

SCHOOL PLAN

Rosser Elementary



Our Story

Who we are?

Rosser Elementary is a small, culturally diverse school community of 156 students in Northwest Burnaby. Approximately 30% of students are English Language Learners, 14% of students have Individualized Education Plans, and 2% of students identify as Indigenous.

While our size fosters strong relationships and a sense of belonging, our data and team discussions—including student voice and classroom-based evidence—indicate some variability in student experience, particularly for:

- students requiring learning support
- ELL learners developing academic language
- students who would benefit from greater connection and voice within the school

As a staff, we are committed to deepening inclusive practices and ensuring that every learner experiences both success and belonging.

What are we doing well?

Rosser Elementary benefits from a strong sense of community fostered by its small size, allowing students and staff to build meaningful relationships across grade levels. Students are actively engaged in both classroom and extracurricular opportunities, including athletics and clubs such as leadership, allyship, chess, and garden club, which contribute to students' sense of belonging and connection to the school. Staff demonstrate a commitment to responsive and inclusive teaching practices, using differentiation and incorporating approaches such as outdoor and place-based learning to meet diverse student needs. As a staff, we are intentional in creating an inclusive and welcoming environment for all members of the school community, where diversity is valued and all students feel a sense of belonging.

The school is further strengthened by an engaged Parent Advisory Council and a supportive family community. Ongoing use of formative and summative assessment, along with early screening and staff collaboration, ensures that educators have a clear and evolving understanding of student learning, which informs instruction and targeted supports. These practices contribute to a positive school environment where students are engaged and supported in their learning.

Our *Focus*

Goal 1: *Increase Student’s Ability to Express Themselves in Writing*

Writing - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	We use formative and summative classroom assessments, writing samples, and early literacy screening data to identify students who are not yet meeting expectations in writing. Staff review student work regularly to identify patterns and areas of need.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	Our plan identifies priority learners, including English Language Learners and students with Individualized Education Plans, who may require additional support with written expression. These students are a key focus within our writing goal.

Writing - Strategies

How are interventions identified and prioritized for your school?

Interventions are identified through analysis of student writing and collaborative staff discussion. Priority is given to students who are significantly below expectations or showing limited progress. Interventions are selected to target specific areas such as idea development, organization, and language use.

What is your school doing to adapt and/or adjust interventions to support student success?

Instructional supports are provided through a tiered approach to meet the diverse learning needs of students. At **Tier 1**, all students receive explicit instruction in idea development, organization, and written expression, supported by clear learning goals, modelling, and ongoing feedback. At **Tier 2**, targeted small-group supports are provided for students who require additional assistance, including guided practice, scaffolds such as graphic organizers, and focused feedback based on writing samples. At **Tier 3**, individualized supports are implemented for students with more complex needs, including one-on-one instruction, adapted tasks, and collaboration with support staff to ensure students are able to effectively develop and communicate their ideas in writing.

