

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:	WCI	Principal:	Tyler Oliver	Date (yyyy/mm/dd):	2026-08-31
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Planning Process:
Who was involved in the planning process? Entire school staff and PAC
When will the plan be reviewed during the school year? Monthly at staff meetings, PD days and School Planning Day
How will progress be shared with Students/Staff/Families during the school year? The school plan progress will be shared with staff at staff meetings, families through PAC, and our school website.

Looking Ahead:
In the next three (3) school years, we will continue building a school where all teachers are confident and proficient in adapting instruction to meet the diverse needs of every student, at every level. We will continue to foster a safe, inclusive learning environment where all students feel represented, valued, and supported in their learning experiences. Building on the work completed last year, we will strengthen and embed cohesive, responsive, and inclusive practices that make learning opportunities more accessible to all students. We will continue to intentionally incorporate culturally responsive teaching practices to support student well-being, strengthen relationships, and contribute to a positive and inclusive school climate. This year, our focus will be on strengthening consistency and building capacity in responsive instructional practices. With an emphasis on math classes. Through continued collaboration with our Student Support Team (SST), we will use student voice, assessment data, and staff observations to better understand and respond to student needs. We will work toward a more consistent school-wide approach to differentiation, inclusion, and student support, ensuring that strategies developed in Year 1 are strengthened and embedded into everyday classroom practice.
This year, learning opportunities will become more ACCESSIBLE (<i>Every learner can and will learn, in their own ways, in their own time</i>) by: Using assessment data and student voice to identify individual learning needs and provide responsive, differentiated instruction and targeted interventions. We will increase opportunities for students to access mathematics learning through additional instructional time, including double-time Grade 9 Mathematics and increased Pre-Calculus instructional time, as well as targeted Tier 2 and Tier 3 supports

- This year, learning opportunities will become more **EQUITABLE** (*Every learner is valued and authentically represented in their education*) by: Strengthening inclusive and responsive practices that recognize and address the diverse learning needs, strengths, and experiences of all students.
- This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by: We will continue to adapt instruction, assessment, and programming to ensure learning is relevant and accessible to students at different levels and stages of learning

SCHOOL GOAL #1			
School Goal #1: Increase student achievement in mathematics across Grades 9–12 by providing increased instructional time, targeted intervention, and consistent academic support to improve student understanding, confidence, and overall mathematics performance.			
Alignment with ISD Priorities for High-Quality Learning	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #1: Analysis of student achievement data identified math as an area requiring increased attention and support across Grades 9–12. Student performance data, classroom assessments, and teacher observations indicate a need to strengthen foundational mathematical skills, address learning gaps, and provide additional opportunities for students to practice and apply mathematical concepts.			
Data source(s) for School Goal #1: The team reviewed a variety of evidence to identify math achievement as an area for improvement, including Grade 9–12 math assessment results, classroom and common assessment data, course achievement rates, and student performance trends over multiple years. Teacher observations and the identification of learning gaps, along with student work and formative assessment results, further highlighted areas where students require additional support. Provincial assessment results were also used. Based on this, our team identified a need for increased instructional time and targeted academic support in math. In response, we have increased Pre-Calculus to 1.5 blocks of instructional time to provide students with additional opportunities to strengthen foundational skills, improve overall mathematics achievement.			
High Leverage Strategy 1.1: Use ongoing student achievement data to identify specific mathematics learning gaps and provide targeted, timely instruction and intervention based on individual student needs. The additional instructional time in Grade 9 Mathematics and Pre-Calculus will be intentionally used to reteach foundational concepts, provide additional practice, and support students who require further assistance.			
Data Target for Strategy 1.1: Increase the percentage of Grades 9–12 students meeting or exceeding mathematics expectations from the 2025–26 baseline.			

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: Increased time in Pre-Cal and a recovery block in semester 2 for grade 9 students who are struggling to meet grade level.	Math Teachers	Monthly
1.1.2: Identification of grade 9 Students for Math Interventions. Classroom teacher will collaborate with Learning Support Teacher to identify students in need of Tier 2 and Tier 3 interventions and support the planning and implementation of targeted strategies.	LST and Math teacher	On going
High Leverage Strategy 1.2: What is one strategy that will move you toward your goal? Implement a consistent, data-informed math intervention process in Grade 9 that uses assessment results and teacher observations to identify students requiring additional support, provide targeted Tier 2 and Tier 3 interventions, and monitor student progress over time.		
Data Target for Strategy 1.2: By June 2027, students identified for Tier 2 and Tier 3 mathematics interventions will demonstrate measurable growth in their identified math skills. Student progress will be monitored through common assessments, classroom assessments, and intervention data, with the majority of identified students demonstrating improved achievement and progress toward grade-level expectations.		
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: Implement additional teaching block in semester 2 block 1 for identified students to reach grade level in grade 9 math	SST and Admin, Classroom teacher	weekly SST meetings
1.2.2: Collaboratively identify students requiring Tier 2 and Tier 3 mathematics interventions and determine their specific areas of need and assign them to the additional block.	LST and Admin, Math teacher	SST meetings

