



Roosevelt Park Community School

École Communautaire Roosevelt Parc

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School Growth Plan 2022-2023



Mission Statement:

- Nüün wil sisgüüt, amanii, łooda ga suwilaa'ymsgit, gawinsk.
- Être un apprenant responsable, attentionné se soucier, et respectueux, visant l'excellence.
- To be responsible, caring, and respectful learners striving for excellence.

Context:

École Roosevelt Park Elementary School is located on Kxeen Island in the city of Prince Rupert, in Northwest British Columbia. Prince Rupert is a coastal town, on traditional Ts'msyen territory and is home to a diverse multicultural community. École Roosevelt Park Elementary School's enrollment is currently 196 total students of which 57% are of Indigenous ancestry. École Roosevelt Park Elementary is also home to SD52's K-5 French Immersion program. 115 students are enrolled in French Immersion equaling 58% of the total school population. The remaining 81 students are enrolled in our English program and receive Sm'algayax language classes twice per week for intermediate grades and once per week for primary grades.



Goals:

1. Equity –
 - a. To reach parity between indigenous and non-indigenous students.
 - b. To strengthen our commitment to Truth and Reconciliation.
 - c.
2. Mental Health –
 - a. To further embrace togetherness and inclusiveness by harnessing a sense of belonging for all students, families, and staff at Roosevelt.
 - b. To ensure students feel welcome and safe at Roosevelt.
3. Literacy – To ensure all students are achieving at grade level by the end of grade 3.
4. Numeracy – To ensure all students are achieving at grade level by the end of grade 3.

Goal 1: Equity – To reach parity between Indigenous and non-Indigenous students, and to strengthen our commitment to truth and reconciliation.

Structures and Strategies:

- To foster equity at school:
 - Continue to incorporate authentic and relevant cultural learning experiences and values in the classroom and school wide.
 - Drumming, outdoor classroom experiences, visits with elders and various community members, etc.
 - Monthly Seasonal Round presentation facilitated by the staff of Wap Sigatgyet.
 - Keep a focus on equity when organizing special events (i.e., bus to the Lester Center to make sure all families can attend the winter concert)
 - Ensuring the use of the First Peoples' Principles of Learning in curriculum delivery.
 - Commitment to Truth and Reconciliation.
 - Continued support for school-wide projects such as: Orange Shirt Day, Salmon Enhancement Program, National Indigenous Peoples' Day, etc.
 - Continue to underline the importance of high expectations and rich learning environments for all learners.
 - Review classroom and assessment practices as a staff.
 - Include the voices of students, families, and communities.
 - Offering student choice, reviewing provincial and local data such as EDI, MDI, FESL and student satisfaction survey.
 - Focus attention on individual student success and apply appropriate interventions.
 - Use the students and family affordability fund to reduce the gap between the different economic classes at Roosevelt.

Roosevelt students' responses on FESL regarding Indigenous education.

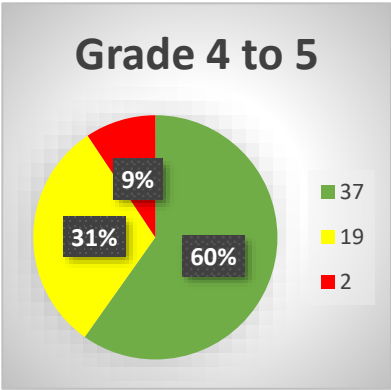
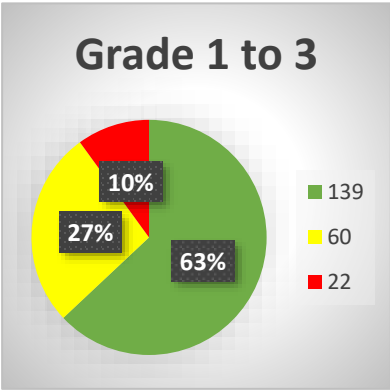
Question: learn about Indigenous People at school.

