



Roosevelt Park Community School

École Communautaire Roosevelt Parc

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School Improvement Plan 2025-2026



We acknowledge that we are on the traditional territory of the Ts'msyen and Sm'algyax speaking people 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 and Sm'algyax speaking people. 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 10 divisions and enrollment of approximately 180 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. 62% 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, 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 4 of the 10 divisions at our school and has enrollment of 76 students equaling 42% 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. SD52 also has a separate Before and After School program along with Strong Start located in the building. The school 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 Ts’msyen 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 support needed 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 6 months 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 6 months.

Structures and Strategies:

- **Structured Literacy:** Focused on structured literacy programs based on evidence-based instructional approach that fosters strong reading and writing instruction for all students, literacy blocks. (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 screener (Acadience) 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 for how to support struggling learners. They provided small group pull-out instruction to our ELL/ESL students.
- **Assessments:** Identify “at-risk” students at the kindergarten and Grade 1 level through regular screening using Acadience in both French and English. Under the guidance of our Early Literacy Coordinator, we continue to work on consistent literacy assessments. The CORE assessments informed instruction.
- **Early Literacy:** Each of the K/1 and Kindergarten classes worked independently on their literacy skills daily with small group instruction and practice. The Early Literacy Coordinator worked with teachers to ensure proper programming and screening. The K and gr. 1 teachers were trained to administer the Acadience Screener, which was done each term. LSTs, Indigenous K Workers, and EAs also provided direct support to students.
- **Buddy Reading/Penpals:** Some older/younger classes partnered for reading practice and enjoyment. One of our Grades 4/5 classes had penpals with a class at another school.
- **Library:** Students had weekly library classes where they learned about the library, had story time, and read and voted on the Chocolate Lily Books. The Library

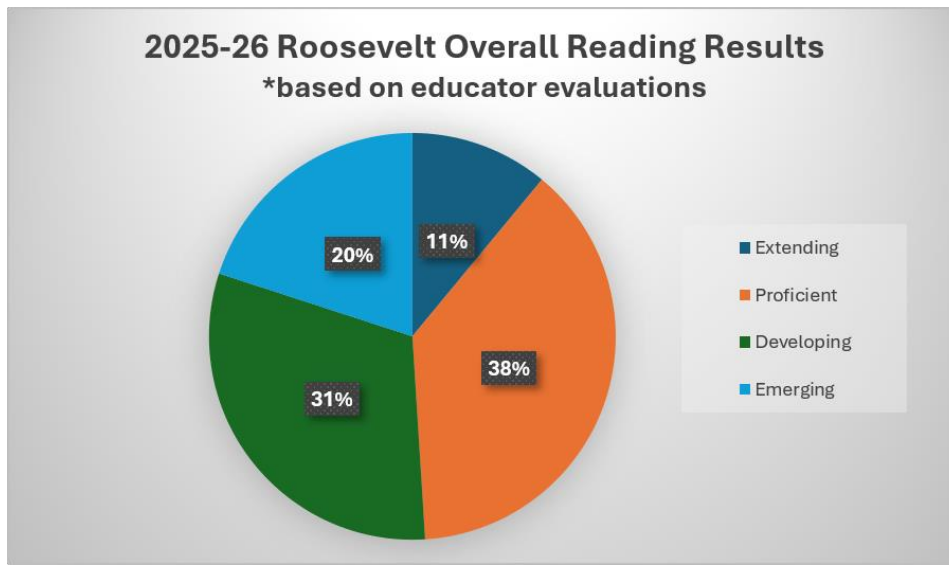
Assistant was also available to help with small French literacy groups and individual students when available.



- **Developing a Love for Reading:** Book Fair, Book Swap, Family Book -Tasting, Indigenous Author visit, Read-a-louds, in-class book clubs and book give-a-aways to students.



- **Technology:** Integrated technology to support literacy through literacy apps, and online resources. These resources include Raz Kids (English), IXL English, Lecture Enfant and Lalilo (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.



