



# 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.*

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|--------------|--------------------|----------------|--------------------------------|
| <b>Date:</b> | <b>29-MAY-2026</b> | <b>School:</b> | <b>Trafalgar Middle School</b> |
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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.

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### Coherence and Alignment

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

| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 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>                                                                                                                                                |                                                |

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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).**

Trafalgar Middle School is improving 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, staff identify student strengths and areas for growth to provide responsive instruction and targeted supports. Through 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. Is monitored through FSA literacy results, school-based literacy assessment data, Learning Updates, and student voice surveys and interviews to ensure all learners are provided opportunities for growth.

#### **What We're Doing**

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### School Learning Plan Template

| Embedding Strategic Priorities (How we're making connections and providing opportunities)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
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| 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<br>(Equity-Focused Action Plan)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |
| Professional Learning (Describe the professional learning that will support meeting the target)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Trafalgar Middle School will continue to strengthen literacy outcomes through an equity-focused approach that prioritizes engagement, belonging, and achievement for all learners, with particular attention to Indigenous learners and students with diverse learning needs. Building on improvements in literacy achievement and student confidence, staff will continue to use district literacy assessment tools, classroom-based assessments, and Learning Update data to identify student strengths and areas for growth and to guide instructional decision-making.</p> <p>Having data shared with the school-based leadership team, along with class reviews will help guide school-wide, grade team, individual classroom and priority learners supports.</p> <p>Through collaboration with Inclusion Support Teachers, teachers will continue to implement Universal and Essential supports while providing targeted Tier 2 and Tier 3 interventions for students requiring additional support. Literacy instruction will focus on developing foundational literacy skills, content literacy, disciplinary literacy, and digital literacy across subject areas. Particular attention will be given to increasing student confidence in reading, writing, discussion, critical thinking, and risk-taking through trauma-informed practices that create safe and inclusive learning environments. By embedding literacy instruction across all curricular areas and maintaining a focus on student voice, belonging, and engagement, we aim to improve literacy outcomes while reducing achievement gaps for priority learners.</p> |                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Student Learning (What student learning strategies will support meeting the target?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Students will be supported through a comprehensive, school-wide approach to literacy that combines high-quality classroom instruction, targeted interventions, and engaging learning opportunities. Teachers will continue to use district literacy assessment tools and classroom-based assessment data to identify strengths and areas for growth and to provide responsive instruction that meets the needs of diverse learners.</p> <p>Priority learners, including Indigenous learners and students with diverse learning needs, will receive additional support through collaboration with the Inclusion Support Team. Using evidence-based literacy interventions, staff will implement Tier 2 and Tier 3 programs, as well as individualized Universal and Essential supports, to address specific literacy needs and remove barriers to learning. Student progress will be monitored regularly to ensure interventions are responsive and effective.</p> <p>Building on our partnership with Middle Years Literacy Teacher Melanie Mobbs, staff have developed a collection of literacy resources and instructional strategies that will continue to support literacy development across curricular areas. Teachers will utilize literacy practices informed by Adrienne Gear's Middle Years work, selecting strategies that best align with classroom composition, student strengths, and identified areas for growth. Instruction will focus on developing reading comprehension, vocabulary, critical thinking, communication, and writing skills while fostering student confidence and engagement.</p> <p>Recognizing the strong connection between engagement, belonging, and achievement, the school will continue to provide meaningful and enjoyable literacy experiences through clubs, contests, cross-curricular learning opportunities, and the celebration and sharing of student work. These opportunities encourage students to take risks, develop confidence as readers and writers, and see themselves as capable, lifelong learners. Through a combination of targeted support, engaging instruction, and inclusive learning environments, students will be supported in achieving improved literacy outcomes and increased confidence in their learning.</p> |
| <b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>If we work collaboratively to analyze student data, monitor progress, and implement evidence-based literacy instruction and targeted interventions, then all students will demonstrate increased literacy achievement, engagement, and confidence. Through regular class reviews and ongoing collaboration between classroom teachers, Inclusion Support Teachers, team leaders, and grade teams, we will strengthen our collective capacity to support learners and improve outcomes for all students, with particular attention to Indigenous learners and students with diverse learning needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Numeracy</h2>                                                                                                                                 |
| <b>Goal Statement</b>                                                                                                                             |
| Improve numeracy proficiency for all learners.                                                                                                    |
| <b>Where We Are At</b>                                                                                                                            |
| <b>Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b> |

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We now have comprehensive data on student achievement from MyEd for the 25/26 year.

