



2018-2019

YEAR 1 SUMMARY

The evidence displayed in this document represents a sample of baseline data, including background information on each data set as well as how it supports learning.

2018-2019 FOCUS AREA:

NUMERACY

KINDERGARTEN – GRADE 8

What NUMERACY is: Numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make reasoned decisions in all aspects of daily living.

Why NUMERACY matters: To meet the challenges of society, numerate citizens must be critical thinkers. Citizens must be able to apply mathematical concepts and strategies successfully and with thoughtful perseverance in addressing issues that permeate daily life, business, industry, government, and thinking about our environment.

How we will know we are improving in NUMERACY: We will gather and analyze a range of evidence to monitor our learning as a result of what we are doing for students, staff, and community members. This evidence includes, but is not limited to:

- Provincial Assessment Data in Grades 3 & 7
- Initial Assessment Data in Grades 4 – 8
- Provincial Report Card Data in Grades 1 – 8
- Student Feedback on the *Our School Survey*
- Professional Learning for Teachers
- Learning Opportunities for Community

Provincial Assessment Data in Grades 3 & 7

Classroom-based assessment of students during the school year in numeracy competencies.

85%

Grade 3 Students approaching or meeting expectations in numeracy

Provincial assessments support learning by:

- Providing feedback to students, teachers, and parents about student learning
- Informing instructional planning and helping to determine the need for changes to instruction or student specific interventions

80%

Grade 7 Students approaching or meeting expectations in numeracy

Initial Assessment Data in Grades 4 – 8

Division created initial assessments in numeracy.

74%

Grade 4-8 Students approaching or meeting start-of-year expectations in numeracy

Initial assessments support learning by:

- Providing teachers with information regarding current progress of students in number sense
- Providing teachers with information regarding student fluency with procedures and conceptual understanding

Provincial Report Card Data in Grades 1 – 8	
The Provincial report card is written in plain language and communicates a child’s strengths and needs for support.	<p>70%</p> <p>Grade 8 Students with good or very good end-of-year knowledge & understanding in numeracy</p>
Provincial report cards support learning by: <ul style="list-style-type: none"> • Ensuring parents get consistent, clear information about how well their children are learning • Communicating what steps will help improve learning • Identifying what parents can do to help 	

Student Feedback on the <i>Our School Survey</i>	
The <i>Our School Survey</i> allowed students to tell us about their school experience.	<p>76%</p> <p>Grade 7&8 Students who reported trying hard to succeed in school</p>
The <i>Our School Survey</i> supports learning by: <ul style="list-style-type: none"> • Ensuring teachers consider all aspects of a student’s school experience • Identifying aspects of school and classroom life that can be improved 	

Professional Learning for Teachers	
Professional learning for teachers focused on conceptual understanding of mathematics.	<p>95%</p> <p>Kindergarten-Grade 8 Teachers who reported an increase in their own conceptual understanding</p> <p>83%</p> <p>Kindergarten-Grade 8 Teachers who reported a direct impact on their teaching</p>
Professional learning for teachers supports learning by: <ul style="list-style-type: none"> • Allowing teachers to gain a deeper understanding of their curriculum • Providing an opportunity for sharing resources and strategies • Allowing teachers time for professional reflection on their craft 	

Learning Opportunities for Community	
Learning opportunities for community members focused on our strategies for numeracy instruction.	<p>“Math is everywhere. It is as important as our focus on language and literacy in the world around us.”</p> <p>- anecdote from community session</p>
Learning opportunities for community members support learning by: <ul style="list-style-type: none"> • Sharing information about our strategies for numeracy instruction • Communicating the importance of community engagement in developing numerate citizens 	

2018-2019 FOCUS AREA:

WELLNESS

GRADE 9 – GRADE 12

What **WELLNESS** is: A conscious, self-directed and evolving process of achieving full potential.

Why **WELLNESS** matters: Students, staff, and community all play an important role in creating healthy learning environments. Students need our collective support to achieve their full potential.

How we will know we are improving in **WELLNESS**: We will gather and analyze a range of evidence to monitor our learning as a result of what we are doing for students, staff, and community members.

This evidence includes, but is not limited to:

- Grade 9 Credit Acquisition Data
- Attendance Data from Report Cards
- Student Input on Needs
- Student Feedback on the *Our School Survey*
- Professional Learning for Teachers
- Learning Opportunities for Community

Grade 9 Credit Acquisition Data

Grade 9 credit acquisition data provides information regarding attainment of Grade 9 Math & English Language Arts (ELA) credits on the first attempt.

Grade 9 credit acquisition data supports learning by:

- Offering feedback to students, teachers, and parents about student learning
- Providing a strong predictor of on-time graduation, four years following entrance to Grade 9

*average over 4 years
2013/2014 - 2016/2017

96%*

Grade 9 Students
who attained their
ELA credit
on the first attempt

94%*

Grade 9 Students
who attained their
Math credit
on the first attempt

Attendance Data from Report Cards

Attendance data from report cards provides information regarding student attendance.

Attendance data from report cards supports learning by:

- Providing information to students, teachers, administrators, and parents about student attendance
- Identifying students who have missed approximately 10% of classes in a particular year

*baseline data from
2016/2017 school year

20%*

Grade 9-12 Students
who missed
10 or more
Math classes
in a year

Student Input on Needs	
Student input identified a need for intentional instruction regarding mental health delivered by the ISD Wellness Support Workers.	<p>90%</p> <p>Grade 9 Students who reported learning something new about their own mental health</p>
Student input on needs supports learning by: <ul style="list-style-type: none"> • Communicating current levels of student understanding • Informing planning for continued instruction in the area of well-being 	

Student Feedback on the <i>Our School Survey</i>	
The <i>Our School Survey</i> allowed students to tell us about their school experience.	<p>64%</p> <p>Grade 9-12 Students who reported feeling both appropriately challenged in ELA, Math & Science and confident in their skills</p>
The <i>Our School Survey</i> supports learning by: <ul style="list-style-type: none"> • Ensuring teachers consider all aspects of a student’s school experience • Identifying aspects of school and classroom life that can be improved 	

Professional Learning for Teachers	
Professional learning for teachers focused on developing an understanding of wellness and the role of students, staff, and community in creating healthy learning environments.	<p>78%</p> <p>Grade 9-12 Teachers who reported they have new strategies to promote wellness in their classrooms</p>
Professional learning for teachers supports learning by: <ul style="list-style-type: none"> • Identifying a mental health continuum • Providing a deeper understanding of adolescent brain development and self-regulation • Sharing resources and practical classroom strategies 	

Learning Opportunities for Community	
Learning opportunities for community members focused on technology and the impact on adolescent development.	<p>35</p> <p>Community Members participated in a ‘Tech and Your Teen’ information session</p>
Learning opportunities for community members support learning by: <ul style="list-style-type: none"> • Sharing information about our strategies for wellness • Offering parents information about current social media trends and how to communicate risks with their children 	



For additional evidence of continuous improvement in the Interlake School Division, please feel welcome to contact School Principals or Divisional Staff for further information.

Contact information can be found on our website.

www.interlakesd.ca