

INTERLAKE SCHOOL DIVISION

CONTINUOUS IMPROVEMENT PLAN

YEAR ONE SUMMARY: 2023-2024



HIGH-QUALITY LEARNING

ACCESSIBLE | EQUITABLE | RESPONSIVE

Interlake School Division
Continuous Improvement Plan
Year One Summary: 2023-2024

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 document aims to provide evidence of learning for students, staff, and community members. The information serves as an answer, in part, to the question of how ISD students are doing. Reporting annually to our communities is an important step in the ISD Team's ongoing reflection and pursuit of continuous improvement.



This 2023-2024 summary document as well as ISD's current and archived continuous improvement documents can be found on our [website](https://www.interlakesd.ca). Please visit often to learn more about our students, staff, schools, and communities and to lend your voice to the conversation. Feedback is always welcome and is a necessary part of our learning and growth.

Website: www.interlakesd.ca

Facebook: [@interlakeschools](https://www.facebook.com/interlakeschools)

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A. About Us...

The Interlake School Division (ISD) serves approximately 3000 students and employs over 500 community members in a variety of roles. ISD is comprised of 13 public school sites, 8 colony schools, and one off-campus program encompassing nearly 3000 total square kilometres of land in Manitoba's Interlake region. The quality and diversity of programming available is exceptional.

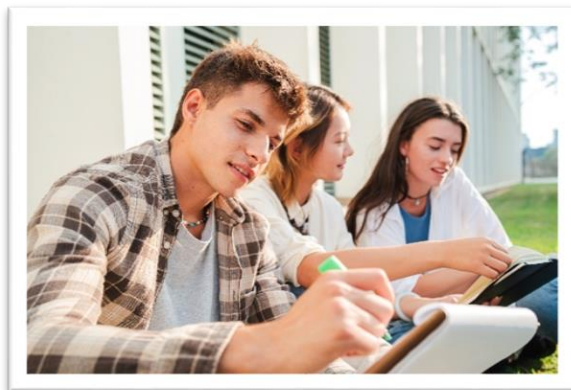
ISD's Board of Trustees is dedicated to ensuring student achievement and success. The Board develops statements of action ([Board Governance Policies](#)), sets broad goals, and makes informed decisions based on the values of the school division and provincial requirements.

The ISD Team is diverse and talented. Some background information about our students and staff is included within this section.

Note: All student and staff data reported is approximate as of September 30, 2024.

i. Student Data:

Disaggregation of Student Data	Number of Students	% of Student Population
All Students (K-12)	3006	100%
Early Years Students (K-4)	1080	36%
Middle Years Students (5-8)	961	32%
High School Students (9-12)	965	32%
English Program	2584	86%
French Immersion Program	422	14%
Hutterian School Students	215	7%
English as an Additional Language	106	4%
Self-Declared Indigenous Status	529	18%



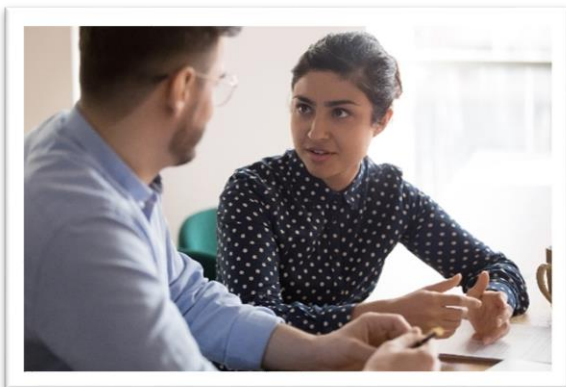
ii. Staff Data:

The ISD Staff working directly with students in schools includes the following positions:

Position	FTE	Position	FTE
Superintendent/CEO	1.00	Assistant Superintendent	1.00
Secretary-Treasurer	1.00	Principals	12.0
Vice-Principals	3.75	Teachers	166.85
Learning Support Teachers	20.00	School Counsellors	12.5
Mental Health Clinician	1.00	Off-Campus Program Teachers	2.00
Speech Pathologists	2.00	Occupational Therapists	1.00
Psychologists	1.90	Physiotherapists (*Contracted)	0.00*
Social Workers	2.00	Student Services Administrator	1.00
Program Support Curriculum	1.00	Indigenous Ed Support Teacher	1.00
Literacy Support Teacher	1.00	Numeracy Support Teacher	1.00
Educational Assistants	145.00		

Provincial grants were used in the 2023-2024 school year to support staffing costs as follows:

- **Indigenous Academic Achievement Grant:** A portion of this grant was expended to contract Grandmother Mary Wilson to conduct a divisional assessment of Indigenous Education in ISD and to contract former ISD Principal, Laura Perrella, to provide liaison support for the assessment.
- **Literacy and Numeracy Grant:** This grant was fully expended to fund a portion of ISD's Numeracy Support Teacher, Literacy Support Teacher, and school-based Early Literacy Teacher allocations.
- **English as an Additional Language (EAL) Grant:** This grant was fully expended to fund Educational Assistant positions in ISD's Hutterian Schools (8 schools in total) where the majority of ISD's student EAL population is enrolled.



