

School District No. 8 (Kootenay Lake)

School Learning Plan Template

District Context

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

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

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

Date: 28-NOV-2023

School: Trafalgar Middle School

Vision

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

School Profile

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

Consultation Process

Staff

Staff collaborated on Planning Day in May 2022 to determine what is happening for our learners, how we know and why it's important. From these collaborations emerged themes around literacy, numeracy and school belongingness. On Planning Day September 2022 staff began their commitments to three goals centered on literacy, numeracy and belonging.

Students

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

Parents

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

Indigenous Representation

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

Coherence and Alignment

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

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<h1>Literacy</h1>
Goal Statement
Improve literacy proficiency for all learners.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)
<ul style="list-style-type: none"> - FSA 17/18 READING: 13% emerging, 4.3% extending WRITING: 6.6% emerging, 3.3% extending - FSA 18/19 READING: 8.6% emerging, 8.6% extending WRITING: 3.6% emerging, 4.5% extending - FSA 19/20 READING: 18.2% emerging, 5.1 % extending WRITING: 13.4% emerging, 7.5% extending - FSA 20/21 READING: 15.2% emerging, 0% extending WRITING: 17.8% emerging, 0% extending - FSA 21/22 READING: 24.6% emerging, 1.4% extending WRITING: 17.8% emerging, 0% extending -FSA 22/23 Literacy OVERALL: 26% emerging, 0% extending <p>Indigenous learners: more students in emerging category as compared to all writers except for 22/23. In 22/23 indigenous learners were on par with other learners.</p> <p>Diverse needs: more students in emerging category as compared to all writers</p> <p>Female/male: more male students in the emerging category than female students. Less male students were extending compared to female students.</p> <ul style="list-style-type: none"> -SLS 16/17: Continue to get better at READING 66% agree/strongly agree Continue to get better at WRITING 77% agree/strongly agree - SLS 17/18: Continue to get better at READING 46% agree/strongly agree Continue to get better at WRITING 57% agree/strongly agree - SLS 18/19: Continue to get better at READING 58% agree/strongly agree Continue to get better at WRITING 72% agree/strongly agree - SLS 19/20: Continue to get better at READING 65% agree/strongly agree Continue to get better at WRITING 63% agree/strongly agree - SLS 20/21: Continue to get better at READING 59% agree/strongly agree Continue to get better at WRITING 62% agree/strongly agree - SLS 21/22: Continue to get better at READING 55% agree/strongly agree Continue to get better at WRITING 57% agree/strongly agree -SLS 22/23: Continue to get better at READING 55% agree/strongly agree Continue to get better at WRITING 57% agree/strongly agree <p>Trending on a holding pattern past two years, slightly downwards overall.</p> <p>MyEducationBC Data from first term 23/24 (final term update coming in July)</p> <p>ELA 6 EMG 0 (0%), DEV 14 (28.5%), PRF 35 (71.4%), 0 EXT (total of 49 students)</p> <p>ELA 7</p>

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EMG 6 (3.6%), DEV 46 (28%), PRF 99 (60.3%), EXT 13 (7.9%) (total of 164 students)
 ELA 8
 EMG 4 (3.4%), DEV 46 (39.3%), PRF 63 (53.8%), EXT 4 (3.4%) (total of 117 students)
 ELA 9
 EMG 13 (8.5%), DEV 60 (39.4%), PRF 75 (40.3%), EXT 4 (2.6%) (total of 152 students)

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

Overall, a larger number of learners are struggling with reading compared to writing. As per the FSA data since 2016, the number of students who are emerging has increased over the past 4 years in particular (since 2019), in both reading and writing.

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

Overall, literacy data from the FSA shows a greater strength in the areas of reading and writing compared to numeracy data. We see a potential need for more localized data in order to fully understand the reasons for the trends we are seeing in reading and writing.

As an extension, our Student Learning Survey data shows a slight increase over the last three years in school connectedness and belonging. Our own in-house survey shows that students are feeling more and more welcome and connected in their school. By increasing students' feelings of connectedness and belonging, particularly with homeroom teachers, we expect to see increases in proficiency for reading and writing.

Target (Specific and measurable statement of the desired improvement)

By using early year and late year literacy assessments for reading and writing, we will know if we are successful by identifying our struggling learners early in the year, implementing targeted strategies to help them improve their reading and writing and confirming our estimations by assessing students again late in the school year. This will also help us to vary our approaches to literacy throughout the year in order to hit our target by the years end.

What We're Doing

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



Where We Are Going (Action Plan)

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

- reviewing Literacy curricular and content competencies: how do we know we are meeting those outcome requirements? What exemplars do we have to show our students?
- collaboration time between teachers to develop and share common teacher resources including assessments
- review and use common reading and writing assessments.

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-co-develop assessments of proficiency levels: what does proficient mean in student-friendly language with exemplars and self-reflection guidance
 - create strategies for helping diverse learners reach their learning goals and assessing them accordingly.
 -how do the DRA and other reading assessments work at the middle school level? Why don't we do more reading assessments that provide firm data on how our students are doing in reading?

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

-introduction to English Language Arts Content and Curricular Competencies and the language
 -student exemplars at the proficient level that students can examine and emulate
 - Frequent and consistent exposure to a variety of texts.
 - Frequent and consistent practice in writing a variety of different compositions both formal and informal.

