

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:	Warren Elementary	Principal:	Morag Ivany	Date:	2026/28/09
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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:

This school years, we want to become a school that has continued to develop and grow in the areas of responsiveness, accessibility, and equity.

- This year, learning opportunities will continue to become more **RESPONSIVE** by further developing staff knowledge, understanding, and implementation of available resources in Early Years Numeracy and Middle Years Literacy to meet the needs of all learners.
- This year, learning opportunities will continue to become more **ACCESSIBLE** by supporting each learner so that they can learn in their own way and in their own time by implementing a variety of resources and materials in order to increase the reading fluency of our Middle Years students.
- This year, learning opportunities will continue to become more **EQUITABLE** by ensuring that every student feels valued and authentically represented in their education by continuing to provide opportunities for all students to make authentic connections with nature, history, and culture.

SCHOOL GOAL #1

To develop staff knowledge and understanding of available resources in Early Years Numeracy and Middle Years Literacy to meet the needs of all learners.

Alignment with ISD Priorities for High-Quality Learning

Accessibility



Equity



Responsiveness



Evidence used to determine School Goal #1:

- Early Years classroom teachers are observing students facing challenges when demonstrating number sense skills (specifically recall of facts), which creates further difficulties in meeting grade-level numeracy outcomes in Middle Years math.
- Challenges in the Mental Math competency of the Grade 3 and Grade 7 provincial assessments were observed.
- Middle Years classroom teachers are observing students facing challenges with reading comprehension.
- Challenges in the Grade 5 Oral Reading Fluency (ORF) assessment were observed.

Data sources for School Goal #1:

- Strategy 1.1 Data:
 - NAP data for Grade 5 outcome N3
 - Grade 3 and Grade 7 Provincial Numeracy Assessments (Mental Math competency)
 - Math fact fluency assessed by classroom teacher
- Strategy 1.2 Data:
 - ORF Grade 5 initial assessment
 - Reading comprehension assessed by classroom teacher during book conferences

High Leverage Strategy 1.1:

- Early Years teachers will further develop their understanding of strategies and models to support all learners in developing basic number sense and math fact fluency.

<u>Data Target for Strategy 1.1:</u> • Average individual student achievement will increase 5% from baseline for outcome N3 at year-end assessment in Grades 1 to Grade 4. • Classroom overall achievement will indicate 75% of students meeting all three competencies in Mental Math competency on Grade 3 and Grade 7 Provincial Numeracy assessments.		
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: Divisional Numeracy Professional Learning Network • Early Years teachers and Learning Support Teacher will implement high-impact instructional strategies to support number sense, fluency, reasoning and problem solving. • Early Years teachers and Learning Support Teacher will use assessment to inform responsive instruction and intervention, with support from Divisional Numeracy Support Teacher.	C. Olson A. Margetts J. Charlton J. Paulson E. Bay D. Olson S. MacMillan C. Michalyshen	Sept. 09, 2026 Nov. 20, 2026 Feb. 08, 2027 Mar. 05, 2027 - in-school support provided throughout school year.
1.1.2: Professional Development Session with Shelley Gray • Early Years teachers and Learning Support Teacher will increase knowledge of a self-paced, student-centered approach for basic math facts based on the fluency development research of Jo Boaler. • Main focus of the approach is to create student success in the areas of accuracy, efficiency, flexibility, and appropriate strategy use.	C. Olson A. Margetts J. Charlton J. Paulson E. Bay D. Olson S. MacMillan	Feb. 05, 2027
<u>High Leverage Strategy 1.2:</u> • Middle Years teachers will further develop their understanding of strategies, assessment practices, and resources to support all learners in developing their reading comprehension skills.		
<u>Data Target for Strategy 1.2:</u> • Average individual student achievement will increase 5% from baseline to final post-test on REWARDS assessment in Grades 5 to Grade 8. • Classroom overall achievement will indicate 75% of students meeting or above reading comprehension benchmarks on report card data in Grades 5 to Grade 8.		

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: Divisional Literacy Professional Learning Network Middle Years teachers will strengthen their understanding of structured literacy and literacy instruction, supporting students to improve their oral reading fluency, comprehension, and vocabulary.	D. Clark S. Martin M. Soutter	Sept. 09, 2026 Nov. 20, 2026 Feb. 08, 2027 Mar. 05/2027
1.2.2: Rewards Program Implementation - Middle Years teachers and Learning Support teacher will implement intervention strategies proven to increase fluency rates, deepen comprehension, and increase a more precise use of language. - Divisional Literacy Support Teacher will provide support to classroom teachers.	D. Clark S. Martin S. MacMillan M. Banasiak	Teacher learning - Oct./Nov. 2026 Initial implementation - Jan. 2027 - ongoing implementation and support for remainder of school year.

SCHOOL GOAL #2			
To implement a variety of resources and materials in order to increase the reading fluency of our Middle Years students by meeting the diverse needs of our learners.			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☒	Equity ☐	Responsiveness ☐
<u>Evidence used to determine School Goal #2:</u> - Middle Years classroom teachers are observing students facing challenges when demonstrating reading fluency skills. - Challenges in the Grade 5 Oral Reading Fluency (ORF) initial assessment were observed. - Learning Support Teacher indicated need for more relevant literacy materials for Middle Years students that aligned with UFLI program. - Research supports that offering engaging, contemporary literature which motivates students, builds critical thinking, and exposes them to diverse Canadian narratives and rich language patterns will support reading fluency.			
<u>Data sources for School Goal #2:</u> - Strategy 2.1 Data: - Middle Years student achievement in reading comprehension as indicated by report card data. - Level of student engagement in current resources observed by classroom teachers.			

