Updated June 2026

Parkcrest Elementary

Annual School Learning Plan 2025-2026

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 Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- 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 territory 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.

While the majority of students live within walking distance, the catchment extends to the west and covers the Red Creek/Tranquille area. The 2025-2026 student enrollment had 378 students in 18 divisions: 82 students identified as Indigenous, 1 student identified as an English Language Learner, and 69 students had Inclusive Education Plans.

Our students participate in a variety of District initiatives such as Young Artists, Young Authors, Battle of the Books, After School Sports and Arts Initiative programming, and extra-curricular sports. Our staff provide opportunities for our students by leading the 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 (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.

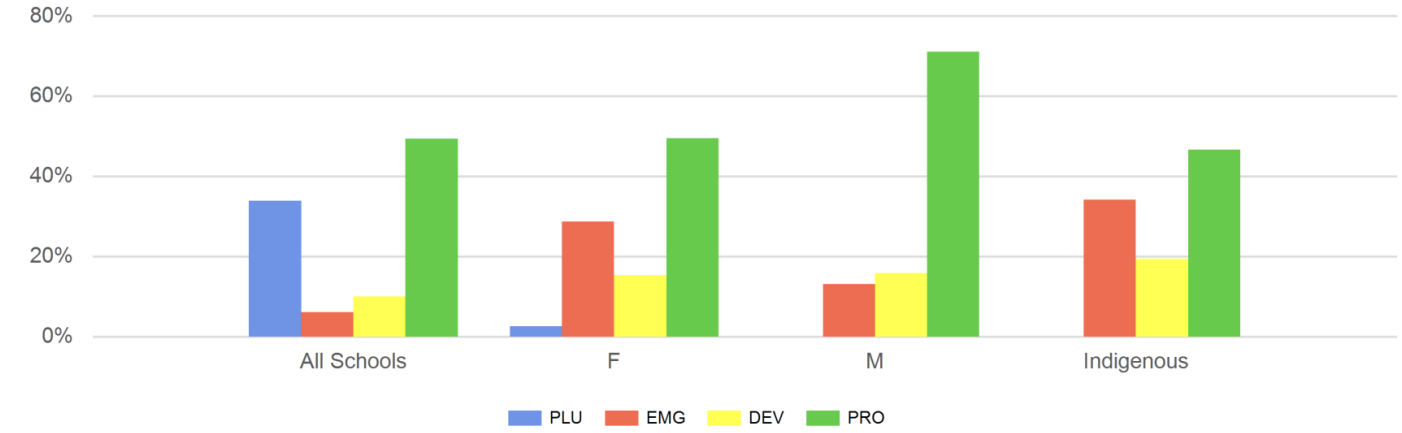
DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL GOAL: Numeracy: To improve K–7 student achievement in mathematics.

