

# Overview

**Student Population:** T.M. serves 341 students across K-6 and provides a nurturing environment for early education.

**Programs:** T.M. offers exceptional French Immersion and English language programs designed to enhance linguistic, numerate, and social-emotional skills through cultural understanding.

**Growth Plan:** Our growth plan has been shared with staff, the Parent Advisory Council (PAC), and various stakeholders to ensure that our community is engaged and informed of our strategic objectives,

# School Demographics

**Diverse Learners**: Our school is committed to inclusivity, supporting 41 diverse learners (12%) with Individual Education Plans (IEPs). These students received specialized assistance from our designated learning support teachers.

**Student Support Plans:** We also support 75 students (35%) on Student Support Plans (SSPs), ensuring all students have the necessary resources to succeed.

**Language Programs:** Our student population includes approximately 202 French Immersion (FI) students and 139 English students. This diverse learning environment enhances cross-cultural understanding.

**Indigenous Student Support:** We proudly support 55 students (16%) who self-identify as having Indigenous ancestry. These students benefit from the guidance of our Indigenous Education Support Worker (IESW) and have access to a welcoming space that honours cultural heritage.

# School Highlights

**Music Program:** Our school features a robust music program with offerings for primary students, intermediate students, and a concert band. This program encourages creativity and teamwork among students.

**Social-Emotional Learning:** We promote social-emotional learning by teaching cognitive skills and self-regulation techniques. This approach helps students develop resilience and emotional intelligence.

**Athletics:** We have an active sports program, including basketball, volleyball, and Paarlauf teams. These activities promote physical health, teamwork, and school spirit.

**Parent Advisory Council (PAC):** Our engaged Parent Advisory Council plays a vital role in the school community. They provide strong financial support and volunteer hours, positively impacting our students, programs, and activities.



# Class Conversations

The school leadership team will meet with each teacher to discuss the diverse learners in their classrooms. These conversations are to highlight both the strengths and areas of need for students within the learning community. The focus is on taking a holistic view of each class, setting goals, and ensuring appropriate supports are in place for students who require additional assistance.

Primary and Intermediate Inquiry Questions: How do we meet the needs of all our learners? How do we continue to support the needs of our students and develop their self-regulation?



# Literacy Goal:

## Increase Overall Proficiency

#### **Objective:**

Raise student proficiency scores in Literacy to 80% or higher for both primary and intermediate grades.

#### Strategies:

- Provide additional resources and professional development for teachers to enhance instructional methods.
- Continue to use assessment tools like UFLI and Acadience.
- Support PLCs.
- Attend and support UFLI and Acadience workshops. Continue to work with Laura-Lee Phillips - District Literacy Lead, and Marzia Botton - French Literacy Support Teacher.

# Literacy Goal:

## Reduce the Achievement Gap

#### **Objective:**

Narrow the proficiency gap between Indigenous and non-Indigenous students in Literacy.

#### Strategies:

- Develop and implement culturally relevant teaching practices that resonate with Indigenous students.
- Implement targeted literacy programs and supports that focus on diverse learning styles and the needs of Indigenous learners.
- Increase use of resources that meet the interests of Indigenous learners.

# Numeracy Goals:

FSA/Learning
Updates
Growth
&
Establish a SchoolWide Spiral Math
Framework

#### **Objective:**

Raise the percentage of students on track in math on the FSA to 70%. and raise Learning Updates to Proficient.

#### **Objective:**

Create a base of common numeracy instruction and assessment practices across grade levels in French and English programming.

#### Strategies

- Implement targeted interventions and support programs to address specific learning needs, ensuring all students have the resources to succeed.
- Focus on spiralizing the different K-6 BC curricular content areas and the corresponding curricular competencies. (Coast Metro Math)

# Social Emotional Learning Goals:

### Community, Connection and Self-Regulation

#### **Objective:**

Spend meaningful time together as a whole school community and in learning groups working on socialemotional wellness, relationships, and connection.