2020-2021 school year

■ # of students who agree ■ # of students neutral ■ # of students who disagree

Primary students (grade 1 to 3)

Intermediate students (grade 4 to 5)

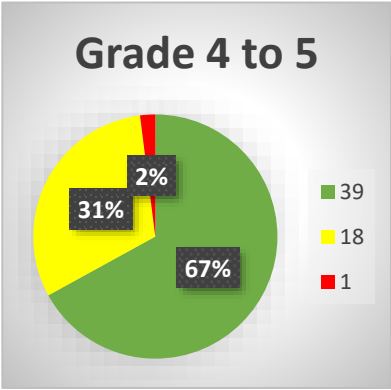
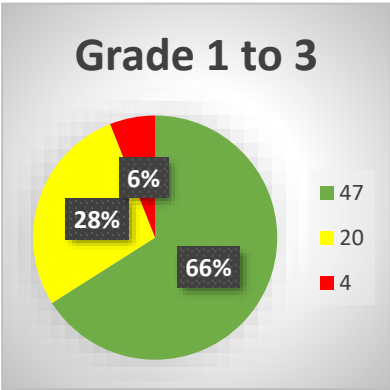


2021-2022 school year


■ # of students who agree ■ # of students neutral ■ # of students who disagree


Primary students (grade 1 to 3)


Intermediate students (grade 4 to 5)



2022-2023 school year

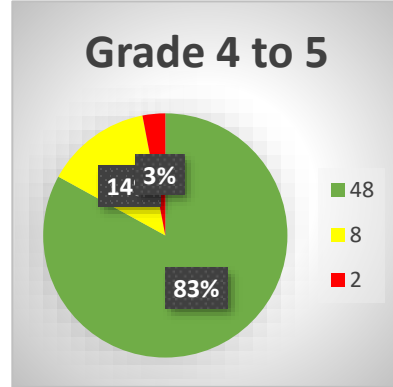
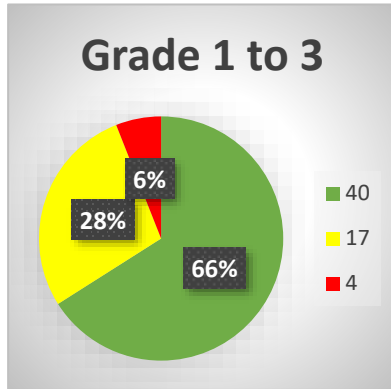
 # of students who agree

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 # of students who disagree

Primary students (grade 1 to 3)

Intermediate students (grade 4 to 5)



Goal 2: Mental Health

- a. To further embrace togetherness and inclusiveness by harnessing a sense of belonging for all students, families, and staff at Roosevelt.
- b. To ensure students feel welcome and safe.

Structures and Strategies:

- To support the mental health of our school community:
 - Hosting activities that involve family and community participation
 - Official opening of new playground
 - Winter concert (hosted at the Lester Centre)
 - Family Bingo Night
 - Family Fun Night
 - Fun in the gym, for new FI parents and students
 - FI information night
 - Welcome to Kindergarten
 - Play in the K, orientation opportunities for our new Kindergarten students
 - Flashlight Friday
 - Monthly assemblies
 - Classroom presentation
 - Year-end assembly
 - Grade 5 celebration
 - Kindergarten celebration
 - Embracing opportunities to connect French and English classes during whole school events as well as grade level class collaborations during field trips, school initiatives and projects. This was accomplished in the 2022-2023 school year during school-wide activities such as Carnaval, Roosevelt Indigenous Peoples Day, field trips and end of year activities.
 - Communicate regularly with families via email and our social media platforms (Instagram, Facebook, and school website) regarding special occasions and regular activities at our school.
 - Invite parent and community volunteers to Roosevelt
 - Reviewed our Code of Conduct in our school-wide announcements and added the component “students caught being kind”
 - In collaboration with the school counselor and LSTs, explore wellness programs such as EASE (Everyday Anxiety Strategies for Educators) and Second Step. Many staff utilized the services of the Mental Health Literacy specialist, the EASE and Second Step program and other mental health strategies were brought into classrooms. Teachers reported this was such a valuable service.

