

Interlake School Division: School Planning Report (2024/2025)

(Due to Superintendent's Department: September 20, 2024)

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:	Balmoral School	Principal:	Mark Lawson	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:

Who was involved in the planning process? School principal and teachers during school planning days. Priority areas discussed and shared with Parent Advisory Council (PAC).

When will the plan be reviewed during the school year? Staff meetings, professional development in-service days, and spring school planning sessions

How will progress be shared with Students/Staff/Families during the school year? School newsletter updates, Parent Advisory Council (PAC) meetings, and community report

School Goals:

In the next **three (3)** school years, we want to become a school that: has a community where every student feels valued, supported, and empowered to succeed, regardless of their background or abilities. We want to be a place that emphasizes not only academic excellence but also social-emotional well-being, preparing students for both personal and academic success.

- This year, learning opportunities will become more **ACCESSIBLE** through: Literacy skill instruction that meets the needs of each student.
- This year, learning opportunities will become more **EQUITABLE** through: Social Emotional Learning (SEL) programing and culturally responsive pedagogy resulting in improved student well-being and a positive school climate.
- This year, learning opportunities will become more **RESPONSIVE** through: High quality numeracy instruction that is responsive to student needs.

ACCESSIBLE

High-quality learning opportunities are ACCESSIBLE if: Every learner can and will learn, in their own ways, in their own time.

Why ACCESSIBILITY matters to our school: Accessibility is crucial because it ensures that all students, regardless of their abilities or backgrounds, can grow and develop while participate fully in their educational experience.

School Goal for ACCESSIBILITY: Literacy skill instruction that meets the needs of each student.

Evidence used to determine our school goal for ACCESSIBILITY: Literacy initial assessment data (EYE, RGR, DIBELS, Words Their Way)

High leverage strategies to achieve our school goal for ACCESSIBILITY include...

1: Structured literacy approach for literacy instruction among our early and middle years classrooms.

2: Scaffolded silent reading strategies.

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
1.1: Structured literacy instruction including explicit and systematic phonics instruction.	K-5 classroom teachers	Daily	Literacy initial assessment data (EYE, RGR, DIBELS, Words Their Way)	Literacy assessment data (EYE, RGR, DIBELS, Words Their Way)
1.2: Literacy co-teaching with learning support teacher.	K-8 classroom teachers and learning support teacher	Scheduled times within the schools 6 day cycle	Literacy initial assessment data (EYE, RGR, DIBELS, Words Their Way)	Literacy assessment data (EYE, RGR, DIBELS, Words Their Way)
1.3: Staff participation in the ISD learning network on “Structured Literacy”	TP & KM participation	4 half days during the 2024-2025 school year		Teacher self-assessment
2.1: Scaffolded silent reading strategies to be used in classrooms such as support with choice of texts, pre-reading activities, guided practice, progress monitoring/check-ins and post-reading activities.	K-8 classroom teachers	This will occur following the scaffolded silent reading strategy presentation by ISD’s Literacy Support Teacher	Teacher self-reflections	Teacher self-assessment Admin classroom observations

EQUITABLE

High-quality learning opportunities are EQUITABLE if: Every learner is valued and authentically represented in their education.

Why EQUITY matters to our school: By prioritizing equity, a more supportive environment is created where every student can thrive and contribute meaningfully.

School Goal for EQUITY: Social Emotional Learning (SEL) programing and culturally responsive pedagogy resulting in improved student well-being and a positive school climate.

Evidence used to determine our school goal for EQUITY: Mamahtawisiwin Reflections, Self-regulation plans, and classroom well-being check-ins

High leverage strategies to achieve our school goal for EQUITY include...

1: Social Emotional Learning (SEL) to increase student well-being

2: Culturally Responsive Pedagogy to include Indigenous Ways of Knowing, Being, and Doing in the context of Truth and Reconciliation

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
1.1: Social Emotional Learning (SEL) and self-regulation skill building through Zones of Regulation and Sources of Strength programming.	K-3 Classrooms working on Zones of Regulation Gr 4-8 classrooms working on Sources of Strength	Once per cycle with school counsellor and classroom teacher co-teaching	Pre-tests Self-regulation plan data Classroom well-being check-ins	Post-tests Self-regulation plan data Classroom well-being check-ins
1.2: Classroom based social skill development through structured group activities, role-playing, behavior modeling, class discussions, team building, goal setting, reflection, and explicit instruction.	Classroom teachers	Following February professional development day.	Teacher self-assessment Self-regulation plans Classroom well-being check-ins	Teacher self-assessment Self-regulation plans Classroom well-being check-ins
1.3: Staff participation in the ISD learning network on “Regulation in the Early Years Classroom”	DB & AH	4 half days during the 2024-2025 school year		Teacher self-assessment
2.1: Incorporate Cultural Teachings, Experiences, and Indigenous Languages <ul style="list-style-type: none"> ▪ Support professional learning for all educators and educational assistants in the school that promote learning about the world views, values, and traditions of Indigenous Peoples in their school community. 	Classroom teachers	Year-long initiative	Mamahtawisiwin Reflections	Mamahtawisiwin Reflections

<ul style="list-style-type: none"> ▪ Embed learning about Indigenous values and traditions into daily teaching (not as a specific theme or unit). 				
<p>2.2: Teach True History and Treaty Education in K-8 classrooms</p> <ul style="list-style-type: none"> • Learn about the historical events that have had an impact on Indigenous Peoples in Manitoba (e.g., treaties, Indian Residential Schools, TRC), and make curricular decisions based on this knowledge and understanding. 	Classroom teachers	<p>September 27 – Treaty Education Training</p> <p>TE Lessons implemented in K-8 classrooms during the school year</p>	Mamahtawisiwin Reflections	<p>Mamahtawisiwin Reflections</p> <p>Admin classroom observations</p>

RESPONSIVE

High-quality learning opportunities are RESPONSIVE if: Every learner experiences relevant and responsive curriculum and programming.

Why being RESPONSIVE matters to our school: By prioritizing responsiveness, we can create a dynamic and supportive learning environment that fosters student growth, engagement, and success.

School Goal for being RESPONSIVE: High quality numeracy instruction that is responsive to student needs.

Evidence used to determine our school goal for being RESPONSIVE: NAP Spring Baseline Assessment

High leverage strategies to achieve our school goal for being RESPONSIVE include...

1: Numeracy Achievement Project involvement of our grade 4-8 classrooms

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
1.1: Numeracy Achievement Program implementation including grade 4-8 pacing guides, baseline assessments, and formative quizzes.	Grade 4-8 math Teachers	Springs 2024 baseline assessment, year long pacing guides and 4 formative quizzes	Spring 2024 MY baseline assessment	Spring 2025 MY baseline assessment
1.2 Explicit instruction on numeracy vocabulary.	K-8 classroom teachers	Weekly	Spring 2024 MY baseline assessment	Spring 2024 MY baseline assessment
1.3: Staff participation in the ISD learning network on “Numeracy Achievement Program 2.0”	ML, DR, HT & CM	4 half days during the 2024-2025 school year		Teacher self-assessment