

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:	École RW Bobby Bend School	Principal:	Patricia Williamson-Crockatt	Date (yyyy/mm/dd):	2025/09/19
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Planning Process:
Who was involved in the planning process? Professional and Support Staff spent one day planning.
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 PAC meetings , monthly newsletters, and our annual Community Report, which is distributed at the end of June

Looking Ahead:

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.

This year, learning opportunities will become more **ACCESSIBLE** (*Every learner can and will learn, in their own ways, in their own time*) by:

Increasing teacher capacity for differentiated, explicit skill instruction.

Why this is Important: 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.

This year, learning opportunities will become more **EQUITABLE** (*Every learner is valued and authentically represented in their education*) by:

Increasing inclusionary practices, with intentional regard for the diversity of our school community .

Why this is Important: Learners discover their identity through recognizing and reflecting on their strengths, gifts, culture, family, experiences, and history. Our chosen strategies are intended to develop the 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
By creating an environment in which diversity is celebrated and all perspectives are respected, we can give every student an equal chance at achieving academic success.

This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by:

Increasing student access to a continuum of supports and services that enhance their academic achievement and social-emotional well-being.

Why this is Important: 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 #1			
School Goal #1: Increase student literacy and numeracy achievement by providing inclusive programming that meets a variety of learning styles, needs, and abilities			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☐	Responsiveness ☒
Evidence used to determine School Goal #1: Previous Literacy Data, Report Card Data, Teacher Feedback			
Data source(s) for School Goal #1: Literacy Assessment Data (<i>Really Great Reading/Dibels</i>), Teacher Feedback + Admin Observation of Literacy and Numeracy instructional practices			
High Leverage Strategy 1.1: Foster teacher capacity for differentiated, explicit skill instruction			
Data Target for Strategy 1.1: - Literacy data will show consistent progress for all students - Teachers report increased confidence and understanding in Structured Literacy practices - NAP pilot participants are using the assessment tools to create differentiated groups and to monitor progress			
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 Literacy teachers will participate in the Divisional Structured Literacy Professional Learning Network	K-2 teachers and grade 3 and 4 teachers new to Structured Literacy	4 half days per year: September, November, February, April	
1.1.2 Literacy Mentorship will be provided for new teachers with less than 3 years of implementation experience	3 and 4 teachers (6)	4 times throughout the year based on availability of the Literacy Support Teacher	
1.1.3 Literacy and Numeracy teachers will participate in a Professional Partners Professional Learning Model to observe and model instructional practice of/for peers	K-4 Literacy and Numeracy Teachers	2 classroom visits and 2 classroom hosting opportunities per teacher throughout the year	
1.1.4 Teachers will participate in the <i>Numeracy Achievement Project</i> to develop and learn the processes for implementation of the scope and sequence, pacing guides and assessment tools for Early Years Numeracy	One representative from K-4 and the Administrator	4 days of in-person Professional Learning and 4 hours of Virtual training Oct - Apr	

SCHOOL GOAL #2			
School Goal #2: To foster inclusion, belonging and community for students and staff, with intentional regard for the diversity of our school community .			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☐	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #2: Equity is vital to creating a safe and inclusive community for all, which supports student success emotionally, socially and academically. Anecdotal data from students highlights the growing cultural, economic, and social diversity of our school community. The evidence points to a need to better understand, plan for, and celebrate the diversity of our school community.			
Data source(s) for School Goal #2: Student and family feedback around belonging and inclusion in the school community			
High Leverage Strategy 2.1: Recognize and celebrate diversity in our school community			
Data Target for Strategy 2.1: Survey data will indicate a strong sense of belonging and appreciation for diversity			
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: Host a school/community multi-cultural fair	Coordinated by a committee of staff and parent volunteers – students and parents will share about their cultures with our school community	Tentatively planned for February 2026	
2.1.2: Invite guests/presenters of diverse backgrounds to take part in our Wellbeing Assemblies and organized school residencies, in conjunction with our IAA and EKK plans	Admin and SST will work with the Divisional IELT and other cultural organizations to book guests for associated topics	-Wellbeing assemblies will happen 5 times throughout the year -Residencies as available	

High Leverage Strategy 2.2: Examine classroom programming for biases and assumptions and implement more inclusive terms/practices.		
Data Target for Strategy 2.2: Staff report a clearer understanding of areas of language/programming bias and are making intentional changes to inclusive terms/practices		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.2:	Who will do it:	When will this happen:
2.2.1: Provide professional learning around bias and assumptions in the classroom: personal, cultural and societal	-All Teaching Staff -In-house & Online Delivery	-Nov. 10 PM
2.2.2: Engage in Divisional Treaty Education session	-All Teaching Staff	-Sept.29 All Day

SCHOOL GOAL #3			
School Goal #3: Increase student achievement by providing appropriate, relevant, academic and social/emotional programming,			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☐	Responsiveness ☒
Evidence used to determine School Goal #3: Literacy data, Report card data, Student Specific Plan (ALP, SIP, SRP)			
Data source(s) for School Goal #3: Literacy data, Report card data, Student Specific Plans (ALP, SIP, SRP) Counsellor data			
High Leverage Strategy 3.1: Build teacher capacity for differentiated, explicit instruction.			
Data Target for Strategy 3.1: As teacher capacity for differentiated, explicit instruction grows, we expect to see a consistent pattern of growth in students' individual achievement in literacy and numeracy, and a reduction in the number of SIP related to stalled progress			
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 Provide professional learning for differentiation and explicit instruction methodologies in Literacy	-K-2 teachers: Divisional Structured Literacy PLN -3 days Structured Literacy training for K-4 teachers new to Structured Literacy	4 ½ days Sept Nov Mar Apr 3 -1 day workshops with Literacy Lead Teacher on foundational aspects of Structured Literacy	
3.1.2: - Provide professional learning for differentiation and explicit instruction methodologies in Numeracy	-A representative from each grade cohort, K-4, and school Principal will participate in the Numeracy Achievement Project through the MRLC	4- full day sessions: Oct Nov Feb April 4-1hr, online sessions: Oct Nov Dec Jan	

High Leverage Strategy 3.2: Explicitly teach social and emotional competencies (cooperation, assertiveness, responsibility, empathy, and self-control)		
Data Target for Strategy 3.2: Reduced number of self-regulation plans, reduced clinical referrals		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.2:	Who will do it:	When will this happen:
3.2.1: Use daily <u>Social Emotional Learning Time (S.E.L.T.)</u> to teach social emotional competencies	All classroom teachers, students and specialists	-Daily in classrooms from 2-2:15pm
3.2.2: Professional learning around regulation strategies in the classroom	- Grade 3 and 4 teachers and specialists via the Divisional Regulation PLN	4 ½ days Sept Nov Mar Apr
3.2.3: Expand the use of universal, small group and individualised programming aimed at regulation needs, as well as social development (Soft Start, Movement for Regulation, Social Thinking)	-LST and Guidance will support teachers to implement this programming at the tier one level -Support staff will be trained and allocated to support expanded tier 2 programming in these areas	-As part of daily classroom practice -In small group settings as directed by Student Services and or classroom teachers