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

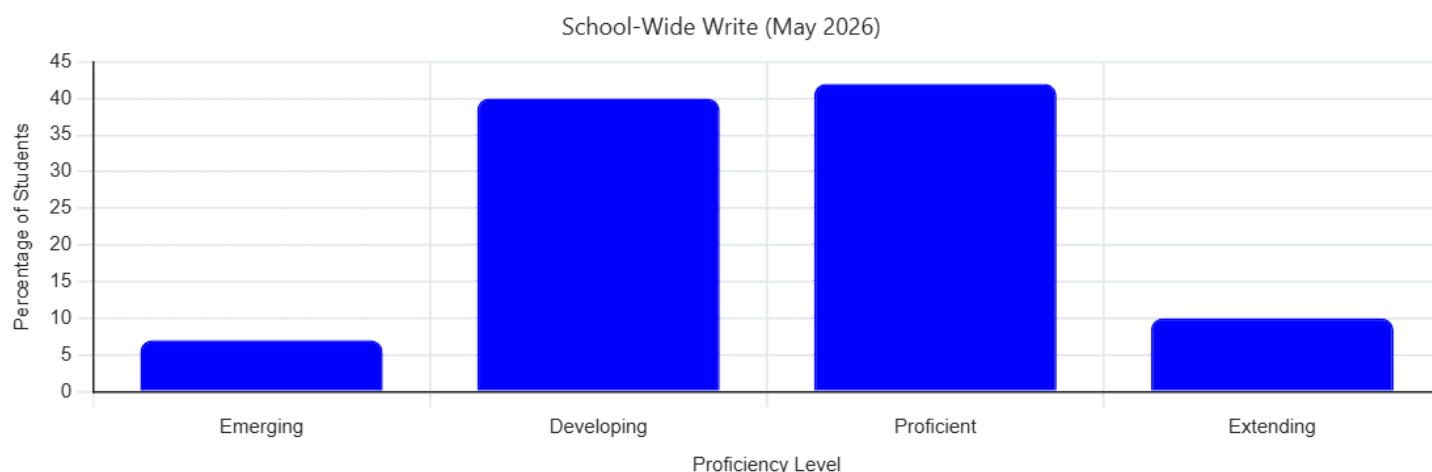
Staff are provided with opportunities to collaborate including discussions of student writing, shared planning, and screening of writing samples. These collaborative conversations support the development of common expectations and a shared understanding of effective writing instruction. As part of our writing goal, staff are exploring research-informed approaches, including the work of Jennifer Serravallo, to strengthen instructional practices, with an emphasis on goal-setting, feedback, and responsive support for learners. Collaboration time is used to examine student work, identify next steps, and refine instructional approaches. This ongoing dialogue supports greater consistency across classrooms and contributes to improved student outcomes in writing.

Key Strategies to Support Writing Goal:

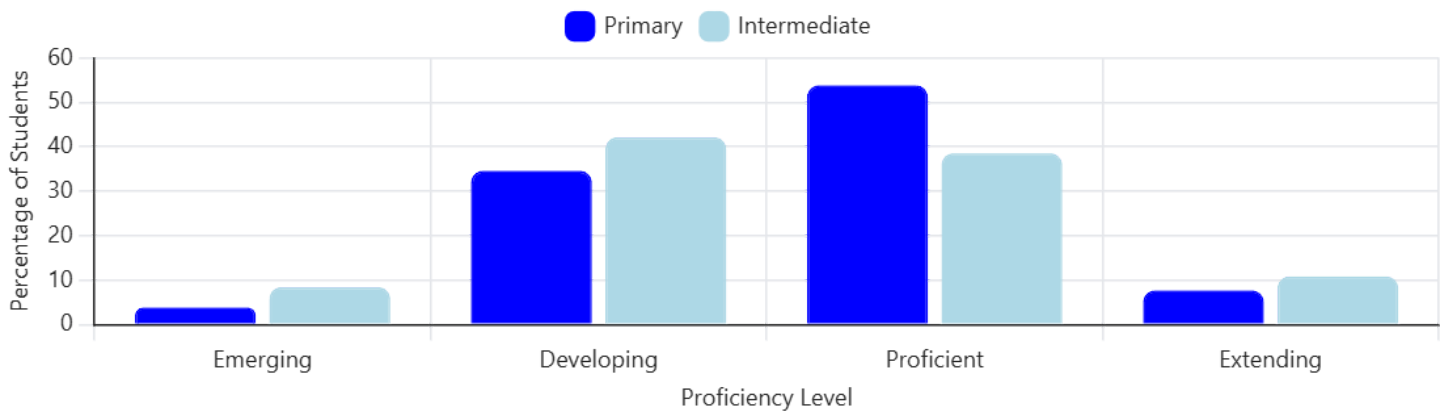
- Provide explicit instruction in idea development and organization across grade levels - continue building on instructional practices including the work of Jennifer Serravallo
- Use goal-setting and targeted feedback to support student growth in writing
- Regularly analyze writing samples to identify trends and inform instruction
- Differentiate instruction to support English Language Learners and students with diverse learning needs
- Support staff collaboration through shared planning and moderation to build consistency in writing instruction
- connect with other schools around shared Pro-D opportunities
- continue building literacy support through the school library with Word Wizard Wednesday, and co-teaching opportunities

Writing - Consideration for Data

What does the data say?



