



# 2019-2020

## YEAR 2 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.

2019-2020 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 the 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.

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

**91%**

Grade 3 Students approaching or meeting expectations in numeracy.

Compare to 85% in Year 1.

**83%**

Grade 7 Students approaching or meeting expectations in numeracy.

Compare to 80% in Year 1.

## Initial Assessment Data in Grades 4 – 8

Division created initial assessments 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

**71%**

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

Compare to 74% in Year 1.

## 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.

Provincial report cards support learning by:

- 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

**79%**

Grade 8 Students with good or very good end-of-year knowledge & understanding in numeracy.

Compare to 70% in Year 1.

## Student Feedback on the *Our School Survey*

The *Our School Survey* allowed students to tell us about their school experience.

The *Our School Survey* supports learning by:

- Ensuring teachers consider all aspects of a student's school experience
- Identifying aspects of school and classroom life that can be improved

**Data not collected due to public health emergency.**

## Professional Learning for Teachers

Professional learning for teachers focused on conceptual understanding of mathematics.

Professional learning for teachers supports learning by:

- 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

**94%**

Kindergarten-Grade 8 Teachers who reported an increase in their own conceptual understanding.

Compare to 95% in Year 1.

**99%**

Kindergarten-Grade 8 Teachers who reported professional learning had a direct impact on their teaching.

Compare to 83% in Year 1.

## Learning Opportunities for Community

Learning opportunities for community members focused on our strategies for numeracy instruction.

Learning opportunities for community members support learning by:

- Sharing information about our strategies for numeracy instruction
- Communicating the importance of community engagement in developing numerate citizens

**Data not collected due to public health emergency.**

2019-2020 FOCUS AREA:

# WELL-BEING

GRADE 9 – GRADE 12

**What WELL-BEING is:** A state in which students feel and act in ways that develop their capabilities and resilience to live, to connect, and to achieve their full potential.

**Why WELL-BEING matters:** In order to learn well, our students must live well. Students, staff, and community all play an important role in creating healthy learning, living, and working environments. Our collective support is required to develop an understanding of well-being and to identify and implement strategies that support students as they strive to reach their full potential.

**How we will know we are improving in WELL-BEING:** 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.

**98%**

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

Compare to 95% in Year 1.

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

**97%**

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

Compare to 93% in Year 1.

## Attendance Data from Report Cards

Attendance data from report cards provides information regarding student attendance.

**22%**

Grade 10-12 Students who missed 10 or more Math classes in Semester 1.

Attendance data from report cards supports learning by:

- Providing information to students, teachers, administrators, and parents about student attendance
- Identifying students who have missed 10 or more classes

<b>Student Input on Needs</b>	
Student input identified a need for intentional instruction regarding mental health delivered by the ISD Wellness Support Workers.	<p><b>98%</b></p> <p>Grade 9&amp;10 Students who reported learning something new about their own mental health.</p> <p>Compare to 90% in Year 1.</p>
Student input on needs supports learning by: <ul style="list-style-type: none"> <li>• Communicating current levels of student understanding</li> <li>• Informing planning for continued instruction in the area of well-being</li> </ul>	

<b>Student Feedback on the <i>Our School Survey</i></b>	
The <i>Our School Survey</i> allowed students to tell us about their school experience.	<p><b>Data not collected due to public health emergency.</b></p>
The <i>Our School Survey</i> supports learning by: <ul style="list-style-type: none"> <li>• Ensuring teachers consider all aspects of a student’s school experience</li> <li>• Identifying aspects of school and classroom life that can be improved</li> </ul>	

<b>Professional Learning for Teachers</b>	
Professional learning for teachers focused on Mental Health First Aid.	<p><b>50%</b></p> <p>Grade 9-12 Teachers who were trained in Mental Health First Aid.</p>
Professional learning for teachers supports learning by: <ul style="list-style-type: none"> <li>• Developing early identification skills to connect students with appropriate supports</li> <li>• Providing a deeper understanding of trauma and the impact on classroom behaviour and learning</li> </ul>	

<b>Learning Opportunities for Community</b>	
Learning opportunities for community members focused on Mental Health First Aid.	<p><b>24</b></p> <p>Community Members who participated in Mental Health First Aid.</p>
Learning opportunities for community members support learning by: <ul style="list-style-type: none"> <li>• Sharing information about our strategies for well-being</li> <li>• Offering parents and community members skills to identify and provide support for mental health concerns</li> </ul>	



**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](http://www.interlakesd.ca)**