



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 and unceded 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 172 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. 65% of Roosevelt Park's students are of Indigenous ancestry from various nations including Ts'msyen, Haida, Haisla, Nisga'a and Gitksan. We also have several ESL students from different parts around the globe including students from Ukraine, China, the Philippines, Vietnam, 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 65 students equaling 38% 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, including an 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 2025-26 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 with 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:

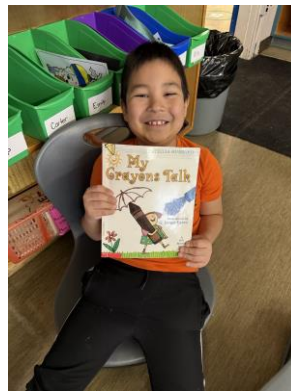
1. All students make at least one year's growth in their overall reading level.
2. Students not reading at grade level will receive appropriate interventions to improve their reading levels by at least one grade level.

Structures and Strategies:

- **Structured Literacy:** Focused on structured literacy programs based on evidence-based instructional approach that foster 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.
- **Son-Au-Graphe:** With the French program, the focus will continue with the use of the resources offered through Son-Au-Graphe (French UFLI) following the scope and sequence and assessments (ÉCLAIR) and acquiring additional classroom resources to support the literacy performance of students.
- **Learning Services Teachers:** Worked with classroom teachers and school team to develop plans of how to support struggling learners. This includes consultation, supporting literacy instruction, including some in-class support and pull-out support for ELL/ESL students.
- **Assessments:** Identify "at-risk" students at the kindergarten and primary levels through regular screening. We continue to work on using some consistent literacy assessments.
- **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.
- **Library:** Students had weekly library classes where they learned about the library, had story time, and read and voted on the Chocolate Lily Books.
- **PROD opportunities/Staff Meeting:** Throughout the year, there were PROD opportunities for teachers, related to literacy and current research. As well, we looked at the 5 critical components of reading at a staff meeting.



- **Developing a Love for Reading:** Book Fair, Book Swap, Family Read-a-thon and book give-a-aways to students.



- **Resources:** Purchased new resources to support current research ie: UFLI, Core Reading assessment and resources
- **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:** French Teaching Assistant and LST providing targeted Tier 2 (small group) literacy support in French.

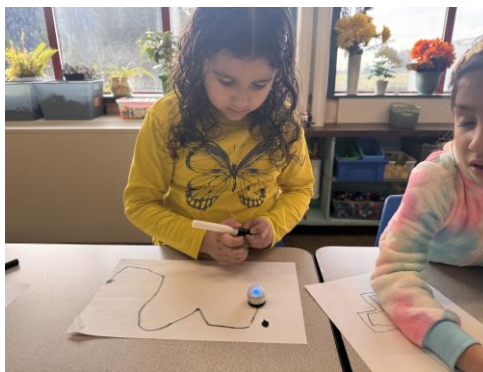
Goal #2. Numeracy: Students will improve their skills and show more interest in numeracy.

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 and resources, including Math Read-Alouds, Math You See, Jump Math, etc.
- **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, and building. They also learned about money during the Christmas Bazaar, popcorn sales and classroom financial literacy activities.
- **Interactive Tools:** We utilized educational software and apps such as Math IXL, Prodigy and NetMath that make learning interactive and fun through gamification, while at the same time providing educators with data analytics.



Students use Ozobots to practice their computational thinking skills and learn the basics of coding.

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

Structures and Strategies:

This continues to be an important focus with many of our students needing mental health support.

- **Social-Emotional Learning:** The school counsellor supported students individually or in small groups as available. Some CRT's and the LST used the Everyday Speech Program. The LST also supported students with self-regulation and provides consultation for CRT. Some examples of strategies used in the classrooms and on the playground daily are: various brain, movement and relaxation breaks for students,

calming music, using your WITS (Walk away, Ignore, Talk it out, Seek help), Zones of Regulation, OT support for self-regulation as available, and sensory room time for students in consult with the OT.

- **Physical Activity/spending time outdoors:** Students are provided daily physical activity and outdoor time through sports, physical education classes, and recess. Our kindergarten/gr. 1 classes have an extended recess and time outside at lunchtime. Many classes spend lots of time outside including walking around the neighbourhood for various purposes, working outside, and walking to fieldtrips (Lester Center, museum, swimming pool and downtown). A number of our classes also went to the gymnastics club.



- **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. Our shed and greenhouse area is complete and we had our official opening in June!
- **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! 52% of our students access the district lunch program, which provides a great variety of healthy food options. 3 of our classrooms also provide healthy snacks/breakfast on a daily basis to their students. We also hosted a school wide pancake breakfast and served cod chowder to the whole school on National Indigenous People's Day. Monthly healthy snacks are provided from the district for students to try new healthy foods, as well as milk.



- **Local Mental Health Services:** Continue to partner with local mental health organizations to provide additional support and resources. CYMH counsellors are invited to attend SBTM and connect with staff. School staff recommends and/or supports families in referrals to CYMH.
- **Family Services:** Continue to work with family services to support students dealing with family-related stressors. School staff recommends and/or supports families with referrals to CYMH, MCFD and FCC. Our Indigenous Family Resource Worker is a great support to families with this. Community staff who work with families are welcome to join the school staff and families in meeting to plan supports for their children at school and at home, as well as connecting through phone calls and E-mail.
- **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!
- **Yoga:** Our Indigenous Family Resource Worker led yoga sessions for grades 4 and 5 students once per week, which both boys and girls attended.
- **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 and swimming in June. Our Fun Day is June included multi-grade teams, which gave our older students the opportunity to be leaders with our younger students, which was great to see. Students really look forward to these special days!



