

Interlake School Division: School Planning Report (2025/2026)

(Due to Superintendent’s Department: September 22, 2025)

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):	2025/09/22
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Planning Process:

Who was involved in the planning process?

Teaching and support staff from Rosser Elementary analyzed school data and generated ideas for growth. Families were invited to complete a spring survey to provide feedback and suggestions.

When will the plan be reviewed during the school year?

- Sept. 2, 2025 – Staff Meeting: Review plan
- Nov. 10, 2025 – Staff Meeting: Review data, develop classroom profiles
- Feb. 2, 2026 – Staff Meeting: Review plan and data
- May 11, 2026 – Staff Meeting: Review data and identify next steps for 2026–27

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

- Staff meetings and planning days
- Weekly family bulletins
- Principal’s report at monthly PAC meetings
- 2025-2026 Community Report highlighting areas of growth

Looking Ahead:

In the next **three (3)** school years, we want to become a school that:

- **Values and celebrates diversity** while ensuring all children receive a high-quality education.
 - **Roots teaching in effective instruction and assessment** to identify where each learner is and provide the next steps for growth.
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- This year, learning opportunities will become more **ACCESSIBLE** (*Every learner can and will learn, in their own ways, in their own time*) by:
 - Embedding daily, weekly, and monthly cumulative review of key content.
 - Strengthening staff collective efficacy through professional learning on Rosenshine’s Principles of Instruction.
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- This year, learning opportunities will become more **EQUITABLE** (*Every learner is valued and authentically represented in their education*) by:
 - Creating leadership opportunities and extracurricular groups that amplify student voice and foster connection.
 - Welcoming Elders, Knowledge Keepers, and community guests who reflect and celebrate the diverse backgrounds of our students.
 - Creating land and Treaty acknowledgements
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- This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by:
 - Reviewing student data frequently and adjusting instructional strategies as needed (ex. Re-organizing our small reading groups to meet learning needs).
 - Providing early interventions when assessments identify specific needs, ensuring all students access the critical learning they require.

SCHOOL GOAL #1			
School Goal #1: <i>Explicit-Direct Instruction (EDI)</i> Through clarity, structure, and the use of effective principles of instruction, we will ensure all students have equitable opportunities to engage in high-quality learning that is both accessible and responsive to their needs. This year, our work with <i>Explicit-Direct Instruction (EDI)</i> will emphasize the importance of regular cumulative review of key learning concepts to promote lasting retention.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply) Embedding cumulative review ensures that all students, including those who require additional time or repeated exposure, have equitable access to mastering essential skills.	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #1: What evidence led you to select this goal? • 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.			
Data source(s) for School Goal #1: Which source(s) of data will you use to measure progress toward this goal? • IXL Snapshot Data and Action Plans – formative snapshots and progress monitoring in mathematics. • Really Great Reading Decoding Assessments – monitor student decoding growth. • DIBELs reading fluency assessments – monitor fluency progress over time.			
High Leverage Strategy 1.1:			

Explicit-direct instruction (EDI) is an evidence-based approach that provides all students with equitable access to learning. Complex ideas are broken into manageable steps, supported by clear explanations, modeling, guided practice, and scaffolding. This reduces unnecessary cognitive load, allowing learners to focus on the most important content while gradually developing the independence to think critically and solve problems.

One challenge in learning is the rate at which new information is forgotten if it is not intentionally and routinely retrieved. The forgetting curve, originally published by Hermann Ebbinghaus, is one powerful illustration of this challenge facing learners. If we want to combat the forgetting curve, and bolster the long term retention of learning for our students, we must provide opportunities for students to retrieve their learning regularly.

Central to this approach—and our specific focus this year—is **regular cumulative review**. Barak Rosenshine’s *Principles of Instruction* highlight the power of frequent review and cumulative practice to solidify knowledge in long-term memory. By systematically revisiting content daily, weekly, and monthly, students strengthen retrieval pathways, prevent forgetting, and integrate new learning with prior knowledge.

Data Target for Strategy 1.1: Describe how your data will look if this strategy is successful.

- Evidence will include:
 - **Staff Learning**
 - Staff meetings and PD days include explicit instruction on cumulative review.
 - Teachers share classroom practices during PD and staff meetings.
 - **Classroom Implementation**
 - Teachers incorporate regular cumulative review into weekly/daily lesson plans.
 - **Student Impact**
 - Students demonstrate mastery of concepts through cumulative review tasks after significant time gaps.
 - Universal screening and benchmark data in ELA and Math confirm continued mastery of skills across the year.

	Who will do it:	When will this happen:
1.1.1: Professional Learning about Rosenshine’s first Principle of Instruction: Regular Cumulative Review	Principal will prepare the learning experiences. Teaching staff will participate.	September 2 November 10 March 2 April 20

1.1.2: Students will engage in regular cumulative review in Math and ELA	Classroom teachers or Educational Assistants if directed by the classroom teacher.	Daily or weekly
1.1.3: Literacy and numeracy data will be reviewed frequently to ensure instructional groupings target priority learning areas	Classroom teachers in collaboration with ELC, LST and Admin	Every 6 to 8 weeks.

