



*Parkcrest Elementary*  
Annual School Learning Plan 2025-2026

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*Acknowledgement*

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépmc people and includes the seven Secwépmc First Nations Bands:

- Tk'emlúps te Secwépmc

- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

## CONTEXT

Parkcrest Elementary is located on the traditional territories of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People. It is the largest K-7 elementary school in the NorBrock Family of Schools. Parkcrest Elementary has now moved back to its original location at 2170 Parkcrest Ave.



While the vast majority of the students live within walking distance, the catchment extends to the west and covers the Red Creek/Tranquille area. The 2024-2025 student enrollment had 378 students in 18 divisions: 88 students identified as Indigenous, 1 student identified as an English Language Learner, and we had 57 students with an Inclusive Education Plan.

Our students are active in a variety of District initiatives such as Young Artists, Young Authors, Battle of the Books, District Heritage Fair Stamp competition, After School Sports and Arts Initiative programming, and extra-curricular sports. Our staff provide opportunities for our students by leading the Intermediate and Primary Art Club, Primary Choir, Homework Support, Lunch Monitor program and intramural sports. We are fortunate to have a very active PAC that provides our students with hot lunches every week, special days of celebration, and classroom support for requested funds for field trips.

Our school community will be included in the development and revisions of this plan through the following:

**Staff:** Staff meetings, Professional Development days, committee meetings discussing areas of need.

**Students:** Student Satisfaction Surveys, collection of Street Data from our students.

**Parents:** PAC meetings, parent engagement events (Come Read with Me, PAC BBQ, Mug and Muffin, movie nights), school newsletters.

## **SD#73 DISTRICT STRATEGIC PLAN 2022-2027**

**Mission:** Supporting learning opportunities and environments that inspire students to thrive.

**Vision:** Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

### **Value Commitments**

- **Connection/Relationships:** Building meaningful relationships that support and strengthen learning and growth.
- **Equity:** Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.
- **Well-being:** Fostering opportunities to promote emotional, psychological, and physical well-being for all students and staff.
- **Sustainability:** Embracing our responsibility to contribute to a sustainable environment.

## **Learning Goal**

### **INTELLECTUAL DEVELOPMENT**

To develop students' ability to analyze critically, reason, and think independently, and acquire basic learning skills and knowledge; to foster in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

### **SCHOOL RESULTS ANALYSIS 2024-2025**

Kindergarten Survey 2024-2025 Spring Results for Numeracy

## Performance Results by Assessment Items Report

	Performance	Parkcrest Ele (Kamloops)	
1 to 1 Counting	NE	2	5.41%
	EMG	1	2.70%
	DEV	2	5.41%
	PRO	<u>32</u>	86.49%
More	NE	<u>3</u>	8.11%
	DEV	<u>1</u>	2.70%
	PRO	<u>33</u>	89.19%
Less	NE	<u>3</u>	8.11%
	DEV	<u>1</u>	2.70%
	PRO	<u>33</u>	89.19%
Subitizing	NE	<u>2</u>	5.41%
	EMG	2	5.41%
	DEV	<u>1</u>	2.70%
	PRO	<u>32</u>	86.49%
Decomposition	NE	<u>4</u>	10.81%
	EMG	<u>2</u>	5.41%
	DEV	<u>8</u>	21.62%
	PRO	<u>23</u>	62.16%
Ways to Make Five	NE	<u>3</u>	8.11%
	DEV	<u>4</u>	10.81%
	PRO	<u>30</u>	81.08%

Number Report chart ment Gr 1 - NSA Gr 1 Part 1

	All Schools	Parkcrest Ele (Kamloops)
PLU	34.98%	27.34%
EMG	7.85%	13.28%
DEV	9.73%	13.93%
PRO	46.45%	45.44%

Number Sense Assessment Gr 2 - NSA Gr 2 Part 1

	All Schools	Parkcrest Ele (Kamloops)
PLU	29.15%	17.42%
EMG	11.18%	16.03%
DEV	13.82%	14.29%
PRO	45.05%	52.26%

Number Sense Assessment Gr 3 - NSA Gr 3 Part 1

	All Schools	Parkcrest Ele (Kamloops)
PLU	42.17%	58.89%
EMG	9.54%	5.53%
DEV	12.40%	9.16%
PRO	34.77%	25.61%

