



Accepting the Challenge...
BRANDON SCHOOL DIVISION

Year End Progress Report
September 2012 - June 2013
June 24, 2013

QUALITY EDUCATION FOR ALL

Mitakuye Owasin



We are all related

Quality Education for All

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Table of Contents

I.	Message from Superintendent of Schools/Chief Executive Officer	1
II.	Strategic Plan 2011-2014 in Action	1
III.	Brandon School Division Profile as of June 7, 2013	1
IV.	Divisional Strategic Initiatives	
	<u>Section A –Strategic Committee Reports</u>	
	<i>Quality Learning</i>	2
	<i>Quality Teaching</i>	5
	<i>Quality Support Services</i>	10
	<u>Section B – Senior Administration Department Reports</u>	13
	<u>Section C – Curriculum Specialist Reports</u>	19
V.	School Year-End Progress Reports	
	<i>Alexander</i>	18
	<i>Betty Gibson</i>	19
	<i>Earl Oxford</i>	21
	<i>George Fitton</i>	22
	<i>Green Acres</i>	24
	<i>École Harrison School</i>	25
	<i>J.R. Reid</i>	27
	<i>King George</i>	27
	<i>Kirkcaldy Heights</i>	30
	<i>Linden Lanes</i>	32
	<i>Meadows</i>	33
	<i>École New Era School</i>	34
	<i>O’Kelly</i>	35
	<i>Riverheights</i>	36
	<i>Riverview</i>	37
	<i>St. Augustine</i>	38
	<i>Valleyview</i>	41
	<i>Waverly Park</i>	42
	<i>Crocus Plains Regional Secondary School</i>	43
	<i>École secondaire Neelin High School</i>	44
	<i>Vincent Massey High School</i>	48
VI.	Community Connections	
	<i>Brandon Community Drug and Alcohol Education Coalition</i>	75
	<i>Milestones Preschool Wellness Fair</i>	76
VII.	Conclusion	77

YEAR END PROGRESS REPORT / SEPTEMBER 2012 – JUNE 2013

I. Message from Superintendent of Schools/Chief Executive Officer

With a clear focus on our students' active engagement in learning and achievement the 2012/2013 school year unfolded with plenty of energy and enthusiasm! This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It represents the hard work, progress, and commitment to learning of our students, staff, and parents.

It is organized around the three interconnected strategic directions Quality Learning, Quality Teaching, Quality Support Services in place to advance further Brandon School Division's ONE Strategic goal **"to engage ALL students actively in their learning through the provision of equitable, fair access to Quality Learning facilitated by Quality Teaching and enabled by Quality Support Services."**

II. Strategic Plan 2011-2014 in Action

Our STRATEGIC GOAL is to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to **QUALITY LEARNING** *facilitated by* **QUALITY TEACHING** *enabled by* **QUALITY SUPPORT SERVICES.**

Through Quality Teaching and Quality Support Services we are focusing on the Quality Learning of all students and with specific emphasis on students with:

- English as an Additional Language
- Aboriginal Heritage (First Nations, Metis, Inuit)
- Learning Differences and Disabilities
- Disengagement and Behavioural Challenge

III. Brandon School Division Profile as of June 7, 2013

Students

Elementary:	5406
Senior High:	2878
Total:	8284
Students who have English as an Additional Language:	1419
French Immersion Students:	671
Students Bussed:	3118

Schools

Kindergarten to Grade 10:	1
Kindergarten to Grade 8:	14
Kindergarten to Grade 7:	3
Kindergarten to Grade 6:	2
Grades 9 to 12:	3

plus Neelin High School Off Campus

Staff

Elementary Principals/Vice-Principals:	24
Elementary Teachers:	426
Senior High Principals/Vice-Principals:	10
Senior High Teachers:	201
Support Staff:	441
Senior Administration:	4
Out-of-Scope Staff:	28
Clinicians:	25
Specialists:	12

IV. Divisional Strategic Initiatives

Section A - Strategic Committee Reports

Quality Learning Report		
<i>Co-chairs - Ms. Darlene Wilkinson, Principal, Valleyview Centennial School and Mr. Michael Adamski, Principal, École Secondaire Neelin High School</i>		
Objective #1 To complete full implementation of Policy/Procedures 4044.3: <i>Appropriate Educational; Programming: School-Wide Enrichment Model K-8.</i>		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
Monthly HALEP steering committee and HALEP staff PD sessions to facilitate the move to Enrichment clusters in each building.	Enrichment Clusters took place in all K-8 schools.	Continued focus on Enrichment Clusters implementation, look for ways to measure success (see #3).
Bring HALEP staffing to budget table.	Brought to budget table but no additional time was added to HALEP staffing.	Continue to advocate for 0.5 HALEP staffing in all schools.
HALEP staff form committee to develop guidelines and have reviewed by steering committee.	Focus group of HALEP teachers to begin process of developing assessment data for student engagement and achievement.	Create a process for data gathering for assessment purposes.
HALEP meeting used to identify areas of need and action plan to meet those needs.	<ul style="list-style-type: none"> HALEP meetings held (four over the course of the year). Confratute sharing and focus group reflections. 	HALEP teachers to meet with Reg Reimer in fall of 2013 to look at School Bundle and "mysite", and to work on creating a reflection assessment tool.
Review video in fall of 2012.	Video was made available to individual schools to access.	
Instructional budget to contain funds in HALEP lines for substitutes and resources.	Difficulties accessing the instructional budget throughout the year.	HALEP budget line(s) to reflect actual finances available for HALEP resources/P.D. in each building.
Have offsite activities adhere to new policy.	No report	No actions
Objective #2 To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
<ul style="list-style-type: none"> Support divisional staff to attend: <ul style="list-style-type: none"> Leading Through Instruction and Learning Conference (Saskatoon) 	<ul style="list-style-type: none"> Conference was too early in the school year to initiate attendance. Sent several notices out to 	<ul style="list-style-type: none"> Continue to make divisional staff aware of BBL training opportunities. Purchase a set of Eric Jensen's

<ul style="list-style-type: none"> San Antonio training with Eric Jensen <ul style="list-style-type: none"> Other conferences and sessions as suitable to the topic 	<p>administrators re: training possibilities – those interested were to contact Dr. Michaels.</p> <ul style="list-style-type: none"> Contacted David Sousa but he declined our invitation. 	<p>materials.</p> <ul style="list-style-type: none"> Pursue the possibility of a webinar with Eric Jensen.
Provide professional learning sessions on the application of BBL in the classroom, school worksite.	Three administrators attended the Neuro-leadership Summit in New York.	Continue this focus.
Objective #3 To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
Plan professional development opportunities for schools to access educational neuroscience with literary focus.	<ul style="list-style-type: none"> Three administrators attended the Neuro-Leadership Summit in New York. School based initiatives Tried to bring in a major speaker without success. 	Continue this initiative.
Support development of school teams dedicated to study of neuroscience and education.	Had planned to do this through Learning Community meetings which were not scheduled this year.	Continue this focus.
Develop linkages/communication amongst school teams.	No Learning Community meetings to provide the vehicle for this initiative.	Continue this focus.
Continue Student Engagement Surveys and expand to remaining elementary schools.	<ul style="list-style-type: none"> Tell Them From Me (TTFM) School Coordinators appointed in all BSD schools. School Coordinator Training Workshop delivered. Due to ongoing technical issues, only 3 schools were able to complete surveys: École Harrison, King George, and Linden Lanes Schools. 	<ul style="list-style-type: none"> Offer continued training and support to TTFM School Coordinators. Participate in the new Provincial initiative regarding TTFM. Have all remaining schools participate in the survey (assuming technical glitches are resolved).
Analyze student engagement data for specific learner groups on school basis and divisionally; incorporate data as information/action source into 2012-2013 School Development Plans and update of Divisional Strategic Plan.	<ul style="list-style-type: none"> Divisional analysis completed of 2011/12 TTFM data regarding differential engagement of Aboriginal students, EAL students, and by gender. Presentation of these Divisional trends made to administrators. 	Specific learner group analysis to be completed at school level in order to inform future School Development Plans.

Quality Teaching Report

Co-chairs - Ms. Gail McDonald, Principal, George Fitton School and Ms. Kathy Brigden, Principal, Linden Lanes School

Objective #1

To complete full implementation of Policy/Procedures 4053: *Literacy Development of Students K-12* and Policy/Procedures 4052: *Assessment, Evaluation, and Reporting of Student Learning and Achievement*.

Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
Three Kindergarten professional learning sessions scheduled for 2012-2013.	Sessions completed.	<ul style="list-style-type: none"> For 2013-2014 –“Vygotsky is Action”- book study for Full Day Every Day Kindergarten teachers. Three professional learning sessions for Kindergarten teachers.
Divisional Kindergarten data to be collected three times per year.	Completed	<ul style="list-style-type: none"> Continue data collection. French Immersion Kindergarten to proceed with assessment. French Immersion Kindergarten teachers to meet three times a year to discuss assessment.
The revised Grade 3 writing assessment will be implemented Fall 2012 for the Grade 3 Divisional Writing Assessment with data to be collected in November of 2012.	The revision to the Grade 3 divisional writing assessment materials were very positive and, in comparing data from previous year's, the new format appears to give more reliable and valid results than the previous version.	Bring the Grade 1 and 2 teachers into the dialogue to make writing at those grades purposeful and curriculum-congruent.
Provide a training session for any teachers new to Grades 1-4 in the administration of the Fountas and Pinnell Benchmark assessments; ongoing support for implementation Division-wide Grade 1 to 4.	<ul style="list-style-type: none"> This session was completed twice centrally and included not only Grade 1-4 teachers new to the division, but also many Grade 5-8 teachers who had not received Fountas and Pinnell BAS training. Grade 1 to 9 teachers have now received training. 	<ul style="list-style-type: none"> Training with new Grade 1 to 8 teachers is scheduled for September. School based sessions on planning using the data gained with the BAS will be held.
“Balanced Early Literacy Practices K-4” implementation: to continue with professional learning sessions planned for all teachers.	<ul style="list-style-type: none"> Sessions for K and Grade 1 teachers were implemented by Vanda Mitri and the Kindergarten grade committee. Many school based sessions for teachers in Grades 2-4 were completed at the schools. 	Plans are in place for professional learning sessions (Grades 1 to 4) in the fall of 2013-14 with a focus on writing.
Form steering committee to work on “Balanced Literacy Practices Grade 5 to 8” Policy/ Procedures 4053.	Steering Committee formed and draft completed and currently in the vetting and revision process. Completed draft to Dr. Michaels by September 2013. The document is very congruent with the K-4 companion document and founded in current literacy and brain research for adolescent learners.	A Middle Years Committee will be formed to look at the document and to make a plan for implementing the document and professional learning needed for teachers.

Complete the remaining seven professional learning sessions for “Leadership in Adolescent Literacy” with identified school representatives.	This group is nearing the end of a two year program and has been very successful in terms of changing teacher practice and increased student achievement.	The participants of the Leadership in Adolescent Literacy will continue for a third year with a focus on writing. Another round of the program will begin with new teachers selected by their school administrators.
To support Literacy development for the lowest 20% of students : ongoing professional learning sessions with Early Years and Middle Years Literacy support teachers (including Grade 3/4 transition), Empower teachers, and Reading Recovery training and continuing contact.	<ul style="list-style-type: none"> The EY and MY Literacy Support teachers met as a combined group this year and it was very beneficial for all teachers, but particularly for those who were new to the program. It also facilitated more school based conversations in the area of literacy and team building at the school sites. Teachers new to this position were involved in a “Literacy Boot Camp” in August and found this very beneficial as they were able to get started in the role right at the beginning of the year. 	Continue with this combined group next year with a new book study and a change in some of the focus to more classroom based or push-in strategies.
Provide for all Grade 5-8 teachers to be trained in use of Fountas and Pinnell Benchmark assessments in Reading comprehension.	All teachers at the Grade 5-8 level have been trained.	The training for all teachers new to the Division, will take place in September and the divisional work will move towards using the data from the BAS to guide instruction
Supporting best practices in literacy with MY and SY teachers through school-based professional learning and pilot projects in assessment.	<ul style="list-style-type: none"> Many successful school based sessions have taken place this year and there is beginning to be more “common practices” with literacy throughout the division rather than pockets of different strategies. At the SY level one school (CP) worked with the literacy specialist to promote best practice at the Grade 9 level. 	This work will continue with the focus on school goals in the area of MY literacy

Objective #2

To complete the development of Policy/Procedures 4059: *Numeracy* to focus the quality teaching of numeracy, grades K-12.

Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
Completed adoption of Procedures associated with <i>Policy 4059: Numeracy</i> .	Drafting procedures document.	No actions
Development and implementation of Numeracy Best Practices document.	<ul style="list-style-type: none"> Draft Best Practices submitted to Senior Administration. Review and revisions by EY Numeracy Committee, MY/SY teacher leader groups and 	<ul style="list-style-type: none"> Adoption of Procedures associated with <i>Policy 4059: Numeracy</i>. Development and implementation of Numeracy

	principals.	Best Practices documents for K-4, 5-8 and 9-12.
Completion of goals outlined for each area of the Numeracy Specialist job description (assessment, professional development, and policy development).	<ul style="list-style-type: none"> • Provide ongoing training sessions open to all high school math teachers. • Provide ongoing training sessions to pilot K-8 teachers. • Develop/expand ongoing collaboration with ICT Specialist. 	<ul style="list-style-type: none"> • Provide regular electronic communications promoting PD opportunities, including local meetings, professional conferences, and online learning. • Conduct/facilitate/coordinate professional development opportunities. <ul style="list-style-type: none"> • EY –1 series • MY – 1 series • SY – 0 series <p>To address the five areas of emphasis is the Strategic Plan.</p> <ul style="list-style-type: none"> • Learning Difficulties • High Ability • Aboriginal • Disengaged • EAL • Respond to requests for action contained in school plans and school goals, as communicated by principals (delivered to teachers in small group or large group settings).
Increased profile and awareness of calculator technology implementation.	<ul style="list-style-type: none"> • Provide ongoing training sessions open to all high school math teachers. • Provide ongoing training sessions to pilot K-8 teachers. • Develop/expand ongoing collaboration with ICT Specialist. 	<ul style="list-style-type: none"> • Provide mathematical resources in both electronic and print form to appropriate grade levels/instructors. • Support the ongoing use of Math Recovery in the division by providing continued training to teachers currently using the program. • Support BSD teachers in the implementation of the provincial report card. • Communicate with the province and BSD teachers regarding the new curriculum guidelines pertaining to facts and mental math in EY.
Implementation of new math curricula: Grade 12.	<ul style="list-style-type: none"> • Liaise with HS teachers, publishing companies and the province regarding the new curriculum implementation and implications for the new achievement tests. 	<ul style="list-style-type: none"> • Communicate information regarding achievement tests in Grade 12 as materials are made available by the province. • Communicate with the province and BSD teachers regarding the new curriculum guidelines pertaining to facts and mental math in EY.

Objective #3 To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
<ul style="list-style-type: none"> Continue Brandon School Division staff education regarding culture of Aboriginal heritages; together with students' learning requirements. Manitoba Education curriculum referenced in staff workshops: "From Cultural Awareness to Cultural Competency". 	<ul style="list-style-type: none"> Provided training sessions for BSSAP/AAA support, teachers, principals and other interested division staff members. Guided teachers to be more comfortable using the documents such as "Integrating Aboriginal Perspectives into Curricula" when implementing aboriginal perspectives in their classrooms. Demonstrated traditional aboriginal education as in oral traditions and cultural practices of Aboriginal peoples. Consulted and collaborated with all other student support services staff in regards to delivering educational informational materials, resource or professional development reflecting aboriginal education. 	<ul style="list-style-type: none"> To implement an Aboriginal Education Strategic Planning Process that will align the division initiatives with provincial priorities and other educational trends. To provide professional development opportunities on Aboriginal Awareness and to support school-based initiatives. To continue to work with the Community Strategic Action Committee consisting of Aboriginal educators, parent groups, elders and youth. This committee supports, encourages, and advances the quality of aboriginal education.
<ul style="list-style-type: none"> Continue to strengthen partnership work with Brandon University and respective Aboriginal communities. 	<ul style="list-style-type: none"> Shared First Nation cultures, beliefs, traditional values, history, legends and world views. Elders visited classrooms to share historical and current aboriginal issues about traditions, languages and cultures. Helped parents understand the assessments practices and rubrics used. 	<p>Facilitate sessions for parents on how to increase their engagement in schools and how to move other practices more toward engagement and leadership.</p>
Objective #4 To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
<p>By 2014, all students (K-12) to have access to computer technology to support them in their learning processes.</p>	<ul style="list-style-type: none"> Mobile Learning Pilot Project: we are in year 2 of 3 of a project to bring mobile computing resources into each school. Seven K to 8 schools have carts of iPads and 4 others have carts of laptops. 	<ul style="list-style-type: none"> Workshops and on-going support for implementing iPad carts (software selection and demonstrations) aimed at school leaders. On-going support and demonstration with the digital

	<ul style="list-style-type: none"> • Every classroom now has a SmartBoard and workshops were offered to enhance their use. • Students encounter enrichment clusters that frequently include increased access to technology through the equipment loan program. 	<p>equipment loans.</p> <ul style="list-style-type: none"> • Offer workshops to new teachers and those with new equipment. • Planning support days to look at SchoolBundle, digital 'story-telling' tools.
By 2014, all teachers to be proficient in the identified application of teaching and learning processes.	<ul style="list-style-type: none"> • Workshops were held for school leaders, focusing on implementing iPad carts as a resources for creativity and productivity, including videos they can show staff groups. • "Digital Day" sessions were held in schools to offer K12 teachers support with technology integration planning, referencing MB Educ's LwICT framework. • Supported Learning Assistance teams with individual student support through recommended software and hardware. • Equipment loan program: offered teachers a chance to learn new tools or apply existing ones. • Enrichment activities: 6 iPads, 15 digital cameras, 10 MacBooks, and 10 GPS units have been loaned to 9 cluster groups in 2012/13. 	<ul style="list-style-type: none"> • Workshops on SchoolBundle 'MySite' tools and how they enable teaching & learning. • K to 8 School-based help on LwICT planning and learning – 'Digital Days'. • Workshops to support enrichment teachers in learning digital story-telling techniques.

Quality Support Services Report

Co-Chairs - Ms. Marsilah Pierson, Program Facilitator and Mr. Phil Vickers, Principal, Betty Gibson School

Objective #1

To strengthen the learning engagement and achievement of learners with English as an Additional Language.

Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
Apply EAL assessment strategies to assess students' language growth according to the EAL curriculums	<ul style="list-style-type: none"> • Provided a variety of professional development sessions which integrated components of assessment specific to EAL learners. • Developed EAL curriculum tools to help EAL and mainstream teachers better understand the four domains of the EAL curriculum document (continuum, checklists, and the EAL Reporting document). • Worked with the Research and Evaluation Specialist to help teachers understand which EAL students should be included in Divisional assessments, and to what extent, based on their EAL stages. 	<ul style="list-style-type: none"> • Continue offering professional development workshops that will help teachers learn more about the EAL curriculum document, the EAL stages, and the assessment strategies that are appropriate for assessing EAL learners. • Ensure that teachers continue using the Divisional assessment data collection flow charts so that teachers are fair and consistent in their assessment of EAL students. • Continue working with the Divisional Research and Evaluation specialist to interpret the EAL assessment data to help us understand whether we are meeting objective #1.
Extend the professional development sessions, "Teaching Content Through EAL Methods" to teachers and schools that are unfamiliar with the model.	<ul style="list-style-type: none"> • Twenty-nine teachers from nine schools participated in the professional development sessions this year; the sessions were divided into K-8 and 9-12. • This model directly reflects the Divisional goals to implement the Response to Intervention model. The focus of this training is to help mainstream teachers integrate EAL strategies into their daily instruction, so as to be more inclusive of EAL students and their specific needs. • We received very positive feedback from teachers who participated in the training. They expressed that they were better able to plan specifically for language objectives and to promote more class interaction. They appreciated the time they had to collaborate with other teachers. • We have submitted a proposal 	<ul style="list-style-type: none"> • Continue to offer this training in the same way next year. • Encourage more of the mainstream teaching population to take an interest in participating in this training. Although we have had a great response from EAL teachers, we still need to reach more of the teachers who are working with EAL learners in content area classes. • Provide new EAL teachers with an orientation which will also include some information about teaching content through strategies. • Have Brandon University Bachelor of Education students join EAL PD sessions.

	to Brandon University that invites BU Bachelor of Education students to join these professional development sessions.	
Expand co-teaching program to more K-8 schoolss	<ul style="list-style-type: none"> • Twenty-two teachers from eight K-8 schools as well as one high school participated in this training. • This model also reflects the Divisional goals to implement the Response to Intervention model. In this training, we encourage schools to team teach, rather than rely exclusively on a pull out model. This also promotes a more inclusive environment for the EAL students in schools and helps mainstream teachers to learn how to integrate EAL and content outcomes into daily lessons. • Teachers reported that when participating in the co-teaching model, the students were more engaged and there was a higher level of interaction in their lessons. Teachers also stated that they become more aware of the importance of ongoing review and assessment to ensure that EAL students understood and were engaged. 	<ul style="list-style-type: none"> • Continuing to offer the Co-teaching training next year. • Encourage more high school teachers to try the model out by offering them the release time and co-teaching coaches as supports. • Add a new element to the training next year, by having Kelly Fuhr, Amy Buhler, and Joanna Ford be available to co-plan and coach teams who are interested in this type of support. This group will also be available to help with finding resources and integrating SIOP activities into lessons.
Continue to train EAL and classroom teachers how to use the EAL report card.	<ul style="list-style-type: none"> • EAL teachers from all K-8 schools were given training sessions to help them understand how to use the EAL report card. • A PowerPoint presentation was prepared and given to K-8 EAL teachers. The expectation was that EAL teachers would be given an opportunity to share this with their school staff. The goal was for all K-8 teachers to receive the same information to help them understand and use the EAL report card consistently. 	<ul style="list-style-type: none"> • New EAL teachers will be given an orientation that will help them understand the EAL report card and the other Divisional reporting documents. This will ensure that there is consistency in EAL reporting. • Continue providing information about how to report for EAL students when using the Provincial report cards. • Through our EAL teacher meetings, using the EAL Conference site, and connecting with the Research and Evaluation specialist.
Provide professional development for teachers regarding the implementation of the new EAL curriculum.	<ul style="list-style-type: none"> • Work was completed on creating EAL Curriculum document continuums. These user friendly continuums allowed teachers to quickly 	<ul style="list-style-type: none"> • Continue to share the curriculum continuums through our new EAL orientations, our EAL teacher meetings, and via the EAL conference site.

	<p>monitor and assess EAL students' progress, as well as include EAL outcomes more easily in their daily lessons.</p> <ul style="list-style-type: none"> These continuums were shared on the EAL conference, as well as distributed in EAL teacher meetings. We expected EAL teacher to share these documents with the teachers in their schools. 	<ul style="list-style-type: none"> Develop documents that will highlight the critical EAL outcomes for all four domains. This work will be done through professional learning communities (K-3, 5-8, 9-12). The purpose of these documents will be to help teachers focus in on the essential outcomes, rather than become overwhelmed by the entire document. Work more closely with the Aboriginal Specialist to better include Aboriginal students with EAL needs in our initiatives. Much of our work around Domain 3, Intercultural Competency and Global Citizenship, could be done in collaboration with the Aboriginal Specialist. The Aboriginal Specialist will join the PLC around Intercultural Competency. The objectives of this group will be to do more to make better connect with parents, to promote appreciation for students' first languages, and to have a better overall appreciation and understanding of diversity.
Create a parent booklet to explain the assessment and reporting practices in Brandon School Division.	<ul style="list-style-type: none"> Both a parent booklet on assessment and reporting practices, as well as a brochure explaining the work of the Reception Centre have been completed and are in the process of being translated. This was done in collaboration with the Communication and Technology specialist. 	<ul style="list-style-type: none"> These brochures will be distributed to parents via the Reception Centre, schools, and the Division Office.
Objective #2 To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.		
Actions Planned for 2012-2013	Progress in 2012/2013	Actions Planned for 2013/2014
To complete Draft Policy 4044.4-Response to Intervention.	<ul style="list-style-type: none"> Power point presentation of Response to Intervention at the school board meeting in October 2012. Presented Draft Policy 4044.4-Response to Intervention to principals, administrators and curriculum specialists at LSS 	<ul style="list-style-type: none"> Final revision of Response to Intervention Policy 4044.4 presented at the LSS meeting fall 2013. Division-wide implementation of Policy 4044.4- Response to Intervention. Develop a Draft of Procedures for

	<p>meeting.</p> <ul style="list-style-type: none"> • Revision of Draft Policy 4044.4 upon feedback. • Presented Draft Policy 4044.4 to the Education Review Committee. • Presentation of Draft Policy 4044.4 to the School Board June 24, 2013. 	<p>Policy 4044.4.</p> <ul style="list-style-type: none"> • Two follow-up professional development sessions on RTI for the leadership team. February 2014- Half day professional development on TII for all Brandon School Division teachers • Three schools to participate in the pilot project on the implementation of RTI.
Provide professional development sessions on Response to Intervention for school leadership teams.	Dr. Chris Weber full day professional development on Response to Intervention, attended by principals, vice-principals, clinicians, curriculum specialists, resource teachers and guidance counselors.	Professional Development with Dr. Jennifer Katz on Differentiated Instruction and Universal Design for Learning for resource teachers, guidance counselors , curriculum specialists , clinicians and school administrators.

Section B –Senior Administration Department Reports

Human Resource Department

Ms. Becky Switzer

Director – Human Resources

In 2012/2013 the Office of Human Resources implemented ONLINE LEAVES in January, another GREEN initiative to reduce the amount of paper being handled throughout the Brandon School Division.

This initiative involves employees submitting their requests for personal leave and professional development through EMPLOYEE CONNECT rather than on paper. The new process provides for instant submission and tracking of status, such as approved or not approved and substitute booked or pending. It also provides for Administrators to approve such requests electronically and sends a reminder in 48 hours if the day has been too busy to take a look at the requests.

This initiative has eliminated the paper (and the untraceable loss of paper), reduced the data entry in sub booking, and provided global statistical data to Administrators when considering leaves. One feature includes identifying how many people are booked out in the location and throughout the Division for that particular day. This feature allows Administrators to consider the effect (substitute availability) on the Division as a whole. Another benefit has been the ability to secure substitutes further in advance as employees are submitting requests for the entire year instead of week by week.

In the 2012/2013 school year, the Office of Human Resources prepared, posted and processed 398 postings and a total of 6,155 applications for employment. For these postings, a total of 1298 individual applicants were reviewed for qualifications and credentials, in comparison to the 2011/2012 school year which registered 1193 individual applicants.

The Office of Human Resources continues to implement GREEN initiatives that not only require less paper but ones that also focus on improved efficiency and effectiveness for ALL users.

Quality Support Services

Mr. Kevin Zabowski

Secretary-Treasurer

Payroll:

This year Payroll worked on a joint project with Human Resources to develop and implement an online leave system that allows staff to request leaves of absence through Employee Connect. This initiative has streamlined the leave request process by reducing paper workflow and provides for better record keeping.

Payroll continued with their Green Initiative to reduce paper usage. Payroll files are now stored electronically reducing the need for hard copy paper storage.

Accounts:

As of July 1, 2012, the Accounts Department has been scanning copies of invoices into the Financial Management System (CIMS). This allows users of the system to view the source documents for expenses processed to their accounts through the online system, thereby improving efficiencies and accountability of our financial records.

The tendering process has been improved for instructional supplies by involving stakeholders in the tender process, clarifying item information, updating tender lists with relevant items and uploading the vendor item data from the tenders into the Inventory Management System. These changes will improve efficiencies by vendors and BSD staff when submitting/evaluating tenders and when processing purchase orders for instructional supplies.

Finance:

We continued efforts to streamline the development of the Operating Budget for 2013/14.

Efficiencies have been created in the school instructional budgeting process by creating electronic templates for School Administrators to strike their School Instructional Budget allotment for the 2013/2014 school year.

In 2012/13, we began a systematic review of the school division financial chart of accounts. This project will continue into the 2013/14 school year which will see changes to the way financial information is recorded to facilitate improvements to financial reporting.

Operations:

A Joint Use Agreement with the City of Brandon was finalized and implemented which allows community use of School Division gymnasiums and classrooms.

An agreement was signed with Brandon General Museum and Archives (BGMA) to house the B. J. Hales Collection. This collection encompasses a collection of birds and mammals found in Manitoba including an egg collection, a geological collection and a collection of archeological artifacts. The working partnership with BGMA will allow this historical collection to be seen again by the community of Brandon and surrounding areas.

A series of public consultations on Enrollment Growth and Facility Sustainability were held which resulted in changes to catchment areas to address space issues in our schools as a result of increasing student enrollment.

Management and Information Systems Technology

Mr. Brent Ewasiuk – MIST Director

During the summer months, Neelin high school and the final 2 elementary schools had their network cable infrastructure replaced. In September we started the new school year with 2 of the 3 high schools and the rest of the elementary schools (6 in total) fully migrated to the new environment; which consists of centralized data back to the Division Office, updated computers to Windows 7 and Office 2010, wireless access in the building and a cart of mobile computers deployed. The new infrastructure allows our staff to access their data from home and supports

the use of personal WIFI devices at the school. Neelin high school was moved to the new environment during the Christmas break, completing the migration.

Other projects during the summer months included the purchase and implementation of a SAN (Storage Area Network) Disk Array and additional hardware to support the private cloud initiative the Division is undertaking. With the equipment in place, we were able to install and configure an Exchange environment to support our new email system. The domain BSD.CA was acquired and has been configured on the new email server. This server has the capacity to support email for each of our students if we should so choose.

The Sharepoint application was installed and configured to support the portal application called School Bundle. School Bundle gives the Brandon School Division a new platform to host our web presence, an intranet site that will allow information to be shared with staff once they enter their credentials, a teacher portal, student portal and parent portal. At the end of January, the MIST Department took ownership of our new School Bundle application and with the assistance of our Communication Officer our new website was launched under the domain www.bsd.ca at the end of March. School based teams were then trained to migrate their school websites to School Bundle, with all sites expected to be migrated by the end of the school year. The third phase currently under way is the development of teacher portal sites. Teacher portal sites in conjunction with student portals will allow students to access their assignments and school resources in a 7x24 environment at home or at school assuming they have a computer and wireless connection.

The Division also made significant progress in the interactive white board to classroom ratio in the Brandon School Division. An additional 60 Smart interactive white boards were installed, leaving only a small number of classrooms (about 20) in our elementary schools still requiring a Smart board.

Facilities and Transportation

Mel Clark - Facilities and Transportation Director

Maintenance/Transportation Department initiatives undertaken or in progress, re: Quality Support Services:

- Ameresco Asset Planner implementation in process. Data has been entered and 5 Year plan information will be forthcoming for inclusion with our PSFB submission in August.
- Staff washrooms installed in King George and Earl Oxford.
- Additional Coquitlan formula custodian hours assigned at Neelin and Betty Gibson for upcoming school year.
- The City Joint Use Agreement saw the playing fields at Earl Oxford leveled and reseeded. Additional seeding will be required this summer.
- Riverheights staff / parent parking lot constructed.
- Crocus Plains welding shop heating ventilation retrofit completed.
- Transportation replaced 3 buses utilizing Provincial Bus Tender.
- Transportation has seen an increase from 2848 to 3120 students. This has required an implementation of overflow busing for Riverheights from Patricia Heights area and additional stops in areas that have been underserved.

- Transportation Department is losing 5 drivers to retirement and is currently training 7 new drivers.

Public Schools Finance Board Funded projects completed:

- Neelin complete heating system replacement.
- Neelin Science Lab renovations 50% completed with the remainder of project to be completed by September 2013.
- Valleyview north end of school roof replacement.
- Vincent Massey services/library/lecture theatre and gymnasium roof replacements.
- Installation of 2 portable classrooms at New Era and 1 portable classroom at Alexander.

Public Schools Finance Board Projects in process:

- Valleyview complete heating system replacement.
- Betty Gibson roof replacement of entire school.
- Installation of portable classrooms as follows: Betty Gibson 1, Earl Oxford 2, Meadows 1.
- Meadows design and tender of an elevator and 3 classroom additions.
- George Fitton tender and construction of a gym and daycare.
- George Fitton design of renovations to the existing gymnasium.
- Waverly Park design of a 2 classroom addition.

Learning Support Services

Greg Malazdrewicz - Associate Superintendent

Student Support Services Report

Response to Intervention (RTI): members of SSS actively participate in the Joint Steering Committee for Proposed Student Learning and Assessment Centre and Quality Support Services Committee; the Committee developed Draft Policy for Brandon School Division's Response to Intervention Policy; a member of SSS organized a Divisional Response to Intervention opportunity with Dr. Chris Weber for school teams including social workers, psychologists, speech language pathologists and Learning Support Services Facilitators.

Attendance/School Refusal: a member of SSS attended Manitoba Education's Attendance Fair 2013, which was an opportunity to share evidence-based practices that improve school attendance; information was shared with administration.

Professional Development:

- Year 2 of a three-year Educational Assistant (EA) professional development plan occurred this past school year; sessions were Roles, Responsibilities and ABC Documentation; Literacy – How to Read with Students; Autism Spectrum Disorder; Math is More than a Worksheet; Cultural Diversity.
- School psychologists, social workers, speech language pathologists, Learning Support Services Facilitators facilitated/planned numerous professional development

opportunities for professional and/or paraprofessional staff, including: Autism Spectrum Disorder, Non-Violent Crisis Intervention, Language and Literacy Development, Behaviour and Relationships, Effective Communication, Phonological Awareness.

- Violence Threat Risk Assessment (VTRA): ongoing Level I training was provided for professional staff; plans for 2013 – 2014 have been made to invite several partner agencies (e.g. Brandon Police Services, Child and Family Services) to join VTRA training that focuses on early intervention, prevention and intervention strategies for crises, trauma, violence and conflict.

Community Partnerships: SSS members continue to maintain involvement with numerous agencies/groups including Brandon Healthy Families, Brandon Children’s Therapy Initiative, Pregnant and Parenting Youth, Transition in Committee, St. Amant, Safe Schools, Child Abuse Committee, FASD Committee.

Clinical Services:

- School psychologists examined assessment tools to determine how to most effectively apply Cattell-Horn-Carroll (CHC) theory in the assessment process in order to provide more appropriate interventions for students.
- Speech language pathologists continued the Divisional administration of the Phonological Awareness Screening Test, data collection and program implementation in targeted schools, increased programming and training of support personnel in Life Skill classrooms located at Neelin and Riverheights Schools, enhanced services to the preschool population by continuing and increasing services in targeted daycare/nursery school sites and by increasing services in pilot schools (Kirkcaldy, George Fitton, New Era and Betty Gibson) children birth to 6 years –including Kindergarten and streamlining SLP services carried out through the “Preschool Therapy Room” located at Riverview School; participated on Full Day/Every Day Kindergarten committee .
- School social workers received training in Youth Level of Service/Case Management Inventory 2.0 which assists in assessing youth at-risk; continued to refine the Social Work Delivery Model and to differentiate how the Model best serves two groups – Early/Middle Years and High School; began work with the Associate Superintendent on clarity between school social worker and school guidance counsellor roles.

Section C - Curriculum Specialist Reports

Numeracy
<i>Teresa Vallotton – Numeracy Specialist</i>
Goal #1: Develop Policy and Procedures for Numeracy Policy 4059
Goal #1: Progress in 2012/2013
Drafting the procedures document to accompany the Policy document
Goal #1: Actions Planned for 2013-2014
<p>No actions for 2013-14 Actions to resume in 2014-15:</p> <ul style="list-style-type: none"> • Draft Procedures document submitted to SLC for feedback. • Draft Procedures document presented to the Education committee. • Draft Procedures document presented to the School Board.
Goal #2: Complete the Numeracy Specialist Work Plan actions
Goal #2: Progress in 2012/2013
<p>Staff Development program</p> <ul style="list-style-type: none"> • Provided regular communication regarding available PD opportunities, both internal and external. • Conducted PD sessions on topics including: early years manipulatives, SketchUp, Patterns to Algebra, technology implementation and assessment. <p>Assisting classroom teachers: curriculum implementation</p> <ul style="list-style-type: none"> • Published a monthly newsletter highlighting PD opportunities, best practices, curriculum updates and content-based teaching strategies. • Communicated curriculum changes to K-8 Number strand. • Supported the ongoing PD of Math Recovery teachers, including selecting three additional teachers to be trained. • Supported school implementation of Enrichment clusters. <p>Divisional Numeracy assessments</p> <ul style="list-style-type: none"> • Supported the completion of divisional Numeracy assessments at grade 5 and grade 9. • Revised the Grade 9 formative Numeracy assessment (format and content). • Supported the development and pilot process for Policy 1001.2. <p>Support of Research and Evaluation Services Specialist</p> <ul style="list-style-type: none"> • Worked in conjunction with Research and Evaluation Services Specialist to support the collection of data, the compilation of results and the promotion of making data-informed decisions across the division as they pertain to Numeracy. <p>Implementation of new math curricula: Grade 12</p> <ul style="list-style-type: none"> • Supported grade 12 teachers as they participated in educational seminars, test development teams, confidential pilots, provincial pilots, local marker training and re-marking training to further develop their in-depth understanding of curriculum changes.
Goal #2: Actions Planned for 2013-2014
<p>Staff Development program</p> <ul style="list-style-type: none"> • Offer support to school sites, on request, on divisional professional development dates.

Assisting classroom teachers: curriculum implementation

- Provide electronic communication regarding PD opportunities.
- Support the ongoing PD of Math Recovery teachers.

Divisional Numeracy assessments

- Communicate to Grade 5 teachers regarding assessment requirements and expectations.
- Support the divisional pilot of the new grade 9 Numeracy assessment.
- Support the divisional implementation of Policy 1001.2.

Support of Research and Evaluation Services Specialist

- No actions for 2013-2014.

Implementation of new math curricula: Number strand K-8 and follow up for Grade 12

- Communicate to Grade 12 teachers any changes resulting from the pilot year of achievement tests and the new grade 12 curricula.
- Communicate to grade 1-8 teachers the changes to the Number strand and front matter of the curriculum document.

Goal # 3: Support technology implementation and integration**Goal #3: Progress in 2012/2013**

- Continued implementation of a calculator pilot project in the high school setting, including expansion of the use of calculator technology in mathematics instruction in high school courses.
- Small group calculator implementation training sessions.
- Summer institute technology training for one additional high school teacher.
- Continued collaboration with Technology in Learning Specialist (digital days).
- Pilot training on QAMA calculators.

Goal #3: Actions Planned for 2013-2014

- Support the continued implementation of calculator technology at the high school level with external PD opportunities.
- Support the implementation of QAMA calculator pilot with a focus on mental math and Estimation.

Literacy

Cory Leigh Nevill – Numeracy Specialist

Goal #1: The revised Grade 3 Writing Assessment will be implemented Fall 2012 for the Grade 3 Divisional Writing Assessment with data to be collected in November of 2012.

Goal #1: Progress in 2012/2013

- The revision to the grade 3 divisional writing assessment materials was very positive and in comparing data from previous year's the new format appears to give more reliable and valid results than the previous version.

Goal #1: Actions Planned for 2013-2014

- The work with the Grade 3 writing assessment will now focus on bringing the grade 1 - 4 teachers into the dialogue to make writing at those grades purposeful and curriculum congruent.

Goal #2: Provide a training session for any teachers new to Grades 1-4 in the administration of the Fountas and Pinnell Benchmark assessments. Ongoing support for implementation Division-wide Gr. 1-4.

Goal #2: Progress in 2012/2013

- This session was completed twice centrally and included not only Grade 1-2 teachers new to the division but also many Grade 5-8 teachers who had not received Fountas and Pinnell Bas training. By the end of 2012-13 all Grades 1-9 teachers will have received training and so next year will just be to do the training with teachers new to the division.

Goal #2: Actions Planned for 2013-2014

- Training with new teachers Grades 1-8 is scheduled for September. School based sessions on planning using the data gained with the BAS are already planned for the year.

Goal # 3: "Balanced Early Literacy Practices K-4" implementation: to continue with professional learning sessions planned for all teachers.

