

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:	École R.W. Bobby Bend School	Principal:	Celine Doll	Date (yyyy/mm/dd):	2026/09/28
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Planning Process:
Who was involved in the planning process? - ÉRWBB Staff - Family survey data provided feedback and direction from the community
When will the plan be reviewed during the school year? - School staff will be oriented to the school plan on Tuesday, September 8th, 2026 - The school plan will be revisited regularly during staff meetings throughout the school year - February 5/8 and May 21 in-service days
How will progress be shared with Students/Staff/Families during the school year? - Regular updates to the School Plan Progress Monitoring Template will be collaboratively completed and reviewed with staff throughout the school year - Administration will share progress with the Parent Advisory Council at monthly meetings - The community report, published in June 2027, will provide a summative report of school goal progress for the 26-27 school year

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: *strengthening our multi-tiered system of support, clarifying pathways to student support, and ensuring that students have timely access to targeted instructional, social-emotional, and language supports.*
- This year, learning opportunities will become more **EQUITABLE** (*Every learner is valued and authentically represented in their education*) by: *intentionally providing students with the instruction, resources, and supports they need to access learning and experience success, including explicit vocabulary instruction; and increased opportunities for French language development across our dual-track school.*
- This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by: *using student data, progress monitoring, staff feedback, and collaborative problem-solving to identify learner needs, adapt instruction and interventions, and provide timely, evidence-informed support.*

SCHOOL GOAL #1

School Goal #1: Increase our collective capacity to respond effectively and equitably to learner needs.

Interlake School Division and École R.W. Bobby Bend School are committed to high-quality learning experiences that are accessible, equitable and responsive. Effective collaboration and organization of resources are essential to meeting this objective. Collaboration is enhanced by clarity around roles, goals and the sharing of information, as well as clear protocols that focus collaborative work on data-informed results.

A multi-tiered system of support provides an accessible and responsive process for identifying and responding to learner needs. Universal screening data and ongoing progress monitoring help identify students in need of additional support. Through collaboration, classroom teachers, support staff and members of the student support team identify critical learning needs, instructional strategies, timelines for implementation and success criteria. This process supports timely, increasingly personalized responses to student learning needs.

Schools are complex learning ecosystems. ÉRWBB has a well-established student support team that collaborates effectively with teachers, support staff, parents and students. This goal seeks to enhance that work by creating greater clarity, strengthening communication and collaborative problem-solving, and increasing opportunities for student-specific planning.

Alignment with ISD Priorities for High-Quality Learning (Check all that apply)

Accessibility ☑

Equity ☑

Responsiveness ☑

Evidence used to determine School Goal #1: What evidence led you to select this goal?

- Staff survey data indicated a desire for...
 - Enhanced understanding of how student support may look different for individual learners.
 - Additional learning-support involvement for students who are struggling but may be overlooked due to other needs within the classroom.
 - Additional numeracy support for students with intervention plans.
 - Increased support within the French Immersion program.
 - Dedicated time for teachers to meet with SST.
 - Increased opportunities for teachers to participate in SST meetings.
 - Increased communication about student needs.
 - Increased targeted social-emotional support for students requiring that level of intervention.

Data source(s) for School Goal #1: Which source(s) of data will you use to measure progress toward this goal?

- Implementation Data:
 - Staff feedback regarding clarity, collaboration, communication, and access to student support.
 - Observation of implementation of the SST problem-solving protocol.
 - Number and nature of requests for additional student support meetings.
- Student Impact Data sources:

○ Students identified as needing targeted support will have a documented intervention plan that identifies the support they will receive and how their progress will be monitored. ○ Progress monitoring data from SIPs will indicate progress towards the success criteria.		
High Leverage Strategy 1.1: Refine ÉRWBB’s current multi-tiered system of support with an emphasis on clear referral pathways, collaboration and consultation, effective intervention planning, and increased access to critical learner information.		
Data Target for Strategy 1.1: Describe how your data will look if this strategy is successful. If this strategy is successful, • Staff will report greater clarity, collaboration, communication, and access to student support. • Observations of student-specific planning meetings will demonstrate fidelity to the problem-solving protocol, including clear ownership, success criteria, and timelines for implementation. • Students identified as needing targeted support will have a documented intervention plan that identifies the support they will receive and how their progress will be monitored. • Progress-monitoring data from SIPs will indicate progress toward the success criteria.		
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: Clarify roles and responsibilities and how and when staff will engage with SST, including scheduled case-manager meetings and support staff meetings, through the development of a school-based Student Support System document.	School administration SST	September, 2026
1.1.2: Develop, implement and refine a collaborative, evidence-informed problem-solving protocol to guide student support team meetings and intervention planning.	School administration SST	Initial rollout in September Ongoing refinement after that.
1.1.3: Gather staff feedback and monitor implementation data to evaluate and continuously improve the student support system at ÉRWBB.	School Administration Staff	Ongoing

SCHOOL GOAL #2			
School Goal #2: Strengthen students' vocabulary knowledge through explicit, systematic instruction Over the past several years, teachers at ÉRWBB have developed and implemented increasingly structured and explicit approaches to literacy instruction. Much of this work has strengthened the foundational skills students need to recognize and decode words accurately. However, skilled reading requires more than accurate word reading. The Simple View of Reading describes reading comprehension as the product of both word recognition and language comprehension. A strong vocabulary is an important component of language comprehension and helps students make meaning from increasingly complex texts. Building on professional learning begun with K–2 teachers through the 2025–26 Early Literacy Professional Learning Network, ÉRWBB will strengthen explicit vocabulary instruction across K–4. Particular attention will be given to Tier 2 vocabulary: high-utility, sophisticated words that students are likely to encounter across texts, subjects, and contexts, but may not acquire through everyday conversation alone. Explicit vocabulary instruction provides students with multiple opportunities to hear, understand, discuss, connect, and apply these words in meaningful contexts. This work will consolidate and deepen existing practice in K–2 while extending shared approaches to Grades 3–4. Through intentional planning and explicit instruction, our goal is to develop the depth and breadth of students' vocabulary knowledge so that they are increasingly able to access, understand, and engage with complex language and text. Strengthening vocabulary instruction also supports greater equity and accessibility by ensuring that important academic language is explicitly taught rather than relying on students' opportunities for incidental exposure outside of school.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #2: What evidence led you to select this goal? ◦ DIBELS ORF data and staff observations indicated that students are becoming proficient decoders but sometimes have difficulty connecting successfully decoded words to their meaning, particularly when part of a larger written text, resulting in a lack of reading fluency.			
Data source(s) for School Goal #2: Which source(s) of data will you use to measure progress toward this goal? • Implementation Data: ◦ Teacher self-assessment (pre/mid/post) ◦ Samples of teacher vocabulary planning templates ◦ Professional Partners and administrator observation evidence • Student Outcome Data Sources:			

Student performance on periodic cumulative reviews of explicitly taught Tier 2 vocabulary.		
High Leverage Strategy 2.1: Build teacher capacity for explicit vocabulary instruction through professional learning and collaboration.		
Data Target for Strategy 2.1: Describe how your data will look if this strategy is successful. - Staff self-assessments (beginning, mid-year, and end-of-year) will indicate increased confidence and capacity in selecting Tier 2 vocabulary and implementing effective instructional routines to support vocabulary development. - Vocabulary planning artifacts will demonstrate intentional selection of Tier 2 vocabulary and planning for explicit instruction.		
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: Staff will deepen their knowledge and practice of explicit Tier 2 vocabulary instruction through professional learning experiences.	School Administration SST Literacy Lead Teacher	Staff Meetings Professional Learning 05/02/2027
2.1.2: Through Professional Partners, teachers will observe, share and reflect on effective vocabulary instruction with colleagues.	ÉRWBB Teaching Staff	Spring 2027
High Leverage Strategy 2.2: Embed explicit fluency and Tier 2 vocabulary instruction across K–4 literacy programming.		
Data Target for Strategy 2.2: Describe how your data will look if this strategy is successful. - Periodic cumulative review of previously taught vocabulary will demonstrate growth in students’ vocabulary knowledge and identify words requiring further review and practice to support long-term retention. - Students’ Oral Reading Fluency (ORF) assessments will reflect an improvement in reading fluency.		
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: Teachers will intentionally plan for and explicitly teach Tier 2 vocabulary within meaningful literacy contexts.	ÉRWBB Teaching Staff	ongoing

