INTERLAKE SCHOOL DIVISION

CONTINUOUS IMPROVEMENT PLAN

YEAR THREE SUMMARY: 2025-2026



HIGH-QUALITY LEARNING

ACCESSIBLE | EQUITABLE | RESPONSIVE

Interlake School Division

Continuous Improvement Plan

Year Three Summary: 2025-2026

The Interlake School Division (ISD) is committed to helping every student realize their full potential as a contributing and responsible member of society. We strive to ensure all students have access to high-quality learning opportunities that are accessible, equitable, and responsive to their needs.

The Continuous Improvement Plan (CIP) Summary for the 2025–2026 school year shares evidence of learning among students, staff, and community members. It helps answer an important question: *How are ISD students doing?* Reporting to our communities is an important part of our ongoing work to reflect on progress, celebrate successes, and identify opportunities for continuous improvement.



The 2025–2026 Continuous Improvement Plan Summary, along with current and archived CIP documents, is available on the ISD **website**. We encourage you to visit regularly to learn more about our students, staff, schools, and communities, and to share your perspectives. Community feedback is a valued and essential part of our ongoing learning, growth, and continuous improvement.

A. About Us…

The Interlake School Division (ISD) serves approximately 3,000 students and employs more than 500 people in a variety of roles. ISD includes 13 public school sites, eight Hutterian schools, and one off-campus program across nearly 3,000 square kilometres in Manitoba's Interlake region. Students have access to a diverse range of high-quality learning opportunities and programs.

ISD's Board of Trustees is committed to student achievement and success. Trustees establish direction through *Board Governance Policies*, set broad goals, and make informed decisions guided by the division's values and provincial requirements.

The ISD team brings a wide range of skills, experiences, and perspectives to its work. This section provides background information about our students and staff.

Note: All student and staff data reported is approximate as of September 30, 2026.

i. Student Data:

Disaggregation of Student Data	Number of Students	% of Student Population
All Students (K-12)	2994	100%
Early Years Students (K-4)	1049	35%
Middle Years Students (5-8)	922	31%
High School Students (9-12)	1023	34%
English Program	2542	85%
French Immersion Program	452	15%
Hutterian School Students	220	7%
English as an Additional Language	84	3%
Self-Declared Indigenous Status	546	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	12.00
Vice-Principals	3.75	Teachers	172.35
Learning Support Teachers	20.00	School Counsellors	12.75
Speech Pathologists	2.00	Off-Campus Program Teachers	2.00
Psychologists	1.50	Occupational Therapists	2.30
Social Workers	2.40	Physiotherapists (*Contracted)	0.00*
Program Support Curriculum	1.00	Student Services Administrator	1.00
Literacy Support Teacher	1.00	Indigenous Ed Support Teacher	1.00
Career Dev. Support Teacher	1.00	Numeracy Support Teacher	1.00
Educational Assistants	158.00	Child Youth Support Workers	19.00

Provincial grants supported staffing costs during the 2025–2026 school year as follows:

- **Indigenous Academic Achievement Grant:** Funding supported the work of ISD's Indigenous Education Support Teacher and related school-based expenditures.
- **Literacy and Numeracy Grant:** The grant was fully expended to fund a portion of ISD's Numeracy Support Teacher and Literacy Support Teacher positions, as well as school-based Early Literacy Teacher allocations.
- **English as an Additional Language (EAL) Grant:** The grant was fully expended to fund Educational Assistant positions in ISD's eight Hutterian schools, where the majority of ISD's English as an Additional Language student population is enrolled.





B. Focus for Continuous Improvement…

The 2025–2026 school year marks the third year of ISD's current Continuous Improvement Plan (CIP). Across the division, schools and communities continued to strengthen their shared understanding of what it means to **ensure every student participates in high-quality learning opportunities that are accessible, equitable, and responsive.**

Building on the foundation established through the 2018–2023 CIP, **intentional teaching for literacy, numeracy, and well-being** remains central to ISD's improvement efforts. These areas of focus continue to evolve through reflection, collaboration, and ongoing refinement of practice. As a result, approaches to teaching and learning are becoming more consistent and firmly embedded in practice, reflecting ISD's shared commitment to continuous growth and improvement.



Figure A: ISD's 2018-2023 CIP Graphic



Figure B: ISD's 2023-2027 CIP Graphic

C. What Our Data Says…

The ISD Team remains committed to gathering and analyzing a range of evidence to better understand our progress and impact. This ongoing work helps us reflect on the effectiveness of our strategies, programs, and initiatives and understand how they are making a difference for students, staff, and community members.

