



Roosevelt Park Community School

École Communautaire Roosevelt Parc

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School Improvement Plan 2024-2025



We acknowledge that we are on the traditional territory of the Ts'msyen and Sm'algyax speaking peoples who have been stewards of this land since time immemorial. We are honoured to continue to learn about and live, work and play on this beautiful land.

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.

Statement of Purpose:

At École Roosevelt Park Elementary Community School, we are committed to nurturing a safe, caring, and inclusive learning community by respecting ourselves, others, and our surroundings on the unceded territory of the Ts'msyen. We value and recognize students for the qualities of Creative Thinking, Communication, Perseverance, Respect and Collaboration throughout the year.

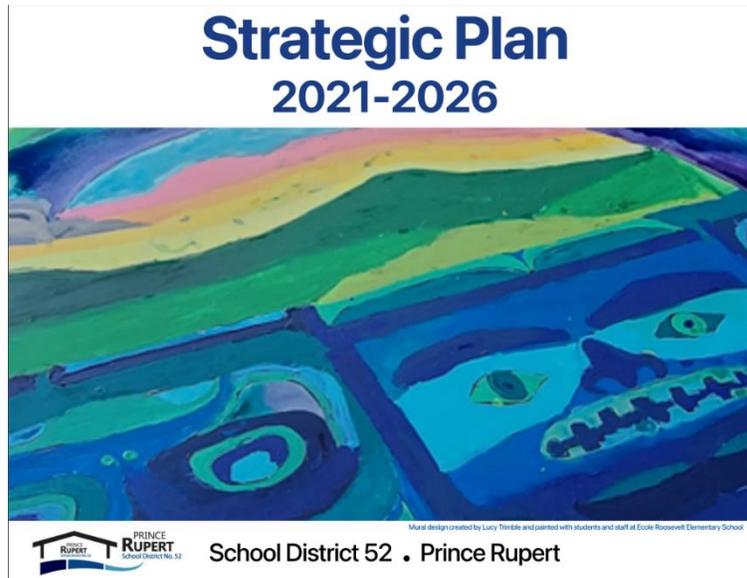
Context:

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 the traditional territory of the Ts'msyen and is home to a diverse multicultural community. École Roosevelt Park Elementary is a dual-track school (English and French) with a total of 11 divisions and enrollment of 184 students.

Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion, while acknowledging the beautiful territory that we live on. 63% of Roosevelt Park's students are of Indigenous ancestry from various nations including Ts'msyen, Haida, Haisla, Nisga'a and Gitxan. We also have several ESL students from different parts around the globe including students from Ukraine, China, the Philippines, Vietnam, Nigeria, Ghana and India.

École Roosevelt Park Elementary is also home to SD52's K-5 French Immersion program. The French Immersion program makes up 5 of the 11 divisions at our school and has enrollment of 86 students equaling 47% of the total school population.

The building is a 2-level school located in a central part of the school district. We share our building with Westview Child Care Centre, which has before and after school childcare and the P.A.C.E.S. Hub program. The school also has access to two different playgrounds (one which is a new accessible playground), a basketball court, and an adjacent baseball and soccer field owned by the City of Prince Rupert.



School District 52 Strategic Plan:

In the SD52 2021-2026 strategic plan, trustees have laid out a vision that “Learners on Tsm’syen territory will be competent, creative, and critical thinkers with a strong sense of identity.” Its mission is to be committed to a safe, equitable, and inclusive education system. Student voice will be honoured and students are empowered to learn from our diverse community, skilled staff, natural environment, and local culture.

School District #52 Priorities are as follows:

Equity – Eliminate the achievement gap for Pre K-12 students.

- Literacy – All students reading at grade level by Grade 3.
- Completion Rates – Commit to the improvement of the five-year completion rate for indigenous students.

Truth and Reconciliation – Strengthen our commitment to truth and reconciliation.

Mental Health Literacy – Build capacity for mental health literacy for students, staff and families.

For more information about School District 52’s Strategic Plan, please click on the following link:
<https://rupertschools.ca/wp-content/uploads/2022/03/Strat-Plan-03182022.pdf>



School Goals

Keeping the above District priorities in mind, École Roosevelt Park Community School has put forth the following goals for the 2024-25 school year.

