Intellectual Engagement:

Our goal was for all students from Kindergarten to Grade 4 to report and/or display a personal investment in learning.

Students and teachers set personalized learning goals.

Students developed I Can statements and used them as criteria for self-assessment in literacy. For example, the Grade 2 class *Can use Wow words* and *Can use proper spelling in their writing*.

Student interest/passions were connected to the curriculum. For example, the grade 3 and 4 class wrote a persuasive article—based on their passions. A popular topic was *Should Pokemon cards be allowed in school?*

Rosser students displayed a personal investment in learning.

See you in September!

School Planning Process:

- *April 2015 staff met to make predictions and discuss assumptions about student achievement in the area of numeracy and literacy. We used data that measured letter grades in both subjects from Term I to Term II.*
- *June 2015 staff met and agreed upon our 2015-2016 school plan.*
- *September 2015 and February 2016 staff participated in classroom profile meetings, focusing first on group strengths and then focusing on individual needs. As a result of the meeting, we put strategies in place to address needs. Ex.) buddy reading prior to 9:00 a.m., 1:1 pull out for quick recall of math facts, monthly parent emails that included things they could do at home with their child to help them in numeracy and/or literacy.*
- *April 2016 staff collaborated and prepared our school plan for upcoming year.*

Rosser School Staff (2015-2016):
Michaela France
Joanne Braun
Michelle Horobetz
Michelle Manchulenko
Amanda Panteluk
Joanne Daigneault
Sheila Anderson
Belinda McNaughton

Rosser School Community Report 2015-2016

Rosser School is a Kindergarten to Grade 4 school with a student population of 55 students—35 families. We have a staff of 4 teachers, 2 educational assistants, a secretary and a custodian. The outdoor playground green space is large and has a running track along its perimeter.

The important thing about Rosser School is that students are set up to learn, students care about each other, and teachers are kind and helpful.

Rosser School's 2015-2016 School Plan

Literacy:

Our goal was for students from Kindergarten to Grade 4 to improve their writing skills—as determined by baseline student samples.

Initially, teachers gathered student writing samples demonstrating low-mid-high range per grade to help us determine a focus for literacy learning. We engaged in professional learning and collaboration to develop strategies to enhance student literacy—specifically writing. We met with other early years teachers (from Brant-Argyle School and Balmoral School) to participate in the Regie Routman Program. It is a program that embraces the optimal learning model—I Do (teacher), We Do (the group), You Do (the student). We visited John De Graff School, which embraces Regie Routman practices, and learned how different teachers approach teaching/learning in their environment.

Teachers are thinking more about their practice, sharing ideas, and asking questions such as, "How did the writing improve?"

Our PLC (Professional Learning Community) topic this year was *student writing.* We were pleased to have Tara Romanyszyn, our ISD speech/language pathologist, join our group. Her perspective enriched our learning. We did some research on the Bonnie Campbell Hill Reading/Writing Continuum and learned more about how the Continuum started.

The quality of student writing at Rosser School has improved—based on report card data and teacher observation.

Numeracy:

Our goal was for students from Kindergarten to Grade 4 to improve their knowledge and understanding of math (number sense) as measured by report cards.

There was an ongoing monitoring of student progress-revisiting learning goals and making new ones. Students had regular practice solving math equations—ex.) daily quizzes and ladder math.

All math teachers attended a math workshop led by Nancy Felling called *Box Cars and One-Eyed Jacks.* Teachers used many of the strategies learned at the workshop in their math classes. For example, students practiced solving equations with missing addends by playing a dice game called *What's Under my Thumb.* Also, Ms. Anderson participated in the mRLC session—Math Rules and Beyond. Students worked in groups to share individual responses to an open-ended math question using the placemat method. One example of the type of question asked is *When do we use division in real life?*

Classrooms were set up with space for collaborative work and/or individual work, with easy access to a variety of tools and manipulatives.

Number sense was integrated in other subject areas, such as science. Collecting data and presenting it in graph form was part of scientific inquiry.

Students demonstrated an improvement in their understanding of number sense—based on report card data and teacher observation.

Positive, Respectful Learning Environment:

Our goal was for students from Kindergarten to Grade 4 to experience a positive, respectful school learning environment.

Positive relationship building practices, such as morning meetings, celebrations of reported Random Acts of Kindness, and the school-wide practice of using I-statements to share feelings after a conflict, helped contribute to a positive and respectful school learning environment.

I feel…… (sad, the angry, scared)	**When…..(**state fact of what happened)
I assume….	**I want…..**

Teachers developed a behaviour chart which displays our school beliefs and bottom line behaviours. Each classroom has the chart posted for easy reference. You can see the chart on the ISD website under Schools—K to 4 Schools -Rosser School.

We did a school wide survey on what students and staff think is the important thing about Rosser School. An over-arching theme stood out loud and clear—students care about each other, and the teachers are kind and helpful.

Rosser Students experienced a positive, respectful school learning environment.