

Interlake School Division

Report on Continuous Improvement

2017-2018

1. School Division Profile

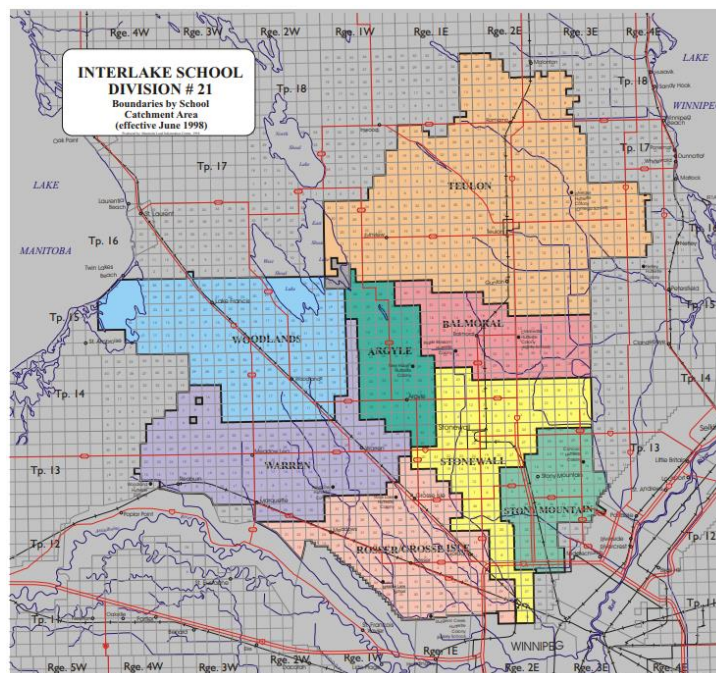
a) Brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and/or challenges

The Interlake School Division is located in the centre of Canada in the province of Manitoba. We encompass an area of approximately 1088 square miles or 2818 square kilometers stretching from north of Winnipeg to Teulon, east to Stony Mountain and west to Woodlands.

The Interlake School Division is comprised of three collegiates (Stonewall, Teulon and Warren), all of which support Industrial Arts, Home Economics, Music programs, and achieve excellence in all sports. We have two middle years schools (Grosse Isle and École Stonewall Centennial) and eight elementary schools (Balmoral, Argyle, Rosser, École R. W. Bobby Bend in Stonewall, Stony Mountain, Teulon, Warren and Woodlands). Kindergarten is available in all regions. We also maintain nine Hutterite Colony schools across the division.

With a total student population of 2952 students, we employ approximately 230 FTE teachers and 280 support staff. We are proud to maintain a respectable pupil-to-teacher ratio. There are student service teams in every school and divisional support exists in the form of psychology, social work, speech pathology, physiotherapy, and occupational therapy. In addition, the division runs an off-campus program called the The Infinity Program (TIP). Our Continuing Education program offers a wide variety of courses for all interests. We have a fleet of nearly 40 regular school buses to transport over 1350 bus students, travelling approximately one million kilometres per year!

French Immersion is being offered at École R. W. Bobby Bend School for Kindergarten to grade four, at École Stonewall Centennial School for grade five to eight, and has expanded up to Grade 10 at Stonewall Collegiate in the 2018-2019 school year.



b) Description of senior administration team

- Superintendent: Mrs. Margaret Ward
- Assistant Superintendent: Mr. Tyler Moran
- Secretary Treasurer: Mr. Al Leiman

c) Division staffing profile

Full-Time Equivalents	Number
Principals	12.00
Vice Principals	3.75
Teachers	180.87
Guidance Counsellors	11.05
Resource Teachers	20.10
Teachers supporting special needs low enrolment classes	NA
Educational Assistants	82.86
Speech Language Pathologists	2.00
Reading Recovery Teachers	2.50
Occupational Therapist	1.00
Wellness Support Worker	1.00
Psychologist	1.00
Social Workers	2.50
Student Services Administrator	1.00
Program Support – Curriculum	1.00
Lead Teacher	1.00
Alternative Program Staff	2.00
AFM Counsellor	1.00

d) Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	84	$84/2952 = 2.8\%$
Self-declared Indigenous	419	$419/2952 = 14.2\%$

e) Education for Sustainable Development

Education for Sustainable Development	No. of Schools
Number of schools in the division	23
Number of schools with an ESD plan	0

Note: Foundations of ESD are embedded in school and divisional plans.