- **Pink Shirt Day:** This day was recognized with everyone encouraged to wear pink and focusing on kindness.



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:

- **Seasonal Rounds:** Students learned about the monthly Seasonal Rounds in Sm'algyax class and in their classrooms, either with their classroom teacher, Wap Sigatgyet staff or an elder. Classes were also involved in hands-on experiences such as observing and eating herring roe, ooligans, seaweed and smoked salmon nuggets, collecting and eating salmon berries, and creating art projects related to the Seasonal rounds. Wonderful learning!



Professional Development/Implementation Days: Through SD52's Professional Development committee, professional development opportunities for educators focusing on truth and reconciliation topics was provided, such as *Drumming and Singing*, *The Truth in Truth and Reconciliation*, *Facilitating Community Land Based Learning Authentically* and *Lá'ask: Healthy Ts'mysyen Food*. As well, staff participated in the September Implementation Day focused on the topic of decolonizing assessment with Desiree Marshall-Peer and Christine Ho Younghusband and most staff participated in the Indigenous Day Implementation Day in February with Dr. Dustin Louie, Leona Prince, Cam Hill and Lauryn Leask on the topic of *Love and Respect Building Strength and Belonging*, which led to some thoughtful discussion. 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 People's 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 acknowledging the traditional territory on which the school is located during events and gatherings.
- **Resources:** Authentic Indigenous books were purchased through a grant for our library, including a decodable book set from Strong Nations
- **Red Dress Day (May 5) National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2-Spirited People:** At a staff meeting, authentic resources were shared about how teachers can approach this topic with their students in an age appropriate way. Staff and students were encouraged to wear red on this day. Valuable discussions, stories shared and art projects recognized this day as well.
- **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.
- **Access to Resources:** The school team continued to identify students and families who may benefit from Jordan's Principle funding, which can assist with funding for 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, Community Behaviour Interventionists, etc. Our Indigenous Family Resource Worker is a great support with this.



- 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, Winter Concert Night (at the Lester Centre), Family Read-a-thon, Student-led conferences with pizza served (approx. 43%, 74 students, had families attend), Family Bingo Night, Family Fun Night (Bouncy castle, hot dogs, etc.), Play In the K for our new kindergarten families was also well attended this year (Approx. 66% of the registered students attended) 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, family events), clothing and shoes, field trips, student school supplies, as well as supporting families with gift cards for groceries or other necessities.
- Adopt a School:** This year, the district also received a grant for Adopt A School, which provided monthly food bags or gift cards to support families with food security, which was a greatly appreciated!



Communication to Families:

- PAC meetings: 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 cooked and served the whole school a hot breakfast, as well as helped out at our Breakfast Club
- Christmas Children's Bazaar (parent volunteers)
- PAC continuing to fundraise
- Winter Concert Night/PAC basket raffles
- Literacy Week: Family Read-a-thon
- Parent volunteers for field trips
- Gymnastics Club: several classes attended sessions
- Year-end Celebration and slide show
- Field trips in the community: Museum, Butze Rapids, Fire Hall, RCMP, Salt Marsh, Port Authority, Ecology Centre, Sunken Gardens to release butterflies, Diana Lake, walks around the neighbourhood, etc.
- Family Bingo Night



Evidence:

- FSA literacy and numeracy (gr. 4)
- MDI (Middle Years Development Index, Gr. 4)
- Literacy assessments: alphabetic assessments, Heggerty, Core Phonics and Maze, as well as a variety of other assessments, reading conferences
- French Literacy assessments: ÉCLAIR screener (*letter/sound recognition & sight/heart words*), GB+ Reading levels
- 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. Collaboration between our 2 English K/1 classes was beneficial in terms of planning and providing appropriate instruction for students. Attendance definitely has an impact on both numeracy and literacy learning. When looking at the proficiency scales, many of the students with poor attendance are struggling with math in particular (emerging).

Year	Students missing 33% or more of instructional days	Missed 50% or more
2023-24	18% (33)	8% (15)
2024-25	13% (23)	3% (5)

Overall attendance has improved from last year, but it is still concerning. We were able to provide bus transportation for some students, which has helped. We will continue to support families with this.

Literacy English:

- For all grades except gr. 4 (58% Proficient/Extending), 43% or fewer students are where they should be ((proficient or extending), but it worth noting that the percentages for all proficiencies have improved from last year. (more students in proficient and extending, fewer students in developing and emerging)

- For our kindergarten, grade 1, and grade 2 students, fewer students are in the emerging range than last year.
- In grades 2 and 3, the word reading results are stronger than the comprehension results (core maze)
- 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:

- 54% of our students (gr. K-5) are meeting grade level expectations (proficient or extending), 29% are developing, and 17% are emerging. This is an improvement from last year where 45% were proficient or extending.
- For Indigenous learners, 43% of students are meeting grade level expectations (proficient or extending), 36% developing, and 17% are emerging. This is also an improvement from last year with 33% proficient or extending.

