Interlake School Division: School Planning Report (2026/2027)

(Due to Superintendent's Department: September 28, 2026)

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:**	Jennifer Ellis	**Date (yyyy/mm/dd):**	2026/09/28

Planning Process:

Who was involved in the planning process?

- All teachers and educational assistants were involved on May 11, 2026
- Student voice was incorporated through a wellness survey about belonging and safety.

When will the plan be reviewed during the school year?

- Progress will be reviewed during staff meetings throughout the school year (September, November, February, and May).
- Staff will examine implementation evidence, review available data, and identify next steps for continued improvement.

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

- Progress will be shared with staff during collaborative staff meetings throughout the year.
- School priorities and successes will be communicated with families through newsletters, School Community (REPAC) meetings, and the annual Community Report.

Looking Ahead:

In the next **three (3)** school years, we want to become a school that empowers every learner through high-quality instruction, strong relationships, and culturally responsive learning environments where every student feels safe, valued, and successful.

- This year, learning opportunities will become more **ACCESSIBLE** (*Every learner can and will learn, in their own ways, in their own time*) by strengthening evidence-informed instructional practices, including explicit instruction, effective modelling, scaffolded learning, and cumulative review to ensure every learner can successfully access grade-level learning.

• This year, learning opportunities will become more **EQUITABLE** (*Every learner is valued and authentically represented in their education*) by creating safe, caring, and inclusive learning environments where every student experiences belonging, positive relationships, and consistent support for their social, emotional, and academic growth.
• This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by providing engaging, evidence-informed instruction, fostering safe and caring learning environments, and creating meaningful learning experiences that reflect students' identities, cultures, strengths, and communities.

SCHOOL GOAL #1			
School Goal #1: Strengthen the consistent implementation of evidence-informed Explicit-Direct Instruction to improve student learning and ensure all students have access to high-quality Tier 1 instruction.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	**Accessibility ☒**	**Equity ☒**	**Responsiveness ☒**
Evidence used to determine School Goal #1: What evidence led you to select this goal? Staff reviewed instructional research, reflected on current classroom practice, and identified Explicit-Direct Instruction as a priority for continued growth. A review of the most common instructional adaptations included in students' Adaptation Learning Plans (ALPs) demonstrated that strategies such as explicit modelling, scaffolded instruction, guided practice, cumulative review, and carefully sequenced learning were needed for many students. Staff recognized that these strategies represent high-quality instruction for all learners, making Explicit-Direct Instruction the school's primary instructional improvement priority.			
Data source(s) for School Goal #1: Which source(s) of data will you use to measure progress toward this goal? • Classroom walkthrough observations • Staff implementation reflections • Student achievement data (classroom assessments, common assessments, report cards) • Student support data (ALPs and intervention data where appropriate)			
High Leverage Strategy 1.1: What is one strategy that will move you toward your goal? Strengthen lesson design by intentionally sequencing learning into manageable steps using Explicit-Direct Instruction.			
Data Target for Strategy 1.1: Describe how your data will look if this strategy is successful. Classroom observations and teacher implementation reflections demonstrate consistent use of clearly sequenced lessons that include explicit learning intentions, teacher modelling, guided practice, independent practice, and opportunities for assessment and feedback.			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.1:	**Who will do it:**	**When will this happen:**	
1.1.1: Staff will participate in professional learning and collaboration around sequencing learning in small steps.	Principal and Teachers	Throughout the year	
1.1.2: Teachers will intentionally sequence learning into manageable instructional steps during classroom instruction.	Teachers	Throughout the year	

High Leverage Strategy 1.2: What is one strategy that will move you toward your goal? Strengthen student learning through consistent use of cumulative review, retrieval practice, and explicit teacher modelling.		
Data Target for Strategy 1.2: Describe how your data will look if this strategy is successful. Classroom observations, and teacher reflections demonstrate regular use of cumulative review, retrieval practice, teacher think-alouds, and the gradual release of responsibility (I Do → We Do → You Do).		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.2:	**Who will do it:**	**When will this happen:**
1.2.1: Daily, weekly and monthly cumulative review will be an embedded practice.	Principal and Teachers	Throughout the year
1.2.2: Staff will implement a gradual release model (I Do, We Do, You Do) to model concepts in mathematics.	Teachers	Throughout the year

SCHOOL GOAL #2			
School Goal #2: Strengthen safe, caring, and inclusive learning environments where every student experiences belonging, develops positive relationships, and grows as a respectful and responsible member of the school community.			
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? Staff reviewed student perception data related to belonging, safety, self-regulation, and problem solving. Staff also reflected on current school practices and collaboratively developed a shared vision of a Safe School and Good Citizens. While recognizing Rosser's strong relational culture, staff identified opportunities to strengthen consistency, increase student belonging and voice, expand proactive supports, and further develop common school-wide practices.			
Data source(s) for School Goal #2: Which source(s) of data will you use to measure progress toward this goal? • Student perception surveys • Behaviour data • Staff reflections • Classroom observations			
High Leverage Strategy 2.1: What is one strategy that will move you toward your goal? . Strengthen consistent, proactive school-wide practices that foster belonging, support positive behaviour, and develop students' self-regulation and problem-solving skills.			
Data Target for Strategy 2.1: Describe how your data will look if this strategy is successful. Classroom observations, behaviour data, staff reflections, and student perception survey results demonstrate increased consistency in school-wide expectations, improved student belonging, and positive student behaviour across the school.			
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: School-wide expectations for being respectful, responsible, and safe will be embedded in co-created classroom behaviour expectations and explicitly taught, modelled, and reinforced.	All staff	September	
2.1.2: Staff will intentionally create opportunities for students to demonstrate leadership, contribute ideas, and participate in building a positive school community.	All staff	Throughout the year	

2.1.3: Staff will intentionally build positive relationships with students to strengthen belonging and ensure every student feels connected to the school community.	All staff	Throughout the year

SCHOOL GOAL #3			
School Goal #3: Strengthen culturally responsive programming by building authentic relationships and embedding Indigenous perspectives into everyday teaching and learning.			
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? Staff used the Mamàhtawisiwin School Reflection Tool to reflect on authentic involvement and inclusive, culturally safe learning environments. Staff identified strengths in existing cultural learning opportunities while recognizing opportunities to strengthen authentic relationships with Elders, Knowledge Keepers, families, and community, continue staff learning, and embed Indigenous perspectives throughout everyday classroom learning.			
Data source(s) for School Goal #3: Which source(s) of data will you use to measure progress toward this goal? • Mamàhtawisiwin School Reflection Tool • Staff reflections • Classroom observations • Evidence of community partnerships • Teacher implementation reflections			
High Leverage Strategy 3.1: What is one strategy that will move you toward your goal? Strengthen culturally responsive programming by building authentic relationships with Elders, Knowledge Keepers, families, and community while embedding Indigenous perspectives throughout the curriculum.			
Data Target for Strategy 3.1: Describe how your data will look if this strategy is successful.			

Classroom observations, staff reflections, and the Mamàhtawisiwin School Reflection Tool demonstrate increased integration of Indigenous perspectives throughout the school year and increased opportunities for authentic partnerships with Elders, Knowledge Keepers, families, and community.		
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: Staff will participate in professional learning webinars from the Outdoor Learning Store to strengthen their understanding and implementation of culturally responsive programming.	Principal and Teachers	On PD afternoons during the school year
3.1.2: Staff will intentionally incorporate Indigenous perspectives and continue building authentic relationships with Elders, Knowledge Keepers, families, and community throughout the school year.	Teachers	Throughout the year