



CONTINUOUS IMPROVEMENT PLAN

YEAR 5 SUMMARY

(2022-2023)

Interlake School Division Continuous Improvement Plan: Year Five Summary (2022-2023)

Our ongoing commitment to providing high-quality experiences for students through intentional teaching and learning for **literacy**, **numeracy**, and **well-being** continued throughout the 2022-2023 school year.

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 can continue to improve and have success in the future.



This summary as well as ISD's archived continuous improvement documents 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 is welcome at all times and is an important part of our learning and growth.

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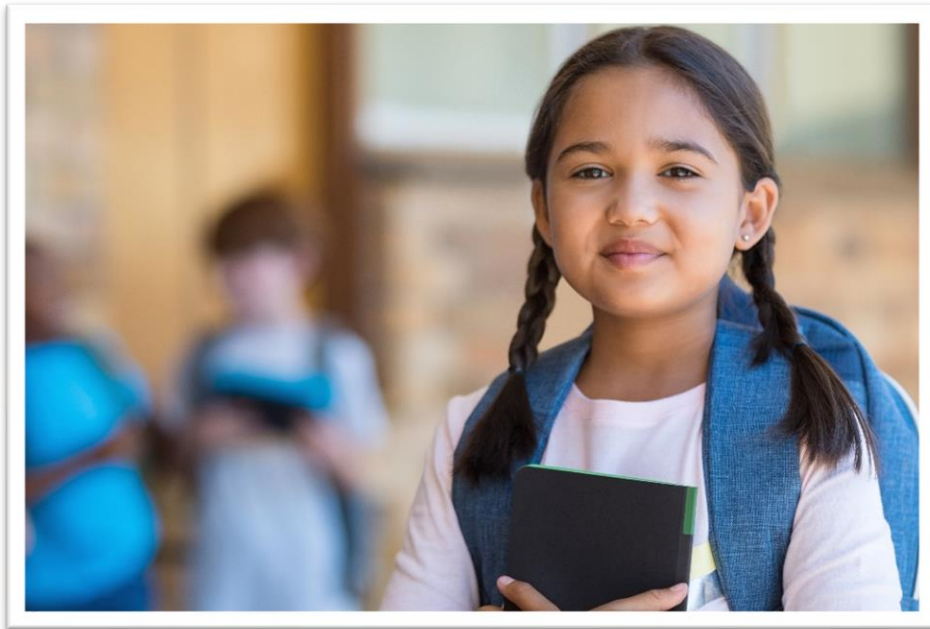
LITERACY

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 learning experiences
- Teacher Feedback on professional learning opportunities
- Community Feedback on learning experiences



➤ 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.	End of Grade 1: 95% of Students on-track* with letter-sound correspondence.
<p>Early literacy data supports learning by:</p> <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 <p style="text-align: right;">*on-track is 29/31 or better</p>	

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.
<p>Provincial assessment data supports learning by:</p> <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 <p style="text-align: right;">*The Grade 3 Provincial Assessment was not administered in the 2020-2021 school year.</p>	

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.
<p>Grade 9 credit acquisition data supports learning by:</p> <ul style="list-style-type: none"> • Offering feedback to students, teachers, and parents about student learning • Providing a strong predictor of graduation four years following entrance to Grade 9 	

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 learning experiences
- Teacher Feedback on professional learning opportunities
- Community Feedback on learning experiences



➤ 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.	<p>Grade 3 Students meeting or approaching start-of-year number sense in Mathematics.</p> <p>2018-2019: 85%</p> <p>2019-2020: 93%</p> <p>2020-2021: N/A*</p> <p>2021-2022: 93%</p> <p>2022-2023: 88%</p>
<p>Provincial assessment data supports learning by:</p> <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 <p>*The Grade 3 Provincial Assessment was not administered in the 2020-2021 school year.</p>	

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.	<p>Grade 8 Students with good or very good end-of-year knowledge & understanding in numeracy.</p> <p>2018-2019: 70%</p> <p>2019-2020: 79%</p> <p>2020-2021: 78%</p> <p>2021-2022: 63%</p> <p>2022-2023: 76%</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 	

Credit Acquisition Data (Grade 9)	
Grade 9 credit acquisition data provides information regarding attainment of Grade 9 Math credits on the first attempt.	<p>Grade 9 Students who attained their Math credit on the first attempt.</p> <p>2018-2019: 97%</p> <p>2019-2020: 98%</p> <p>2020-2021: 93%</p> <p>2021-2022: 98%</p> <p>2022-2023: 96%</p>
<p>Grade 9 credit acquisition data supports learning by:</p> <ul style="list-style-type: none"> • Offering feedback to students, teachers, and parents about student learning • Providing a strong predictor of graduation four years following entrance to Grade 9 	

2022-2023 FOCUS AREA:

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
- Provincial Report Card Data (Attendance & Achievement)
- School-Based Support Plan Data
- Student Feedback on learning experiences
- Teacher Feedback on professional learning opportunities
- Community Feedback on learning experiences



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

Student Presence and Engagement (Attendance)	
Attendance data provides information about student engagement in learning.	<p>Overall ISD Student Attendance by grade band in the 2022-2023 school year.</p> <p>Grades K-4: 95% Grades 5-8: 94% Grades 9-12: 95%</p>
<p>Regular Student Attendance supports learning by:</p> <ul style="list-style-type: none"> Engaging students in high-quality learning experiences Providing access to school and community resources Promoting a greater sense of belonging and likelihood of reaching potential 	

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% 2019-2020: N/A* 2020-2021: 62% 2021-2022: 62% 2022-2023: 63%</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 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.	<p>Students who graduated four years following entrance to Grade 9.</p> <p>2018-2019: 97% 2019-2020: 94% 2020-2021: 93% 2021-2022: 92% 2022-2023: 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, 2023 not yet available at the time this report was published.</p>	

Thank you for reflecting on the 2022-2023 school year with us and for the important role students, staff, families, and community members fulfill in the growth and success of the Interlake School Division. We are proud of the accomplishments of the ISD Team and remain fully committed to our collective pursuit of continuous improvement.

For additional evidence of growth and success in ISD, 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) and feedback is always welcome via email at: isd@isd21.mb.ca



www.interlakesd.ca