



LEN WOOD MIDDLE SCHOOL School Learning Plan 2024-2025



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Len Wood Middle School is a grade 6-8 school which currently has 291 students attending. LWMS is located in the beautiful city of Armstrong which is surrounded by the farming community which is the municipality of Spallumcheen. LWMS pulls its student population from these two areas. This year LWMS has 55 Indigenous students and 64 students with a Ministry of Education designation. There are 19 FTE teachers, 9 CEAs, 1 Indigenous Education Worker as well as an ASL interpreter who work with and teach our students. The motto for LWMS has been “Where great minds meet” since its inception in 2005. In making decisions for and with our students, we promote belonging, respect, reconciliation, empathy, equity and perseverance.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:

1. Increase the number of students who have gained a level from the beginning of the year’s NFRA and School Wide Write to the final year’s assessment (all grades) by 2%.
2. Increase the number of students who have moved from “emerging” to “developing” and “developing” to “proficient” in their written learning updates from the beginning of the year to the final update in English Language Arts (all grades) by 2%.
3. Increase the number of students that are “on track” and “extending” in the Literacy portion of the grade 7 FSA assessment.

Numeracy Goal:

1. Increase the number of students in “developing” and above on the district numeracy assessment (SNACC) (all grades by 2%.
2. Increase the number of students in “on track” and “extending” in the FSA assessment (grade 7s).
3. Increase the number of students who have moved from “emerging” to “developing” and “developing” to “proficient” in their written learning updates from the beginning of the year to the final update in Math (all grades) by 2%.

Strategies and Actions:

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Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

1. Using the initial NFRA and SWW as formative assessment; this will help guide teachers in planning lessons to teach what students need to know. Many classrooms are using Adrienne Gear’s “Non-Fiction Reading Power” as a resource to support further instruction in non-fiction reading. Classroom teachers are also using the “What in the World” – current issues resource.

2. Meeting as a Literacy team to plan and guide so common language is used in teaching reading comprehension skills, fluency and writing. A team leader is assigned to help lead this team and their work.

3. Continue to build in support for our Indigenous students with our Indigenous Education Worker working with our Indigenous students in their classrooms and liaise with the respective band for our nominal roll students.

4. Continue to build in support for our students with identified needs by aligning the support with the need through our Learning Resource Teachers (LRT), Certified Education Assistants (CEAs) and the site-based school counsellor. The majority of this support is “push-in” the classroom while there are some students with very specific needs in limited small group “pull-out” classes.

5. English Language Arts (ELA) is taught in a single grade environment even for those classes that are 7/8 in configuration. ELA is scheduled in the master timetable at a specific time for each grade level to allow for more consistent support from CEAs and LRTs.

1. Continue to plan, as a Numeracy team, the scope and sequence of each grade’s math program. A team leader is assigned to facilitate and lead this work. The scope and sequence is reviewed by and shared with all math teachers.

2. Continue to gather the students who need the math success groups in pre-teaching and re-teaching the skills needed for each math concept and build in those extra blocks into the timetable. These success blocks are every Tuesday and Wednesday in period 5. Two teachers are released to teach these blocks using temporary extra staffing from the district. The principal teaches the third success block.

3. Continue to use online programs to help struggling students as needed. Some examples are Prodigy, Sumdog, Mathantics, Khan academy, IXL.

4. Mathology pilot: a group of teachers are trialling a new resource to support numeracy with support from the District Numeracy Teacher.

5. Continue to build in support for our Indigenous students with our Indigenous Education Worker and liaise with the respective band for our nominal roll students.

