Interlake School Division
School Planning Report 2023/2024
Grade K – 4

(Due to Superintendent's Department: September 18, 2023)

Name of School:	Rosser Elementary School	**Name of Principal:**	Josh Harrison	**Date (yyyy/mm/dd):**	2023/06/04

Planning Process:

List or describe factors that influenced your school goals:

- o Divisional CIP Goals
- o Student Needs/Teacher Observations
- o MCSI Checklists
- o Report Card Data
- o Discussions with Other Schools regarding Well-Being, Numeracy, and Literacy Initiatives across the Division.

Who was involved in the planning process:

- o Teachers
- o Educational Assistants/School Support Staff
- o Administrator
- o Rosser Elementary Parent Advisory Council (REPAC) Members
- o Rosser Parents

How often your planning team meets:

- o Monthly Staff Meeting discussions
- o 1 School Planning Day (May 15/23)
- o 2 Whole Staff reviews of Draft School Plans (Jun. 04/23, Sept. 05/23)
- o 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:

- o Previous School Plan
- o Classroom Profiles
- o Report Card Data
- o Initial Assessments
- o RGR Assessments (Beginning, Middle, and End)
- o Provincial Assessments
- o Parent (REPAC) Input (June 6/23)

Other important information about the planning process (if applicable):

- o Our staff believed that there was a need to emphasize the inclusion of Indigenous Perspectives in our planning process and agreed that it would be woven throughout the three areas for which we created goals.   The values of inclusion, respect, and belonging are critical for not only the wellbeing of all students and staff, but also for the school to be an environment in which learning takes place.

School Goals:

School Goal for **LITERACY**: To continue to develop our structured literacy program, with emphasis in our Grade 3 and 4 classrooms, while Kindergarten and Grade One/Two classrooms maintain strategies implemented the previous school year.

School Goal for **NUMERACY**: To support students in developing problem-solving skills which they will connect to authentic "real-life" experiences and mastery of foundational math facts.

School Goal for **WELL-BEING**: To utilize the Zones of Regulation to create a school wide approach to teaching the strategies and knowledge students need to identify and regulation their emotions.

LITERACY

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

Why LITERACY matters: Literate citizens are active participants in their communities and understand that each community has particular ways of acquiring, constructing and communicating meaning. Literate citizens are able to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.

School Goal for LITERACY: To continue to develop our structured literacy program, with emphasis in our Grade 3 and 4 classrooms. Our Kindergarten and Grade One/Two classrooms will continue to expand and deepen their implementation of Structured Literacy.

To achieve our school goal for LITERACY…

Students Need:
At Rosser Elementary School we believe that all students benefit from evidence-based literacy practices that are effective for all learners. Our literacy environment will be effective for students if..
- o Students are engaging with decodable texts during classroom instruction and home reading.
- o Students can access a wide variety of interesting and engaging reading material.
- o Literacy instruction is structured, systematic and cumulative in nature.
- o There are opportunities to improve language comprehension skills as well as word recognition skills.
- o Literacy instruction that is responsive to their current level of mastery.

Staff Need:
We believe that quality professional development and teaching resources are necessary for improving our literacy instruction at Rosser Elementary School. Professional development and teaching resources are quality if…
- o The provide evidence-based learning opportunities that increase our collective efficacy regarding the science of reading.
- o There is a structured, systematic and cumulative sequence of materials that can directly support implementation of structured literacy in our K – 4 classrooms.
- o There is a direct link between the data that we collect, the decisions we make and the instruction we provide to our learners.

Families Need:
We believe that effective collaboration with families is critical to improving our students' literacy outcomes at Rosser Elementary School. Collaboration is effective if...
- o Rosser Elementary School's goals for literacy are clear for all our stakeholders.
- o Our community a clear communication system for gathering information about their child's progress.
- o The strategies and resources that we share with parents are based on the science of reading.
- o Families are supported in their efforts to help their child's literacy progress at home.