B. Focus for Continuous Improvement...

The 2023-2024 school year marked a time of transition in ISD. Through a thoughtful gathering of feedback from students, staff, and community members alongside a thorough review of divisional data, the areas of focus in our Continuous Improvement Plan evolved from *intentional teaching for literacy, numeracy and well-being* to *ensuring every student will participate in high-quality learning opportunities which are accessible, equitable, and responsive*. Though our efforts in the areas of numeracy, literacy, and well-being are ongoing (*and always will be!*), we aim to build on the success of our work from 2018-2023 by approaching our current responsibilities with focused attention on accessibility, equity, and responsiveness in ISD's classrooms and school communities.



Figure A: ISD's 2018-2023 CIP Graphic

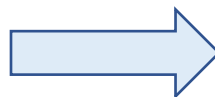


Figure B: ISD's 2023-2027 CIP Graphic

C. What Our Data Says...

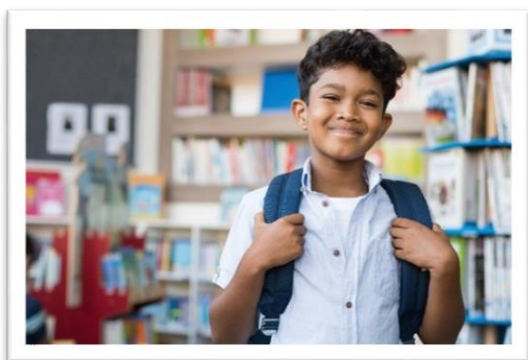
The ISD Team is actively following through on our commitment to gather and to analyze a range of evidence. This helps us to monitor our learning and to reflect on the results of the strategies, programs, and initiatives that are in place to support students, staff, and community members.

A sample of relevant early years, middle years, and senior years data is included within this section. Additional data in a variety of disaggregated formats is used regularly at the school and divisional levels to support our efforts. For additional information about evidence of student learning in ISD, please feel welcome to contact us by email at: isd@isd21mb.ca

i. Early Years (Kindergarten – Grade 4)

Student Presence and Engagement Data (Attendance)		
Attendance data provides information about student engagement in learning.		Overall ISD Student Attendance in Kindergarten-Grade 4. 2023-2024: 95.4%
Regular Student Attendance supports learning by: <ul style="list-style-type: none">Engaging students in high-quality learning experiencesProviding access to school and community resourcesPromoting a greater sense of belonging and likelihood of reaching potential		

Early Literacy Data (Grade 1)		
Early literacy data is collected at the start and at the end of Grade 1.		End of Grade 1: Students on-track* with letter-sound correspondence. 2022-2023: 95% 2023-2024: 94%
Early literacy data supports learning by: <ul style="list-style-type: none">Providing teachers with information regarding current progress of students in readingProviding teachers with information for planning and implementing intervention and transition supports		
*on-track is 29/31 or better		



i. Early Years (Continued)

Provincial Assessment Data (Grade 3): Literacy		
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 expectations for reading comprehension in English. 2021-2022: 89% 2022-2023: 86% 2023-2024: 92%	
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 		

Provincial Assessment Data (Grade 3): Numeracy		
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 expectations for whole number representation. 2021-2022: 93% 2022-2023: 88% 2023-2024: 96%	
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 		

Provincial Report Card Data (Grade 4): Literacy & Numeracy		
The Provincial report card is written in plain language and communicates strengths and needs for support.		
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 4 Students with good to very good achievement in mathematics knowledge and understanding. 2021-2022: 77% 2022-2023: 80% 2023-2024: 81%	Grade 4 Students with good to very good achievement in reading. 2021-2022: 78% 2022-2023: 83% 2023-2024: 71%

ii. Middle Years (Grade 5 – Grade 8)

Student Presence and Engagement Data (Attendance)		
Attendance data provides information about student engagement in learning.		Overall ISD Student Attendance in Grade 5-Grade 8. 2023-2024: 93.9%
Regular Student Attendance supports learning by: <ul style="list-style-type: none">Engaging students in high-quality learning experiencesProviding access to school and community resourcesPromoting a greater sense of belonging and likelihood of reaching potential		

Provincial Report Card Data (Grade 6): Literacy & Numeracy		
The Provincial report card is written in plain language and communicates strengths and needs for support.		
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 6 Students with good to very good achievement in mathematics knowledge and understanding. 2021-2022: 81% 2022-2023: 85% 2023-2024: 81%	Grade 6 Students with good to very good achievement in reading. 2021-2022: 80% 2022-2023: 83% 2023-2024: 83%