2. Website link to the most current school division plan

a) Interlake School Division homepage:

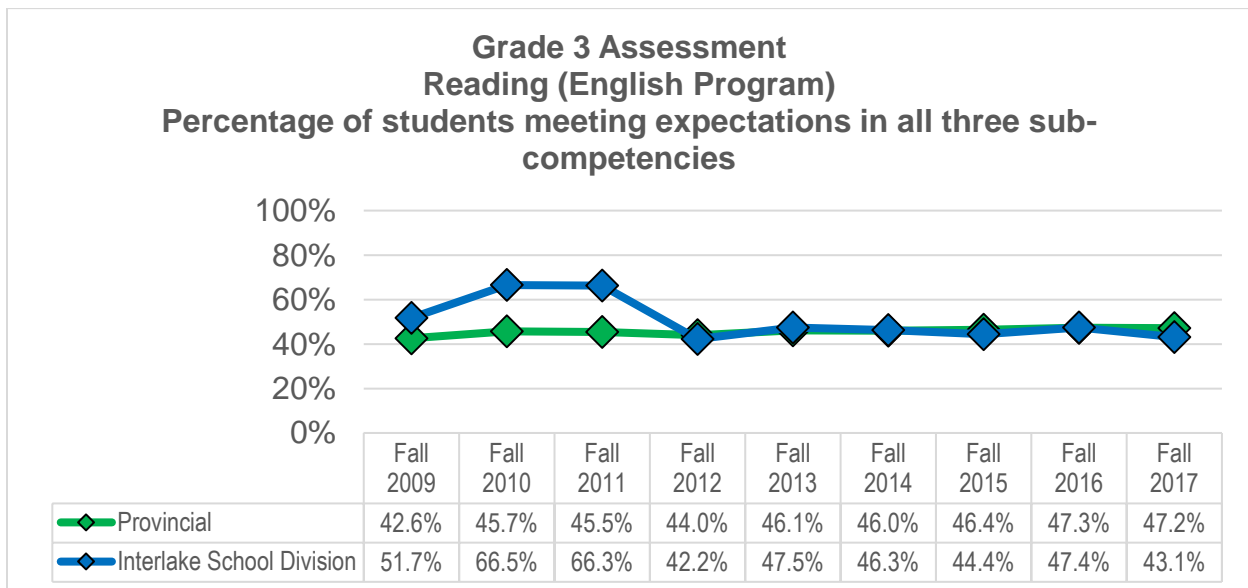
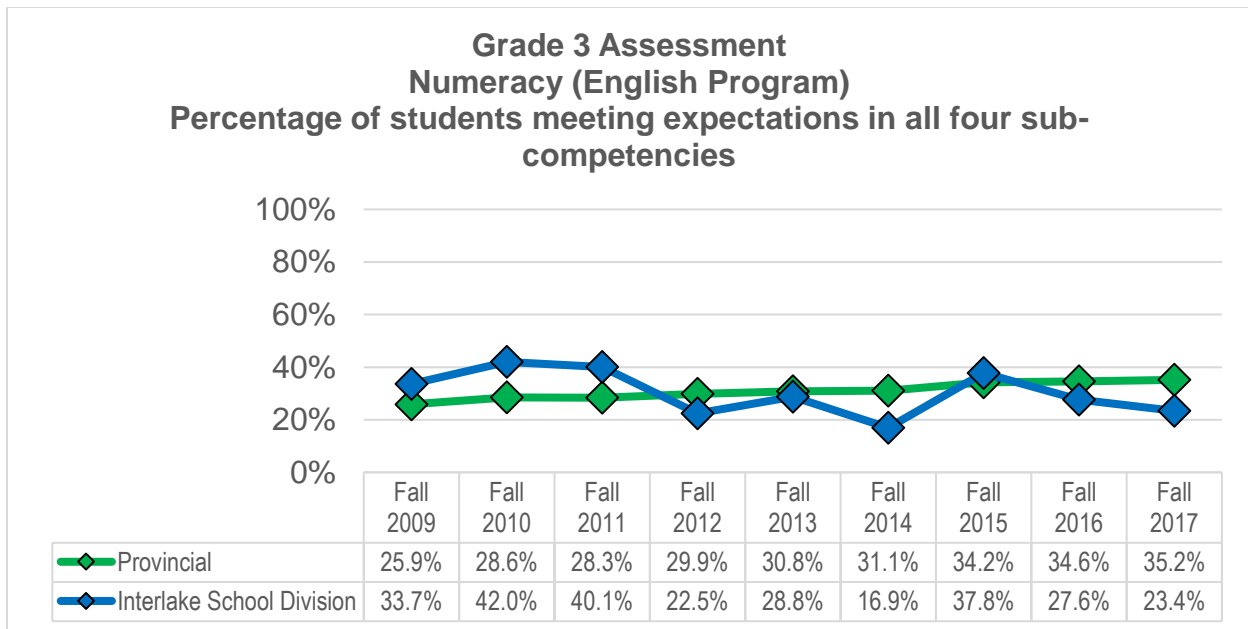
<https://www.interlakesd.ca/>

b) Interlake School Division Continuous Improvement Plan:

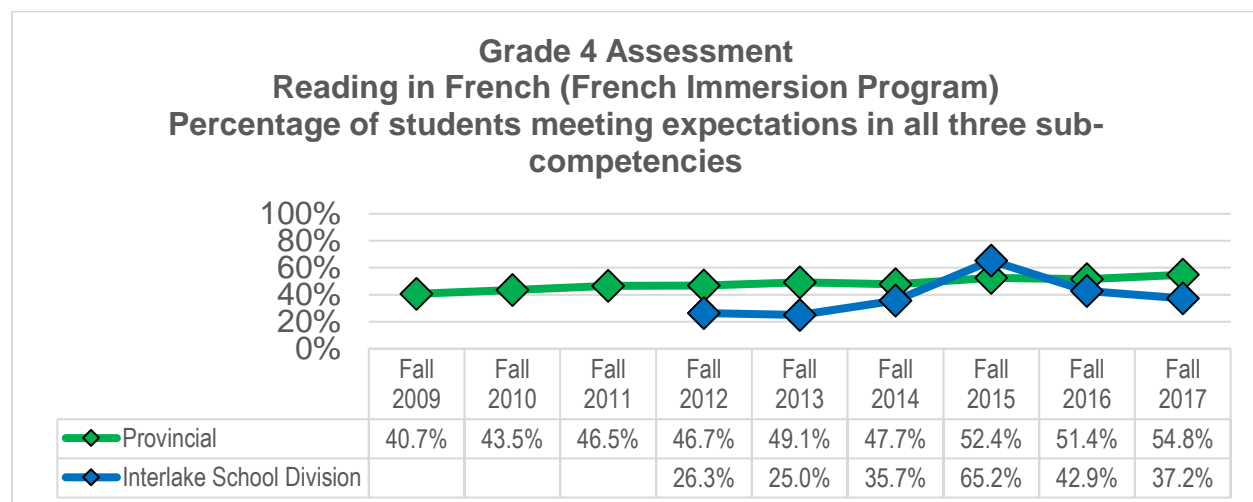
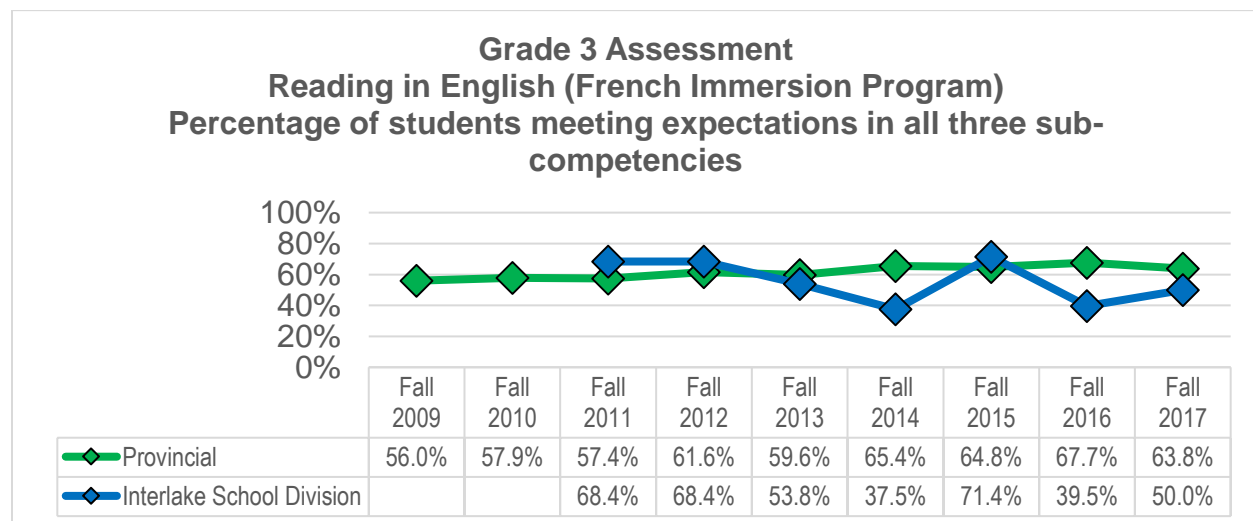
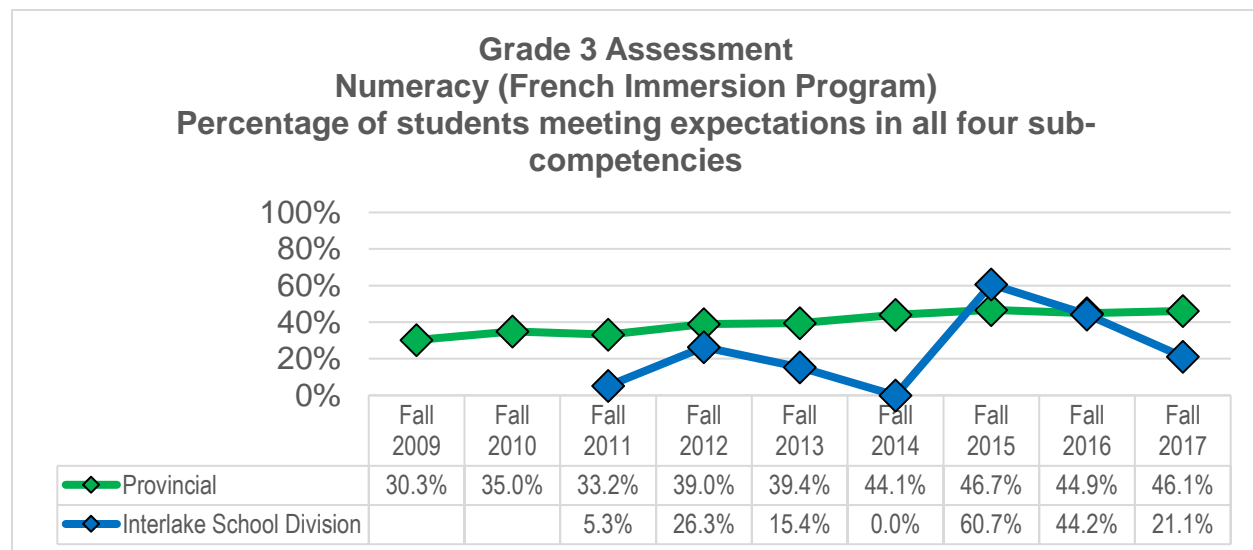
<https://www.interlakesd.ca/wp-content/uploads/2018/10/CIP-Reformatted.pdf>