Goal #3: Progress in 2012/2013

- Sessions for K and grade 1 teachers were implemented by Vanda Mitri and the Kindergarten grade committee many school based sessions for teachers in grades 2-4 were completed at the schools.

Goal #3: Actions Planned for 2013-2014

- Sessions focused on writing will be completed in the fall of 2013-2014 for grades 1-4 teachers.

Goal #4: “Form steering committee to work on “ Balanced Literacy Practices Grade 5-8”
Goal #4: Progress in 2012/2013
<ul style="list-style-type: none"> Steering Committee formed and draft completed and currently in the vetting and revision process. Completed draft to Dr. Michaels by September 2013. The document is very congruent with the K-4 companion document and founded in current literacy and brain research for adolescent learners.
Goal #4: Actions Planned for 2013-2014
<ul style="list-style-type: none"> A middle years committee will be formed to look at the document and to make a plan for implementing the document and professional learning needed for teachers.
Goal #5: A proposal has been made to Dr. Michaels to continue to a third year of implementation in order to delve more deeply into the topic of student writing as the two year focus thus far has been in the area of reading. Also if the MY Literacy budget remains the same another round of the program is planned with new participants. With 6-8 sessions planned next year.
Goal #5: Progress in 2012/2013
<ul style="list-style-type: none"> This group is nearing the end of a two year program and has been very successful in terms of changing teacher practice and increased student achievement. The final session will be on May 29th.
Goal #5: Actions Planned for 2013-2014
<ul style="list-style-type: none"> A proposal has been made to Dr. Michaels to continue to a third year of implementation in order to delve more deeply into the topic of student writing as the two year focus thus far has been in the area of reading. Also if the MY Literacy budget remains the same another round of the program is planned with new participants with 6-8 sessions planned next year.

<u>Reading Recovery</u>
<i>Vanda Mitri – Reading Recovery Teacher Leader</i>
Goal #1: Training of New Reading Recovery Teachers
Goal #1: Progress in 2012/2013
<ul style="list-style-type: none"> • 13 Westman Teachers have received all assessment and in-service sessions. Seven new Brandon Reading Recovery Teachers have been trained. • Initial meeting occurred June 17 to introduce 11 new teachers to be trained to the Reading Recovery Training Course. Six of these teachers come from Brandon School Division.
Goal #1: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Train the 11 new Reading Recovery Teachers.
Goal #2: Continuous Continuing Contact Sessions for Trained Reading Recovery Teachers
Goal #2: Progress in 2012/2013
<ul style="list-style-type: none"> • All 25 Continuing Contact Teachers from Westman received 8 in-service sessions each (run as 16 sessions for two groups). • Data collection for these teachers has taken place. • Twenty-one of these teachers are Reading Recovery Teachers in Brandon School Division.
Goal #2: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Next year there will be three Continuing Contact groups of 11 trained Reading Recovery teachers. Each group will receive 8 sessions each of Professional Development of Literacy Development.
Goal # 3: Implementation of the Balanced Literacy Document
Goal #3: Progress in 2012/2013
<ul style="list-style-type: none"> • Two Kindergarten sessions, one grade one session, one adolescent literacy group session, two principal/vice-principal sessions were provided.
Goal #3: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • A grade one session has been planned for November 2013, participation in the Kindergarten assessment and literacy PD is planned, a session for ECE staff is planned, as are two sessions for LIFT. • An after-school series of training in the Observation Survey tasks is planned for October/November. • Meeting with the literacy committee is planned to provide K-4 sessions to further this work.

Aboriginal Education

Amie Martin– Aboriginal Education Learning Specialist

Goal #1: Professional Staff Development and Learning Opportunities

Goal #1: Progress in 2012/2013

- Staff were afforded with professional development opportunities on Aboriginal awareness workshops.
- Workshops allowed the teachers to explore ways in which to embed Aboriginal Perspectives into Curricula and into their work plans.
- Teachers were also to further familiarize themselves with the provincial documents such as the "Integrating Aboriginal Perspectives into Curricula" and other documents reflecting aboriginal studies. On-going support made available for in-class assistance.

Goal #1: Actions Planned for 2013-2014

- Implementing an Aboriginal Education Strategic Planning Process will support aligning the division initiatives with provincial priorities and other educational trends; this includes a mission and a statement, priorities with strategies, and indicators of successes.
- Support school-based initiatives and professional learning opportunities.
- Start answering the following:
 - What trends do we notice?
 - What are the challenges and successes are going to be like?
 - How to know this to be true?
 - What is the evidence that supports these?
 - How will we create and maintain sustainability for new initiatives.
- Provide on- going support for teachers in implementing aboriginal studies in their classes in order to engage all students to gain greater knowledge and awareness of First Nations issues and concerns.

Goal #2 Use of Community Resource People in the Classroom.

Goal #2: Progress in 2012/2013

- Teachers have utilized the services of the Division's Elder in their classrooms.
- The Elder visited classes sharing and discussing historical and current Aboriginal issues.
- Students introduced to various First Nations traditions, languages and cultures.
- A number of schools provided a place where parents and children gathered for education, social, culture and recreational activities. These activities are supported through the BSSAP/CSIP and other Aboriginal school-based initiatives.
- Family Potlucks and cultural celebrations hosted at schools.

Goal #2: Actions Planned for 2013-2014

- Establish a Community Strategic Action Committee consisting of Aboriginal educators, parent groups, elders and youth. The committee will support, encourage, and advance the quality of aboriginal education, as well as to promote and enrich Cultural Awareness and Identity within the present system. Teachers to utilize these community resource people in the classroom to brighten the classroom and to enlighten on the material in the textbook that may seem meaningless to many of the children. The committee will support teachers in the development of guiding principles such as Understanding and Integrating Cultural Identity, Increasing Youth Engagement, Fostering Youth Empowerment and Establishing and Maintaining Effective Partnerships.
- Connection with Brandon University PENT program during April, May and June with a focus on supporting students academically and socially and to share lesson plans with teachers that reflect and respect Aboriginal perspectives across subject areas.
- Partnerships with various community agencies

Goal # 3: Parent Engagement and Leadership
Goal #3: Progress in 2012/2013
<ul style="list-style-type: none"> • Explored ways to engage parents/caregivers in the children's education through school based initiatives such as the F.A.S.T. program. The program is designed for parents to interact with other parent groups in activities that apply theory and research. Parents become friends and support one another over time. • Parents engage in planning for FAST family networks, assisting in the development of parent groups meetings, empowering other parents, and teaching how to be primary prevention agents for their children education and safety.
Goal #3: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Provide training sessions for teachers and parents in the area of team work. • Facilitating sessions for parents on how to increase their engagement in schools and how to move other practices more toward engagement and leadership and away from involvement. • Enabling parents to take their place alongside educators in the schooling of their children, fitting all of this together with their knowledge of children, teaching and learning alongside teachers. • Being engaged in the planning of school activities, assist teachers teaching children by participating in school-based initiatives such as making a Star Blanket in a math activity lesson. • Assist in planning on Aboriginal Theme content in assemblies for all students. Teachers are to be encouraged to participate in Aboriginal functions. • Increase Aboriginal students' and their families' connectedness with school, thus improving attendance rates.
Goal #4: Development of Team Work in Specialized Areas on Aboriginal Education
Goal #4: Progress in 2012/2013
<ul style="list-style-type: none"> • Ongoing informal discussions and meetings with other student support services staff on developing, adapting and implementing classroom curriculum programming to incorporating Theme Based Aboriginal Curricular Approach. • Became familiar with Native curriculum documents and other supporting material for teacher use.
Goal #4: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Continue in consultation and collaboration with the specialist groups on the development of Aboriginal education programming. • Increase student engagement when incorporation of aboriginal perspectives in all of subject areas and grade levels. • The Aboriginal education to be woven throughout from Kindergarten through the Grade Twelve programs across all schools. School-based Initiatives to include Aboriginal Literature/Author Studies, Art/Music and Dance, Athletic Studies in Physical Education, Star Blanket/Traditional Aboriginal Structures in Math, and Aboriginal Perspectives of Sustainability in Science. • Create an Aboriginal Education Action Plan that will address the present crisis on low achievement Aboriginal students as per data report presented by Marnie Wilson (Research and Evaluation Specialist).

Goal #5: Student Engagement through Aboriginal Guidance/Career Education Initiatives
Goal #5: Progress in 2012/2013
<ul style="list-style-type: none"> • The students and families were provided personal and family counseling and connections to community supports. • The Division counselor involvement in this area provided the students with confidential personal, social and academic support.
Goal #5: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • This school-based initiative will offer K-12 students a wide range of services and activities in the area of academic support and assistance. It will also increase improvement on the grade to grade transition of aboriginal students. Student Development, Interpersonal Development and Career Development informational sessions will be facilitated through student support services. • In order to improve graduation rates, workshops will be offered on a variety of topics with students signing up on Study Skills, Time Management, Resume Writing, Interviewing Skills, Cultural Enhancement and Exploration

Physical Education/Health
<i>Ralph Clark – Physical Education/Health Specialist</i>
Goal #1: To increase physical literacy among Brandon School Division students.
Goal #1: Progress in 2012/2013
<ul style="list-style-type: none"> • I facilitated a half day Physical Literacy Workshop on Friday, February 1st, 2013. This workshop is offered through PHE Canada and addresses physical literacy, fundamental movement skills, Long Term Athlete Development, and assessment in physical education. • Responses from the 17 individuals who attended were positive. • Many of the staff who attended were not familiar with the information. I would suggest continuing with workshops of this nature in the future to help teachers stay current with new developments in physical education. • I also coordinated a mass order of the FMS resources for schools interested in making a purchase.
Goal #1: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Next year my hope is to have Dr. Dean Kriellaars speak to BSD physical education staff. Dean would be able to tie in some statistical information regarding inactivity and unhealthy habits and relate it to the importance of physically literate students. • I would continue to explore the possibility of conducting a Sport Series with the Special Olympic students in the Brandon School Division. Coordination of this activity will involve input from the Program Facilitators in the Brandon School Division.
Goal #2: To increase student engagement through physical education.
Goal #2: Progress in 2012/2013
<ul style="list-style-type: none"> • Throughout the school year, I have promoted numerous community, provincial, and national events that show cased the importance of leading an active healthy lifestyle: Terry Fox Run, YMCA Run, Brandon in Motion challenge, Field Hockey, and Thunderbird Bowl. • On Wednesday, November 28th, I coordinated a Fourth R workshop for BSD staff. This program helps students develop healthy relationship through role playing while addressing the personal safety and injury prevention, substance use, growth and development, and healthy eating outcomes in the PE HE curriculum. A total of 22 school division staff supporting 11 different schools in the division attended this workshop. Participants left the workshop with resources to deliver the program in their respective school. • Forty two pairs of snowshoes were purchased as part of the divisional rotational equipment. The addition of this equipment will address the need to increase outdoor activities during winter months, and to deal with the negative health issues related to “Nature Deficit Disorder”.
Goal #2: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Next year, I would like to look into the possibility of incorporating a school swim program in one of the BSD schools with a high EAL population. As a result of the new Joint Use Agreement, BSD schools will no longer be charged an hourly pool rental rate during school hours. Therefore, the cost to participate in a school swim program would only include transportation and instruction to participating schools. The Sportsplex staff is willing to investigate various options with the BSD. • I would like to explore the possibility of hosting another Fourth R workshop as well as a cultural diversity event. This event will provide students with an opportunity to experience a variety of cultural games and activities.

Goal # 3: To support the inclusion of technology in physical education classes.

Goal #3: Progress in 2012/2013

- The Technology in Learning Specialist and I worked with one physical education teacher with the hope of using video from a mobile device for assessment purposes. One road block that occurred was poor wireless service in the gymnasium to use the mobile device. Another concern was having a mobile device available specifically for the gymnasium setting.
- I have assisted some schools with the use of an electronic track and field entry form to reduce the time required to register students on event sheets. I started work with the Application Support and Training Specialist on a program that would be similar to the one that is currently being used at the divisional level. Due to some technology changes that will be taking place at the divisional level next year, a decision was made to wait until those changes were complete before redoing this track program.

Goal #3: Actions Planned for 2013-2014

- Next year I plan to offer professional development sessions / resources to assist physical education teachers with track and field entry forms.
- The Technology in Learning Specialist and I hope to expand this project next year.
- Four BSD schools are now equipped with projectors in their gymnasium. Next year I hope to provide the physical education teachers in these schools with resources for the use of these projectors in a physical education class setting.
- I have contacted 3 schools about incorporating geocaching in their physical education classes. These loaner kits are available at no cost through MPETA.

French
<i>Delphine Guerineau– French Specialist</i>
Goal #1: Professional Development for French Immersion teachers and Basic French teachers.
Goal #1: Progress in 2012/2013
<ul style="list-style-type: none"> • The Division offered workshops throughout the year at Brandon University (Appels, Mini Appels, Appels en-core) and in Winnipeg (Mini Fit, Fit, Elan). These workshops were a success and are continuing to help guide teachers toward their goals of improving their French language skills and teaching techniques. • This year for the first time grade 8 French Immersion teachers had a chance to meet with High School teachers to discuss how they could help ease the transition for students in their studies. Again, this was a success and was received well. • As communication continues to be an area for improvement, a list of teachers by school and grade level has been created. This is helping facilitate communication within the Division between teachers, to share ideas, resources, and create a community within the French department.
Goal #1: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • The workshops offered during 2012-2013 will be available again next year. • The Division will continue working closely with the Bureau of Education Française in Winnipeg. • A close collaboration between our Division and surrounding Divisions has been improving every year. • We will continue to foster these working relationships. • Basic French teachers will be meeting regularly throughout the year to share ideas and to create teaching resources/materials as part of Divisional PD. • Kindergarten French Immersion teachers will be meeting to get the Divisional Kindergarten assessment reports. • A University level French Methodology workshop will be also offered to support teachers in their continued education.
Goal #2: Divisional resources center for French Immersion and Basic French teachers
Goal #2: Progress in 2012/2013
<ul style="list-style-type: none"> • New resources were ordered this year and added into the French materials available to teachers within the Division. • All resources held within the division are now highly organized and allow for easy tracking when signed out to different schools. This has allowed me to track where the Division's resources are located so we can use them more efficiently.
Goal #2: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • We will continue to expand the Divisions resources available. • The system created last year will continue to be used as it allows flexibility with our resources.

Goal # 3: Cultural activities for French Immersion and Basic French
Goal #3: Progress in 2012/2013
<ul style="list-style-type: none"> • This year the Division has continued to bring cultural artists to perform in schools across Brandon. In addition we sent grade 5 and 6 students to Festival du Voyageur in Winnipeg. • Schools that were not able to go to Winnipeg for the festival created their own festivals within their classrooms which was a success at a low cost. • There have also been a growing number of students registering in Concours d'art oratoire.
Goal #3: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • The Division will be bringing more cultural artists to perform in our schools. We are actively seeking new performers that will be available next year. • Festival du Voyageur is always a highlight for many students and we will continue to send students, as it immerses the students in French culture like no other event in Manitoba. • Due to the success of the Festivals that were held in schools, other schools should travel to each other's Festivals they put on. This would enhance the experience for students and go a long way in achieving my goal of greater communication between schools within our Division.
Goal #4: Evaluation of all Divisional French teachers
Goal #4: Progress in 2012/2013
<ul style="list-style-type: none"> • This year we have continued with our plan of assessing our teachers to ensure they are utilized to their full potential. This has worked well in providing recommendations for the principals in deciding which grades the teachers can teach. • Teachers appreciate the feedback because it helps them in choosing workshops to attend to continue in their own professional development.
Goal #4: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • The evaluation we provide has proven to work well in the past and there will be not much change next year. • Next year we will strongly encourage teachers to take an exam (DELF) which is an international qualification recognizing their French Language Skills.

Technology in the Classroom

Reg Reimer– Technology in the Classroom Specialist

Goal #1: Support BSD's SmartBoard initiative with training for teachers, particularly those with new equipment this year

Goal #1: Progress in 2012/2013

- There were 9 half-day workshops offered about SmartBoards this year, with 32 teachers opting to attend.
- I also encountered this topic as part of school-based teacher support (see "Digital Days" discussion below)

Goal #1: Actions Planned for 2013-2014

- In response to both the influx of new teachers and a few more boards being installed, I will continue offering SmartBoard workshops.
- I will be drawing on examples from Numeracy and Literacy Specialists as I illustrate how the included software can be used to support Divisional Quality Learning objectives.

Goal #2: Developing teacher capacity to incorporate digital tools in teaching and learning activities.

Goal #2: Progress in 2012/2013

- School Bundle: Due to later than expected arrival of School Bundle, I could not incorporate this new technology the way I planned to.
- Digital Days: together with Numeracy Specialist, Teresa Vallotton, I offered principals my services to help their teachers with unit planning in which I showed teachers new and existing technologies (iPads, laptops, smartboards, moodle) with application to instructional topics they had identified. Visiting 5 schools (LL, ME, NE, WP and RH), I worked with 26 different teachers under the 'Digital Day' format. Some of those planning days resulted in opportunities to work directly with teachers on projects in their classrooms.
- I met with the Learning Assistance teams, illustrating the ways various technologies, including iPads, could be applicable to supporting the unique needs of students.

Goal #2: Actions Planned for 2013-2014

- With School Bundle now available, I will offer K-12 workshops (70 sub days) to focus on using digital communications for learning. (For example, reading response journals using a class forum webpage.)
- Digital Days: I will also be responding to principal requests to help teachers plan unit enrichment in the 'Digital Day' format.

Goal # 3: Support implementation of LwICT continuum at the high school level

Goal #3: Progress in 2012/2013

- Approaches at the high school level included:
 - Workshops on topics such as Distance Learning (3).
 - GIS in Social Studies (6).
 - Introduction to LwICT Framework (5).
 - Supporting Moodle for course delivery (over 100 course instances during 2012/13).
 - Supporting Moodle to School Bundle transitions (28).
 - Special projects (Howard Fawcett: SDL 10-12 Math; CPRSS Technology Committee).

Goal #3: Actions Planned for 2013-2014

- Next year I will be offering planning support to groups of high school teachers (self-selecting) as a way to help them discover new approaches to teaching with inquiry-based processes.
- We will dig into relevant digital story-telling genres, looking at new and existing tools for creating video, audio, animation, photo, illustration and documentation.
- We will see how School Bundle supports digital content creation and curation, as well as collaboration.
- I hope to include several multi-touch book authoring projects as well, further demonstrating the breadth of support technology can provide for the inquiry-based learning processes described in MB Education's LwICT continuum.

Goal #4: To support and advance engagement in learning with mobile technology

Goal #4: Progress in 2012/2013

- I supported 28 teachers from all 7 iPad cart equipped schools supporting implementation of iPad carts. We evaluated and practiced using a variety of software. I supported these activities with screencast videos for teachers to refer back to. I spent an additional 10 days working directly on managing software on iPad carts.
- I also supported an equipment loan program consisting of 15 cameras, 10 GPS devices, 10 Macbook laptops, 3 digital USB microscopes, 2 sets of Smart Response Units, and 7 iPads. Primary interest for these tools came from enrichment specialists at the K-8 level.

Goal #4: Actions Planned for 2013-2014

- I will continue working with iPad cart implementations — hopefully with the aid of automation software and volume purchasing to streamline that process.
- I hope to help HALEP teachers with their technology planning and implementation (40 sub days). I have offered HALEP teachers a workshop(s) on digital story-telling next fall, focusing on quality of media projects, referencing LwICT framework and various digital story-telling rubrics. Release time would also be used to extend learning for individual HALEP teachers, or to work with a sub-set of them.
- My long-term goal is to develop a divisional baseline on the quality of student work being produced with digital media, so that future technology implementations have something to reference.

English as an Additional Language

Joanna Ford / Kerry Hemstad – EAL Specialists

Goal #1: Sheltered Instruction Professional Development workshops:

Goal #1: Progress in 2012/2013

- Eight half day sessions on the SIOP model of EAL instruction –offered by Kerry Hemstad (K-8 and 9-12)) and Joanna Ford (9-12).
- 29 teachers participated in this project.
- Teachers reported the following benefits:
 - Learned to specifically plan for language and content outcomes.
 - The training has helped them to promote more class interaction.
 - The training has helped to reinforce best practices.
 - They appreciated the time to collaborate in school teams.
 - They appreciated the opportunities to work with teachers from other schools and hear about the work being done in different contexts.
 - The text purchased for the sessions was very well used by teachers.

