

Interlake School Division: School Planning Report (2026/2027)

(Due to Superintendent’s Department: September 28, 2026)

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):	2026/09/28
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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. Feedback gathered during Parent Advisory Council (PAC) meetings.
When will the plan be reviewed during the school year? Staff meetings, professional development in-service days, PAC meetings, and spring 2026 school planning sessions
How will progress be shared with Students/Staff/Families during the school year? School newsletter updates, classroom family emails, Parent Advisory Council (PAC) meeting updates, website 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, anti-bullying education, 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 Social Emotional Learning (SEL) 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: NAP Baseline Assessments			
Data source(s) for School Goal #1: 2026 & 2027 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 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, weekly intentional reach back, baseline assessments, and formative quizzes.	Grade 4-8 math teachers	Spring 2026 baseline assessment, year long pacing guides, 4 formative quizzes, spring 2027 baseline assessments	
High Leverage Strategy 1.2: Early years numeracy professional development for staff			
Data Target for Strategy 1.2: Teacher feedback, classroom observations, and report card data			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.2:	Who will do it:	When will this happen:	
1.2.1: Staff participation in the ISD learning network on “Early Years Numeracy.”	K-4 math teachers and learning support (K.L., D.B., K.M., and T.P.)	4 half days during the 2026-2027 school year	

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), Balmoral PAC feedback			
Data source(s) for School Goal #2: Literacy assessment data (EYE, RGR, DIBELS, Words Their Way), report card data of meeting or not meeting grade level expectations			
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 using UFLI. This will include whole class and small group instruction.	K-4 classroom teachers	Daily	
2.1.2: Literacy co-teaching and targeted interventions with learning support teacher.	K-8 classroom teachers and learning support teacher	Scheduled times within the school's 6-day cycle	
2.1.3: Home literacy and home reading programing for families.	K-4 Teachers, support staff, and Learning Support	Weekly (after initial assessments)	
2.1.4: PAC presentation and parent information sharing on structured literacy.	Classroom teachers, learning support, admin, and literacy support teacher	By March 2027	
2.1.5: Staff participation in the ISD learning network on "Middle Years Literacy" and staff participation in mRLC on "Comprehensive Literacy Foundations in Grades 4-8".	Middle years classroom teachers and school principal (D.R., C.M., & M.L.)	Learning networks occur on 4 half days during the 2026-2027 school year. The mRLC consists of 4 PD days.	
2.1.6: 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.	Middle years 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 (Check all that apply)	Accessibility ☐	Equity ☒	Responsiveness ☐
Evidence used to determine School Goal #3: Mamahtawisiwin Reflections, Balmoral PAC Meeting Feedback			
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: Mamahtawisiwin 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 Staff and students to learn about the historical events that have had an impact on Indigenous Peoples in Manitoba (e.g., treaties, Indian Residential Schools, TRC).	Classroom teachers	TE Lessons implemented in all K-8 during the school year. April 30 – ISD Indigenous Education PD	
3.1.2: Incorporate Cultural Teachings, Experiences, and Indigenous Languages - 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 - Bring in local community members for a continuation of workshops on the Michif language - Work with Elder Kookum Cheryl to provide seasonal experiences and learning	Classroom teachers, community members and elders	September 26 - Orange Shirt Day June 21 – National Indigenous Peoples Day Seasonal Elder Involvement	
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 January 2027.	

SCHOOL GOAL #4			
School Goal #4: Social Emotional Learning (SEL), anti-bullying education, and school community building to improve student well-being and a positive school climate.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☐	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #4: Student incident reports, self-regulation plans, and classroom well-being check-ins, Balmoral PAC meeting feedback			
Data source(s) for School Goal #4: Pre and post program assessment data from Social Emotional Learning (SEL) programs, PAC feedback			
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: School wide participation in monthly family group activities focusing on the 7 teachings.	Admin and staff group leaders	Monthly assemblies	
4.1.3: School wide monthly manners focus with direct teaching and positive reinforcement.	SST members	Monthly assemblies	
4.1.4: Staff participation in mRLC on "Strategies for co-regulating and influencing young students."	Classroom Teacher (K.L.)	The mRLC consists of 4 PD days	
High Leverage Strategy 4.2: Enhance student interactions through explicit instruction of conflict resolution strategies (W.I.T.S.) and through guided teaching of recess activities.			
Data Target for Strategy 4.2: Observations of behaviours during unstructured times, students being able to resolve conflicts when they arise, and feedback from staff and students.			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 4.2:	Who will do it:	When will this happen:	
4.2.1: Train staff to implement the W.I.T.S. program.	Admin	School based Admin/PD day	
4.2.2: Teach students conflict resolution strategies through the WITS antibullying program (W.I.T.S. – Walk away, Ignore, Talk it out, Seek help).	Classroom teachers, school counsellor, and principal	Ongoing	
4.2.3: Explicit teaching of outdoor games and activities.	Physical education teachers	During P.E. & health classes	