This section highlights a sample of relevant data from the early, middle, and senior years. Additional evidence, presented in various formats, is regularly reviewed at both the school and divisional levels to guide ongoing improvement efforts. To learn more about evidence of student learning in ISD, please 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. Regular Student Attendance supports learning by: • 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	Overall ISD Student Attendance in Kindergarten-Grade 4. 2024-2025: 95.5% 2025-2026: 93.4%

Early Literacy Data (Grade 1)	
Early literacy data is collected at the start and at the end of Grade 1. Early literacy data supports learning by: • Providing teachers with information regarding current progress of students in reading • Providing teachers with information for planning and implementing intervention and transition supports *on-track is 29/31 or better	End of Grade 1: Students on-track* with letter-sound correspondence. 2023-2024: 94% 2024-2025: 96% 2025-2026: 98%





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. 2022-2023: 86% 2023-2024: 92% 2024-2025: 92% 2025-2026: 86%
Provincial assessment data supports learning by: • 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. 2022-2023: 88% 2023-2024: 96% 2024-2025: 96% 2025-2026: 95%
Provincial assessment data supports learning by: • 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: • 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. 2022-2023: 80% 2023-2024: 81% 2024-2025: 81% 2025-2026: 81%	Grade 4 Students with good to very good achievement in reading. 2022-2023: 83% 2023-2024: 71% 2024-2025: 71% 2025-2026: 75%

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. 2024-2025: 94.2% 2025-2026: 91.4%
Regular Student Attendance supports learning by: • 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	

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: • 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. 2022-2023: 85% 2023-2024: 81% 2024-2025: 80% 2025-2026: 81%	Grade 6 Students with good to very good achievement in reading. 2022-2023: 83% 2023-2024: 83% 2024-2025: 82% 2025-2026: 79%

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. 2022-2023: 90% 2023-2024: 91% 2024-2025: 91% 2025-2026: 90%
Provincial assessment data supports learning by: • 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. 2022-2023: 90% 2023-2024: 93% 2024-2025: 92% 2025-2026: 92%
Provincial assessment data supports learning by: • 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: • 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. 2022-2023: 75% 2023-2024: 73% 2024-2025: 72% 2025-2026: 76%	Grade 8 Students with good to very good achievement in reading. 2022-2023: 78% 2023-2024: 81% 2024-2025: 80% 2025-2026: 83%





iii. Senior Years (Grade 9 – Grade 12)

Student Presence and Engagement Data (Attendance)	
Attendance data provides information about student engagement in learning.	Overall ISD Student Attendance in Grade 9-Grade 12. 2024-2025: 90.8%* 2025-2026: 89.1%*
Regular Student Attendance supports learning by: • 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 *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.		
Grade 9 credit acquisition data supports learning by: • Offering feedback to students, teachers, and parents about student learning • Providing a strong predictor of graduation four years following entrance to Grade 9	Grade 9 Students who attained their ELA credit on the first attempt. 2022-2023: 94% 2023-2024: 98% 2024-2025: 99% 2025-2026: 98%	Grade 9 Students who attained their Math credit on the first attempt. 2022-2023: 94% 2023-2024: 99% 2024-2025: 98% 2025-2026: 98%

Graduation Rates	
Graduation rate data provides information on students who graduate from high school four years following entrance to Grade 9.	Students who graduated four years following entrance to Grade 9. 2022-2023: 94% 2023-2024: 87% 2024-2025: 95% 2025-2026: N/A*
Graduation rate data supports learning by: • Offering feedback to students, teachers, and parents about student high school achievement • Providing a strong indicator of student engagement and persistence *Graduation rate data from June, 2026 not yet available at the time this report was published.	

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 2026-2027 school year.

High-Leverage Strategy 1: Student Learning

- **Specific Action 1.1**: Continue and enhance the divisional transition plan to support students and families entering Kindergarten
- **Specific Action 1.2**: Strengthen instructional focus on numeracy (K-4), literacy (5-8), and digital literacy and experiential learning (9-12)

High-Leverage Strategy 2: Staff Development

- **Specific Action 2.1**: Provide Professional Learning Networks (PLNs) for Teachers on divisional inservice days
- **Specific Action 2.2**: Expand professional learning opportunities for Support Staff including additional voluntary sessions

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High-Leverage Strategy 3: Community Engagement

- **Specific Action 3.1**: Host an event for Municipal Partners, led by ISD's Board of Trustees and Senior Administration.
- **Specific Action 3.2**: Host an event for Divisional Parent Advisory Councils, led by ISD's Board of Trustees and Senior Administration