The graph above shows that 49% of all Roosevelt Park students are reading at grade level expectations or better, which is a 4% rise from the 2024-25 school year.

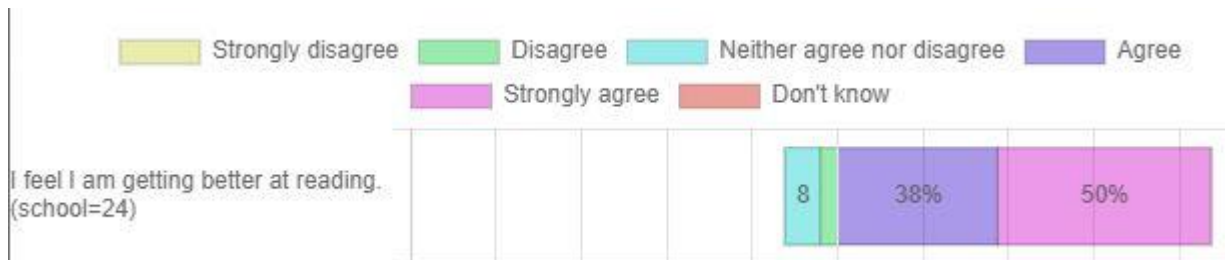
Data from the 2026 MDI survey also indicates that Roosevelt Park students feel confident in their academic abilities and in their perceptions of themselves as learners.

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."



Data from the 2026 Student Learning Survey also shows that students themselves believe they are becoming stronger readers. This strong sense of self-confidence is likely to support their continued academic growth and success in the future.



Goal #2. 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. This year, we had 35 individual counselling referrals for various reasons which account for approximately 19% of our student population. Of those referrals, 46% were Tier 1; 23% were Tier 2; and 31% were Tier 3 (intensive support).

- Social-Emotional Learning:** Classroom teachers, as well as the school counsellor, provided many SEL supports for students. The school counsellor worked with several classes on a weekly or bi-weekly basis, delivering social-emotional learning lessons. They also supported students individually and in small groups. In addition, the counsellor organized boys and girls groups, recognizing that these social activities help students build stronger peer relationships and achieve greater success in school.
- The Indigenous Family Resource worker also worked with some small groups 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. Our K/1 classes have extended recess and time outside at lunch. 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). According to the 2026 MDI survey results, 82% of Roosevelt Park students spent time in nature 2-5+ times/week.

TIME IN NATURE



HOW MANY DAYS DO YOU SPEND 30 MINUTES OR MORE IN NATURE IN A NORMAL WEEK?

18%
Never-1 day

50%
2-4 days/week

32%
5+ days/week

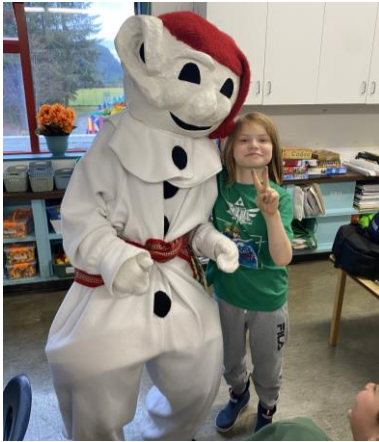
- **Gardening:** There is a school-wide garden project that involves many of our classes. They are involved in growing a variety of plants right from seed and then transferring them to outside beds and caring for them.



- **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! 62% of our students access the district lunch program. This vital program provides a great variety of healthy food options. Two of our classrooms provide daily healthy snacks as well. We also hosted a school wide pancake breakfast and a chow mein lunch provided by the school PAC.



- **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 from our proud parents!
- **School Wide Fun Days:** Throughout the year, we have had monthly spirit days, as well as a Halloween Costume Parade and school dance, Carnival celebrations, and June Fun Day. 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.