SCHOOL RESULTS ANALYSIS 2025-2026

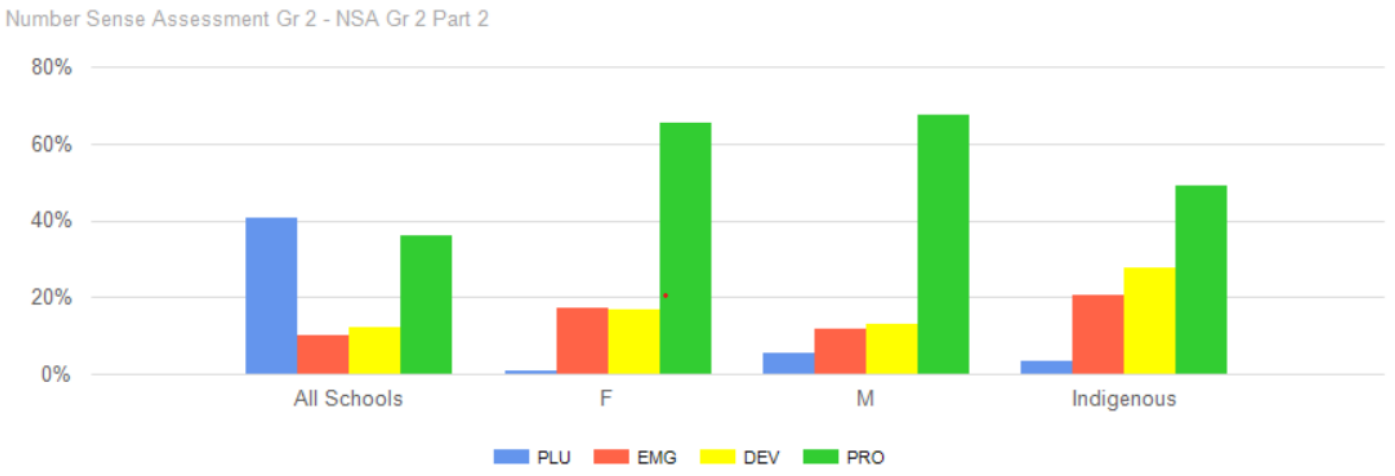
Number Sense Assessment

Number Sense Assessment Gr 1 - NSA Gr 1 Part 2



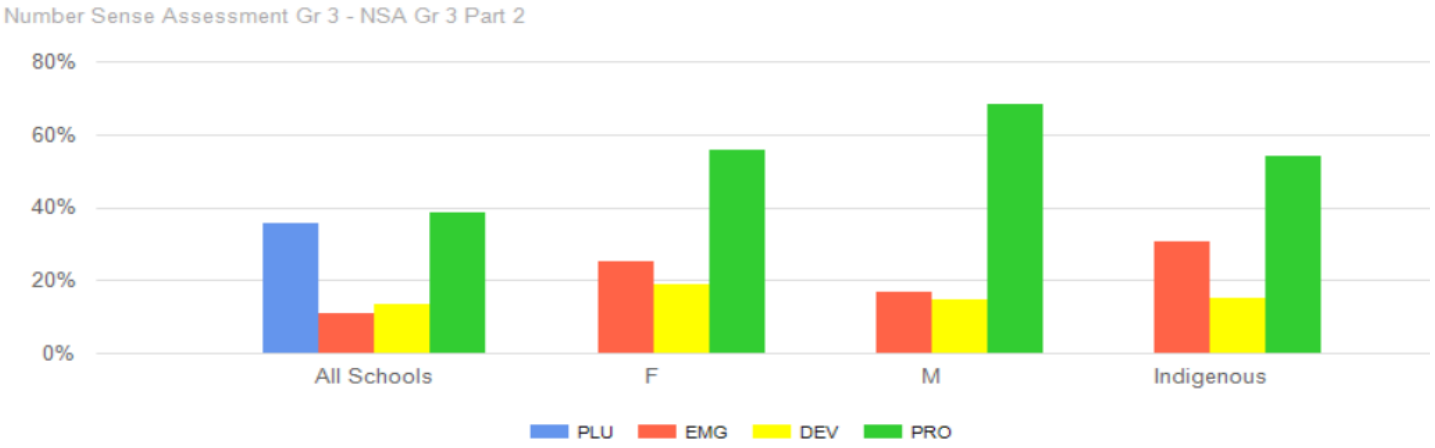
Performance Results by Assessment Items Report

	Performance	All Schools		Parkcrest Ele (Kamloops)	
Task 1 Cardinality in Counting	PLU	588	55.42%	2	4.65%
	EMG	6	0.57%	-	
	DEV	34	3.20%	6	13.95%
	PRO	433	40.81%	35	81.40%
Task 2 Conservation	PLU	581	54.76%	2	4.65%
	EMG	59	5.56%	14	32.56%
	PRO	421	39.68%	27	62.79%
Task 3 Using the Number Path	PLU	587	55.33%	1	2.33%
	EMG	21	1.98%	5	11.63%
	DEV	7	0.66%	-	
	PRO	446	42.04%	37	86.05%
Task 4 Subitizing Numbers 1-10	PLU	581	54.76%	2	4.65%
	EMG	7	0.66%	1	2.33%
	DEV	71	6.69%	17	39.53%
	PRO	402	37.89%	23	53.49%
Task 5 Subitizing Numbers 11-20	PLU	578	54.48%	2	4.65%
	EMG	65	6.13%	13	30.23%
	DEV	81	7.63%	6	13.95%
	PRO	337	31.76%	22	51.16%
Task 6 Counting Backwards	PLU	579	54.57%	2	4.65%
	EMG	52	4.90%	10	23.26%
	DEV	80	7.54%	5	11.63%
	PRO	350	32.99%	26	60.47%
Task 7 More/Less	PLU	557	52.50%	2	4.65%
	EMG	55	5.18%	10	23.26%
	DEV	96	9.05%	12	27.91%
	PRO	353	33.27%	19	44.19%
Task 8 Decomposing 10	PLU	553	52.12%	2	4.65%
	EMG	60	5.66%	12	27.91%
	DEV	121	11.40%	7	16.28%
	PRO	327	30.82%	22	51.16%
Task 9 Picture and Symbol	PLU	161	15.17%	1	2.33%
	EMG	41	3.86%	1	2.33%
	DEV	99	9.33%	5	11.63%
	PRO	760	71.63%	36	83.72%
Task 10 Comparing and Ordering to 20	PLU	152	14.33%	1	2.33%
	EMG	53	5.00%	4	9.30%
	DEV	168	15.83%	11	25.58%
	PRO	688	64.84%	27	62.79%
Task 11 Decompose num	PLU	154	14.51%	1	2.33%
	EMG	100	9.43%	19	44.19%
	DEV	91	8.58%	1	2.33%
	PRO	716	67.48%	22	51.16%
Task 12 Add Sub Equation	PLU	158	14.89%	1	2.33%
	EMG	118	11.12%	17	39.53%
	DEV	105	9.90%	4	9.30%
	PRO	680	64.09%	21	48.84%
Task 13 Skip Count Forward	PLU	175	16.49%	1	2.33%
	EMG	89	8.39%	9	20.93%
	DEV	189	17.81%	9	20.93%
	PRO	608	57.30%	24	55.81%
Task 14 Composing Numbers 11-20	PLU	151	14.23%	1	2.33%
	EMG	79	7.45%	12	27.91%
	DEV	119	11.22%	7	16.28%
	PRO	712	67.11%	23	53.49%
Task 15 Addition to 20	PLU	152	14.33%	1	2.33%
	EMG	120	11.31%	9	20.93%
	DEV	221	20.83%	12	27.91%
	PRO	568	53.53%	21	48.84%
Task 16 Subtraction to 20	PLU	163	15.36%	1	2.33%
	EMG	110	10.37%	9	20.93%
	DEV	204	19.23%	5	11.63%
	PRO	584	55.04%	28	65.12%



