

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: 30-MAY-2025

School: Trafalgar Middle School

Vision

Our learners embrace respect, ownership, acceptance and resilience in an energetic and diverse community.

School Profile

Trafalgar Middle School sits in the heart of uphill Nelson, BC in School District 8 (Kootenay Lake). There are 564 students in grades 6 to 9 serviced by a teaching staff of 40 and a support staff of 13. There are 59 Inclusion Support students, 84 students with Aboriginal ancestry, 5 students receiving English Language Learner supports and 1 International student. There are 231 French Immersion students and 333 English program students in this dual track school.

Consultation Process

Staff

Staff collaborated on Planning Day in Sept 2024 to determine what is happening for our learners, how we know and why it's important. From these collaborations emerged themes around literacy, numeracy and school belongingness.

Students

Student voice is growing at TMS and we take the data and feedback that they provide to us seriously. While we do not have a Students' Council or Student Leadership Team, we look at the data and feedback they provide in the SLS and in-house surveys as part of the consultation process.

Parents

PAC has been updated on the school growth plan and is especially supportive of the third goal around school connectedness and students feeling welcome in their school. PAC support for our ROAR/PBIS initiative has been remarkable.

Indigenous Representation

AbEd learners are well-supported in this plan and data around FSAs and SLS disaggregated into different groups such as AbEd learners helps us focus on individual group progress while maintaining an eye on the overall school picture. Our school AbEd focus around getting and keeping students on the land and waters has been particularly helpful with our school connectedness goal.

Coherence and Alignment


Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Literacy	
Goal Statement	
Improve literacy proficiency for all learners.	
Where We Are At	
Literacy Data (Include provincial, district, and school level data as available)	
Click here for a link to Trafalgar Literacy data.	
Analysis (What objective trends do we see based on the data?)	
<p>Overall, a larger number of learners are struggling with reading compared to writing. As per the FSA data since 2016, the number of students who are emerging has increased over the past 4 years in particular (since 2019), in both reading and writing.</p> <p>MyEd data from the past two years doesn't disaggregate reading from writing data.</p> <p>In 2024, 70% of students were assessed at Proficient or Extending in English Language Arts</p> <p>In 2025, 68% of students were assessed at Proficient or Extending in English Language Arts</p>	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
<p>Overall, literacy data from the FSA shows a greater strength in the areas of reading and writing compared to numeracy data. MyEd data from Learning Updates shows patterns that mirror FSA data especially at the grade 7 level. This suggests that assessments at the local level are accurate for the most part.</p>	
Target (Specific and measurable statement of the desired improvement)	
<p>By using early year and late year literacy assessments for reading and writing, we will know if we are successful by identifying our struggling learners early in the year, implementing targeted strategies to help them improve their reading and writing and confirming our estimations by assessing students again late in the school year. This will also help us to vary our approaches to literacy throughout the year in order to hit our target by the years end.</p>	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
	
Where We Are Going (Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>-optimizing teacher grade-level collaboration time to develop and share common teacher resources including assessments</p>	

School District No. 8 (Kootenay Lake)

School Learning Plan Template

- changing the grade 9 timetable structure to have one English teacher for all English classroom cohorts and one teacher responsible for English curriculum for all French Immersion classroom cohorts
- RTI approach with tier 1, 2 and 3 interventions by teams of educators
- supporting transitions work between grade 9 and grade 10 with School Learning Plan Grant allocation
- identifying struggling readers and writers by first Learning Update and customizing remediation plans for each of those learners through IST and classroom teacher collaboration
- adopt reading assessments for the grade 6 and 7 classrooms

Student Learning (What student learning strategies will support meeting the target?)

- develop peer editing skills to benefit both students in editing pairs
- identify levels of proficiency of student exemplars
- continue to explore a variety of texts and writing styles that are high-interest and age-appropriate
- participate in frequent and consistent practice in writing a variety of different compositions both formal and informal

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If teachers and students understand what proficient looks like for both reading and writing and we can identify early on which students need more support with reading and writing, then we will see improved reading comprehension for a wide variety of texts and increased ability to write fluently, which will be evident through both provincial and local data.

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

Analysis (What objective trends do we see based on the data?)

Student confidence in math is weakening as FSA indicates that more students are struggling with math than before the pandemic and yet school-based data from grade teams shows that students are not struggling nearly as much as FSA data would indicate. Compare the 21/22 FSA data with the 23/24 and 24/25 MyEdBC data and students are achieving higher outcomes two years later.