Roosevelt students' responses on FESL on Sense of belonging and Social Emotional well-being,

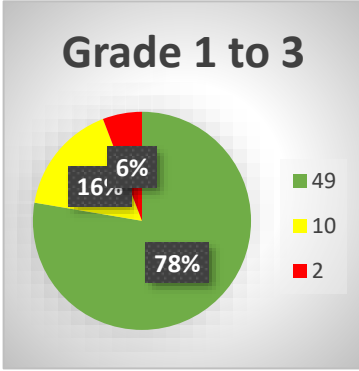
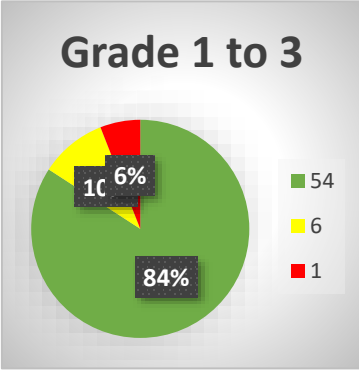
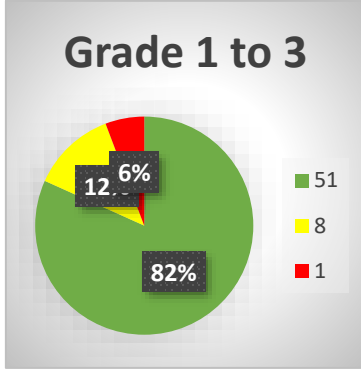
2022-2023 school year

■ # of students who agree
 ■ # of students neutral
 ■ # of students who disagree

Adults who care about me:

I have friends at school:

I like school:



Comparing Data

- Adults who care about me: 2021/22 – 82% 2022-23 – 85%
- I have friends at school: 2021/22 – 91% 2022-23 – 88%
- I like school: 2021/22 – 74% 2022-23 – 78%

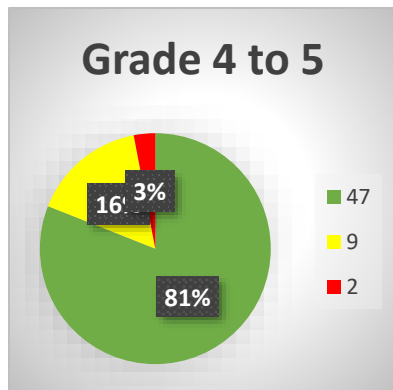
As a staff, we still need to make sure all students in the school feel there is at least one adult who cares about them in the school.

■ # of students who agree

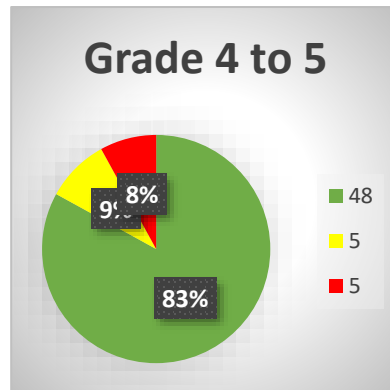
■ # of students neutral

■ # of students who disagree

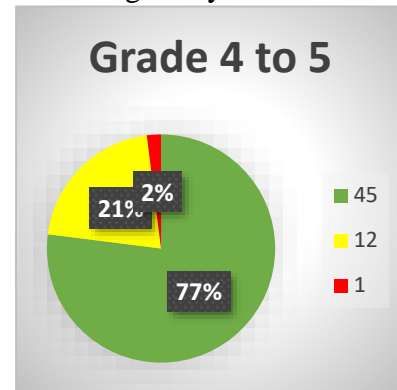
Adults who care about me:



I have close friend at school:



I belong in my school:



Comparing Data

- Adults who care about me: 2021/22 – 84% 2022-23 – 81%
- I have friends at school: 2021/22 – 81% 2022-23 – 83%
- I belong in my school: 2021/22 – 71% 2022-23 – 77%

As a staff, we still need to make sure all students in the school feel there is at least one adult who cares about them in the school.

