



CONTINUOUS IMPROVEMENT PLAN

YEAR 4 SUMMARY

(2021-2022)

Interlake School Division

Continuous Improvement Plan: Year Four Summary (2021-2022)

Our collective pursuit of providing high-quality experiences for students through intentional teaching and learning for **literacy**, **numeracy**, and **well-being** continued throughout the 2021-2022 school year amid challenges to community health and well-being associated with the COVID-19 pandemic.

This document aims to provide background information from each of ISD's areas of focus and shares evidence of learning for students, staff, and community members. The evidence provided serves as an answer, in part, to the question of how ISD students are doing and invites reflection on how we might achieve continued success in the future.



This document, along with additional evidence of the teaching and learning 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 and an important part of our continuous improvement.

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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
- Provincial Assessment Data
- Grade 9 Credit Acquisition Data
- Student Feedback on the Our School Survey
- Teacher Feedback on Professional Learning Opportunities
- Community Feedback on Learning Opportunities for Families



➤ Evidence of Continuous Improvement in Literacy...

Early Literacy Data (Grade 1)		
Early literacy data is collected at the start and at the end of Grade 1.		Start of Grade 1: 12% of students with comprehensive* letter-sound correspondence.
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 <small>*comprehensive is 24 or more lower-case letters</small>		End of Grade 1: 89% students with comprehensive* letter-sound correspondence.
Provincial Assessment Data (Grade 3)		
Provincial assessment data is gathered through classroom-based assessment of students during the school year in literacy competencies.		Grade 3 Students meeting or approaching start-of-year reading comprehension in ELA.
Provincial assessment data supports 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 <small>*The Grade 3 Provincial Assessment was not administered in the 2020-2021 school year.</small>		2018-2019: 85% 2019-2020: 91% 2020-2021: N/A* 2021-2022: 88%
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% 2021-2022: 76%
Credit Acquisition Data (Grade 9)		
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% 2021-2022: 98%

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
- Provincial Assessment Data
- Grade 9 Credit Acquisition Data
- Student Feedback on the Our School Survey
- Teacher Feedback on Professional Learning Opportunities
- Community Feedback on Learning Opportunities for Families



➤ Evidence of Continuous Improvement in Numeracy...

Provincial Assessment Data (Grade 3)		
Provincial assessment data is gathered through classroom-based assessment of students during the school year in numeracy competencies.		Grade 3 Students meeting or approaching start-of-year number sense in Mathematics. 2018-2019: 85% 2019-2020: 93% 2020-2021: N/A* 2021-2022: 93%
Provincial assessment data supports 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		
*The Grade 3 Provincial Assessment was not administered in the 2020-2021 school year.		
Initial Assessment Data (Grades 4 – 8)		
Initial assessment data is gathered through classroom-based assessment of students at the start of the school year in the number sense strand.		Grade 4-8 Students approaching or meeting start-of-year expectations in numeracy. 2018-2019: 74% 2019-2020: 71% 2020-2021: 73% 2021-2022: 79%
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 (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 knowledge & understanding in numeracy. 2018-2019: 70% 2019-2020: 79% 2020-2021: 78% 2021-2022: 63%
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		
Credit Acquisition Data (Grade 9)		
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% 2021-2022: 98%
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		

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
- Community Feedback on Learning Opportunities for Families



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

Well-Being Sessions in the Classroom	
Well-being sessions in the classroom (<i>Thrival Kits</i>) for students in Grade 4-8 .	558 Grade 4- 8 students engaged in well-being sessions led by ISD’s Mental Health Clinician and Classroom Teachers.
Well-being sessions in classrooms support learning by: <ul style="list-style-type: none">Engaging students in activities promoting mental healthSharing effective evidence-informed approaches to well-beingProviding opportunities for students to safely practice new skills	
Student Feedback on the <i>Our School Survey</i>	
The <i>Our School Survey</i> allows students to tell us about their school experience.	Grade 9-12 Students who reported feeling appropriately challenged in ELA, Math & Science and confident in their skills. 2018-2019: 64% 2019-2020: N/A* 2020-2021: 62% 2021-2022: 62%
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 experienceIdentifying aspects of school and classroom life that can be improved <p style="text-align: right;">*The <i>Our School Survey</i> was not administered in 2019-2020.</p>	
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’.	Students who graduated ‘on-time’. 2018-2019: 97% 2019-2020: 94% 2020-2021: 93% 2021-2022: N/A*
Graduation rate data supports learning by: <ul style="list-style-type: none">Offering feedback to students, teachers, and parents about student high school achievementProviding a strong indicator of student engagement and persistence <p style="text-align: right;">*Graduation rate data from June, 2022 not yet available at the time this report was published.</p>	
Learning Sessions for Parents/Caregivers	
Learning sessions for parents/caregivers focused on well-being.	72 Families who participated in learning sessions led by ISD’s Mental Health Clinician and School Social Worker.
Sessions for parents/caregivers support learning by: <ul style="list-style-type: none">Developing emotional coaching skills to connect parents/caregivers with their childrenLinking parent/caregiver well-being to the well-being of childrenProviding strategies to reduce anxiety in both parents/caregivers and their children	

Thank you for reflecting on the 2021-2022 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).



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