

Interlake School Division

School Planning Report 2022/2023

Grade K – 8

(Due to Superintendents Department: September 26, 2022)

Name of School:	Rosser School	Name of Principal:	Morag Ivany	Date (yyyy/mm/dd):	2022/08/31
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Planning Process:
<p>List or describe factors that influenced your focus area(s):</p> <ul style="list-style-type: none"> ○ Divisional CIP Goals ○ Staff discussion regarding Recovery Learning for students ○ MCSI Checklists ○ Report Card Data ○ Discussions with Other Schools regarding Well-Being, Numeracy, and Literacy Initiatives across the Division.
<p>Who was involved in the planning process:</p> <ul style="list-style-type: none"> ○ Teachers ○ Educational Assistants ○ Administrator ○ School Support Staff ○ Rosser Elementary Parent Advisory Council (REPAC) Members ○ Rosser Parents
<p>When our planning team met:</p> <ul style="list-style-type: none"> ○ Monthly Staff Meeting discussions ○ 1 School Planning Day (May 16/22) ○ Whole Staff review of Draft School Plan (Sept. 06/22) ○ Staff had ongoing informal conversations throughout the school year regarding areas which required focus, goals, and strategies to meet those goals.

What data was used in the planning process:

- Previous School Plan
- Classroom Profiles
- Report Card Data
- Initial Assessments
- Provincial Assessments
- Parent (REPAC) Input (May 30/22)

Other important information about the planning process:

- With a significant focus placed upon wellness in the 2021-2022 school plan, our staff agreed to continue applying the Wellbeing strategies we implemented throughout the 2022-2023 school year, although we would no longer list it on the school plan.

School Focus Area(s):

Focus Area #1: Numeracy

Focus Area #2: Literacy

NUMERACY
(Kindergarten – Grade 4)

What NUMERACY is: Numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make reasoned decisions in all aspects of daily living.

Why NUMERACY matters: In order to meet the challenges of society, numerate citizens must be critical thinkers. They must be able to apply mathematical concepts and strategies successfully and with thoughtful perseverance in addressing issues that permeate daily life, business, industry, government, and thinking about our environment.

Where we are currently with NUMERACY:

- Multi-level approach
 - Combined Grade 1 & Grade 2 math and split K, Grade 3 & Grade 4 math.
 - Several whole school activities completed in 2021-2022
- Growth Mindset Attitude for Numeracy
- Guided Math practiced in all classrooms (Math Groups, Number Talks)
- Hands-on Math Activities
 - All classrooms have purchased individual math manipulative kits for student use.
- Engagement in Divisional PD Learning
- Focus on open-ended problem solving and rich tasks
 - Examples from Marian Small, Graeme Fletcher, & Jo Boaler
- Parent communication regarding numeracy: Math Survey March, Communication regarding how we teach “Math Facts” and Grade expectations at Rosser
- Technology Skills integration

What we need for:

Students:

- A continued development of a growth mindset so that students have the belief that “all people are math people.”
- An environment that is rich in hands-on learning activities, collaborative problem solving, and authentic learning experiences.
- Fact fluency development (Continuum between grades)

- A culture of respect for peers so that students are not afraid to take risks or ask questions.
- A community that encourages, supports, and shares a willingness to positively engage in numeracy learning.

Staff:

- Kindergarten and Grade 3 Teachers Access to MathUp Program
- Professional Development opportunities
- Resource support for classrooms, teachers, and EAs
- Resources
 - Math Literature
 - Manipulatives

Community:

- Communication from teachers regarding student progress
- Resources to support at home practice
- Information from school to further support “we are all math people” attitudes and critical thinking skills
- Involvement of families in creating a positive numeracy culture

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students:</p> <ul style="list-style-type: none"> ○ Engagement in “Math Talk” throughout lessons ○ Student reflection/goal-setting ○ Teach and model growth mindset (September) ○ Provide open-ended rich tasks ○ Provide hands-on materials ○ Practice Math facts ○ Plan November Numbers and March Math-ness events 	<ul style="list-style-type: none"> ○ Teachers ○ EAs ○ Administrator ○ Guidance and Resource team 	<ul style="list-style-type: none"> ○ September approach ○ Year-long planning ○ November Numbers ○ March Math-ness 	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> ○ Initial Assessment Data ○ MCSI Checklists ○ Grade 3 Provincial Assessment Data ○ Report Card Data ○ Anecdotal Teacher/Staff Comments ○ Anecdotal Student Comments ○ Anecdotal Parent/Guardian Comments ○ Teacher Reflection