SCHOOL GOAL #2			
School Goal #2: <i>Culturally Responsive Programming</i> By embedding Indigenous knowledge, perspectives, and values into classroom practice, we ensure learning is culturally relevant and respectful. This approach builds cultural competence, strengthens community connections, and fosters an environment where diversity is celebrated as a source of learning and strength.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☐	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #2: What evidence led you to select this goal? <i>Mamàhtawisiwin: The Wonder We Are Born With</i> – School Tool for Reflection - Parent Survey Data - School Staff observations			
Data source(s) for School Goal #2: Which source(s) of data will you use to measure progress toward this goal? Calendar of School Events – documenting frequency and type of culturally responsive activities. Classroom-based Land and Treaty Acknowledgements – tracking completion and evidence of student input. <i>Mamàhtawisiwin: The Wonder We Are Born With – School Reflection Tool</i> – staff reflection and growth over time.			
High Leverage Strategy 2.1: What is one strategy that will move you toward your goal?			

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. <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.		
Data Target for Strategy 2.1: Describe how your data will look if this strategy is successful. - Evidence will include: Staff Learning: - Staff confidently facilitate classroom Treaty acknowledgements and integrate Treaty Education learning. Classroom Implementation: - Land and Treaty Acknowledgements are visible in classrooms and authentically reflect student input. - Lessons and activities tied to the Seven Teachings and Treaties are embedded in classroom practice. Student Impact: - Students demonstrate pride and recognition of their own identities and cultures. - Students articulate greater understanding of Indigenous cultures, histories, and perspectives.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.1:	Who will do it:	When will this happen:
2.1.1: Classrooms will develop Land and Treaty Acknowledgements	Classroom teachers, in collaboration with our Indigenous Education Lead Teacher	October 6 th 2025
2.1.2: School Wide activities will be planned on a monthly basis that incorporate the Seven Teachings and foster connections between students.	School staff will collaborate to plan these activities, involving student leadership groups where appropriate.	September, October, January, March, April, May, June
2.1.3: We will welcome Elders, Knowledge Keepers, and community guests who reflect and celebrate the diverse backgrounds of our students.	Admin and teachers will identify guests to invite.	Dates to be scheduled in collaboration with guests.

SCHOOL GOAL #3			
School Goal #3: <i>Safe and Supportive Learning Environments</i> Student success cannot be measured solely by a narrowly defined concept of academic success. It is critical that schools help to develop the “whole child” by providing an environment that is safe and predictable, staffed by adults who provide emotional availability, while holding students accountable for being respectful, responsible and safe members of our school community.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #3: What evidence led you to select this goal? • Review of student intake data for incoming students • Review of Rosser Student Services data • Response Data from community survey			
Data source(s) for School Goal #3: Which source(s) of data will you use to measure progress toward this goal? • Student Behaviour Data • Student Voice Data – semi-annual survey on sense of belonging, safety and relationships (November and March) • Attendance Data • Staff Observations			
High Leverage Strategy 3.1: Building Safe and Predictable Environments through Trauma-Sensitive Practice Creating a safe and supportive learning environment requires both structure and responsiveness. By developing clear, consistent behaviour expectations and embedding trauma-sensitive practices, staff will provide the predictability students need to feel secure, while also offering emotional availability to help students regulate and engage in learning. Trauma-sensitive approaches, such as those outlined in <i>Fostering Resilient Learners</i>, emphasize the balance of accountability and availability: ensuring students know what is expected while feeling supported and understood.			

Data Target for Strategy 3.1: Describe how your data will look if this strategy is successful. Evidence of success will include: • Staff Learning ○ Staff demonstrate increased knowledge and use of trauma-sensitive strategies (e.g., restitution, co-regulation, restorative conversations). • Classroom Implementation ○ Behaviour expectations are consistently visible, referenced, and reinforced in classrooms, hallways, playground, and buses. ○ Classroom activities regularly incorporate regulation strategies. • Student Impact ○ Reduction in the frequency and severity of unexpected behaviours across settings. ○ Student surveys show increased feelings of safety, belonging, and positive relationships with peers and staff. ○ Attendance data reflects improved student engagement.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.1:	Who will do it:	When will this happen:
3.1.1: Book Study of <i>Fostering Resilient Learnings: Strategies for Creating a Trauma-Sensitive Classroom</i>	Rosser Staff	During Staff Meetings and Inservice Days
3.1.2: Create clear, consistent and accessible behaviour expectations and post them across all student environments	School staff, in collaboration with students where appropriate, will develop these behaviour expectations.	September 2025
3.1.3: Provide Leadership and Extracurricular opportunities for students	School staff will organize opportunities	September to June