SCHOOL GOAL #2			
School Goal #2: Social Emotional programming and culturally responsive teaching resulting in improved student well-being and a positive school climate.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #2: We discovered through our data collection via school surveys such as: <i>Our School Survey</i> , Survey Monkey and student feedback. Our students need more cultural awareness opportunities built into their daily teachings.			
Data source(s) for School Goal #2: Well-being surveys, from survey monkey or The Learning Bar (Our School Survey) Staff Perception Surveys informal, Behavioral Data/office referrals			
High Leverage Strategy 2.1: Embed Social Emotional Programming and Culturally Responsive Practices into all classes			
Data Target for Strategy 2.1: Attendance will improve, more culturally aware students using the Tell Them From Me Survey			
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: Professional Learning & Collaboration provide PD on social emotional learning and culturally responsive pedagogy topics: Trauma-informed practices, building relationships, integrating identity-affirming content. Use real classroom examples from teachers' practices	SST/ Admin/ Social work	Throughout 2026/2027	
2.1.2: Establish a student well-being committee: Students can give feedback on school climate, help co-design social emotional and culturally responsive activities, and identify issues of inclusion.	Guidance/Social Worker and admin	Throughout 2026/2027	
High Leverage Strategy 2.2: Train and support all staff to use relationship-centered practices in daily instruction.			
Data Target for Strategy 2.2: Student engagement through report card data attendance trackers more students attend all classes.			
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: Warm greetings at the door, Check-ins and emotional temperature checks, Restorative conversations instead of punitive discipline, Opportunities for student voice and choice Content that reflects students' lived experiences and cultures.	All staff	2026/2027	
2.2.2: Adults will be more comfortable having conversations with students.	All staff	2026/2027	

SCHOOL GOAL #3			
School Goal #3: Enhance student leadership by creating and expanding meaningful opportunities for students to lead and contribute to school-wide initiatives that foster belonging, inclusion, and a strong sense of school community.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #3: Evidence from the first year of implementation, including student feedback, staff observations, and discussions with student leaders and staff, continues to identify opportunities to strengthen connections and relationships across grade levels. Students have expressed a desire for greater interaction and connection with students from other grades, while observations indicate that school events and extra-curricular activities can still provide limited opportunities for meaningful cross-grade interaction. Ongoing conversations with student leaders and staff have also highlighted the importance of continuing to strengthen inclusivity, belonging, and a sense of school community. Building on the work completed in Year 1, the school will continue to provide and expand opportunities for students to take on leadership roles and create stronger connections across the school community.			
Data source(s) for School Goal #3: Student surveys measuring sense of belonging and school connectedness. Participation rates in school-wide events and mixed-grade activities. Anecdotal feedback from teachers, advisors, and student leaders along with observations from staff and leadership team reflections.			
High Leverage Strategy 3.1: Provide leadership development opportunities for students and staff.			
Data Target for Strategy 3.1: Attendance data and participation will rise during school-wide events.			
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: Send a core group of student leaders and a teacher advisor each year to a regional conference focused on student voice, inclusion, and belonging.	SST	Ongoing throughout the school year	
3.1.2: Following the conference, have student leaders facilitate professional learning sessions and student workshops to share key insights and inspire school-wide engagement.	SST/Leadership Team	Ongoing throughout the school year	
High Leverage Strategy 3.2: Support student-designed projects and activities			
Data Target for Strategy 3.2: At least 75% of peer tutors and those students that are receiving the assistance report positive experiences via feedback survey.			

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: Implement a structured peer tutoring program and organize community-building events and/or cultural celebrations.	Student Leadership Team, Staff	2026/2027
3.2.2: Integrate student-led projects through the Global Issues and Environmental Science classes to promote leadership, social responsibility, and active citizenship.	Student Leadership Team, Staff	2026/2027