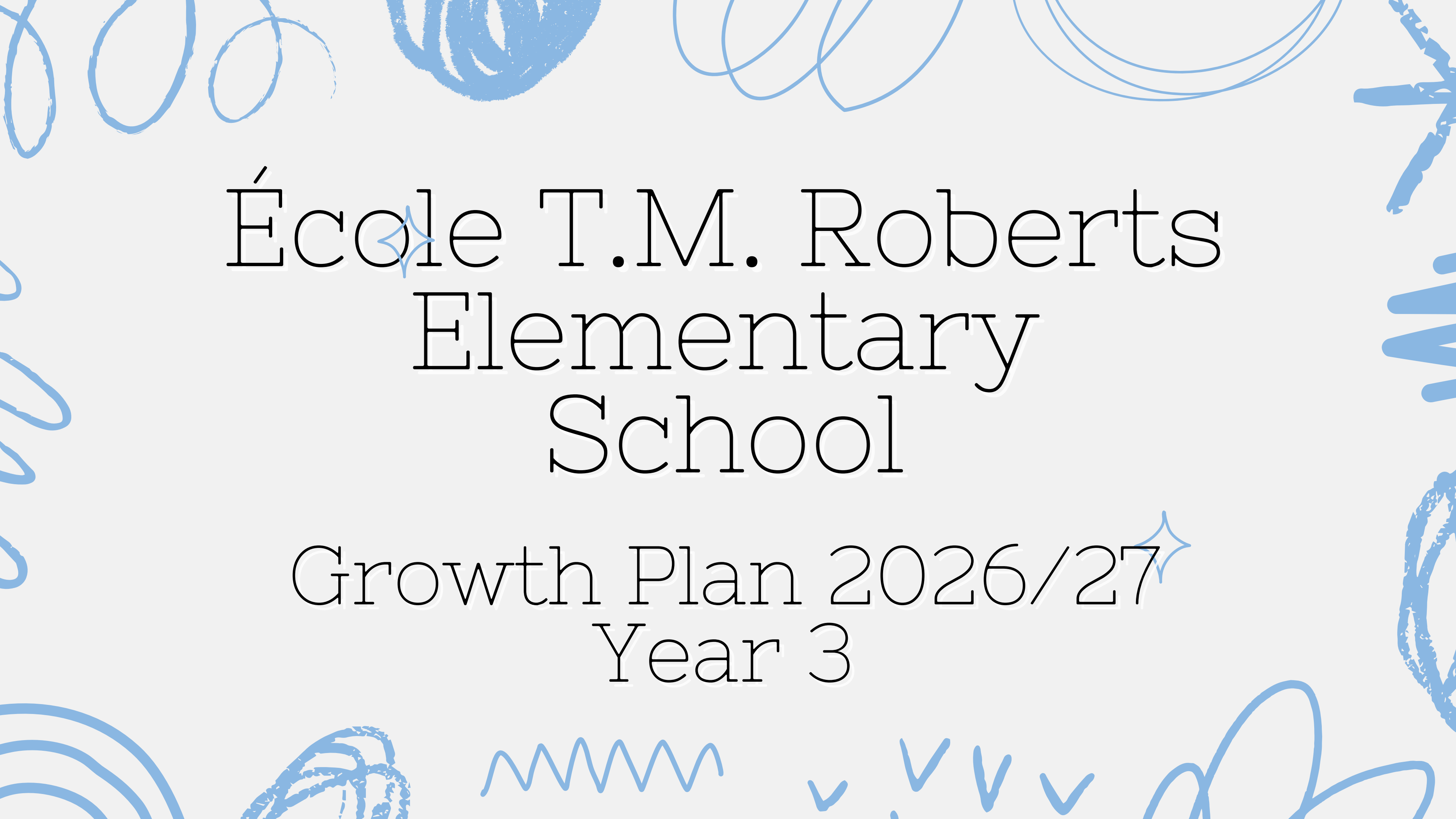




École T.M. Roberts Elementary School

Growth Plan 2026/27
Year 3

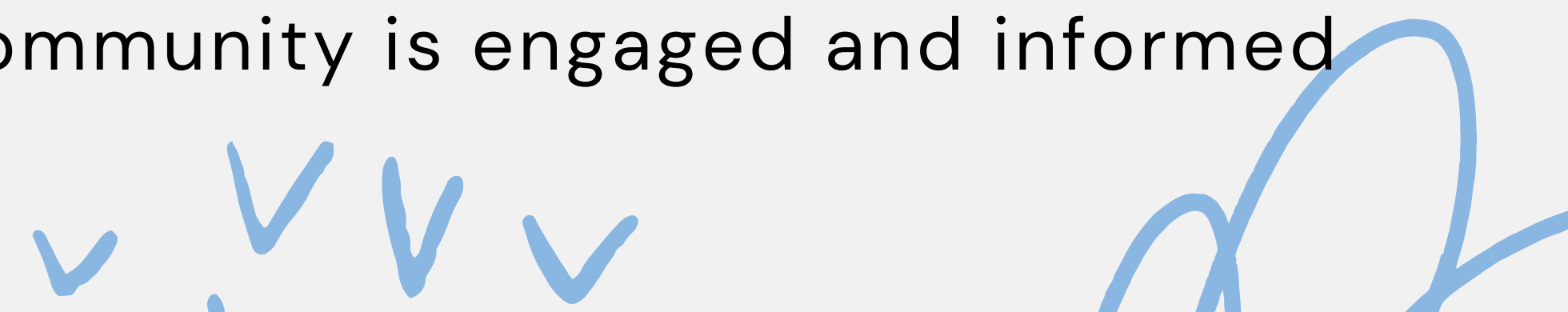


Overview

Student Population: T.M. serves 356 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 (Sept 8, 2026), the Parent Advisory Council (October 7, 2026), 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 49 diverse learners (14%) with Individual Education Plans (IEPs). These students received specialized assistance from our designated learning support teachers.

