

Interlake School Division



Report on Continuous Improvement: 2018-2019

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Section A: Introduction

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 by student achievement data.

Alongside ISD's Continuous Improvement Plan, schools create and implement annual plans in the identified areas of focus. Ongoing reflection on planning documents at the school and divisional levels provides evidence of progress, defines needs, and supports clear areas of focus throughout the duration of the plan.

The areas of focus for the first year (2018-2019) of implementation were defined as intentional teaching and learning for **NUMERACY** (Kindergarten – Grade 8) and **WELLNESS** (Grade 9 – Grade 12).



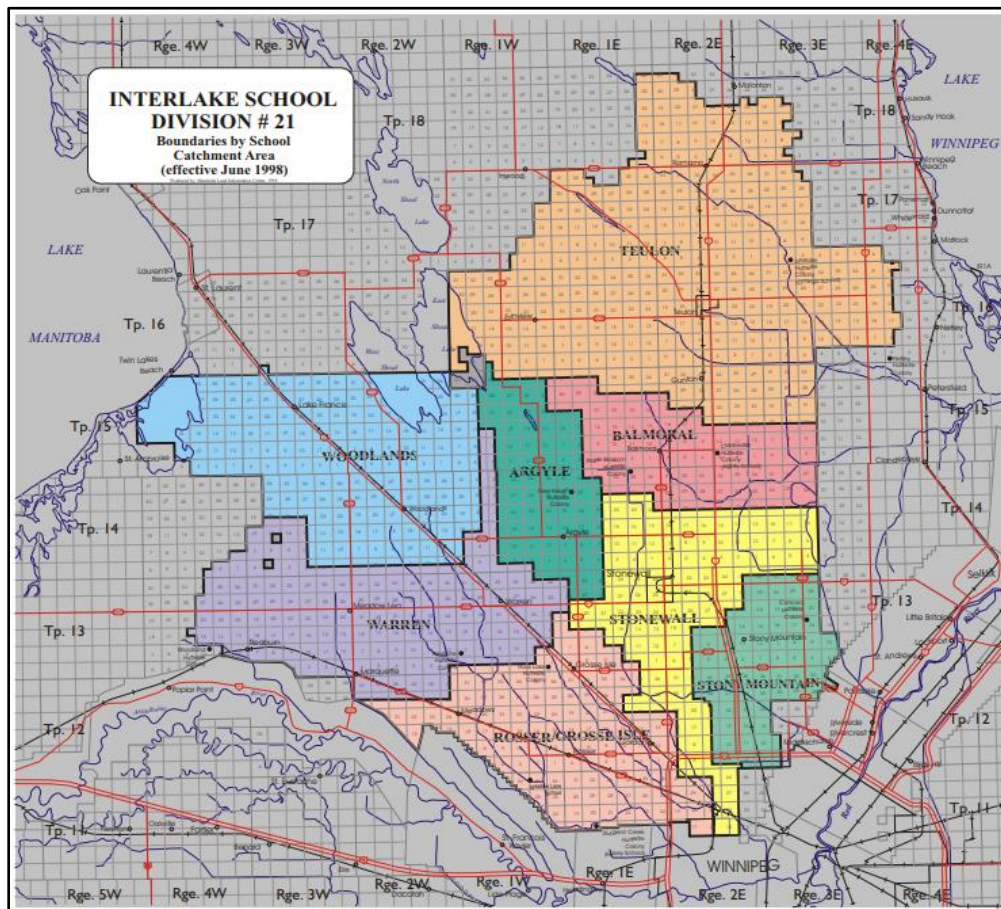
Section B: Interlake School Division Profile

The Interlake School Division's vision is to prepare today's learner for tomorrow and our mission is to enable each student to realize their full potential as a contributing and responsible member of society.

We believe that contributing and responsible members of society are literate, numerate, and committed to the well-being of themselves and others. In pursuit of our foundation statements, our plan for continuous improvement provides high-quality experiences for students through intentional teaching and learning for literacy, numeracy, and well-being.

The ISD's Board of Trustees is dedicated to ensuring success for students. As the leader of the school division, the Board governs through making informed decisions, setting broad goals, and developing statements of action, or Board Governance Policies, based on the values of the school division and provincial requirements.

The Interlake School Division (ISD) serves approximately 2930 students and employs nearly 475 professional and support staff in a variety of roles. ISD is comprised of 13 public school sites, 9 colony schools, and one off-campus program encompassing nearly 3000 total square kilometres of land in Manitoba's Interlake region. The quality and diversity of programming available in the ISD's schools is exceptional.



