



2020-2021

YEAR 3 SUMMARY

Interlake School Division Continuous Improvement Plan: Year Three Summary (2020-2021)

The 2020-2021 school year was memorable for a number of reasons and, through it all, the Interlake School Division Team and the communities it serves continued our collective pursuit of providing high-quality experiences for students through intentional teaching and learning for **literacy, numeracy, and well-being**.

The contents of this document aim to provide background information from each area of focus and to share evidence of learning. The evidence provided serves as an answer, in part, to the question of how ISD students are doing and also invites reflection on how we might achieve even greater success moving forward together.



This document, along with additional evidence of the work underway in ISD, can be found [online](#). Please visit often to learn more about our students, schools, staff, and communities and to lend your voice to the conversation. Feedback from community members is welcome at all times.

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LITERACY

What **LITERACY** is: Literacy is the ability, confidence and willingness to engage with language in order to acquire, construct, and communicate meaning in all aspects of daily living.

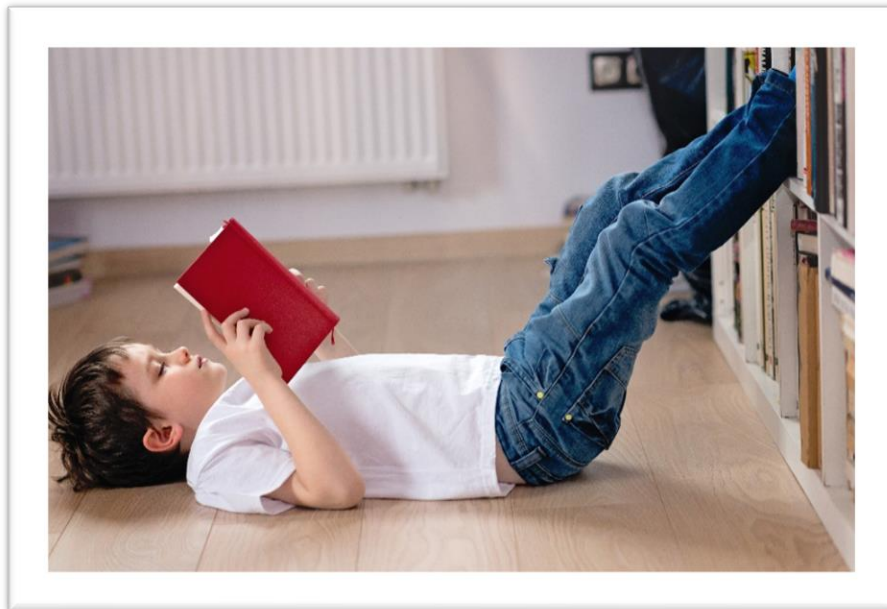
Why **LITERACY** matters: Literate citizens are active participants in their communities and understand that each community has particular ways of acquiring, constructing and communicating meaning. Literate citizens are able to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.

How we will know we are improving in **LITERACY**: 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:

- Initial Assessment Data / Early Literacy Data
- Provincial Report Card Data
- Grade 9 Credit Acquisition Data
- Teacher Feedback on Professional Learning Opportunities

Note: The following sources of evidence collected annually were suspended for the 2020-2021 school year due to the COVID-19 pandemic and will resume in the 2021-2022 school year:

- Provincial Assessment Data
- Student Feedback on the Our School Survey
- Community Feedback on Learning Opportunities for Families



➤ Evidence of Continuous Improvement in Literacy...

Initial Assessment Data / Early Literacy Data (Grade 1)	
Reading competency data collected at the start and at the end of Grade 1.	Start of Grade 1: 71% of Students approaching or meeting competency in reading.
Early literacy data supports learning by: <ul style="list-style-type: none"> • Providing teachers with information regarding current progress of students in reading • Providing teachers with information for planning and implementing intervention and transition supports 	End of Grade 1: 91% of Students approaching or meeting competency in reading.
Provincial Report Card Data (Grade 8)	
The Provincial report card is written in plain language and communicates a child's strengths and needs for support.	Grade 8 Students with good or very good end-of-year reading achievement in ELA.
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 	2018-2019: 74% 2019-2020: 79% 2020-2021: 79%
Grade 9 Credit Acquisition Data	
Grade 9 credit acquisition data provides information regarding attainment of Grade 9 English Language Arts (ELA) credits on the first attempt.	Grade 9 Students who attained their ELA credit on the first attempt.
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 	2018-2019: 99% 2019-2020: 98% 2020-2021: 95%
Professional Learning for Teachers	
Professional learning for teachers focused on early literacy.	88% of Teachers* reported professional learning on early literacy had a positive impact on their teaching.
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 	
<small>*Teachers (31) who participated in the <i>Early Literacy</i> Learning Network.</small>	

NUMERACY

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: Numerate citizens are active participants in their communities and think critically about the challenges facing each community. Numerate citizens successfully apply mathematical concepts and strategies with thoughtful perseverance to address issues in society and the natural world.

