

Board Goals	Learning	Organizational Excellence	Engagement
Student Expectations	Academic Success	Creativity & Imagination	Citizenship
Schools (School Improvement Plans)	Literacy, Numeracy and Transitions	Trades, Arts, Athletics, Language	Service and Environment
Rationale	In order to successfully navigate our rapidly changing world, students must embrace the concept of lifelong learning, ownership over their own learning, and have strong literacy and numeracy skills. Literacy and numeracy must be taught in terms of how these skills have real life applications.	Students are entering a work world where occupations and careers are still evolving or have yet to be invented. They are also entering an era where a strong connection between abstract learning and using those skill to creatively solve problems is a key component of success. This means fully integrating instruction where ADST, Arts, Athletics and Language support/direct	In a world with increasing globalization and global environmental concerns it is important for our students to learn and practice skills and strategies that will enable them to be positive, productive, caring and contributing citizens in our community and environment.
School Goals	1. To improve student success in Literacy and Numeracy.	1. To increase our students' ability to use creative and critical thinking, and work collaboratively to find and solve problem and issues	1. To build staff and student understanding of a SEL approach to behavior.
	2. RTI model is being effectively used to identify and address student needs. *Teachers fully understand the RTI model, build class profiles. *Teachers plan units of instruction based on the RTI model/ templates and access for all learners. *Backward Design process is used to plan all units.	2. To create cross-curricular projects where foundational skills are used to support creativity and imagination through ADST, Arts, Athletics and Language.	2. To increase student care and responsibility for creating a positive school environment.
	3. To increase student engagement and understand the real world applications of these skills through ADST/place based learning opportunities.	3. To increase student engagement and resiliency through the challenges and problem solving associated with project based learning.	3. To increase recognition and understanding of the concept of Intercultural Competence
YEAR 1 (BASELINE)			
STRATEGIES/STRUCTURES:	<ul style="list-style-type: none"> * To take advantage of professional learning to increase teacher capacity in Numeracy and Literacy * To continue to work on Shelley Moore Inclusion Model * Continuation of the backward design Unit Plan format. *Use grade level case managers to support and raise capacity of teachers in class. *Enhance student metacognition around their own learning. *Continuation of one main teacher for all academic subject areas in 6-8. Introduce additional teacher at grade 9. *Teachers work collaboratively to build class profiles (RTI) which include reviewing literacy/numeracy assessments and building knowledge of students' areas of strength and challenge, especially with regards to numeracy and literacy. *Clear process and timeline of activities for transitioning students from Grade 5 to 6 and Grade 9 to 10. *Revise and field test new schoolwide reading/writing assessment tool at grade 8 and 9 to increase achievement and success on grade 10 Numeracy and Literacy . *To continue the indigenization of curriculum in grades 6-9. Continue to provide academic support for AbEd students by incorporation of indigenous perspective and ways of knowing and content. ie literature circles. 	<ul style="list-style-type: none"> *Provide opportunities for students to explore materials, use tools and equipment, design, build, and develop processes, and communicate the merits of their work through a variety of different media (In Fine Arts, Language, PE and ADST) *LLE/Options classes reflect new curriculum and student interests. *Community mentors and ADST district teachers work with students on class and individual projects. Inclusion teachers raise the capacity of academic classroom teachers through team teaching strategies. Creating option classes in FI To broaden the opportunities for language acquisition. 	<ul style="list-style-type: none"> *Building community across grades through LLEs, Spirit Days, and activity days. *Continue to embrace International students into our school. * To provide opportunities to reach out to the school and community at large with environmentally sound projects. *Multicultural celebration, Earth Day community service *incorporate understanding of indigenous world perspectives as it relates to place-based learning * Whole school activities that celebrate aboriginal culture. *to provide opportunities to develop a global world view and understanding of different culture through cultural exchanges. *to provide learning opportunities that will help our students successfully and safely manage their online presence. To investigate a re use and recycle program that supports sustainability.