What we will do for:	Who will do it:	When will it be done:	How will we know:

Students:
At Rosser Elementary School we believe that all students benefit from evidence-based literacy practices that are effective for all learners. We will achieve this by,
  o Incorporating the evidence-based components of effective literacy instruction outlined in the Science of Reading.
  o Assess students to determine the present level of mastery for each student, and monitor their progress over the course of the school year.
  o Analyze assessment data to determine appropriate instruction for each student.
  o Use a "response to intervention" model to ensure the appropriate levels of support are available to all of our students.
  o Provide appropriate reading materials based on the critical literacy skills that students are working on.
	• Classroom Teachers
	• Principal
	• Early Literacy Co-Teacher
		• Throughout school year
		• Initial assessments in September and October
		• Ongoing progress monitoring throughout the year.
			We will gather and analyze:
			• Divisional Assessment Data
			• Provincial Assessment Data
			• Provincial Report Card Data
			• Really Great Reading assessments
			• Words Their Way spelling inventories

Staff:
We believe that ongoing professional development is essential for effective implementation of the science of reading. We will achieve this by:
  o Engaging in divisional Professional Learning Networks to incorporate structured literacy into our grade ¾ classrooms.
  o Utilizing school based in-service days to dig deeper into effectively teaching decoding and spelling with the International Dyslexia Association's modules.
  o Providing access to high quality resources to support the implementation of structured literacy.
	• Classroom Teachers
	• Educational Assistants
	• Principal
		• Prior to end of first term.
		• Professional learning will be ongoing throughout the year.	

Families:
We believe that communication and collaboration with families supports effective literacy instruction. We will achieve this by:
  o Incorporate learning materials into our Kindergarten packages to support Kindergarten readiness skill development at home.
  o Use classroom newsletters, weekly e-mails and newsletters to share information about Structured Literacy with families.
  o Provide reading materials that families can utilize to support their children's reading progress at home.
	• Classroom Teachers
	• K Teacher
	• K-4 Teachers/Library Clerk
		• K Meet & Greet in May/June
		• Home Reading Program- October	

NUMERACY

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: Numerate citizens are active participants in their communities and think critically about the challenges facing each community. Numerate citizens successfully apply mathematical concepts and strategies with thoughtful perseverance to address issues in society and the natural world.

School Goal for NUMERACY: To support students in developing problem-solving skills which they will connect to authentic "real-life" experiences.

To achieve our school goal for NUMERACY…

Students Need:
We believe that students need a positive and safe numeracy environment that fosters competency with reasoning and foundational math concepts. A learning environment is positive and competency focused if…
- There is an emphasis on developing a growth mindset and the belief that "all people are math people."
- The learning environment is rich in hands-on learning activities, collaborative problem solving, and authentic learning experiences.
- A culture of respect for peers is reinforced so that students are not afraid to take risks, share their reasoning and ask questions.
- The classroom community encourages, supports, and shares a willingness to positively engage in numeracy learning.
- Assessment provides opportunities for students to monitor their progress towards their learning goals, and teachers the opportunity to determine the best ways to support students mastery of math concepts.

Staff Need:
We believe that staff need effective resources to create a rich numeracy learning environment. Resources are effective if…
- They provide critical background knowledge for teachers to enhance their understanding of the subject matter they are teaching.
- Instructional materials expand a teacher's capacity to respond to the needs of diverse learners.
- Support staff are available to enhance a teacher's ability to meet the needs of diverse learners.
- They can make abstract mathematics concepts more tangible for learners.

Families Need:
We believe that engaged families promote a growth mindset and support the mastery of foundational math facts. Families are engaged if…
- There is regular communication from teachers regarding student progress.
- They have access to resources that support practice of concepts at home.
- They receive information from the school about ways to further support the "we are all math people" attitudes and critical thinking skills

What we will do for:	Who will do it:	When will it be done:	How will we know:

Students:
We believe that the most effective mathematics learning environment for students is rich in dialog and critical thinking while fostering mastery of foundational math facts. We will achieve this by:
  o Create a safe and motivating learning environment by teaching and modeling a growth mindset in mathematics and respectful communication between peers.
  o Creating opportunities for math focused conversation to foster reasoning abilities.
  o Make lesson goals clear and visible to help students focus their learning.
  o Incorporate self-assessment and reflection to encourage students to celebrate their own growth.
  o Provide hands on and open-ended rich math tasks.
  o Build a community of mathematicians through school-wide events (November Numbers and March Math-ness)
	o Teachers
	o EAs
	o Administrator
	o Guidance and Resource team
		o September approach
		o Year-long planning
		o November Numbers
		o March Math-ness
			We will gather and analyze:
			• Divisional Assessment Data
			• Provincial Assessment Data
			• Provincial Report Card Data
			
			o Initial Assessment Data
			o MCSI Checklists
			o Grade 3 Provincial Assessment Data
			o Report Card Data
			o Anecdotal Teacher/Staff Comments
			o Anecdotal Student Comments
			o Anecdotal Parent/Guardian Comments
			o Teacher Reflection
			o Student Reflection
			o Attendance and feedback data from community events
			
			o Feedback from Parent Communication

Staff:
We believe that collaboration and access to effective resources are critical to creating an effective learning environment in mathematics. To achieve this we will:
  o Collaborating with the Numeracy Lead Teacher in the area of rich tasks to promote critical thinking.
  o Utilize Math-Up to access high quality learning experiences for our students.
  o Acquire additional manipulatives to enhance our numeracy program.
	o ISD Staff
	o Administrator
	o Guidance and Resource Team
	o Teachers
		o EA meetings once per cycle with SST member
		o In-Service days
		o Staff meetings	