Performance Results by Assessment Items Report

	Performance	All Schools		Parkcrest Ele (Kamloops)	
Ways to build a number	PLU	655	56.66%	1	2.13%
	EMG	37	3.20%	6	12.77%
	DEV	15	1.30%	1	2.13%
	PRO	449	38.84%	39	82.98%
Comparing and Ordering	PLU	660	57.09%	2	4.26%
	EMG	35	3.03%	4	8.51%
	DEV	59	5.10%	7	14.89%
	PRO	402	34.78%	34	72.34%
Decompose num	PLU	648	56.06%	2	4.26%
	EMG	42	3.63%	4	8.51%
	DEV	72	6.23%	9	19.15%
	PRO	394	34.08%	32	68.09%
Write Equation	PLU	647	55.97%	2	4.26%
	EMG	45	3.89%	4	8.51%
	DEV	56	4.84%	7	14.89%
	PRO	408	35.29%	34	72.34%
Even/Odd Numbers	PLU	664	57.44%	4	8.51%
	EMG	73	6.31%	5	10.64%
	DEV	419	36.25%	38	80.85%
Fluency with adding doubles	PLU	642	55.54%	1	2.13%
	EMG	42	3.63%	5	10.64%
	DEV	112	9.69%	10	21.28%
	PRO	360	31.14%	31	65.96%
Fluency with Addition	PLU	644	55.71%	1	2.13%
	EMG	63	5.45%	9	19.15%
	DEV	93	8.04%	4	8.51%
	PRO	356	30.80%	33	70.21%
Fluency with Subtraction	PLU	630	54.50%	1	2.13%
	EMG	95	8.22%	11	23.40%
	DEV	133	11.51%	5	10.64%
	PRO	298	25.78%	30	63.83%
Skip Counting 2	PLU	642	55.54%	2	4.26%
	EMG	89	7.70%	10	21.28%
	DEV	119	10.29%	13	27.66%
	PRO	306	26.47%	22	46.81%
Decomposing 100	PLU	223	19.29%	3	6.38%
	EMG	201	17.39%	8	17.02%
	DEV	235	20.33%	8	17.02%
	PRO	497	42.99%	28	59.57%
Addition with 2 Digits	PLU	176	15.22%	3	6.38%
	EMG	165	14.27%	6	12.77%
	DEV	192	16.61%	8	17.02%
	PRO	623	53.89%	30	63.83%
Add 2 Start	PLU	178	15.40%	3	6.38%
	EMG	263	22.75%	8	17.02%
	DEV	257	22.23%	7	14.89%
	PRO	458	39.62%	29	61.70%
Subtraction with 2 Digits	PLU	181	15.66%	3	6.38%
	EMG	205	17.73%	7	14.89%
	DEV	332	28.72%	9	19.15%
	PRO	438	37.89%	28	59.57%
Sub 2 change	PLU	182	15.74%	3	6.38%
	EMG	261	22.58%	7	14.89%
	DEV	317	27.42%	8	17.02%
	PRO	396	34.26%	29	61.70%



Performance Results by Assessment Items Report

	Performance	All Schools		Parkcrest Ele (Kamloops)	
Number to 1000 Base 10 Blocks	PLU	622	52.49%	-	
	EMG	44	3.71%	3	6.67%
	DEV	52	4.39%	4	8.89%
	PRO	467	39.41%	38	84.44%
Decompose 3 digit	PLU	611	51.56%	-	
	EMG	100	8.44%	11	24.44%
	DEV	134	11.31%	-	
	PRO	340	28.69%	34	75.56%
Comparing and Ordering	PLU	621	52.41%	-	
	EMG	62	5.23%	4	8.89%
	DEV	98	8.27%	11	24.44%
	PRO	404	34.09%	30	66.67%
Write Equation	PLU	642	54.18%	-	
	EMG	65	5.49%	6	13.33%
	DEV	105	8.86%	4	8.89%
	PRO	373	31.48%	35	77.78%
Fraction Representation	PLU	357	30.13%	-	
	EMG	130	10.97%	4	8.89%
	DEV	224	18.90%	14	31.11%
	PRO	474	40.00%	27	60.00%
Fluency with Addition	PLU	604	50.97%	-	
	EMG	68	5.74%	7	15.56%
	DEV	109	9.20%	5	11.11%
	PRO	404	34.09%	33	73.33%
Fluency with Subtraction	PLU	606	51.14%	-	
	EMG	93	7.85%	10	22.22%
	DEV	137	11.56%	7	15.56%
	PRO	349	29.45%	28	62.22%
Skip Counting	PLU	280	23.63%	-	
	EMG	188	15.86%	13	28.89%
	DEV	226	19.07%	20	44.44%
	PRO	491	41.43%	12	26.67%
Decomposing 1000	PLU	293	24.73%	-	
	EMG	310	26.16%	15	33.33%
	DEV	208	17.55%	9	20.00%
	PRO	374	31.56%	21	46.67%
Addition 3 Digits Numbers	PLU	311	26.24%	-	
	EMG	114	9.62%	6	13.33%
	DEV	150	12.66%	7	15.56%
	PRO	610	51.48%	32	71.11%
Sub 3 digit result	PLU	301	25.40%	-	
	EMG	218	18.40%	18	40.00%
	DEV	272	22.95%	4	8.89%
	PRO	394	33.25%	23	51.11%
Subtraction 3 Digit Number	PLU	310	26.16%	-	
	EMG	241	20.34%	8	17.78%
	DEV	284	23.97%	4	8.89%
	PRO	350	29.54%	33	73.33%
Multiply single digit	PLU	266	22.45%	-	
	EMG	86	7.26%	12	26.67%
	DEV	116	9.79%	9	20.00%
	PRO	717	60.51%	24	53.33%
Divide with Single Digit	PLU	271	22.87%	-	
	EMG	106	8.95%	10	22.22%
	DEV	136	11.48%	6	13.33%
	PRO	672	56.71%	29	64.44%