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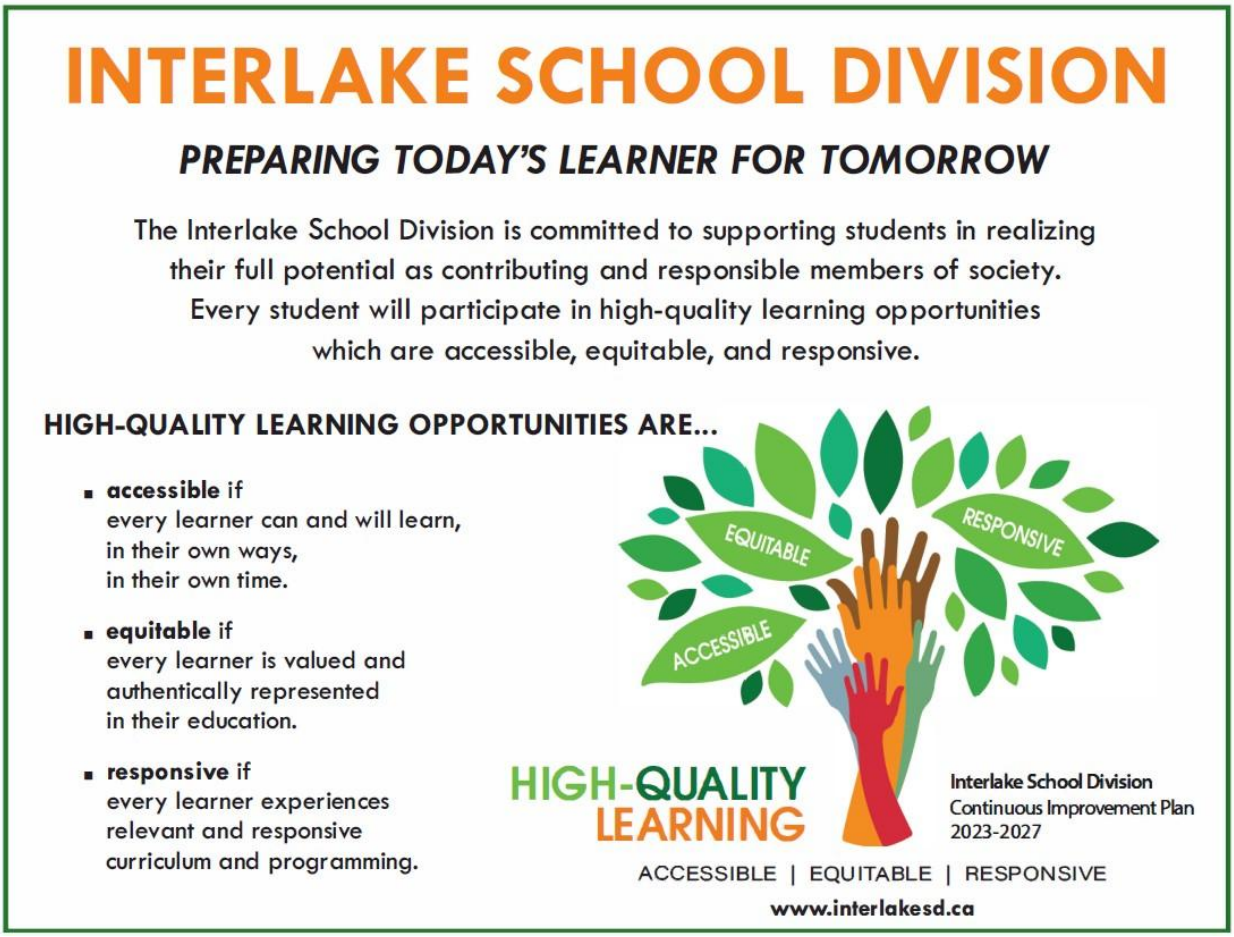
High-Leverage Strategy 4: Planning for Improvement

- **Specific Action 4.1**: Gathering input from students, staff, families, and community members to inform ISD's Continuous Improvement Plan for 2027-2030

E. Summary…

Thank you for reflecting on the 2025–2026 school year with us and recognizing the important role students, staff, families, and community members play in the success of the Interlake School Division. The ISD Team takes pride in our collective accomplishments and remains committed to learning, growth, and continuous improvement.

To learn more about ISD's progress and achievements, we encourage you to connect with school Principals or Divisional Staff. Contact information is available on our **website**. Questions, inquiries, and feedback are always welcome at **isd@isd21.mb.ca**.



www.interlakesd.ca