FSA Results - Numeracy

	All Schools	Parkcrest Ele (Kamloops)
PLU	0.26%	
EME	38.75%	38.78%
OT	53.69%	57.14%
EXT	7.29%	4.08%

FSA Results - Numeracy

	All Schools	Parkcrest Ele (Kamloops)
PLU	0.09%	
EME	33.77%	21.28%
OT	62.72%	76.60%
EXT	3.42%	2.13%

Grade 4 : 2024-2025

Grade 7: 2024-2025

**SCHOOL GOAL:**

Numeracy: To improve K-7 student achievement in mathematics.

## **AREAS TO CELEBRATE:**

- Parkcrest Grade 4 and 7 students have a higher percentage of students “On Track” on FSA’s this year than the district average.

## **AREAS TO GROW:**

- Math confidence: Many students do not see themselves as being successful in Math or that they can become successful.
- Hear many parents disregard their skills in meetings as well, “I was never good in math either”, needs to have a shift in thinking.

## **SCHOOL STRATEGIES**

To improve in numeracy we will (classroom and whole school practices):

- Implement a school-wide scope and sequence that ensures consistent instruction, aligned skill progression, and deeper conceptual understanding, as measured by growth in classroom assessments and district numeracy benchmarks.
- Weekly Math problem challenge
- Games Nights with families
- ‘Math Mondays’
- Math Games for the whole school, buddy classes
- Use manipulatives, ensure that we have what we need in our building to reinforce the hands-on learning needed for understanding basics.
- Math Challenge days in a classroom.
- Common math language throughout grades

To improve classroom practices, we will do the following for Professional Development:

- Family of Schools Pro D in December 2025 hosted at Brock
- Come to a consensus on a school scope and sequence of numeracy skills. Use other already existing documents from BC school districts to help guide this work during Staff Meetings/Pro D Days eg. <https://coastmetro.ca/elementary-math-project/>
- As we have done with literacy, strong math teachers mentor other teachers who would like support.
- With support from the District Numeracy Coordinator determine resources for best practice.

To improve in grade-to-grade transitions, we will...

- Engage in meetings with Brock Grade 8 teachers about the expectations of students entering grade 8 with sufficient skills for that curriculum.

- School Base team meetings/External School base team meetings to discuss students at risk with numeracy (and other areas of concern)

### **Evidence and Next Steps**

- Improvement in School Wide numeracy assessment data (DNA, NSA).
- Waterloo math challenges on Vertical Learning Surfaces, what language can be used consistently throughout the grad levels, and teachers collect formative data.

# Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

## HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

## **SCHOOL RESULTS ANALYSIS:**

-All Grade 4-7 students were given a questionnaire regarding their feelings about school.

The questions asked students to reflect on their social and emotional experiences at school. They were invited to share who they enjoy spending time with and why those relationships are meaningful, whether they feel a sense of belonging in their class and what contributes to that feeling, and identify places in the school where they feel safe and happy—or where they do not and why. Finally, students were given the opportunity to express any additional thoughts about their experience as a Parkcrest Raven. These results this year showed that many students felt that they belonged; however, some of these students were recognized by teachers at the beginning of the year as being vulnerable in this area. As the course of the year moved on, this improved.

**SCHOOL GOAL:** Students will feel a sense of belonging and a positive connection with the adults and their peers.

- What do other students have to offer to each other?
- What are the strengths of your peers (being respectful of the diversity in your classroom)?
- We want students to realize that we are all different, and value everyone's abilities in giving to the community, classroom, school and to each other.
- Inclusiveness in the classroom means that everyone is valued.

## **AREAS TO CELEBRATE:**

- Proud of our Indigenous population results and our diverse learners.

- Student Leadership opportunities provided
- Extra curricular activities

#### AREAS TO GROW:

- Glean information from our primary students in a measurable way to determine their connection with adults and peers in the building.