The key for students to feel connected to the school is the relationship they will establish with the adults. As a staff, we need to have meaningful conversations with all the students we work with and create safe spaces for students to express their needs and worries. We also need to create more classroom conversations for healing circles, restorative justice discussions, and consistent review on the code of conduct.



Well-Being Index MDI

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children’s overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-being Index and the Assets Index. Learn more about the important relationship between individual measures, the Well-being Index and the Assets Index in the [Discover MDI Field Guide \(https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/\)](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/).

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

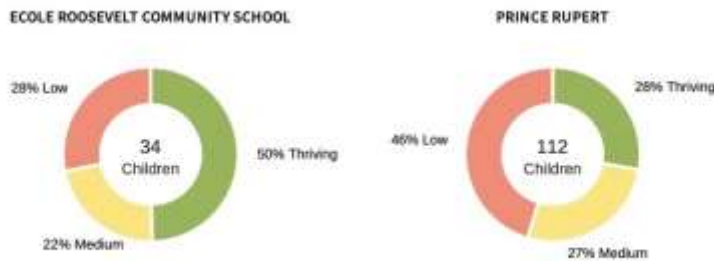


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

Roosevelt’s MDI Data from 2022-2023 school year:

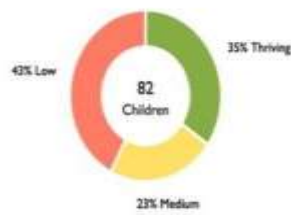


Roosevelt's MDI Data from 2021-2022 school year:

ÉCOLE ROOSEVELT COMMUNITY SCHOOL

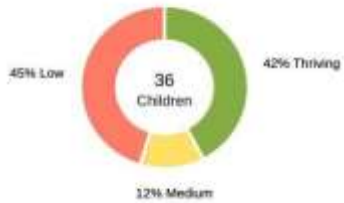


SCHOOL DISTRICT #52 PRINCE RUPERT

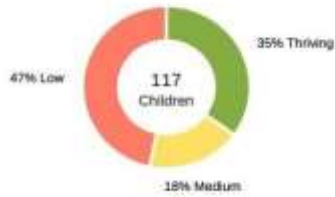


Roosevelt's MDI Data from 2020-2021 school year:

ÉCOLE ROOSEVELT COMMUNITY SCHOOL



PRINCE RUPERT



The data from the MDI shows us that we have less students in the medium range and more students that are in the low well-being range on their self-rated scores. We had more students participate than the previous year, this is likely due to the increase in attendance as we entered the second year of being in the pandemic.



Goal 3: Literacy

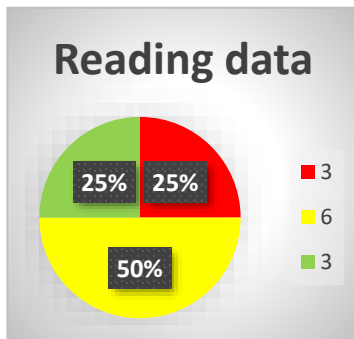
a) To ensure all students are achieving at grade level by the end of grade 3.

Structures and Strategies:

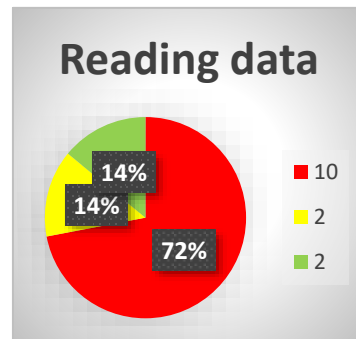
- To support literacy development at school:
 - Continue the use of in class literacy development strategies like the Daily Five, SPIRE, Haggerty, University of Florida Literacy Institute Foundations (UFLI), Structured Literacy within the classroom, Early Learning Intervention (ELI), creating culturally relevant literacy materials, increase oral language and background knowledge, and expanding our learning about the Science of Reading.
 - Acquire additional resources to support the literacy performance of students
 - Involve Educational Assistants, Learning Support Teachers as well as Teacher Librarians in literacy development – many EAs and the LSTs were involved in the literacy programming this year, we will continue to be strategic in the literacy programming for the 2023-2024 school year.
 - Work in collaboration with the District Literacy teachers for early interventions (Kindergarten and grade 1 students)
 - Use of various technology resources to support student learning (Lecture Enfant, Lalilo, and Raz-kids).
 - Co-teaching and collaboration.
- A focus on targeted literacy learning will be provided to all grade levels, with the help of the SPIRE program/UFLI Foundations.
- Teachers will continue to be supported by non-enrolling teachers, district-based curriculum specialist teachers, the principal, and vice-principal.