In 2024, 66% of students were assessed at Proficient or Extending
In 2025, 72% of students were assessed at Proficient or Extending.
These numbers are trending in the direction we would like.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

As compared to our literacy data, some of our data around math are generally weaker and show a need for improvement and maybe the measures we use for results especially in the FSA. Comparing results in grade 6 to results in grade 9 indicates lower achievement scores overall in grade 9. We want our students' abilities and confidence in math to increase during their 4 years at Trafalgar. MyEd and FSA data indicates that we need more focus in this area.

Target (Specific and measurable statement of the desired improvement)

School District No. 8 (Kootenay Lake)

School Learning Plan Template

By using early year and late year numeracy assessments, we will know if we are successful by identifying our struggling learners early in the year, implementing targeted strategies to help them improve their numeracy skills and confirming our estimations by assessing students again late in the school year.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- reviewing Mathematics curricular and content competencies: how do we know we are meeting those outcome requirements?
- collaboration time between teachers to develop and share common teacher resources including assessments
- RTI approach with tier 1, 2 and 3 interventions by teams of educators
- utilize the SNAP assessment to its full potential
- review and use the common math assessment as vetted by SD8
- co-develop assessments of proficiency levels: what does proficient mean in student-friendly language with exemplars and self-reflection guidance
- refine timetable structures, especially for grade 9s, to support proficiency in mathematics; this includes a timetable that has one teacher for mathematics in the English 9 program and one teacher for mathematics for the French Immersion 9 program

Student Learning (What student learning strategies will support meeting the target?)

- introduction to common assessments and common learning strategies across grade groups with help of Inclusion Support
- students can identify areas of strength and growth in their own learning
- student exemplars at the proficient level that students can examine and emulate

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Using common assessments, targeted instruction with specialists will lead to cohesion across the grades and increased understanding of curricular requirements and the strategies required to have students meet those requirements

School District No. 8 (Kootenay Lake)

School Learning Plan Template

School Determined	
Goal Statement	Increasing the feeling of belonging for students at Trafalgar Middle School.
Where We Are At	
Data (Include provincial, district, and school level data as available)	
Analysis (What objective trends do we see based on the data?)	Overall we see students are trending towards feeling more accepted and welcome at school, with the exception of the past three years – possibly as a result of covid and students not fully engaging in school.
Rationale (What is going on for our learners? How do we know? Why does it matter?)	Research shows that students who feel they belong at school make better connections, achieve greater academic success, engage in risky behaviors less, attend more frequently and report higher self-esteem.
Target (Specific and measurable statement of the desired improvement)	Survey students specifically about belonging at Trafalgar early and late in the school year and compare results Use other survey data (Queen's University Study, McCreary Health Institute Survey, Ministry of Education Learning Survey) to identify opportunities and successes in helping students feel like they belong.
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
<p>The diagram is a circular flow chart with five segments, each representing a strategic priority. The segments are: <ul style="list-style-type: none"> Lifelong Learners (Equity): Who are numerate and literate. Caring & Inclusive Learning Culture (Inclusion): Physical & mental well-being. Connected Learners (Reconciliation): Local & global stewardship. Cultural & Identity Development (Diversity): Culturally safe & responsive. Career Development (Transitions): Graduate with options for future life & career. Arrows connect the segments in a clockwise cycle.</p>	
Where We Are Going (Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> - Co creating plans and strategies for increasing feelings of connectedness within the classroom setting - Team building and trust building exercises within the classroom. - Staff book studies on bullying (Coloroso) and belonging (Carrington) - ROAR code of conduct/PBIS implementation - Students identifying peers for classroom composition - Washroom safety patrols - Significant renovations to the two main student washrooms to increase privacy and safety - School-wide events: gr 6 track meet and Cottonwood Lake, FI Carnival, grade 8 and 9 trips 	
Student Learning (What student learning strategies will support meeting the target?)	

School District No. 8 (Kootenay Lake)

School Learning Plan Template

- Students advocating for themselves and their learning will lead to increased feelings of connection and belonging.
- Teaching students strategies for connecting with other through the health curriculum (ie. Open parachute).
- Curricular content in the areas of communication and social emotional learning.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If staff understands a) the importance of connection and belonging in the classroom and b) the knowledge of how to facilitate this in their classrooms and in their grade group teams, then students will feel more accepted at school and will be more likely to advocate for themselves. This will lead to better behavior management for teachers, increased attendance and buy-in during learning activities and higher achievement for students overall.