



INTERLAKE
SCHOOL DIVISION

**CONTINUOUS
IMPROVEMENT
PLAN** 2018
2022

PREPARING TODAY'S LEARNER FOR TOMORROW

YEAR 1
2018-2019

Vision

Our vision is to prepare today's learner for tomorrow.

Mission

Our mission is to enable each student to realize their full potential as a contributing and responsible member of society.



We believe...

... in fostering independent, lifelong learners who are critical and creative thinkers.

... in nurturing responsible global citizens who have respect and empathy for others in a diverse society.

... in communicating in a way that facilitates the open-minded sharing of ideas.

... in creating a challenging, caring, inviting, and respectful learning community.

... that we must address the needs of all learners in a safe and engaging learning environment.

... that we must provide appropriate resources to meet a range of learning needs.

Contributing and responsible members of society are literate, numerate, and committed to the wellness of themselves and others.

Our plan for continuous improvement will provide high-quality experiences for students through intentional teaching and learning for literacy, numeracy, and wellness.

INTERLAKE SCHOOL DIVISION

CONTINUOUS IMPROVEMENT PLAN 2018 2022

The Interlake School Division's Continuous Improvement Plan provides a framework designed to enable each student to realize their full potential as a contributing and responsible member of society. The plan was developed in consultation with community, staff, and students.

The focus areas identified in the plan are influenced by the direction of the Province, the voice of the Interlake School Division (ISD) community, and student achievement data.

Alongside the Continuous Improvement Plan, schools will create and implement school-specific plans in the identified areas of focus. Continued reflection on the plan by all members of the ISD community will provide evidence of progress, define additional needs, and support clear areas of focus throughout the duration of the plan.

The areas of focus for the first year of implementation include intentional teaching and learning for **NUMERACY** (Kindergarten – Grade 8) and **WELLNESS** (Grade 9 – Grade 12).



NUMERACY

YEAR 1
FOCUS AREA:
KINDERGARTEN - GRADE 8

Numeracy is the ability, confidence, and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

In order to meet the challenges of society, citizens must be mathematically literate.

They must understand how mathematical concepts permeate daily life, business, industry, government, and our thinking about the environment.

Graduates should successfully use mathematics not just in their work lives, but also in their personal lives as contributing and responsible citizens.





Students need high-quality learning experiences that develop creative thinking, problem-solving skills, data analysis skills, computational skills, and co-operative interaction.

Staff need high-quality learning experiences focused on conceptual understanding in mathematics for themselves and their students.

Communities need information regarding our strategies for numeracy instruction and the importance of community in developing numerate citizens.

We will gather and analyze...

Provincial Assessment Data in Grade 3, 7, 9 & 12

Initial Assessment Data

Report Card Data

Student Feedback on *Our School Survey*

Staff Feedback on Professional Learning

Community Feedback on Learning Experiences

WELLNESS

YEAR 1
FOCUS AREA:
GRADE 9 - GRADE 12

Wellness is a conscious, self-directed, and evolving process of achieving full potential.

Students, staff, and community all play an important role in creating healthy learning environments.

Students need our collective support to achieve their full potential.





Students need to feel safe and welcome at school and to be equipped with tools and motivation to achieve their full potential.

Staff need to develop an understanding of wellness and the role of students, staff, and community in creating healthy learning environments.

Communities need respectful and trusting relationships among schools, families, and community partners in the shared responsibility of supporting our students.

We will gather and analyze...

Grade 9 Credit Acquisition Data
Attendance Data
Report Card Data
Classroom Profile Data
Student Input on Needs
Student Feedback on *Our School Survey*
Staff Feedback on Professional Learning
Community Feedback on Learning Experiences



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