Goal #1: Actions Planned for 2013-2014

- SIOP Sessions
- 5 FULL day sessions to be covered on the SIOP® Model of EAL instruction. This will be open to all K-12 schools. However, we will offer 5 sessions for the K-8 and 5 sessions for 9-12.

Goal #2: Co-teaching:

Goal #2: Progress in 2012/2013

- Kerry Hemstad and Joanna Ford facilitated four EAL/Classroom teacher Co-teaching meetings with a group of 22 teachers.
- Kerry and Joanna provided teams with resources, and suggestions for how to successfully integrate language and content outcomes using the SIOP model of instruction.
- Teams were also provided with examples of work done by other co-teaching teams.
- Teams were also given two half days of release time for teachers to meet and co-plan a unit together.
- Teachers reported the following benefits:
 - Learning new strategies for working with all students.
 - Found they were much more likely to infuse language objectives into their daily lessons.
 - Got into the habit of clearly stating both content and language objectives for students.
 - Enjoyed the collaboration and learning from other professionals.
 - Students over all were more engaged during the co-taught lessons (much higher interaction).
 - Teachers became more aware of the importance of ongoing review/assessment and reflection for EAL students.
 - Opportunities to see EAL students in a new light by seeing them work in different contexts.
 - Better awareness of the EAL curriculum document.
 - Opportunities to build better relationships with other teacher in building.
 - Learned more about the needs of the teachers (in regards to what they need when working with language learners).
 - Teachers were exposed to new resources.
- Teachers also reported many other benefits for themselves EAL students, as well as the mainstream students. For example; greater understanding of EAL students behaviors and sociocultural needs, gaining more empathy for students, having time to reflect on their teaching and student learning, having opportunities to co-develop materials and work together to assess language and content growth.

Goal #2: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • 4 half day sessions that will include the co-teaching model and SIOP strategies. These sessions will be offered to K-12 schools. Participants will be asked to attend with their EAL teacher. • Participants will also be given 2, half day planning sessions and access to a co-teaching coach (Joanna, Amy and Kelly will make regular connections with these teams to support with modeling, planning and resources).
Goal # 3: Assessment and Reporting: Complete and distribute the Assessment and Reporting Information DVD and pamphlet for EAL parents
Goal #3: Progress in 2012/2013
<ul style="list-style-type: none"> • This brochure is complete and has been sent to be translated into the 3 main languages. It will be ready for distribution by September 2013.
Goal #3: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • This brochure will be distributed at the EAL Reception Centre, the Brandon School Division office as well as at the schools.
Goal #4: K-12 EAL Curriculum Information
Goal #4: Progress in 2012/2013
<ul style="list-style-type: none"> • Kerry and Joanna created user-friendly EAL continuums for early, middle and senior years. • The continuums will help teachers plan and assess EAL students at a glance.
Goal #4: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • Our plan next year is to create a professional learning community to identify the essential EAL curriculum outcomes for all stages. • This group will plan and present these essential outcomes through PD sessions throughout the year. These outcomes will allow for more consistent use and understanding of the EAL document. • The purpose will be to create and distribute a user-friendly document that more mainstream teachers will use to infuse EAL outcomes into their lessons.
Goal #5: Cultural Proficiency
Goal #5: Progress in 2012/2013
<ul style="list-style-type: none"> • Joanna Ford, Kelly Fuhr and Amie Martin planned and presented a cultural proficiency workshop to EA's in the senior years.
Goal #5: Actions Planned for 2013-2014
<ul style="list-style-type: none"> • A Cultural Proficiency Professional Learning Community will be led by Joanna Ford and will work towards a couple of selected goals, for example making better connections with our EAL and Aboriginal parents, helping parents and teachers understand the value of first languages, and promoting positive attitudes around diversity in our schools. • There will be 2 groups formed to develop PD surrounding cultural proficiency: K-8, 9-12.

V. School Year End Progress Reports

Brandon Schools take pride in their school progress and achievements. The following section allows each school the opportunity to provide their own detailed progress report for the 2012-2013 school year.



Alexander School

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<p>Enrolment 84</p> <p>Principal <u>Barbara Miller</u></p> <p>WebsiteURL <u>https://www.bsd.ca/schools/alexander</u></p>	<p>Grade Distribution K-8</p> <p>Secretary <u>Charlotte Kelbert</u></p>
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Principal's Message

At Alexander School, we believe that each student has the right to access quality learning experiences that support their acquisition of knowledge and skills in a nurturing and dynamic environment. Therefore, quality teaching must embrace the diversity that exists amongst learners by providing authentic and meaningful experiences through differentiating instruction and infusion of the arts and technology. This approach nurtures creativity, critical thinking, problem-solving, collaboration, self-confidence and self-awareness. Experiential learning is the key to providing students with meaningful and relevant learning opportunities. We are fortunate to have a community that actively supports the initiatives that have been undertaken to support the learning needs of our students. The collaborative partnership that exists between students, parents, teachers, and community enables us find new and innovative ways of addressing the challenges of an ever-changing world.

Parent Advisory Council Chairperson's Message

On behalf of Alexander School Parent Council, I would like to express how pleased we are to support the students and staff at our school. Our goal as Parent Council is to raise funds and advocate to ensure our students and staff have the support they need in their pursuit of academic success and personal growth. We enjoy an excellent relationship with the staff and we work together to achieve this goal.

The Alexander School Parent Council has been extremely pleased with the growth and maturity we have seen in the Arts programming since its inception only a few short years ago. It has spurred growth in our enrollment; something the entire community has noticed, and appreciates. We now have families looking to move to Alexander for the small town experience and to enroll their children at our school. Our principal, Barbara Miller has been a huge part of our success and the Parent Council has appreciated her hard work and dedication to our school.

Vision Statement	Mission Statement
We have adopted the Brandon School Division's vision statement, which is to be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.	It is our mission to engage students socially, emotionally, intellectually, physically, and artistically through quality learning experiences in a multi-age environment.
Learning Beliefs	Contextual Description
<p>At Alexander School we believe:</p> <ul style="list-style-type: none"> • meaningful learning infuses arts and technology into the curriculum; • communication and collaboration between home and school is a vital link that supports student learning; • learning is best achieved in a safe and supportive environment, which nurtures self-confidence, self-esteem, and mutual respect; • students need to be actively engaged in learning that provides them with the opportunity to explore and present information, share experiences, and make real world connections using their multiple intelligences; • students need opportunities to make choices regarding their learning and their behaviour to become responsible citizens; • learning is a process that may take many paths to arrive at the learning outcome; and • differentiated instruction is key to supporting student learning and promoting success for all students. 	<p>Alexander School is a K – 8 facility located in the heart of the community of Alexander, which is 25 kilometers west of Brandon, Manitoba. The Brandon School Division Board of Trustees endorsed “The Learning with the Arts” concept as a programming option in the Division and made transportation available to students wishing to participate in this unique learning opportunity. As a result, we have seen a significant growth in enrollment. Our student population is comprised of students from the catchment area, as well as students who have chosen to attend our school because of the programming that is available.</p> <p>We strongly believe that students learn best when placed in multi-age groupings and have the opportunity to learn in a dynamic environment. The Manitoba curriculum is implemented in all curriculum areas and it is enhanced by infusing art and technology. There is a strong emphasis placed on student growth and achievement within a safe, supportive, and respectful school environment.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • We will continue to focus on deepening students' reading comprehension by examining text features, author strategies, and making inferences and connections between the text and students' life experience. • We will continue to engage students in quality learning experiences through differentiated instructional practices that incorporate the arts and technology into core curriculum. • We will continue to examine the response to intervention approach, as a means of providing all students with the appropriate level of support to achieve success. 	
School Goal #1	
All students, K- 8, will be able to demonstrate comprehension by using text features, author strategies, inferences, and connections when reading grade level text (or instructional level if decoding below grade level).	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Teachers, K - 8, have focused on providing students with a balanced literacy approach that gives students an opportunity to engage in shared reading and writing experiences that strengthen this reciprocal relationship with an emphasis on text features, author strategies, and making inferences and connections to their life experience during whole class and small group instruction. • There has been professional development for teachers to use the Fountas and Pinnell reading assessment and ongoing professional dialogue to deepen our understanding of best practices to support students' decoding and comprehension. • We have purchased levelled literacy to support 	<ul style="list-style-type: none"> • We have 75% of our Kindergarten students decoding Level A at an instructional level or higher using the Fountas and Pinnell reading assessment. • We have at least 90% of students (grade 1 to 8) decoding and comprehending at grade level or beyond using the Fountas and Pinnell reading assessment. • All of our students who are not reading and/or comprehending at grade level are receiving some level of literacy intervention.

<p>guided reading and literature circles at all grade levels.</p> <ul style="list-style-type: none"> Students who are not decoding and comprehending at grade level have received the appropriate literacy intervention and there has been significant growth noted as a result of these interventions. 	
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
<p>All students will be able to identify their learning strengths and engage in quality learning opportunities through differentiated instructional practices.</p>	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Students in grades 4 to 8 have completed Multiple Intelligence Surveys and reflected on their learning styles. Students, Kindergarten to grade 8, have participated in conversations about how they can use their multiple intelligences to demonstrate their learning. All students have the opportunity to participate in a variety of learning activities that address the core curriculum through the use of the arts and technology. All students have the opportunity to work with professional artists to complete curriculum-based projects that enhance their technical skills in the context of project work. All students have the opportunity to participate in arts enrichment workshops and visits to the Art Gallery 	<ul style="list-style-type: none"> Students grades 4 to 8 are able to identify their learning strengths. All students are engaged in a variety of learning experiences that target life skills including creativity, problem-solving, collaboration, and communication. All students have developed their creative abilities and technical art and technology skills through their work with their teachers and mentoring artists. We have had 14 students (ages 11 to 14) enter a total of 22 pieces of artwork in the Westman Juried Art Show that was held on April 20, 2013. We have an art gallery that showcases student artwork in our hallways.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Goal #3	
To address the needs of all students using the response to intervention (RTI) approach.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Teachers are becoming familiar with the RTI approach through professional reading and dialogue. Class profiles are completed and reviewed at least three times annually to identify students who may require additional support or enrichment. School-based and division-based resources are targeted to students and families based on their specific needs. Learner profile sheets have been developed and are being used to track students' progress from year to year. 	<ul style="list-style-type: none"> Class profiles are the foundation for the programming that occurs in the classroom and the allocation of additional support services from school-based and divisional resources. Teachers are more familiar with the RTI approach. Specific student's needs are being discussed and appropriate interventions are in place to support ongoing student growth and achievement in targeted areas. Students and families are receiving appropriate supports to meet their individual needs.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> This year, we had four students, Kiara Schwartz, Mack Campbell, Mackenzie Gillon, and Amy Curtis participate in the Brandon School Division oratorical competitions. We had 14 students (age 11 to 14) enter their artwork into the Westman Juried Art Show held on April 20, 2013 in Virden, Manitoba and one of our students, Ashton McPhail, won the youth award. Our Youth Revolution group worked with teachers to plan a Wellness Day for students in Kindergarten through grade 8. Our sculpture project has been in progress over the past two years and will be installed by the end of June 2013. This sculpture represents the uniqueness and individuality of our students and how we come together, as a collective whole. Each student has completed a tile and this tile will become a part of the sculpture. 	



Betty Gibson School

Family and School - Learning and Growing Together

Betty Gibson School

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Grade Distribution
K-8

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Principal's Message

Betty Gibson School is proud of its commitment to work in partnership with families and the community. It's goal is to provide a safe, respectful learning environment where all students are encouraged to reach their academic potential within a multiage classroom setting. The parents, students and staff celebrate the development and growth of the school's quality of instruction and learning opportunities for all students. The strong family focus strengthens partnerships within the school community. I am excited to continue serving as Principal of Betty Gibson School and wish continued success to the school community for the future growth of this unique school.

Parent Advisory Council Chairperson's Message

The Betty Gibson Parent Council has an excellent rapport with the Principal and Staff of Betty Gibson School. We look forward to assisting them as they implement new initiatives in order to achieve their goals for safety and education of all the students.

Mission Statement

The mission of Betty Gibson School is to provide, in partnership with family and community, a safe learning environment that nurtures individuality, cultural diversity, physical wellness, independence, social emotional and academic growth.

Learning Beliefs

At Betty Gibson School we believe:

- In a world of difference, learning is a common ground.
- Learning is a lifelong process, enhanced by a safe environment where risk-taking is encouraged.
- Learning is an active process, fueled by the learner's needs where that learner is given responsibility and

Contextual Description

Betty Gibson is an open area concept school organized in multiage classrooms. Approximately 265 students attend this K-7 inner city school. English as an Additional Language students account for 45 percent of the school population. The Manitoba Education curriculum for instruction is followed along with a multiage philosophy of teaching and learning.

The school has a strong focus on literacy, a safe and respectful

<p>choice.</p> <ul style="list-style-type: none"> • Learning happens in different ways, at different rates. • A reciprocal relationship exists between learning and self-esteem. 	<p>school environment, English as an Additional Language, and quality physical education. A wide range of intramural activities take place as well as many family/school events.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • To continue the study and implementation of multi-age teaching and learning as it relates to differentiated instructional strategies and cooperative learning groups. This will include grade level Differentiation Blocks which will be created to support numeracy development and continued implementation of guided reading literacy blocks in the Grade 1-8 classes to support language acquisition. • Further expand our Response to Intervention model to include weekly mandatory reporting and RTI response. • To work collaboratively as part of a community of learners to action research questions and support colleagues in professional growth. • To continue to work in partnership with families and the community to build a safe, respectful school environment that celebrates and values diversity. • Literacy Support and EAL teachers collaborate/coach with classroom teachers in area of comprehension and language acquisition. • To continue to develop and utilize the K-8 EAL literacy / co-teaching model. • Link the Divisional work on Social Responsibility and the school work on EBS through supportive activities and Multi-age EBS classes. • To continue as a Professional Development School through the NNER partnership between Brandon School Division and Brandon University. 	
School Goal #1	
<p>To maximize student learning in literacy and numeracy with specific focus on the areas of student engagement. English as an Addition Language, and students of Aboriginal Heritage.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Continued implementation of a Professional Development School and the implementation of a literacy course through the National Network for Educational Renewal (NNER) partnership between Brandon School Division and Brandon University. • Year 3 of the EAL co-teaching and SIOP (Sheltered Instruction Observation Protocol) models for stage 3 and 4 EAL learners. • EAL Structured English Instruction programming for stage 1 and 2 EAL learners. • Year three of Early Years and year two of Middle Years timetabled literacy blocks . • Teacher involvement in the Middle Years Literacy Initiative and Best Practices in literacy. • Implement the School-Wide Enrichment Model enrichment clusters. • English as an Additional Language – after school enrichment clusters • Creation of a school Aboriginal Heritage Committee that will explore Aboriginal Heritage student engagement. This may include raising awareness of staff and students through activities such as guest speakers, pow wows, and elders in the school. 	<ul style="list-style-type: none"> • Year 3 of the EAL co-teaching and SIOP (Sheltered Instruction Observation Protocol) models for stage 3 and 4 EAL learners. • EAL Structured English Instruction programming for stage 1 and 2 EAL learners. • All students in grades 1-7 were involved in timetabled 30 minute literacy blocks that focused on guided reading. • One teacher completed year two in the Middle Years Literacy Initiative and Best Practices in literacy. • School-Wide Enrichment Model enrichment clusters were ran twice this year. Grade 5-7 student engagement in these clusters were 100%. • EAL – after school enrichment clusters completed three rounds of clusters. This theme based program hosted 20 students. • Aboriginal Heritage was celebrated in numerous ways including a dance demonstration, guest speakers, elders in the school, and the seven teachings.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, 	

<p>English as an Additional Language, and learning engagement issues.</p> <ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen the learning engagement and achievement of learners with English as an Additional Language. 	
School Goal #2	
To reduce the achievement gap between continuous and non-continuous students by developing a learning community that effectively integrates and reduces the stress on all new/at-risk students entering the school.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Implementation of Response to Intervention processes in the school, with the goal of rapid identification of student levels to ensure that all students receive the most appropriate interventions for their specific needs. Have regularly scheduled RTI team meetings to allow for progress monitoring and team communication. Implement and refine organizational structure, including flow of information protocol, to ensure that all staff have the information they need to complete their job. Teachers will take part in a book study in the area of achievement gap. 	<ul style="list-style-type: none"> Regularly scheduled RTI team meetings to take place to allow for progress monitoring and team communication 100 % of teachers took part in a book study in the area of achievement gap.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> Families and Schools Together (FAST) program brought 8 Betty Gibson families together with community partners from Addictions Foundation of Manitoba, Elspeth Reid, Manitoba Public Health, and the Betty Gibson School FAST team. These groups had eight evening sessions. Building Student Success with Aboriginal Parents (BSSAP) facilitated a dance demonstration, leather mitt making, dream catcher making, soapstone carving, and numerous guest speakers and performers. Betty Gibson School Stingers Skipping Demonstration Team – completed its 32nd year. This year they performed in 9 Westman Schools. Betty Gibson School completed 4 multiage EBS activities which included Fairview visits, gym riots, cooking, art, science, and mad minutes. The Grade 1/2M class participated in Brandon's Waste Reduction School Challenge. For 6 weeks the class collected and sorted their waste, including compost. Each week the waste was weighed in by the City representative. The class created recycled art projects, put on school-wide Environmental programs, and held an assembly to share their experience with the school. The voluntary grade 3-6 choir performed at the Remembrance Day Assembly, Christmas Concert, and the Brandon Festival of the Arts. 	



Earl Oxford School

Believing Everyone Succeeds Together

Earl Oxford School

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[Richard Stallard](#)

Vice-Principal
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Principal's Message

The 2012-2013 school year was a successful year full of growth and opportunity for students, teachers and parents alike. Our goals were in the areas of literacy, numeracy and positive school climate. Parent Council, Parent Volunteers, and our Lunch Program Coordinators provided a tremendous amount of support to the Earl Oxford community both as volunteer help and with fundraising.

I am very proud of the hard work from students, teachers, support staff, and parents at Earl Oxford School.

Parent Advisory Council Chairperson's Message

Parent Council, once again, was able to fill the staff's wish list of classroom funds, needed supplies, field trip subsidies, big-ticket items, and other necessities through a number of fundraising events. This past year, the Parent Council had a fundraising profit of \$8,675.00 and provided \$10,290.00 to students/staff for activities and materials.

I wish to thank all of the parents of Earl Oxford for making this year another successful one. I also wish to thank all the sub-committees such as food events, fundraising, lunch program and current executive members of Parent Council for all of their hard work and commitment throughout the 2012/13 school year.

Ms. Jil Simmons

Vision Statement

To be the center of educational excellence, built on community partnerships, effective leadership and exemplary practices.

Mission Statement

We expect the members of our community to try their best at all times. We have an inviting environment in which all members of the learning community will support the following:

- academic and personal growth;
- respect;
- responsibility;
- safety;
- diversity; and communication.