Provincial Assessment Data (Grade 7): Numeracy	
Provincial assessment data is gathered through classroom-based assessment of students during the school year in numeracy competencies.	Grade 7 Students meeting or approaching mid-year expectations for number representation in Numeracy. 2021-2022: 89% 2022-2023: 90% 2023-2024: 91%
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 	

ii. Middle Years (Continued)

Provincial Assessment Data (Grade 8): Literacy		
Provincial assessment data is gathered through classroom-based assessment of students during the school year in literacy competencies.		Grade 8 Students meeting or approaching mid-year expectations for text interpretation in Literacy. 2021-2022: 92% 2022-2023: 90% 2023-2024: 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		

Provincial Report Card Data (Grade 8): Literacy & Numeracy		
The Provincial report card is written in plain language and communicates strengths and needs for support.		
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 8 Students with good to very good achievement in mathematics knowledge and understanding. 2021-2022: 63% 2022-2023: 75% 2023-2024: 73%	Grade 8 Students with good to very good achievement in reading. 2021-2022: 76% 2022-2023: 78% 2023-2024: 81%



iii. Senior Years (Grade 9 – Grade 12)

Student Presence and Engagement Data (Attendance)		
Attendance data provides information about student engagement in learning.		<div>Overall ISD Student Attendance in Grade 9-Grade 12.</div> <div>2023-2024: 90.6%*</div>
<div>Regular Student Attendance supports learning by:</div> <ul style="list-style-type: none">Engaging students in high-quality learning experiencesProviding access to school and community resourcesPromoting a greater sense of belonging and likelihood of reaching potential		
*Data represents regular programming in ISD’s public schools		

Credit Acquisition Data (Grade 9): English Language Arts (ELA) & Math		
Grade 9 credit acquisition data provides information regarding attainment of Grade 9 English Language Arts (ELA) and Mathematics credits 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 	<p>Grade 9 Students who attained their ELA credit on the first attempt.</p> <p>2021-2022: 96%</p> <p>2022-2023: 94%</p> <p>2023-2024: 98%</p>	<p>Grade 9 Students who attained their Math credit on the first attempt.</p> <p>2021-2022: 97%</p> <p>2022-2023: 94%</p> <p>2023-2024: 99%</p>

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>2021-2022: 92%</p> <p>2022-2023: 94%</p> <p>2023-2024: 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><small>*Graduation rate data from June, 2024 not yet available at the time this report was published.</small></p>	

D. Next Steps...

As part of ensuring every ISD student will participate in high-quality learning opportunities which are **ACCESSIBLE**, **EQUITABLE**, and **RESPONSIVE**, the following high leverage strategies and specific actions will be carried out during the 2024-2025 school year.

High-Leverage Strategy 1: Leadership Development

- **Specific Action 1.1:** Admin Council structure will include regularly scheduled learning opportunities focused on leadership development.
 - **Specific Action 1.2:** Leadership Development Program will be offered for a cohort of aspiring leaders.
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High-Leverage Strategy 2: Professional Learning

- **Specific Action 2.1:** Professional Learning Networks for teachers will continue on divisional inservice days.
 - **Specific Action 2.2:** Professional learning opportunities for support staff will be expanded to include additional offerings and voluntary sessions.
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High-Leverage Strategy 3: Transition Planning

- **Specific Action 3.1:** A divisional transition plan to support incoming Kindergarten families will be developed and offered.
 - **Specific Action 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.
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High-Leverage Strategy 4: Staffing Allocations

- **Specific Action 4.1:** A divisional Indigenous Education Support Teacher will work alongside Teachers and Principals as a new member of ISD's curriculum team.
- **Specific Action 4.2:** An additional divisional School Social Worker will work alongside schools as a new member of ISD's clinical team.
- **Specific Action 4.3:** Full-time Educational Assistant hours will be extended to six hours per day.

E. Summary...

Thank you for reflecting on the 2023-2024 school year with us and for the important role students, staff, families, and community members fulfill in the success of the Interlake School Division. The ISD Team takes great pride in each year's accomplishments and remains fully committed to a collective pursuit of continuous improvement.

For additional evidence of ISD's growth and success, please feel welcome to contact School Principals or Divisional Staff for further information. Contact information can be found on our [website](https://www.interlakesd.ca) and inquiries and feedback are always welcome via email at: isd@isd21.mb.ca

INTERLAKE SCHOOL DIVISION

PREPARING TODAY'S LEARNER FOR TOMORROW

The Interlake School Division 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.

HIGH-QUALITY LEARNING OPPORTUNITIES ARE...

- **accessible** if every learner can and will learn, in their own ways, in their own time.
- **equitable** if every learner is valued and authentically represented in their education.
- **responsive** if every learner experiences relevant and responsive curriculum and programming.



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