Grade 4 and 7 FSA

Parkcrest Elementary

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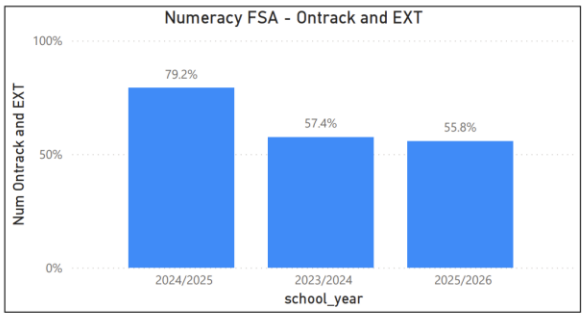

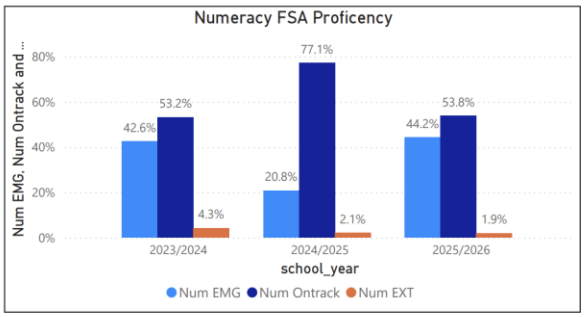

school_name	school_year	grade_fsa	Sum of lit_writer_count	Lit EMG	Lit ONTRACK	Lit EXT	Lit Ontrack and EXT
Parkcrest Elementary	2024/2025	4	48	22.9%	68.8%	8.3%	77.1%
Parkcrest Elementary	2023/2024	4	46	23.9%	65.2%	10.9%	76.1%
Parkcrest Elementary	2025/2026	4	52	30.8%	65.4%	3.8%	69.2%
Total			**146**	**26.0%**	**66.4%**	**7.5%**	**74.0%**

Parkcrest Elementary

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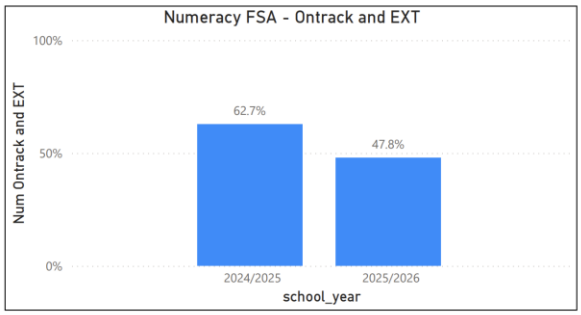

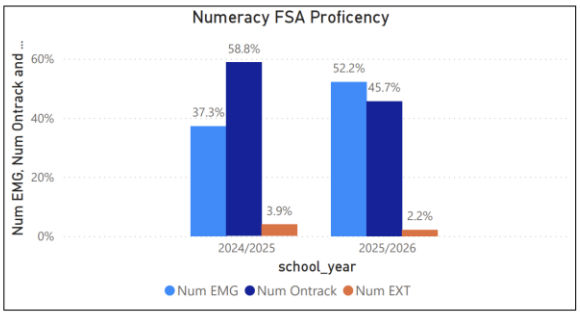

school_name	school_year	grade_fsa	Sum of lit_writer_count	Lit EMG	Lit ONTRACK	Lit EXT	Lit Ontrack and EXT
Parkcrest Elementary	2024/2025	7	52	26.9%	73.1%	0.0%	73.1%
Parkcrest Elementary	2025/2026	7	46	39.1%	60.9%	0.0%	60.9%
Total			**98**	**32.7%**	**67.3%**	**0.0%**	**67.3%**

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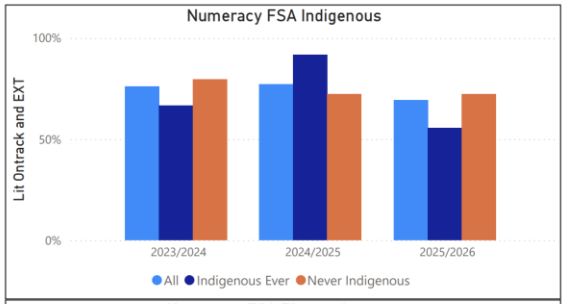

