source for Honour Roll standing...TBD.

Key Learnings:

As we grow and work within the guidance of this growth plan, our learning will evolve and over time and will continue to have moments of “a ha” and moments of “seriously, how am I ever going to get there?” but in the end, what continues to be vital in this journey is the fact that we will all continue to learn, we will all continue to strive for our own excellence and we will all continue to do what’s best for kids.

The Formative five – Fostering Grit, Empathy and other SUCCESS SKILLS Every Student Needs by Thomas R. Hoerr:

“Culture is the key to our effectiveness and growth. Like the water in which fish live, it is all around us, all of the time; a school’s culture affects how we feel, think and act. Educators must work collaboratively and tenaciously to create a school culture that prepares students for a future in which the only constant will be change.”

Developing a Hunch: What is leading to this situation?

- Learning about the diversity within the staff; their strengths and passions
- Listening and talking with staff; sharing and discussing common concerns AND celebrations of the many good things occurring at LMS
- Meeting and conversing with staff regarding the use/purpose of the "REFLECTION" room
- Hearing from and observing students; learning and understanding their concerns, frustrations, challenges and struggles AND hearing from them regarding what they celebrate about Laurie Middle School
- Student conferences as a result of office referrals (pink slips)
- Student involvement in Peer Support, DSAC and Student Council
- Former LMS School Growth Plans that indicated areas of work and direction for the school as a whole

New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Setting our school climate/culture so that all students feels safe, curious to learn and possess a deep desire to be at school; utilizing announcements and TAG classes to share messages.
- Increase awareness and give greater attention to acceptable behaviour and provide positive reinforcement to promote the good in all.
- Refer to and give greater attention to our school code of conduct in an attempt to provide the same clear consistent message to all students.
- Encourage and promote the acquisition of Pro D funds and School Growth funds to further develop professional learning for staff to gain deeper understanding of concepts.
- Provide time for staff who have utilized Pro D, Growth Plan funds or Learning Rounds to share their learning, interests and goals (staff meetings, department meetings).
- Staff meeting time set aside for conversation and planning; provide time to explore and investigate the revised curriculum.
- Integrating/transitioning students as much as possible into all areas of learning; providing learning opportunities for students of all abilities to positively affect and impact their peers.
- Empowering our Student Service Team to provide mini-lessons on integration, planning for modification and adaptation of all students in our building.

Taking Action: What will you do differently?

- **Promote the concept of explorations, clubs, summer days, passion days (Fun Fridays), MindUp, Implementation of a Virtues focus, action/activity areas on our school yard that include slack line supports, an outdoor volleyball net, a basketball/pickleball court, disc golf course, acquisition of equipment for students to take outside and use during the lunch break and added picnic tables for kids to eat as well as socialize at.**
- **Noteworthy:** Slack Line Supports are now in place on our school property, basketball courts with 4 hoops fully functional
- Teams of teachers are working collaboratively both in and out of their curricular areas of strength/interest and to embrace the possibilities that project based learning could provide.
- **Noteworthy:** The Home Ec. and Science teachers combined forces to integrate math and cooking lessons, Math and Library are working to create a Learning Hub based on the work and input of students and their calculations, Tech Department is collaborating with staff to develop inclusive lessons that bring together teams of teachers
- **Noteworthy:** Additional Picnic tables have been ordered and will be placed out front in the spring
- **Noteworthy:** Two classes of students are working on a drive to create an action/activity area for our school
- **Provide release time for teachers to collaborate, generate, create and dream! The big ideas are the end, but the journey needs to start and the taking a leap of faith alone is far less scary when shared with a partner!**
- **Noteworthy:** A mix of teachers both new and experienced have joined forces to move forward with projects in a number of the CORE subject areas.
- **Noteworthy:** There are 14 teachers engaged in 3 different Learning Round project this coming year
- **Team-Teaching and partnering to plan and integrate subjects is allowing for teachers to collaborate and plan ongoing projects and to share personal skills and strengths with one another which is in turn creating a ripple effect of pedagogical growth; we will endeavor to continue to promote the team-teaching model of instruction.**
- **A team of staff members who attended a Mean Girls conference are working to promote and share their learning within the community and are taking action to promote healthy, positive relationships amongst students.**
- **A school wide novel reading is a concept that is being explored as a means of pulling all learners in a common direction with common themes of exploration that can be shared across the grade levels in order to promote cross grade sharing and learning.**
- **Noteworthy:** A grade-wide novel study is under way which extends beyond our school and is pulling in students from other schools across our country
- **Circus skills are being implemented into our grade 7 PE classes and within the Drama department as a means of adding playfulness, stress and anxiety reduction and promoting positive self-esteem and healthy, happy kids.**
- **Noteworthy:** Our school has acquired 4 unicycles, dribbling and balancing paraphernalia as well as other circus related equipment provided through the support of Ecole Nationale de Cirque.
- **Noteworthy:** There is a club under way every Wednesday which is under the direction of a COTR student but is also pulling in LMS staff on a volunteer basis

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

Newsletters

Open House – sharing and celebrating of our successes by including the community

Assemblies where community members are invited to be a part of the learning/sharing

PAC support

Daily Townsman Articles and Photos – promote positive messaging to the community

Reader Board messages

Parental/Community Involvement: (How will you work together as a school community to do this work?)