Compare the 24/25 FSA data (grade 7) with the 25/26 MyEdBC data (grade 8; same cohort) and students are achieving higher outcomes. 38.2% emerging (FSA) to 15.7% emerging and developing (grade 8 MyEd data March); 67.8% on track and extending (FSA) to 78.7% proficient and extending (grade 8 MyEd data March).

AbEd students (all grades) are showing 42% emerging and developing and 58% proficient and extending in March 2026 Learning Updates. There is no data available for AbEd students on the 25/26 FSA. Data from the 24/25 FSA shows 52.6% emerging, 40.0% on track and 5.3% extending.

Inclusion support students (all grades) are showing 30.6% emerging and developing and 67.3% proficient and extending in March 2026 Learning Updates. There is no data available for Inclusion students on the 25/26 FSA. Data from the 24/25 FSA shows 42.9% emerging, 57.1% on track and 0% extending.

Student Learning Survey data from 25/26 shows that 66% of students agree/strongly agree that they continue to get better at math.

Staff are implementing the SNAP assessment toolkit and we expect reliable results in the next school year and forward.

#### **Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:**

FSA data and MyEd Learning Update data show parallels but not the same story. Student achievement is higher in student Learning Updates as compared to FSAs. Student achievement data in FSAs also shows more success in Literacy than Numeracy as well.

Priority learners show data trends that are more concerning than the overall group. AbEd learners and Inclusion Support students show larger gaps in achievement levels in both FSA and MyEd Learning Updates. These trends form the focus for our rationale.

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

Our numeracy data indicates that while overall student achievement has improved in recent years, some learners continue to require additional support to meet numeracy expectations. FSA results demonstrate a slight increase in the percentage of students performing in the Emerging category, increasing from 38.2% in 2024/25 to 42.9% in 2025/26, while the percentage of students performing On Track decreased to 57.1% from 58.7%. Student Learning Survey results also show slightly decreased student confidence in numeracy, with 66% of students reporting that they continue to improve in both areas, down from 68% in 24/25. School-based assessment data collected through December and March Learning Updates demonstrates small progress in numeracy proficiency across grade levels.

We know these school-based assessment improvements are occurring because staff collaborated on the SNAP assessment, more targeted approaches to mathematics instruction and Inclusion Learning supports. SNAP assessment data will be more reliable in the next school year. Much of the mathematics taught in grades 8 and 9 come from specialist or focused teachers as opposed to generalists. 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



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supports that are responsive to their individual needs and are regularly monitored to ensure effectiveness.

The data for our priority learners is similar to Literacy data. Numeracy 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. Indigenous learners experienced less FSA success than their peers in 2022/23, 2023/24 and 2024/25. Learning Updates show similar but not as contrasting results. AbEd students (all grades) are showing 42% emerging and developing and 58% proficient and extending in March 2026 Learning Updates. There is no data available for AbEd students on the 25/26 FSA. Data from the 24/25 FSA shows 52.6% emerging, 40.0% on track and 5.3% extending for AbEd learners.

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. Inclusion support students (all grades) are showing 31.2% emerging and developing and 68.8% proficient and extending in March 2026 Learning Updates. There is no data available for Inclusion students on the 25/26 FSA. Data from the 24/25 FSA shows 42.9% emerging, 57.1% on track and 0% extending. 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 (Specific, timebound and measurable statement of the desired improvement)

By June 2026, 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 numeracy assessment tools (SNAP assessment), 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 numeracy assessment data, Learning Updates, and student voice surveys and interviews. Numeracy will remain a key focus area as we work to improve student achievement and confidence, particularly for Indigenous learners and students with diverse learning needs. Through the consistent use of assessment data, collaborative planning, and targeted interventions, we will strengthen numeracy instruction, increase student engagement, and support more learners in meeting or exceeding grade-level expectations.

#### 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. |

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| <b>Connected Learners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                                                                              |
| <b>Caring &amp; Inclusive Learning Culture</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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. |
| <b>Culture &amp; Identity Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                          |
| <b>Career Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                          |
| <b>Where We Are Going<br/>(Equity-Focused Action Plan)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Professional Learning (Describe the professional learning that will support meeting the target)</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Grade level team collaborations on SNAP assessment</p> <p>Pro-D sessions on student attachment / trauma-informed practice by Tom Hierck</p> <p>Pro-D sessions on trauma-informed de escalation strategies in the classroom by Angela Murphy</p> <p>VP and School Counsellor participating in Basic Threat and Assessment Training</p> <p>P/VP participating in CPI and Basic Threat and Assessment Training Conflict Resolution Training.</p> <p>VP, IST and School Counsellor participating in PreVenture Training</p> |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Student Learning (What student learning strategies will support meeting the target?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Subject specialists</li> <li>• Use of manipulatives</li> <li>• Repetition – teach concepts three times</li> <li>• Decoding and analyzing word problems</li> <li>• Modelling how to do problems</li> <li>• Formative assessment pre and post formative assessments</li> </ul>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>With a focus on data review, improved teaching strategies and common assessments, we will see more students maintain or improve their current numeracy assessment level as measured by classroom teachers in the December, March and June Learning Updates.</p>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |



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| <h1 style="margin: 0;">School Determined</h1>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Goal Statement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Increasing student feels of belonging, safety and welcome by practicing a trauma-informed approach, particularly in student-teacher interventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Where We Are At</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Data (Include provincial, district, and school level data as available). Include priority learners.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>2024-2025: 4 violent incident reports submitted.</p> <p>2025-2026: 0 violent incident reports submitted</p> <p>BC Ministry Student Learning Survey:</p> <ul style="list-style-type: none"> <li>- 24/25: 68% of students feel like they belong Most or All of the time</li> <li>- 25/26: 71% of students feel like they belong Most or All of the time</li> <li>- SLS 24/25: 68% of students feel safe at school Most or All of the time</li> <li>- SLS 25/26: 76% of students feel safe at school Most or All of the time</li> </ul> <p>Trafalgar custom student survey found</p> <ul style="list-style-type: none"> <li>- 22/23: 76.6% of students say they feel they belong at TMS</li> <li>- 24/25: 83.4% of students say they feel they belong at TMS</li> <li>- 25/26: 85.3% of students say they feel they belong at TMS</li> <li>- 22/23: 83.3% of students say they feel they belong in their homeroom at TMS</li> <li>- 24/25: 85.3% of students say they feel they belong in their homeroom at TMS</li> <li>- 25/26: 88.9% of students say they feel they belong in their homeroom at TMS</li> </ul> <p>-23/24: 86.6% of students feel safe in their homeroom</p> <p>-25/26: 86.4% of students feel safe in their homeroom</p> <p>-25/26: 86.6% of AbEd students feel safe in their homeroom</p> <p>-23/24: 27% of students feel unsafe in TMS washrooms</p> <p>-25/26: 19.3% of students feel unsafe in TMS washrooms</p> <p>-25/26: 22.9% of AbEd students feel unsafe in TMS washrooms</p> |
| <b>Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students continue to feel more and more like they belong at Trafalgar and areas like our washrooms are feeling less unsafe to them. We have less major office referrals for violent incidents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Middle School is the most challenging and change-filled time of students' lives. Feeling comfortable and safe are important concepts for students who experience rapid physical and social-emotional growth, change and turmoil.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Target (Specific and measurable statement of the desired improvement)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Students who feel comfortable, safe and a sense of belonging learn better, make better decisions and own more of their learning. We aim to increase the feelings of comfort and safety for every student at Trafalgar Middle School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 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<br>(Equity-Focused Action Plan)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |
| Professional Learning (Describe the professional learning that will support meeting the target)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Pro-D sessions on student attachment / trauma-informed practice by Tom Hierck</p> <p>Pro-D sessions on trauma-informed de escalation strategies in the classroom by Angela Murphy</p> <p>VP and School Counsellor participating in Basic Threat and Assessment Training</p> <p>P/VP participating in CPI and Basic Threat and Assessment Training Conflict Resolution Training.</p> <p>VP, IST and School Counsellor participating in PreVenture Training</p>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                          |
| Student Learning (What student learning strategies will support meeting the target?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>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, Zine 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                          |

## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

Throughout the year students have participated in in person and virtual assemblies from Nelson Police sessions on e-bike safety and laws, Scott Rothermel on safe digital media usage, Anti-racism sessions, Heartbeat Parade and Moosehide Campaign awareness March.

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

If staff continue to build their knowledge and skills in trauma-informed practice, attachment theory, de-escalation strategies, threat assessment, and restorative approaches, and if we intentionally create opportunities for student voice, connection, leadership, and belonging, then students will increasingly experience TMS as a safe, welcoming, and inclusive learning environment. Through positive student-teacher relationships, responsive interventions, and meaningful opportunities for engagement, students will develop a stronger sense of belonging, safety, and connection to school. As students feel more valued, understood, and supported, they will demonstrate increased participation, engagement, well-being, and success in their learning.