



Accountability Statement

The Education Plan for Tanbridge Academy, commencing September 2022, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022-2024 on January 30, 2023.

A handwritten signature in blue ink, appearing to read 'S. Ockey'.

Shauna Ockey Chairperson of Tanbridge



Tanbridge Academy's Mission Statement

"Through school and sport, Tanbridge Academy fosters passionate leaders by inspiring integrity, perseverance and high expectations."

Tanbridge Academy's Motto

The motto for Tanbridge is "Adversity, Perseverance, Triumph." It represents a life plan that will help students achieve their goals.

Adversity represents the challenges that students may go through in their life. These struggles will take on many forms such as academic struggles, athletic disappointments, and disagreements with family and friends.

Perseverance is the process of developing character and determination in order to help students deal with adversity and keep moving towards their goals. Perseverance is the determination to continue battling through difficult times.

Triumph is the reward students receives for all of their hard work. It is the realization of achieving their goal(s), and the satisfaction that they worked hard for what they achieved.

Tanbridge Pillars

Our Tanbridge Community focuses on the following Pillars. We believe that these principles help our students and staff become stronger leaders and build on strengthening their character and well-being.

T = Tolerant **A** = Ambitious **N** = Noble **B** = Balanced **R** = Respectful **I** = Inspiring **D** = Diligent **G** = Generous **E** = Enthusiastic



School Profile

The mandate of Tanbridge Academy is to provide our students with the best combination of academics and athletic skill development. Tanbridge Academy will provide a range of educational services to students who have a desire to participate in a world-class sports skill development program and will excel at grade level curriculum when provided the comprehensive instruction that leads to the further development of independent and advanced learning strategies. Students will obtain a rigorous and demanding academic program as well as high performance athletic training and skill development. The athletic training complements and enriches the community sport programs for our students. Tanbridge students from Grades 7-9 also have the opportunity to participate in extra-curricular school teams in addition to their community club teams. Our students are exposed to a variety of athletic activities such as: volleyball, basketball, badminton, soccer, track and field, and cross-country running. Our extra-curricular teams foster school community and help our students to develop as well-rounded athletes.

Tanbridge Academy challenges its students in academics, athletics, and personal growth. Students are given many opportunities to assume leadership roles in the school and the extended Tanbridge Academy community. All students from Elementary to Junior High are enrolled in a weekly Leadership class. In addition, staff, students, parents, and volunteers work collaboratively to create a culture of support and encouragement. Everyone in the Tanbridge Academy community has many opportunities to challenge themselves and to achieve their goals.

Tanbridge Academy teachers create an exciting learning environment that supports the delivery of a demanding curriculum. They utilize the latest educational technology to support the delivery of the curriculum. All students are equipped with an iPad to enhance their educational experience and to foster the development of digital literacy skills. In addition, Tanbridge Academy has purchased robotics kits to help enhance our Digital Media Program. Our teachers foster an education that is enriched with collaboration, hands-on problem solving, activities that ignite creativity, and experiential learning.



Education Plan

2022-2024

May 14, 2023

From reviewing our three-year plan, we are making progress towards our Educational goals. We have collected data to show the progress we are making. We will continue to review and collect data to ensure we achieve the goals outlined below.

Goal One: Student Growth & Achievement

Key insights from the analysis of most recent results:

Math results in Grade 6 Mathematic Provincial Achievement Test indicate that 0% of students in 2019 achieved excellent standards. In 2018, we had 5.6% of students achieving excellent standards.

Key insights from stakeholder engagement:

Results from an online survey from parents, 75% of parents indicated that their child can easily access support from teachers on academics.

During a meeting with Tanbridge teachers, they stated more support is required for students who are achieving below grade level with their mental math skills and with math concepts.

Outcome:

By June 2024, we will have 25% of our students achieving excellent standards for the Grade 6 Mathematics Provincial Achievement Tests. We adjusted this goal from 30% to 25% as we noticed that we have students needing extra math support due to the Covid Pandemic.

Measures:

Provincial Measures:

- To have 25% percentage of students achieving excellent standards on the Mathematics Grade 6 Provincial Achievement Test.
- To have 85% of parents indicating excellence with the quality of education as measured by the AEA survey.

Local Measures:

- By June 2024, we will have 70% of students achieving grade level or above grade level on mental math and math concepts using common assessment results.
- To have 90% of staff feel supported with the math curriculum, reviewing effective strategies at staff meetings, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey.
- Math teachers, reviewing students' math goals on their Individual Education Plan (October, January, and March). Teachers highlighting the students who are below grade level with their mental math and their math concepts. Meetings will be held to:
 - Assess the areas where students are breaking down in Math.
 - How do we provide individual or small group support to students who are struggling in Math?
 - What math programs would best support the students?
 - Do students require accommodations or modifications?
 - Math teachers feeling they have the necessary programs, materials, and strategies to support students.
- 80% of students feeling supported and observing growth with their math skills on student surveys conducted in February.