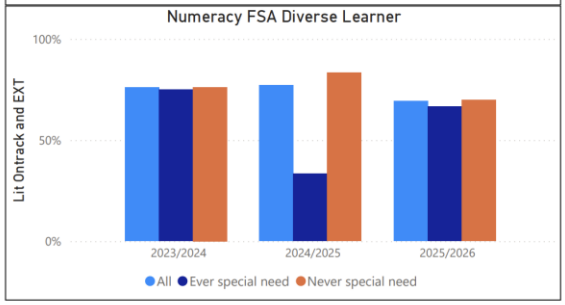

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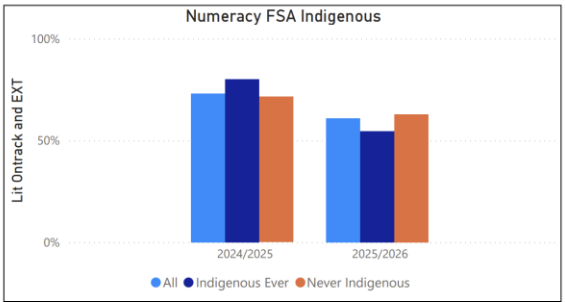
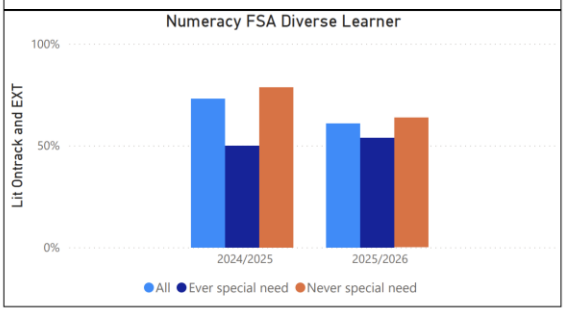




Grade 5 and 6 District Numeracy Assessment

District Numeracy Assessment - DNA (District)

AREAS TO CELEBRATE:

- Grade One:
  - Grade one males performed better than their female counterparts.
  - Our Indigenous Students are performing close to the District average
  - Students are strongest in Cardinality in Counting, Using the Number, and Picture in Symbol
  - Students performed better than the district average in 10 of the 16 task sub sections.
  - Overall, grade one students demonstrate solid number sense skills, especially with quantity, representations, and sequencing.
- Grade Two:
  - Grade two males performed slightly better overall than their female counterparts.
  - Indigenous students are generally performing above the district overall, particularly in many of the core number sense and addition strands
  - Students performed well above the district average across most strands, particularly in core number sense and addition-based concepts, performing better in all 14 strands when compared to the district

    - Students are strongest in Ways to Build a Number, Comparing and Ordering, Writing Equations, and Decomposing Numbers
    - Students also demonstrate strong performance in fluency with addition and Adding Doubles
- Grade Three
    - Grade 3 students performed above the district average in the majority of assessed strands, demonstrating strong overall numeracy achievement and a solid foundation in place value and number sense.
    - Grade 3 females performed slightly better overall than males, with higher proficiency rates across several strands, particularly in place value, number representation, and computation tasks.
    - Indigenous students performed at or above district Indigenous student results in most assessed areas, demonstrating strengths in number representation, place value understanding, and operational thinking.
    - Students are strongest in Number to 1000 (Base 10 Blocks), Decomposing 3-Digit Numbers, Comparing and Ordering, and Writing Equations, indicating strong conceptual understanding of number relationships and mathematical representations.
- Grade Four (FSA)
    - In the 24/25 school year, we saw significant gains in students on track. This year, we saw the number of students on track drop even more than the previous year. The gain we saw the year before was not sustained, but it is also a different cohort.
    - Our diverse learners have shown an improvement from last year and they have almost the same number of students on track as all learners.
- Grade Five and Six (DNA)
    - Developing is consistently the highest in all groups and strands. This suggests that students have foundational understanding, but they are not yet consistently transferring their learning.
    - We have some students in the extending category, especially our Indigenous learners.
- Grade Seven (FSA)
    - We saw an increase in diverse learners being on track from 2024/25.

AREAS TO GROW:

- Grade One:
    - Our students have higher emerging rates than the district.
    - Students demonstrate lower than the district in Decomposing Numbers, Addition and Subtraction Equations, and Composing Numbers
    - An area of focus can be Subitizing and building flexibility with thinking about numbers.
- Grade Two
    - Students show higher emerging rates in subtraction-related strands, particularly in fluency, 2-digit subtraction, and regrouping.
    - There is inconsistency across learners, with strong overall proficiency but a notable group of students remaining in emerging and developing categories.

    - Students demonstrate weaker understanding in complex place value applications, including decomposing 100 and multi-step operations.
    - A small but consistent gender gap exists, with males slightly outperforming females, indicating a need for more equitable engagement and access for all learners.
- Grade Three
    - Students demonstrate lower performance and higher emerging/developing rates in multiplication and division concepts, particularly Multiplying Single Digits and Dividing with Single Digits.
    - Subtraction with 3-Digit Numbers remains an area of challenge, with more students requiring support to achieve proficiency.
    - Students show greater variability in skip counting and number patterning skills, which are foundational to multiplication and division understanding.
    - While many students are achieving proficiency, there is an opportunity to reduce emerging and developing rates and increase consistency across all learner groups.
- Grade Four (FSA):
    - The number of students On Track dropped from 79.2% (24/25) to 55.8% (25/26).
    - Our Indigenous learners have shown the greatest drop.
- Grade Six and Seven (DNA):
    - We need to move more students from emerging and developing to proficient.
- Grade Seven (FSA):
    - The number of students On Track dropped from 62.7 (24/25) to 47.8% (25/26).
    - Our Indigenous learners are performing even lower than all other students.
    - Our Diverse learners are performing lower than all other students.

