

2019-2020

YEAR 2 SUMMARY

The evidence displayed in this document represents a sample of baseline data, including background information on each data set as well as how it supports learning.

2019-2020 FOCUS AREA:

NUMERACY

KINDERGARTEN GRADE 8

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: To meet the challenges of society, numerate citizens must be critical thinkers. Citizens must be able to apply mathematical concepts and strategies successfully and with thoughtful perseverance in addressing issues that permeate daily life, business, industry, government, and thinking about the environment.

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:

Provincial Assessment Data in Grades 3 & 7
Initial Assessment Data in Grades 4 – 8
Provincial Report Card Data in Grades 1 – 8

Student Feedback on the
Professional Learning for Teachers
Learning Opportunities for Community

Provincial Assessment Data in Grades 3 & 7

Classroom-based assessment of students during the school year in numeracy competencies.

Provincial assessments support 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

91%

Grade 3 Students
approaching or meeting
expectations in numeracy.
Compare to 85% in Year 1.

83%

Grade 7 Students
approaching or meeting
expectations in numeracy.
Compare to 80% in Year 1.

Initial Assessment Data in Grades 4 – 8

Division created initial assessments in numeracy.

Initial assessments support learning by:

- Providing teachers with information regarding current progress of students in number sense
- Providing teachers with information regarding student fluency with procedures and conceptual understanding

71%

Grade 4-8 Students
approaching or meeting
start-of-year expectations
in numeracy.
Compare to 74% in Year 1.



What WELL-BEING is: A state in which students feel and act in ways that develop their capabilities and resilience to live, to connect, and to achieve their full potential.

Why WELL-BEING matters: In order to learn well, our students must live well. Students, staff, and community all play an important role in creating healthy learning, living, and working environments. Our collective support is required to develop an understanding of well-being and to identify and implement strategies that support students as they strive to reach their full potential.

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:

- Grade 9 Credit Acquisition Data
- Attendance Data from Report Cards
- Student Input on Needs

Grade 9 Credit Acquisition Data

Grade 9 credit acquisition data provides information regarding attainment of Grade 9 Math & English Language Arts

Student Input on Needs

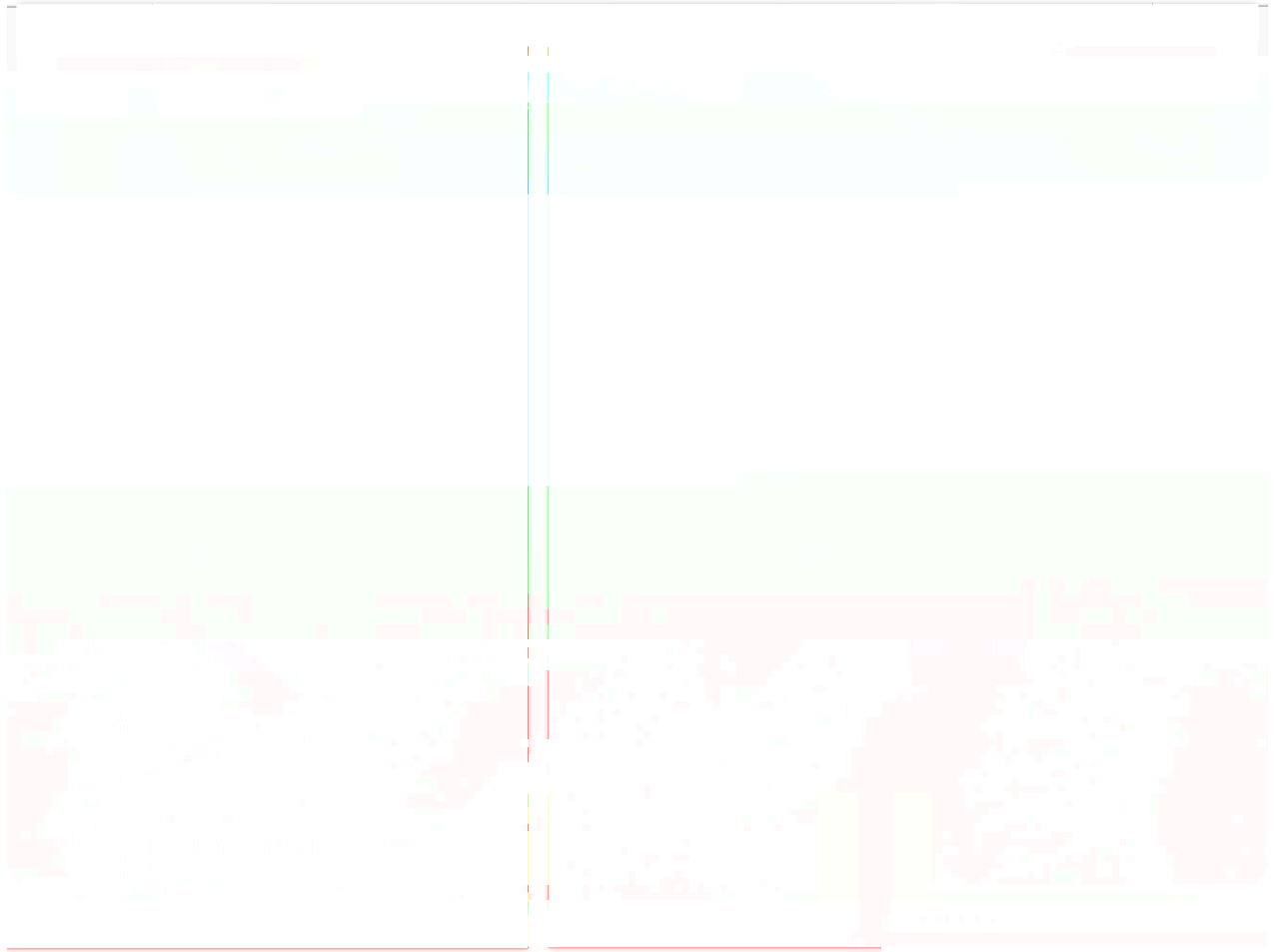
Student input identified a need for intentional instruction regarding mental health delivered by the ISD Wellness Support Workers.

Student input on needs

98%

Grade 9&10 Students who reported learning something new about their own mental health.

Compare to 90% in Year 1.



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.

www.interlakesd.ca