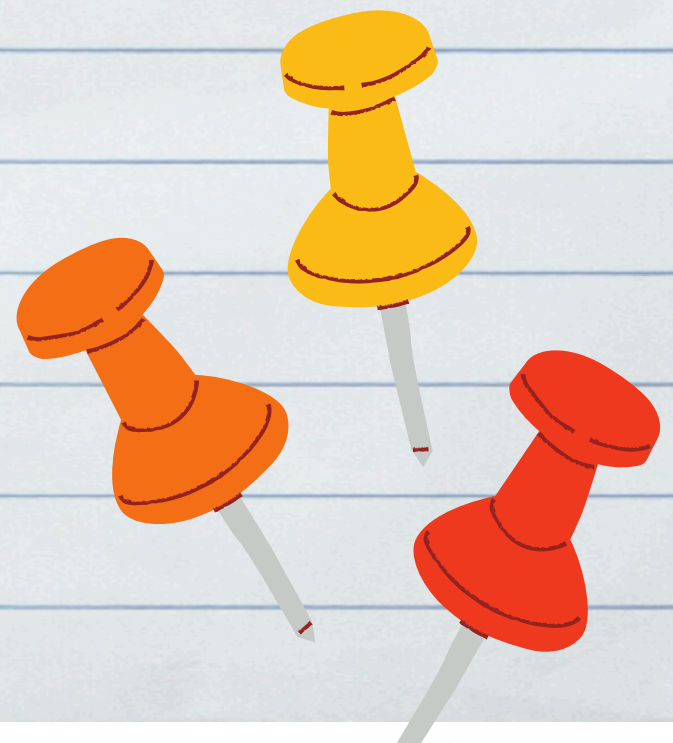
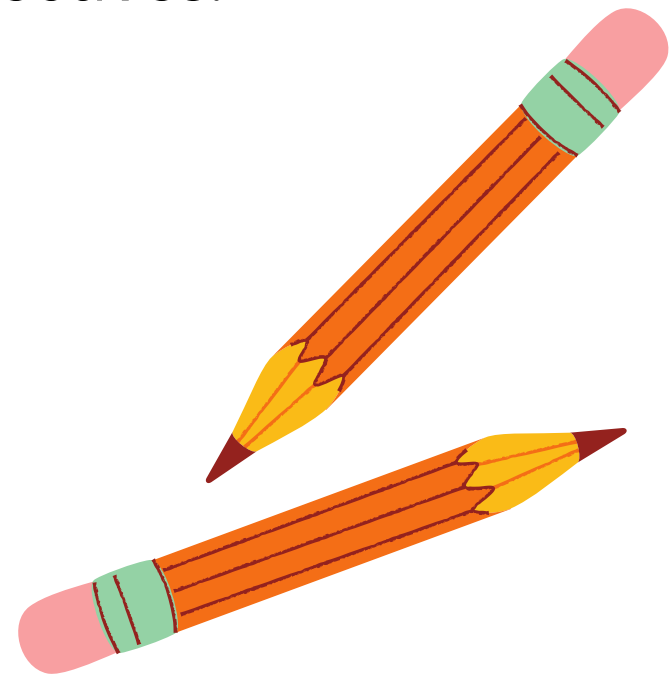


Ecole TM Roberts  
2024-2025  
Growth Plan



# An Overview of TM

- **Student Population:** TM serves approximately 350 students in grades K-6, providing a nurturing environment for early education.
- **Programs:** TM offers exceptional French Immersion and English language programs, designed to enhance linguistic skills, numerate skills, social emotional skills and cultural understanding.
- **Growth Plan:** Our Growth Plan has been shared with staff, the Parent Advisory Council (PAC), and various stakeholders, ensuring that our community is engaged and informed about our strategic objectives.