Results from the 2026 MDI survey show that a large majority of Roosevelt Park students are feeling positive about their mental health:

IN GENERAL, HOW WOULD YOU SAY YOUR MENTAL HEALTH IS?



2026 MDI survey data also shows that Roosevelt Park students are feeling that they are in large part in control of their own emotions.

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



One area for growth related to Goal #2 is strengthening students' sense of connection with adults at school. According to the 2026 MDI data, 87% of students report having a connection with at least one adult at school; however, 13% report having no connection with an adult, which is higher than the district average.

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Goal #3. 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. Students learned about the monthly seasonal rounds in their classrooms, including a bulletin board display to highlight each month in the main hallway. One class had monthly visits from the Indigenous Education Department. Students tasted herring roe, eulachans, and seaweed, did art projects

and many went salmon berry picking. Lots of 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 the Importance of Connection and most staff participated in the Indigenous Implementation Day in February with authors Carolyn Roberts and Kim Spencer "Looking Back, Looking Forward".



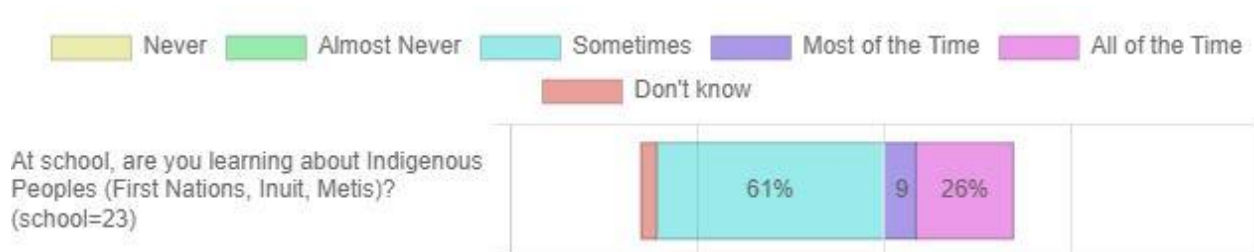
- Cultural Learning and Events:** Acknowledging and continuing to learn about our local Indigenous peoples through ongoing learning in the classroom, as well as on special days and events. Some examples are acknowledging the National Day for Truth and Reconciliation, including a walk of Reconciliation around the neighbourhood and

National Indigenous Peoples' Day. There have been drumming sessions throughout the year and most of our classes were able to attend a Métis dance performance at Lester Centre of the Arts. 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.
- **Sm'algayax phrases:** displayed by the front office

Taken the 2026 Student Learning Survey, the graph below shows that a large majority of students are learning about indigenous people and culture in class.



- **Connecting With and Supporting Families:** Our school team including the Principal, Secretary, Indigenous Family Resource Worker (IFRW), Learning Support Teachers, and Classroom teachers 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 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, 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 Family Night, Family Book-Tasting, Family Bingo Night, Family Fun Night (Bouncy castle, hot dogs, etc.), Play In the K for our new kindergarten families (approx. 70% of the registered families attended) and monthly assemblies where families are always invited to watch their children receive Cedar Merit awards.

Adopt A School: This grant opportunity for the district continued where food bags or grocery gift cards were provided to support families with food security. These were greatly appreciated!



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:

- Stream to Sea Program: 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
- Winter Family Night/PAC basket raffles
- Family Bingo Night
- 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, Salt Marsh, Kindergarten Park Crawl, etc.



Evidence:

- FSA literacy (gr. 4)
- Student learning survey (gr. 4)
- Reading scans and assessments: Acadience screener (K/1), alphabetic assessments, Core Phonics and Maze
- French Literacy assessments: ÉCLAIR diagnostic tool (*letter/sound recognition & sight/heart words*), Acadience screener (K/1), 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 achievement, but we continue to aim for student improvement. Attendance definitely has an impact as it is often difficult to “catch up” when missing significant blocks of time. Approximately 29% of our students would be considered to have chronic absenteeism (20%+), which is very concerning. In addition, 16% of students have missed 33% or more of instructional time and 2% have missed 50% or more days. We were able to provide bus transportation for some students, which has helped. We will continue to support families with this.