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:

- Initial Assessment Data
- Provincial Report Card Data
- Grade 9 Credit Acquisition Data
- Teacher Feedback on Professional Learning Opportunities

Note: The following data sources collected annually were suspended for the 2020-2021 school year due to the COVID-19 pandemic:

- Provincial Assessment Data
- Student Feedback on the Our School Survey
- Community Feedback on Learning Opportunities for Families



➤ Evidence of Continuous Improvement in Numeracy...

Initial Assessment Data (Grades 4 – 8)	
Division created initial assessments in numeracy.	Grade 4-8 Students approaching or meeting start-of-year expectations in numeracy. 2018-2019: 74% 2019-2020: 71% 2020-2021: 73%
Initial assessments support learning by: <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 (Grades 8)	
The Provincial report card is written in plain language and communicates a child's strengths and needs for support.	Grade 8 Students with good or very good end-of-year knowledge & understanding in numeracy. 2018-2019: 70% 2019-2020: 79% 2020-2021: 78%
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 	
Grade 9 Credit Acquisition Data	
Grade 9 credit acquisition data provides information regarding attainment of Grade 9 Math credits on the first attempt.	Grade 9 Students who attained their Math credit on the first attempt. 2018-2019: 97% 2019-2020: 98% 2020-2021: 93%
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 	
Professional Learning for Teachers	
Professional learning for teachers focused on numeracy.	Kindergarten-Grade 8 Teachers who reported professional learning in numeracy had a positive impact on their teaching. 2018-2019: 83% 2019-2020: 99% 2020-2021: 100%*
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 <p>*Teachers (21) who participated in the <i>Intentional Teaching in Mathematics</i> Learning Network.</p>	

WELL-BEING

What **WELL-BEING** is: Well-Being is the conscious, self-directed and evolving process of achieving health, happiness, resilience, and satisfaction

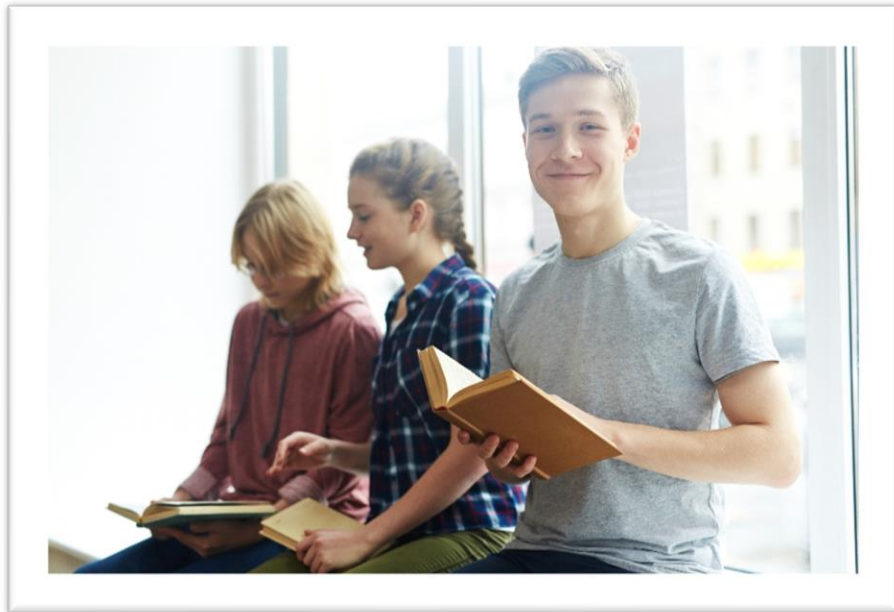
Why **WELL-BEING** matters: Healthy citizens are able to achieve their goals and realize their potential. Healthy citizens possess a range of skills and strategies to live happy and resilient lives and thereby make positive contributions to their communities. In order to live well, our students must learn well.