Families:
We believe that, through collaborating with families, we can promote a positive mindset about mathematics. To achieve this we will,
  o Provide parent information on numeracy work and math mindsets.
  o Provide classroom math updates with families via monthly newsletter/highlights
  o Communicate with parents and gather feedback on a regular basis.
	o Teachers
	o EAs
	o Administrator
	o Guidance and Resource team
		o Monthly Communication
		o November/February Progress Conversations Online
		o May- Portfolio Showcase	

o Numeracy games/activities to be shared with school community/parents/guardians			

WELL-BEING

What WELL-BEING is: A balance of the physical, mental, emotional, and spiritual that is enriched when individuals have a sense of belonging, meaning, purpose, and hope.

Why WELL-BEING matters: Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live *The Good Life* in which they have hope, belonging, meaning, and purpose; have a voice; feel safe and supported; are prepared for their individual path beyond graduation; have capacity to play an active role in shaping their future and be active citizens; live in relationship with others and the natural world; honour and respect Indigenous ways of knowing, being and doing with a commitment to and understanding of Truth and Reconciliation.

School Goal for WELL-BEING: To provide students with strategies and knowledge that will support them in regulating their emotions in various contexts.

To achieve our school goal for WELL-BEING…

Students Need:
We believe that students need to have a robust common language for identifying their emotions. A common language for social-emotional learning is robust if it…
- Explicitly teaches emotion vocabulary.
- Uses multi-modal learning strategies to make it easier for students to identify their emotions.
- Incorporates opportunities to self-assess emotions.
- Provides strategies for regulating emotions.
- Includes active practice of emotional regulation strategies.

Staff Need:
We believe that a school wide approach to identifying and regulating emotions promotes transfer of skills and long lasting learning. A school-wide approach is effective if…
- Staff receive explicit training in strategies that support emotional regulation.
- There are opportunities for collaboration between staff.
- Resources are available to staff that are aligned with the school-wide approach to teaching self-regulation.

Families Need:
We believe that social-emotional learning is most impactful when it transfers between all the environments our students navigate, including their homes. Transfer of skills into a home setting is effective if…
- The importance of emotional regulation is evident in communication with families.
- Strategies and language used in the Zones of Regulation are shared with families.
- Families are supported in incorporating the Zones of Regulation in their homes.
- Co-regulation strategies are shared with families.

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: *We believe that vocabulary for identifying emotions and a toolkit of strategies for managing them lays the foundation for a resilience throughout life. To achieve this, we will:* o Teach and model the vocabulary and strategies implemented within the Zones of Regulation framework. o Dedicate classroom time for identifying strategies, case scenarios, and groupwork/collaboration in accordance with Zones of Regulation Program. o Provide regular opportunities for students to self-assess their "zone". o Focus on social-emotional wellbeing during Wellness Week (March)	o Classroom Teachers o Educational Assistants o Administrative Assistant	o Throughout school year o Focus items during Wellness Week (March)	We will gather and analyze: • Attendance Data (K-12) • Early Years Evaluation Data (Kindergarten) • Teacher Reflection • Student Reflection
Staff: *We believe that social-emotional learning is most effective when it generalizes across subject areas and is reviewed throughout the day. To achieve this, we will:* o Engage in professional learning around supporting emotional regulation in elementary classrooms in the Divisional Professional Learning Networks. o Utilize school based professional learning time during in-service days to learn about the Zones of Regulation. o Use the Zones of Regulation framework to support the inclusion of social-emotional learning across subject areas. o Develop a toolbox of co-regulation strategies that we can utilize to support our student's attempts to regulate throughout the day.	o Classroom Teachers o Educational Assistants o Divisional Occupational Therapist and Mental Health Clinician.	o Training during October PD Inservice o Divisional PD sessions between Sept-Dec.	
Families: *We believe that attempts to foster emotional regulation are most impactful when they are across all the child's environments. To achieve this, we will:* o Communicate important terms/vocabulary related to social-emotional wellbeing and regulation to parents. o Provide opportunities for students to share their "toolbox" with their parents.	o Principal o Guidance Counselor	o This will be an ongoing process throughout the year.	