Overarching Goal: Equity

We will ensure that learning is equitable for all students. Each child is respected and celebrated for who they are. Each child is provided the supports needed in order for them to move forward. We provide support for our Indigenous students, children in care and students with diverse abilities and disabilities.



Goal #1. Literacy: Every student will improve their reading skills and develop further joy in reading.

Objectives:

1. All students make at least one year's growth in their overall reading level.
2. Students not reading at grade level will receive appropriate interventions to improve their reading levels by at least one grade level.

Structures and Strategies:

- **Structured Literacy:** Focused on structured literacy program based on evidence-based instructional approach that fosters strong reading and writing instruction for all students. (Science of reading research and resources)
- **UFLI:** Many of the English classes used the University of Florida Literacy Institute Foundations (UFLI) program, following the scope and sequence and assessments.
- **AlphaGraphe:** With the French program, the focus will continue with the use of the resources offered through AlphaGraphe and acquiring additional classroom resources to support the literacy performance of students.
- **Learning Services Teacher:** Worked with classroom teachers and school team to develop plans of how to support struggling learners.
- **Assessments:** Identify "at-risk" students at the kindergarten and primary levels through regular screening. We continue to work on using some consistent literacy assessments.
- **Literacy blocks:** English grade 2-5 teachers grouped students according to ability and need for a literacy block, 3 days per week with support of LST's and Educational Assistants (Tier 2 support).
- **Early Literacy:** The two English K/1 classes worked together to group students according to early literacy skills and needs, meeting 4 times per week. For the first part of the year, the 2 teachers met regularly with the District Literacy Teacher to review the students' progress. The DLT also provided direct support to students.
- **Library:** Students had weekly library classes where they learned about the library, had story time, and read and voted on the Chocolate Lily Books.



- **Developing a Love for Reading:** Book Fair, Book Swap, Family Read-a-thon and book give-a-aways to students, reading with community members (RCMP, firefighters and Rampage hockey players)



- **Resources:** Purchased new resources to support current research ie: UFLI, Flyleaf and Syllasense
- **Technology:** Integrated technology to support literacy through literacy apps, and online resources. These resources include Raz Kids (English) and Lecture Enfant (French). ESL students also used Translator to support their learning.
- **French Literacy Support:** LST providing targeted small group literacy support in French, including kindergarten early literacy groups. French Teaching Assistant also provided either small group or individual reading practice.

Goal #2. Numeracy: Students will improve their skills and show more interest in numeracy.

Objective:

1. We will see an increase in the percentage of students who are extending and proficient in their math achievement.

Structures and Strategies:

- **Curriculum Resources:** Teachers used a variety of numeracy strategies, including the use of Carole Fullerton's Mathematical Thinking strategies resources which are available in both English and French.
- **Cross-Curricular and Real-Life learning:** Some teachers integrated numeracy with other subjects such as science, technology, engineering, and art (STEAM), project-based learning, cooking, measuring, building. They also learned about money during the Christmas Bazaar and popcorn sales.
- **Interactive Tools:** We utilized educational software and apps such as Math IXL, Prodigy and NetMath (new for 2024-25) that make learning interactive and fun through gamification, while at the same time providing educators with data analytics.



Students use Snap Circuits to learn about the importance of patterns and electricity.

Goal #3. Mental Health: Students will have the opportunity to develop skills to persevere through difficult times, self-regulate, and have positive connections to adults. Structures and Strategies:

This continues to be an important focus with many of our students needing mental health support. This year, we had 57 counselling referrals for various reasons. That is approximately 31% of our student population. Of those referrals, 18% were Tier 1; 54% were Tier 2; and 28% were Tier 3 (intensive support).