- Strategy 2.2 Data: 44.5% of Grade 5 students achieving below grade level expectations on ORF initial assessment. 11.1% of Grade 5 students experiencing significant decoding difficulties on ORF initial assessment.		
<u>High Leverage Strategy 2.1:</u> Increase the availability of engaging and supportive Middle Years literacy texts.		
<u>Data Target for Strategy 2.1:</u> - Classroom teachers will observe increased engagement and enthusiasm as students choose texts. - Students will self-assess increased participation in reading interventions and increased enthusiasm when applying taught strategies.		
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: Age-Appropriate Decodable Literacy Texts Middle Years teachers and Learning Support Teacher, with support from Divisional Learning Support teacher, will research, purchase and implement literacy texts that are aligned with the UFLI program for Middle Years students who require interventions.	D. Clark S. MacMillan M. Banasiak M. Ivany C. Burdett	Oct. 2026
2.1.2: MYRCA Texts Middle Years teachers and Learning Support Teacher will research, purchase and implement authentic, high-quality Canadian literature in order to expand students' exposure to sophisticated language patterns and diverse vocabulary compared to basic instructional texts.	D. Clark S. MacMillan M. Banasiak M. Ivany C. Burdett	Sept. 2026 - one class of reading conferences scheduled for Grade 5, Grade 6, and Grade 7 per cycle throughout school year (October-May)
<u>High Leverage Strategy 2.2:</u> Determine specific intervention needs for all Grades 5-7 students with scheduled individual reading conferences and from data observed with Oral Reading Fluency assessments.		
<u>Data Target for Strategy 2.2:</u> - Improve to 30% of Grade 5 students achieving below grade level expectations on ORF final assessment. - Improve to 5% of Grade 5 students experiencing significant decoding difficulties on ORF initial assessment.		

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: Reading Conferences Middle Years literacy teacher, with support of Learning Support teacher, will intentionally schedule reading conferences with students in order to provide targeted, one-on-one time in which they will assess a student's understanding, model thinking strategies, and give immediate, personalized feedback.	D. Clark S. MacMillan M. Banasiak	- one class of reading conferences scheduled for Grade 5, Grade 6, and Grade 7 per cycle throughout school year (October-May)
2.2.2: Oral Reading Fluency Assessments Middle Years literacy teacher, with support of Learning Support teacher and Divisional Literacy Support Teacher, will assess reading accuracy (a strong indicator of comprehension) and use results to provide individually targeted instruction.	D. Clark S. Martin S. MacMillan M. Banasiak	Sept. 2026 Nov. 2026 Mar. 2027 May 2027

SCHOOL GOAL #3			
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 ☐
<u>Evidence used to determine School Goal #3:</u> - 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. - High level of interest in Middle Years technology project, however staff would benefit from guidance of an expert to create. - Need for an outdoor learning space that promotes inclusion and diversity while being accessible to all learners.			
<u>Data sources for School Goal #3:</u> - Strategy 3.1 Data: - Mamàhtawisiwin Framework school reflection tool. - staff feedback and staff observations of student engagement. - observations of the Divisional Indigenous Education support teacher.			

- Strategy 3.2 Data:
 - Mamàhtawisiwin Framework school reflection tool.
 - staff feedback and staff observations of student engagement.
 - observations of the Divisional Indigenous Education support teacher.

High Leverage Strategy 3.1:

- Developing staff knowledge of Indigenous perspectives and land-based teachings, while seeking guidance and support from experts.

Data Target for Strategy 3.1:

- 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.
- Divisional Indigenous Education support teacher will observe increased inclusion of Indigenous culture within school community.

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: Increase Staff Knowledge

- Dedicated team of teachers will prioritize the learning of Indigenous perspectives and land-based teachings and share knowledge gained with colleagues and students.

E. Bay
M. Ivany
S. McMurtry

Online Learning

- once a month Nov. 2026 to May 2027

Professional Workshop

- Oct. 07, 2026

3.1.2: Learn from Experts

- Increased opportunities to learn from experts with knowledge of Indigenous culture, including collaboration with other schools and guests.

M. Ivany
WES teaching staff

Learning Session

- Feb. 05, 2027

Outdoor Workshop

- May 21, 2027

High Leverage Strategy 3.2:

- Create additional opportunities for outdoor learning.

Data Target for Strategy 3.2:

- Staff will indicate an increase in knowledge when creating a project through technology outdoors.
- Students will successfully create an outdoor technology-based project.
- Staff will provide evidence of learning opportunities shared in the outdoor spaces created.
- Students will demonstrate engagement in the outdoor spaces created.
- School community will provide feedback indicating the outdoor spaces created have offered opportunities for inclusion.

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: Outdoor Technology Project • Student Services team, with support from Divisional Indigenous Support Teacher, will organize an outdoor technology project to be led by an expert, which classroom teachers will support students in completing.	K. Austin M. Ivany S. MacMillan K. Simcoe Classroom Teachers	Apr. 2027-May 2027
3.2.2: Outdoor Learning Space • Student Services team, with support from Divisional Indigenous Support Teacher, will research and create an outdoor learning space that promotes diversity and inclusion, while being accessible for all learners.	K. Austin M. Ivany S. MacMillan K. Simcoe	Apr. 2027-May 2027