3. Report on data

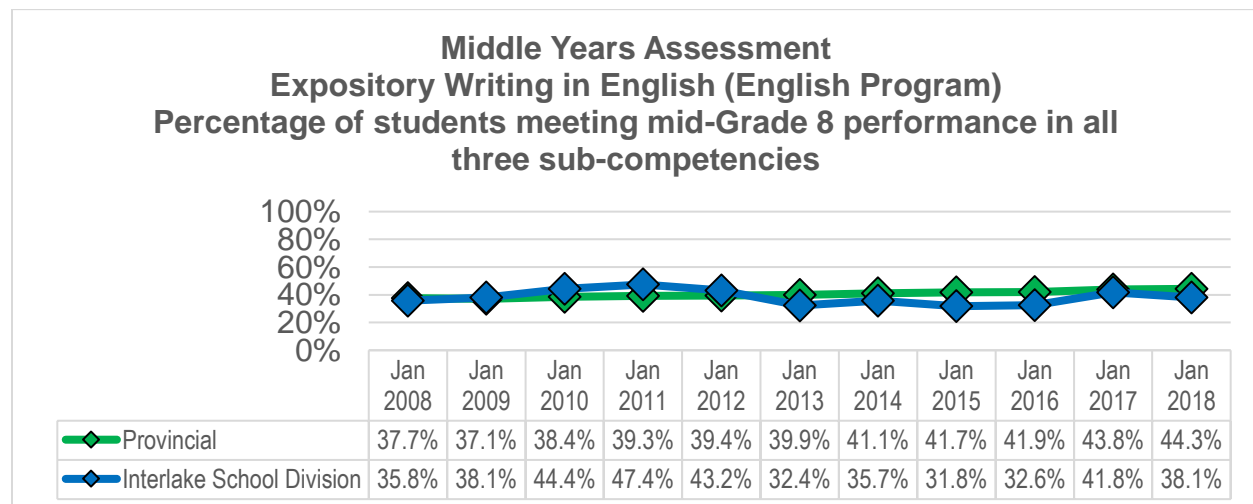
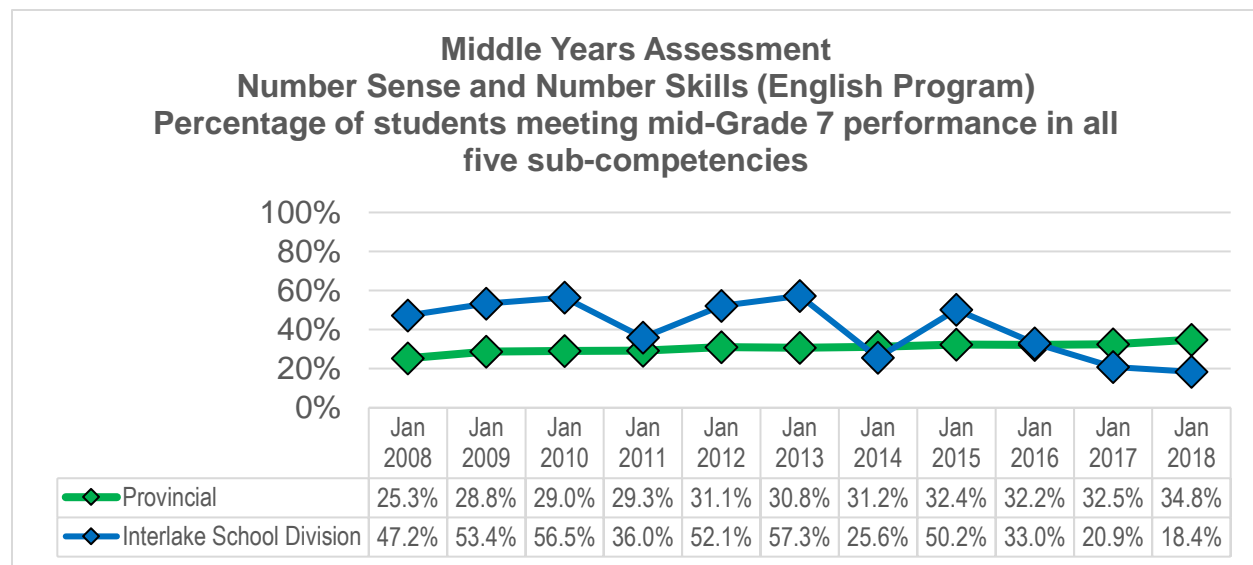
a) Grade 3 & 4 Provincial Assessment (English Program)