Learning Beliefs	Contextual Description
<p>At Earl Oxford we believe:</p> <ul style="list-style-type: none"> • we learn best through our strengths in a variety of ways and in different learning environments; • staff and students value diversity and treat one another with honesty, dignity and respect; and • parents, students, teachers and community share the responsibility for student achievement. 	<p>Earl Oxford student population consists of current Divisional catchment area students. Earl Oxford has also received students from Betty Gibson and Valleyview schools who attend grades 7 and 8. In the upcoming year, Earl Oxford will be welcoming students from the École New Era School catchment and will continue to build a strong community within the School and Community itself.</p> <p>The current population for the 2012-13 school year is approximately 260 students. Earl Oxford's professional staff of 20. Earl Oxford also houses three Practical Arts Labs (Industrial Arts and Home Economics) that are not only available to Oxford students but also to classrooms throughout the Brandon School Division. In addition, we house the East Side Band program for the Division.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Community building and preparation for student needs in regards to the transition of École New Era Students into Earl Oxford School and community. • Continued implementation and research of Response To Intervention with Earl Oxford Staff for Earl Oxford students. • Implementation and trial/feedback of Provincial Report Cards (K-8). • Implementation for literacy structure within the School. • Introductory focus on Numeracy Needs and interventions within the building. 	
School Goal #1	
Literacy - To implement quality teaching and learning in literacy.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Monitor and analyze current Kindergarten screening in June 2012. • Welcome to Kindergarten presentation and feedback in late May 2012. • Implement Grade 3, 5 and 7 Provincial reading/writing assessments in September 2012. • Initial discussions in regards to early literacy teams and functions ie. Response to Intervention. • Collaboration and effective use of additional supports for literacy support teachers, Resource teachers, Empower Reading Program, Reading Recovery, EAL support teachers. • Use of Ipads, Smartboards, Laptops and various IT programs and tools. 	<p>Key indicators are found in the individual Learner Profiles.</p> <ul style="list-style-type: none"> • The majority of students demonstrated growth in the targeted areas. • Some students were involved in intensive and very focused support programs and the benefits of this work will be demonstrated in the fall 2013 assessment data.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 5. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 6. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 7. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through 	

divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.	
School Goal #2	
Numeracy - To implement quality teaching and learning in numeracy.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Focus on a 5% increase of numeracy levels specifically towards recalling subtraction and story problems in early years. • Focus on a 5% increase of numeracy levels specifically in regards to number strands in middle years, and specific areas of focus. • Work towards 5% increase in mental math scores from Provincial Assessment at every level. • Create cross grade and school wide discussion on numeracy. 	<ul style="list-style-type: none"> • Needs assessment for results in numeracy. • Discussions/meetings focused on strands of numeracy, specifically mental math. • Research of numeracy resources for support to ongoing needs.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 “Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 4. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services. 	
School Goal #3	
School Climate - To implement initiatives that ensure the physical safety and social emotional well-being of all stakeholders.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Youth Revolution (various events in the school and community). • Student Council (grade 4-8) dances, soc hops, Christmas Store, Christmas Feast, K-8 Summer Fun, Spirit Days and Week . • School Yearbook. • Multi-grade "buddy" groupings ex. grades 2 and 8 "buddy" together once a cycle. • K-8 Winter Fun Day, 5-8 ski trip or winter sports, K-4 winter activities at the school. • School Canteen, lunch and snack program (Food for Thought). • Full complement of sports (volleyball, basketball, badminton, cross country track and field, soccer, golf). • Full implementation of Pilot Project in Literacy and ICT (IPADS - EY and Laptop Cart – MY). 	<ul style="list-style-type: none"> • Decreased by 3% the number of overall incidents in and around school. • Class summaries and resource data (inclusive of student profiles and IEP's) collected on all students twice a year. • Keep RESPECT and GOOD CHOICES/RESPONSIBILITY at the forefront of our beliefs at Earl Oxford School.

Divisional Objectives with which this school goal is aligned

1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8.
2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.
3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement".
4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12.
5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).
6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
7. To strengthen the learning engagement and achievement of learners with English as an Additional Language.
8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

School Accomplishments of Note for 2012-2013

- RTI - school wide planning for multi age team meetings at K-2, 3-5, and 6-8 levels.
 - Attempted scheduling and timetabling of Literacy blocks.
- HALEP - Planning and collaborative teaching at the 4 to 8 age levels.
- Community Partnerships:
 - Brandon University:
 - Acceptance and mentorship with student teachers
 - Partnering with the Education Department (Physical Education Department) and students attending Brandon University Classes in the new Health and Fitness Center.
 - Literacy Assessment and Running Records - University students enrolled in Early Years Education Courses to attend and assist in assessment and usage of literacy tools with Earl Oxford School Staff.
 - ACC Mentorship Program with middle years students.
 - Constable Dana McCallum (School Resource Officer)
 - Providing day to day communication
 - Social Media, Facebook and Internet Safety presentations
 - Drug and Alcohol presentations.
- Programs:
 - Beyond the Hurt Anti-bullying Program and Rachell Ashley Presentation on Anti-bullying;
 - Youth Revolution Movement for Middle Years;
 - John Howard's Society Presentations;
 - Girls Space Groups;
 - Career Trek; and
 - Samaritan House Volunteer.



George Fitton School

Learning Together, Growing Together

George Fitton School

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Principal's Message

The past year has been an exciting year at George Fitton School! Our school goal has been to improve literacy and numeracy through student engagement. Classroom teachers focused on professional learning by studying the works of Regie Routman and Adrianne Gear.

Middle Years students became engaged in literacy through the "Battle of the Books" and had the opportunity to explore their personal areas of interest through Enrichment Clusters. Numeracy activities were explored with the assistance of the Numeracy Support teacher. Teachers focused on Mental Math strategies using Origo resources.

Early Years students focused on writing and literacy blocks were implemented at the grades 2 and 3 levels.

The year has come to a close with George Fitton School have had a special visitor on May 24th. Premier Greg Selinger arrived to let us know that construction on our new gym and daycare facility would begin the fall of 2013.

Parent Advisory Council Chairperson's Message

Parent Council was newly formed this year and it was a learning year for the new executive. Parent Council sponsored two fundraisers which were both successful. Proceeds from these events went to support school activities such as field trips, as well as the purchase of such items as the LCD projector for the music room and outdoor tables and garbage receptacles for the playground.

One item that Parent Council has assisted in purchasing is an information monitor. This communication tool will be installed in the hallway for parents, students, and visitors to see information items and upcoming events at the school. Look for this in the fall!

We appreciate all of the support that our newly formed Parent Council has received over the past school year.

Brenda Moser - Parent Council President

Vision Statement	Mission Statement
To provide a student centred learning environment that strives to meet the diverse needs of each individual.	At George Fitton we strive to enable each student to achieve maximum intellectual, emotional, social and physical growth.
Learning Beliefs	Contextual Description
<p>At George Fitton School we believe:</p> <ul style="list-style-type: none"> • learning is individual, developmental, progressive, and a lifelong process, that is enhanced by a positive self-image; • learning is best achieved when the basic needs and abilities of the student are considered and addressed in a positive, safe environments; • learning involves taking risks and experiencing success through a wide variety of active and challenging opportunities; and • learning occurs when students, families, friends, school and community provide meaningful experiences. 	George Fitton School is a Kindergarten to Grade 8 facility, located in the southeast corner of Brandon at 1129 – 3rd street. George Fitton is designated as an Inner City School with a multi-cultural population (30% First Nations and Metis, 21% English as an Additional Language) of approximately 460 students. Manitoba Education Citizenship and Youth curriculum documents determine the grades K-8 program.
Main Areas of Focus in School Development for 2013-2014.	
<p>George Fitton focused on increasing student achievement in numeracy (mental math strategies) and literacy (writing) through the following groups of learners:</p> <ul style="list-style-type: none"> • disengaged and behaviorally challenged learners; • learners with high abilities; • learners of Aboriginal heritage; • English as an Additional Language learners (EAL); and • learners with difficulties and disabilities. 	
School Goal #1	
To increase student achievement of numeracy and literacy by engaging learners of Aboriginal heritage.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Successful powwow involving all staff, students, and parents as well as various community people. • “Project of Heart” – honoring residential school survivors. • BSSAP coordinator played BINGO with all classes to get to know all students. • BSSAP coordinator ongoing initiatives with parents. • Continued positive relationships with resource people outside of George Fitton School (B.U., Aboriginal Resource Centre at BU, Brandon Friendship Centre, BSD Elder etc.). • Increased parent involvement (powwow, star blanket, taco sales etc.). • Continued programming with “Finding My Way”. 	<ul style="list-style-type: none"> • Increase visibility of parents in the school. • Decreased student absenteeism.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 3. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. 4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 5. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through 	

divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.	
School Goal #2	
To support student achievement of numeracy and literacy by engaging English as an Additional Language (EAL) learners.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Several teachers trained in SIOP with more co-teaching time scheduled for next year. • Informed sharing of EAL resources. • Participate in the “push in” planning blocks with Grades 5-8 classrooms. • Sharing sessions to allow all staff to become familiar with resources. • Additional resources will need to be acquired. 	<ul style="list-style-type: none"> • All grade 5 and 6 teachers training in using the SIOP model. • EAL teacher worked directly with students in the classroom.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 3. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. 4. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 5. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services. 	
School Goal #3	
To support student achievement of numeracy and literacy by engaging learners with difficulties and disabilities.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Preschool sessions for potential George Fitton School students coordinated by SLP. • Full Day Every Day kindergarten was implemented. • Grade 2 & 3 literacy blocks implemented. • Introduction of “Response to Intervention” (RTI) model. • “Push in” model for Grades 5-8 students utilizing support teachers to diversify instruction for students. • K-8 staff trained to administer, interpret and program plan using the Fountas and Pinnell Benchmark Assessment. • Professional learning using resources from authors such as Regie Routman, Adrienne Gear, David Sousa, etc. • Math Recovery program – assist with “push in” planning model Grades 5-8. • Whole school used research based numeracy resources such as Origo, etc. • Integrate technology and differentiate instruction. • Ongoing professional learning opportunities for both teaching and support staff. 	<ul style="list-style-type: none"> • SLP started spring sessions with preschool children. • Welcome to Kindergarten held May 29th. • All middle years teachers participated in the “push in” planning model and gained a solid understanding of diversification of instruction (RTI). • All K-8 teachers trained and utilizing the Fountas and Pinnell BAS. • 100% implementation of FDED Kindergarten • Improved literacy and numeracy scores on divisional assessments. • PAST results - Fall 73% Kindergarten students “at risk”, Spring 18% of kindergarten students “at risk”. • First year that all students are leaving Grade 1 reading!!

Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #4	
To increase student achievement of numeracy and literacy by engaging disengaged and behaviorally challenged learners.	
Actions Taken towards Goal #4	Indicators of Progress regarding Goal #4
<ul style="list-style-type: none"> • Whole school Effective Behavior Support (EBS) activities to promote positive self-esteem • George Fitton T-Bird Leadership Team continued to promote positive self-esteem through whole school activities • 30 minute block at the beginning of the day which used to engage students and reduce the number of truant or late students • Focus on developmental learning – the program will "fit" the child, not the child "fit" the program • Grade 2 & 3 Literacy Blocks – team to do guided reading during each block at each grade level • Show students the practical application for classroom learning – move to the community 	<ul style="list-style-type: none"> • Increased engagement of students by improved attendance (less than 5% absenteeism). • Enrichment Clusters focused on student interest and all feedback was positive! • Classroom learning was moved to community setting (HALEP clusters) 1. • 100% classroom participation in all school wide activities.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 3. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 5. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 6. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 7. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
Additional Goals	
<p>To increase student achievement of numeracy and literacy by engaging learners with high abilities.</p> <ul style="list-style-type: none"> • grade 5-8 Enrichment Clusters; • grade 7 & 8 Art Clusters; • utilized HALEP teacher as a resource for the Grades 5-8 "push in" planning model; 	

- all teachers/classes participated in the co-teaching/planning model; and
- development of “class profile” snap shots of Multiple Intelligences.

School Accomplishments of Note for 2012-2013

- The Bays Committee - Valleyview and George Fitton Schools working with several community agencies to create a preschool/parent engagement centre on Westaway and Cornell Bays.
- Community Garden project started on George Fitton playground.
- "Battle of the Books" - Grade 5-8.
- Kids for Saving Earth - George Fitton School student environmental club.
- George Fitton Powwow.
- Building Student Success with Aboriginal Parents ongoing initiatives.
- Youth Revolution.
- Thundership Student Leadership Team.
- Anti-bullying - (anti-bullying forum, "Day of Pink", etc.).
- Extra-curricular activities (Basketball, Volleyball, Badminton, Cross country, Golf, Table Hockey and Table Tennis, etc.).



Green Acres School

Working Together as a Caring Community

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Principal's Message

The School Development Plan outlines the development and growth of a school's quality of instruction and learning opportunities for all students. The main purpose is to affect the improvement of student achievement. The development and implementation of our school plan has taken into account the learning needs of our students and the characteristics of our students, school, and community.

Parent Advisory Council Chairperson's Message

The Green Acres Parent Council has been busy this year with several projects. We continue to raise funds to keep our musical instruments in good order. We were able to have hot Spirit Lunch Days and send the students on field trips. Parent Council sponsored patrol incentives and local art performances. We also acted as a liaison between the school and parents. Next year the Parent Council will continue its commitments to the teachers' wish list.

Vision Statement

Our vision is to work together as a respectful community to encourage and develop an awareness of self and others within a safe positive learning environment that is based on a foundation of good teaching.

Mission Statement

The mission of Green Acres School Community is to work together to provide quality education to help each student in developing his/her individual academic, social, emotional, and physical potential.

Learning Beliefs

At Green Acres School we believe:

- you learn by doing;
- environment affects learning;
- use the senses-look, listen, touch, feel, move;

Contextual Description

Green Acres School is an English program K-8 school located in the southeast area of Brandon known as Green Acres. Our catchment area boundaries are 1st Street to the West, the CNR train tracks to the North, the Industrial Park to the East,

<ul style="list-style-type: none"> • motivation enhances learning; • reinforcement affects learning; • there are different styles of learning; • learning is life-long; • learning is developmental; and • we all have something to bring to the learning environment. 	<p>and Richmond Avenue to the South. In September, 2012, there were 186 students (10 classes) from 115 families attending our school.</p> <p>Green Acres has 14.25 full time staff.</p>
Main Areas of Focus in School Development for 2013-2014.	
<p>The Arts - To develop positive and supportive relationships among students, teachers, and the school community, by becoming involved in the arts curriculum area of "Dance".</p> <p>Literacy:</p> <ul style="list-style-type: none"> • to become aware of students' learning preference and learning style, so as to research strategies for teaching and learning; • to initiate a school wide guided reading program with grouping and re-grouping in the EY (Early Years) plus grouping and re-grouping in the MY (Middle Years); and <p>50th Anniversary - to continue to maintain a positive/healthy school climate through the celebrations of the "Green Acres 50th".</p>	
School Goal #1	
<p>"To develop positive relationships among students, teachers, and the school community by becoming involved in creating, performing, and responding to various performing arts." ie) drama & speeches.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • This school year we have been focusing on drama. There has been a large number of students involved in an out-of-school time drama club. • To have every child from Level 3 through to Level 8 write and deliver a speech in front of their classmates. Gestures, body movement, and voice inflections were stressed. Each speech was evaluated and feedback given with representatives chosen from each class to compete in their respective age category. The only group that did not compete was the Level 3 class, as there was no divisional age category for them. 	<ul style="list-style-type: none"> • The high interest in the number of students wanting to join the Drama Club. • Drama helps students with the visualization of the variety of dramatic forms, characters and roles, and theatrical elements. • Students are becoming more confident and more willing to take a risk. • Students are showing respect for others. • Students are discussing and sharing their thoughts in a more open manner. • The compulsory delivery of a "speech" from Level 3 up to and including Level 8, has helped students in the area of drama. • Drama is helping students organize information, interpret ideas, gain new insights, and work with others.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 5. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 6. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Goal #2	
"To introduce and implement, "The Strong Kids Program", a social emotional learning curriculum and to create and implement the Effective Behavior Support (EBS) Matrix."	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • A committee was formed to look at samples of behaviour matrixes. • Green Acres Behaviour matrix presented to the entire staff. • Minor adjustment were made and four large banners, on stands, were ordered for display in the foyer, halls, and library. • Large posters were ordered for display in each classroom. • The Behavior Matrix Committee created a 1 page carboned behavior check list with several copies being put into a north & south recess and noon hour binder. • Each classroom was supplied with a bucket and bucket notes. These notes were for positive comments only, and were available to all, for a compliment about a student and/or staff member. • The positive comments placed in a particular classroom bucket, were shared with that particular class at the end of each month. • At the end of each month all positive bucket notes were gathered for prize draws. 	<ul style="list-style-type: none"> • Improved school climate. • There are definable behaviour expectations visible throughout the school ie. Behaviour Matrix. • Students are more socially and emotionally resilient allowing them to focus more on their academics.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 3. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 4. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 5. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Accomplishments of Note for 2012-2013	
<p>GENERAL ACCOMPLISHMENTS:</p> <p>Because of the close relationship the Green Acres School has had with the inhabitants of the Green Acres Lodge, when the lodge closed and was sold, the non-profit group who owned it, donated \$10,000 to the Green Acres Adventure Playground.</p> <p>The Green Acres Youth Revolution Group raised funds for "Ethan's Journey" over the 2012/13 school year. They raised close to \$1,000 for Ethan's family to help off-set medical costs. This boy has a rare cancerous tumor on his neck called, "Stage 2A Neuroblastoma".</p> <p>Anti-Bullying week integrated groups from K-8 with activities related to halting bullying and strategies on how to handle bullying. The entire student body and teachers wore pink t-shirts on April 10, 2013.</p>	



École Harrison

le respect, la responsabilité, la fierté

École Harrison

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Principal's Message

2012-2013 was our second year as Brandon's first Single Track French Immersion School and it was a very successful year for our students, staff and parents. We have been able to make continued progress towards addressing our mission and vision for the school. Our students have been much more comfortable using the French language in more practical and spontaneous communication with staff and with one another. This has extended beyond the classroom and we are very impressed with the overall development of our students' language skills.

Our commitment to developing the bilingual learner has extended further by our involvement in other learning opportunities outside the regular curriculum. Our students have been involved in a student radio station and student-run magazine that has demonstrated where our students can go with their language.

We are also very blessed to have a tremendously supportive parent population. Our parents have challenged us to continue to provide quality educational experiences for their children and we hope to further respond to this challenge in developing our school-wide enrichment model to engage our students in learning that is relevant to them and to the world. Our ability to start the 2013-2014 school year with a HALEP teacher will help to advance this even further.

Our school development plan for 2013-2014 will continue to work towards making our vision a reality for our students and we look forward to contributing to the development of a new strategic plan that is inclusive of specific goals for the advancement of French Immersion into the future.

Parent Advisory Council Chairperson's Message

Many thanks to the parents and families who took part in events to support our school this year. It was a very fun year that was focused on re-engaging our parents in something other than fundraising. Together with the wonderful parent and staff volunteers, I am certain we will have another great year!

In August 2012, we successfully installed the final phase of our playground. Our students now have many more things to do at recess and noon hour. It is a treat to no longer focus on this fundraising. With the remaining dollars from this project we have purchased two garbage bins for the south sides of our playgrounds and a school sign that will be installed in the summer.

We are also excited to be headed in a new direction next year as we are focused on advancing French Immersion from K-12 and how we can continue to support the school in being the best it can be for our children and families. We discussed many new topics at our coffee house forum that we intend to carry forward to Parent Council next year.

