

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:	Grosse Isle School	Principal:	Chris McCluskey	Date (yyyy/mm/dd):	2026/09/09
---------	--------------------	------------	-----------------	--------------------	------------

Planning Process:
Who was involved in the planning process? Teachers, Educational Assistants and Divisional Support Teachers
When will the plan be reviewed during the school year? At each reporting period, progress conversations and monthly staff meetings.
How will progress be shared with Students/Staff/Families during the school year? The plan will be shared on the Grosse Isle School website. Updates will be shared with families by ema

Looking Ahead:
In the next three (3) school years, we want to become a school where every student feels valued, supported, and challenged—thriving through inclusive learning, targeted instruction, and a strong sense of belonging.
- 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: Ensuring that all students have equal opportunities to learn and succeed by designing courses and teaching methods that meet the diverse needs of our students. - This year, learning opportunities will become more EQUITABLE (<i>Every learner is valued and authentically represented in their education</i>) by: Ensuring every student, regardless of their background, sees themselves in their learning and has access to the resources, support, and opportunities needed to reach their full potential and succeed. - This year, learning opportunities will become more RESPONSIVE (<i>Every learner experiences relevant and responsive curriculum and programming</i>) by: Creating a dynamic learning environment where teaching strategies are continuously adapted to meet the evolving needs and understanding of each student, ensuring their academic and personal growth.

SCHOOL GOAL #1			
School Goal #1: Provide diverse and inclusive cultural programming that supports student interests through meaningful experiences			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #1: In a small school, it’s important to ensure all students feel represented and have access to meaningful learning experiences. Diverse programming helps students explore passions, build confidence, and develop a stronger connection to school—especially in rural settings where options may be limited outside of school.			
Data source(s) for School Goal #1: School Demographic & Representation Data -- Participation and attendance data for electives, enrichment activities, and cultural/athletic events.			
High Leverage Strategy 1.1: To design diverse academic, artistic, athletic, and cultural opportunities that build engagement and belonging			
Data Target for Strategy 1.1: Data will show higher participation rates and survey results indicating greater student engagement, representation, and sense of belonging.			
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: Establish regular feedback loops through focus groups, class discussions, to monitor participation, strengthen representation, and guide continuous improvement.	Teachers, Administration, EA	Continuously throughout the year	
1.1.2: Conduct student interest and identity surveys to gather feedback on programming needs and opportunities.	Teachers, Administration, EA	This will be completed by the end of first report card period.	

SCHOOL GOAL #2			
School Goal #2: Improve student achievement in reading, writing, and mathematics by implementing targeted interventions and differentiated instruction.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #2: Provincial assessments and classroom data highlight areas for growth in literacy and numeracy. Report cards and teacher observations support the continued use of targeted interventions and differentiated instruction to build student success.			
Data source(s) for School Goal #2: Provincial assessments, classroom assessments, report cards, and teacher observations will be used to monitor student growth in literacy and numeracy.			
High Leverage Strategy 2.1: Use differentiated instruction practices (e.g., flexible grouping, varied instructional materials, Universal Design for Learning) to meet diverse learner needs.			
Data Target for Strategy 2.1: Assessment and report card data will show more students meeting grade-level expectations, with teacher observations and surveys reflecting stronger engagement and confidence in reading, writing, and mathematics.			
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: Implement flexible grouping in literacy and numeracy blocks based on ongoing formative assessments.			
2.1.2: Incorporate varied instructional materials and digital tools to provide multiple entry points and ways for students to demonstrate learning.			
High Leverage Strategy 2.2: Use assessment data to provide targeted support in reading, writing, and mathematics to improve student achievement.			
Data Target for Strategy 2.2: Students receiving targeted interventions will demonstrate measurable growth in reading, writing, and mathematics as evidenced through classroom assessments, divisional assessments, report card data, and intervention progress monitoring tools.			
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: Monitor student progress regularly and adjust interventions based on evidence of learning.	Teachers, Administration, EA	Continuously throughout the year	

SCHOOL GOAL #3			
School Goal #3: Promote a safe, inclusive, and respectful environment by incorporating social-emotional learning (SEL),			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #3: School based observations highlight opportunities to strengthen peer connections, safety, and well-being. Feedback from families and staff supports the value of SEL, mentorship, and mental health initiatives.			
Data source(s) for School Goal #3: Progress will be measured through school climate surveys, student feedback, participation rates in mentorship and SEL activities, and trends in incident reports.			
High Leverage Strategy 3.1: Embed social-emotional learning (SEL) into classroom and school-wide routines, and develop peer mentorship that builds leadership, connection, and respect, supported by mental health awareness initiatives aligned with Manitoba Education priorities.			
Data Target for Strategy 3.1: Survey data will show stronger student belonging and respect, with higher participation in social-emotional learning (SEL) and mentorship programs and fewer incident reports.			
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: Integrate daily SEL practices (e.g., morning meetings, check-ins, reflection circles) into classroom routines and school-wide activities.	Teachers, Administration, EA	Continuously throughout the year	
3.1.2: Host mental health awareness initiatives (e.g., presentations, wellness days, guest speakers) in alignment with Manitoba Education priorities to promote a safe and inclusive school culture.	Teachers, Administration, EA	Continuously throughout the year	