



School District No. 8 (Kootenay Lake)

School Learning Plan Template

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:	29-MAY-2026	School:	Trafalgar Middle School
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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 545 students in grades 6 to 9 serviced by a teaching staff of 40 and a support staff of 11. There are 53 Inclusion Support students, 78 students with Aboriginal ancestry, 5 students receiving English Language Learner supports and 1 International student. There are 203 French Immersion students and 342 English program students in this dual track school.

Consultation Process

Staff

Staff collaborated on the September 2025 Planning Day to determine what is happening for our learners, how we know, and why it is important. Through these collaborations, key themes emerged around literacy, numeracy, and trauma-informed practice. Staff also collaborate weekly in grade-level teams, and team leads meet monthly with the administration. This process provides opportunities for staff to discuss student learning, share strategies, and identify areas for growth and support.

Staff have also formed several committees to support a positive learning environment and help guide thematic celebrations and inquiry at Trafalgar. Staff are encouraged to participate in committees such as the Joint Occupational Health and Wellness Committee, the Social Justice Committee, the Professional Development Committee, the Sunshine Committee, and the Sports Committee.

Students

Student voice is growing at TMS, and we take the data and feedback students provide seriously. We offer a variety of student groups and leadership opportunities, including the Anti-Racism Working Group, Student Voice, Boys Club, Girl Collective, Rotary Club, and Pride Club. Students are also provided with the opportunity to participate in many sports teams and extracurricular clubs throughout the year. These collaborative opportunities help us better understand student perspectives, concerns, and inquiries related to their education and social-emotional well-being. We also use the data and feedback gathered through the SLS and in-house surveys to guide our consultation and decision-making processes.

Parents & Caregivers

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

Circle pedagogy is practiced and embraced during staff meetings and professional development opportunities.

AbEd learners are well supported within this plan, and data from the FSAs and SLS is disaggregated into groups, including AbEd learners. This helps us focus on the progress of specific student groups while maintaining an awareness of the overall school picture. Our school's AbEd focus is centered on getting and keeping students connected to the land and waters. This has been particularly beneficial in supporting our school connectedness goal.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

<h1>Literacy</h1>	
Goal Statement	Improve literacy proficiency for all learners.
Where We Are At	
Literacy Data Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
<p>Provincial, district, and school-based literacy data indicate that literacy achievement is improving overall while highlighting the need for continued focus on priority learners. FSA results show that in 2025/26, 81.0% of students were performing On Track and 4.2% were Extending, representing an improvement from the previous year when 27.0% of students were identified as Emerging. Student Learning Survey data reflects increasing student confidence in literacy, with 67% of students reporting that they continue to improve in both reading and writing, the highest levels reported in the past decade. School-based literacy assessments from December and March Learning Updates demonstrate growth in the number of students meeting grade-level expectations throughout the school year. Data for priority learners continues to guide planning and intervention efforts. Indigenous learners performed similarly to the overall student population in 2022/23 and 2023/24; however, a larger proportion were identified in the Emerging category in 2024/25. Students with diverse learning needs have consistently been overrepresented in the Emerging category compared to the overall student population. These trends reinforce the importance of maintaining targeted supports, inclusive instructional practices, and regular monitoring to ensure all learners, particularly priority learners, experience success in literacy.</p>	
Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.	
<p>Analysis of literacy data over time demonstrates both improvement and ongoing areas of focus. Provincial FSA results show considerable fluctuation between 2017/18 and 2025/26, with the percentage of students performing in the Emerging category increasing steadily between 2019/20 and 2022/23 before improving significantly in recent years. Following a peak of 27.0% Emerging in 2024/25, the percentage of students identified as Emerging decreased to 14.8% in 2025/26, while students performing On Track increased to 81.0%. Student Learning Survey results also indicate a positive trend in student confidence as learners reporting that they continue to get better at reading increased from 55% in 2021/22 and 2022/23 to 67% in 2025/26, while confidence in writing increased from 57% to 67% during the same period. School-based assessment data collected through December and March Learning Updates similarly show that increasing numbers of students are meeting literacy expectations. These trends suggest that school-wide literacy initiatives, targeted interventions, and ongoing monitoring of student progress are contributing to improved outcomes. While achievement gaps remain for some priority learners, particularly Indigenous students and students with diverse</p>	

School District No. 8 (Kootenay Lake) School Learning Plan Template

learning needs, the data continues to inform targeted supports aimed at increasing achievement, reducing disparities, and improving literacy outcomes for all learners.

Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.

Our literacy data indicates that while overall student achievement has improved in recent years, some learners continue to require additional support to meet literacy expectations. FSA results demonstrate a significant reduction in the percentage of students performing in the Emerging category, decreasing from 27.0% in 2024/25 to 14.8% in 2025/26, while the percentage of students performing On Track increased to 81.0%. Student Learning Survey results also show increased student confidence in reading and writing, with 67% of students reporting that they continue to improve in both areas. School-based assessment data collected through December and March Learning Updates further demonstrates growth in literacy proficiency across grade levels.