Karen Slawinsky – Chairperson

Vision Statement	Mission Statement
We envision École Harrison as an evolving and relevant school that nurtures proud, independent, bilingual citizens who are immersed in French culture, and that promotes academic, social and physical excellence.	At École Harrison, our commitment is to be a unique community of respectful, responsible and proud bilingual learners.
Learning Beliefs	Contextual Description
<p>At École Harrison we believe:</p> <ul style="list-style-type: none"> • in learning and speaking French; • students benefit from learning an additional language; • our school community must maintain high expectations of behaviour and learning, • in meeting individual learning styles and needs; • in preparing our students for the challenges of a changing world; and • in fostering a safe, nurturing and caring environment. <p>Nous croyons...</p> <ul style="list-style-type: none"> • à apprendre et à parler le français; • que les élèves bénéficient de l'apprentissage d'une autre langue; • que notre communauté doit maintenir de hautes attentes de comportement et d'apprentissage; • à répondre aux besoins et styles d'apprentissage individuels; • à préparer nos élèves pour les défis d'un avenir en évolution; et • à offrir un environnement sûr et encourageant. 	<p>Established in September 2010, École Harrison is a Single-Track French Immersion school of approximately 335 students and 25 staff members. It is the first school of its kind in Brandon. At École Harrison, students learn primarily in French, but also learn English during English Language Arts. All school interactions, such as assemblies, announcements and hallway conversations take place in French. The use of French is also encouraged on the playground. This provides students with authentic, real-life experiences using the French language. Établie au mois de septembre 2010, École Harrison est une école immersion française à voie unique. Nous comptons à peu près 327 élèves et 25 membres du personnel. C'est la première école immersion à voie unique à Brandon. À École Harrison, les élèves apprennent pour la plus part en français, mais apprennent aussi l'anglais durant les cours de "English Language Arts." Tous les interactions à l'école (assemblées, annonces et conversations dans les couloirs) se font en français. L'utilisation du français est aussi encouragée au terrain de jeux. Ceci donne aux élèves des situations authentiques où ils peuvent se servir de leur deuxième langue.</p> <p>We deliver quality learning and teaching opportunities through a very competent professional staff that is committed to high standards of French Immersion learning.</p>
Main Areas of Focus in School Development for 2013-2014.	
<p>Our two main school goals from within our school development plan work in synchronicity with one another. Our first goal area is in the area of improved student achievement in all areas of French language arts with the outcome of more fluent and competent French Immersion students at the high school level and beyond. This goal has been advanced by the development of a bistro model for social conversation in French, the introduction of a student radio station, the implementation of a student-written magazine, and by the continued integration of arts programming in our French language activities. This will work congruently with our second school goal as our HALEP teacher assumes the responsibility for deepening the work of the student radio station and by developing a school "house" system for French language activity groupings for students in Kindergarten to Grade 8. Our second goal speaks to the ongoing relevancy of the work that we are doing towards addressing our vision for École Harrison into the future. We are taking the qualitative and quantitative data from the "Tell Them From Me" survey to inform the direction of this goal area. Students have expressed that they want learning to be more social, more interest-based, and to build more positive relationships with all staff. We intend to rotate our students through interest-based enrichment clusters to address this and also re-introduce the concept of Journée d'accueil to our school (create groupings to build rapport across the grade levels) that support our traditional activities within a Single Track French Immersion school. Our parents will also be playing a critical role as we identify those who may be able to lead or facilitate enrichment clusters based on their strengths or talents in partnership with the staff of our school.</p>	

School Goal #1	
To improve student achievement in all areas of French Language Arts (oral comprehension and production, written comprehension and production) with the outcome of more fluent and competent French Immersion students at the high school level and beyond.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> FSLRP (French as a Second Language Revitalization Program): Student-run radio station and French language magazine introduction into our Middle Years learning activities. Larger Blocks of Beaux arts time woven into our timetable for greater focus on arts integration into French language learning. Expanded Bistro model (gr. 2,3,4,6 in 2011-2012) based on classroom themes (parler des images) to all classes within École Harrison... Concours d'art oratoire (divisional and provincial speech arts competition): Our students from grades three to eight participated in this sponsored event. 	<ul style="list-style-type: none"> Student radio station has been begun with grade seven and eight students but needs more leadership from HALEP teacher to keep it sustained throughout the school year. Student magazine has been a true success with teachers and students working together on the production of La Fierté, a quality written production that goes home to our families to exemplify what our students at grades five and six have been doing. The Beaux Arts programming is now a critical part of what we do at École Harrison. Our students' French language learning has been enriched by weaving this programming into their school day and allowing them to express themselves through different media. Further, the Bistro model for social conversation has also been institutionalized as a process to engage our students in French language speaking around themes of their choosing or of learning that they have done. It has been successful in our classrooms. Our students won each of the categories in which they were involved at the divisional Concours d'art oratoire. They have the ability to not only speak formally on a topic but also to address a spontaneous question with a coherent and meaningful answer.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 	
School Goal #2	
To develop the relevancy of our instructional practices and student learning activities in order to promote excellence into the 21st century.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Integrated student radio station and École Harrison magazine into HALEP programming. Groups of students requiring challenge opportunities to be identified through the class profile process. Grade 7 and 8 non-band students – enrichment clusters (with an arts focus – woven into Fine Arts programming). Created partnerships with Francophones (Radio Envol, Info-Action), community partners, and parents with community connections or special talents and strengths that can be a part of our 	<ul style="list-style-type: none"> We completed the initial integration of the Student radio station into our programming but this needs to be furthered into 2013-2014. The magazine, entitled La Fierté, is now going to be institutionalized as a grade four to six learning group that goes beyond what the students are doing in the classroom. Grade 7 and 8 non-band students explored areas of learning based on their interests. Grade 8 students focused on design and construction with M. Martine and Grade 7 students focused on arts programming such as painting,

<p>enrichment programming at École Harrison</p> <ul style="list-style-type: none"> • Provide opportunities for our students to create projects from within the current curriculum to not only address outcomes but to engage in topics of interest to the students (ie. Type 2 and 3 projects). 	<p>sketching, pastels, stained glass.</p> <ul style="list-style-type: none"> • We now have established rapport with our Radio Envol (Sébastien Ouellette) and Info-Action (Sandra Poirier) for increasing our visibility as a unique French Immersion school with remarkable student talents. • Our parents are being polled in June 2013 as to what they can offer to our students in terms of their talents and strengths for enrichment clusters and HALEP units within our classrooms.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> • Our École Harrison Chorale of 75 grade three to six students won the Betty Gibson Memorial Scholarship for Middle School choirs for the second year in a row! This is a school co-curricular activity that has been a real success for us. • Morgan McComb (grade 3 and 4) Kaydence Shewchuk (grade 5 and 6) and Lauren Murray (grade 7 and 8) won their individual categories at the BSD Concours d'art oratoire and went on to represent our school and division at the provincial level. • We had a total of 111 student projects at our school Science Fair in February. 65 projects (90 students) went on to Western Manitoba Science Fair and did very well on behalf of the school, many of them winning their categories and individual award areas. • We would like to mention how our school has come together in support of Colin Clark, a grade one student who has leukemia. We have had multiple school fundraising activities for the family and this has helped to unify us even further. The 'hugs' that were made through donations of time and material, the donations of blood during Colin's Crusaders in March, the Terry Fox walk, etc. were all events that have helped Colin and his family during his treatments. No one fights Cancer alone. • Our École Harrison Chorale of 75 grade three to six students won the Betty Gibson Memorial Scholarship for Middle School choirs for the second year in a row! This is a school co-curricular activity that has been a real success for us. 	



J.R. Reid School

TEAM - Together Everyone Achieves More

J.R. Reid School

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Brandon, MB, R7B 2B6

Phone 204-729-3955

Email jrreid@brandonsd.mb.ca

Enrolment
265

Grade Distribution
K-8

Principal
Shawn Lehman

Secretary
Sylvie Konkin

Website URL
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Principal's Message

Wow, what a great year we had at J.R. Reid School. Our school was busy all year with whole school activities such as pinwheels for peace, XMAS cards, gym riot, field trips, school wide sporting activities, guided reading initiatives, YR Youth Revolution leadership activities, ping pong club, to name just a few. Our school planning process went well as we shared all of our school statistics in the past two years around student achievement. We were very happy with our results, as we finished higher than the Division average in the majority of our areas. For those areas that were below the Division average, we have made specific goals to improve our students' literacy and numeracy results. WE have focusd specifically on the areas of mental math and developing a guided reading / guided writing program that centers around consistent strategies for vocabulary and word choice. A huge thanks goes out to all of our stakeholders (students, staff, parents, community members) for making our J.R. Reid TEAM the BEST school in Brandon.

Parent Advisory Council Chairperson's Message

Our J.R. Reid Parent Council for 2012 – 2013 included both new and returning members. Four of our members from 2012 – 2013 will continue into the coming academic year (2013 – 2014). This year we focused on maintaining the community events and on fundraising. As such, held the annual Welcome Back Barbeque, school food event days, and had a series of fundraisers (garlic coils, Applebee's, and flower bulbs). We also have an annual walkathon. Finally, we organized a staff appreciation week at the beginning of May for which many parent volunteers prepared treats for staff members. Through our fundraising we have provided funds for ALL staff members at J.R. Reid, as well as specific funds for the library, for anti-bullying day, and for field trips. The primary and most important goal has been to support staff in all of their wish list requests and to continue, and ultimately expand, the resources we have provided each year to our staff and students. Our goal for 2013 – 2014 is to establish a systematic source of information regarding our yearly activities and responsibilities for our executive members. To that end, we are currently working on a constitution for our Parent Council. Furthermore, we have planned our first fundraiser and we will solidify a fundraising target for our Parent Council for the coming year. In general, our goals will be to secure funds to support the exceptional J.R. Reid Staff, to provide information for parents, and to continue and fine tune our community building activities. J.R. Reid is a strong community school with dedicated and engaged staff members, and we want to contribute to keeping it that way.

Vision Statement	Mission Statement
To be the center of educational excellence, built on community partnerships, effective leadership and exemplary practices.	J. R. Reid School welcomes families to a safe, caring, learning environment with a strong academic focus committed to fostering the development of EACH child to his/her greatest potential and developing in each a curiosity and love of learning.
Learning Beliefs	Contextual Description
<p>At J.R. Reid School we believe:</p> <ul style="list-style-type: none"> • each student is a unique individual with an innate capacity to learn; • learning is lifelong developmental process, which varies in progression, rate and motivation of the individual; • the role of language is primary and critical; • learning occurs within the affective, cognitive and psychomotor domains; and • self-esteem, confidence, realistic self-assessment and cooperative decision-making are important to learning. 	J. R. Reid School is located in the west central part of the city of Brandon. The school's enrollment is 270. The majority of our students live within the catchment area which is predominantly residential. The J. R. Reid community is relatively small and tightly knit. The school hosts a Parent Run Lunch Program which serves approximately 125 students. The YMCA Before and After Program provides daily care to a handful of students starting at 7:30 am till 5:30 pm both before and after school hours.
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Goal One – To increase all of our areas of learning at or above the Divisional average. • Goal Two – To implement quality teaching and learning in literacy (reading and writing). • Goal Three – To implement quality teaching and learning in numeracy (mental math and multiplication strategies). • Goal Four - To make J.R. Reid School a center for relevant, reflective learning (brain based learning and exploration of the IB - International Baccalaureate Program). 	
School Goal #1	
To increase all areas of learning above the Divisional average.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • The teachers looked at creating consistent strategies for vocabulary and reading development to be used across all K-8 levels. • RTI (Response To Intervention) activities were implemented into our daily schedule in the form of guided reading, guided writing, and guided math activities. 	<ul style="list-style-type: none"> • We used PAST assessments, grade 3 Provincial assessments, grade 5 Divisional assessments, grade 7 Divisional Assessments, grade 9 Divisional Assessments to assist in tracking student progress and growth and to help inform our instruction.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 5. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 6. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 7. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 8. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 9. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Goal #2	
To implement quality teaching and learning in literacy (reading and writing).	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> The teachers looked at creating consistent strategies for vocabulary and reading development to be used across all K-8 levels. RTI (Response To Intervention) activities were implemented into our daily schedule in the form of guided reading, guided writing, and guided math activities. 	<ul style="list-style-type: none"> We used PAST assessments, grade 3 Provincial assessments, grade 5 Divisional assessments, grade 7 Divisional Assessments, grade 9 Divisional Assessments to assist in tracking student progress and growth and to help inform our instruction.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #3	
To implement quality teaching and learning in numeracy (mental math and multiplication strategies).	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> The teachers looked at creating consistent strategies for vocabulary and reading development to be used across all K-8 levels. RTI (Response To Intervention) activities were implemented into our daily schedule in the form of guided reading, guided writing, and guided math activities. 	<ul style="list-style-type: none"> We used PAST assessments, grade 3 Provincial assessments, grade 5 Divisional assessments, grade 7 Divisional Assessments, grade 9 Divisional Assessments to assist in tracking student progress and growth and to help inform our instruction.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Goal #4	
To make J.R. Reid School a center for relevant, reflective learning (brain based learning and exploration of the IB - International Baccalaureate Program).	
Actions Taken towards Goal #4	Indicators of Progress regarding Goal #4
<ul style="list-style-type: none"> In February, Mr. Lehman, Mrs. Olson and Mr. Stewart attended the World Brain Based Conference in San Francisco. In addition, Marcia Tate's book, "Worksheets Don't Grow Dendrites", was read by some of the staff, and the rest will be receiving it to assist implementing brain based activities within the classroom. The school explored and researched the International Baccalaureate program to see if we can possibly implement this program within our J.R. Reid School. 	<ul style="list-style-type: none"> A subcommittee will be formed to look at how we can implement brain based activities within our school. A subcommittee will be formed to see if IB is feasible.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> Enrichment Clusters for Grade 7 and 8. J.R. Reid awarded the top patrols in Brandon, MB. 	



KING GEORGE SCHOOL

King George School

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Secretary
Landis Benitez

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Principal's Message

The end of this school year has special meaning to me as it will be my last as principal at King George school.

King George School is blessed to have teachers and support staff who are committed to our school community. Our students love coming to school and continuously attempt to become positive role models. Our extensive co-curricular and extra-curricular programs provide studies with opportunities for self-expression, creativity and learning. Our school is very unique and we are very proud of our accomplishments and level of commitment.

I would also like to thank our Parent Council for their continued support. Their fundraising efforts have really allowed us to improve the technology support, library resources and music programs for our school. The events that they help coordinate are important to our school community in demonstrating positive values and opportunities.

School Development Planning is a collaborative process undertaken by the school community to ensure that all students receive quality education in terms of both holistic and academic development. It has provided our staff with an opportunity to look at the achievement data within our school and to respond to those needs in a focused manner. Our goal committee has found this exercise worthwhile and we have utilized our time to discuss and make plans to meet the needs of the King George School Community.

Parent Advisory Council Chairperson's Message

We have once again had new members join the Parent Council and attend meetings. King George Parent Council supported several school related activities this year including our 3rd Annual Cultural Days. We once again provided dinner for families at a reasonable price before a fantastic evening of entertainment by our students and a few special guests. This is an event that gets bigger and better every year! Kudos to the staff and students who give of their time and talent to share the cultures represented at King George. We had a basket draw at the winter concert that went over well and had some fabulous donated

<p>prizes. The Parent Council provided a staff appreciation luncheon at the end of the year. The Parent Council lunch program provided a pizza party for the lunch program students in February. Next year one of our new members, Juanita Pulak, will take an active role on the parent council as fundraising chair and longtime member of the board, Linda Thieffault will move into the position of chair.</p>	
Vision Statement	Mission Statement
To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.	The partners in learning at King George School, students, staff, parents and community are committed to providing a safe environment that promotes lifelong learning in a climate of mutual respect and cooperation.
Learning Beliefs	Contextual Description
<p>At King George School we believe:</p> <ul style="list-style-type: none"> • in trusting, nurturing, and secure environments where the child's basic needs are being met; • at different rates when the child is developmentally ready; • when the child experiences successes, personal challenges, and positive feedback; and • when the child is actively involved. 	<p>King George School is a K-8 school, located in the East End of Brandon, which is a residential and industrial area of the city. We have a student population of approximately 265 students with diverse multi-cultural, and socio-economic backgrounds.</p> <p>Our K-6 students attend from our own catchment area, while, at the grade seven and eight level our catchment area is expanded to include students from Riverview School.</p> <p>Our students benefit from the Kiwanis Terrific Kids Program, the Food for Thought breakfast program, the Westman Immigration Services EAL after school program, and the Lighthouse after school program.</p> <p>We have developed special partnerships with businesses in the area, as well as, long-term relationships with the senior citizen home and the BRHA, located close to our school. We have a good working relationship with the Brandon Friendship Centre, Brandon University, Assiniboine Community College and Westman Immigration Services. These partnerships enhance our ability to provide more in-depth programs and support for our students and staff.</p>
Main Areas of Focus in School Development for 2013-2014.	
<p>Third Year of 3-year Plan</p> <ul style="list-style-type: none"> • To develop and promote positive self-worth and responsibility. • To maximize student learning in literacy and numeracy. • To maximize student achievement through integration of technology, Brain-Based learning and the RTI model. 	
School Goal #1	
To develop and promote positive self-worth and responsibility.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • The school-wide behaviour expectations were reviewed with students. Cross-grade, multi-aged activities were planned to assist in developing relationships across the school. Bi-monthly themes were planned and carried out by the students and staff. • The EBS Committee developed a House System for all students to try and promote engagement and positive reinforcement. 	<ul style="list-style-type: none"> • 95% of students have been involved in leadership roles. • EBS assemblies on monthly basis to promote positive behaviors. • Y Revolution organized Peak of the Market fundraiser. • Decrease in office referrals: 93% of students have not had office referrals from September 2012 to June 2013. • Students raised \$4,000.00 for cancer research from Terry Fox Run. • Students collected 1099 pounds of food. donations for Farm Credit Canada Drive Hunger Away program.

	<ul style="list-style-type: none"> EAL students hosted Cultural Days on March 20 & 21, 2013. Student Ambassador Program to help give students skills to deal with bullying. Student Council involved with organizing special school activities such as a Spirit Week, Dance, and a talent show. Student Council Committee runs canteen on a daily basis. Michael Wenham Head Shave raised over \$11,000.00 for Cancer Research in April. First Pow Wow was held at King George School on May 30' 2013. 98% of students at King George had a high sense of belong - the Canadian norm was 85%. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. At King George the students rated Advocacy at School at 7.2 out of 10; the Canadian norm is 4.9.2 out of 10; the Canadian norm is 4.9.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
To maximize student learning and achievement in literacy and numeracy.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> The classroom teachers met with the Literacy Resource teacher to write Individual Education Plans for students in their classroom. We developed consistent Learner Profiles student portfolios for K to 8 students. We developed a Fountas and Pinnell Benchmark Assessment Chart that tracks every student at King George School from Grade 1 to 7. We began infusing our literacy goals, such as school wide poetry and story writing into our EBS House System. By using this format teachers are able to use common language, common understanding and common strategies to teach literacy to the Grade 8 students. In 2012 we successfully applied for the Indigo Love of Reading Grant and received \$67,000.00 over the 	<ul style="list-style-type: none"> Literacy teacher using co-teaching model to work with students. School wide "Persuasive Writing" days (5 minute Quick Writes) - a total of 272,638 words to date. All students from grades 1-8 have been assessed Fountas Pinnell, significant growth has been shown by each individual student. All K-8 students have common student portfolios and learner profiles. Numeracy committee has developed a checklist of Math Continuum of Essential Skills. School wide International Pi Day planned for March 14, 2013. \$67,000 Indigo Love of Reading Grant (over 3 years) has made a significant difference in students having

<p>next 3 years to improve our school and classrooms. We successfully completed year one.</p> <ul style="list-style-type: none"> • A Numeracy committee was formed to identify and bridge early years and middle years targeted strategies. • The committee met on a regular basis and developed a very specific continuum of grade outcomes that was shared with all teachers. 	<p>access to good reading books in their classroom and school libraries.</p> <ul style="list-style-type: none"> • November 2012, April 2013 “Bridges to Literacy” initiatives to develop greater student/family engagement in reading hosted Celebration of Learning Home Reading Party with 72 families attending each session. • Grade 7 students at King George ranked as high as #1 in Canada and #3 in the world during certain days of the school year in the Mathletics online Numeracy Program.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 4. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services. 	
School Goal #3	
To maximize student achievement through integration of technology and brain based learning.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • King George School has identified staff and student technology leaders. We have also provided students and staff with accessibility to technological resources such as smart boards. • iPads, apple TV laptops, desktops, software programs and PD. We are moving toward one to one mobile computers and have a wireless infrastructure in place that will allow this process to happen. • Staff has engaged in professional development in brain based learning and is incorporating some of the principles in the classroom. 	<ul style="list-style-type: none"> • Currently all classrooms have four desktop computers and access to a Smart Board. • Students have access to a mobile cart of 25 iPads and a mobile cart of 13 laptops. • All teachers have access to iPad 2. • Technology leaders have been identified (Technology committee); staff have attended iPad, Smart Board and Word Press professional development. • Classes are using Moodle, iPad and Apple TV applications. • All staff attended Brain Based Learning professional development. • Formation of Brain Based committee. • Technology and Brain Based Learning have been integrated with all regular classroom activities. • 73% of students surveyed had access to personal wireless mobile devices (laptop, tablet, Smart Phone).

Divisional Objectives with which this school goal is aligned
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.
School Accomplishments of Note for 2012-2013
<p>On March 14th we celebrated International Pi Day with school-wide math activities and a competition to see which student could recite the most decimal places of Pi. Our eventual winner was able to recite Pi to the 126th decimal place.</p>



Kirkcaldy Heights School

Safety is your right and kindness is your responsibility

Kirkcaldy Heights School

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Grade Distribution
K-8

Vice-Principal
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Principal's Message

Each year the planning process involves all stakeholders as we work towards the best learning environment possible. It is only through support of students, parents, staff and community can we meet the needs of all of our children. As you will see, this plan incorporates the areas of major focus for the upcoming year from a school, divisional and provincial perspective.

