

Interlake School Division: School Planning Report (2025/2026)

(Due to Superintendent’s Department: September 22, 2025)

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):	2025/09/22
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Planning Process:
Who was involved in the planning process? Teachers and school principal met during school planning days. Priority areas were discussed. Sharing with Parent Advisory Council (PAC) occurred at PAC meetings.
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) meeting updates, and community report

Looking Ahead:
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 (<i>Every learner can and will learn, in their own ways, in their own time</i>) by: Numeracy and literacy skill instruction that meets the needs of each student. - This year, learning opportunities will become more EQUITABLE (<i>Every learner is valued and authentically represented in their education</i>) by: 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 (<i>Every learner experiences relevant and responsive curriculum and programming</i>) by: Personalized literacy and numeracy instruction, well-being and kindness education, and culturally responsive teaching - supporting student well-being and a positive school community.

SCHOOL GOAL #1			
School Goal #1: High quality numeracy instruction that is responsive to student needs.			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☒	Equity ☐	Responsiveness ☒
Evidence used to determine School Goal #1: 2024 & 2025 NAP Baseline Assessments			
Data source(s) for School Goal #1: 2026 NAP Baseline Assessments, Report Card Data			
High Leverage Strategy 1.1: Numeracy Achievement Project involvement of our grade 4-8 classrooms			
Data Target for Strategy 1.1: An increase in 2026 Baseline Assessment data (2% increase would be considered statistically significant).			
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: Numeracy Achievement Program implementation including grade 4-8 pacing guides, intentional reach back, baseline assessments, and formative quizzes.	Grade 4-8 math teachers	Springs 2025 baseline assessment, year long pacing guides, and 4 formative quizzes	
1.1.2: Staff participation in the ISD learning network on “Numeracy Achievement Program 2.0”	Grade 4-8 math teachers and school principal	4 half days during the 2025-2026 school year	
1.1.3: Small group numeracy interventions and instruction in kindergarten to grade 8 classrooms.	K-8 math teachers & learning support teacher	Weekly	

SCHOOL GOAL #2			
School Goal #2: Literacy skill instruction that meets the needs of each student.			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☒	Equity ☐	Responsiveness ☒
Evidence used to determine School Goal #2: Literacy initial assessment data (EYE, RGR, DIBELS, Words Their Way)			
Data source(s) for School Goal #2: Literacy assessment data (EYE, RGR, DIBELS, Words Their Way)			
High Leverage Strategy 2.1: Structured literacy approach for literacy instruction among our early and middle years classrooms.			
Data Target for Strategy 2.1: The Balmoral school early literacy assessment data at the end of the year will show skill growth for all students and will have identified students early who require tier 2 interventions.			
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: Structured literacy instruction including explicit and systematic phonics instruction.	K-5 classroom teachers	Daily	
2.1.2: Literacy co-teaching with learning support teacher.	K-8 classroom teachers and learning support teacher	Scheduled times within the school's 6 day cycle	
2.1.3: Staff participation in the ISD learning network on "Structured Literacy" and staff participation in "New Teacher / Beginner Structured Literacy" workshop series.	K-3 classroom teachers (D.B., E.W., & K.L.) and learning support teacher	Learning networks occur on 4 half days during the 2025-2026 school year New teacher workshops on Sept. 25, Oct. 2 & 8th	
2.1.4: 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	Weekly	

SCHOOL GOAL #3			
School Goal #3: Culturally Responsive Pedagogy to include Indigenous Ways of Knowing, Being, and Doing in the context of Truth and Reconciliation			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☐	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #3: Mamahtawisiwin Reflections			
Data source(s) for School Goal #3: Mamahtawisiwin Reflections			
High Leverage Strategy 3.1: Culturally responsive pedagogy resulting in increased knowledge, understanding, and awareness.			
Data Target for Strategy 3.1: Reflections will indicate that the school has engaged in culturally responsive activities and increased knowledge, understanding, and awareness.			
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: Teach True History and Treaty Education in K-8 classrooms 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	September 29 – Treaty Education Training TE Lessons implemented in K-8 classrooms during the school year	
3.1.2: Incorporate Cultural Teachings, Experiences, and Indigenous Languages - Support professional learning about the world views, values, and traditions of Indigenous Peoples in their school community. - Embed learning about Indigenous values and traditions into daily teaching. - Have Balmoral School take part in whole school community activities for days like Orange Shirt Day and Indigenous Peoples Day - Land based learning to occur within classrooms and/or within a middle year’s extra-curricular group	Classroom teachers	Ongoing September 26 - Orange Shirt Day June – National Indigenous Peoples Day	
3.1.3: Have each classroom take part in reviewing and crafting land acknowledgments specific to our students and school community. Find meaningful ways to share these statements with the school and community (e.g. at assemblies, at school celebrations, in the newsletters, being posted in the school)	K-8 Classrooms	By the end of the 2025-2026 school year.	

SCHOOL GOAL #4			
School Goal #4: Social Emotional Learning (SEL), kindness and school community building to improve student well-being and a positive school climate.			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☐	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #3: Student incident reports, self-regulation plans, and classroom well-being check-ins			
Data source(s) for School Goal #3: Pre and post program assessment data from Social Emotional Learning (SEL) programs			
High Leverage Strategy 4.1: Social Emotional Learning (SEL) to increase student well-being.			
Data Target for Strategy 4.1: Increase in scores in pre and post program assessment data from SEL programs.			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 4.1:	Who will do it:	When will this happen:	
4.1.1: Social Emotional Learning (SEL) and self-regulation skill building through Zones of Regulation, Project 11, and skill development-based guidance education.	Classroom teachers and school counsellor	Scheduled times within the school's 6-day cycle	
4.1.2: Staff participation in the ISD learning network on "Regulation in the Early Years Classroom"	Grade 4/5 and 6/7 classroom teachers	Learning networks occur on 4 half days during the 2025-2026 school year	
4.1.3: School wide participation in monthly family group activities focusing on kindness education and community building.	Student Services Team & Kindness club participants	Monthly assemblies	