Literacy:

- For gr. 4's that wrote the FSA exam, 63% were On Track or Extending, which is higher than 2023 (53%)
- Overall, 45% of our students are where they should be (proficient or extending)

Numeracy:

- For gr. 4's that wrote the FSA exam, 62% were On Track or Extending, while last year (2023) 83% were On Track or Extending.
- Overall, 55% of our students are where they should be (proficient or extending)

Mental Health:

- On the MDI survey, grade 4 students noting positive academic self concept, school climate and school belonging, were in the 78%-87% range, which is higher than the school district average.
- 82% of the students noted that they had positive adult relationships (home, school, community)



Next Steps:

- Work with our school and district literacy group to move forward with a literacy plan that includes screening, ongoing assessment and a consistent scope and sequence. Continue to collaborate in providing literacy instruction and interventions that our students need ie: early literacy groups (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, classroom libraries
- 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. Connect with the Indigenous Education Department to provide learning to staff about seasonal rounds, including what are some teachings that we can do in our immediate area (walking distance). Make Sm'algyax more present in our everyday practices ie: more visuals, more use of the language
- Provide more leadership opportunities for older students (need to do more this next year ie: assemblies, buddies with younger students)
- Continue with the school-wide Garden project

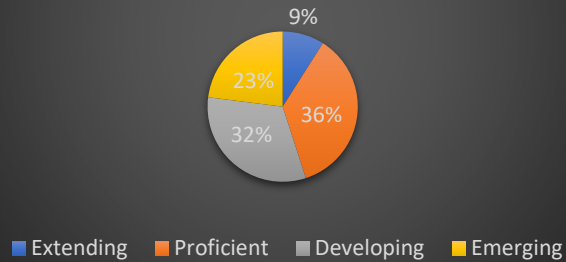
School Data Section

Reading Data - English Program

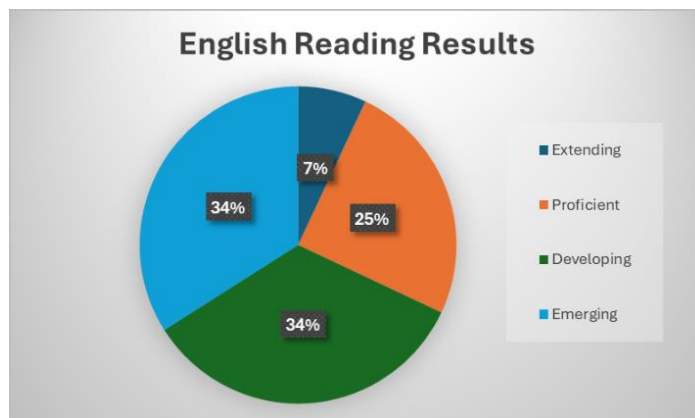
Note: Reading data was collected from a population of 94 students (85 Indigenous) in the English language program. The assessment was conducted by both classroom teachers and Learning Services Teachers. A variety of assessment tools were used including the Core Phonics, San Diego quick scale, Core High Frequency word list, Core MAZE and report card proficiency scales. This is an overall school result with grades K-5 based on those assessments. Students with diverse needs are not included in this data if these assessments are not appropriate. June 2024 and June 2025 data are both included.

2024-2025 Overall Roosevelt Reading Results

159 total students
*based on educator evaluations



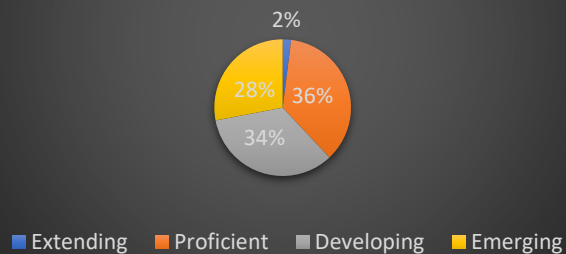
All English Program Students (86) June 2024

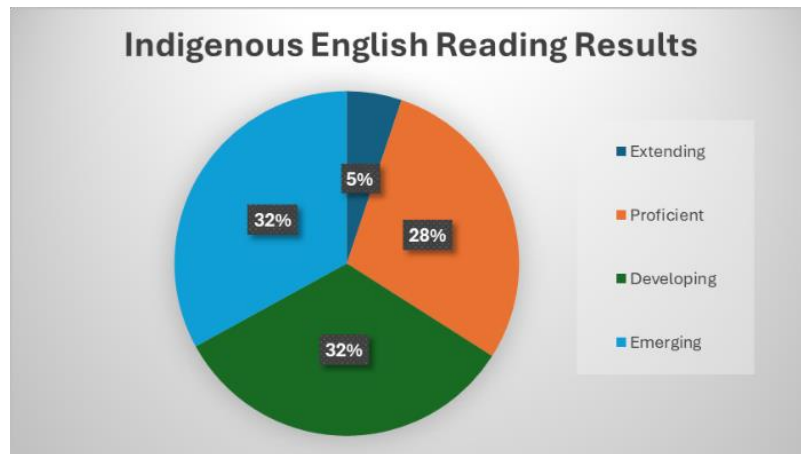
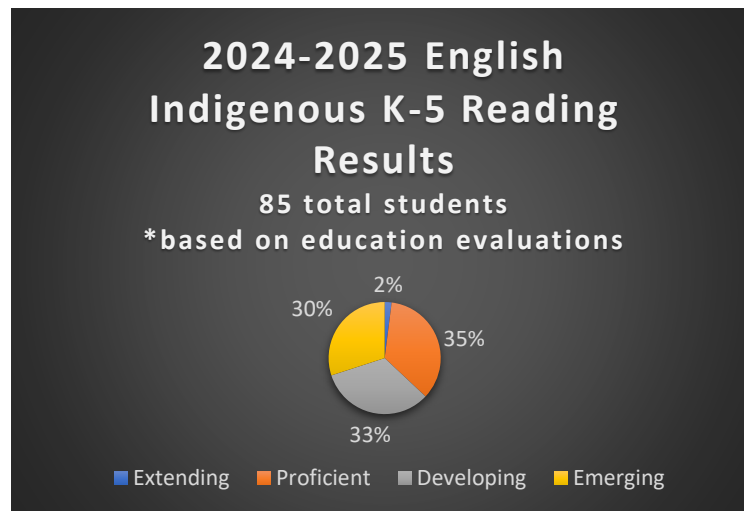


All English Program Students (94) June 2025

2024-2025 English K-5 Reading Results

94 total students
*based on educator evaluations



Indigenous English Program Students (74) June 2024**Indigenous English Program Students (85) June 2025**