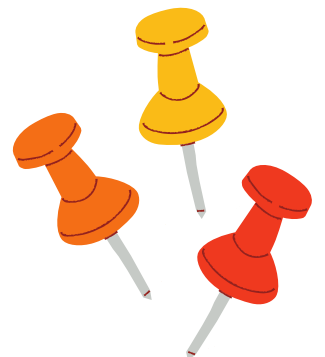
# School Highlights and Demographics

- **Diverse Learners:** TM School is committed to inclusivity, supporting 45 diverse learners (12%) with Individual Education Plans (IEPs). These students receive tailored assistance from our dedicated learning support teachers.
- **Student Support Plans:** We also provide support for 80 students (35%) on Student Support Plans (SSPs), ensuring that all students have the resources they need to succeed.
- **Social Emotional Learning:** We prioritize social emotional learning by teaching coping skills and self-regulation techniques. This approach helps students develop resilience and emotional intelligence.
- **Language Programs:** Our student population includes approximately 210 French Immersion (FI) students and about 140 English students. This diverse linguistic environment enhances cross-cultural understanding.
- **Indigenous Student Support:** We proudly support 53 students (16%) who 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 honors their cultural identity.
- **Music Program:** TM School features a robust music program that includes offerings for primary students, intermediate students, and a concert band. This program encourages creativity and teamwork among students.
- **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 significant financial support and volunteer hours, positively impacting our programs and initiatives.



# Class Conversations

- The Amin team will meet with each teacher to discuss the diverse learners in their classrooms. These conversations aim 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 in developing self-regulation?
- **Takeaways from Class Conversations**
  - **Common Assessments in Mathematics:** One key area of need identified is the establishment of a common assessment framework for Mathematics across grades. This will help ensure consistency in evaluating student progress and needs.
  - **Literacy Program Assessments:** The literacy programs already utilize assessment tools across grades, which is a positive step toward tracking student achievement and tailoring instruction.
  - **Academic Needs:** Teachers have reported a wide range of academic needs across all classes. They are doing an excellent job of identifying these needs and planning appropriate supports to address them.