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

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

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Where We Are At

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

-FSA 17/18: 22.6% emerging, 5.4% extending (all writers)
 -FSA 18/19: 34.4% emerging, 6.4% extending (all writers)
 -FSA 19/20: 36% emerging, 8.1% extending (all writers)
 -FSA 20/21: 25.9% emerging, 16.5% extending (all writers)
 -FSA 21/22: 44.9% emerging, 3.6% extending (all writers)
 -FSA 22/23: 51% emerging, 6% extending (all writers)

Indigenous learners: more students in emerging category as compared to all writers
 Diverse needs: more students in emerging category as compared to all writers
 Female/male: consistently even in 19/20, 20/21 and 21/22 (no apparent gender gap)

-SLS 17/18: Continue to get better at math 76% agree/strongly agree
 -SLS 20/21: Continue to get better at math 58% agree/strongly agree
 -SLS 21/22: Continue to get better at math 62% agree/strongly agree
 -SLS 22/23: Continue to get better at math 62% agree/strongly agree

Trending on a holding pattern/ slightly downwards

MyEducationBC Data from first term 23/24 (final term update coming in July)

Math 6

EMG 0/4 (3.7%), DEV 11/27 (35.1%), PRF 46/17 (58.3%), EXT 2/1 (2.7%) (total of 59+49 students)

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Math 7
EMG 0/17 (10.4%), DEV 13/26 (23.9%), PRF 62/30 (56.4%) EXT 3/12 (9.2%) (total of 78+85 students)

Math 8
EMG 0/9 (6.2%), DEV 9/39 (33.3%), PRF 41/30 (49.3%), EXT 3/13 (11.1%) (total of 53+91 students)

Math 9
EMG 18 (11.7%), DEV 55 (35.9%), PRF 75 (49.0%), EXT 5 (3.2%) (total of 153 students)

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

Student confidence in math is weakening as FSA indicates that more students are struggling with math than before the pandemic. School-based data from grade teams shows that students are not struggling nearly as much as FSA data would indicate. Compare the 21/22 FSA data with the 23/24 MyEdBC data and students are achieving higher outcomes two years later. In 2022, 72% of students achieved proficient or extending in Mathematics in the first term at Trafalgar. In 2024, those same students achieved 52.2% proficient or extending.

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

As compared to our literacy data, our data around math are generally weaker and show a need for improvement in results and maybe the measures we use for results. Learning Update data shows high levels of achievement possibly indicating that on-going and connected assessment between student and classroom teacher is more reliable and accurate than assessment and survey data gathered shorter-term. There is more going on for our learners and this is one area of focus for us.

Target (Specific and measurable statement of the desired improvement)

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

What We're Doing

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



Where We Are Going (Action Plan)

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

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- reviewing Mathematics curricular and content competencies: how do we know we are meeting those outcome requirements?
- collaboration time between teachers to develop and share common teacher resources including assessments
- review and use the common math assessment as vetted by SD8
- co-develop assessments of proficiency levels: what does proficient mean in student-friendly language with exemplars and self-reflection guidance

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

- introduction to common assessments and common learning strategies across grade groups with help of Inclusion Support
- student exemplars at the proficient level that students can examine and emulate

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

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

School Determined

Goal Statement

Increasing the feeling of belonging for students at Trafalgar Middle School.

Where We Are At

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

- SLS 16/17 : 38% of students feel like they belong
- SLS 17/18 : 48% of students feel like they belong
- SLS 18/19 : 42% of students feel like they belong
- SLS 19/20 : 44% of students feel like they belong
- SLS 20/21 : 41% of student feel like they belong
- SLS 21/22 : 47% of students feel like they belong
- SLS 22/23 : 50% of students feel like they belong

- SLS 16/17: 54% of students feel that they have an adult who cares about them
- SLS 17/18 : 61% of students feel that they have an adult who cares about them
- SLS 18/19: 75% of students feel that they have an adult who cares about them
- SLS 19/20: 60% of students feel that they have an adult who cares about them
- SLS 20/21: 60% of students feel that they have an adult who cares about them
- SLS 21/22 : 35% of students feel that they have an adult who cares about them
- SLS 22/23 : 42% of students feel that they have an adult who cares about them

- SLS 16/17 : 62% of students feel welcome at school
- SLS 17/18 : 55% of students feel welcome at school

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- SLS 18/19 : 65% of students feel welcome at school
- SLS 19/20 : 62% of students feel welcome at school
- SLS 20/21 : 53% of students feel welcome at school
- SLS 21/22 : 50% of students feel welcome at school
- SLS 22/23 : 53% of students feel welcome at school

In-house student survey found

- 22/23: 76.6% of students say they feel they belong at TMS
- 22/23: 83.3% of students say they feel they belong in their homeroom at TMS

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

Overall we see students are trending towards feeling more accepted and welcome at school, with the exception of the past three years – possibly as a result of covid and students not fully engaging in school.

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

Research shows that students who feel they belong at school make better connections, achieve greater academic success, engage in risky behaviors less, attend more frequently and report higher self-esteem.

Target (Specific and measurable statement of the desired improvement)

Survey students specifically about belonging at Trafalgar early and late in the school year and compare results
Use other survey data (Queen’s University Study, McCreary Health Institute Survey, Ministry of Education Learning Survey) to identify opportunities and successes in helping students feel like they belong.

What We’re Doing

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



Where We Are Going (Action Plan)

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

- Co creating plans and strategies for increasing feelings of connectedness within the classroom setting.
- Team building and trust building exercises within the classroom.
- Staff book studies on bullying (Coloroso) and belonging (Carrington)
- ROAR code of conduct/PBIS implementation
- Students identifying peers for classroom composition
- Washroom safety patrols
- School-wide events: gr 6 track meet and Cottonwood Lake, FI Carnival, grade 8 and 9 trips

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

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

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

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