Roosevelt literacy Data for grade 3 students - 2022-23

English Students (SPIRE)



French Immersion Students (GB+)



■ # of students Exceeding. ■ # of students fully meeting ■ # of students not meeting

- We are slightly below 75% of our grade 3 students being where they need to be in terms of grade level expectations in literacy for the English side of the school and 24% on the French Immersion side of the school.
- Through understanding the science behind how the brain learns to read, changed the way teachers taught our students literacy this year. Classroom teachers collaborated with the Literacy Teacher, LSTs and local experts in the field on the science of reading and applied intervention following a scope and sequence. From the data we have collected, we have seen an increase in students meeting or exceeding expectation in literacy on the English stream. We, however, need to apply the same interventions, strategies and supports for French Immersion students and create a network of collaboration for French Structured Literacy supports.



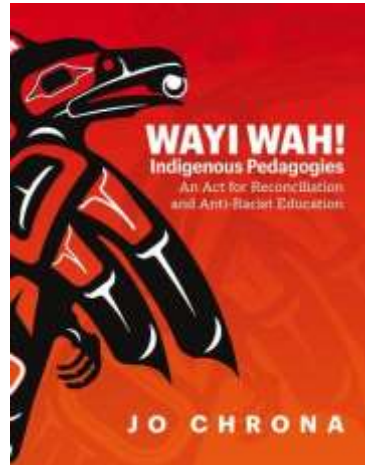
Goal 4: Numeracy

- To ensure all students are achieving at grade level by the end of grade 3.
Structures and Strategies:
- Begin to use the Coast Mountains School District Numeracy Assessment tool to inform practice. – we did not get very far with this in the 2021-2022 school year, we will continue to work on this and all the numeracy goals.
- Continue to develop real world math experiences for learners, such as financial literacy knowledge.
- Develop mathematical vocabulary skills and multiple ways of presenting knowledge to deepen understanding of numeracy.
- Continue to use a variety of numeracy strategies, including Carole Fullerton Mathematical Thinking strategies and resources.
- Involve Educational Assistants, Learning Support Teachers as well as the District Math Helping Teacher.



Plans for Staff Development:

- Literacy Focus planning with SD52 Literacy Curriculum Specialist.
- Educational Assistant professional development.
- Book study Wayi Wah! (Started this year) and unpacking our own implicit bias.
- Community Involvement:
 - Monthly PAC meetings were held virtually.
 - Work in collaboration with different community partners throughout the year (Northern Health, Oldfield Creek Fish Hatchery, RCMP, Department of Fisheries and Oceans).
 - We took advantage of Canada-wide virtual learning opportunities with authors, artists, scientists, and authentic French language speakers. Additionally, students interviewed participants from across Canada about their careers including a midwife, data collection/computer sciences, RCMP officer, etc.
 - Monthly Newsletters, regular updates on our Facebook, Instagram page and Twitter and school website
 - Breakfast of Canada/PRPA



Communication:

- This plan will be shared with the staff of Roosevelt School and the Roosevelt Parent Advisory Counsel.
- The plan will also be displayed on the School District 52 webpage as well as Roosevelt page once completed.

Reflection and Summary:

What an amazing year we have had! It has been amazing to have families back into the school and they have expressed how happy they are about this! Attendance continues to be an issue and we can see a direct correlation between students with low attendance and minimal progress. We will need continue to develop relationships with these families by making connections with our Indigenous support worker, phone calls, letters, etc. In addition, we will need to continue to have school events to bring all our families in the school.



