

ÉCOLE ROOSEVELT PARK ELEMENTARY

School Plan

2017-2018



Mission Statement:

- To be responsible, caring, and respectful learners striving for excellence.
- Être responsable, se soucier, être des apprenants respectueux, rechercher l'excellence.
- Nüün wil sisgüüt, amanii, looda ga suwilaa`ymsgit, gawinsk.

École Roosevelt Park Elementary School



Context:

Roosevelt Park Elementary School is located on an island in the city of Prince Rupert, in Northwest British Columbia. Prince Rupert is a coastal town, on traditional Ts'msyen territory and is home to a diverse multicultural community. Currently, our enrollment is 261 students of which 58% are of Aboriginal ancestry.

We are home to the district's French Immersion program which makes up approximately 50 % of the K- Grade 5 School, which consists of seven English and seven French Immersion divisions. At Roosevelt, we have a unique mix of three languages (English, Sm'algyax, and French).

Goal(s):

- To increase the literacy performance of all students
- To embrace the philosophy of the new curriculum – inquiry focused, big ideas, hands on activities.



Structures and Strategies:

- Supporting teachers making sure all classroom inquiry based projects have necessary material to be successful.
- School wide projects such as: Stem Day, Salmon Enhancement Program, Aboriginal Day, Carnaval, Hour of Coding, Roosevelt Challenges, Talent show, Music Appreciation Week, Wordy Wednesday, Earth Day, etc.
- Supporting reading instruction in classes:
 - Acquiring resources to support the literacy performance of students.
 - Non-enrolling staff and Educational Assistants.

- Edmark reading program supported by LST and EAs .
- Use of various technology resources to support student learning (poisson rouge, brain pop, Raz-kids, etc).
- Print, Move, Talk.
- Co-teaching.



Plans for Staff Development:

- Focus on new resources at every staff meeting this year.
- SD52 workshop – Shelly Moore, Carole Fullerton, Faye Brownlie.
- Educational assistant workshops offered by district

Community Involvement:

- We held a number of PALS sessions to give families tools and strategies to work at home in parallel to what we are doing at school.
- Ten PALS sessions (French and English).
- Monthly PAC meetings
- Work in collaboration with different community partners throughout the year (Port of Prince Rupert, Oldfield Creek Fish Hatchery, RCMP, etc.
- Monthly Newsletters, Facebook page website and phone calls .



Communication:

- This plan has been shared with the staff of Roosevelt School and the Roosevelt Parent Advisory Counsel.
- The plan will also be displayed on the Roosevelt webpage once completed

Evidence :

- Students improving in reading according to data (moving up in reading levels)
- Enthusiastic student participation during inquiry based classroom and school projects, no use of emergency quiet space during STEM day.
- Generally, students are engaged, the atmosphere in the school is positive and the school feels alive.



Reflection and Summary:

- Although we are moving in the right direction and have lots of success stories for the past year, we need to continue to familiarize ourselves with the new curriculum core competencies and big ideas. The focus needs to continue to be on the learners. We also need to continue to offer initiatives that encourage an engaging environment for all of our students

Next Steps:

- Keep in place the successful initiatives we already have established at Roosevelt.
- Continue to improve our teaching of literacy.
- More inquiry based learning in classes.
- Move away from close-ended teaching.
- Continue to talk about the new resources at staff meetings



Things to Celebrate for the 2017-2018 School Year

- Two School Successes:
 - **STEM Day** - Four sessions full of hands on problem solving activities. Students moved from class to class to participate in various challenges such as building paper airplane, building devices to sort various materiel, coding, etc.



- **Chocolate Lily Young Readers' Choice Awards** – a program run by the Roosevelt librarian with the entire student population to encourage students to read some of the best fiction by British Columbia's children's authors and illustrators. Once they have read, talked and compared all of the nominated books, students got to vote on their favourite.



Kindergarten Data 2017-18

Basic Skills knowledge (fall)

| Total number of students | Number of students at risk (%) | Total number of aboriginal students | Number of aboriginal students at risk (% in relation to total number of students) |
|--------------------------|--------------------------------|-------------------------------------|---|
| 54 | 21 (39%) | 28 | 16(29%) |

Basic Skills Knowledge (Spring)

| Total number of students | Number of students at risk (%) | Total number of aboriginal students | Number of aboriginal students at risk (% in relation to total number of students) |
|--------------------------|--------------------------------|-------------------------------------|---|
| 52 | 7 (13%) | 27 | 6 (11%) |

Phonological awareness (only tested in the spring)

| Total number of students | Number of students at risk (%) | Total number of aboriginal students | Number of aboriginal students at risk (% in relation to total number of students) |
|--------------------------|--------------------------------|-------------------------------------|---|
| 52 | 15 (29%) | 27 | 8 (15%) |

Reading data

Numbers of students who have increase a minimum of 2 reading level during the 2017-18 school year.

English Data

| Grade | Total number of students | Number of students who have increase their |
|-------|--------------------------|--|
|-------|--------------------------|--|

| | | reading level by 2 or more this year |
|---|----|--------------------------------------|
| 1 | 18 | 8 |
| 2 | 30 | 18 |
| 3 | 17 | 7 |
| 4 | 19 | 11 |
| 5 | 18 | 13 |

Total # of students=102 – total # of students who have increased by at least 2 levels= 57 (55.9%)

French Immersion Data

| Grade | Total number of students | Number of students who have increase their reading level by 2 or more this year |
|-------|--------------------------|---|
| 1 | 23 | 14 |
| 2 | 25 | 18 |
| 3 | 22 | 19 |
| 4 | 16 | 14 |
| 5 | 18 | 11 |

Total # of students=104 – total # of students who have increased by at least 2 levels= 76 (73.1%)

Note: we have 3 kindergarten students who are reading at grade 1 level 😊