Primary vs. Intermediate School Wide-Write (May 2026)



Data from our school-wide writing assessment indicates variability in student achievement across grade levels and classrooms. Approximately 40% of students are currently performing in the developing range, with an additional small group (7%) in the emerging range. At the same time, 52% of our students are demonstrating proficiency (42%) or extending (10%) with their skills in writing. School-wide trends suggest that students are generally more successful with conventions, while continuing to develop their ability to generate, organize, and communicate ideas. Students are also working on vocabulary acquisition. These patterns have informed our focus on strengthening writing instruction, with an emphasis on supporting students to more effectively develop and express their thinking.

School-wide data suggests that while many primary students are achieving proficiency in writing, a greater proportion of intermediate students remain in the developing range. This highlights the need for continued focus on idea development, organization, and independent expression in the intermediate grades.

As part of our ongoing work, we will continue to examine our data to better understand students' attitudes toward writing, particularly those who do not yet enjoy or feel confident in their writing. This deeper understanding will help inform more responsive instructional approaches to support student growth and confidence in writing moving forward.

What data are we looking at?

We use multiple data sources to inform our planning and monitor student progress in writing, including:

- school-wide writing assessments and writing samples
- classroom-based formative and summative assessments
- report card data
- student voice (surveys and discussions)
- attendance data

- district and ministry data sources (e.g., FSA, EDI, MDI)

Goal 2: Increase Students' Sense of Belonging, Safety, and Security

SEL - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	We use student voice (surveys, check-ins, and conversations), staff observations, and participation data to identify students who may be experiencing challenges with belonging, connection, or engagement. Staff regularly share observations to identify students who may be less connected or at risk of disengagement.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	Our plan identifies priority learners, including students who may not yet feel connected or engaged in the school community. This includes English Language Learners, students with diverse abilities, and students requiring additional social-emotional support. These learners are considered explicitly in our goal of improving belonging and connection.
<i>How are teachers able to identify struggling students who may not show in the data?</i>	Teachers identify students who may be experiencing challenges not always captured in formal data through regular, collaborative discussions involving classroom teachers, non-enrolling staff, the school counsellor, and administration. These conversations provide opportunities to share observations, consider individual student and family contexts, and build a more holistic understanding of student needs in order to inform timely and responsive support.

SEL - Strategies

How are interventions identified and prioritized for your school?

Interventions are identified through staff collaboration and student voice data. Priority is given to students who demonstrate lower levels of connection or engagement. We prioritize opportunities that increase inclusion, voice, and participation in school life.

This work is supported through a shared, school-wide approach using the RAVEN acronym, which provides a common language and consistent expectations for belonging, respect, and inclusion across the school. We will be implementing this new approach starting in September 2026.

What is your school doing to adapt and/or adjust interventions to support student success?

Staff regularly reflect on the effectiveness of supports through student feedback and observations. Interventions are adjusted to increase relevance, inclusivity, and responsiveness—for example, by offering different ways for students to participate, connect, and express themselves.

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

Staff collaborate through meetings, school-based team discussions, and ongoing informal conversations, where they share strategies for improving student connection and well-being. These discussions help build a shared understanding of how to support belonging across classrooms. These collaborative structures support the consistent implementation of RAVEN expectations and strengthen shared approaches to supporting student well-being.

