

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:	Woodlands School	Principal:	Alison Marttila	Date (yyyy/mm/dd):	2026/09/01
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Planning Process:
Who was involved in the planning process? Teachers, support staff, parents at a PAC meeting
When will the plan be reviewed during the school year? monthly team meetings and PD days
How will progress be shared with Students/Staff/Families during the school year? staff meetings, team meetings, PAC meetings, Friday emails to parents, student assemblies

Looking Ahead:
In the next three school years, we want to become a school where all students succeed. Student success means they are reaching their full potential and living The Good Life. As the Mamahtawisiwin document https://www.edu.gov.mb.ca/iee/docs/mam%C3%A0htawisiwin_en.pdf states, we are committed to: • Authentic involvement • Putting students at the centre • Understanding world views, values, identities, traditions and contemporary lifestyles • Inclusive and culturally safe learning environments We want our teaching to be accessible (students learning in their own way, in their own time), equitable (students are valued and authentically represented in their education) and responsive (students experience relevant and responsive curriculum and programming). Our overarching question continues to be <i>How Can We Live the Good Life?</i> Our focus this year begins with the question <i>Where Am I Going?</i>

SCHOOL GOAL #1			
School Goal #1: Writing Students will improve their writing using voice, ideas, conventions, organization, sentence fluency and word choice.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #1: As reading and writing are reciprocal processes, strengthening writing skills supports overall literacy development. Building on the writing focus established last year, we need to continue to refine our instructional practices to further improve student writing achievement. We also need to strengthen our writing assessment and data collection processes to better monitor progress and inform instruction.			
Data source(s) for School Goal #1: -Student progress on BC Performance Standards writing continuum progress, focusing on specific traits per grade -comparing report card writing data over 3 years -teacher survey about confidence in teaching and assessing writing			
High Leverage Strategy 1.1: Students will improve their writing using voice, ideas, conventions, organization, sentence fluency and word choice.			
Data Target for Strategy 1.1: In 2026-2027, we will decide which grades will focus on which traits for the next 3 years In 2026-2029, we will track report card and BC Performance Standards data for improvement and next steps			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.1:	Who will do it:	When will this happen:	
1.1. Teachers will continue to use the BC Performance Standards to assess writing, this year narrowing their focus for teaching and assessing to 1 or 2 traits per grade	Literacy teachers	All year, in Literacy class	
1.2 Teachers will deliver explicit, direct instruction on those specific traits	Literacy teachers	All year, in Literacy class	
1.3. Teachers will conference with students on their specific traits to improve individual student learning.	Literacy teachers	All year, in Literacy class	

SCHOOL GOAL #2			
School Goal #2: Culture and Community Students will examine world views, values, identities, traditions and contemporary lifestyles to begin to determine “Where am I going?”.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #2: Building on the work of the past two years, we will continue to support students in exploring identity, belonging, meaning, hope, and purpose through the guiding questions: <i>Who am I? Where do I come from? Where am I going?</i> and <i>Why am I here?</i> Evidence from student reflections, classroom discussions, and learning activities indicates growing engagement with these concepts, and ongoing opportunities are needed to deepen student understanding. We will continue to foster an inclusive learning environment where all students feel seen, heard, and valued through authentic representation of diverse identities, cultures, perspectives, and experiences across the curriculum and school community. Staff have increased their understanding of Indigenous perspectives, cultures, and the ongoing impacts of colonization; however, continued professional learning is needed to ensure this knowledge is consistently embedded in teaching practices across all classrooms and by all staff members.			
Data source(s) for School Goal #2: -teacher survey on their comfort teaching about Indigenous cultures and effects of colonization at beginning of the year -beginning and end of year survey of grades 6-8 students. This survey will be related to our 4 Questions, and their awareness of why they are here. -			
High Leverage Strategy 2.1: This year, as a school, we will continually reconsider the question of <i>Where am I going?</i> This connects to our overarching question of <i>How do I live the Good Life?</i>			
Data Target for Strategy 2.1: Student surveys will show students are able to explain their building awareness of why they are here.			

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: Every classroom will talk about this question, weaving it into classroom culture.	All Teachers and EAs	All year
2.1.2: Whole school assemblies about our progress on this question	Alison, students	4 times per year – September, November, March, June
High Leverage Strategy 2.2: Build all staff’s knowledge of Indigenous cultures and effects of colonization.		
Data Target for Strategy 2.2: Staff comfort level in teaching about and talking about Indigenous cultures and effects of colonization will increase.		
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: Elder and Knowledge Keeper involvement will move from whole school events to different Elders and Knowledge Keepers involved in different classrooms, as it fits with their curricula.	Teachers and EAs	All year

SCHOOL GOAL #3			
School Goal #3: Numeracy Students will master the Foundational Outcomes for their grades. Students will master basic facts as outlined in the curriculum for their grade level, or in their current grade level.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #3: Foundational Outcomes quiz results, year-end assessment data, report card results, and staff discussions from the previous school year indicate a continued need to focus on students' mastery of foundational skills and to extend this work across Grades 1 to 4. Staff observations suggest that many students devote significant cognitive effort to recalling basic facts, which can limit their capacity to engage effectively in higher-level problem solving and mathematical reasoning. By strengthening fact fluency and mastery of grade-level Foundational Outcomes, students will be better positioned to apply their knowledge efficiently, freeing working memory for deeper thinking, problem solving, and application of skills in more complex contexts.			

Data source(s) for School Goal #3: -Foundational Outcomes quizzes starting in Feb 2027 -Basic fact assessments from grades 2-8. -Year End Assessment 2025-2027		
High Leverage Strategy 3.1: Using formative assessment data to target Foundational Outcomes learning need and directing instruction towards correcting misunderstandings.		
Data Target for Strategy 3.1: When comparing grade to grade, over the last 3 years, there will be more students meeting more Foundational Outcomes this year than previous years.		
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: Small group or individual instruction, as needed, for reach back based on mastery of foundational outcomes	k-8 Teachers	All year in math classes
3.1.2: Whole group instruction of all outcomes, focusing on mastery of foundational outcomes	1-8 Teachers	All year in math classes
3.1.3: Grade 1-4 teachers will begin using a Pacing Guide to determine order and timeline of all math outcomes	1-4 teachers	All year in math classes
High Leverage Strategy 3.2: Basic facts will be explicitly taught and practiced in grades 1-8.		
Data Target for Strategy 3.2: Currently, we do not data showing student mastery of basic facts for grades 3-8. By June 2027, we will have that.		
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: Teachers will deliver explicit and direct instruction on math fact strategies.	1-8 teachers	All year, math classes
3.2.2: Teachers will track which basic facts students have mastered and will check throughout the year.	1-8 teachers	All year, in math classes