Section B: Interlake School Division Profile (Continued)

Interlake School Division Senior Administration Team		
Superintendent	Assistant Superintendent	Secretary Treasurer
Mrs. Margaret Ward	Mr. Tyler Moran	Mr. Al Leiman

Interlake School Division Staffing Profile			
Position	FTE	Position	FTE
Principals	12.00	Speech Language Pathologists	2.00
Vice-Principals	3.75	Reading Recovery Teachers	3.75
Teachers	175.83	Occupational Therapist	1.00
Guidance Counsellors	11.25	Wellness Support Worker	1.00
Resource Teachers	25.70	Psychologist (Permanent)	0.92
Educational Assistants	101.90	Psychologist (Contract)	0.19
Student Services Administrator	1.00	Program Support Curriculum	1.00
Lead Teacher	1.00	Alternative Program Staff	2.00
AFM Counsellor	1.00	Social Workers	2.50

Interlake School Division Student Profile		
Disaggregation	Number of Students	Percentage of Student Total
English as an Additional Language	84	84/2930 = 2.9%
Self-Declared Indigenous	411	411/2930 = 14.0%

Section B: Interlake School Division Profile (Continued)

Education for Sustainable Development	
Number of schools in ISD	23
Number of schools in ISD with ESD plan	0

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



Section C: Continuous Improvement Plan

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 provides high-quality experiences for students through intentional teaching and learning for literacy, numeracy, and wellness.

Our model for continuous improvement from 2018-2022 is driven by one-year cycles with specified areas of focus for each year. Focus areas for year 1 (2018-2019) include numeracy (K-8) and wellness (9-12). Focus areas for year 2 (2019-2020) are informed by our year 1 progress.

The continuous improvement plan is 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 (2018-2019) plan for continuous improvement is outlined in the graphic copied below:

INTERLAKE SCHOOL DIVISION
PREPARING TODAY'S LEARNER FOR TOMORROW

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

YEAR 1
FOCUS AREA:
KINDERGARTEN - GRADE 8

NUMERACY

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.

YEAR 1
FOCUS AREA:
GRADE 9 - GRADE 12

WELLNESS

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.

To read the full Interlake School Division Continuous Improvement Plan please visit our website.
www.interlakesd.ca

Section D: Continuous Improvement Plan: Reflection (2018-2019)

The evidence displayed in this section represents a sample of baseline data, including background information on each data set as well as how it supports learning. Additional, more in-depth divisional and school-specific data is used regularly in the work that we do in support of continuous improvement.

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.

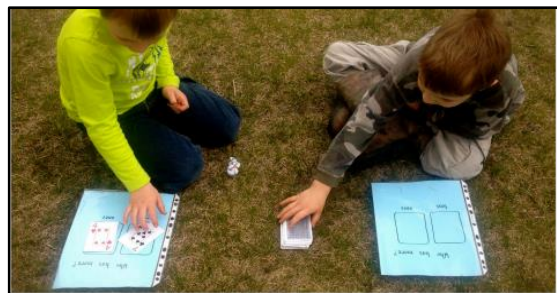
How we will know we are improving in NUMERACY: We will gather and analyze a range of evidence to monitor our learning as a result of what we are doing for students, staff, and community members. This evidence includes, but is not limited to:

- 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.	<div style="font-size: 24pt; font-weight: bold; color: white;">85%</div> Grade 3 Students approaching or meeting expectations in numeracy
Provincial assessments support learning by: <ul style="list-style-type: none"> • 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 	<div style="font-size: 24pt; font-weight: bold; color: white;">80%</div> Grade 7 Students approaching or meeting expectations in numeracy

Section D: Continuous Improvement Plan: Reflection (Continued)

Initial Assessment Data in Grades 4 – 8	
Division created initial assessments in numeracy.	<p>74%</p> <p>Grade 4-8 Students approaching or meeting start-of-year expectations in numeracy</p>
<p>Initial assessments support learning by:</p> <ul style="list-style-type: none"> • 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>
<p>Provincial report cards support learning by:</p> <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>
<p>The <i>Our School Survey</i> supports learning by:</p> <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 	



Section D: Continuous Improvement Plan: Reflection (Continued)