# Academic Achievement: MATH

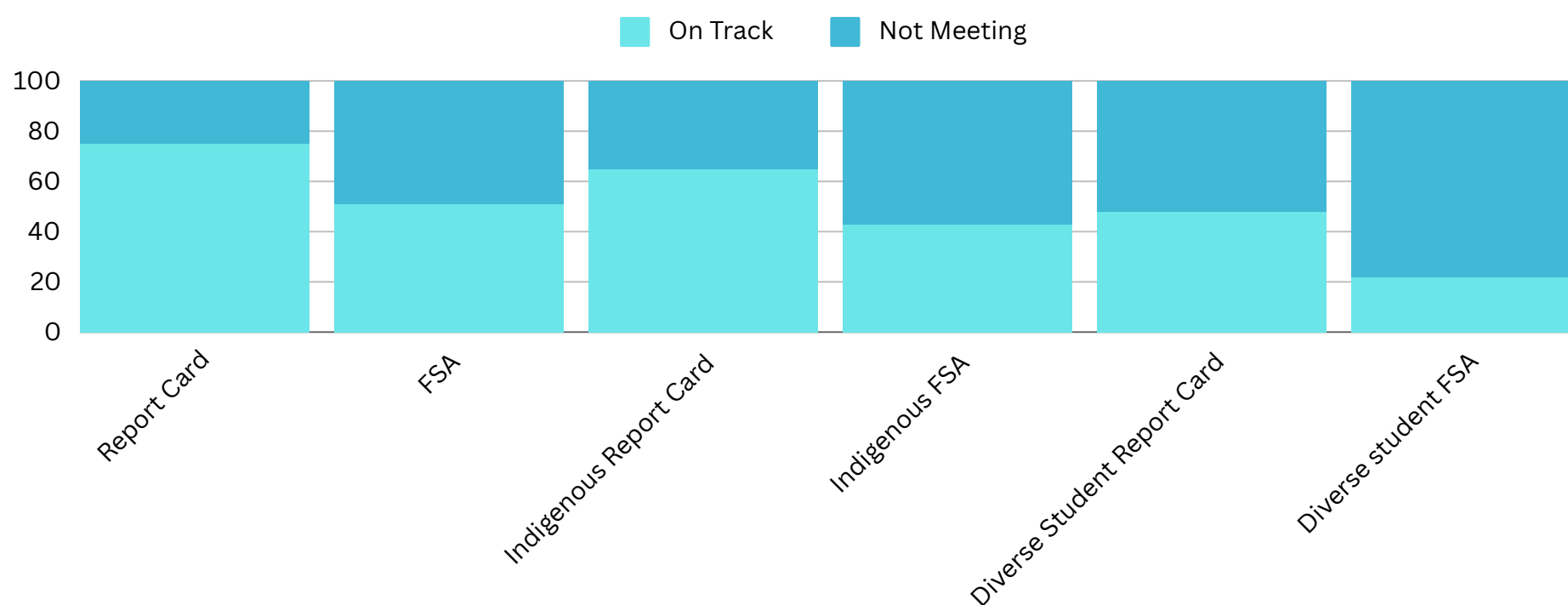
- **Math Proficiency Overview**

- Overall Student Performance: Based on report card data, 75% of students are achieving at the Extending or Proficient level in Math.
- Indigenous Student Performance: Among Indigenous students, 65% are classified as Extending or Proficient in Math according to report card data.
- FSA Results: The Foundation Skills Assessment (FSA) results show that 51.4% of all students at TM are on track in Math.
- Indigenous Students in FSA: Of Indigenous students, 42.9% are reported as on track in Math based on the same assessment data.
- Diverse Learners: For students with diverse needs, 48% are rated as Proficient or Extending on their report cards.
- FSA Results for Diverse Learners: The FSA indicates that only 22% of students with diverse needs are currently on track in Math.

- **Summary**

- The data highlights both strengths and areas for improvement within our Math programs, particularly regarding diverse learners and Indigenous students. This information will inform our ongoing discussions about support and strategies to enhance student outcomes.

- ***Please note FSA results are for grade 4 students only.***



# MATH Goals

## *FSA Results*

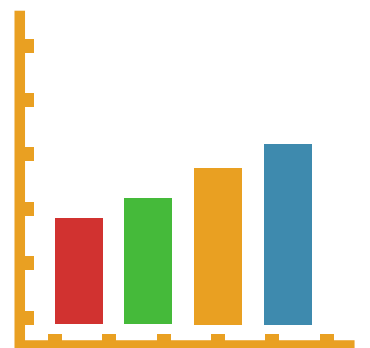
- **Objective:** Raise the percentage of students, both Indigenous and Non-Indigenous, who are on track in Math on the FSA to 70%.
- **Strategy:** Implement targeted interventions and support programs to address specific learning needs, ensuring all students have the resources to succeed.

## *Establish a School-Wide Assessment Framework:*

- **Objective:** Develop a comprehensive assessment strategy that includes testing students at the beginning, middle, and end of the academic year.

## **Implementation:**

- **Baseline Assessment:** Conduct initial assessments to identify student strengths and areas for improvement.
- **Ongoing Monitoring:** Use mid-year assessments to track progress and adjust instruction as needed.
- **End-of-Year Assessment:** Evaluate overall growth and effectiveness of teaching strategies, providing data for future planning.
- **Summary**
- By focusing on these goals, TM School aims to enhance Math proficiency across the student body, ensuring all learners are supported in reaching their full potential.