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:

- Credit Acquisition Data / Graduation Rates
- Student Feedback on the Our School Survey
- Student Input on Needs
- Staff Feedback on Professional Learning Opportunities
- Attendance Data from Report Cards

Note: The following data source collected annually was suspended for the 2020-2021 school year due to the COVID-19 pandemic:

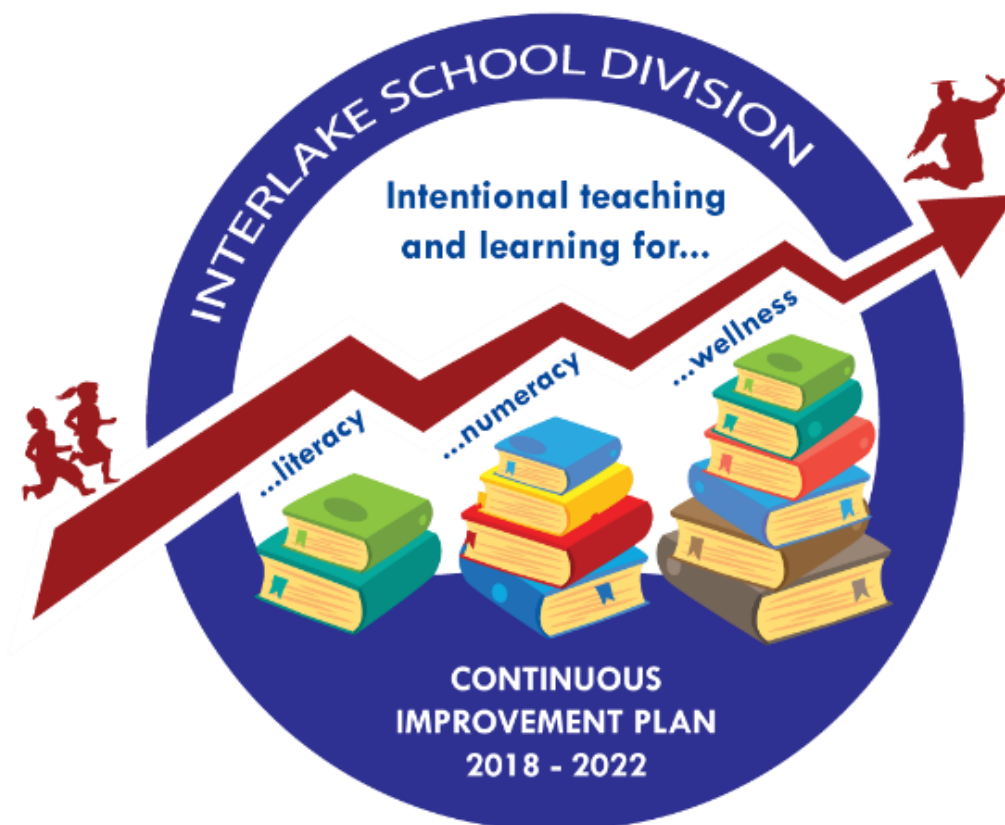
- Community Feedback on Learning Opportunities for Families



➤ Evidence of Continuous Improvement in Well-Being...

Credit Acquisition Data / Graduation Rates	
Graduation rate data provides information on students who graduate from high school four years following entrance to Grade 9 or 'on-time'.	<p>Students who graduated 'on-time'.</p> <p>2018-2019: 97%</p> <p>2019-2020: 94%</p> <p>2020-2021: N/A*</p>
<p>Graduation rate data supports learning by:</p> <ul style="list-style-type: none"> Offering feedback to students, teachers, and parents about student high school achievement Providing a strong indicator of student engagement and persistence. <p>*Graduation rate data from June, 2021 not yet available at the time this report was published.</p>	
Student Feedback on the <i>Our School Survey</i>	
The <i>Our School Survey</i> allows students to tell us about their school experience.	<p>Grade 9-12 Students who reported feeling appropriately challenged in ELA, Math & Science and confident in their skills.</p> <p>2018-2019: 64%</p> <p>2019-2020: N/A*</p> <p>2020-2021: 62%</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 <p>*The <i>Our School Survey</i> was not administered in 2019-2020.</p>	
Well-Being in the Classroom	
Well-being learning sessions for students in K-8 classrooms.	<p>23</p> <p>Kindergarten-Grade 8 classrooms engaged in learning sessions led by ISD's Clinical Team.</p>
<p>Well-being in the classroom supports learning by:</p> <ul style="list-style-type: none"> Providing information to students about self-esteem, stress, and anxiety Identifying and working through feelings related to in-person and remote learning 	
Professional Learning for Staff	
Professional learning for staff focused on well-being.	<p>40</p> <p>Training sessions facilitated for Teachers and Educational Assistants.</p>
<p>Professional learning for staff supports learning by:</p> <ul style="list-style-type: none"> Developing early identification skills to connect students with appropriate supports Linking well-being to curriculum and student-specific planning Providing responsive interventions 	

Thank you for reflecting on the 2020-2021 school year with us and for the important role community members fulfill in the growth and success of the Interlake School Division. We have a great deal to be proud of and remain fully committed to our collective pursuit of continuous improvement.



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

www.interlakesd.ca