SCHOOL STRATEGIES

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

- Continue to focus on numeracy as a school goal.
- Continue to use the District Curriculum Maps and the Ministry K-4 Foundational Learning Progressions for mathematics.
- Have weekly Math/Numeracy problem challenges posted on the bulletin board.
- Host one to two Family Math Games Nights.
- Have schoolwide Math Games and one or two math challenge days.
- Promote the use of math manipulatives to ensure that we are reinforcing hands-on learning needed for understanding basics.
- Work on using common math language throughout grades

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

- September professional development – work with numeracy team on:
    - What does computational fluency mean as we move from K through grade 7?
    - What are the foundational skills that all students need to engage in strategic thinking around operations?
        - Place value understanding
        - Benchmark numbers

        - Flexible decomposition of numbers
- Consult with the District Numeracy team to determine resources and best practices.
- Strengthen Number Sense and Computational Fluency across grades by:
    - Implementing consistent number sense routines (subitizing, number talks, estimation, counting collections, flexible thinking with numbers) K–7.
    - Prioritizing conceptual understanding before procedures in:
        - Composing and decomposing numbers
        - Addition and subtraction relationships
        - Place value understanding
        - Multiplication and division concepts
    - Using concrete, pictorial, and abstract representations to develop deep mathematical understanding.
- Improve equity for Indigenous and Diverse Learners by prioritizing interventions for Indigenous learners and diverse learners who are performing below school results.
- Engage families in promoting positive mathematics messaging at home through numeracy updates in the monthly newsletter and Family Games/Math nights

Evidence and Next Steps

- Improvement in numeracy assessment data (DNA, NSA, FSA).
- Schoolwide growth mindset in math/numeracy.
- Increased use of number talks, manipulatives, flexibly thinking strategies, and student engagement in classes.

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.

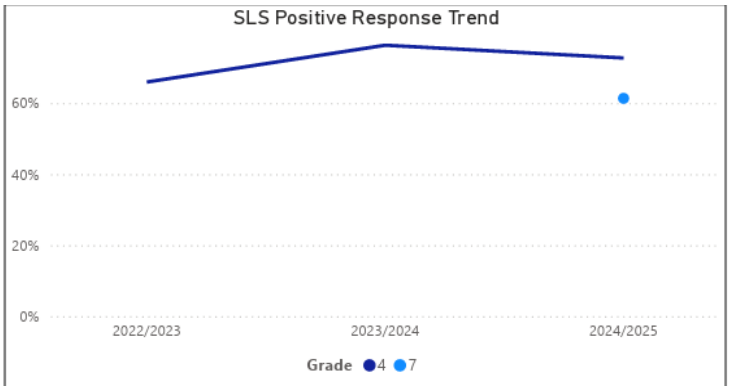
DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

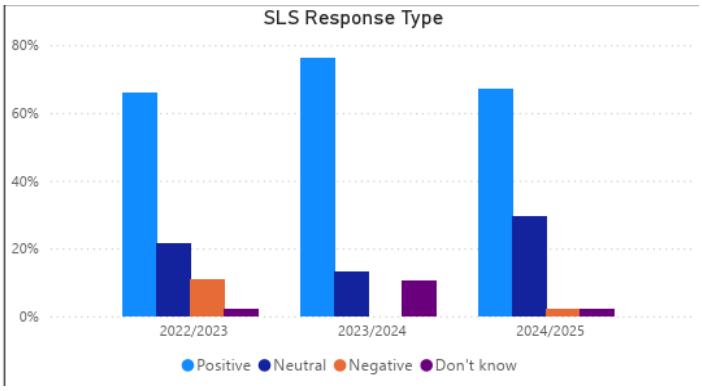
DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

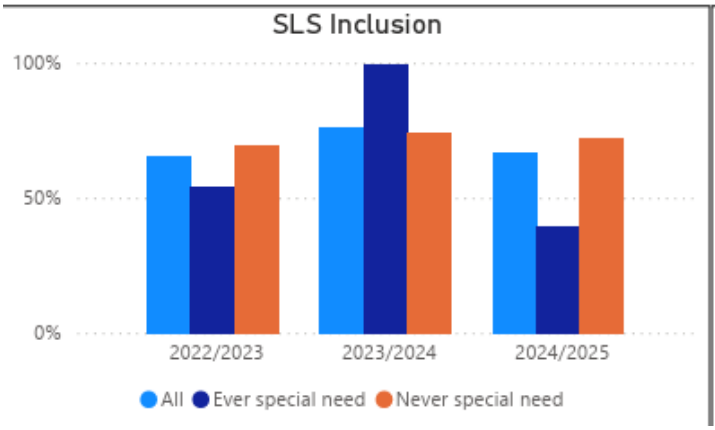
SCHOOL GOAL: Students will feel a sense of belonging and a positive connection with the adults and their peers.

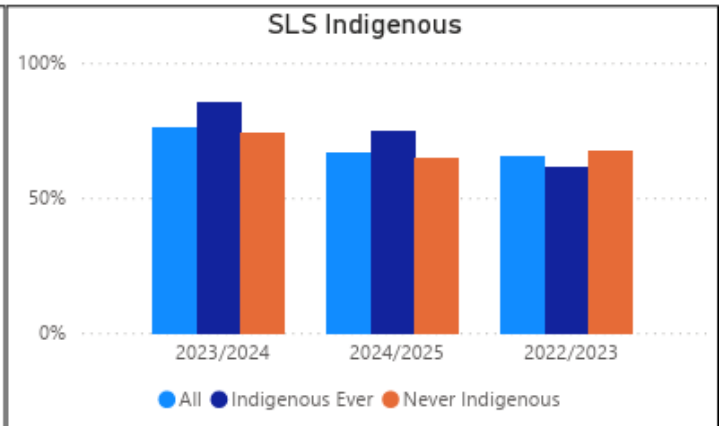
SCHOOL RESULTS ANALYSIS:

Do you feel welcome at your school?

