

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:	École RW Bobby Bend School	Principal:	Patricia Williamson-Crockatt	Date (yyyy/mm/dd):	2024/09/16
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Planning Process:
Who was involved in the planning process? Professional Staff spent one day planning. Feedback from support staff and parent survey data were also considered in the planning process.
When will the plan be reviewed during the school year? The plan, or components of the plan, will be reviewed at each monthly staff meeting, and in May as part of planning for next year.
How will progress be shared with Students/Staff/Families during the school year? Progress will be shared with: Students as part of classroom discussions and through the sharing of their feedback Teachers: at monthly staff meetings/classroom profile mtgs, etc. Families through our website, monthly newsletters, and annual Community Report, distributed at the end of June.

School Goals:
In the next three (3) school years, we want to become a school that: provides the environment, practices and supports that allow every child the opportunity to feel successful and valued.
<ul style="list-style-type: none"> • This year, learning opportunities will become more ACCESSIBLE by: Developing teacher capacity for differentiated instruction and meaningful assessment • This year, learning opportunities will become more EQUITABLE by: Fostering an inclusive environment that considers and addresses the diversity of our school community and the world we live in • This year, learning opportunities will become more RESPONSIVE by: Teaching explicit strategies for the development of the academic and social-emotional competencies students need to succeed both in in and out of the school environment

ACCESSIBLE

High-quality learning opportunities are ACCESSIBLE if: Every learner has *the opportunity to* learn, in their own ways, in their own time.

Why ACCESSIBILITY matters to our school: We believe that every learner deserves appropriate educational programming in order to reach their potential. Accessible learning is the design and delivery of instructional experiences in a way that ensures all students can understand and participate fully. This means creating educational materials that meet the needs of students with diverse learning needs. The main aim is to create an inclusive learning experience that accommodates a wide range of learning preferences, abilities, and needs.

School Goal for ACCESSIBILITY: Over the next three school years, 90% of Grade 3 and 4 teachers will report high confidence in the use of structured literacy in their classrooms - This goal and the strategies used to achieve it connect directly to the *Guiding Principles for the Design of Learning Experiences and Assessment Practices* outlined in the *Manitoba Framework for Learning*. Teacher capacity for differentiated, explicit skill instruction has a high level of efficacy in making learning accessible to all learners. A teacher’s ability to confidently differentiate instruction is paramount to “creating authentic, relevant, and inclusive learning experiences that will lead to improved outcomes for every learner” -*Manitoba Framework for Learning* www.edu.gov.mb.ca
Differentiated, explicit instruction, then, contributes to accessible learning experiences by being learner-centred.

Evidence used to determine our school goal for ACCESSIBILITY: Classroom observations, Teacher feedback on year one of implementation, Divisional literacy assessments

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

1: Prioritizing professional learning and support for Grade 3 and 4 ELA Teachers in Structured Literacy

2: Implementing new resources for French Immersion Structured Literacy Programming

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 Grade 3 and 4 Teachers will attend Divisional Structured Literacy Professional Learning Network sessions	Divisional Staff	September, November 2024, March, April 2025	Admin Observation, Teacher Feedback	Admin Observation, Teacher Feedback
1.2 Grade 3 and 4 teachers will receive scheduled support from the Divisional Literacy Support Teacher to build capacity for SL Instruction	Divisional Staff	September, November 2024, March, April 2025	Divisional Teacher Feedback forms, In-School teacher feedback and observations	Divisional Teacher Feedback forms, In-School teacher feedback and observations
1.3 Provide coverage to allow collaboration between common-grade-teachers	Admin will schedule all literacy teachers for class visitations	2 x per year	Teacher feedback around the need for modelling of Structured Literacy Strategies	Teacher Feedback

2.1: Offer Professional Learning around French UFLI Program for Structured Literacy in French Immersion/new French Immersion Policy for Learning in Manitoba	MTS Professional Learning Day with FI Teachers K-4	October 25, 2024	Teacher Feedback around French-specific structured literacy resources	Admin Observation, Teacher Feedback
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EQUITABLE

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

Why EQUITY matters to our school: We believe that all students should be provided with equal access to a quality education, regardless of their background, identity, or ability level. This means providing resources and support to all students so that they have the same opportunities to succeed. It also involves creating an environment in which diversity is celebrated and all perspectives are respected. By promoting equity in education, we can give every student an equal chance at achieving academic success.

School Goal for EQUITY: Over the next three school years, 90% of students report feeling a sense of reflected identity, belonging and authentic inclusion in the school community.