b) Grade 3 & 4 Provincial Assessment (French Immersion Program)



c) Middle Years Provincial Assessment (English Program)



d) Middle Years Provincial Assessment (French Immersion Program)

Note: Statistics that refer to 25 students or fewer have been omitted.

e) Grade 9 Math & ELA Credit Attainment and Distribution of Marks

Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end

Interlake School Division

School Year	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Provincial	85.3%	86.7%	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%
Interlake School Division	93.5%	91.5%	93.9%	91.3%	94.5%	93.8%	94.3%	95.0%
Girls	94.5%	95.3%	97.4%	93.8%	94.2%	93.8%	92.7%	97.4%
Boys	92.5%	88.0%	90.2%	89.0%	94.7%	93.7%	96.1%	92.4%
Non-Indigenous	93.6%	91.9%	95.7%	93.1%	96.1%	95.8%	95.8%	96.2%
Indigenous	93.2%	89.6%	85.7%	83.3%	86.5%	84.4%	88.9%	89.2%
Non-EAL	93.5%	91.5%	93.9%	91.3%	94.5%	93.8%	94.3%	95.0%
Pupils receiving EAL services								
Non-CFS	93.5%	92.1%	94.5%	91.6%	95.1%	94.1%	95.6%	95.4%
Pupils under the care of CFS					83.3%			

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.

Distribution of average marks of first-time Grade 9 students who attempted a Mathematics (0080) 10F/10E/10L/10M credit during the Grade 9 year (combined from 2009/2010 to 2016/2017)

Interlake School Division

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	51 to 59	60 to 69	70 to 79	At least 80
Provincial	110,578	7%	5%	13%	18%	20%	37%
Interlake School Division	1,784	3%	3%	14%	22%	25%	33%
Girls	886	2%	2%	12%	19%	23%	42%
Boys	898	5%	5%	17%	24%	26%	24%
Non-Indigenous	1,450	3%	3%	13%	21%	25%	35%
Indigenous	334	6%	5%	19%	23%	23%	24%
Non-EAL	1,784	3%	3%	14%	22%	25%	33%
Pupils receiving EAL services	0						
Non-CFS	1,744	3%	3%	14%	22%	25%	33%
Pupils under the care of CFS	40	10%	10%	23%	30%	15%	13%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.