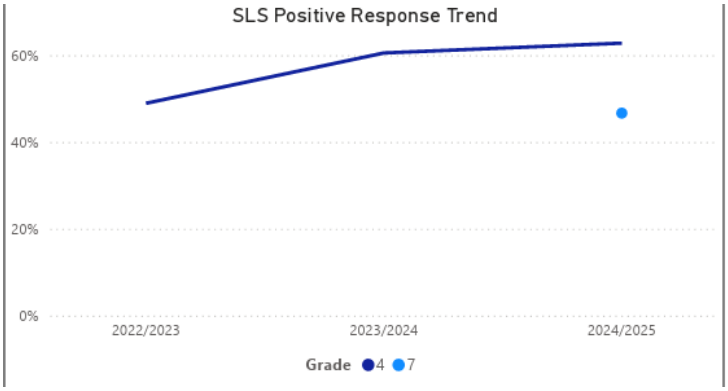


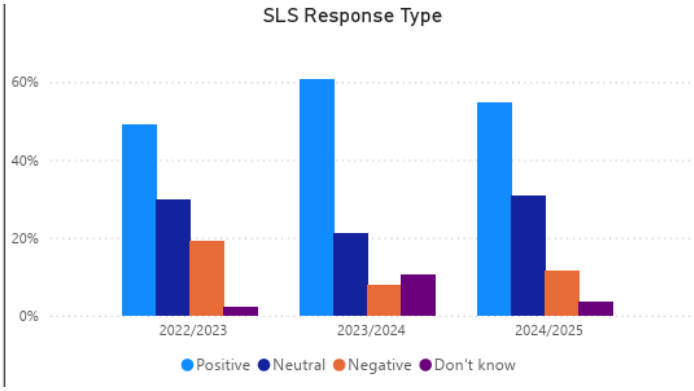


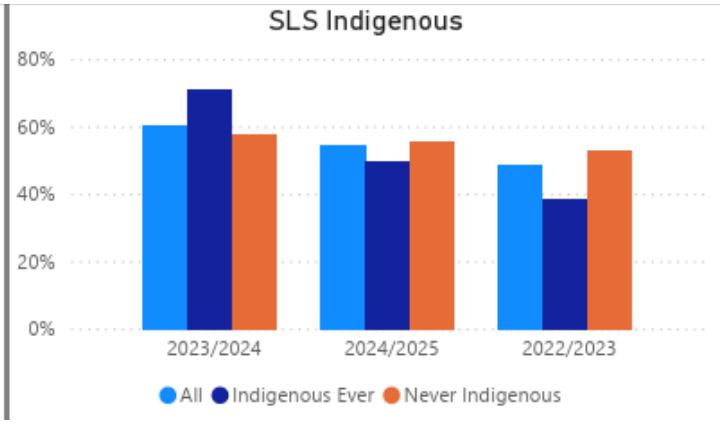




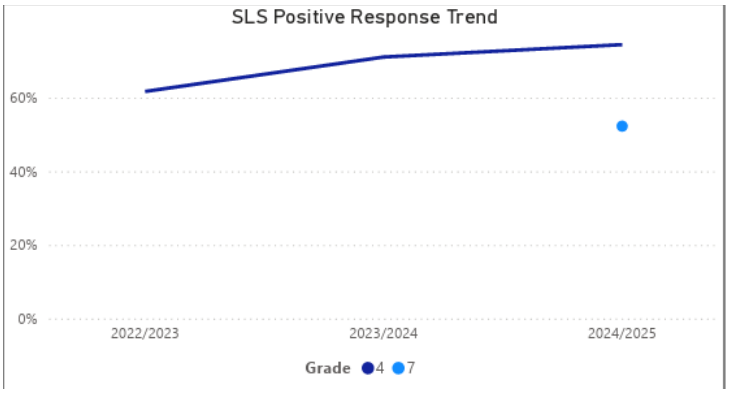
Is school a place where you feel like you belong?