Year	Students missing 20% or more instructional days	Missed 33% or more	Missed 50% or more
2023-24		18%	8%
2024-25		13%	3%
2025-26	29%	16%	2%

Literacy English:

- Our data shows that for 4 out of 5 grade levels, 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%).

- 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. Most have made at least 6 months growth. Overall, in each grade, fewer students are in the “emerging” category than last year.

Literacy French:

- 62% of our students (gr. K-5) meet grade level expectations (proficient or extending), 29% are developing, and 9% are emerging.
- Indigenous learners within the French Immersion program 68% of students are meeting grade level expectations (proficient or extending), with 16% developing, and 16% are emerging.

Literacy Gr. 4 FSA:

- For gr. 4's that wrote the FSA exam, 59% were On Track or Extending, compared to 53% last year.



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

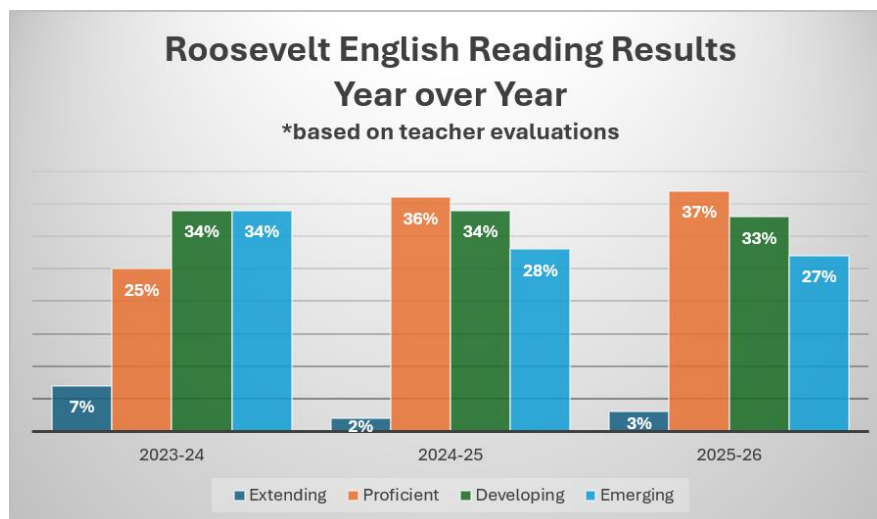
- Ensure the resources we have are being used: UFLI, Flyleaf, Half-pint, Strong Nations, Syllasense, etc.
- Look at ways to provide more reading practice for students: ie buddy readers, invite families more often (ie: monthly, etc.)
- Continue with School-Wide Fun days and Family events. We know that 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

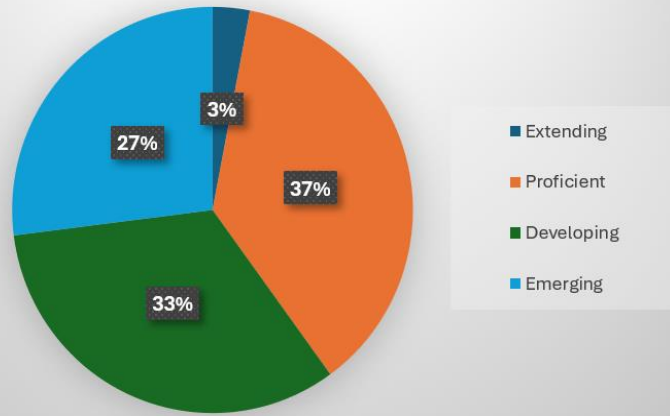
Note: Reading data was collected from a population of 95 students (76 Indigenous) in the English language program. The assessments were conducted by both classroom teachers and Learning Services Teachers. The types of assessments used were a district screener (Acadience) by K-1 classrooms, while a variety of other assessment tools were used for all other classes including the San Diego quick scale, a High Frequency word list, Core MAZE and report card proficiency scales. This is an overall school result with grades K-5.