# Academic Achievement: LITERACY

## Literacy Performance Data at TM School

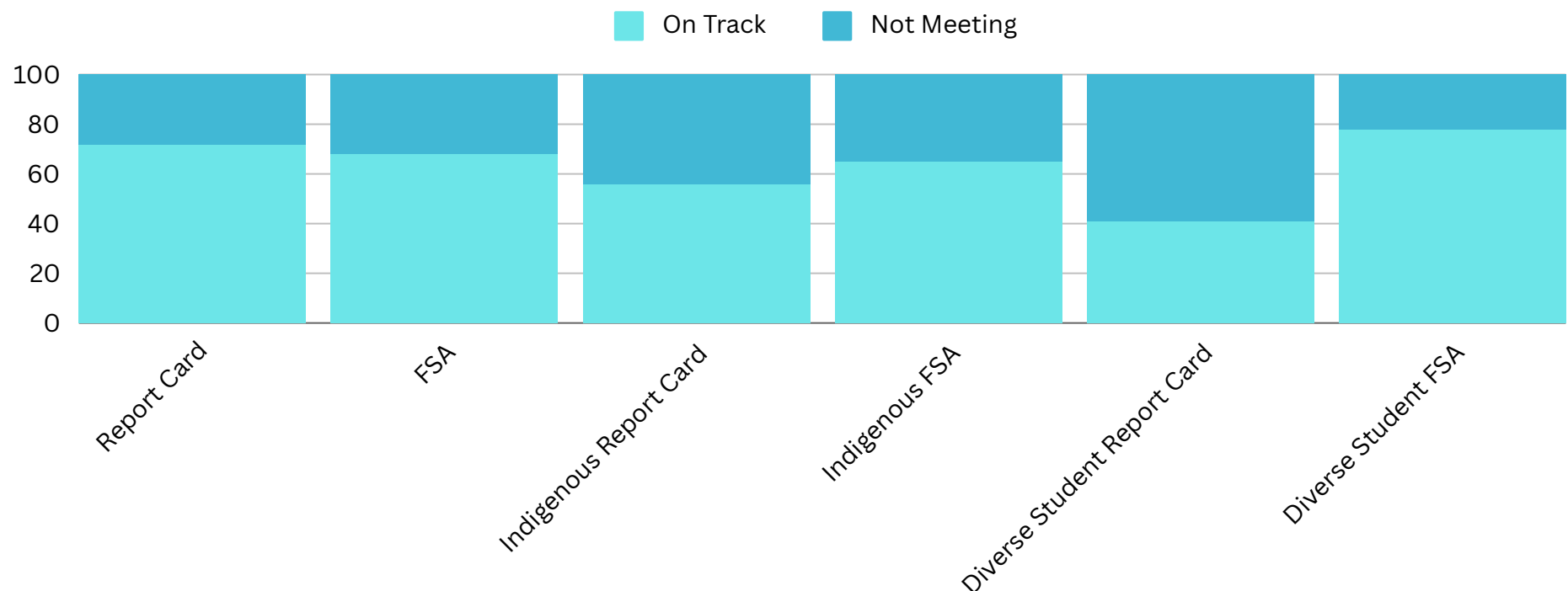
- General Student Performance: According to report card data, 72% of all students are classified as Extending or Proficient in Literacy.
- Indigenous Student Performance: For Indigenous students, 56% are rated as Proficient or Extending in Literacy.

## FSA Results (Grade 4 Only)

- Overall On-Track Scores: The Foundation Skills Assessment (FSA) indicates that 67.5% of students are on track in Literacy.
- Indigenous Students On-Track: Among Indigenous students, 64.9% are reported as on track in Literacy based on FSA results.
- Diverse Learners: Report card data shows that 41% of students with diverse needs are Extending or Proficient in Literacy.
- FSA Results for Diverse Learners: The FSA indicates that 77.8% of diverse students are on track in Literacy.

## Summary

This data highlights both the strengths and areas for growth in Literacy at TM School, particularly for Indigenous and diverse learners. Ongoing support and targeted interventions will be essential to enhance literacy outcomes for all students.



# Literacy Goals

## Goals for Improving Literacy Proficiency at TM School

### 1. Increase Overall Student Proficiency:

- Objective: Raise student proficiency scores in Literacy to 80% or higher for both primary and intermediate grades.
- Strategy:
  - Implement targeted literacy programs that focus on diverse learning styles.
  - Provide additional resources and professional development for teachers to enhance instructional methods.
  - Continue to use great assessment tools like UFLI and Acadience.
  - Support PLCs
  - Attend and support Ufli and Acadience workshops
  - Continue to work with Erin Jones, District Literacy Teacher and Marzia Bottoni, French Literacy Support Teacher.

### 2. Reduce the Achievement Gap:

- Objective: Narrow the proficiency gap between Indigenous and Non-Indigenous students in Literacy.
- Strategy:
  - Develop and implement culturally relevant teaching practices that resonate with Indigenous students.
  - Increase support and resources specifically tailored to meet the needs of Indigenous learners.

## Summary

By focusing on these goals, TM School aims to foster a more equitable and high-achieving literacy environment for all students, ensuring that every learner has the opportunity to succeed.





# Social Emotional Learning Goals *friends*

- Spend meaningful time together as a whole school community and in groups discussing and working on social emotional wellness.
- Students will learn a variety of self-regulation techniques to ensure they are grounded and regulated.



## Strategies

- Work with Kim Richards, the District SEL teacher.
- Reinforce the importance of growth mindset as a learner.
- Promote healthy relationships and teach the qualities of friendship through YCW.
- Obtain data from: MDI surveys, and school satisfaction surveys
- Train and work with Reframing Behaviour program.