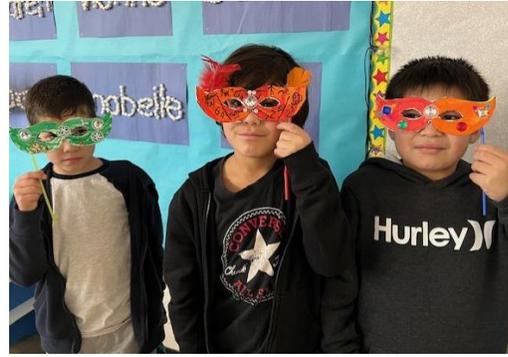
- **Social-Emotional Learning:** The school counsellor worked with several classes using the EASE program or Second Step, as well as supporting students individually or in small groups. The LST also worked with some classes using the Everyday Speech Program and supported students with self-regulation. Some examples of strategies used in the classrooms and on the playground daily are: various brain, movement and relaxation breaks for students, using your WITS (Walk away, Ignore, talk it out, Seek help), Zones of Regulation, OT support for self-regulation, sensory room time for students in consult with OT and going outside for walks.
- **Physical Activity/spending time outdoors:** Students are provided daily physical activity and outdoor time through sports, physical education classes, and recess. Many classes spend lots of time outside including walking around the neighbourhood for various purposes, working outside, and walking to fieldtrips (Lester Center, swimming pool and downtown). All students participated in the Gymnastics Club session at least once during the year.



- **Gardening:** There is a school-wide garden project that involves many of our classes. They are involved in growing a variety of plants right from seed, and then transferring them to outside beds and caring for them.
- **Healthy Eating:** Breakfast is provided every day for all students who wish to access it. The menu is varied with both cold and hot options. Approximately 30% of our students access this and look forward to it every day! 42% of our students access the district lunch program, which provides a great variety of healthy food options. We also hosted a school wide pancake breakfast.



- **Local Mental Health Services:** Continue to partner with local mental health organizations to provide additional support and resources
- **Family Services:** Continue to work with family services to support students dealing with family-related stressors.
- **Cedar Merit Awards:** These awards recognize students for demonstrating the qualities of Creative Thinking, Communication, Perseverance, Respect and Collaboration. Students are recognized at our monthly assemblies and families are invited. We usually have a good turnout of proud parents!
- **School Wide Fun Days:** Throughout the year, we have had monthly spirit days, as well as a Halloween Costume Parade, Winter Fun Day, Carnival Celebration, June Fun Day with Olympic-Inspired events and swimming in the afternoon. Students really look forward to these special days!



- **Pink Shirt Day:** This day was recognized with everyone encouraged to wear pink and having a focus on kindness. Classes each did a secret kindness for another class.



Goal #4. Truth and Reconciliation: Continue to learn about, acknowledge and incorporate the histories and contributions of Indigenous peoples. Create a welcoming and caring environment where ALL families and students feel welcome, respected and safe.

Structures and Strategies:

- **Curriculum Development:** We partnered with SD52's Indigenous Education Department and local Indigenous communities to create culturally relevant educational experiences. We had monthly visits from the Indigenous Education Department to help students learn about the seasonal rounds in both our English and French classes. This included many hands-on experiences. Wonderful learning!



- **Professional Development:** Through SD52's Professional Development committee, professional development for educators focusing on truth and reconciliation topics was provided. All staff participated in the September Implementation Day focused on Mental Health and Well Being and most staff participated in the Indigenous Day Implementation Day in February with Denise Augustine from the Ministry and Kim Spencer "*Celebrating our Journey: Fostering Strength and Resilience*". We also have reviewed what Equity means and begun to reflect on this during our staff meetings.



- Cultural Learning and Events:** Acknowledging and continuing to learn about our local Indigenous peoples through ongoing learning in the classroom, as well as on special days and events. Some examples are acknowledging the National Day for Truth and Reconciliation, including a walk of Reconciliation around the neighbourhood and National Indigenous Peoples' Day. There have been drumming sessions throughout the year and students participated in a Métis dance performance as part of the NIPD celebration. Many classes have also visited our museum to learn about local Indigenous culture.



- Land Acknowledgments:** Regularly acknowledge the traditional territories on which the school is located during events and gatherings.
- Connecting With and Supporting Families:** Our school team (Principal, Secretary, Indigenous Family Resource Worker, Learning Services Teachers, Classroom teachers, etc.) collaborate to review students/families that are needing support. The IFRW plays an important role in connecting with our families. The counsellor, Principal, Vice-Principal and LST met bi-weekly to review how students were doing and what supports were needed.
- Access to Resources:** The school team continued to identify students and families who may benefit from Jordan's Principle funding, which has been able to support psychoeducational assessments, travel to visit with specialists, educational assistants or technology. We also connected with and helped families to connect to community agencies ie: Family Connections Center, Jordan's Principle, CYMH, MCFD, Behaviour Interventionists, etc.