English Program Overall Reading Results by Grade June 2024

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%

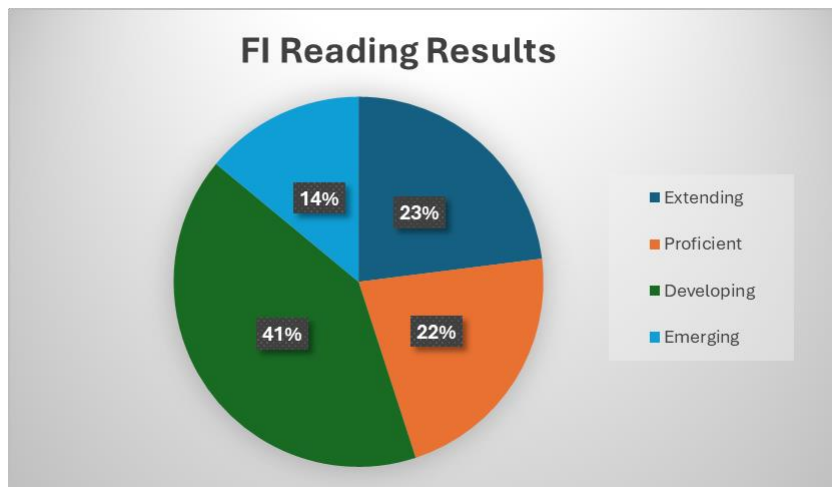
English Program Overall Reading Results by Grade June 2025

Grade # of Students	# of students	Extending	Proficient	Developing	Emerging
Gr. K	15	13%	13%	40%	33%
Gr. 1	15	0	27%	53%	20%
Gr. 2	16	0	38%	50%	13%
Gr. 3	14	0	43%	36%	21%
Gr. 4	19	0	58%	11%	32%
Gr. 5	15	0	33%	20%	47%

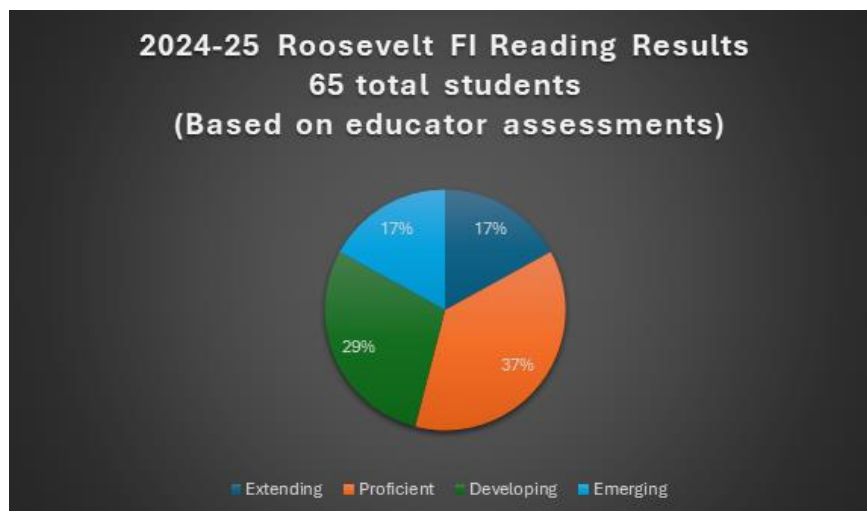
Reading Data - French Immersion Program

Note: Reading data was collected from a population of 65 students (22 indigenous) in the French immersion program. These assessments are based on evaluations by classroom teachers at the end of the school year. K-2 assessments are based on the ÉCLAIR screener which includes letter & sound recognition, French-language digraphs, selected list of sight/heart words, and reading passages. Grade 3-5 assessments are based on GB+ reading levels. June 2024 and June 2025 data are both included.

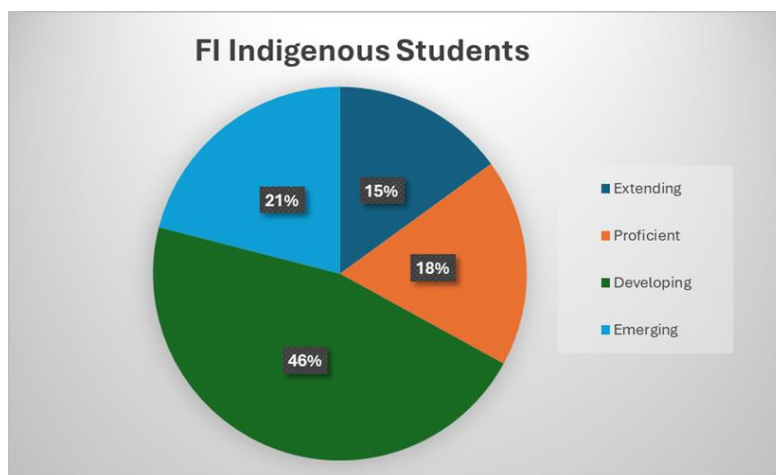
All French Immersion Students (83) June 2024