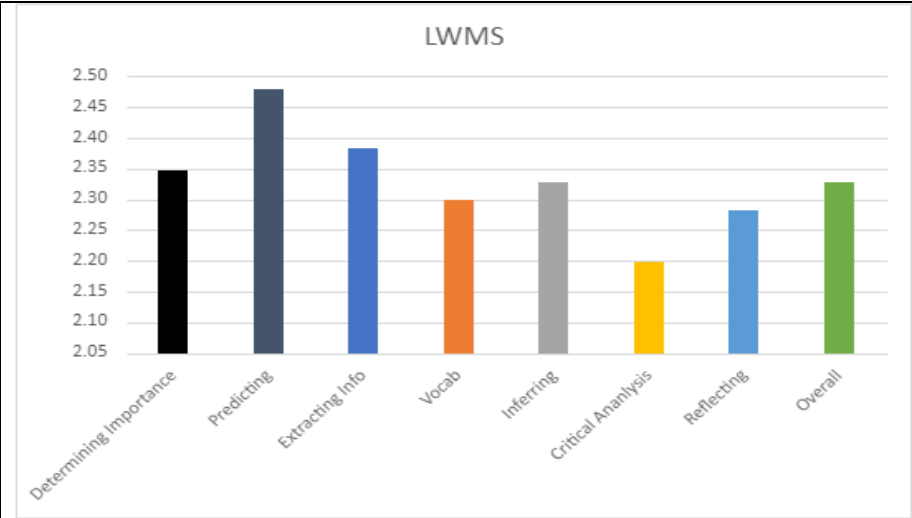
6. Continue to build in support for our students with identified needs by aligning the support with the need through our Learning Resource Teachers (LRT), Certified Education Assistants (CEAs) and the site-based school counsellor.

7. Mathematics is taught in single grade groupings even for our 7/8 classes. These classes are scheduled into the master timetable to maximize supports (CEAs, LRTs, technology) available to students. CEAs work side by side in the classrooms to support students.

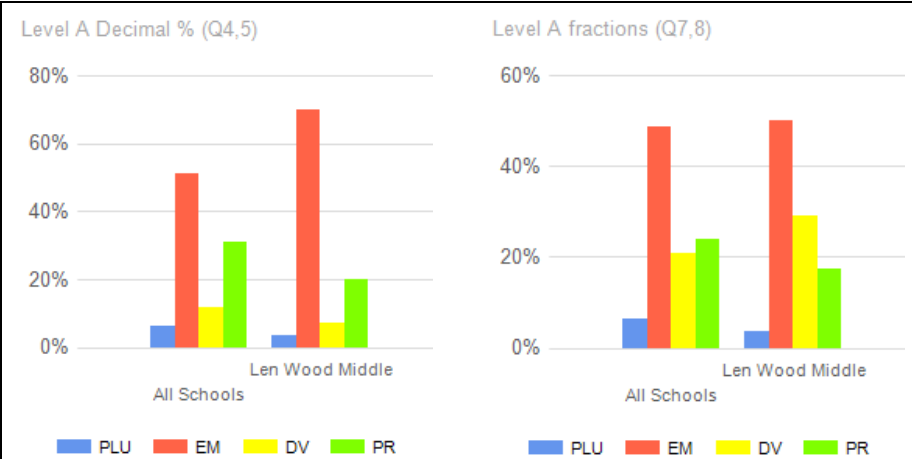
8. The District Numeracy Teacher is working along side some math teachers in a residency format to co-teach, co-plan and support numeracy instruction for all learners.
- Data to Inform/Support Literacy Goal:
- | Category | Score |
|-------------|-------|
| Meaning | 2.35 |
| Style | 2.20 |
| Form | 2.13 |
| Conventions | 2.28 |
| Overall | 2.24 |
- LWMS Overall average score is 2.24 for all students in the School Wide Write. This is in the “Developing” range.
- Data to Inform/Support Numeracy Goal:
- | Category | PLU | EM | DV | PR |
|---|-----|-----|-----|-----|
| Level B Multiplication (Q7) - All Schools | 10% | 45% | 22% | 22% |
| Level B Multiplication (Q7) - Len Wood Middle | 5% | 48% | 25% | 22% |
| Level B Division (Q8&9) - All Schools | 10% | 62% | 10% | 18% |
| Level B Division (Q8&9) - Len Wood Middle | 5% | 72% | 12% | 10% |
- Grade 6 data for multiplication and division.
- Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