Parent Advisory Council Chairperson's Message

Kirkcaldy Heights Parent Council continues to be committed to supporting the best educational opportunities for our children at school. Our council works as an advisor and provides feedback and support for the staff. The council provides an opportunity to discuss various issues, facilitate parenting sessions, offers a lunch program, arranges fundraising and volunteers for the school programs and activities. We continue to work in partnership with the school to achieve our goals for our children in the 2012-2013 school year.

Lori Hildebrand

Chairperson/Kirkcaldy Heights School Parent Council

Vision Statement

"To be a child-centered educational facility built on community partnerships, effective leadership and exemplary practices to meet the academic, social, physical and emotional needs of each child".

Mission Statement

- To provide a safe environment for learning and teaching;
- To provide programs and services which facilitate the development of students as healthy contributing members of society.
- To facilitate ongoing communications amongst students, parents and community.

Learning Beliefs

Kirkcaldy Heights School believes:

- learning is an open-ended, continuous; developmental process that involves the whole

Contextual Description

Kirkcaldy Heights School is an inclusive Kindergarten to Grade 8 school with a current student enrollment of 377. The staff and community have high expectations for their students and believe that every student has gifts and talents.

<p>student;</p> <ul style="list-style-type: none"> • learning is more effective when the learner is actively involved; • learning occurs when it has a significant impact on the learner; • learning occurs in different ways & and at different rates & for different reasons for each learner; and • learning requires internal and/or external motivation involving successive experiences. 	<p>It is the school's and parent's responsibility to provide the opportunities for these gifts to be expressed. All learners are provided with differentiated instruction strategies. Partnerships with the YMCA, Kiwanis, Lions, Rotary Club, City of Brandon, Brandon Fire Department and Brandon Police Service provide additional programs to compliment the provincial curriculum. Kirkcaldy Heights School has a breakfast program, supports a lunch program, and has a daycare facility, Fuzzy Bears.</p> <p>School programs which students are actively involved in are peer helpers, anti-bullying program, recycling program, student council, canteen, and extra curricular activities both athletically and culturally. The staff also utilizes a "PAWSitive" Program. The program involves students being caught doing good deeds for others and they are awarded an entry card for prizes. Staff issue the cards when a staff member witnesses or is a recipient of the good deed. The purpose of the program is to develop a caring attitude and to reinforce positive behaviour and citizenship.</p>
<p>Main Areas of Focus in School Development for 2013-2014.</p> <ul style="list-style-type: none"> • Numeracy - To increase student learning and achievement in numeracy, focusing on math computations and mental math strategies in gr. 3, 5, & 7. • Literacy - To increase student learning and achievement in literacy, focusing on responding critically to text and word choice in writing. • Safe Schools - To maintain and improve the level of initiatives in place for an inclusive school. <p>(Technology-based infusion throughout the above three goals)</p>	
<p>School Goal #1</p> <p>Numeracy</p> <p>To increase student learning and achievement in numeracy, focusing on math computations and mental math strategies in gr. 3, 5, & 7.</p>	
<p>Actions Taken towards Goal #1</p> <ul style="list-style-type: none"> • K-8 focused on effective strategies to increase knowledge of basic facts and mental math. • Utilized various programs and manipulates- Power of 10, Digi blocks, Learning Carpet, Base 10, interactive games/manipulatives, Math Makes Sense, Mad Minutes, Math Conditioning. • Explored Origo math and brain-based strategies. • Attended math workshops. • Explored numeracy blocks. • Enrichment clusters throughout the year (gr 5-8). • Explored Smart tools with our SmartBoards. • Students with LD used various apps on Ipads. • Laptops/desktops were utilized with grade level math websites to reinforce basic facts and mental math skills. • Team Planning/Collaborated with teaching partner and shared resources. • Attended class profile meetings 2x/year, IEPs, Adaptation Plans, & collaboration with our School Psychologist. 	<p>Indicators of Progress regarding Goal #1</p> <ul style="list-style-type: none"> • Grades 1-8 WRAT results according to Basic Facts, looking at 3% increase from beginning of the year to the end of the year. The above goal was achieved from grades 1-8. • 5% increase in students meeting outcomes in Mental Math in Grade 3,5,7 (comparing each grade against itself the following year. Ex.2011/ 2012 Grade 3's against 2012/2013 Grade 3's) <p>Grade 3: Mental Math-3% decrease</p> <p>Grade 5: Mental Math-22% increase</p> <p>Grade 7: Mental Math-13% decrease.</p>

Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
<p>Literacy</p> <p>To increase student learning and achievement in literacy focusing on reading strategies, writing strategies and comprehension development.</p>	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Implemented school-wide Guided Reading, staff attended PDs in Fall 2012 and Winter 2013 and received guided reading coaching by our literacy support team. • Literacy support teachers attended off-site PD sessions. • Purchased Guided Reading resources and all staff received F&P Guiding Readers and Writers resource book. • Developed strategies to assist struggling readers – Megan Milani program/strategies. • Teacher Librarian spoke to teachers/students about choosing "Just Right" reading materials. • Teacher librarian purchased a variety of materials for a wide range of reading levels (including high interest –low vocabulary, graphic novels, additions to young adult section and illustrated books). • HALEP planning, instruction and support in various classrooms throughout the year. • Implemented differentiated/level appropriate phonemic awareness programs in classrooms. • Explored literacy blocks, gr. 3 teachers had literacy block planning/debriefing. • School wide implementation of Fountas and Pinnell, all staff were trained at the beginning of the year. • Enrichment clusters gr. 5-8 throughout the year focused on writing skills offered at various times throughout the school year. • Continued to utilize the 6+1 writing traits. • Students utilized assistive technology (Kindle, iPad, laptops.) • Balanced Literacy Training took place at BSD office. • Supports with: Speech Language Pathologist, Speech Language Pathologist EA, Literacy Support Teachers, 	<ul style="list-style-type: none"> • All students will demonstrate growth in reading comprehension development by one level during the school year according to Fountas and Pinnell assessment results. <ul style="list-style-type: none"> ○ All students met this goal • 5% increase in the number of students meeting grade level expectations in Writing Skill Development based on BSD Kindergarten Assessment, classroom based assessments for grades 1-4, and Brandon School Division Writing Indicators for grades 5-8. <ul style="list-style-type: none"> ○ 5% growth was met

EAL Teacher, Resource Teacher, EAs, Guidance Counsellor, Manitoba Education Vision Consultant, School Psychologist, and Tech Specialist.	
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #3	
Safe Schools	
To maintain and improve the level of initiatives in place for an inclusive school.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • EBS matrix - each class reviewed the matrix and was discussed at an assembly in September 2012. • Pawsitive cards - all teachers were provided with cards to handout to students for the month of September 2012. • Increase the number of cards handed out by 10% - this was not met. • On-going staff collaboration. • On-going peer teaching/learning. • Alternative recess room continued to be utilized. • Reflection of behaviour was encouraged in written or discussion form (students were expected to complete reflection sheet while in alternative room). 	<ul style="list-style-type: none"> • 100% of new staff was in-serviced in EBS. • Monthly paw cards were displayed on bulletin board. • Baseline of number of paws handed out was determined (320). • The % of cards handed out and displayed on bulletin board decreased over the course of the year. • Monthly themed virtues were highlighted and school wide messages were delivered by teams of early years and middle years students working together. • The majority of staff participated and engaged in an activity to display on bulletin board. • The Youth Revolution - Wear Pink, Fill your bucket activity, Anti-Bullying Policy, as a school we acknowledge, reinforce, and are proactive. • Continued use of alternative recess room to address physical aggression, there were 58 visits this year with 35 students as of June 10th, 2013, and 104 visits with 55 students last year. This equates to 9% of our student population for 2012-2013 school year and 15% for 2011-2012 school year. • A decrease of 6% as compared to last year's results.

Divisional Objectives with which this school goal is aligned

1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.
2. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).
3. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
4. To strengthen the learning engagement and achievement of learners with English as an Additional Language.
5. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

School Accomplishments of Note for 2012-2013

- The Kindle the Fire enrichment cluster group had three students who entered the Polar Expressions Publishing writing contest. Two students of these students had their writing published in two Polar Expressions books and received prize money in June 2013!
- KH School hosted a Science Fair on February 28th, 2013. There were 93 student projects ranging from grades 3-8 and 41 judges; parental volunteers, community members, ACC students, Crane Steel Construction, YMCA, and BU students. There were an array of categories; Science/Math, Health, Biotechnology, Earth, Health Science, Engineering/Computing Science, Physical/Math Science, Life, and Physics/Math. We were the second highest school to participate in the 2013 Western MB Science Fair – 77 students. There were eight students that won an official special award, seven students that won a gold medal, twelve students that won a silver medal and 9 students that won a bronze medal.
- KH implemented assistive technology for students with learning difficulties from K-8. Seven Ipads were purchased/used for multiple students to assist with areas identified on their IEPs or areas they needed to improve in related to various domains - social/emotional, literacy, numeracy, and fine motor. We purchased seven Kindle Keyboards and used ten Kindles in our building to assist with students' ability to read. The Kindles have the text to speech feature which helped our struggling readers. We assisted twenty students this year with assistive technology to meet their programming/diverse needs.



Linden Lanes School

Home of the Leopards

Linden Lanes School

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Principal's Message

Linden Lanes School is proud to provide exemplary programs with emphasis on student achievement and engagement in learning. We work as a community of learners dedicated to foster the best possible learning experience for each student. We value the partnerships with families and our school community.

Parent Advisory Council Chairperson's Message

As representatives of Linden Lanes Parent Council, we work to foster a vibrant school community by helping the development of a common vision for our school. Through fund raising and support, the Parent Council strives to assist the staff to enhance the educational and personal development of all our children. We look forward to working together to achieve this goal.

Mrs. Kari Baraniuk, Co-chair

Mrs. Amy Baraniuk, Co-chair

Vision Statement

To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

Mission Statement

Utilizing a team approach Linden Lanes School and community will provide a safe, challenging and supportive environment that will facilitate learning for all individuals.

Learning Beliefs

Linden Lanes School believes that all people are capable of learning. The statements that follow are reflective of what we believe about how people learn.

- We learn:
 - through our senses;
 - through social and environmental interaction;

Contextual Description

Linden Lanes School is a Kindergarten to Grade 8 school with a current enrollment of approximately 360 students. The Manitoba Education Citizenship and Youth curriculum is followed at all grade levels. A strong emphasis is placed on student achievement and engagement in learning within a safe, supportive and respectful school environment.

<ul style="list-style-type: none"> ○ when we achieve success, which in turn enhances self-concept/self-esteem; and ○ when mistakes are viewed as opportunities to grow. • We learn and develop at different rates. • We have different styles of learning. • Learning is enhanced; <ul style="list-style-type: none"> ○ when our body is rested and well nourished; ○ when multiple intelligences are recognized and fostered; and ○ when the learner has input and ownership. • Emotional growth, resulting from a caring and supportive emotional climate, enhances all learning. • Learning is best achieved through a process-oriented approach. • Language is integral to learning. • Learning Is Life-long. 	
Main Areas of Focus in School Development for 2013-2014.	
To increase the achievement of all students with a focus on engagement in learning.	
School Goal #1	
To increase the achievement of all students with a focus on engagement in learning.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • School achievement data was collected and analyzed in relation to student achievement, planning for instruction and to use during the reporting periods. • Students participated in self-reflection, goal setting, and shared their accomplishments during a Celebration of Learning and Student/Parent/Teacher conferences. • Communication links with families remained a priority. • Teachers participated in professional development in areas of assessment, writing development, literacy, numeracy, technology, and student engagement. • Literacy and numeracy skills and competencies remained a strong focus across all curricular areas. • Differentiated learning opportunities were implemented with a focus on student engagement. This was a strong area of emphasis in HALEP unit planning as well as during enrichment clusters. • Literacy Support at both the early and middle years assisted with the acquisition of literacy skills and strategies. 	<ul style="list-style-type: none"> • Benchmarks for student achievement data at the Grade 3, 5 and 7 levels showed strong, consistent growth in all areas of literacy and numeracy. • The percentage of students meeting or approaching curricular outcomes continue to be “at” or “above expectations” when compared to divisional data at the Grade 3, 5 and 7 level in literacy and numeracy development. • Review of class profiles showed a strong percentage of students at all grade levels reaching targeted growth in literacy and numeracy. • Student responses from enrichment clusters showed positive engagement in learning.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 “Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and 	

<p>Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement".</p> <ol style="list-style-type: none"> To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
To continue to develop a respectful and safe school community.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Effective Behavior Support (EBS) was a continued focus with reference to the school behavior matrix. Classroom and school expectations around a "peaceful school/classroom" continued. Various anti-bullying presentations and strategies were used throughout the school. Middle years students (Grades 6 to 8) participated in the "Tell Them From Me" survey. Student Leadership and social responsibility were fostered by various projects and charity fundraising events in conjunction with Y-Revolution. Various presentations by police department and firefighters to emphasize community safety. The commitment to maintain a safe and caring school environment that promotes and fosters tolerance and respect was emphasized in all areas. Roots of Empathy project (Grade 4) 	<ul style="list-style-type: none"> Increase in student engagement in learning and school activities. Increase in examples of student demonstrated aspects of social responsibility. All students had the opportunity to participate in enrichment clusters. Students with a positive sense of belonging and students who were interested and motivated to learn remain "at" or "above" the national norm as measured by the "Tell Them From Me" survey. Students who felt safe at school were "at" or "above" the national norm while students who were victims of bullying were well "below" the number indicated for the national norm as measured by the "Tell Them From Me" survey.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Accomplishments of Note for 2012-2013

- Science Expo and Western Manitoba Science Fair – Following a successful Science Expo at Linden Lanes, 21 students and 16 projects went to the WMSF. 15 students either received medals or were awarded recognition for their work.
- Winnipeg Symphony Orchestra – 5 classrooms of students from Grades 4 to 6 attended the performance of the Winnipeg Symphony Orchestra as part of the music program. Students were prepared for this concert by listening to and studying the pieces prior to attending. It was also an opportunity to practice concert etiquette.
- Y-Revolution and Student Leadership Team – Both of these groups worked together to promote the Day of Pink and anti-bullying activities and presentations.
- Grade 4 students had the opportunity to plant seeds and learn to care for plants as part of a Community Garden Project.
- Student participation was high in all school sports and activities including intramurals, soccer, volleyball, basketball, badminton, cross country, track and field.



Meadows School

Home of the Mustangs

Meadows School

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Nancy Dane

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K-8

Vice-Principal
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Principal's Message

As we end this school year, we can reflect with pride the accomplishments and achievement of our students and school community. The purpose of the Annual School Year End Report is to let our community know about the ways in which we improved the education of our students through specific goals and actions in the 2012-2013 School Plan. We believe we achieved those goals through the implementation of our school plan along with established supports for students. It has been a year of learning opportunities and many successes. We continued our work in the School Community Wellbeing initiatives with our school community groupings, and events for supporting the pillars of our Effective Behaviour Support Program (EBS) which are; responsibility, respect, and safety. Celebrating the diversity of our school population was a theme within the activities that supported this school goal.

Our School Goals were:

- staff professional development in regard to the Response to Intervention (RTI) Model of deploying services to students facilitated by a book study, "The Pyramid Response to Intervention";
- (K-8) continued focus on supporting our students to become responsible citizens of a democratic society with engagement of students in their learning as a priority in our approach to learning and curriculum delivery;
- student Engagement Clusters grades 7 & 8 were completed in two blocks of time; and
- participation in the "Tell Them From Me" Survey.

Our achievement data shows that we are experiencing growth in achievement of our students as they progress from K-8. We are very proud of the academic, personal, and social development of our students overall. Without the support of parents and caregivers, the Parent Council, and the entire school community, these achievements would not be possible.

Parent Advisory Council Chairperson's Message

We would like to welcome all parents and guardians who wish to get involved with Parent Council! The Parent Council can play a vital role in the education system. They provide a forum through which parents and other members of the school community can contribute to improving student achievement and school performance. Participating on the parent council will be a rewarding experience for all those who value the opportunity to make a difference in their child's education. We meet once a

month at 7:00 p.m. and free childcare is provided for those attending the meeting. Please join us at our next meeting! Candace Hildebrand (President) & Lorie Stutsky (Vice-President) for 2013-2014

Vision / Mission Statement

Our vision & mission at Meadows School is to create a safe environment where children can achieve their potential, become responsible citizens and life-long learners, and appreciate and adapt to the diversity of our society.

Learning Beliefs

Meadows School will:

- promote a positive school climate by modeling the qualities & characteristics that we strive to instill in our students;
- provide an inviting classroom & school environment with clear expectations, & consistent consequences;
- help all students achieve the essential outcomes of the curriculum by addressing their individual needs & learning styles.
- work together in developing instructional & assessment strategies that enable us to monitor & assist the learning of individual students; and
- involve parents in the education of their children by keeping them informed of student progress, offering suggestions for assisting their children, and engaging parents in the school planning process.

Contextual Description

Throughout the 2012-2013 school year Meadows enjoyed an enrollment of approximately 440 students. We offer all curricula as mandated by the Education Department of Manitoba. Our population is composed of urban, rural, Aboriginal, and English as an Additional Language (EAL) students, many of whom are bused to school. We have over 35 teachers as well as a large contingent of support staff. Within these numbers our school offers the services of physical education and music specialists, a teacher librarian, a counsellor, resource teachers, literacy support teachers, EAL teachers, a High Ability Learners Teacher, Empower Reading teacher, and Reading Recovery teachers. Meadows School offers Band, Home Economics, and Industrial Arts programming for the grades 7 and 8 students. We offer a Basic French program to grades 4 to 8. The multi-cultural environment of our school provides a unique and rich experience for our school community members.

Main Areas of Focus in School Development for 2013-2014.

Our main areas of focus are;

- implementing the Response to Intervention model in our school;
- celebrating the diversity of our school community; and
- enhancing the engagement of students in their learning at every opportunity.

School Goal #1

Implementation of the Response to Intervention Model of resource deployment in response to student needs to improve student achievement across the core subject areas.

Actions Taken towards Goal #1

- Student programming is constantly monitored to ensure appropriate programming is being implemented.
- RTI teams meet to make decisions about programming for students with all stakeholders present.