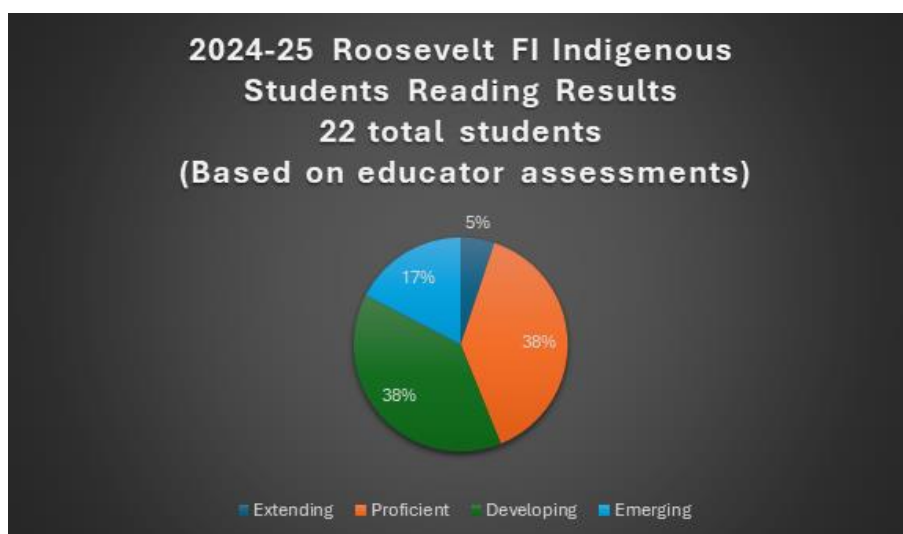
All French Immersion Students (65) June 2025



Indigenous French Immersion Students (33) June 2024



Indigenous French Immersion Students (22) June 2025



French Immersion Reading Results by Grade (based on educator evaluations) June 2025

Grade & # of Students	Extending	Proficient	Developing	Emerging
Gr. K (9)	0	67%	22%	11%
Gr. 1 (13)	8%	31%	53%	8%
Gr. 2 (9)	12%	44%	44%	0
Gr. 3 (13)	23%	16%	38%	23%
Gr. 4 (10)	40%	20%	0	40%
Gr. 5 (11)	18%	55%	9%	18%

Reading Data continued English Program (June 2025)

Students were assessed either by the classroom teacher or Learning Services Teacher.

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.

June 2024

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%	67%
4	13	13	54%	46%
5	12	12	33%	67%

June 2025

Grade	Total # of Students	Total # of students assessed	At or above grade level	Below Grade level
2	20	17	53%	47%
3	17	15	60%	40%
4	21	19	53%	47%
5	15	15	33%	67%

CORE High Frequency Word Assessment June 2024

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

CORE High Frequency Word Assessment June 2025

Grade	Total # of students	Total # of students assessed	Benchmark	Strategic	Intensive
2	20	17	59%	12%	29%
3	17	15	93%	6%	0
4	21	13	85%	0	15%
5	15	N/A	N/A	N/A	N/A

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.

June 2024

Grade/ # of students	Total # of students assessed/Included	Benchmark	Strategic	Intensive
2 (16)	11	36%	0	64%
3 (21)	18	56%	6%	39%
4 (13)	13	62%	0	39%
5 (12)	11	82%	0	8%

June 2025

Grade/ # of students	Total # of students assessed/Included	Benchmark	Strategic	Intensive
2 (20)	17	18%	12%	71%
3 (17)	15	27%	27%	40%
4 (21)	13	92%	0	18%
5 (15)	N/A	N/A	N/A	N/A

English 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 were assessed, as well as phonological skills, using CORE Phonics.

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%

Kindergarten June 2025 13/17 students assessed

Letter ID/Sounds

		Letter Identification and sounds: Upper Case	Letter Identification Letter sounds: Lower Case
Knows all (52/52)	Benchmark	23%	54%
Knows most (40/52)	Benchmark	39%	31%
Knows some (26/52)	Strategic	15%	0%
Knows few/none (0-25)	Intensive	23%	15%

Upper Case: Benchmark: 62% Strategic: 15% Intensive; 23%

Lower Case: Benchmark: 85% Strategic: 0% Intensive: 15%

Kindergarten and Grade 1 June 2025

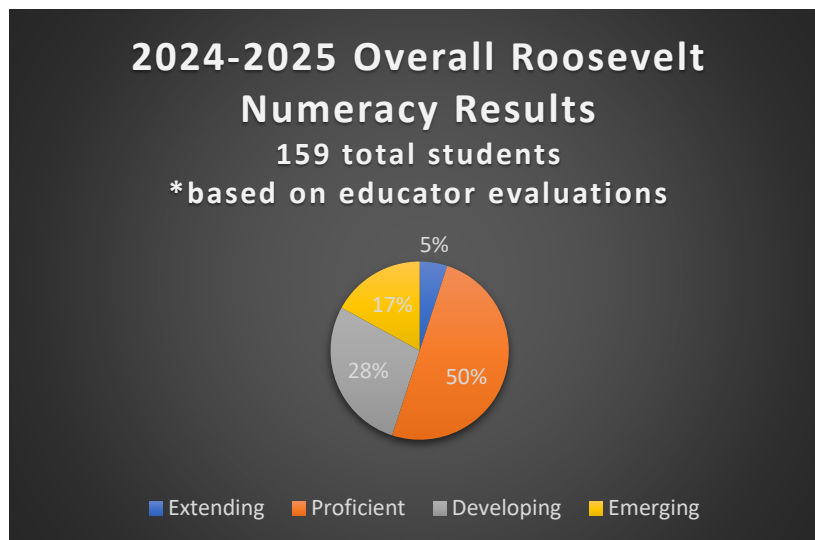
Core Phonics Survey

The Core Phonics Survey was administered to both the kindergarten and grade 1 students. This survey assesses what early phonological skills students have learned, including letter identification and sounds, reading CVC words (kindergarten) and R-controlled vowels, digraphs, blends, long vowel spellings, etc. (grade 1).