- **Family Events:** We hosted several events throughout the year, encouraging families to come in to the school and had a good turn-out for nearly all of them. These included: Meet The Teacher Night, Family Winter Fun Night (feast style dinner with crafts and basket raffles), Family Read-a-thon, Family Bingo Night, Family Fun Night (Bouncy castle, hot dogs, etc.), Play In the K for our new kindergarten families and monthly assemblies where families are always invited to watch their children receive Cedar Merit awards.
- **Student and Family Affordability Fund:** We have used this fund in many ways to support students and families. This has included food for school (snacks, breakfast club, classroom cooking projects), clothing and shoes, as well as supporting families with gift cards for groceries or other necessities.



Communication to Families:

- PAC meetings: includes discussion and consult on important SD issues
- School Website, PAC Facebook page, monthly newsletters
- Phone calls, E-mail, texting
- Indigenous Family Resource Worker
- School and Community board by front office
- School messenger and E-mail communication
- frequent phoning, e-mailing and Dojo communication from classroom teachers and other school staff, as well as in-person meetings
- Roosevelt facebook page, instagram

Community Involvement:

- Salmon Enhancement Project: Fish Hatchery
- Terry Fox Run
- Walk of Reconciliation around the neighbourhood in September
- Volunteers from the Port of Prince Rupert to serve the school a hot breakfast
- Christmas Children's Bazaar (parent volunteers)
- PAC continuing to fundraise
- Christmas Family Night/PAC basket raffles
- Literacy Week: Community members in to read with students (RCMP, Firefighters and Rampage hockey players)
- Parent volunteers for field trips
- Gymnastics Club: hosted sessions for all classes
- Year-end Celebration and slide show
- Field trips in the community: Museum, Butze Rapids, Fire Hall, Salt Marsh, Giant Fun Party, sunken gardens to release butterflies, etc.
- Ski trip



Evidence:

- FSA literacy and numeracy (gr. 4)
- Student learning survey (gr. 4)
- Literacy assessments: alphabetic assessments, Heggerty, Core Phonics and Maze, as well as a variety of other assessments, reading conferences
- French Literacy assessments: K screener (*letter/sound recognition & sight/heart words*), district-developed primary screener, GB+ Reading levels
- Counselling reports, attendance records
- Report cards
- Conversations with students, photos, anecdotal observations, student writing, student self-assessments
- Attendance from families at school events

Reflection and Summary:

Overall, everyone works hard to create a supportive, safe and engaging environment for students and families. Students are generally happy to be at school and know that there are trusted adults who care about them. We have work to do in terms of our literacy and numeracy achievement, but we continue to aim for student improvement. For our English classes, it was helpful to have teachers collaborate to group for literacy instruction. Attendance definitely has an impact, particularly in numeracy, where it is even more difficult to “catch up” when missing significant blocks of time. Approximately 18% (33) of our students miss 33% or more of instructional days and 8% (15) miss more than 50%. This is very concerning. We were able to provide bus transportation for some students, which has helped. We will continue to try and support families with this.

Literacy English:

- Our data shows that for each grade level, less than 50% of our students are where they should be (proficient or extending).
- For our kindergarten and grade 2 students, a significant number of students are in the emerging range (50% and 45%).
- From the letter/sound assessment in K and gr. 1, students have made very good progress and in grade 1, all students know nearly all the letters/sounds.
- There is not much difference when comparing our overall reading data (all students) with data for Indigenous students
- It is worth noting that nearly all students have made progress overall.