- PAC meetings as a venue to share, learn and collaborate; a dedicated group of parents are wanting to see increased opportunities and successes for their children and they have made a commitment and are dedicated to supporting the work going on at LMS
- Community Groups; we have amazing groups and leaders who just need to be asked for their support – there are many organizations who will be more than willing to support the journey of our students and participate in their growing successes
- District Support, leadership and guidance from our directors as well as Joe Pierre & Faye O’Neil
- Teams of staff working as “champions” to guide and support school-wide initiatives and Professional Development that can be shared school-wide in order to promote greater buy in and staff participation and engagement
- Learning Rounds; the ongoing participation and professional growth amongst staff members will provide infectious curiosity, investigation & pedagogical risk-taking

Connection to the District Goals: (How does this plan connect to our district vision?)
Improving achievement of all students – each and every student!

- *To enable all students to graduate with a sense of belonging, purpose, choice, and hope for their future.*
- *To foster the growth and development of literate, numerate and socially responsible students in all areas of their education.*

Given that there are 3 learning round applications that were applied for and accepted, and the two inquiry questions within this document that continue to drive our practice, it is apparent that this plan directly aligns with the district vision which is what we should all be striving for. At Laurie Middle School we will be continuing the work that is underway to focus on the emotional stability of our students as well as the drive for a stronger, more unified school culture.

The guide post and big questions steering our path and pushing us along, the questions that will cause pause and reflection come from the book The Formative five – Fostering Grit, Empathy and other SUCCESS SKILLS Every Student Needs by Thomas R. Hoerr:

“you should be asking yourselves whether your students are going to be productive and happy citizens at age 25, 45 and 65. What kinds of adults will they be? Will they be good spouses, good friends, and good parents? Will they be respectful and honest, and will they work to make the world a better place? Those are the qualities that we should be valuing and pursuing in our schools. And those are the measures of your school’s effectiveness.”

Connection to the 7 Principles of Learning: (Which of these principles align with your plan?)

1. **Learners at the centre** ✓ – practice and teaching is becoming more student focused and there has been an increase in individual/personally developed student driven/led assignments
2. **Social nature of learning** ✓ - “Culture is the key to our effectiveness and growth. Like the water in which fish live, it is all around us, all of the time; a school’s culture affects how we feel, think and act. Educators must work collaboratively and tenaciously to create a school culture that prepares students for a future in which the only constant will be change.”
3. **Emotions are integral to learning** ✓ - Middle School is a tough, challenging time in a student’s learning career we must continue to ensure that we are doing all we can to help look after their entire being. (socially, emotionally, physically AND academically)
4. **Recognizing individual differences** ✓ - Societal expectations and levels of tolerance are changing; we are living in a world that is full of demands, complications and challenges, but our students are still simply kids who need guidelines, structure and adult support; in some instances they are growing up too fast and in other instances society is expecting them to grow up when they are simply not yet ready.
5. **Stretching all students** ✓ - We want to hook our middle school students with new and creative teaching techniques that integrate current knowledge with big questions of inquiry that is steered by them and promoted and supported by the adults in their world. Current research indicates that project and inquiry based learning will allow for us to better meet the needs of 21st century learners. The new curriculum focus on big ideas of learning promotes the inquiry process based on curiosity and interest of individual learners.
6. **Assessment for learning** ✓ - It is our job as educators to be providing guidance and direction to assist students in identifying their own personal learning styles & strengths. The ongoing practice of assessment and evaluation for growth and success is a part of sound practice is integral to helping students know what they can be working on to improve and strive for personal satisfaction.
7. **Building horizontal connections** ✓ - We want to help our student community/population move toward greater respect, greater self-control and greater motivation for success; to develop awareness and ownership of their own moral compass and develop a sense of strong character; to help our students recognize that all that they do and say is interconnected and one action affects another and that they all affect life.

Signing Off Page

	Name	Signature
Principal:	Michelle Sartorel - Principal Maggie Lindsay-Tadey - VP	<i>Ms. Michelle Sartorel</i> <i>Mrs. Maggie Lindsay-Tadey</i>
Parent:	Mrs. Liz Chaney – PAC President	
Parent:	Mrs. Natalie Vandermolen	
Student:	Ciara Chudy	<i>Miss Ciara Chudy</i>
CFTA Representative		
CUPE Representative		

Date: October 31, 2018

Approval of the Board and Superintendent:

Board Chair:

Signature

Superintendent:

Signature