Strategies:

- Teachers will test students in September to determine where they are at with their mental math skills and knowledge of math concepts.
- Meeting will be held with Math teachers to determine how we will work with students who are below grade level and who are scoring below 70% in Math. Specific goals will be set on each student's Individual Education Plan.
- Review math materials to determine if they support the learning of the students (IXL, manipulatives, workbooks – Jump, textbook)
- Teachers will review the common assessment used to assess students' math skills. Staff will administer the school common assessment in September, February, and June of each year and analyze student results to determine next steps and supports needed.
- Staff will work with small groups of students who require additional supports (as identified by school common assessments) for 30 minutes three times a week until they have attained grade level.
- Staff will receive training in how to assist students that are struggling with math concepts and skills.

Local Measures Results:

May 2022

- From a Staff Survey, 93.9% of staff stated they feel highly supported with the math curriculum and that they have a positive impact on student growth.
- From a Student Survey, 93.4% of students stated they felt highly supported and observed growth with their math skills.

May 2023

- From a Staff Survey, 94.2% of staff stated they feel highly supported with the math curriculum and that they have a positive impact on student growth.
- From a Student Survey, 93.3% of students stated they felt highly supported and observed growth with their math skills.

Provincial Measure Results:

- Grade 6 Math Provincial Test result for 2022 – we had 6% of our students achieve excellent standards. We will continue to work with our students to increase this score to our 25% goal.
- For 2022, we have 93% of Tanbridge Parents indicating excellence with the quality of education as measured by the AEA survey. We are very pleased with the 8% increase.

Goal Two: Lifelong Learning

Key insights from the analysis of most recent results:

From the AEA survey in 2020, 75% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Key insights from stakeholder engagement:

Results from an online survey from students, 74% of students indicated that technology has been taught to help them learn.

Results from an online survey from students, 50% of students indicated a tremendous amount of enjoyment with our technology program.

Results from an online survey from Kindergarten to Grade 9 parents, 74% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

During a meeting with Tanbridge teachers, they stated that as a school we need to create a technology program for our students that provides a scope and sequence of skills and concepts from Grades 1-9.

Outcome:

By June 2022, we will have our Grade 4-9 students follow a scope and sequence progression to learn technology programs, concepts, and skills.

Measures:

Provincial Measures:

From the 2022 AEA survey, to have 80% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Local Measures:

On our 2022 student survey, to have 80% of our students indicate that technology programs have been taught to help them learn.

On our 2022 student survey, to have 80% of students indicate a tremendous amount of enjoyment with our technology program.

On our 2022 parent survey (Grade 1-9 parents), to have 80% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Strategies:

- Set four meetings throughout the school year with teachers to see if they are targeting students' technology goals.
- During our August professional development sessions, we will be going over the programs that will be used to enhance our technology program for students.
- Teaching staff will help create a scope and sequence of technology skills and concepts that students will learn.
- Students will complete three surveys (November, February, and June) to provide feedback on the programs that are taught and to determine if skills are developed.

Provincial Measure Results:

- From the 2022 AEA survey, we have 82.6% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. This was an increase of 8% from 2020. We will continue to provide the skills necessary for students to continue to excel with their technology skills.

Local Measure Results:

May 2022

- On the 2022 Student Survey, 93.5% of students indicated that technology programs have been taught to help them learn typing and coding skills.
- On the 2022 Student Survey, 86.9% of students indicated enjoyment with our technology program.
- On the 2022 Parent Survey (Grade 1-9 parents), 98% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- On the 2022 student survey, we had 96% of our students indicate that technology programs have been taught to help them learn. This was a 16% increase from 2021 results. We will continue to enhance and enrich our students with technology skills and programs.
- On the 2022 student survey, we have 79% of students indicate a tremendous amount of enjoyment with our technology program. It is nice to see a 29% increase of students finding enjoyment with our technology program/classes. We will continue to find ways to create excitement for our students in our technology classes.
- On the 2022 parent survey (Grade 1-9 parents) we have 96% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. This is wonderful to see a 16% increase from our 2021 results. We will continue to have our students work in building strong relationships with our students and to provide the skills necessary to be successful.
- Tanbridge teachers teaching technology to students are developing a scope and sequence program to strengthen students technological skills.

May 2023

- On our 2023 student survey, 96% of our students indicate that technology programs have been taught to help them learn.
- On our 2023 student survey, 88% of students indicate enjoyment with our technology program.
- On our 2023 parent survey, 92% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- From our student and parent surveys, we have continued to maintain a high score (above 85%) in students developing technology skills and demonstrating the knowledge, skills, and attitudes necessary for lifelong learning.

Goal Three: Student Growth & Achievement

Key insights from the analysis of most recent results:

Language Arts results in Grade 6 Provincial Achievement Test in 2019 indicate that 12.5% of students in 2019 achieved excellent standards.

Language Arts results in Grade 9 Provincial Achievement Test in 2019 indicate that 37.5% of students in 2019 achieved excellent standards.

Key insights from stakeholder engagement:

Results from an online survey in 2020 from parents, 75% of parents indicated that their child can easily access support from teachers on academics.

From September testing, new students coming in are showing weaknesses with their writing skills, scoring below grade level.

Outcome:

By 2022, we will have 75% of our Grade 4 to 9 students achieving 70% on their writing rubrics.

