

# 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*.

<b>School:</b>	Warren Elementary	<b>Principal:</b>	Morag Ivany	<b>Date:</b>	2025/10/06
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## Planning Process:

### Who we involved in the planning process:

- Professional staff, support staff, WEPAC, families, and students.

### When we will review the plan during the school year:

- Beginning of school year, reviewed each term at staff in-services, progress check-in at monthly staff meetings, and an in-depth reflection at May school-planning in-service.

### How we will share progress with Students/Staff/Families during the school year:

- Monthly reflections from principal, weekly emails from principal, annual Community Report, and at WEPAC meetings.

## Looking Ahead:

In the next **two (2)** school years, we want to become a school that: has continued to develop and grow in the areas of accessibility, equity, and responsiveness.

- This year, learning opportunities will become more **ACCESSIBLE** by: Supporting each learner so that they can learn in their own way and in their own time by incorporating technology appropriately and enhancing the physical features of our school environment to meet the needs of all students.
- This year, learning opportunities will become more **EQUITABLE** by: Ensuring that every student feels valued and authentically represented in their education by not only continuing to develop our sense of school community, but also by reaching out further to connect and build relationships with the greater community.
- This year, learning opportunities will become more **RESPONSIVE** by: Providing opportunities for every learner to experience relevant and responsive curriculum and programming by enhancing the variety of materials and resources available to all students, while also incorporating knowledge learned from diverse perspectives.

## SCHOOL GOAL #1

**To develop staff knowledge of available technology that will support all learners and to enhance the physical layout of our school environment to meet the diverse needs of our student population.**

**Alignment with ISD Priorities for High-Quality Learning**

**Accessibility**



**Equity**



**Responsiveness**



**Evidence used to determine School Goal #1:**

- Lack of confidence/knowledge of available learning apps in Early Years classrooms.
- High level of interest in Middle Years technology project, however staff would benefit from guidance of an expert to create.
- Outdoor learning space requires attention in order to maximize potential use by all classrooms.
- Students with sensory needs would benefit from having more features in the school that would support their needs.

**Data source(s) for School Goal #1:**

- Strategy 1.1 Data: Classroom teacher feedback and student engagement.
- Strategy 1.2 Data: Classroom teacher/support staff feedback, student engagement, and community feedback.

**High Leverage Strategy 1.1:** Increase staff knowledge of available technology.

**Data Target for Strategy 1.1:**

- Staff will indicate an increase in confidence using new learning apps/creating a project through technology.
- Students will demonstrate use of additional learning apps/participate in a technology-based project.

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: Install and share learning apps on I-pads in Early Years.	A. Margetts J. Charlton J. Paulson T. Sholdice	Oct. 2025 Feb. 2026 May 2026
1.1.2: School-wide technology-based project with guidance from an expert.	M. Ivany K. Austin	Jan.- Mar. 2026
<p><b><u>High Leverage Strategy 1.2:</u></b> Dedicate a team to research and design specific physical features of the school.</p>		
<p><b><u>Data Target for Strategy 1.2:</u></b></p> <ul style="list-style-type: none"> <li>• Staff will provide evidence of learning opportunities shared in the spaces created.</li> <li>• Students will demonstrate engagement in the spaces created.</li> <li>• School community will provide feedback indicating the spaces created have offered opportunities for inclusion.</li> </ul>		
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: Design and create our own nature-themed movement path, with support from the Divisional Occupational Therapist, to implement in hallway.	M. Ivany S. MacMillan K. Austin J. DeGroot	Review design Oct. 2025 Install July 2026
1.2.2: Assembly of our tipi with support and teachings from an Elder; continued use as an outdoor learning space throughout the school year.	M. Ivany Student Services team Classroom teachers	Tipi- September, 2025 Continued Use- throughout school year

## SCHOOL GOAL #2

**To build relationships within our school community and to make connections to the greater community.**

**Alignment with ISD Priorities for High-Quality Learning**

**Accessibility**

**Equity**

**Responsiveness**

**Evidence used to determine School Goal #2:**

- Students shared that the opportunities for whole-school activities was a highlight of the school year for them.
- Staff and students observed that it created a sense of “togetherness” throughout the building.
- Open House and first term progress conversations are often only time we see families to connect with them, wanted to create more opportunities.
- Staff wanted families to feel that they had more opportunities to be heard and informed, to strengthen and support communication between school and home.

**Data source(s) for School Goal #2:**

- Strategy 2.1 Data: Staff feedback, student feedback survey, and student engagement.
- Strategy 2.2 Data: Staff observations, student engagement/feedback, community attendance/feedback, and WEPAC feedback.

**High Leverage Strategy 2.1:** Increase opportunity for student leadership and voice while participating in team-building activities.

**Data Target for Strategy 2.1:**

- Staff will indicate increased student interest/participation in team-building activities.
- Students will indicate positive engagement and that there were opportunities for inclusion during all team-building activities.
- MY Voice participants will indicate level of engagement and satisfaction with meeting their own goals when joining MY Voice.
- House Teams organizers will indicate level of engagement and satisfaction with meeting goals of each planned event.

Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.1:	Who will do it:	When will this happen:
<p><b>2.1.1:</b> Dedicated team of teachers will organize House Teams, comprised of students from kindergarten to Grade 8, to participate in whole-school team-building activities bi-monthly.</p>	<p>D. Olson D. Clark C. Olson J. Paulson WEPAC</p>	<p>Meet in Sept. 2025 5 events throughout school year: Oct., Dec., Feb., Apr., Jun.</p>
<p><b>2.1.2:</b> Dedicated team of teachers will organize a MY Voice Committee, comprised of students from Grades 5 to Grade 8, who will organize several “school community events” throughout the school year. This group will promote the voice of the collective student body in school planning decisions.</p>	<p>D. Clark K. Austin C. Olson S. MacMillan WEPAC</p>	<p>Monthly meetings 3 events throughout school year: Oct., Dec., Mar.</p>
<p><b><u>High Leverage Strategy 2.2:</u></b> Provide opportunities for families to connect and share their knowledge and experiences with the school community.</p>		
<p><b><u>Data Target for Strategy 2.2:</u></b></p> <ul style="list-style-type: none"> <li>• Family attendance in school events will increase.</li> <li>• Classroom teachers will show evidence of increased interactions with family members.</li> <li>• Families will provide increased input on school planning goals and have additional opportunities of correspondence with the school.</li> </ul>		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.2:	Who will do it:	When will this happen:
<p><b>2.2.1:</b> Invitation will be shared to specific events to families and extended families throughout the school year.</p>	<p>Classroom teachers C. Burdett M. Ivany</p>	<p>Monthly events</p>
<p><b>2.2.2:</b> Families will have increased opportunities to provide input to school planning through surveys.</p>	<p>M. Ivany C. Burdett Student Services team WEPAC</p>	<p>3 surveys throughout school year: Nov., Feb., May</p>

### SCHOOL GOAL #3

**To provide not only a variety of resources and materials to meet diverse needs, but also to provide opportunities for all students to make authentic connections with nature, history, and culture.**

**Alignment with ISD Priorities for High-Quality Learning**

**Accessibility**



**Equity**



**Responsiveness**



**Evidence used to determine School Goal #3:**

- Inventory of available numeracy materials indicated that many were outdated and did not meet needs of diverse learners.
- Middle Years Math specialist indicated that more current numeracy manipulatives would support the Numeracy Achievement Program.
- Learning Support Teacher indicated need for more relevant literacy materials for Middle Years students that aligned with UFLI program.
- Indigenous Education support teacher indicated the need for continued development when incorporating Indigenous culture.
- Staff shared that they valued guidance and support from experts in Indigenous ways of learning.

**Data source(s) for School Goal #3:**

- Strategy 3.1 Data: Student achievement data on provincial assessments/report cards and student engagement.
- Strategy 3.2 Data: Mamàhtawisiwin Framework school reflection tool, staff feedback, student feedback survey, student engagement, and observations of the Divisional Indigenous Education support teacher.

**High Leverage Strategy 3.1:** Provide a variety of current resources and materials that meet the diverse needs of our students and families.

**Data Target for Strategy 3.1:**

- Student achievement in numeracy will increase on provincial assessments.
- Student achievement in numeracy will increase on provincial report cards.
- Middle Years students receiving literacy intervention will demonstrate increased achievement and engagement.
- Teacher feedback will reflect increased student engagement in numeracy while using manipulatives to support understanding.

Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.1:	Who will do it:	When will this happen:
<b>3.1.1:</b> Researching, purchasing and implementing updated resources to support Kindergarten to Grade 8 numeracy and manipulatives for hands-on activities.	EY teachers D. Olson S. MacMillan	Ongoing
<b>3.1.2:</b> Researching, purchasing and implementing age-appropriate decodable literacy materials (aligned with UFLI program) for MY students requiring adapted programming, with support from Divisional Learning Support teacher.	S. MacMillan L. Busch M. Ivany Support staff	Sept./Oct. 2025
<p><b><u>High Leverage Strategy 3.2:</u></b> Developing staff knowledge of Indigenous perspectives and land-based teachings, while seeking guidance and support from experts.</p>		
<p><b><u>Data Target for Strategy 3.2:</u></b></p> <ul style="list-style-type: none"> <li>• Staff will indicate an increase in understanding and inclusion of Indigenous perspectives and land-based teachings using the Mamàhtawisiwin Framework school reflection tool and in conversational feedback.</li> <li>• Divisional Indigenous Education support teacher will observe increased inclusion of Indigenous culture within school community.</li> </ul>		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.2:	Who will do it:	When will this happen:
<b>3.2.1:</b> Dedicated team of teachers will prioritize the learning of Indigenous perspectives and land-based teachings and share knowledge gained with colleagues and students.	T. Sholdice D. Clark	Initial meeting Oct. 2025 Ongoing training Student event Jun. 2026
<b>3.2.2:</b> Increased opportunities to learn from experts with knowledge of Indigenous culture, including collaboration with other schools and guests.	M. Ivany Student Services team Classroom teachers Support Staff	Sept. 2025 Ongoing Inservice Dates