#### **Objective:**

All learners will use a variety of self-regulation techniques to ensure they can feel grounded and regulated.

#### **Strategies**

- Reinforce the importance of Reframing Behaviour and maintaining a positive growth mindset as a learner.
- Promote healthy relationships and teach the qualities to show and look for in friendships. (Friend-o-logy, YCW)
- Obtain and review data from: MDI and School Satisfaction Surveys.

#### **English - Whole School Population**

	EXT.	PRF.	DEV.	EMG.
332	17	192	20	11
%	5%	59%	30%	6%

#### **English - Indigenous Student Population**

	EXT.	PRF.	DEV.	EMG.
52	1	21	24	6
%	2%	40%	46%	12%

#### **English - Diverse Learners Population**

	EXT.	PRF.	DEV.	EMG.
43	-	10	18	12
%	%	31%	41%	28%

#### Academic Achievement English

#### **Literacy Performance Data**

- General Student Performance: According to report card data, 60% (72% previous year) of all students are classified as Extending or Proficient in Literacy.
- Indigenous Student Performance: For Indigenous students, 48% (56% previous year) are rated as Proficient or Extended in Literacy.
- Diverse Learners Performance: Report card data shows that 31% (41% previous year) of students with diverse needs are Extending or Proficient in Literacy.

**Summary:** This data highlights a dip and an area of growth across K-6 Literacy at T.M. We continue to use UFLI, Acadience, GB+, Heggerty, and Precision Reading for priority populations.



#### Academic Achievement Math

#### Math Proficiency Overview

- Overall Student Performance: According to report card data, 75% (maintained from the previous year) of students are achieving at the Extended or Proficient level in Math.
- Indigenous Student Performance: According to report card data, 67% (65% previous year) of Indigenous students are classified as extending or proficient in math.
- Diverse Learners Performance: Of students with diverse needs, 54% (48% previous year) are rated as Proficient or Extended on their report cards.

Summary: The data shows minor growth within our Math programs. This information will inform our ongoing discussions about spiralizing the curriculum to revisit content areas with greater depth, promote student understanding, and improve flexibility with number sense.

#### Math - Whole School Population

	EXT.	PRF.	DEV.	EMG.
344	28	230	71	15
%	8%	67%	21%	4%

#### **Math - Indigenous Student Population**

	EXT.	PRF.	DEV.	EMG.
53	2	34	13	4
%	3%	64%	25%	8%

#### Math - Diverse Learners Population

	EXT.	PRF.	DEV.	EMG.
53	2	24	17	6
%	50	50%	35%	11%



#### **FSA Results- Whole School Population**

65	EX.	ON.	DEV.
Lit.	8%	43%	49%
Num.	1%	47%	51%

#### **FSA Results - Indigenous Student Population**

8	EX.	ON.	DEV.
Lit.	25%	25%	50%
Num.	-%	38%	62%

#### **FSA Results - Diverse Learners Population**

15	EX.	ON.	DEV.
Lit.	1%	20%	79%
Num.	-%	33%	67%

#### Academic Achievement Foundation Skills Assessment (FSA)

#### **FSA Literacy Results**

- Grade 4 Population: Results indicate that 51% (67.5% previous year) of students are on track in literacy.
- Indigenous Students: Results indicate that 50% (64.9% previous year) of Indigenous students are reported as on track in literacy.
- Diverse Learners: Results indicate that 21% (77.8% previous year) of diverse students are on track in literacy.

#### **FSA Numeracy Results**

- Grade 4 Population: Results indicate that 48% (51.4% previous year) of all students at TM are on track in Math.
- Indigenous Students: Results indicate that 38% (42.9% previous year) of Indigenous Students are reported as on track in Math.
- Diverse Learners: Results indicate that 33% (22% previous year) of students with diverse needs are currently on track in Math.