Next Steps:

- Continue the successful initiatives we already have established at Roosevelt.
- Continue to use our baseline literacy and numeracy data to inform instruction to further support our students.
- Developing a school numeracy plan.

Things to Celebrate for the 2022 – 2023 School Year:

Our new playground is complete! The last piece, an accessible swing was installed in June. There will be a second grand opening in the fall of 2023 to meet the requirements of our funding agencies. We are grateful to the PAC for all the work they did to bring this project to completion.



In-person assemblies again! – We hosted school wide assemblies where we continued our Cedar Merit Awards. Parents were invited to join us and witness their child received award based on the 6 traits of the Cedar Award Program:

- Perseverance
- Creative thinking
- Collaboration
- Self-Reflection
- Respect
- Communication

In addition to regular assemblies, we had performers come to the school. These were valuable learning experiences for our students.

Winter Concert – First time in over 4 years our students were on stage at the Lester Centre. There was a variety of acts – dancing, acting, singing, musical instruments playing(recorder and bells). Thanks to the hard work and dedication of our staff, the concert was a huge success.

Garden Project – under the guidance Mme Boker and the help of the maintenance department, the school is getting closer to having a greenhouse, an outdoor classroom and a gardening shed. This year, we moved our garden beds to the back of the school, and the maintenance department installed water access to the new location. We were also awarded a few grants to help bring this dream to a reality. We still have lots of work to do but we are heading in the right direction.



Munch Pit - The Munch Pit crew met once a week to develop skills around social engagement, play, road safety, meal planning, healthy eating, and music therapy. This group was facilitated by the LST alongside the Learning Services staff including the DBI, OT, and SLP. Students developed lasting friendships, peer mentorship, sensory regulation, and articulating their wants and needs in a 1:1 group setting support.



Creation of sensory room – This year, with consultation with the OT and the LSTs, we created a sensory room to help students with sensory regulation and self-regulation. This room was created for all students to access. Within the room there are various activities such as: hammock for vestibular input, exercise balls/rollers for deep pressure, trampoline, sensory tiles and tools, river rock balancing play, Zones of regulation tools, and a variety of other materials. There are visuals for every item in the room along with visual schedules available for students to create routine.



Family Fun Night 2nd edition – PAC sponsored activity. All families were invited to join. The event was well attended. Families took advantage of having dinner at school, playing on the new playground equipment and many kids bounced away in the Bubble Trouble bouncy castles!



Leadership opportunities for grade 5 students – this year, we provided leadership opportunities for our older students. Grade 5 students were offered the chance to do daily announcements, with two students per week. They also were given the opportunity to be MCs for our monthly assemblies. They were fearless, pushed themselves out of their comfort zones, and showed a desire to excel.

Carnaval – we held another fun Carnaval this school year, complete with a visit from Bonhomme! In addition to the usual fun activities, for the first time, we held a pancake breakfast for the entire student population.



Bingo - In the spring, families were invited to join us for Bingo night. Although the bingo took place in the school, it was done virtually in the classrooms to give families a chance to connect with the classroom teacher and their classmates. Bingo night was well attended. Families all responded they would like more bingo nights in the future.



Bilingual gym activity for future kindergarten students – During the month on January, Mme Michaud hosted future French Immersion students for 1 hour of full bilingual activities. This gave an opportunity for parents to ask questions about the FI program and for the children to get familiar with the school.

Welcome to Kindergarten and Play in the K sessions - Kindergarten teachers organized some additional orientation sessions for our new Kindergarten students and their families called “Play in the K”. These sessions were held to allow future students, and their parents/caregiver to explore their future classroom in preparation for September.

Roosevelt Indigenous Day – Roosevelt held our Indigenous Day Celebrations. We had various activities, with two-day events. We had an assembly with a blessing from Mr. Campbell, singing led by Mrs. Green and a dance workshop offered by a group of Métis Dancers. The celebrations were enjoyable and meaningful for our students and staff.