**Percentage of first-time Grade 9 students who attained
an English Language Arts (0001/0008/0021) 10F/10E/10M credit by year-end
Interlake School Division**

School Year	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Provincial	88.3%	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%
Interlake School Division	93.8%	93.7%	94.3%	95.2%	94.5%	95.5%	97.2%	95.9%
Girls	94.5%	97.7%	97.4%	96.4%	93.2%	96.3%	98.2%	97.4%
Boys	93.2%	90.1%	91.1%	94.1%	95.6%	94.7%	96.1%	94.3%
Non-Indigenous	93.6%	94.2%	96.8%	95.2%	97.2%	97.9%	97.6%	97.3%
Indigenous	94.5%	91.7%	83.3%	95.2%	81.1%	84.4%	95.6%	89.2%
Non-EAL	93.8%	93.7%	94.3%	95.2%	94.5%	95.5%	97.2%	95.9%
Pupils receiving EAL services								
Non-CFS	93.8%	94.7%	95.5%	95.6%	95.6%	96.5%	97.5%	96.3%
Pupils under the care of CFS					75.0%			

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.

**Distribution of average marks of first-time Grade 9 students who attempted an English Language
Arts (0001/0008/0021) 10F/10E/10M credit during the Grade 9 year (combined from 2009/2010
to 2016/2017)**

Interlake School Division

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	51 to 59	60 to 69	70 to 79	At least 80
Provincial	111,788	5%	3%	10%	17%	23%	41%
Interlake School Division	1,796	3%	2%	13%	21%	26%	35%
Girls	895	2%	1%	8%	15%	24%	50%
Boys	901	3%	3%	18%	28%	28%	21%
Non-Indigenous	1,458	2%	2%	12%	20%	26%	38%
Indigenous	338	5%	3%	17%	26%	25%	23%
Non-EAL	1,796	3%	2%	13%	21%	26%	35%
Pupils receiving EAL services	0						
Non-CFS	1,757	2%	2%	13%	21%	26%	36%
Pupils under the care of CFS	39	13%	5%	21%	31%	23%	8%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.

f) Grade 12 Provincial Tests: Math and English Language Arts - Average Marks

1. Applied Mathematics (2009-2018):

Grade 12 Provincial Tests - Applied Mathematics - Average Marks (2009-2018)										
Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	60.5	58.7	58.9	60.2	No Test	58.9	57.5	57.3	56.6	58.1
Interlake SD	61.3	60.0	56.9	56.2	No Test	54.0	56.4	No Results	59.1	51.8

2. Essential Mathematics (2014-2018):

Gr. 12 Prov. Tests - Essential Mathematics - Avg. Marks (2014-2018)					
Year	2014	2015	2016	2017	2018
Provincial	58.2	58.0	61.4	57.0	53.7
Interlake SD	60.0	52.5	59.3	48.7	53.2

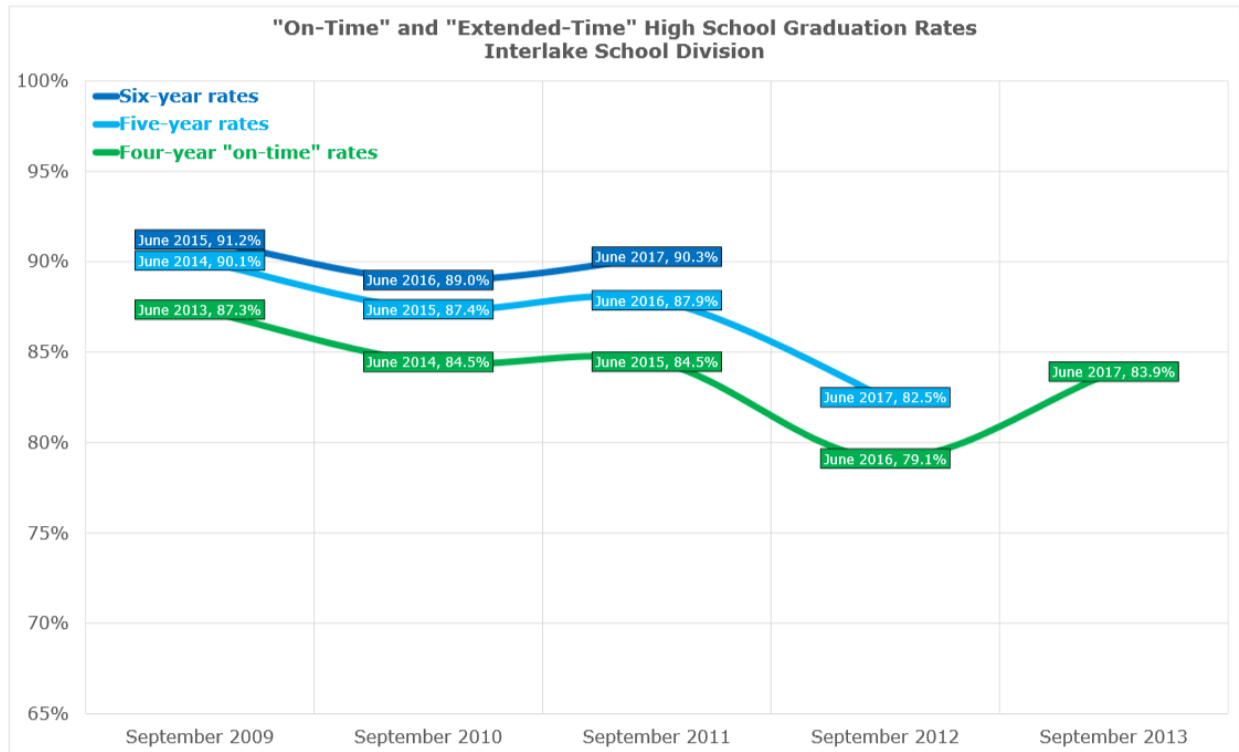
3. Pre-Calculus Mathematics (2009-2018):

