Tremblay Elementary Framework for Enhancing Student Learning 2026-2027

At Tremblay, we want students to leave us carrying more than academic knowledge. We want them to carry confidence, skills, relationships, resilience, and a belief in themselves.

MISSION:
To create a supportive learning environment that engages students in learning opportunities to explore and grow as self-aware, self-reflective citizens that contributes positively to their communities.

VISION:
We create a safe, calm, family-like environment for our community of learners to develop life-long learning skills that empower them to pursue their passions and interests through academics, the fine arts, and athletics.

Our Context

Tremblay Elementary students in Grades 1 – 7 are fortunate to participate in Focus Groups and have foods, music, visual arts, technology, and athletic classes. The idea of a Fine Arts/Athletic focus is that each child will find an area where they have success and can express their creativity. These strands help students to engage in their learning and recognize and develop their own unique capabilities and develop mental health well-being.

Social-Emotional Learning

Student "I can" Statements: *I have the tools to handle hard things, and I don't have to do it alone. I belong. I matter. I have a place here.*

Goal:
Tremblay students will develop the skills and relationships needed to support their mental well-being, navigate challenges, and foster a strong sense of belonging, connection, and inclusion within our school community.

Rational:
We will strengthen students' mental well-being and sense of belonging by fostering meaningful relationships, student leadership, inclusion, and opportunities for success. Through school-wide activities and consistent social-emotional learning, staff will teach and reinforce strategies for emotional regulation, problem-solving, and seeking support.

Action Steps:
- An understanding of emotions and how emotions affect behaviour
- Strategies for self-regulation and calming
- The confidence to ask for help
- Positive coping strategies
- Resilience and perseverance
- An understanding that mistakes and challenges are part of learning
- Trusted adults and connections they can turn to
- Respect for others and their differences
- Connections to their classroom, school, and community

Data to collect:
- *Student Learning Survey*
- *Middle Years Development Instrument (MDI)*
- *Suspension Data*
- *Student participation in clubs and sports*

Literacy

Student "I can" statement: *I am a reader. I can figure things out.*

Goal:
Tremblay students will develop stronger foundational and comprehension reading skills so that every student can approach reading with greater confidence, independence, and enjoyment.

Rational:
We will build greater consistency in reading instruction across classrooms by strengthening our use of evidence-informed literacy practices, targeted interventions, small-group instruction, and common assessment practices.

Action Steps:
- Strong phonological and phonemic awareness
- Knowledge of sound-symbol relationships and decoding strategies
- Fluency and accuracy
- Vocabulary and comprehension strategies
- A growing identity as a reader
- Confidence to tackle texts that are challenging

Data to collect:
- *F&P Data*
- *Kindergarten Screen Data*
- *Alphabet 4 ways and Phono Skills*
- *FSA Reading Data Grade 4 and 7*
- *UFLI*
- *Heggerty*

Numeracy

Student "I can" statement: *I can solve problems. I can persevere.*

Goal:
Tremblay students will develop stronger numeracy understanding, problem-solving skills, and mathematical confidence so they can apply their learning flexibly in both familiar and unfamiliar situations.

Rational:
We will strengthen consistency in numeracy instruction by focusing on number sense, mental math, mathematical reasoning, problem-solving, and opportunities for students to explain and represent their thinking in multiple ways.

Action Steps:
- Number sense
- Fluency and flexibility
- Understanding rather than simply memorizing procedures
- Mathematical vocabulary
- Problem-solving strategies
- The ability to explain their thinking
- Persistence when a problem is challenging

Data to collect:
- *FSA Numeracy Data Grade 4 and 7*
- *SNAP*
- *NRT Assessments*
- *NRT Early Numeracy Assessment*

Tremblay Goals at a Glace

Area	Enhancement Goal	What Students Carry
Reading	Strengthen foundational reading, fluency, comprehension, and intervention practices.	I am a reader. I can figure things out.
Writing	Strengthen students' ability to communicate ideas and write with confidence.	I have a voice. My ideas matter.
Numeracy	Strengthen number sense, reasoning, problem-solving, and mathematical confidence.	I can solve problems. I can persevere.
Mental Well Being	Develop self-regulation, coping strategies, resilience, and help-seeking skills.	I have the tools to handle hard things, and I don't have to do it alone.
Sense of Belonging	Build connection, inclusion, relationships, and a strong sense of school community.	I belong. I matter. I have a place here.

As a staff, we carry the responsibility of creating the environment where students can develop these beliefs.