Literacy French:

- 45% of our students (gr. K-5) are where they should be (proficient or extending), 41% are developing and 14% are emerging
- This data is slightly lower when looking at Indigenous students in the French program, but not much considering these are small numbers of students

Literacy Gr. 4 FSA:

- For gr. 4's that wrote the FSA exam, 53% were On Track or Extending

Numeracy English and French combined:

- According to our report card data (K-5) 54% of students are proficient or extending, 27% developing and 20% emerging.
- For gr. 4's that wrote the FSA exam, 83% were On Track or Extending



Next Steps:

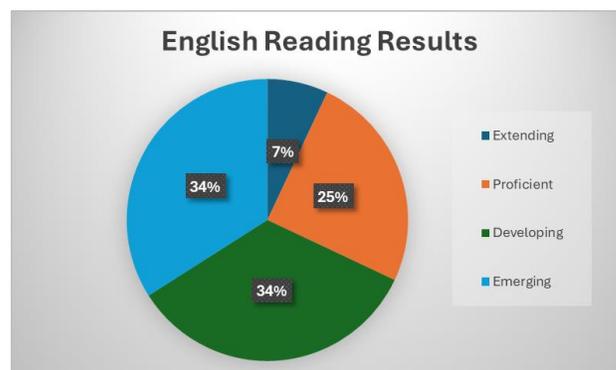
- Continue to collaborate to provide literacy instruction and interventions that our students need ie: literacy blocks, early literacy (K/1) small group instruction
- Continue to purchase student and teacher resources (both French and English) that support literacy development and practice ie: decodable books, authentic Indigenous resources, engaging High//Low books for our older students
- Look at ways to provide more reading practice for students: ie buddy readers, etc.
- Continue with School-Wide Fun days and Family events. We know that food is always a great way to welcome families.
- Continue to review what equity means and how we can support our students and families
- Continue to embed Indigenous Ways of Knowing into our everyday learning and experiences
- Provide more leadership opportunities for older students
- Continue with the school-wide Garden project

School Data Section

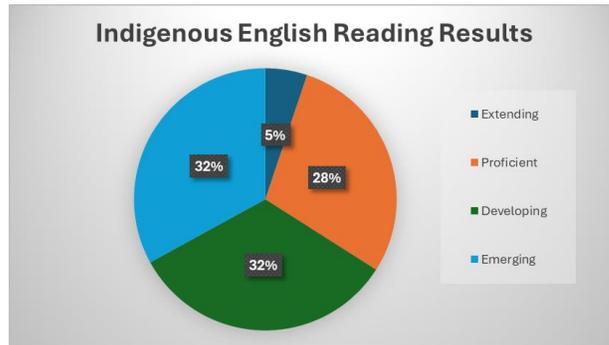
Reading Data - English Program

Note: Reading data was collected from a population of 86 students (74 Indigenous) in the English language program. The assessment was conducted by both classroom teachers and Learning Services Teachers. The types of assessments used were a district screener by K-1 classrooms, while a variety of other assessment tools were used for all other classes including the San Diego quick scale, a High Frequency word list, a vocabulary survey, Core MAZE and report card proficiency scales. This is an overall school result with grades K-5.

All English Program Students (86)



Indigenous English Language Students (74)



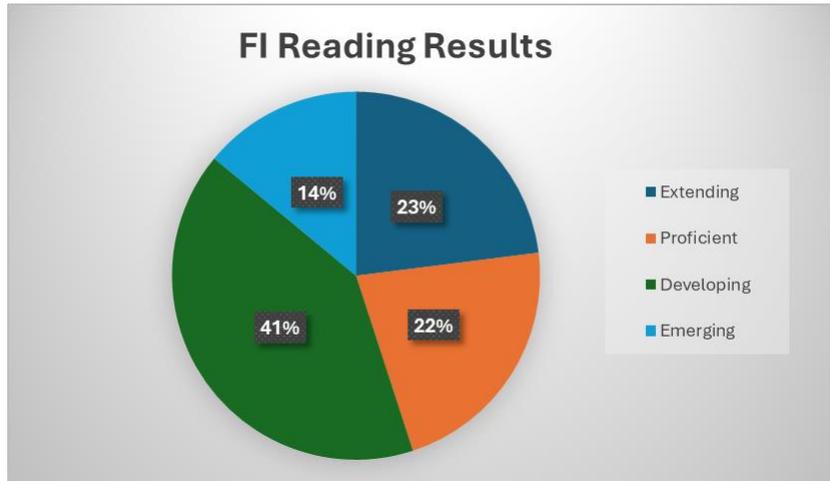
**English Literacy Results by Grade
(Taken from report cards)**