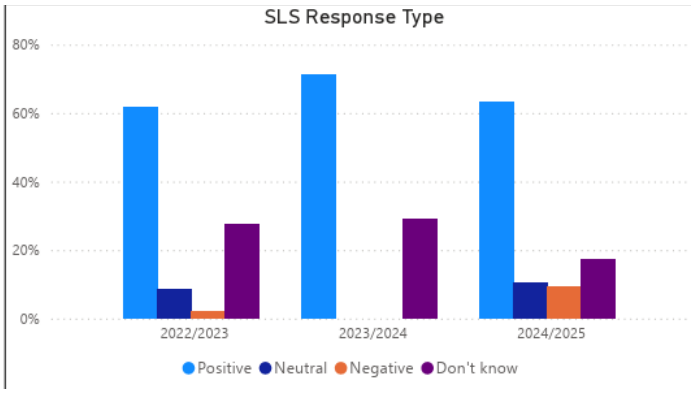


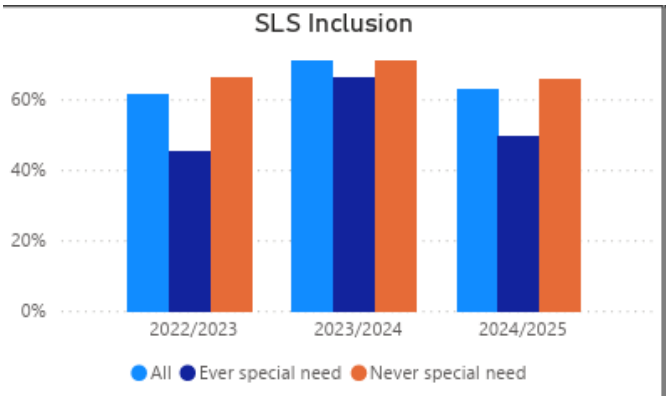


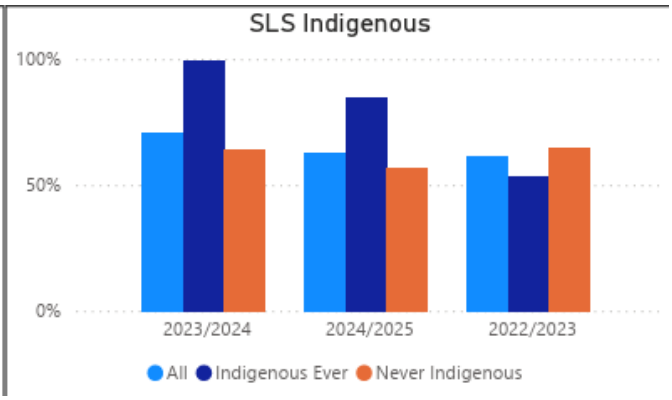


How many adults do you think care about you at your school?

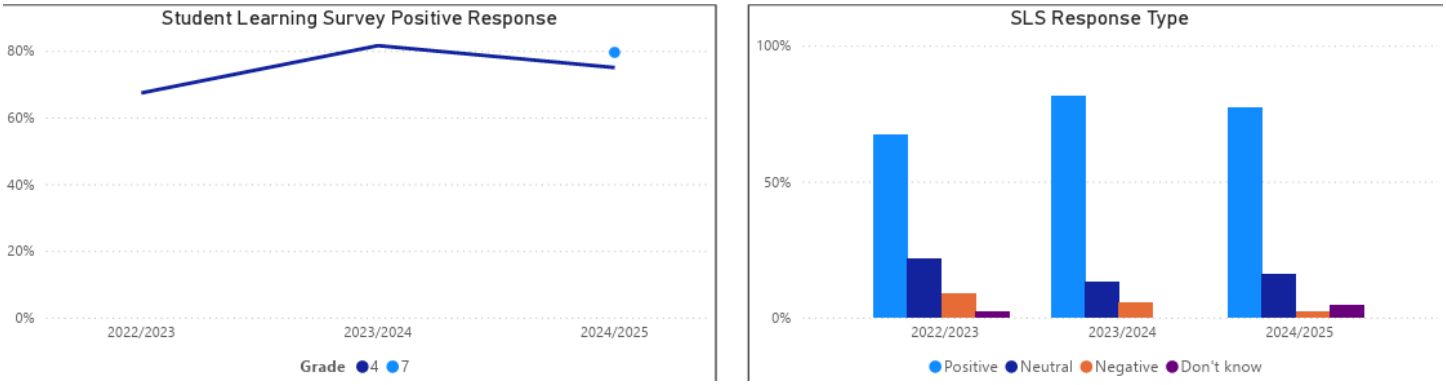








Do you feel safe at school?



Areas to Celebrate

- Most students report feeling welcome and safe at school, creating a strong foundation for learning, well-being, and positive relationships.
- Clubs, athletics, leadership opportunities, buddy activities, cultural programming, and school-wide events provide meaningful opportunities for students to build connections with peers and adults.
- Indigenous students and neurodiverse learners have access to targeted supports, cultural connections, and inclusive opportunities that help strengthen their sense of belonging and connection to the school community.

Areas of Growth

- While many students report positive experiences, a significant number of students do not yet report a strong sense of belonging or connection at school.
- Grade 7 students report lower levels of belonging and connection to adults than grade 4 students and require additional opportunities to build meaningful relationships.
- Variability in student experiences highlights the need to better understand and respond to the voices of Indigenous students, neurodiverse learners, and other students who may feel less connected to school.
- More students need opportunities to feel known, valued, represented, and connected to multiple caring adults and peers throughout the school community.

Evidence

- Students generally feel safe at school; however, feelings of belonging and connection are not as strong for all learners.
- Intermediate students report lower levels of welcome, belonging, and adult connection than primary students.
- Participation in extracurricular activities, leadership opportunities, and school-wide events continues to support student engagement, connection, and well-being.

Action Plan

- Ensure every student is connected to one or more trusted adults through Check-In Check-Out (CICO), buddy programs, leadership opportunities, clubs, extracurricular activities, and intentional relationship-building practices.
- Strengthen PBIS and SOAR practices through explicit teaching, positive recognition, student leadership, and opportunities for student voice.
- Increase family engagement through community events, celebrations, and opportunities for families to participate in school life and decision-making.
- Expand culturally responsive and inclusive practices by honouring Indigenous perspectives, strengthening Indigenous family engagement, and ensuring neurodiverse learners have equitable access to meaningful participation, support, and success.
- Use student, family, and school survey data/voice to identify and respond to the needs of students and groups reporting lower levels of belonging, with particular attention to Indigenous students, neurodiverse learners, and other equity-deserving groups.
- Continue trauma-informed and social-emotional learning practices that create safe, welcoming, and inclusive environments where all students feel valued, respected, and connected.

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 focused on this year was a group of our Tier 3 students who experienced challenging behaviours around routines, structures, academics, and relationships.

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

- Equity-informed data (e.g., attendance, behaviour, participation, achievement) shows positive movement over time.
- Teachers and the administration did daily check-ins to support students for aorund their 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.