All English Program Students June 2026



2025-26 Roosevelt English Reading Results

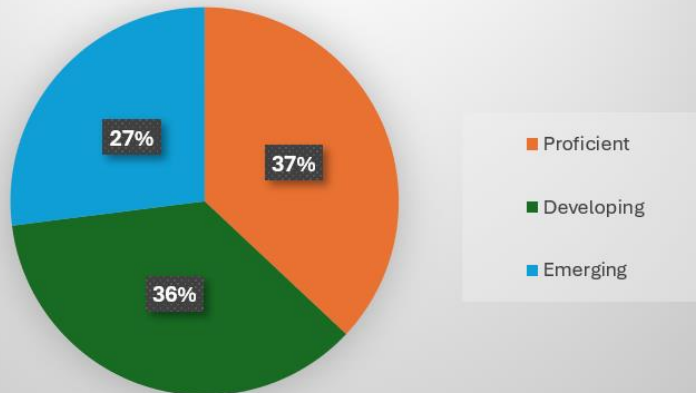
*based on educator evaluations



Indigenous English Language Students June 2026

2025-26 Roosevelt English Indigenous Reading Results

*based on educator evaluations



English Literacy Results by Grade June 2025
(Taken from report cards/teachers)

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 Literacy Results by Grade June 2026
(Taken from report cards/teachers)

Grade # of Students	Extending	Proficient	Developing	Emerging
Gr. K	0	22%	44%	33%
Gr. 1	0	38%	19%	44%
Gr. 2	0	45%	15%	40%
Gr. 3	12%	41%	29%	18%
Gr. 4	0	39%	39%	21%
Gr. 5	5%	30%	55%	10%

Students Making at Least 6 months Growth in Reading (English)

Grade	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5
	78%	53%	67%	88%	79%	90%

Specific Literacy Assessments (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 High Frequency Survey and the Core Maze.

San Diego Quick Assessment June 2025

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 assessed	At or above grade level	Below Grade level
2	11	46%	55%
3	18	33%	67%
4	13	54%	46%
5	12	33%	67%

June 2026

Grade	Total # of students assessed	At or above grade level	Below Grade level
2	21	52%	48%
3	17	82%	18%
4	13	62%	38%
5	20	60%	40%

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.

CORE High Frequency Word Assessment - June 2025

Grade	Total # of students assessed	Benchmark	Strategic	Intensive
2	11	55%	27%	18%
3	18	83%	0	17%

CORE High Frequency Word Assessment - June 2026

Grade	Total # of students assessed	Benchmark	Strategic	Intensive
2	21	62%	0	38%
3	17	88%	6%	6%

CORE Maze Comprehension Assessment - June 2025

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	Total # of students assessed/ Included	Benchmark	Strategic	Intensive
2	11	36%	0	64%
3	18	56%	6%	39%

CORE Maze Comprehension Assessment - June 2026

Grade	Total # of students assessed/ Included	Benchmark	Strategic	Intensive
2	21	10%	19%	71%
3	17	65%	12%	24%

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. The Acadience screener was used each term to track where students were at. According to this information, our students have made some progress, but most are in the "Well Below" category.