Grade # of Students	Extending	Proficient	Developing	Emerging
Gr. K	6%	6%	38%	50%
Gr. 1	0	19%	54%	27%
Gr. 2	9%	27%	19%	45%
Gr. 3	15%	20%	40%	25%
Gr. 4	18%	46%	8%	38%
Gr. 5	0	25%	58%	17%

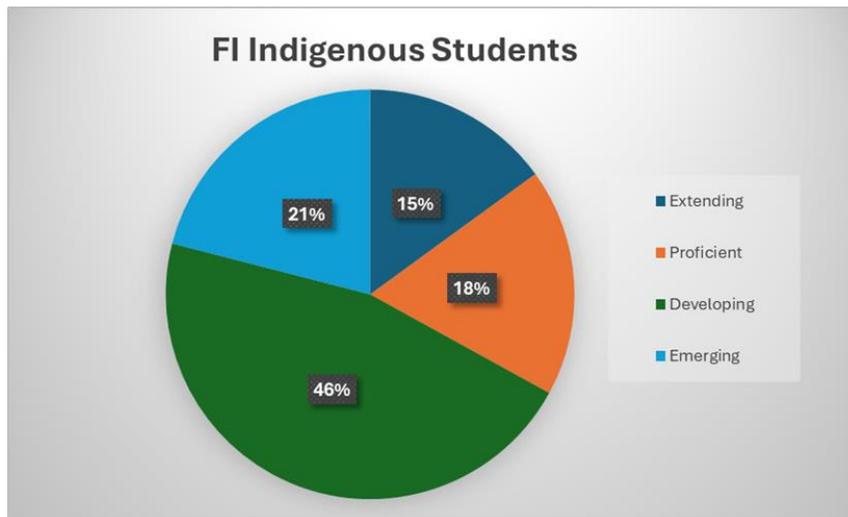
Reading Data - French Immersion Program

Note: Reading data was collected from a population of 83 students (33 indigenous) in the French immersion program. The assessment was conducted by both classroom teachers and Learning Services Teachers. K assessments are based on a screener focusing on letter & sound recognition and selected list of sight/heart words. Grades 1-3 assessments are based on district-developed assessment including letter & sound recognition, French-language digraphs, selected list of sight/heart words, and reading passages. Grade 4-5 assessments are based on GB+ reading levels.

All French Immersion Students (83)



Indigenous French Immersion Students (33)



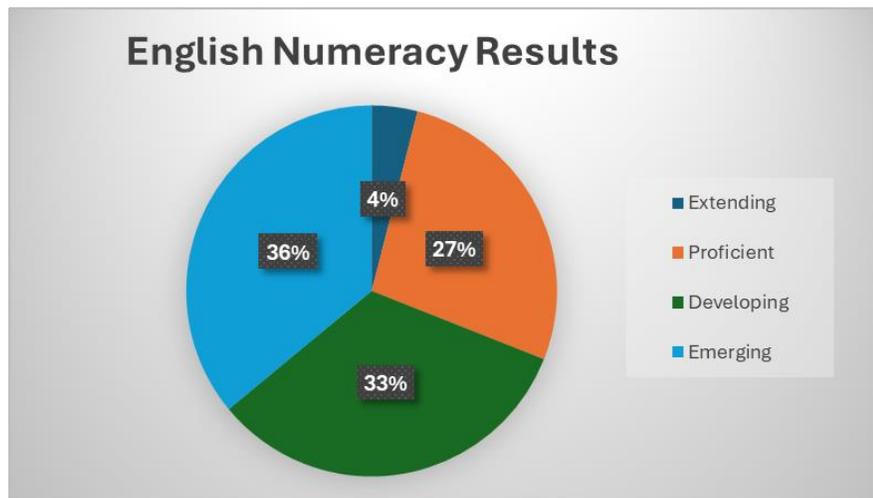
French Immersion Literacy Results by Grade
(Taken from report cards)

Grade & # of Students	Extending	Proficient	Developing	Emerging
Gr. K	17%	38%	28%	17%
Gr. 1	7%	24%	62%	7%
Gr. 2	25%	18%	57%	0
Gr. 3	37%	9%	37%	17%
Gr. 4	16%	30%	24%	30%
Gr. 5	40%	7%	40%	13%

