

School District No. 8 – Kootenay Lake

2022 Rosemont School Learning Plan



District Context

Mission

“ We focus on excellence for all learners in a nurturing environment.”

Vision

“Focus – Learn – Excel”

School Context

Vision

Rosemont is a mindful community school where students learn to empower themselves to embrace challenge and change, foster mutual respect and responsibility and appreciate and care for their world.

School Profile

115 Students

K-5

10 teachers

4 Educational Assistants

1 Clerical

1 Custodian

Consultation Process

Staff

Planning Day May 2022

All staff invited to participate in data discovery (scan, focus, develop a hunch, narrow on a goal)

Students

Student success/learning is the at the forefront of all our planning/directions

Parents

Parents were invited to attend Planning Day May 2022 to discuss school data and develop goals
Initial goals presented at June 2022 PAC meeting

Indigenous Representation

Continuous conversations with our AbEd teacher Jenna Hopper
Continued feedback from students and parents

Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

Inquiry Questions:

How can we improve the writing skills and stamina of our learners?

How can we ensure our students understand number sense skills – many ways to represent a number?

How can we decrease student ‘hands-on’ interactions and have students solve problems in peaceful ways?

Goal statements:

All Rosemont students will be proficient or exceeding in writing proficiencies (skills and stamina)

All Rosemont students will be proficient or exceeding in number sense proficiencies (many ways to represent a number)

All Rosemont students will use effective strategies to solve problems in peaceful ways.

Description of each goal

- A. Rationale (Scan, Focus, Hunch)
 - What's going on for our learners?
 - How do we know?
 - Why does it matter?
- B. Evidence and Targets
- C. Objective
 - Staff Resources and Priorities
 - Inquiry
 - Strategy
 - Structure
- D. Professional Learning

*** In all aspects of goals statement, evidence, and targets, Inclusion, Equity, Indigenization (on and off reserve), and Children in Care must be specifically addressed.**

Literacy

Goal Statement

All Rosemont students will be proficient or exceeding in Grade specific writing proficiencies (skills and stamina)

Rationale

Our data (FSAs, ELP, class writes, student learning survey) indicates a strong development in reading skills, but not transferable to writing output.

Targets – How do I know if we are successful meeting our specific goals?

Student written reports (January & June 2023) will show proficiency of writing skills
 2022-23 ELP data will show mastery in writing skills
 2022-23 FSA data results will increase in writing development
 Classroom/school write results
 Student self-assessments

Objectives

ELP to continue to Intermediate targeted instruction
 ELP toolkits for scoop a group intervention/instruction
 School-wide literacy block in timetable
 2 school-wide writes

Professional Learning

ELP training

Spirals of Inquiry
Heggerty
Bridge the Gap
Redesigned writing performance standard rubrics
ILS – literacy resources – staff ‘book study’

Literacy Data and Evidence

Student written reports (January & June 2023) will show proficiency of writing skills
2022-23 ELP data will show mastery in writing skills
2022-23 FSA data results will increase in writing development
Classroom/school write results
Student self-assessments

Numeracy

Goal Statement

All Rosemont students will be proficient or exceeding in number sense proficiencies (many ways to represent a number)

Rationale

Our data (FSAs, student satisfaction survey, classroom data) indicates an overall low average in number sense awareness

Targets – How do I know if we are successful meeting our specific goals?

Increased proficiency rating for all students to proficient or exceeding on January and June 2023 written reports.
Increased 2022-23 FSA results

Objectives

Blocked numeracy time
Ability groupings for multi-age numeracy learning

Professional Learning

Carole Fullerton resources “book talks”
District numeracy assessments – Fall and Spring data

Numeracy Data and Evidence
MyEd written reports FSA results Classroom data

Self-Regulation

Goal Statement

All Rosemont students will use effective strategies to solve problems in peaceful ways.

Rationale

Our data (behavioural tracking, office visits, anecdotal evidence) indicates even though we focus on Calm and Caring at our school (PBIS), we are still experiencing student ‘hands-on’ behaviours when students need to problem solve.

Targets – How do I know if we are successful meeting our specific goals?

Less ‘hand-on’ office visits
Anecdotal reporting on conflict resolution indicates students are able to solve problems in peaceful ways

Objectives

Whole school self-regulation curriculum – Mind Up
PBIS – 5Cs review

Professional Learning

Mind Up – revised curriculum
Trauma-Informed training
Book study

School Determined Data and Evidence

Less ‘hand-on’ office visits
Anecdotal reporting on conflict resolution indicates students are able to solve problems in peaceful ways