Student Support Plans: We also support 63 students (18%) on Student Support Plans (SSPs), ensuring all students have the necessary resources to succeed.

Language Programs: Our student population includes approximately 215 French Immersion (FI) students and 141 English students. This diverse learning environment enhances cross-cultural understanding.

Indigenous Student Support: We proudly support 49 students (14%) 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 literacy proficiency to 80% or higher through learning that honours story, identity, relationships, and Indigenous ways of knowing.

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.
- Objective:
- Use Indigenous stories and student voice to strengthen literacy learning through identity, relationships, and connection to place.



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 School-
Wide Spiral Math
Framework*



Objective:

Raise the percentage of students on track in Mathematics on the FSA to 70% and increase Learning Update proficiency levels by engaging students in meaningful, collaborative, and place-based learning that honours the First Peoples Principles of Learning.

Objective:

Create a base of common numeracy instruction and assessment practices across grade levels in French and English programming. Use common numeracy practices that connect learning to relationships, real-world experiences, and local community and land.

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)
- Use place-based and experiential learning to connect numeracy to Indigenous ways of knowing and real-world experiences



Social Emotional Learning Goals:

Community, Connection and Self-Regulation



Objective:

Spend meaningful time together as a whole school community and in learning groups to strengthen well-being, relationships, belonging, and connection through the First Peoples Principles of Learning.

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.

Academic Achievement English

English – Whole School Population

	EXT/PRF.	DEV/EMG
349	237	112
%	68%	32%

English – Indigenous Student Population

	EXT./PRF	DEV/EMG
58	33	25
%	57%	43%

English – Diverse Learners Population

	EXT/PRF	DEV/EMG
53	17	36
%	32%	68%

Literacy Performance Data

- The Literacy data shows continued improvement across all student groups at T.M. Roberts Elementary. Overall, 68% of students are achieving at the Proficient or Extending level, up from 60% the previous year.
- Indigenous student achievement increased to 57%, up from 48%, while students with diverse learning needs showed a slight increase to 32%, up from 31%.
- These results reflect positive growth in K–6 literacy outcomes. To support continued success, staff are using evidence-based programs and interventions such as UFLI, Acadience, GB+, Heggerty, and Precision Reading, with a focus on priority learners.

Academic Achievement Math

Math Proficiency Overview

- Overall Student Performance: According to report card data, 76% (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, 62% (67% previous year) of Indigenous students are classified as extending or proficient in math.
- Diverse Learners Performance: Of students with diverse needs, 32% (58% previous year) are rated as Proficient or Extended on their report cards.
- Summary: The data shows a slight decline among diverse learners, while all other groups demonstrated consistent performance within our mathematics programs. These results will help guide ongoing discussions about spiralizing the curriculum, allowing students to revisit key concepts with greater depth and frequency. This approach aims to strengthen conceptual understanding, build flexibility with number sense, and support improved mathematical proficiency for all learners.

Math – Whole School Population

	EXT/PRF	DEV/EMG
349	265	84
%	76%	24%

Math – Indigenous Student Population

	EXT/PRF	DEV/EMG
58	36	22
%	62%	38%

Math – Diverse Learners Population

	EXT/PRF	DEV/EMG
53	22	31
%	32%	68%

Academic Achievement Foundation Skills Assessment (FSA)

FSA Results- Whole School Population

53	EX.	ON.	DEV.
Lit.	6%	57%	37%
Num.	6%	73%	21%

FSA Results – Indigenous Student Population

8	EX.	ON.	DEV.
Lit.	0%	33%	67%
Num.	0%	83%	17%

FSA Results – Diverse Learners Population

5	EX.	ON.	DEV.
Lit.	0%	40%	60%
Num.	0%	60%	40%

FSA Literacy Results

- Grade 4 Population: Results indicate that 63% (51% previous year) of students are on track in literacy.
- Indigenous Students: Results indicate that 33% (50% previous year) of Indigenous students are reported as on track in literacy.
- Diverse Learners: Results indicate that 40% (21% previous year) of diverse students are on track in literacy.

FSA Numeracy Results

- FSA Literacy results show overall improvement, with 63% of Grade 4 students on track in literacy, up from 51% last year.
- Diverse learners made substantial gains, increasing from 21% to 40% on track.
- Indigenous student results decreased from 50% to 33%, identifying a key area for continued focus and support. These results will help guide literacy planning and targeted interventions at T.M. Roberts Elementary.