Grade 12 Provincial Tests - Pre-Calculus Mathematics - Average Marks (2009-2018)										
Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	66.9	66.2	66.4	68.6	No Test	62.1	68.7	66.7	68.5	68.0
Interlake SD	58.9	68.5	64.4	59.6	No Test	61.6	57.5	63.8	61.8	59.0

4. English Language Arts (2009-2018):

Grade 12 Provincial Tests - English Language Arts - Average Marks (2009-2018)										
Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	65.7	66.1	66.7	67.0	65.2	66.1	67.4	67.9	68.3	67.8
Interlake SD	64.2	63.5	65.2	66.3	67.3	69.2	68.9	66.9	66.8	63.1

g) High School Graduation



Four-Year "On-Time" High School Graduation Rates Interlake School Division

GRADE 9 STARTING COHORT YEAR	September 2009	September 2010	September 2011	September 2012	September 2013
FOUR-YEAR GRADUATION YEAR	June 2013	June 2014	June 2015	June 2016	June 2017
Provincial	76.2%	77.2%	77.3%	78.3%	78.9%
Divisional	87.3%	84.5%	84.5%	79.1%	83.9%
Boys	82.7%	77.7%	79.9%	78.4%	84.9%
Girls	92.0%	91.9%	88.9%	79.8%	82.8%
Non-Indigenous	91.0%	84.5%	88.3%	80.6%	88.2%
Indigenous	77.1%	84.4%	70.7%	72.5%	65.0%
Non-Indigenous boys	87.2%	77.4%	80.9%	79.1%	87.8%
Non-Indigenous girls	95.1%	92.7%	94.4%	82.3%	88.6%
Indigenous boys	68.4%	79.1%	77.2%	75.6%	69.4%
Indigenous girls	84.3%	89.2%	60.2%	69.3%	61.5%

Note: These graduation rates have been adjusted for attrition based on Statistics Canada's estimates of population, deaths, and mobility/migration as of September 26th, 2017. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

h) K-12 French Immersion Enrolment Trends

START YEAR	INITIAL ENROLMENT	CURRENT ENROLMENT	IN GRADE	OVERALL CHANGE
2008	19	11	10	-42.2%
2009	21	14	9	-33.3%
2010	19	17	8	-10.6%
2011	41	22	7	-46.4%
2012	29	28	6	-3.5%
2013	52	44	5	-15.4%
2014	43	40	4	-7.0%
2015	38	32	3	-15.8%
2016	42	42	2	0.0%
2017	43	46	1	+7.0%
2018	40	40	K	0.0%
2018-2019	TOTAL ENROLMENT	336	K-10	

4. Analysis of 2017-2018 Data

Data Report	Observation(s)
Grade 3 & 4 Provincial Assessment (English Program)	<ul style="list-style-type: none"> • Numeracy: Students meeting expectations in all four sub-competencies is 12% below MB average • Reading: Students meeting expectations in all three sub-competencies is 4% below MB average
Grade 3 & 4 Provincial Assessment (French Immersion Program)	<ul style="list-style-type: none"> • Numeracy: Students meeting expectations in all four sub-competencies is 25% below MB average • Reading in English: Students meeting expectations in all three sub-competencies is 14% below MB average • Reading in French: Students meeting expectations in all three sub-competencies is 18% below MB average
Middle Years Provincial Assessment (English Program)	<ul style="list-style-type: none"> • Numeracy: Students meeting mid-Grade 7 performance in all six sub-competencies is 16% below MB average • Writing: Students meeting mid-Grade 8 performance in all three sub-competencies is 6% below MB average
Middle Years Provincial Assessment (French Immersion Program)	<ul style="list-style-type: none"> • Note: Statistics that refer to 25 students or fewer have been omitted.
Grade 9 Math & ELA Credit Attainment	<ul style="list-style-type: none"> • Credit Attainment in Mathematics: Above MB average by 7% • Distribution of Marks in Mathematics: No statistically significant difference between ISD & MB average • Credit Attainment in English Language Arts: Above MB average by 6% • Distribution of Marks in English Language Arts: No statistically significant difference between ISD & MB average