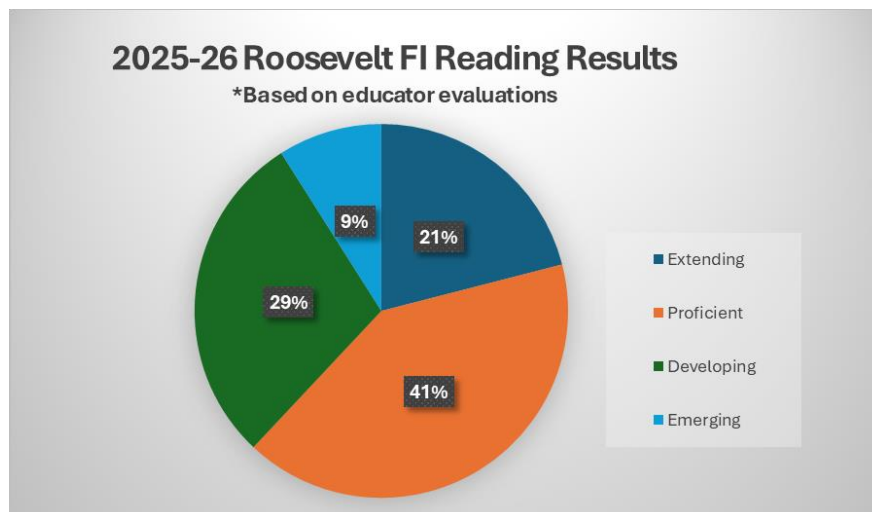
Provincial Foundational Skills Assessment (FSA) for Grade 4 Students

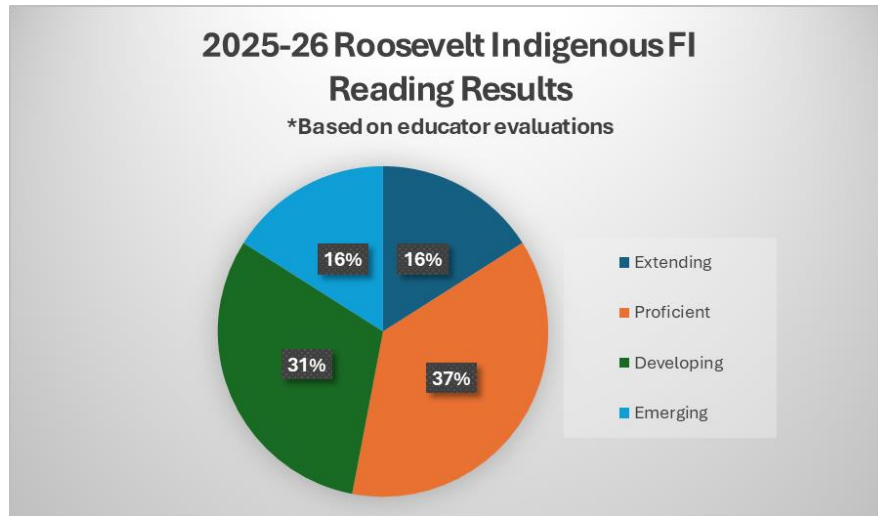
Students wrote in fall 2025. Both English and French immersion classes wrote the same exam in English. Students that didn't write fell into one of these categories: parent excused, school excused (IEP) or absent.

Subject	# of students who wrote	Emerging	On Track	Extending
Literacy Fall 2024	17	47%	41%	12%
Literacy Fall 2025	29	41%	55%	4%

Reading Data - French Immersion Program

Note: Reading data was collected from all students 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 educator evaluations which include letter & sound recognition, French-language digraphs, selected list of sight/heart words, and reading passages. Grade 2-5 assessments are based on GB+ reading levels.





French Immersion Literacy Results by Grade (based on educator evaluations)

Grade	Extending	Proficient	Developing	Emerging
Gr. K	3%	54%	43%	0%
Gr. 1	27%	37%	18%	18%
Gr. 2	33%	33%	17%	17%
Gr. 3	0%	57%	43%	0%
Gr. 4	23%	38%	31%	8%
Gr. 5	56%	44%	0%	0%

With structured literacy programming (*Son-au-Graphe*), screening (*Acadience*), diagnostic tools (*ÉCLAIR*), and reading intervention programs in place over the last several years, French reading program reading rates continue to improve year over year.