Professional Learning for Teachers	
Professional learning for teachers focused on conceptual understanding of mathematics.	<p>95% Kindergarten-Grade 8 Teachers who reported an increase in their own conceptual understanding</p> <p>83% Kindergarten-Grade 8 Teachers who reported a direct impact on their teaching</p>
<p>Professional learning for teachers supports learning by:</p> <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>
<p>Learning opportunities for community members support learning by:</p> <ul style="list-style-type: none"> • Sharing information about our strategies for numeracy instruction • Communicating the importance of community engagement in developing numerate citizens 	



Section D: Continuous Improvement Plan: Reflection (Continued)

2018-2019 FOCUS AREA:
WELLNESS
 GRADE 9 – GRADE 12

What WELLNESS is: 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
- Student Feedback on the *Our School Survey*
- Attendance Data from Report Cards
- Professional Learning for Teachers
- Student Input on Needs
- 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.	<div style="font-size: 24pt; font-weight: bold; color: white;">96%*</div> <div style="font-size: 10pt; color: white;">Grade 9 Students who attained their ELA credit on the first attempt</div>
Grade 9 credit acquisition data supports learning by: <ul style="list-style-type: none"> • 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. 	<div style="font-size: 24pt; font-weight: bold; color: white;">94%*</div> <div style="font-size: 10pt; color: white;">Grade 9 Students who attained their Math credit on the first attempt</div>
*average over 4 years 2013/2014 - 2016/2017	

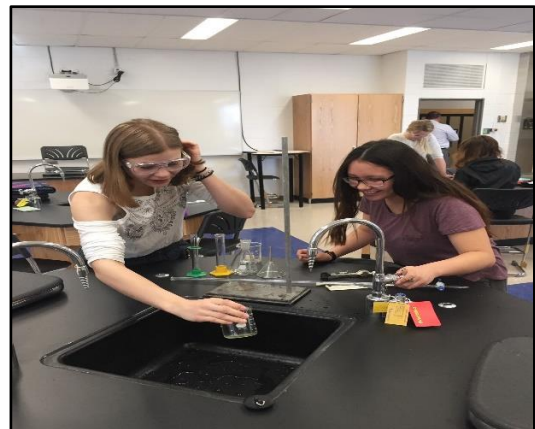


Section D: Continuous Improvement Plan: Reflection (Continued)

Attendance Data from Report Cards	
Attendance data from report cards provides information regarding student attendance.	<p>20%*</p> <p>Grade 9-12 Students who missed 10 or more Math classes in a year</p> <p><small>*baseline data from 2016/2017 school year</small></p>
<p>Attendance data from report cards supports learning by:</p> <ul style="list-style-type: none"> • Providing information to students, teachers, administrators, and parents about student attendance • Identifying students who have missed approximately 10% of classes in a particular 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>
<p>Student input on needs supports learning by:</p> <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>
<p>The <i>Our School Survey</i> supports learning by:</p> <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 	



ISD: Report on Continuous Improvement (2018-2019)

Section D: Continuous Improvement Plan: Reflection (Continued)

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>
<p>Professional learning for teachers supports learning by:</p> <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>
<p>Learning opportunities for community members support learning by:</p> <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 	



Section E: Continuous Improvement Plan Data Analysis

As referenced in the previous section, the evidence included in this document represents a sample of baseline data, including background information on each data set as well as how it supports learning. Additional, more in-depth divisional and school-specific data is used regularly in the work that we do in support of continuous improvement. For the purposes of this section, a brief discussion of strengths and opportunities from the data in each focus area has been included. ISD Staff welcome further discussion with all stakeholder groups to discuss our evidence of continuous improvement in greater detail.

NUMERACY (Kindergarten – Grade 8)		
Data Source	Evidence of STRENGTH...	Evidence of OPPORTUNITY...
Provincial Assessment in Grades 3 & 7	Percentage of Grades 3 & 7 Students approaching or meeting expectations in numeracy is very high	Ability to apply focussed effort to triangulating the Provincial Assessment data with initial assessment data and report card data
Initial Assessment Data in Grades 4 – 8	Pilot implementation of initial assessment documents yielded significant data for teachers to guide numeracy instruction	System-wide implementation will provide data for learner profiles and classroom profile conversations at the school level
Provincial Report Card Data in Grades 1 – 8	Percentage of Grade 8 Students with good or very good end-of-year knowledge and understanding in numeracy is high	Ability to extend report card data inquiry throughout Grades 1 – 8 in order to explore trends at the school and divisional levels
Student Feedback on the <i>Our School</i> Survey	A significant portion of our Grade 7 – 8 Students report trying hard to succeed in school	Implementation of accessible tasks in numeracy ensure alignment with appropriate levels of skill development and challenge required for students
Professional Learning for Teachers	Percentage of Kindergarten – Grade 8 Teachers reporting an increase in their own conceptual understanding in numeracy is extremely high	Feedback from Teachers has yielded a shift in focus from conceptual understanding to techniques and strategies for high quality numeracy instruction
Learning Opportunities for Community	Initial school-based offerings for community members saw high rates of interest and attendance	More concentrated effort toward gathering participant feedback on current and future needs at community events

Section E: Continuous Improvement Plan Data Analysis (Continued)

WELLNESS (Grade 9 – Grade 12)		
Data Source	Evidence of STRENGTH...	Evidence of OPPORTUNITY...
Grade 9 Credit Acquisition Data	Percentage of Grade 9 Students who attained their ELA and Math credits on the first attempt is extremely high	Ability to share and amplify current strategies that are yielding success and to intervene sooner with a specific population of students who are not yet achieving success
Attendance Data from Report Cards	New access to attendance data trends (current and historical) allows for inquiry and school or student-specific interventions	Ability to inquire more directly with schools and with students to gather additional information about attendance and non-attendance
Student Input on Needs	Percentage of Grade 9 Students who reported learning something new about their own mental health is very high	Extension of implementation model to include Grade 9 and Grade 10 Students will increase awareness of mental health issues among more students
Student Feedback on the <i>Our School</i> Survey	A significant percentage of our Grade 9 – 12 Students report being appropriately challenged at school and confident in their own skills	Development of localized survey to gather student feedback more specific to divisional and school-based learning targets
Professional Learning for Teachers	Percentage of Grade 9 – 12 Teachers who report that they have new strategies to promote student and staff wellness in their classrooms is very high	Extension of professional learning options to include mental health first aid as well as additional strategies for wellness in the classroom
Learning Opportunities for Community	Community Members are attending information sessions targeting student and family wellness offered outside of school hours	Engaging a more significant population of community members in mental health first aid through ISD's continuing education program and ongoing information sessions

Section E: Continuous Improvement Plan Data Analysis (Continued)

Disaggregation of 2018-2019 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 than female students on early years Provincial Assessments
- **Note 2:** Students who are **Non-Indigenous** & Students **Self-Declared as Indigenous**
 - 14.0% of ISD's student population is made up of students self-declared as Indigenous
 - Some evidence of fewer self-declared as Indigenous students meeting expectations than Non-Indigenous students on early years and middle years Provincial Assessments
- **Note 3:** Students for whom **English is an Additional Language**
 - 2.9% 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



Section F: Reporting on Grants

Grant: Indigenous Academic Achievement

- The Interlake School Division received \$135,000 in IAA Grant funds in 2018-2019
- 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 for Teachers

Grant: Literacy & Numeracy

- The Interlake School Division received \$222,464 in Literacy & Numeracy Grant funds in 2018-2019.
- The grant funds represent only a fraction of the overall expenses incurred in support of literacy and numeracy programming in ISD.

Grant: English as an Additional Language

- The Interlake School Division received \$44,193 in English as an Additional Language Grant funds in 2018-2019.
- The EAL Grant funds are used to supplement staffing costs associated with hiring additional Educational Assistants at ISD's Hutterian Colony Schools.



Section G: Continuous Improvement Plan Next Steps

As mentioned in Section C, Interlake School Division's model for continuous improvement from 2018-2022 is driven by one-year cycles with specified areas of focus for each year. Based on data collected throughout year 1 of the Continuous Improvement Plan, numeracy (K-8) and well-being (9-12) will be retained as our areas of focus for year 2 (2019-2020).

The continuous improvement plan continues to 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 2 (2019-2020) plan for continuous improvement is outlined in the graphic copied below:

INTERLAKE SCHOOL DIVISION
PREPARING TODAY'S LEARNER FOR TOMORROW

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

2019-2020

KINDERGARTEN - GRADE 8
YEAR 2 FOCUS AREA:

NUMERACY

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

Staff need high-quality learning experiences focused on techniques and strategies of effective teaching and learning in mathematics.

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

Intentional teaching and learning for...

...literacy ...numeracy ...well-being

GRADE 9 - GRADE 12
YEAR 2 FOCUS AREA:

WELL-BEING

Students need to feel confident while developing skills which support them in reaching their full potential.

Staff need to incorporate strategies learned and supports available in creating healthy learning environments.

Communities need support in creating healthy communities that promote the strength, resilience, and continuous growth of our students.

To read the full Interlake School Division Continuous Improvement Plan please visit our website.

www.interlakesd.ca