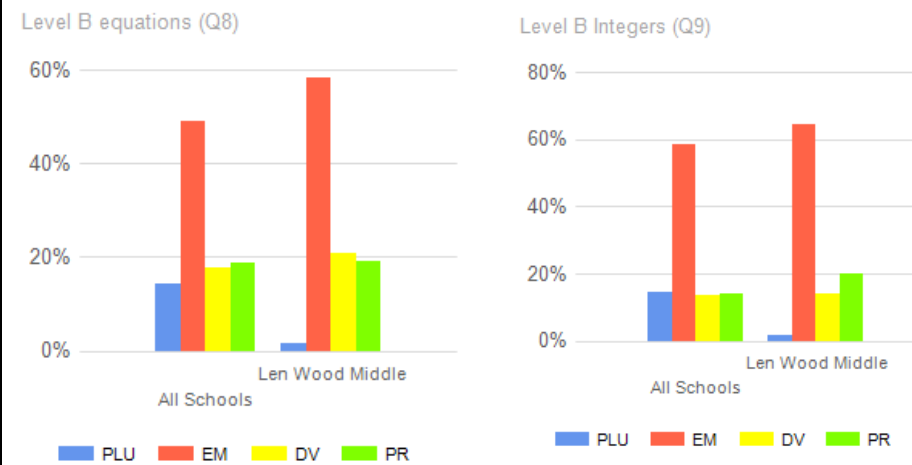
Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation



This data is from the Non-Fiction Reading Assessment (NFRA) from early fall 2023. The overall average score is 2.33 which is in the “Developing” range.



Grade 7 data for fractions/percent/decimals.



Grade 8 data for equations and integers.

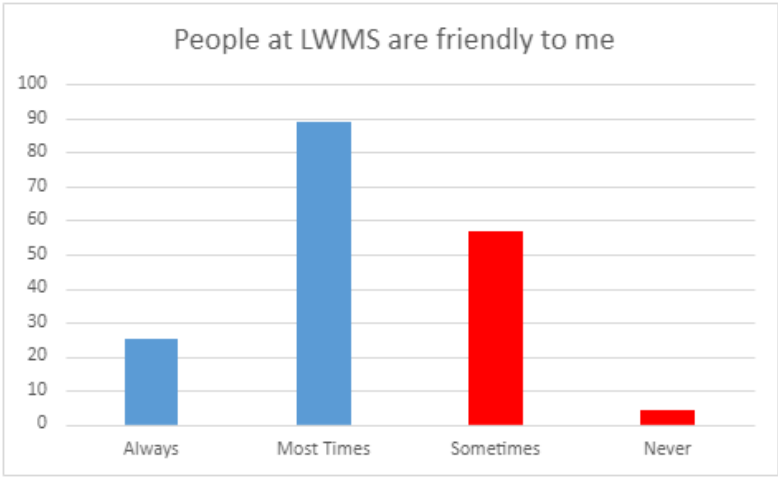
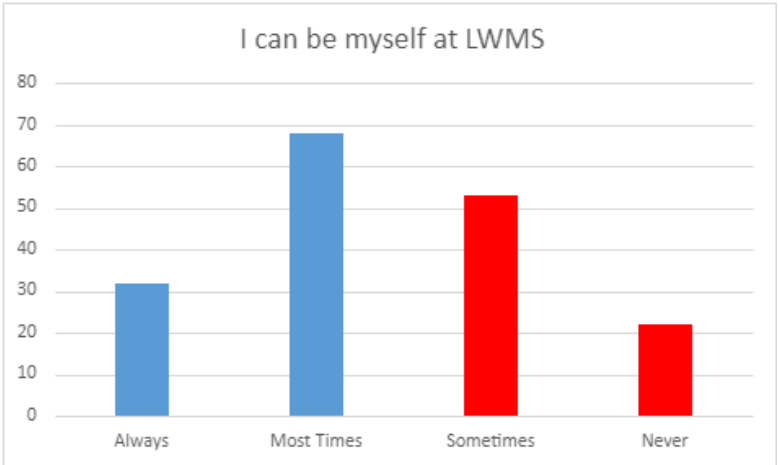
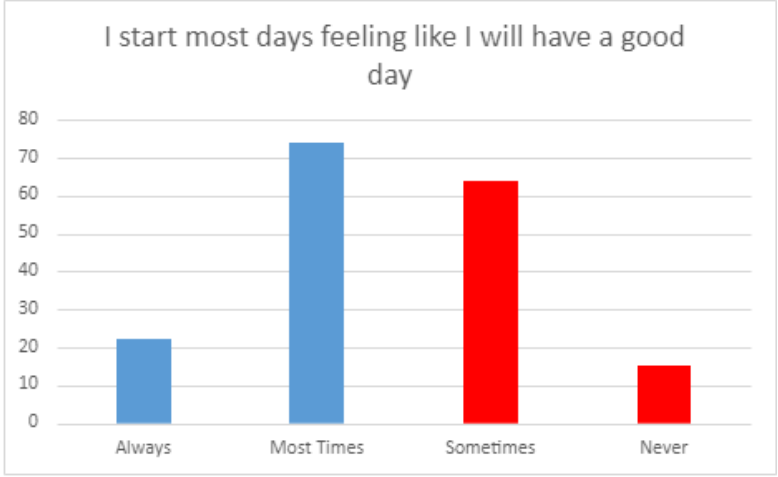
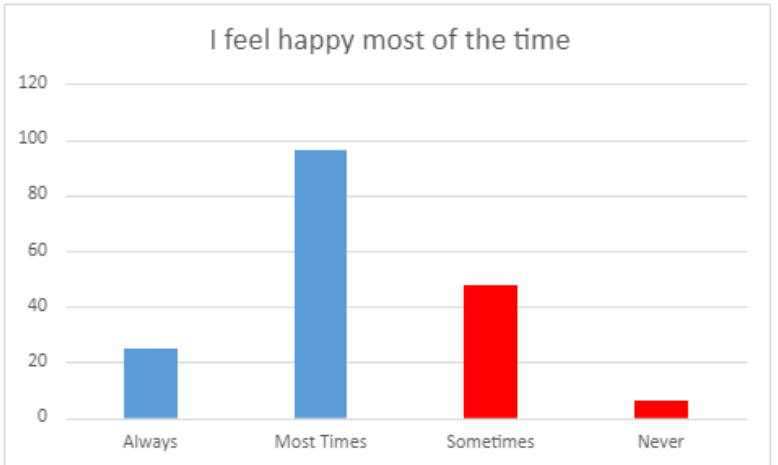
Data Analysis/Narrative:

Grade 7 Literacy FSA Data from Oct. 2023: 22% of the grade 7 students who completed the assessment were in the EM (emerging) range.

While there were students who wrote the SWW and NFRA who were in the Proficient range (3) there were more in the EM (1) and DEV (2) ranges to make the average score 2.24 and 2.33 respectively.

Grade 7 Numeracy FSA Data from Oct. 2023: 52% of the grade 7 students who completed the assessment were in the EM (emerging) range.

Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	Strategic Priority: Developing a Culture of Well-Being - In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal: Using the Student Learning Survey and the Len Wood Extreme Well-Being Survey, we will show annual improvement of student belonging by 2%.	Student Well-Being Goal: Students will increase their sense of well-being by 2% as shown in the Student Learning Survey and LWMS Well-Being Survey from the beginning of the school year to the end of the school year.
Strategies and Actions: - We have restructured our timetable so that homeroom classes see only their own team teachers on Mondays (no library or exploration classes) in order to build relationships and connections. - We are bringing our grade 8s together as a leadership team in order to connect them with various aspects of the school (buddies, running intramurals, selling popcorn, supporting with set-up and take down for school activities, etc). - We are building in more school spirit days and activities with teams and between teams to encourage camaraderie. - We have extra-curricular sports teams (e.g. volleyball, basketball, running, golf, track & field) - Our music teacher is starting an extra-curricular rock band.	Strategies and Actions: - Mental health resources: A grade 6 classroom teacher is using the EASE resources to support learning on their team. - School Counsellor class visits and instruction. Our counsellor and our librarian are collaborating to teach part of the EASE program to our classes. Classroom teachers are encouraged to continue with follow-up lessons and discussions. - Using the Monday connection time with homeroom teachers and students, deliver a program that focuses on resilience, connection and mindfulness. (Educalmé possibly) - Grade 7 student Health Fair pilot April 17, 2024. We are running this on a smaller scale this year in order to learn what works/needs tweaking to run it next year for the bigger class of grade 7s.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:

People at LWMS are friendly to me <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Always</td><td>25</td></tr><tr><td>Most Times</td><td>90</td></tr><tr><td>Sometimes</td><td>55</td></tr><tr><td>Never</td><td>5</td></tr></tbody></table> 35% do not feel that people at LWMS are friendly to them I can be myself at LWMS <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Always</td><td>32</td></tr><tr><td>Most Times</td><td>68</td></tr><tr><td>Sometimes</td><td>52</td></tr><tr><td>Never</td><td>22</td></tr></tbody></table> 43% sometimes or never feel that they can be themselves at LWMS	Response	Percentage	Always	25	Most Times	90	Sometimes	55	Never	5	Response	Percentage	Always	32	Most Times	68	Sometimes	52	Never	22	I start most days feeling like I will have a good day <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Always</td><td>22</td></tr><tr><td>Most Times</td><td>74</td></tr><tr><td>Sometimes</td><td>64</td></tr><tr><td>Never</td><td>15</td></tr></tbody></table> 45% do not start most days feeling that they will have a good day I feel happy most of the time <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Always</td><td>25</td></tr><tr><td>Most Times</td><td>95</td></tr><tr><td>Sometimes</td><td>48</td></tr><tr><td>Never</td><td>5</td></tr></tbody></table> 31% do not feel happy most of the time	Response	Percentage	Always	22	Most Times	74	Sometimes	64	Never	15	Response	Percentage	Always	25	Most Times	95	Sometimes	48	Never	5
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Data Analysis/Narrative: These two graphs are from the Len Wood Extreme Well-Being Survey that the school runs annually with these results from the latest survey done in May 2023. There is more data in the Student Learning Survey from 2023 where only 41% of the grade 7s surveyed replied in the positive to the question: “Is school a place where you feel like you belong?”	Data Analysis/Narrative: These two graphs are from the Len Wood Extreme Well-Being Survey that the school runs annually. These results are from the latest survey taken in May of 2023.																																								

Middle school can be tricky for students who are developmentally at the stage of trying to figure out who they are and who they want to be. The influence of social media, peers and their own vision of their self worth can lead to students feeling very lonely and sometimes even ostracized from other students. The lingering effects of the Covid years of isolation and staying away from other people while engaging in online group chats and the like have influenced how students are feeling about belonging and being connected to the school.	Additionally, according to the Student Learning Survey from 2023, only 37% of the grade 7s polled stated that “At school, I am learning how to care for my mental health”. We need to do better at helping students to understand their mental wellness and how to care for themselves. Anecdotaly, staff are feeling that there are more students than ever before commenting on the levels of anxiety that they are experiencing. Being able to have a set program in place to help students develop resiliency and give them the tools to combat anxiety is necessary in today’s schools.
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Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

Students will use MyBlueprint to learn what possible career opportunities are and how to get there. Students and teachers are also exploring SpacesEDU for portfolios and self assessment and reflection. Working as a team, teachers would plan a scope and sequence of the career ed curriculum with regards to who and when to bring in guest speakers or go on tours for each grade.

Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
- Mental wellness resources are needed to present school wide. We are exploring Educualme, EASE resources, MindUP. - Some teachers are exploring SpacesEDU for portfolios, self-assessment, core competencies.	- Met with our team leaders to discuss the different goals and how we wanted to word them. - Met with our staff and presented the 5 goals and asked for input. What strategies, plans, actions should we be taking in order to meet these goals. Meeting as a staff again April 9 to finalize the SLP. - Met with our PAC committee and presented the goals and discussed with the group what they would like to see. Will meet again April 9 to show this iteration of the plan. - Showed final draft with staff at staff meeting on April 9.

	5. Showed final draft to PAC committee.
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