Grade	Total # of Students	Total # of students assessed/Included	Benchmark	Strategic	Intensive
K	17	13	8%	39%	15%
1	15	14	8%	8%	86%

Numeracy Data

Whole School

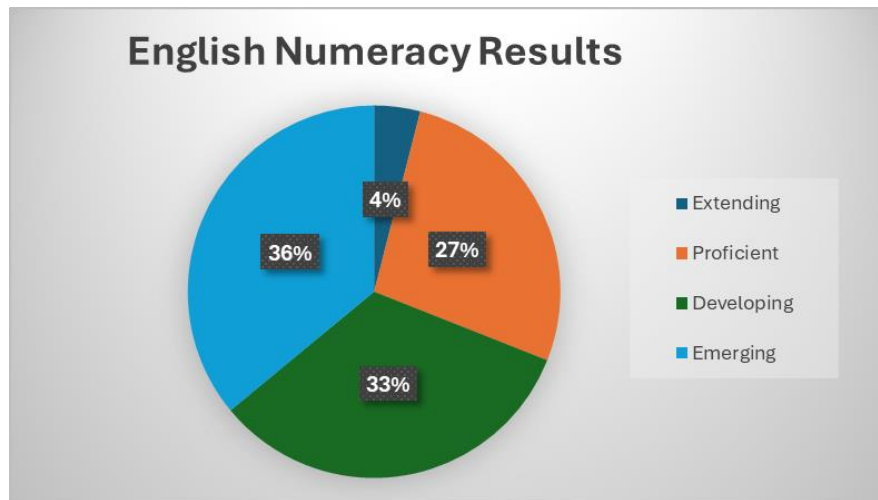


Numeracy Data - English Program

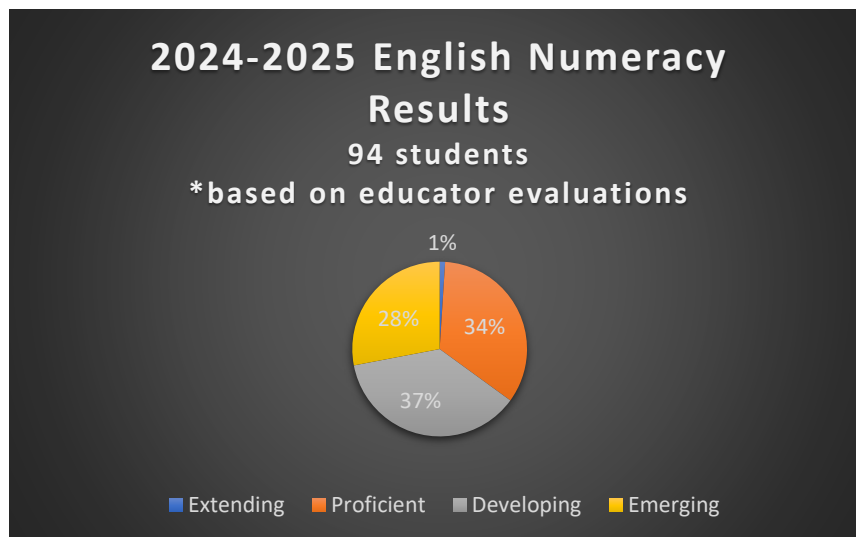
All English Program Students (74) June 2024

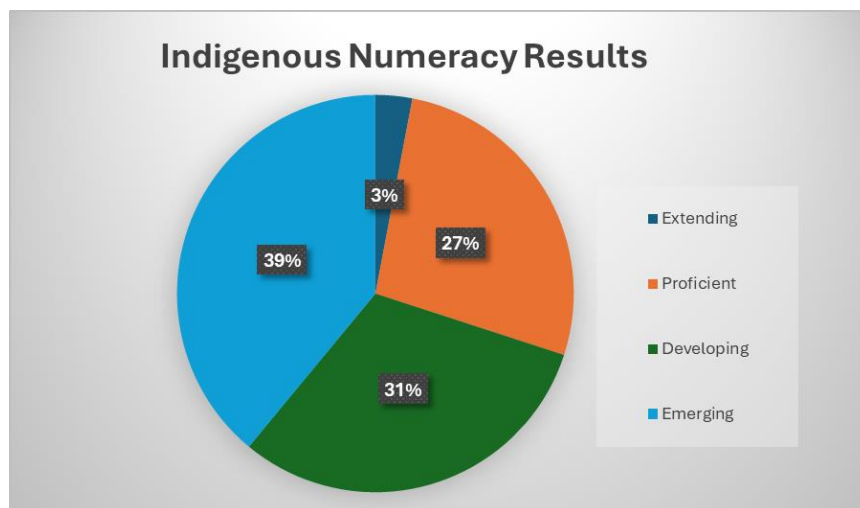
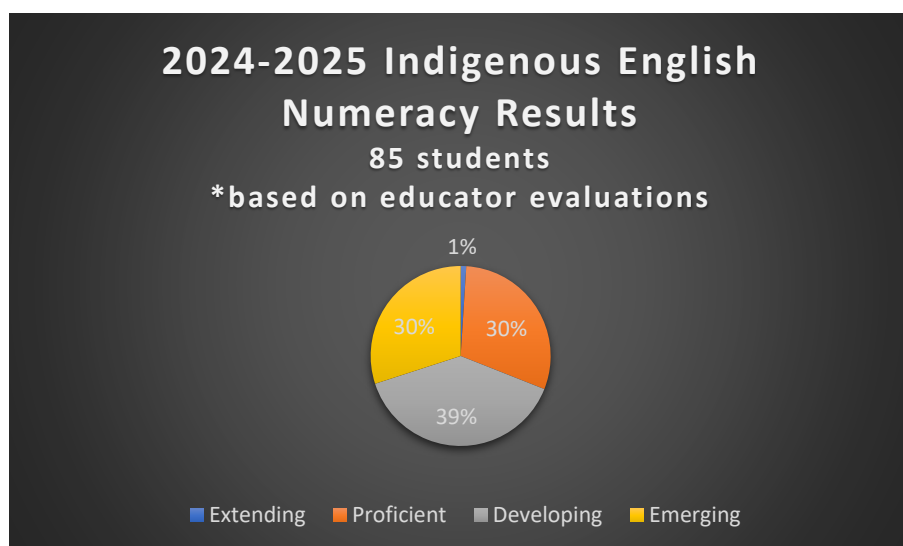
Note: Data was developed from a population of 94 students (85 indigenous) and is based on their classroom teacher's year-long evaluations using the provincial proficiency scale. Both June 2024 and June 2025 are included.