Measures:

Provincial Measures:

- By 2023, to have 25% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. We have adjusted our goal from 50% to 25% following this year's first term of IEP assessments' results and the 2022 PAT results.
- By 2022, to have 85% of parents indicating excellence with the quality of education as measured by the AEA survey.
- By 2023, to have 75% of students of our Grade 4 to 9 students achieving 70% on their writing rubrics. Writing goals will be created for students on their Individual Education Plans.
- By 2022, to have 90% of staff feel supported with the writing curriculum, reviewing effective strategies at professional development sessions, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey.
- By 2022, to have 80% of students feeling supported and observing growth with their writing skills from a student survey conducted in February.
- Language Arts teachers will review students' writing goals on their Individual Education Plan (October, January and March). Teachers will highlight students who are below grade level with their writing skills.
- Teacher meetings will be held to address the following areas:

- Assess the areas where students are breaking down in their writing (content, organization, vocabulary, conventions, sentence structure)
- How would we provide individual or small group support to students who are struggling in writing?
- What writing programs would best support the students?
- Do students require accommodations or modifications with their writing program?
- Do Language Arts teachers feel they have the necessary programs, materials, and strategies to support students with their writing?

Strategies:

- Teachers will have students complete a writing assessment in September to determine where they are at with their writing skills (content, organization, vocabulary, conventions, sentence structure).
- During a professional development session, teachers will review writing exemplars and participate in reliability scoring of writing samples.
- Determine writing programs that would be effective/beneficial for students – Write About This, Time4Writing and Pre-reading and Pre-writing by M.E. Greenlee
- Meetings will be held with Language Arts teachers to determine how we work with students who are below grade level and who are scoring below 70% in writing. Specific writing goals and strategies will be set on students' Individual Education Plans.
- Staff will work with small groups of students who require additional supports (as identified by school common assessments) for 30-45 minutes two to three times a week.
- Staff will receive training in how to assist students that are requiring extra support with their writing skills.
- Meetings held with parents to review students' writing goals on their Individual Education Plan.

Provincial Measure Results:

- For 2022, we have 35% of our Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. We will continue to work with our students to make the 50% goal for 2023. Regular meetings with teachers and professional development for our teachers will continue.
- From the 2022 AEA survey, we have 93% of parents indicating excellence with the quality of education at Tanbridge Academy, an increase of 13% from 2021. We will continue to provide regular meetings and strong communication to our parents to ensure we continue with providing a strong education for their children.

Local Measure Results:

May 2022

- On the 2022 Staff Survey, 93.9% of staff feel supported with the writing curriculum, and stated that they have a positive impact on student growth.
- On the 2022 Student Survey, 90.2% of students felt supported and observed growth with their writing skills.
- We have 90% of Tanbridge staff feel supported with the writing curriculum. A survey will be sent out to students, parents and teachers in January.
- We will have survey results by January 2023 on how students are feeling supported and observing growth with their writing skills.
- The Language Arts teachers have completed students' writing goals on their Individual Education Plan (October, January and March). Teachers will be supporting students who are below grade level with their writing skills with one-on-one support or small group teaching.

May 2023

- On the 2023 Staff Survey, 88% of staff feel supported with the writing curriculum, and stated that they have a positive impact on student growth.
- On the 2023 Student Survey, 86% of students felt supported and observed growth with their writing skills.
- The Language Arts teachers have continued to complete students' writing goals on their Individual Education Plan (October, January and March). Teachers will be supporting students who are below grade level with their writing skills with one-on-one support or small group teaching.
- We will continue to provide writing workshops for our Language Arts teachers to build on more writing tools for their students.

Goal Four: Teachers and School Leaders learn about First Nations, Métis, and Inuit (FNMI) and experiences, treaties, agreements, and the history and legacy of residential schools.

All our students and teachers take pride in welcoming First Nations, Metis, and Inuit people of Canada by ensuring various class lessons include activities and performances that recognize the culture and history of our First Nations, Metis and Inuit communities. We currently have ten First Nation students that attend Tanbridge Academy. Yearly meetings are set with the Tsuu T'ina Education Officer to ensure the First Nation students receive a high quality education and they feel equally important and valued within our school community.

Local Measures:

- By June 2024, teachers from Kindergarten to Grade 9 will incorporate one unit of study that addresses First Nations, Métis, and Inuit and experiences, treaties, agreements and the history and legacy of residential schools.
- By June 2024, Tanbridge Academy will invite up to two speakers or presenters to learn more about First Nations, Métis, and Inuit (FNMI) and experiences, treaties, agreements, and the history and legacy of residential schools.

Strategies:

- Speakers from outside the school are welcomed to present to our students the various cultures, history, languages, and contributions of First Nations, Métis and Inuit.
- Budget will be created to purchase children's books, novels and materials to support the learning of First Nations, Métis, and Inuit (FNMI) people, their experiences and history of residential schools.
- First Nation Students will have the opportunity to present or speak at our school assemblies. We have had First Nation Students that presented on their grandparents' experiences.
- During Professional Development sessions, teachers will be exposed to various resources, media, and tools that will support incorporating FNMI teachings, perspectives, and histories into their classroom practices.