#### SCHOOL STRATEGIES:

- Continue work with our Positive Behavioural Interventions and Supports (PBIS) committee to plan school-wide incentives to promote SOAR. This has been a focus for our building for the last two years.
- Incorporate more family activities: Mug and Muffin, Family Game night, Bingo and Bannock , Family Movie nights
- Opportunities for students provided:
  - Primary Choir (Grade 1-3) weekly. Performances at 2 assemblies. -Creativity Club /Karaoke Club/dance club, multiplication club
  - Homework club
  - Talent Show
  - 5 sessions of the ASSAI programming
  - Cross Country Running, Basketball, Volleyball, Flag Football, Track and Field, Parloff.
  - Intramural programming: Floor Hockey. We hosted the annual tournament.
  - Weekly homework club supported by intermediate staff
  - 3 classes participated with Brock Swim Academy students for swimming instruction (3 times per class)
  - Lunch Monitors for all of our K-Grade 3 classrooms, training was done at the beginning of the year.
  - Big/Little Buddy activities

#### To improve classroom practices, we will:

- Facilitate trauma-informed presentations
- SEL Program with support from SFC

#### To improve in grade-to-grade transitions, we will:

- Use our new format with Behaviour and Academics (0,1,2) that teachers use to indicate need. Class placement meetings in June.
- Admin to talk to families about soft starts in August, come in and look around the school when it's quiet.

To improve Indigenous student learning, we will

- Access supports between home and school for our struggling families (IEW, Indigenous Outreach Workers, Counselors, LMO and Secwepemc Family Services)
- Increase opportunities for Indigenous families to be involved in our school, IEW to facilitate families to come in.
- As a school, we will celebrate and acknowledge Truth and Reconciliation Day, National Indigenous Peoples Day, Day of Suwewtwecw, and attend the School District Powwow day.

To improve well-being, we are allocating our financial resources towards:

- Supporting students with food and snacks throughout the day.
- Provide spaces for students to have time and space in a dignified manner.

To build on the sense of belonging and connection with two or more adults who care, we will:

- Speak with a random sampling of students from various grade levels about ways we can best foster that sense of belonging and connection
- Based on feedback from students, plan school-wide activities through our PBIS committee to provide intentional engagement
- Connect students to multiple adults through buddy programs and volunteering in other classrooms (lunchtime monitors, officer monitors)
- Connect to students using a Check-In Check-Out (CICO) system
- Provide opportunities for students to connect with an adult outside the classroom through intramural activities, after-school Arts and Sports Programs, lunchtime clubs, and extramural activities

To improve classroom practices, we will:

- Intentional teaching regarding our SOAR matrix (PBIS), with the use of incentives (tokens)
- Incorporate feedback from students into classroom practices
- Our Indigenous Counsellor provided support to five students this year. There is a need to access outside agency support to increase the number of families that are looking for support.

Evidence and Next Steps

- Our school goals will also be shared at our PAC meeting, where input and feedback will be invited from families
- Student and Parent Satisfaction Survey

- Exit survey at the end of the year for families, asking what they would like to see next year.
- Paper copy of students responding to surveys related to adults involved in their lives at Parkcrest. This will help determine which students we need to become more involved with.

## Equity Goal

Current Equity Questions:

### STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How do students from marginalized backgrounds experience belonging and access to learning in our school, and how can their lived experiences ("street data") guide our efforts to ensure all students feel included, supported, and successful?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- The cohort of students we will examine consists of those with attendance records indicating over 20% absences/lates throughout the school year.

State one or two actions taken by staff to understand these learners' school experience:

- Student survey grades 4-7 already completed
- Equity-informed data (e.g., attendance, behavior, participation, achievement) shows positive movement over time.
- Teachers and the administration will implement a layered student check-in process following three consecutive days of absence, ensuring timely support for social, emotional, and academic needs.

Share how you have used, or plan to use, this information to create positive change:

### Culturally Responsive Teaching Strategies-

- Relationship building: Cultivate strong, supportive teacher-student connections.
- Differentiated instruction: Tailor teaching to meet diverse learner needs.
- Universal Design for Learning (UDL): Design lessons to be accessible for all from the outset.

### Inclusive Learning Structures

- Student voice: Empower students to share input and make decisions.

- Collaborative learning: Promote teamwork and peer learning.
- Celebrate diversity: Acknowledge and honor student backgrounds and identities.