<p>Staff:</p> <ul style="list-style-type: none"> ○ Provide professional learning opportunities: <ul style="list-style-type: none"> ▪ ISD professional learning support from curriculum coordinator 	<ul style="list-style-type: none"> ○ ISD Staff ○ Administrator ○ Guidance and Resource Team ○ Teachers 	<ul style="list-style-type: none"> ○ EA meetings once per cycle with SST member ○ In-Service days ○ Staff meetings 	<ul style="list-style-type: none"> ○ Student Reflection ○ Attendance and feedback data from community events
<p>Community:</p> <ul style="list-style-type: none"> ○ Provide parent information on numeracy work and math mindsets. - Provide classroom math updates with families via monthly newsletter/highlights ○ Determine the best way to communicate with parents and gather feedback on a regular basis <ul style="list-style-type: none"> ▪ Community information updated on the Rosser School Website ▪ Parent emails ○ Invite parents to participate in progress conversations via online conferencing in the fall and winter terms. ○ Invite parents to participate online in the spring portfolio evening ○ Numeracy games/activities to be shared with school community/parents/guardians ○ Math Numeracy Weeks in which students create activities for families to complete at home. 	<ul style="list-style-type: none"> ○ Teachers ○ EAs ○ Administrator ○ Guidance and Resource team 	<ul style="list-style-type: none"> ○ Monthly Communication ○ November/February Progress Conversations Online ○ May- Portfolio Showcase 	<ul style="list-style-type: none"> ○ Feedback from Parent Communication

LITERACY
(Grade K – 4)

What LITERACY is: The ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

Why LITERACY matters: Literate citizens are active participants in their communities. Development of a continuum of skills, knowledge and attitudes helps citizens to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.

Where we are currently with LITERACY:

- Early Literacy Workshop and Grade One support Teaching
- Orton-Gillingham trained staff
- Timetable ELA in consistent 100-minute morning blocks each day so that routines regarding silent reading, novel study, and read-alouds are established and easily maintained throughout the year.
- Guided Reading
- Home Reading Program
- Spelling/WordWork Programs

What we need for:

Students:

- Collaborative Literacy Event
- Whole-School Literacy Projects/Events
- Buddy Reading (partner reading with student in same class)
- Enhanced spelling program
- Opportunities to read throughout the day and choice over their reading selections, when possible.
- The importance of exposure to various types of texts.
- Recognizing the many ways that literacy is an essential part of successful daily life.

Staff:

- Professional develop to support a school-wide structured literacy program
- Writing continuum across the grades
- Consistent expectations for students

Community:

- Frequent communication with parents regarding literacy strength and weaknesses and highlighting literacy achievements in the classroom
- Literacy Information sent home to explain to parents what grade level expectations are for readers and writers, how to support their young reader at home, etc.
- Support their children’s reading goals.
- Encouragement to read daily at home

What we will do for:**Who will do it:****How will we know:****Students:**

- Early literacy intervention to support our students who struggle with independent reading and/or are reading below grade level
- Plan Literacy Project during “I Love to Read Month” (February)
- Send summer reading/numeracy/activity challenges home in June to promote learning and active habits year round
- Ensure student input regarding their silent reading, choice in small group literacy groups, individual novel study, as well as through their read-aloud class (library)
- SST time that is devoted specifically to literacy support

- Teachers
- EAs
- Guidance and Resource Team
- Administrator

- We will gather and analyze:
- Initial Assessment Data
 - First Grade Foundational Skills Survey
 - Grade 3 Provincial Assessment Data
 - Report Card Data
 - Running Record data
 - RAD / F & P results
 - Students able to make appropriate reading level choices for themselves (with minimal support)
 - Students’ level of interest in reading when able to make individual choice

<p>Staff:</p> <ul style="list-style-type: none"> ○ Strive to implement a school-wide structured literacy program ○ Provide opportunity for professional development in components of Scarborough’s Reading Rope and Wilson Scope and Sequence ○ Extra writing assistance for students by support staff ○ Continued meetings and support from ISD literacy support teacher to review literacy goals and intervention strategies. 		<ul style="list-style-type: none"> ○ Targeted professional development for Grade 1/2 classroom teacher in using First Grade Foundational Skills Survey ○ Targeted professional development for Kindergarten teacher to assist in reviewing assessment and scoring procedures for the EYE, using the EYE data to plan for instruction, and developing action plans for students who score at Tier 3 on the EYE.
<p>Community:</p> <ul style="list-style-type: none"> ○ Share classroom learning with families via monthly newsletter/highlights ○ Share Literacy Project in February ○ Communicate information on strategies to support their child’s reading goals ○ Incentive to promote home reading in form of school/classroom challenges 		