SCHOOL GOAL #3

School Goal #3: Enhance French Oral Language Confidence and Competency

École R. W. Bobby Bend School is committed to providing a linguistically rich and inclusive environment that supports the development of French language proficiency for all students. At École R. W. Bobby Bend, we believe that we are all language learners. To best support students in acquiring and using French, intentional consideration must be given to providing frequent opportunities for authentic communication, explicit language instruction, and meaningful interactions in French throughout the school day.

In alignment with Manitoba's *French Immersion Policy*, we recognize that French is both a language of communication and a language of learning. We will focus on creating an environment where students feel confident taking risks, expressing themselves, and interacting spontaneously in French. Through professional learning, intentional classroom programming, targeted oral-language support, and school-wide opportunities to celebrate and use French, we will strengthen students' confidence, engagement, and competency as French-language learners.

Alignment with ISD Priorities for High-Quality Learning (Check all that apply)

Accessibility ☐

Equity ☒

Responsiveness ☒

Evidence used to determine School Goal #3: What evidence led you to select this goal?

Staff observations and professional dialogue indicate a need to increase students' confidence and willingness to communicate spontaneously in French, particularly during authentic, informal interactions. While students demonstrate French language skills during structured classroom activities, opportunities for spontaneous oral communication are less consistent across classrooms and school settings.

As a dual-track school, we recognize the importance of intentionally creating opportunities for students to use French beyond formal language instruction. Increasing authentic oral-language opportunities will support students in transferring their French language skills into meaningful communication and will contribute to a positive French-language culture throughout the school.

Data source(s) for School Goal #3: Which source(s) of data will you use to measure progress toward this goal?

- Implementation Data Sources
 - Attendance at Professional Learning Network: French Immersion K-12, facilitated by the *Association canadienne des professionnels de l'immersion (ACPI)*
 - Review of classroom programming to determine increase in authentic oral-language opportunities
 - Review of School Calendar to track language/cultural activities
- Perception Data Sources:
 - Student self-reported confidence/willingness to speak French
 - Staff reporting increased spontaneity in French interactions during non-structured times
- Student Outcome Data Sources
 - Provincial Report Card: Speaking and Representing as a French Language Arts outcome; and Engagement in French as a Learning Behaviours outcome

High Leverage Strategy 3.1: Build a linguistically rich environment that promotes frequent, authentic, spontaneous, and confident French oral communication.		
Data Target for Strategy 3.1: Describe how your data will look if this strategy is successful. • An increase in the percentage of students who report feeling confident and willing to speak French in school • Staff reporting increased confidence and capacity in intentionally planning for and facilitating authentic French oral-language opportunities • Improvement in the Speaking and Representing outcome within French Language Arts on the Provincial Report Card • Improvement in Engagement in French as a Learning Behaviour outcome on the Provincial Report Card		
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: French Immersion staff will participate in a Professional Learning Network focused on French language pedagogy, specifically <i>Spontaneous Oral Conversation through Routines and Activities</i> , and apply strategies from the learning in classroom practice.	Admin French Immersion Staff	Sept, 9, Nov. 20, Feb 8, Mar. 5
3.1.2: A French Language Monitor will be hired to promote the use of French language in class through conversation, language modeling, small-group oral activities, games, and authentic interactions with students.	Admin French Language Monitor	Sept. 2026-June 2027
3.1.3: Whole school activities will be planned throughout the year to foster pride, engagement, and proficiency in French, including cultural excursions, bilingual assemblies, and daily bilingual interactions throughout the school.	Admin French Immersion Staff	Ongoing
3.1.4: French Immersion Teachers will intentionally plan and implement regular opportunities for students to engage in spontaneous oral communication through classroom routines, partner and small-group activities, collaborative learning, games, and authentic contexts.	French Immersion Staff	Ongoing