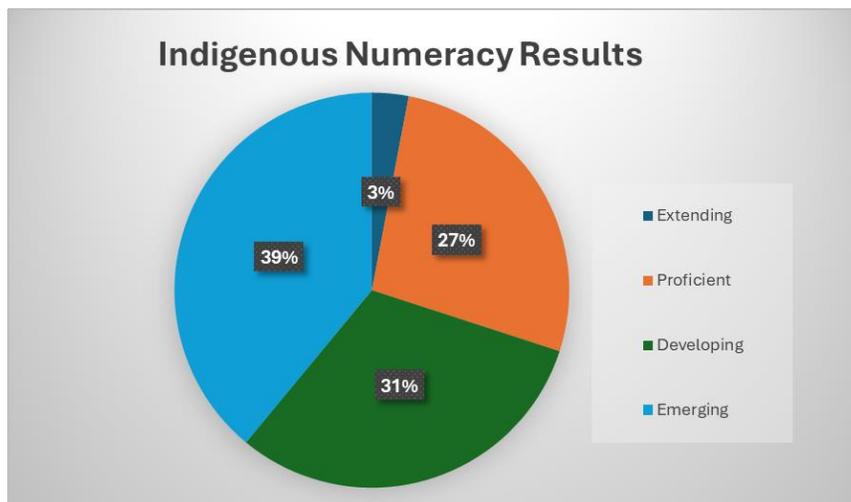
Numeracy Data - English Program

Note: Data was developed from a population of 85 English language students (74 indigenous) and is based on their classroom teacher's year-long evaluations using the provincial proficiency scale.

All English Language Program Students (85)



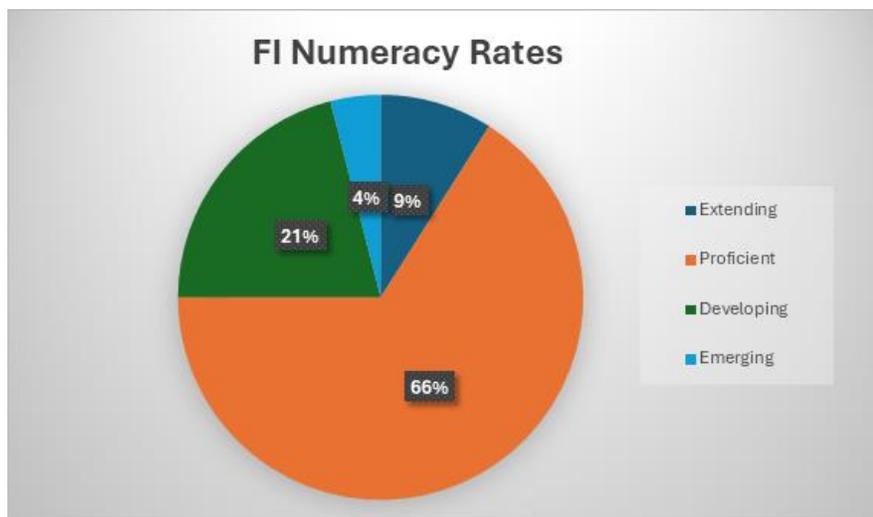
Indigenous English Language Program Students (74)



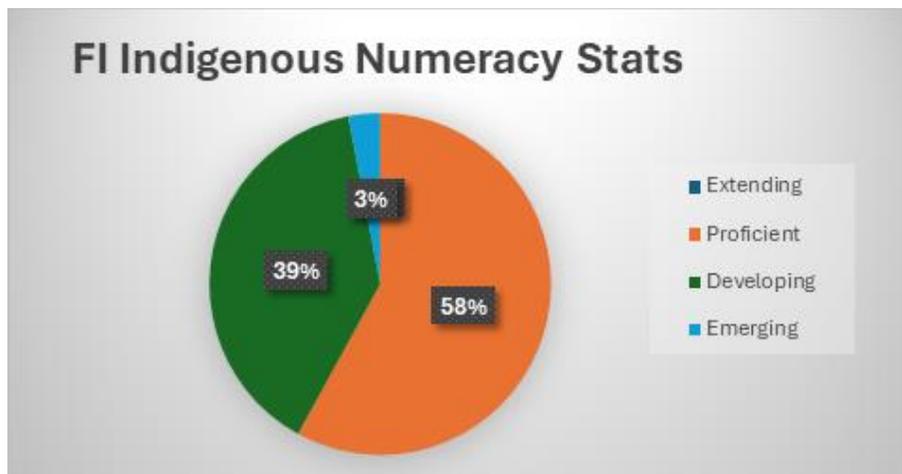
Numeracy Data - French Immersion Program

Note: Data was developed from a population of 86 French Immersion students (33 indigenous) and is based on their classroom teacher's year-long evaluations using the provincial proficiency scale.

All French Immersion Program Students (86)



Indigenous French Immersion Students (33)



Literacy Assessments June 2024 (English classes)

Students were assessed either by the Learning Services Teacher or the classroom teacher. These are the results of the San Diego Quick, Core Maze and K/1 letter/sound assessments.

Meaning of terms:

- **Benchmark:** Learners who are making satisfactory progress.
- **Strategic:** Learners who are approaching grade level, but need some extra practice and support.
- **Intensive: Learners** who are well below grade level and will need intensive targeted practice and support.

San Diego Quick Assessment

The San Diego Quick Assessment measures a student's recognition of words in a list format and provides an indicator of students' grade level in reading. This is simply measuring word recognition, not comprehension and is one piece of a student's overall reading ability.

Grade	Total # of Students	Total # of students assessed	At or above grade level	Below Grade level
2	16	11	46%	55%
3	21	18	33%	12 (67%)
4	13	13	54%	46%
5	12	12	33%	67%

CORE High Frequency Word Assessment

Grade	Total # of students	Total # of students assessed	Benchmark	Strategic	Intensive
2	16	11	55%	27%	18%
3	21	18	15 (83%)	0	17%
4	13	13	62%	15%	23%
5	12	12	10 (83%)	0	17%

CORE Maze Comprehension Assessment

This assessment measures how well students understand text as they read silently. If students didn't get a high enough score in the CORE Phonics to get to the maze, they have been put in the Intensive category. For some students with IEP's and ESL students new to the country, this was not an appropriate assessment.

Grade	# of Students	Total # of students assessed/ Included	Bench mark	Strategic	Intensive
2	16	11	36%	0	64%
3	21	18	10 (56%)	6%	39%
4	13	13	62%	0	39%
5	12	11	82%	0	18%

Early Literacy Assessments for Grades K and Gr. 1

A variety of assessments were used to track progress for the K and gr. 1 students. Alphabet awareness including letters and sounds was assessed, as well as phonological skills, using CORE Phonics.

Results for Kindergarten June 2024 16 students in total

Letter ID/Sounds

		Upper Case	Lower Case
Knows all (52/52)	Benchmark	19%	19%
Knows most (40/52)	Benchmark	13%	19%
Knows some (26/52)	Strategic	44%	44%
Knows few/none (0-25)	Intensive	25%	19%

Upper Case: Benchmark: 32% Strategic: 44% Intensive: 25%

Lower Case: Benchmark: 38%: Strategic 44% Intensive: 19%

Results for Grade 1 June 2024 14/18 students assessed

Letter ID/Sounds

		Upper Case	Lower Case
Knows all (52/52)	Benchmark	50%	50%
Knows most (40/52)	Benchmark	43%	43%
Knows some (26/52)	Strategic	7%	7%
Knows few/none (0-25)	Intensive	0	0

Upper Case: Benchmark: 93% Strategic 7% Intensive; 0%

Lower Case: Benchmark: 93% Strategic 7% Intensive; 0%

Based on our various literacy assessments done, approximately 79% (11/14) students have made at least 6 months progress.

Provincial Foundational Skills Assessment (FSA) for Grade 4 Students

Students wrote in fall 2023. Both English and French immersion classes wrote the same exam in English. Students that didn't write fell into one of these categories: parent excused, school excused (IEP) or absent.

Subject	# of students in grade 4	# of students who wrote	Emerging	On Track	Extending
Literacy	26	17	47%	41%	12%
Numeracy	26	17	18%	11 (65%)	18%