EVIDENCE OF SUCCESS:	FSA data, school wide fall and spring assessments, student portfolios, student self-assessment. Take opportunities to present knowledge to the school community, parents and community at large. Incorporation of Numeracy and Literacy skills in projects and solving real world problems in ADST and Fine Arts.	*Positive student feedback about Options/LLE classes. *Strong enrollment in Band Programs. *Strong participation in annual Talent Show. *Strong participation on school sports teams and Intramural program Student self-assessment of work or performance. Increased achievement in numeracy and literacy.	*Students are kind to each other, helpful and respectful. *Reduction in garbage throughout the building and playground area. *Fewer classroom management issues. *Canadian students develop strong friendships with International students, both in and outside of school. Increased International visits. *Strong school community participation in Christmas Hamper Project. *Survey to collect data re: student involvement in community activities (i.e. sports, tech club, etc.).
YEAR 2-3	1. RTI model is being effectively used to identify and address student needs. *Teachers fully understand the RTI model, build class profiles. *Teachers plan units of instruction based on the RTI model/ templates and access for all learners. *Backward Design process is used to plan all units.	1. To enhance teachers' capacity and comfort level using design thinking processes in all curricular areas to enhance student learning and engagement. To use ADST, Fine Arts, Language and Athletics to support foundational skill development.	1. To develop and utilize a rubric for self-assessing Intercultural Competence
	2. To create opportunities to incorporate indigenous teaching and ways of knowing into the school and community at large.	2. To establish an entrepreneurial Program that ties in with the community as part of the ADST program	2. To expand the international program to more cultures and have TMS start offering student exchanges.
	3. *Project based learning is an integral part of the learning plan for all students.	3. To continue to provide opportunities to identify the impact of creativity and imagination in the arts, athletics, trades and language through presentations, field trips, projects, and programs.	3. To incorporate different world views and perspectives into lessons and activities.
	3. Curriculum is delivered to build deeper understanding by incorporating foundational skills and competencies throughout the curriculum.		4. To be actively involved with community initiatives and service.

STRATEGIES/STRUCTURES:	<ul style="list-style-type: none"> * Units are designed with the Backward Design Framework. * Adopting an inclusive education/RTI model will allow teachers to more fully address the diverse learning needs in their classrooms. *Analyse student data to understand who our high and low achieverws are so that we can better target our instructional practices. *PLC structure specifically includes discussion and planning for addressing struggling learners through RTI strategies. *Grade to grade transitions include sharing RTI information. *maintain the amount of academic support for indigenous students through increased ABED teacher time - direct classroom support to students. <p>Create collaboration time for ADST and Fine Arts teachers.</p> <p>To offer students the opportunity to stretch their learning within thr classroom through the support of the inclusion team.</p>	<ul style="list-style-type: none"> *To maintain and enhance existing facilities in the school that will promote project-based learning (i.e. Maker Lab in the shop area, Drama room, Art room, ABED room) Explore Your Passions (Selkirk College). *Connect with elementary schools to open up our specialized spaces to them. *Students use the Fine Arts and Tech as ways to "show what they know" as part of ways of accommodating diverse learners. *The design thinking process is part of every teacher's instructional repertoire. *Encourage teachers to seek out and take advantage of professional earning opportunities in ADST and design thinking. *French Immersion Program continues to have strong enrollment and positive parent/student feedback. *Our students are mentored by community members, but also serve as mentors and positive role models with Nelson FoS elementary schools and pre-schools. *To continue to bring in specialized programs to enhance the learning opportuntiiies for students. Dance, entrepreneurship. 	<ul style="list-style-type: none"> *Continue to grow our international program through the development of a clear outline of Trafalgar's International Program. *Continue to incorporate other world views through guest speakers, direct instruction and classroom resources. *Build relationships within the community that give students avenues to practise. Create an entrpeneur class that supports a greater connection with community around sustainable economies. *Orientation process and support structures in place to support International students. *Students engage in a number of place-based and community service projects (i.e. food cupboard, Project WET/WILD, SPCA, community garden, community clean-up, etc.). *Elders work with our Indigenous Education teacher to provide opportunties for students to learn about and appreciate indigenous language and culture (i.e. field trips, crafts, teachings, drumming). *All of our students have an opportunity (at least once)to attend the District PowWow at some point during their time at Trafalgar. * Using a virtual reality lab to enhance cultural awareness
EVIDENCE OF SUCCESS:	<ul style="list-style-type: none"> *FSA/School wide assessments show increased improvement. *Classroom instruction is designed around themes that incorporate diverse learners. *School wide reading and writing assessment completed in Fall and Spring - data shows improvement for all students. *Inquiry projects included as part of student portfolios at year end. *Portfolios are part of ongoing assessment of student learning. *Authentic assessment practices are embedded into instruction across all subjects. *Students with diverse learning needs are experiencing success and achieving their learning goals. *Cohorts are tracked with data disaggregated in several ways (boys/girls/ABED/SES). <p>Continuiuos reporting to parentsand student self-assessment through email, dgital and video.</p>	<ul style="list-style-type: none"> *Projects are shared, demonstrated and publicized. *Digital Discovery Lab is an integral part of classroom instructional practices and is well-utilized by all teachers and student. *Data collected around participation in projects, special trips, performances, etc....strong participation levels in all programs. *Special programs occur throughout the year (i.e. Alien In-Line Skating, Vazzy, Capoeira, ArtStarts Performances, Selkirk Pro-Musica Performances, etc.) *G-Suite Tools integrated into classroom instruction. 	<ul style="list-style-type: none"> *Leadership class has stong participation. *Use of Rubric and self assessment in Portfolio Presentation. * School has a document that outlines the International Program and the services that are provided to students. *Surveys from international students and community partners (assess student attitudes re: cultural diversity, environmental stewardship, positive community citizens, students having a positive impact on community well being.) *International students speak positively about their time at Trafalgar. *Trafalgar is a "desired location" for International programs.

