

Interlake School Division
Continuous Improvement Plan
Support Document: 2024-2025



The Interlake School Division (ISD) is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are **ACCESSIBLE, EQUITABLE, and RESPONSIVE**.

This support document aims to share the ISD’s divisional **HIGH-LEVERAGE STRATEGIES, SPECIFIC ACTIONS, and DATA SOURCES** for the 2024-2025 school year in pursuit of our goals for continuous improvement.

	HIGH-LEVERAGE STRATEGIES are evidence-based and effective practices for improvement.	SPECIFIC ACTIONS are day-to-day activities designed to support high-leverage strategies.	DATA SOURCES are diverse sets of evidence used to measure growth and improvement.
1	Leadership Development	1.1 Admin Council structure will include regularly scheduled learning opportunities focused on leadership development.	<ul style="list-style-type: none"> ▪ Participant feedback ▪ Applications for Administrative postings
		1.2 Leadership Development Program will be offered for a cohort of aspiring leaders.	<ul style="list-style-type: none"> ▪ Participant feedback ▪ Enrolment in program ▪ Tracking of past cohort participants ▪ Applications for Administrative postings
2	Professional Learning	2.1 Professional Learning Networks for teachers will continue on divisional inservice days.	<ul style="list-style-type: none"> ▪ Participant feedback ▪ Facilitator feedback ▪ mRLC Numeracy Achievement Program data ▪ Early Literacy data
		2.2 Professional learning opportunities for support staff will be expanded to include additional and voluntary sessions.	<ul style="list-style-type: none"> ▪ Participant feedback ▪ Facilitator feedback ▪ Enrolment in voluntary sessions
3	Transition Planning	3.1 A divisional transition plan to support incoming Kindergarten families will be developed and offered.	<ul style="list-style-type: none"> ▪ Parent survey – Kindergarten & Grade 1 families ▪ Program enrolment ▪ Early Years Evaluation data
		3.2 A divisional student advisory program will be established to gather student voice with a focus on transitions from grade-to-grade and school-to-school	<ul style="list-style-type: none"> ▪ Student participation ▪ Student feedback

4	Staffing Allocations	4.1 A divisional Indigenous Education Support Teacher will work alongside Teachers and Principals as a new member of ISD's curriculum team.	<ul style="list-style-type: none"> ▪ Log of school engagement ▪ Staff feedback ▪ Provincial Report Card data ▪ Grade 9 Credit Attainment data ▪ Graduation rates
		4.2 An additional divisional School Social Worker will work alongside schools as a new member of ISD's clinical team.	<ul style="list-style-type: none"> ▪ Log of school engagement ▪ Staff feedback ▪ Provincial Report Card data ▪ Grade 9 Credit Attainment data ▪ Graduation rates
		4.3 Full-time Educational Assistant hours will be extended to six hours per day.	<ul style="list-style-type: none"> ▪ Staff feedback

In addition to the data sources outlined above, the following evidence is also gathered, monitored, and reported at the school and divisional levels as part of a process for ongoing reflection, accountability, and planning for the future.

Achievement Data
Early Years Evaluation Kindergarten
Early Literacy Grade K – 4
Provincial Assessments Grade 3/4/7/8/12
Provincial Reports Card Grade 1 – 12
Credit Acquisition Grade 9 – 12
Graduation Rates Grade 12

Engagement Data
Student Enrolment Grade K – 12
Student Attendance Grade K – 12
Student Suspensions Grade K – 12
Student Services Support School-Based Staffing Intervention Plans Clinician Deployment

Perception Data
Student Voice Our School Survey School-Based Feedback
Staff Voice PD Participant Feedback PD Facilitator Feedback Employee Group Leaders
Parent/Community Voice Parent Advisory Councils Board Delegations
Provincial Voice Student Services Review CIP Review