June 2024



June 2025

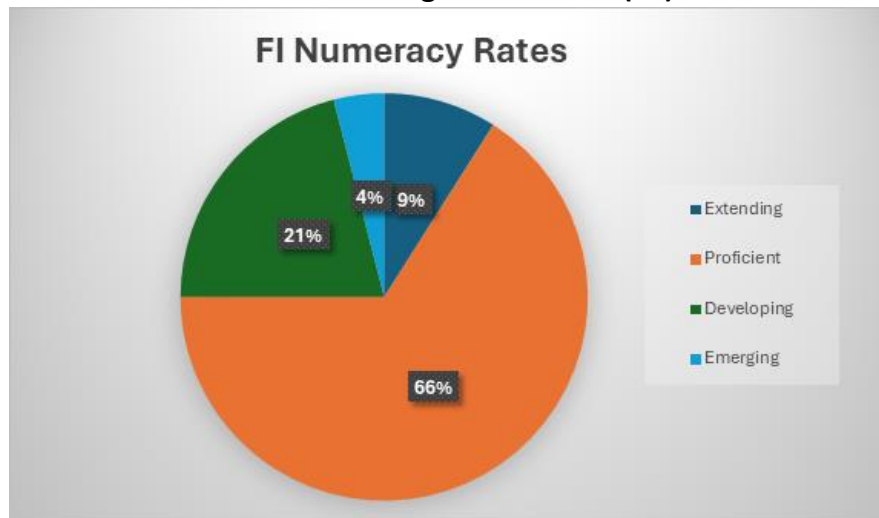


Indigenous English Program Students (74) 2024**Indigenous English Program Students (85) 2025**

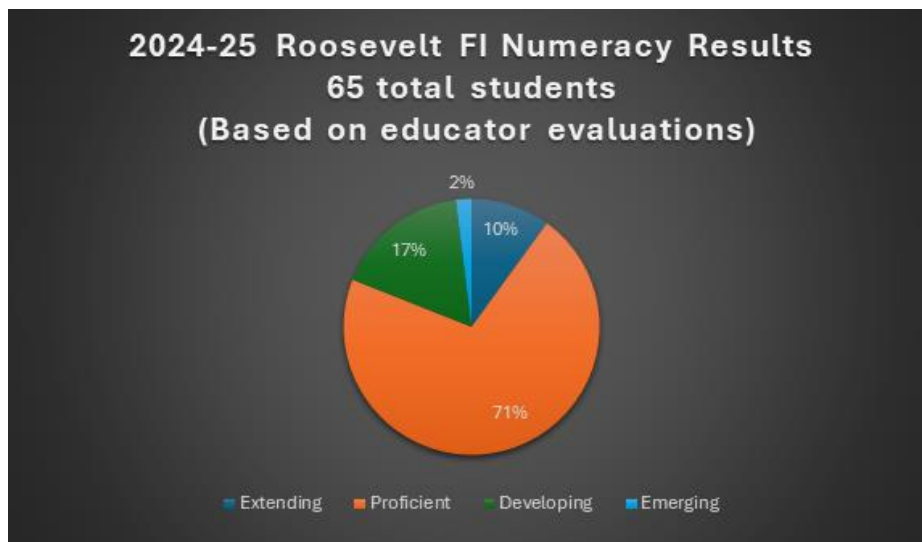
Numeracy Data - French Immersion Program

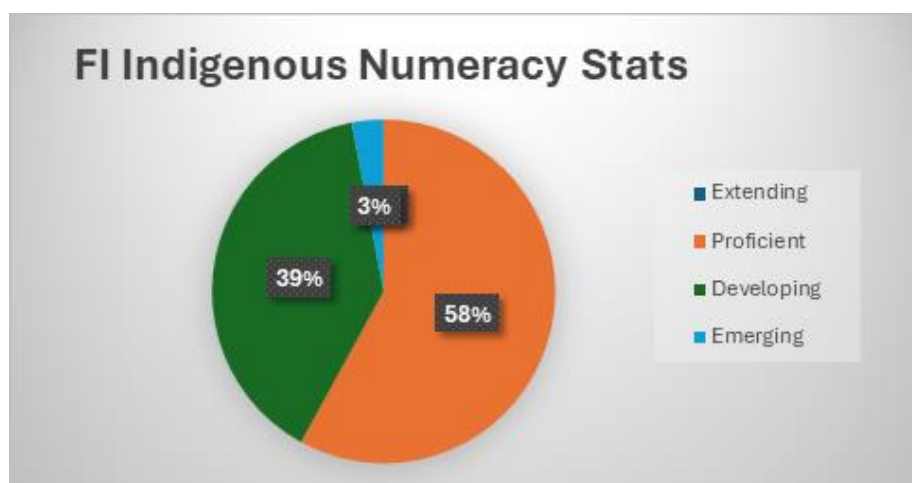
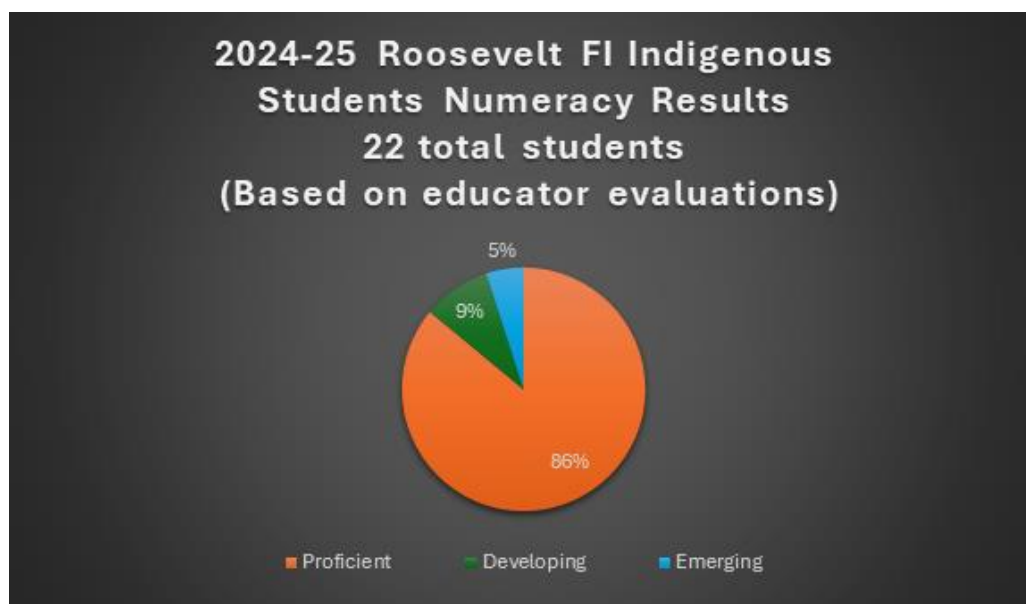
Note: Data was developed from a population of 65 French Immersion students (22 indigenous) and is based on their classroom teacher's year-long evaluations using the provincial proficiency scale. Both June 2024 and June 2025 are included.