4. Analysis of 2017-2018 Data (Continued)

Grade 12 Provincial Tests: Math & ELA	<ul style="list-style-type: none"> • Average Mark in Applied Mathematics: Below MB average by 6% • Average Mark in Essential Mathematics: Equivalent to MB average • Average Mark in Pre-Calculus Mathematics: Below MB average by 9% • Average Mark in English Language Arts: Below MB average by 5%
High School Graduation	<ul style="list-style-type: none"> • Four-Year “On-Time” Graduation Rates: Above MB average by 5% in June, 2017
K-12 French Immersion Enrolment Trends	<ul style="list-style-type: none"> • Enrolment Trends in K-4: Average enrolment of 41.2 Kindergarten Students per year over last five years. • Enrolment Trends in 5-8: Retaining two cohorts/classes per grade in Grades 5/6 and one cohort/class per grade in Grades 7/8 • Enrolment Trends in 9-12: Only two high school cohorts to date. Programming for Grades 9-12 will be in place by September, 2020

Disaggregation of 2017-2018 Data Notes:

- **Note 1:** Students who are **male** & students who are **female**
 - Limited overall evidence of difference in achievement between male and female students
 - Some evidence of fewer male students meeting expectations on early years and middle years Provincial Assessments
- **Note 2:** Students who are **Non-Indigenous** & Students **Self-Declared as Indigenous**
 - 14.2% of ISD’s student population is made up of students self-declared as Indigenous
 - No statistically significant evidence of difference in achievement between students who are Non-Indigenous and students self-declared as Indigenous
- **Note 3:** Students for whom **English is an Additional Language**
 - 2.8% of ISD’s student population is made up of students for whom English is an additional language
 - 100% of identified EAL learners in ISD are students in nine Hutterian colony schools
 - Evidence of difference in achievement (lower) is evident in Grades 3/4 Provincial Assessment results
- **Note 4:** Students in the care of **CFS**
 - ISD sees significant difference in achievement (lower) among students in the care of CFS than students not in the care of CFS similar to MB averages

5. Reporting on Grants

a) Indigenous Academic Achievement

- The Interlake School Division received approximately \$135,000 in IAA Grant funds in 2017-2018
- The Interlake School Division expends the Indigenous Academic Achievement Grant to assist schools with current programming and to support the implementation of new programs that target academic success through educationally and culturally relevant programming.
- IAA funds are expended in the following ways:
 1. Providing funds directly to schools to be used at the Principal's discretion for:
 - Staffing
 - Professional Learning Opportunities
 - Fees/Honoraria for Guest Speakers/Presenters
 - Learning Resources
 2. Supporting ISD's Professional Learning Plan by:
 - Funding locally-facilitated '*Teaching & Learning Sessions*' organized by grade groups/bands focussed on pedagogy in numeracy and literacy

b) Literacy & Numeracy

- The Interlake School Division received \$219,368 in Literacy & Numeracy Grant funds in 2017-2018.
- The grant funds represent only a fraction of the overall expenses incurred in support of literacy and numeracy programming in ISD.

c) English as an Additional Language

- The Interlake School Division received \$39,750 in English as an Additional Language Grant funds in 2017-2018.
- The EAL Grant funds are used to supplement staffing costs associated with hiring additional Educational Assistants at ISD's Hutterian Colony Schools.

6. Next Steps

Through a process of stakeholder engagement and a thorough review of divisional data, ISD has crafted a Continuous Improvement Plan for 2018-2022.

- Our plan for continuous improvement will provide high-quality experiences for students through intentional teaching and learning for literacy, numeracy, and wellness.
- Our model for continuous improvement from 2018-2022 will be driven by one-year cycles with specified areas of focus for each year. Focus areas for year 1 include numeracy (K-8) and wellness (9-12). Focus areas for year 2 will be informed by our year 1 progress.
- The continuous improvement plan will be informed by our learning within the following framework of guiding questions/statements:
 - *What numeracy/literacy/wellness is*
 - *Why numeracy/literacy/wellness matters*
 - *Where we are currently with numeracy/literacy/wellness*
 - *What we need for students/staff/community*
 - *What we will do for students/staff/community*
 - *Who will do it/When will it be done/How will we know*

ISD's year 1 plan is outlined in the graphic copied below:

