

Interlake School Division: School Planning Report (2024/2025)

(Due to Superintendent's Department: September 20, 2024)

The Interlake School Division is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are *accessible, equitable, and responsive*.

School:	Rosser Elementary School	Principal:	Josh Harrison	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:

Who was involved in the planning process?

- Teaching and Support Staff from Rosser Elementary school met to analyze school data and generate ideas for growth.
- Members of the Divisional Curriculum Support Team offered feedback and data to facilitate the development of this plan.
- Grandmother Mary Wilson visited our school and offered feedback on our journey towards Truth and Reconciliation.

When will the plan be reviewed during the school year?

- September 3rd 2024 – Review the School Plan
- November 8th, 2024 – Review the School Plan, develop classroom profile plans
- February 3rd 2024 – Review the School Plan and School Based Data.
- May 20th, 2024 – Review School Plan and School Based Data to inform next year's School Plan.

How will progress be shared with Students/Staff/Families during the school year?

- Staff Meetings and School Planning Inservice Days
- The Principal's Report during Monthly Parent Advisory Council meetings
- The 2024-2025 Community Report will highlight some of the areas of growth related to this year's school plan.

School Goals:

In the next **three (3)** school years, we want to become a school that:
Values diversity and ensures that every student receives a high-quality education regardless of their starting point, while meeting the needs of our diverse community through adaptive and culturally responsive practices.

ACCESSIBLE

High-quality learning opportunities are ACCESSIBLE if: Every learner can and will learn, in their own ways, in their own time.

Why ACCESSIBILITY matters to our school:

We believe that every student should be able to have the opportunity to engage in high-quality learning experiences. There can be many reasons why students may have difficulty engaging in learning in the classroom. However, regardless of where students start, and what supports they need to excel, we believe that receiving an education is a right that all children are entitled to. Therefore, it is essential that we identify barriers and remove them and we collaborate with students, families and professionals to ensure that learning is accessible to all students.

School Goal for ACCESSIBILITY:

- This year, learning opportunities will become more **ACCESSIBLE** by:
 - Identifying and removing barriers to learning
 - Using universal screening tools in numeracy and literacy to identify critical next steps in student learning
 - Collaborating with staff, students, families and divisional clinicians to create plans to support student learning.

Evidence used to determine our school goal for ACCESSIBILITY:

- Early Years Evaluation (EYE) assessment results
- Hearing and vision screenings
- Universal screening data in literacy and numeracy
- Divisional Clinical assessment data (where applicable)

EQUITABLE

High-quality learning opportunities are EQUITABLE if: Every learner is valued and authentically represented in their education.

Why EQUITY matters to our school:

Equity is a deep and nuanced concept. We believe that respecting and valuing diversity is a critical part in engaging in the greater Canadian community. Through culturally appropriate experiential learning, we can help to build a deeper appreciation for this diversity. We also believe that our students are diverse in their experiences and needs that they bring to the learning environment. Nevertheless, all students deserve an equal opportunity to receive a high-quality education because if our students are well educated, they will live longer, be happier and make greater contributions to our communities.

School Goal for EQUITY:

- This year, learning opportunities will become more **EQUITABLE** by:
 - Identify where students are in their learning through the use of universal screenings and regular assessment.
 - Infusing cultural relevance and references into the learning experiences.
 - Inviting Elders to join share their wisdom with our students.
 - Use an equity and inclusion “lens” when planning school events.

Evidence used to determine our school goal for EQUITY:

- *Mamàhtawisiwin* Tools for Reflection, Planning, and Reporting - School Tool
- Feedback from Elder Mary’s visit to Rosser Elementary School
- Early Years Evaluation (EYE) assessment results
- Universal Screening tools in literacy and numeracy
- Math Fact Monitoring data

RESPONSIVE

High-quality learning opportunities are RESPONSIVE if: Every learner experiences relevant and responsive curriculum and programming.

Why being RESPONSIVE matters to our school:

We believe that all students need to be equipped with the skills that will enable them to contribute to their community, be critical thinkers and lifelong learners. However, our students exist within individual academic, social-emotional and socio-economic contexts that impact the knowledge they bring with them into their learning and their ability to regulate throughout the day. At Rosser Elementary school, we want to meet students where they are, and ensure all students achieve meaningful progress.

School Goal for being RESPONSIVE:

- This year, learning opportunities will become more **RESPONSIVE** by:
 - Utilizing assessment to identify learning needs before, during and after lessons
 - Adapting our lessons to meet the learning needs identified in our assessments.
 - Building connections between learners in the classroom and across our communities.
 - Ensuring our learning experiences reflect the diversity of our community.

Evidence used to determine our school goal for being RESPONSIVE:

- Math Comprehensive Skills Inventory (MCSI) Data
- Universal Screening Data from Literacy and Numeracy
- Progress Monitoring Data in Literacy and Numeracy
- Early Years Evaluation (EYE) Data.
- Review of Educational Literature and Research. For example, What Work’s Clearing House.

High Leverage Strategy: Explicit Direct Instruction

Rationale for this High Leverage Strategy:

As educators, our primary challenge is to ensure students learn the curriculum content in a meaningful way. However, learning is a complex process that we assess by determining what students have stored in Long-term memory. Daniel Willingham, a cognitive scientist, says “memory is the residue of thought” meaning that students need to engage in deep, sustained thinking if we want them to learn. Working memory is the space in the brain where learning happens. However, working memory is limited in capacity. Therefore, we need to ensure that learning experiences are clear and structured. This is especially true for novice learners who do not have well organized and easily accessible subject specific knowledge, referred to as schema, that they can draw on to learn independently.

Explicit direct instruction is an evidence-based practice that ensures all students, regardless of their prior knowledge, have an equal opportunity to engage with and learn the subject matter. With explicit direct instruction, complex tasks are broken down into their component parts. Through clear explanations, modeling, and guided practice, novice learners build proficiency with the content. This ensures that the cognitive load (the amount of information a learner is expected to handle in their working memory) is manageable, allowing them to focus on the key ideas in the lesson. Gradually, step by step, novice learners are explicitly taught the skills they need to become critical thinking, problem solving experts.

In his ‘principles of instruction’ Barak Rosenshine indicated the importance of frequent review, cumulative practice, clear explanations, modeling, a gradual release of responsibility, and ongoing feedback. These principles are critical to helping our students consolidate their learning in long-term memory and elucidate the reasons that explicit, direct instruction is so effective.

Explicit direct instruction also enhances engagement and motivation by providing frequent success, which builds student confidence, and immediate feedback. With frequent assessment, lessons unfold with the agility needed to adapt to the learning needs of students at any given moment. Through intentionally investigating background knowledge and frequently assessing student learning, students have an equitable opportunity to work towards mastering the content. Ultimately, explicit direct instruction equips students with the foundational knowledge that they need to become lifelong learners, successful problem-solvers and meaningful contributors to our community.

Instruction is explicit and direct if...

- Learning intentions are clear to the teacher and the students
- Assessment is used regularly to monitor student learning and adapt to student needs.
- It is skill based and students are active participants in learning.
- Individual skills are practiced to automaticity and used in authentic applications.
- There is a gradual release of responsibility.

Explicit, Direct instruction is...

- ✓ Accessible
- ✓ Responsive
- ✓ Equitable

Specific actions we will take THIS YEAR to support our high leverage strategy:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
1: Teachers will implement effective literacy centres to reinforce the skills students have learned during small group instruction.	<ul style="list-style-type: none"> • Classroom Teachers • Early Literacy Co-Teacher • Learning Support Teacher 	<ul style="list-style-type: none"> • Daily ELA blocks • Early Literacy Co-teacher time 	<ul style="list-style-type: none"> • Really Great Reading Assessments 	<ul style="list-style-type: none"> • Really Great Reading Assessments • DIBELS 8 Oral Reading Fluency • Early Years Evaluation

2: Use IXL as a universal screener and to monitor progress in math.	<ul style="list-style-type: none"> • Classroom Teachers • Early Literacy Co-Teacher • Learning Support Teacher 	<ul style="list-style-type: none"> • Universal Screening in September • Once per term for progress monitoring 	<ul style="list-style-type: none"> • IXL Diagnostic Data 	<ul style="list-style-type: none"> • IXL Diagnostic Arena • Formative Assessment Quizzes
3: Use Pacing Guides in Math for Grades 1 – 4.	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Throughout the school year. 	<ul style="list-style-type: none"> • IXL Diagnostic Data 	<ul style="list-style-type: none"> • Teacher Reflection • Formative Assessment Quizzes • IXL Diagnostic Data

High Leverage Strategy: Culturally Responsive Programming				
<p><i>Rationale for this High Leverage Strategy:</i> Culturally responsive programming is not just an educational strategy; it is a commitment to equity, inclusion, and reconciliation. By integrating Indigenous knowledge, perspectives, and values into our school’s programming, we create a learning environment that honors the diverse cultural heritage of our students and prepares them to be respectful, informed, and engaged citizens. This approach is crucial for building a school community that truly reflects the principles of equity, accessibility, and responsiveness. Culturally responsive programming responds to several of the Truth and Reconciliation Commission’s Calls to Action. By incorporating Indigenous knowledge, perspectives, and values into our curriculum, we actively contribute to the process of reconciliation, ensuring that our students understand and respect the cultural heritage and contributions of Indigenous peoples.</p> <p><i>Mamàhtawisiwin: The Wonder We Are Born With</i> emphasizes the importance of recognizing and nurturing the innate gifts and strengths of Indigenous students. This approach encourages educators to create learning environments that reflect and respect Indigenous ways of knowing and being. By implementing culturally responsive programming, we not only honor these principles but also create opportunities for all students to benefit from the rich cultural diversity within our school community. This approach fosters a deeper understanding and respect for Indigenous cultures among all students.</p>				
<p><i>Programming is culturally responsive if:</i></p> <ul style="list-style-type: none"> • Instruction reflects students’ cultural background • Cultural references are embedded in lessons • Teachers are engaged in ongoing professional growth and personal reflection • Strong relationships are developed between teachers, students and community members. 		<p><i>Culturally Responsive Programming is:</i></p> <ul style="list-style-type: none"> ✓ Accessible ✓ Equitable ✓ Responsive 		
Specific actions we will take THIS YEAR to support our high leverage strategy:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):

1: Invite Elders and Knowledge Keepers to join us once per season to share their knowledge with us.	<ul style="list-style-type: none"> Principal Indigenous Lead Teacher 	Schedule To be Determined	<ul style="list-style-type: none"> <i>Mamàhtawisiwin</i> Tools for Reflection, Planning, and Reporting - School Tool Feedback from Elder Mary's visit to Rosser Elementary School 	<ul style="list-style-type: none"> Review of school events
2: School Staff will participate in one day of Treaty Education training.	<ul style="list-style-type: none"> All school staff 	<ul style="list-style-type: none"> September 27th 2024 (Teaching Staff) February 3, 2025 (Support Staff) 		<ul style="list-style-type: none"> Staff feedback from divisional training
3: The guidance counsellor will incorporate teach guidance classes through the lens of the Seven Grandfather Teachings.	<ul style="list-style-type: none"> Guidance Counsellor 	25 minutes per cycle, beginning in September.		