All French Immersion Program Students (86) June 2024



All French Immersion Program Students (65) June 2025



Indigenous French Immersion Students (33) June 2024**Indigenous French Immersion Students (22) June 2025**

Provincial Foundational Skills Assessment (FSA) for Grade 4 Students

Students wrote in the fall. 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.

Fall 2023

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

Fall 2024

Subject	# of students in grade 4	# of students who wrote	Emerging	On Track	Extending
Reading	30	21	38%	53%	10%
Numeracy	30	21	38%	62%	0

Mental Health Data

This is data taken from the MDI (Middle Years Development Instrument). Grade 4 students complete an anonymous survey which gathers information about students' overall well-being, connecting to the Personal and Social Competencies.

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.

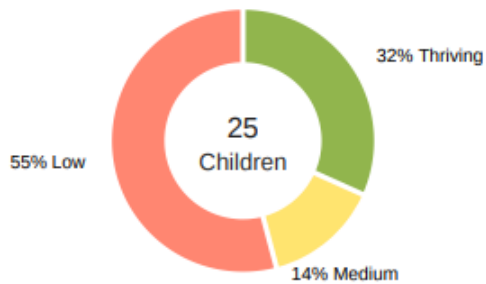


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

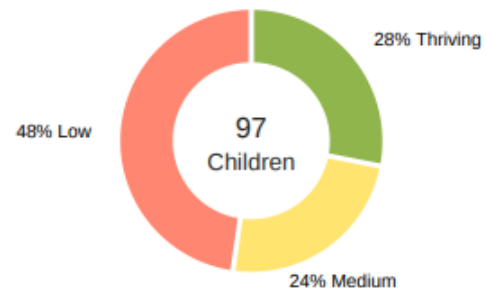


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

ECOLE ROOSEVELT COMMUNITY SCHOOL GRADE 4

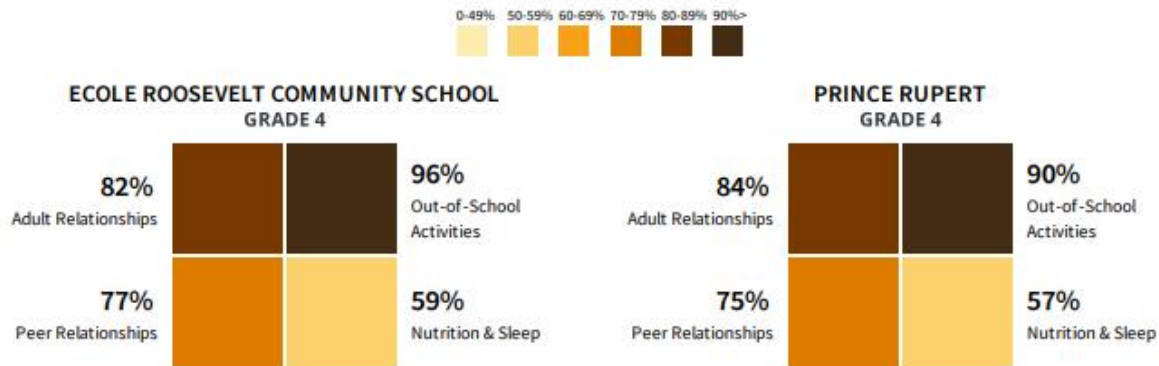


PRINCE RUPERT GRADE 4





Percentage of children reporting the presence of an asset

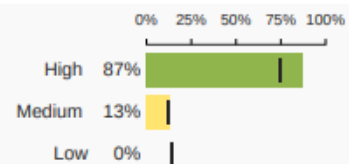


RESULTS FOR ECOLE ROOSEVELT COMMUNITY SCHOOL

| School District Average

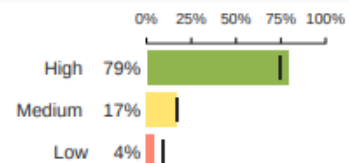
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