We know these improvements are occurring because staff have implemented a systematic approach to assessment and intervention. Teachers use district literacy assessment kits, classroom-based formative and summative assessments, and Learning Update data to identify student strengths and areas for growth. This data is regularly reviewed to monitor progress, inform instruction, and identify students requiring additional support. Through ongoing collaboration with Inclusion Support Teachers, classroom teachers implement Universal supports for all learners and Essential supports for students requiring more targeted interventions. Students identified through assessment data receive Tier 2 and Tier 3 supports that are responsive to their individual needs and are regularly monitored to ensure effectiveness.

This work is particularly important for our priority learners. FSA data shows that Indigenous learners and students with diverse learning needs continue to be overrepresented in the Emerging category when compared to the overall student population. While Indigenous learners performed similarly to their peers in 2022/23 and 2023/24, a larger proportion were identified as Emerging in 2024/25. Students with diverse learning needs have also consistently demonstrated a higher rate of Emerging performance than the overall student population. These trends highlight the importance of maintaining a focused, equity-based approach that ensures priority learners receive timely interventions, inclusive instructional practices, and targeted supports. By continuing to use assessment data to guide instruction and intervention, we aim to improve literacy outcomes for all learners while reducing achievement gaps and increasing success for our priority learners.

Target Objective (Specific, timebound and measurable statement of the desired improvement).

By June 2027, Trafalgar Middle School will improve literacy outcomes for all learners, with a particular focus on Indigenous learners and students with diverse learning needs. Using district literacy assessment tools, classroom-based assessments, and Learning Update data, we will reduce the percentage of students performing below expectations in literacy and increase the number of students meeting or exceeding grade-level expectations. Through the continued implementation of trauma-informed practices, Universal and Essential supports, and targeted Tier 2 and Tier 3 interventions developed in collaboration with Inclusion Support Teachers, students will demonstrate increased confidence, engagement, and willingness to take risks in reading and writing. Success will be measured through FSA literacy results, school-based literacy assessment data, Learning Updates, and student voice surveys and interviews.

School District No. 8 (Kootenay Lake) School Learning Plan Template

What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Implementing place-based and land-based learning opportunities that foster student engagement, belonging, curiosity, and connections to local environments, cultures, and communities.
Connected Learners	Maintaining a school-wide focus on belonging, connection, and student voice, while celebrating diversity, culture, and individual identity to ensure all learners feel valued and included.
Caring & Inclusive Learning Culture	Building staff capacity through trauma-informed practice and collaborative intervention planning. Implementing school-wide Universal, Essential, Tier 2, and Tier 3 supports to improve student success and well-being. Promoting staff wellness and belonging through circle pedagogy, collaborative professional learning, and opportunities to connect with one another and the land.
Culture & Identity Development	Creating inclusive learning environments that honour diverse identities, cultures, and lived experiences through relationship-building, student voice, culturally responsive practices, and a school-wide focus on belonging and connectedness.
Career Development	Supporting students in making meaningful connections between learning and future opportunities through cross-curricular collaboration, including the integration of Arts Education and Career Education competencies within core subject areas. Emphasizing transferable skills, lifelong learning, and career awareness across the curriculum.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>School Learning grant to work with Middle years literacy teacher Melanie Mobbs to work on improving student engagement and proficiency with several teaching teams.</p>	
Student Learning (What student learning strategies will support meeting the target?)	
Empty space for student learning strategies	

School District No. 8 (Kootenay Lake) School Learning Plan Template

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

<h2>Numeracy</h2>
Goal Statement
Improve numeracy proficiency for all learners.
Where We Are At
Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.
SNAP assessment toolkit.
Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:

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Rationale (What is going on for our learners? How do we know? Why does it matter?)	
Target (Specific, timebound and measurable statement of the desired improvement)	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	
Connected Learners	
Caring & Inclusive Learning Culture	
Culture & Identity Development	
Career Development	
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
Student Learning (What student learning strategies will support meeting the target?)	

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
School Determined
Goal Statement
Practicing a trauma-informed approach, particularly in student-teacher interventions.
Where We Are At
Data (Include provincial, district, and school level data as available). Include priority learners.
2024-2025: 4 violent incident reports submitted. 2025-2026: 0 violent incident reports submitted.
Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:

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Rationale (What is going on for our learners? How do we know? Why does it matter?)	
Target (Specific and measurable statement of the desired improvement)	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	
Connected Learners	
Caring & Inclusive Learning Culture	
Culture & Identity Development	
Career Development	
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target?)	
Student Learning (What student learning strategies will support meeting the target?)	



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