Budget Items		Expansion of ADST equipment (CNC cutter, 3D printers)	teacher time assigned to "program planning" for the Trafalgar International Program

Relationships
Resiliency
Mental Health, Wellness, and Physical Literacy
Middle school students are in a time of significant transition in their lives. They require specific social and emotional structures and strategies in order to navigate this tumultous time in their lives. Improving mental helath fitness wil lincrease resiliency and prepare students to face barriers in their lives as challenges that they can overcome as a skill they can use throughout their lives
1. To increase students' awareness and understanding of the importance of creating a supportive culture to promote mental fitness.
2. To provide opportunities for students to take on challenges and increase resiliency
3. To increase regulation and learning by providing opportunities for physical acivity and place based learning.
-Continued art therapy targeted at students who have experienced ACEs (Acute Childhood Experiences) *increased physical activity (daily PE) *extra physical activity as part of the support structure for students who are struggling *a student-centered approach that builds on strengths (i.e. extra woodwork, Foods, PE classes). *build positive student-teacher relationship (attachment theory) and strengthen peer cohorts by providing one teacher for all academic subject areas. * To provide students ways to explore healthy avenues to increase mental fitness (chess, crib, bike lab, skating rink)

<div>*Students are able to self-identify when they are struggling to manage their anxiety and seek appropriate help/support.</div> <div>*SOGI Club, Breakfast For Learning Program, Boys' Club Network.</div> <div>*Satisfaction survey data.</div> <div>*increased self-regulation (classrooms, hallways, community)</div> <div>*fewer incidents of conflicts/bullying</div> <div>*increased sense of safety</div> <div>*improved home-school communication</div> <div>*fewer classroom management challenges</div> <div>*positive public (assembly and community) behavior</div>
<div>1. To increase our students' ability to overcome challenges in a healthy and constructive way.</div>
<div>2. To ensure our students effectively transition from Grade 5 to 6 and Grade 8 to 9 in a way that reduces anxiety and builds resiliency.</div>
<div>3. Expand the PE program to focus more on health and engagement in physical activity as a lifelong skill (balanced with the more traditional competitive sports as the foundation of the program).</div>

*Increase the number of contacts with Grade 5 students (i.e. Grade 5 school visits, Grade 5 "activity" visits to Trafalgar, transition meeting with Grade 5 teachers and Trafalgar team to plan for individual student needs, Grade 6 "early start" before Labor Day weekend).

*Use the Fine Arts Program at Trafalgar to introduce students to Trafalgar in a safe, positive, healthy way.

*Art Therapy "drop in" sessions at lunch

Expand LLE's so that students connect and build relationships with others with similar interests.

Focus on Fine Arts programming that builds relationships in a constructive way.

*Transition activities are organized and clearly communicated to parents and students.

*Strong participation (students and community) in Boys' Club Network

*EASE program is consistently delivered and students utilize the strategies to manage their own anxiety.

*Student/parent/community partner surveys re: student involvement in community activities.

*student participation in school lunch hour activities

*Parents are provided with opportunities to learn how to navigate issues of importance to their middle years' child (i.e internet safety, social media, anxiety, trauma, etc.).