Key Instructional Strategies to Support SEL Goal:

- WITS, Mood Meter, Zones of Regulation, Size of the Problem, UDL Principles, RAVEN language, Growth Mindset

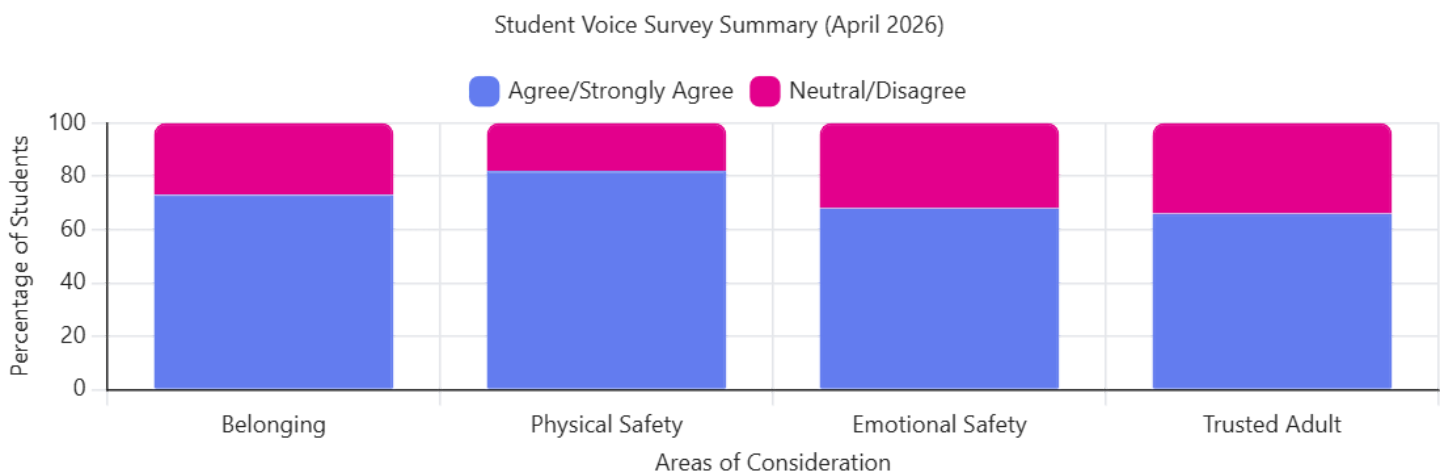
SEL - Student Populations

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children and youth in care?

The plan prioritizes inclusive, relationship-based approaches that support a strong sense of belonging for all students. We aim to ensure that students feel seen, valued, and represented, with particular attention to those who may experience barriers to connection. This work is supported through the use of trauma-informed practices, the intentional development of safe and caring classroom environments, and culturally responsive teaching that reflects and affirms the diverse identities, backgrounds, and experiences of our students.

SEL - Consideration for Data

What does the data say?



Data gathered through student voice indicates that a strong majority of Rosser students report a positive sense of belonging and connection to the school, with approximately 70–75% of students indicating that they feel they belong. Students also report high levels of physical safety, with over 80% indicating that they feel physically safe at school. Responses related to emotional safety and connection to trusted adults remain positive overall, with approximately 65–70% of students selecting “agree” or “strongly agree,” though these areas show slightly more variability compared to others. Across these measures, a smaller but notable group of students selected neutral or less positive responses, suggesting that their sense of connection and support continues to develop. Student feedback highlights the importance of kindness, inclusion, and having trusted adults to talk to as key factors in fostering a strong sense of belonging.

These patterns suggest that while a strong foundation of belonging exists, there is an opportunity to build greater consistency in students’ experiences of connection and support across the school.

What data are we looking at?

We use multiple data sources to understand student well-being and sense of belonging, including:

- student voice (school-based surveys, classroom discussions, and check-ins)
- SEL survey data
- participation in school activities and extracurricular programs
- attendance data
- district and ministry data sources (e.g., EDI, MDI, Student Learning Survey)
- staff observations and anecdotal record

How do we know?

We review multiple sources of evidence to understand student learning, well-being, and engagement. School-wide writing data, including classroom assessments and writing samples, provides insight into student progress and areas of need in written expression. Student voice, gathered through school-wide surveys and ongoing classroom conversations, helps us understand students' sense of belonging, safety, and connection. These data sources are complemented by staff observations, participation in school activities, and regular collaborative discussions among staff. This range of evidence allows us to monitor trends over time, identify students who may require additional support, and adjust our instructional and social-emotional approaches in response to student needs.

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.