



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

- **School Context**

Trafalgar School offers Kindergarten to Grade 7 instruction to approximately 480 students, almost two-thirds of whom are in the French Immersion track and just over one-third in the English stream. While our French Immersion population is very stable with most students having English as a home/first language, approximately 70% of those in the English stream have learned or are learning English as a second/additional language. These students are primarily Mandarin speaking with some Cantonese and a sampling of various other languages.

While specific events are targeted for learners in each program, extracurricular activities serve children from both programs. The Student Council, composed of students from Grades 6 and 7, provides leadership in social responsibility. They undertake school wide projects and fundraising for charity, many of which stem from social and environmental global awareness. Intermediate students participate in a variety of leadership activities around the school.

Students are privileged to go on a number of field trips to complement their classroom learning. Although such trips vary from year to year, some common themes are the linguistic and cultural trip to Quebec for the grade seven students in French Immersion, urban/outdoor education for English Gr. 6 and 7 students, a Grade 6 FI camp, and the North Vancouver outdoor school for the English Grades 2-5 classes on alternating years.

- **Goal #1: To improve reading comprehension for all our students: French Immersion, ELL and regular English stream. High ELL population in English stream, not all students meeting grade level expectations in reading comprehension**
- **Goal #2: As a foundation to success in all areas, to improve the social-emotional intelligence and overall sense of belonging for all students-in particular those new to the school and/or target language- and enhance respect for diversity. Many new immigrants, many demonstrating anxiety and lack of self-regulation, unable to resolve conflict on their own.**

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Goal #1: LAC support and ELL support

- Students working with teacher-librarian
- Reading One to One primary reading program
- Book Fair, Red Cadar book club
- Authors' visits
- Home reading program
- Primary buddy reading program
- Successful application for reading recovery program for 2017-2018
- Term 3 Report card data K-3: 109 students are meeting or exceeding grade level expectations in Language Arts and only 21 are approaching or not yet meeting in Language Arts out of 130 students

Goal #2: On-going implementation of Zones of Regulation program school wide. Common language heard and used throughout the school.

- Zones of regulation committee created- scope and sequence of Zones program written, sensory items ordered based on student needs and requests
- Team teaching of program
- Gotcha tickets- catching students in the green zone and following code of conduct
- Team teaching
- Big buddy program
- Problem solving sheets to resolve student conflicts- using Zones language
- Trafalgar Circles- Multi-age grouping activity to strengthen self-regulation skills
- Increased counselor time
- Small group work with counsellor- Friendship groups
- 46 Office Referral forms completed by administration for students who did not follow the code of conduct

3. WERE WE SUCCESSFUL?

- Outline results

- Goal #1: More students reading at grade level or have moved up levels in their reading scores
- Improvement in ELL levels
- Teachers noticing student progress every year
- Successful application of Reading Recovery program for English stream in 2017/2018
- Goal #2: Yes, students know and can easily use Zones language, can name self-regulating strategies and are seen using strategies
- Are able to problem solve using Zones strategies and can use language such as size of the problem

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- Goal #1: Anecdotally
- School-wide write, results shared amongst staff and students
- Goal #2: Committee has shared work and resources at staff meetings
- Info in newsletters
- Info shared at PAC meetings
- Morning announcements- language used
- Visual posters around the school

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

- Goal #1: Need for collaborative time to discuss areas of concern and students we are concerned about
- Will not continue with Goal #1- shift to Math literacy
- Goal #2: We have been successful and therefore staff wish to continue with this goal



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

At Trafalgar School, we do not have any designated Aboriginal learners

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Activities this year included:

- **Performance by Hoop Dancer Teddy Anderson**
- **Presentation by authors: Michael Kusugak and Roy Vickers**
- **In class literature circles using First Nation stories and authors**
- **Class projects, art projects and studies with Aboriginal focus**
- **Teaching ELL classes on the history of our land and where First Nation peoples live**
- **Earthbites gardening program- studying native plants and edible plants**
- **Trafalgar Circles –multi-age grouping activity, all groups worked on totem pole art. Work displayed in halls**
- **Purchase of books for the library**
- **Prod for staff. Attended Aboriginal Focus Day with Lord Roberts staff and VSB staff in December**
- **Staff members participating in book club**
- **Elder attended and gave opening prayer at an assembly**
- **Elder to welcome students from Quebec as part of Grade 7 FI Quebec exchange**
- **Field Trip with Quebec exchange students to Hiwus Feasthouse presentation on Grouse Mountain**
- **Acknowledgement of territories at all assemblies**

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- **Staff have agreed to continue all activities as mentioned above**
- **Include more performances and presentations**
- **Continue art and music presentations, and lessons**
- **Field trips with First Nations focus**

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

- **There is now an increased awareness and interest by students and teaching staff**
- **An ask by staff for more resources, more time to explore programs**