Learners discover their identity through recognizing and reflecting on their strengths, gifts, culture, family, experiences, and history. The strategies used to move our school community toward our equity goal will also develop Global Competencies from the *Manitoba Framework for Learning* in the areas of **Connection to Self**...“As citizens, learners develop empathy for others and take action for the well-being of themselves and others”) and **Citizenship/Communication** (they value how communication builds relationships and strengthens community” . - www.edu.gov.mb.ca

Evidence used to determine our school goal for EQUITY: Student feedback from wellness assemblies, student survey feedback, clinical notes and SIP

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

1: Valuing and celebrating diversity within the school community, including, but not limited to a heightened focus on Indigenous Perspectives

2: Promoting and enhancing the culture of French Immersion Programming within our school

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 Provide professional learning for all staff in Treaty Education	Divisional Staff	September 2024- Prof. Staff February 2025- Support Staff	Teacher requests for Indigenous Learning opportunities	Teacher Feedback survey Student Feedback
1.2: Continue school-wide Wellbeing Assemblies focused on the Circle of Courage to promote and teach aspects of belonging, independence, mastery and generosity	Admin/SST/Guest Presenters	September, November, January, March, May	Student and Teacher Survey Data	Collective use of common language, Student Feedback, Recess Behaviour Data
1.3: Nurture family and community involvement in school, with the support of the Indigenous Education Support Teacher	Admin/Divisional Staff	Throughout the year, with a focus on WB Assemblies	Feedback from Divisional Elder	Student and Community Feedback
2.1: Ensure all signage inside and outside of the building is bilingual	Admin	Beginning September 2024	BEF Physical Environment Audit	All Audit recommendations complete
2.2: Ensure oral and print messaging distributed to students is bilingual	Admin/Office Staff	Beginning September 2024	Current practice pre-2024-2025	Practice as of May 2025
2.3: Increase Tier 1 and 2 supports in French, through the use of bilingual support staff, bilingual learning support teachers and French language monitor/s	Admin/SST	Beginning September 2024, as access to qualified staff allows	SSPs	SSPs

RESPONSIVE

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

Why being RESPONSIVE matters to our school: We strongly believe that in order to be successful in and out of school, students need to learn a set of social and emotional skills—cooperation, assertiveness, responsibility, empathy, and self-control—along with academic learning skills—growth mindset, perseverance, learning strategies, and academic behaviors. These skills contribute to the development of the Global Competency of **Connection to Self**, as outlined in *The Manitoba Framework for Learning* - www.edu.gov.mb.ca. Our responsive approach gives students the strategies they need to lead a flourishing life by recognizing their role in their own well-being and life-long learning.

School Goal for being RESPONSIVE: Over the next three school years, 95% of students will have access to a continuum of supports and services that enhance learners’ academic achievement and social-emotional well-being.

Evidence used to determine our school goal for being RESPONSIVE: Divisional and school-based literacy and numeracy assessment data, Student Self-Regulation Plans and Self-Reg Continuum data, Divisional Clinician observations and recommendations

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

1: Expanding the use of explicit, differentiated, small group instruction for literacy and numeracy learning

2: Expanding the use of universal, small group and individualised programming aimed at regulation needs, as well as social development needs

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: Grade 3 and 4 Teachers will attend Divisional Structured Literacy Professional Learning Network sessions	Led by Divisional staff with All Gr 3 and 4 Teachers	September, November 2024, March, April 2025	Teacher feedback from Divisional PLN, School -based feedback	Teacher feedback from Divisional PLN, School -based feedback Divisional Assessment Data
1.2 Classroom teachers will implement daily, small group numeracy instruction and appropriate, differentiated independent practice as the overall approach to numeracy instruction	Numeracy Teachers	Daily in Numeracy block	Numeracy assessment data, Classroom Observation	Numeracy assessment data, Admin Classroom Observation Report Card Data
2.1: K-2 Teachers will continue in the Divisional Regulation Professional Learning Network	Divisional Staff	September, November 2024, March, April 2025	Teacher feedback from Divisional PLN, School -based feedback	Teacher feedback from Divisional PLN, Regulation Plan Data School -based feedback

2.2: Social Thinking programming (WE Thinkers) will be used to support K-4 students at Tier 1 and Tier 2	SST members working in classrooms or with small groups. Classroom teachers will work alongside the SS member for Tier One	1-2 times per cycle, as scheduled by SST	Self-reg plans and continuums	Self-reg plans and continuums Teacher observation of Tier 1 social problem solving skills
2.3 Continue the Soft Start Program to support Tier 2 and 3 Regulation needs	SST (Counselling and Learning Support) will facilitate the group (8-10 students)	Daily 8:45am-9:15am	Self-reg plans and continuums, Teacher Feedback on student regulation following Soft Start	Self-reg plans and continuums, Teacher Feedback on student regulation following Soft Start
2.4 Schedule “Movement for Regulation” into the daily schedule for whole class, small group and individuals	Teachers and SST	Daily, proactively in response to student needs	Self-reg plans and continuums Teacher feedback on Tier 1 regulation in the classroom	Self-reg plans and continuums Teacher feedback on Tier 1 regulation in the classroom
2.5: Implement organized games options at all activity breaks for all grade levels (“Structured Recess”)	Admin/SST/Teachers/Support Staff	All activity breaks beginning the third week in September	Recess Behaviour/Conflict Data	Recess Behaviour/Conflict Data