Indicators of Progress regarding Goal #1

- We have observed that our Adaptation Plans/IEP's/BIP's are more fluid and flexible as they are monitored and revised often thus meeting students changing needs more successfully.
- We believe that our Adaptation Plans, IEP's and BIP's have shown improved goal setting, strategy implementation, and evaluation due to the RTI model we are implementing.
- It is noted that these meetings are time consuming / use more clinical time / require sub cost time, but have been hugely successful. It has also been noted that classroom teachers/professional support staff/EA's are much better equipped to manage the programming of students with complex needs due to this level of communication and planning.
- We have a much improved individual and whole school perspective on the "caseloads" of our professional support staff, which students are in programs, are the programs meeting their needs, can a student be moved in or out of a program, and how is the student transferring new knowledge to

	<p>the classroom setting.</p> <ul style="list-style-type: none"> Overall, communication between all staff involved with students with complex needs has improved significantly. We have noted a stronger commitment to a team focus when supporting a child in their learning. As well we have observed highly creative thinking when teams work together for solutions to roadblocks in helping students increase their achievement.
Divisional objectives with which this school goal is aligned	
<p>1. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through Divisional and school-based simultaneous implementation of the “Response to Intervention” (RTI) model of student support services.</p>	
School Goal #2	
<p>Increase our understanding of multiage philosophy, classroom applications, and curriculum implementation to improve our ability to provide high quality education in multi-level classrooms.</p>	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Staff has attended professional development opportunities throughout the year. Staff has collaborated in preparing for multi-age classrooms from grades 1-8 for the 2013-2014 school year. Staff has worked in teams to prepare for identifying essential outcomes in curriculum, and unit planning. Current grade 7/8 teachers meet on a regular basis to collaborate and problem solve challenges and successes within their multi-age classrooms. 	<ul style="list-style-type: none"> Staff report that the professional development in this area has been helpful, and they suggest that more opportunities for this collaborative work is needed. Our staff and school community have been involved in planning for a complete multi-age school context from timetabling, subject assignments, and creating class groupings. All multigrade group teachers engaged in a collaborative workshop where unit planning for multi-grade classrooms was part of the dialogue. Collaborative problem solving to meet challenges as they arose was successful, and helped to more strategically plan for the upcoming year.
Divisional Objectives with which this school goal is aligned	
<p>1. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through Divisional and school-based simultaneous implementation of the “Response to Intervention” (RTI) model of student support services.</p>	
School Goal #3	
<p>Increase student engagement in their learning to improve achievement in academic, social, and emotional domains.</p>	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Students participated in the Tell Them From Me survey in 2012. Due to technical challenges divisionally, the students were not able to participate in the survey this year. Teachers paid particular to ensuring that student engagement in their learning was a priority in unit and lesson plan delivery with an increased focus on choice in learning, active learning, and differentiated assessment. Youth Revolution activities have a high level of visibility in our school, and the students and teacher involved are strongly committed to this group. The Meadows school community has embraced that ideal of the celebration of cultural diversity. 	<ul style="list-style-type: none"> The high level of positive response to the Engagement Clusters in grades 5-8 focused on; active learning, relevance to real world, choice, working with peers, student planning with the teacher. The results of our Tell Them From Me Survey in 2011-2012 show a high level of student engagement in the areas of; sports, school clubs, value of school outcomes, to name a few. The results also show a higher than Canadian norm in terms of the interest and motivation of our students, and that they believe their school work is relevant and rigorous. Teachers report (especially in the middle years) that an increased focus on choice in learning, active

	<p>learning, and differentiated assessment has been observed as increasing student engagement.</p> <ul style="list-style-type: none"> • Staff, students, and parents report the success of this group in reference to individual student growth as confident individuals, growth in leadership qualities, and empathy for others. As well, the effect of their role modeling is noted amongst staff. • We have far less discipline within classrooms and requiring attention by administrators in the area of differences based on cultural or racial issues.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement, specifically learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, learning disengagement issues. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> • At the culmination of the 2012-2013 school year, our middle years students were awarded more silver and gold medals for overall achievement in academic, citizenship, artistic, and athletic domains than in the past, which is an achievement that the school community is very proud of. • Several students were successful in national competitions in mathematics with the support of our HALEP teacher. We also included the grade five and six classrooms in the Engagement Clusters which were very popular and effective in our quest to increase student engagement. • Of significance has been the collaborative and cooperative manner in which our school managed very successfully to use all school physical space, which was at a premium, in a very effective manner. As well, we created five multi-age grade 7/8 classrooms. This could be argued to be the most challenging grade groups to mix, but the teachers and students met the challenges of this effort with collaboration, a positive attitude, and a high level of cooperation. 	



ÉCOLE NEW ERA SCHOOL

Linguistically diverse, culturally rich, educationally strong

École New Era School

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Enrolment
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Secretary
[Shannon Leachman](#)

Receptionist
[Heidi Williams](#)

BSSAP/CSPI Connector
[Delvina Kejick](#)



Principal's Message

École New Era School continued to see significant growth with our student population reaching more than 550 students. Later in the fall, our school community learned that close to 100 students would be re-located to Earl Oxford for 2013-14. Despite the anticipated changes, there were many school-wide learning initiatives introduced and enhanced: Literacy Blocks were scheduled for English and French Immersion students in grades 1-4, strategic groupings were used for more effective numeracy instruction in English grades 3-8, the EAL Social Studies Project expanded to include English grades 3-8, and a second cart of iPad 2s were purchased to help expand our mobile computing initiative. The success of these initiatives will be shared later in this report.

Parent Advisory Council Chairperson's Message

Parent Council's goal in the 2012-2013 school year was to continue to contribute positively to the school and foster its community spirit. A successful Welcome Back BBQ was held in early September, a Family Movie Night was presented in late January, and our annual Family Picnic went ahead again (despite rain) in mid June. The PAC also continued their generosity by giving t-shirts to all Kindergarten students (\$800), awards to patrols valued (\$200), a new laminator for the school (\$1500), a new microwave for the staff room (\$100), student leadership team t-shirts (\$400), and \$2000 towards much needed learning resources for 2013-14. The PAC's goal was for a sense of unity to be prevalent among our diverse student population and across both language streams. We are excited to see New Era thriving and hope that we can continue to provide strong support to our students, administration, teachers, and parents.

Vision Statement

We envision a school where there is a safe, respectful, and inclusive environment, and where parents, community, and staff encourage and support students to reach their potential.

Mission Statement

We will continue to establish high standards of learning for all students in both French and English languages by focusing on exemplary instructional practices, individual needs and curricula; working in partnership with the community to develop lifelong learners; and developing responsible citizens who respect and value diversity.

Learning Beliefs	Contextual Description
<p>École New Era School believes that In order to advance the shared vision and mission of our school we will:</p> <ul style="list-style-type: none"> • provide a warm, inclusive classroom environment for all students with clear; • consistent expectations and academic goals; • help students achieve their potential by addressing their individual needs and learning styles; • collaborate (including colleagues, parents, students and community) so that we can achieve our collective goals; • involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their children; • demonstrate our commitment to ongoing professional development and continuous improvement; • promote a positive, multicultural school climate by modeling the qualities; and characteristics that we hope to instill in our students. 	<p>As the school division's only dual track K-8 school, New Era finished the 2012-13 school year with approximately 525 students, including more than 200 students in French Immersion and 150 students designated as EAL. In addition, our school continued to be home to a divisional program - the EAL Reception Center.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • 21st Century Learning - encompasses not only our attempts to further expand mobile computing access for students, but also includes an exploration into helping learners develop skills in critical thinking, communication, collaboration, and creativity, through themes such as global awareness, community service, media literacy, healthy lifestyles, and environmental awareness. • Balanced Literacy - in addition to continuing the scheduled Literacy Blocks Grades 1 and 2 in both English and French Immersion programs, we will be developing guided reading and writing models for Grades 7 and 8. Also, there will be additional focus on phonemic awareness in EY literacy instruction. • EAL - will include the social studies model offered to Eng Grades 3-6 as well as an increase in co-teaching partnerships between classroom and EAL teaching staff. The successful EAL Book Project will also continue in an attempt to create another set of dual language for school and community use.. • Numeracy - a Numeracy Support position (.5) will greatly enhance the Numeracy Team's school-wide effort to address the needs of struggling learners and assist classroom teachers with developing best practices, differentiation strategies, and continuing to use strategic groupings to help ALL learners in ALL numeracy strands. 	
School Goal #1	
Balanced Literacy	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Scheduled Literacy Blocks for Eng and FI grades 1-4 • Our Literacy Blocks involved a group of teachers and support staff dedicated to providing effective reading instruction to all students in Eng and FI Grades 1-4 during scheduled "blocks" within the timetable. 	<ul style="list-style-type: none"> • Teachers are able to provide class-by-class evidence of student growth in decoding and comprehension skills (from F and P assessments). Our "Lit Block" structure is a major factor because it allows for consistency (built directly into the timetable), small ratio groupings, teacher reflection and skill development, and student risk-taking. • The momentum of the Early Years lit blocks has carried over into Middle Years. Our Middle Years Literacy Support teacher is working with grade 5-8 teachers to introduce guided reading and other effective balanced literacy strategies for those levels.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and 	

<p>Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”.</p> <p>3. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.</p>	
School Goal #2 English as An Additional Language	
Actions Taken towards Goal #2 <ul style="list-style-type: none"> EAL Social Studies for Grades 3-8 The impact of this initiative on student learning continues to be encouraging. EAL students benefited from the content and vocabulary of the social studies curriculum as well as additional English language instruction. As well, this model is enrichment rather than remediation. The Book Project is another EAL initiative that has continued this year. It provides students with the opportunity to create and publish original stories and illustrations that are presented in both English and their first languages. The student books created in 2011-12 (including work in Spanish and Mandarin) were professionally published thanks to the support of the Brandon School Division. The completion of these books was celebrated with BSD's Board of Trustees in early June. 	Indicators of Progress regarding Goal #2 <ul style="list-style-type: none"> EAL stages growth – the advancement of EAL students in language stages is notable. This can be attributed to our Gr 3-8 social studies SIOP project, our individualized and small group focus on EY EAL students, and the impact of FDED Kindergarten on language acquisition and development. As well, during the second half of the school year especially, more classroom teachers have partnered with our EAL staff to develop co-teaching strategies model so that they can be equipped with their own SIOP and best practices strategies.
Divisional Objectives with which this school goal is aligned <ol style="list-style-type: none"> To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 	
School Goal #3 Numeracy	
Actions Taken towards Goal #3 <ul style="list-style-type: none"> Strategic Groupings for Numeracy in grades 3-8. The Numeracy Team and grade-level teachers developed an experimental plan to strategically group students in similar grade ranges. This was to assist them with achieving specific outcomes in the number concepts and operations strand. Gaps in learning could be filled to promote future growth and to narrow the scope in the differences in abilities so that learning needs could be better targeted. All students were assigned to appropriate groupings according to their math skill levels and growth was tracked. 	Indicators of Progress regarding Goal #3 <ul style="list-style-type: none"> There is greater confidence/achievement in students who are able to learn numeracy content at a pace that coincides with their level of numeracy development. There is evidence of growth in each student’s numeracy continuum. The work in this goal also reinforces for our school the need for numeracy support as well as the development of a school-wide approach to teaching numeracy in ALL grade levels with: <ul style="list-style-type: none"> a collaboration structure for teachers (to share, visit current data, track growth); more clear direction about acceptable strategies and best practices (incl. mental math, problem-solving, blending and spiraling of strands); development of a numeracy resource bank; development of an electronic numeracy folder for teachers; and revision of plan for our school-wide tracking of numeracy growth.

Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 3. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #4	
Expansion of mobile computing	
Actions Taken towards Goal #4	Indicators of Progress regarding Goal #4
<ul style="list-style-type: none"> • We expanded our collection of mobile computing devices as it is essential for the 21st Century student to be proficient in the use of technology.. 	<ul style="list-style-type: none"> • Student engagement – because our school continues to increase the availability of mobile computing (e.g., iPads and laptops) allowing for consistent and daily practice, students are strengthening their literacy and numeracy skills. • Evidence includes feedback on pencil and paper tests, creative risk-taking in the writing process, and increased desire to engage in reading. • Our students are learning that mobile technology is a tool rather than a toy. • The challenge is being able to provide students with the opportunity to develop their skills in EACH grade level due to restricted access to mobile technology. • A new school goal, 21st Century Learning, has evolved for 2013/14 as an increasing number of classroom teachers have developed learning units that teach students skills in critical thinking, communication, collaboration, and creativity.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 3. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
Other Goals	
Goal - Aboriginal Education	
Actions Taken <ul style="list-style-type: none"> • Our Walking My Path program was again offered to Grade 7 and 8 students with Aboriginal heritage and continued to help them build self-esteem, personal pride, and knowledge of their culture. Students learned to value their contribution to this society, this community, this school, and explore some of the cultural beliefs and values that exist in the communities they originate from. • Our school-based Elder Service was also made available for all students in the school, providing them with an opportunity to make the connection between aboriginal teachings and their day to day lives. • Although little progress was made in developing a proposal for an Aboriginal language immersion program at the kindergarten level, a sound partnership was forged between our school and our Aboriginal Learning Specialist, Amie Martin. 	
Indicators of Success <ul style="list-style-type: none"> • Walking My Path – Students with aboriginal heritage who are involved in this unique program are increasing their own 	

awareness of their culture and can share/discuss their views on topical issues affecting aboriginal people and our society as a whole.

- With the help of our Aboriginal Learning Specialist and our Aboriginal Education Team, we need to continue to help ALL of our students gain a better understanding of aboriginal perspectives/culture through their integration into daily teaching and learning.

School Accomplishments of Note for 2012-2013

- Our Student Leadership Team consists of student representatives from each Middle Years homeroom and focuses on citizenship, building student spirit, strengthening student voice, and committing to community service by working closely with our school-based Youth Revolution.
- I would like to take the opportunity to highlight the success of our learners in French Immersion Grades 1 and 2. Based on a unit "The Rainforest", these students did a fundraiser and a community project. The fundraiser was an environmentally themed jewelry sale where students created jewelry on their own and then sold it during our Early Years Spring Concert in May. The jewelry so impressed the patrons at the concert that product was sold out in no time and the sale raised \$600. The students used ALL profits from the sale to adopt 15 different endangered species that live in The Rainforest through the World Wildlife Federation. The community project involved the students creating environmental awareness posters that they were hoping could be displayed throughout the city. To get permission, the group invited Mayor Decter-Hirst to a presentation on June 11 so that they could share their work and ideas with her. Needless to say, the Mayor's response to the students' work and inspiring ideas was overwhelmingly positive.
- I would like to mention the work and "community-mindedness" of students in M. Bessette's FI 5/6 who on two separate occasions held bake sales to raise funds for both Samaritan House and Westman Dreams for Kids.



École O'Kelly School

École O'Kelly School

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Principal's Message

The School Development Plan provides for the development and growth of a school's quality of instruction and learning opportunities for all students. The main purpose is to affect the improvement of student achievement. The development of this school plan has taken into account the learning needs of our students, and the characteristics of our students, school, and community.

Parent Advisory Council Chairperson's Message

The O'Kelly Parent Advisory Council (OPAC) has focused its energy on raising funds to support the work of the O'Kelly students, staff and school community and in promoting O'Kelly School in the military community and the larger Brandon area. We have been involved and consulted in the planning process and hope to see continued progress toward maximizing achievement and opportunity for every student.

Vision Statement

We envision a partnership with our community to achieve a positive, safe, caring, and respectful learning environment that focuses on the needs of students, staff, and our community family.

Mission Statement

With our community, we will establish and promote high standards of personal and academic growth for all. We will work together to develop responsible citizens by enabling each child to realize their full potential in adapting to a diverse and ever changing society.

Learning Beliefs

École O'Kelly School believes:

- every child has the right to and must be provided with the opportunity to learn in a safe environment;
- learning is child-based, child-centered and developmental and needs to be nurtured;
- recognize different learning styles and make

Contextual Description

École O'Kelly School is a dual-track K-8 English and K-4 French Immersion school located on the military base at Canadian Forces Base Shilo, about 30 kilometers east of Brandon. Our catchment area also consists of rural property, subdivided acreages and two trailer park areas within seven kilometers of the school. This includes the community area of Sprucewoods

<p>adaptations to provide constructive, hands-on activities;</p> <ul style="list-style-type: none"> • incorporate goal setting with positive feedback • Maintain effective communication to foster empathy and compassion in our school community; • prepare students for their futures by teaching them lifelong academic skills and how to be responsible and productive members of their community; • work together as a collaborative team; and • model expected behaviors and practices. 	<p>that is just outside the north gate of the Base.</p> <p>Our school was built in 1957. The two-story concrete block building structure with stucco and brick facade is typical of many schools on military bases across Canada. It is part of a two-building school complex, the Crerar and O’Kelly buildings. Originally administered by the Department of National Defence, in 1994 the three school buildings in Shilo became part of Brandon School Division. Due to declining enrollment, only the O’Kelly building is currently being used by BSD for classes.</p> <p>The ethnic, socio-economic and cultural mix of students at the school has been changing. In 1994, fewer than 20 students, or 4.6% of the school population, were transported to the school from the outlying acreages and the community of Sprucewoods. In September 2012, the number of families who have no association with the military is at 25, representing 15% of the student body. This trend is expected to continue as the Sprucewoods Trailer Park continues to turn over families on month-by-month leases, and further land is subdivided for small acreages. Another change has been a gradual increase in the number of First Nations students attending the school (24) who now comprise approximately 10% of the student body compared to 1994 when there were no Aboriginal students in the school. We also have fourteen (14) EAL students who speak French and German.</p>
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Main Areas of Focus in School Development for 2013-2014.

The ultimate purpose of our activity is the enhancement of student achievement, learning, and social-emotional well-being. To this end, we have developed goals and action plans in the areas of literacy, numeracy and school environment, based on identified school-wide need and the Divisional Strategic Plan. While the goals are intended to benefit all of the students as a whole, there are actions within each goal area that are intended to improve the well-being and skill levels of our at-risk/low performing students.

School Goal #1

To improve the numeracy skills of our students in Kindergarten to Grade 8 in the areas of problem solving and in the development of numeracy profiles.

Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Strategy chart, common language (2011-2012). • Ensure all classroom teachers receive a copy of the K-8 Numeracy Continuum of skills and the strategy poster (2011-2012). • Grades 3 - 8 use graphic organizers (2012-2014). • QISA (question, information, strategy, answer) a strong focus on strategy not solution (2012-2014). • Each one-teach one Origo game during January PD in 2013 (in January each teacher is to find a game and test it in their classroom, and bring to the school based PD to share with co-workers). • Pilot Mathletics online software program for Numeracy skill reinforcement and support (2011-2012). • Ongoing search for software support for classroom numeracy instruction (2012-2014). • Identify critical competencies in K – 4 (2012-2013). • Implement Math continuum across the grades that 	<ul style="list-style-type: none"> • Improved ability of students to understand, create and solve word problems. • In grade 3, 5 and 7, overall student achievement will improve towards the divisional average in problem solving tasks of the Divisional and/or Provincial numeracy assessment. • Learner profile, portfolio, and/or Celebration of Learning evidence (work samples, presentation, etc). • Students will show more engagement and productivity during math time. • Students will show progress and achievements through the learner profile continuum.

<ul style="list-style-type: none"> indicate the critical competencies (2012-2014). Investigate various forms of assessment/learner profile ie: quad (2012-2013). Sharing strategies, resources, and successes through Professional Learning Communities (2012-2014). 	
Divisional objectives with which this school goal is aligned <ol style="list-style-type: none"> To develop a greater understanding of the research, concepts, and applications of Brain Based Learning To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12 To increase the learning engagement and achievement of students with Aboriginal heritage To strengthen and advance the inclusion of technology and learning processes (K-12) throughout the Brandon School Division To strengthen the learning engagement and achievement of learners with English as an Additional Language To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services 	
School Goal #2 To improve the literacy skills of our students in Kindergarten to Grade 8 in the areas of: Making connections & reflecting when reading, improve fluency & comprehension and using conventions & more descriptive words appropriately.	
Actions Taken towards Goal #2 <ul style="list-style-type: none"> Acquiring appropriate reading material, high, low & at level for each grade level. Guided reading and leveled literacy for Middle Years. (2011-12). Focus on library resources (2012-2014). Middle Years Transition Teacher and HALEP teacher intervention and scheduling for support at various levels (2011-12) Wider RTI focus using other school support staff (2012-2014). Review use of classroom buddy program for more focus and effectiveness 2012-2013. Promotion and Encouragement of the use of "write traits" so there is consistent language used among staff and students (continuous and ongoing). Opportunities for staff PD on WordQ (2012-2013). School recognition of writing and reading accomplishments at school assemblies (2012-2014). Continued Training on using Fountas & Pinnell to help teachers assess for learning, K-3 (2011-12) Middle Years (2012-2013). Infusion of Aboriginal and multicultural literature into literacy activities. Introduced 2012 – focus for 2012-2014. Address literacy concerns and share strategies, resources, and successes through Professional Learning Sessions. (2012-2014). Ongoing searching for literacy software resources for student support (2012-14) and renew annual subscription for Raz-Kids.com (2012-2013). 	Indicators of Progress regarding Goal #2 <ul style="list-style-type: none"> Improved scores on Divisional and Provincial assessments, and on the school based assessments (Fountas & Pinnell, PM Benchmarks). Improved student engagement in reading and writing. Improved use of conventions in writing. Increased student confidence and participation in writing activities.

Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater understanding of the research, concepts, and applications of Brain Based Learning 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues 3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12 and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement" 4. To increase the learning engagement and achievement of students with Aboriginal heritage 5. To strengthen and advance the inclusion of technology and learning processes (K-12) throughout the Brandon School Division 6. To strengthen the learning engagement and achievement of learners with English as an Additional Language 7. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services 	
School Goal #3	
To promote wellness, positive school spirit, and good citizenship in our students and school community by providing opportunities for student leadership and lifelong recreational activities, a warm and welcoming environment in order to maintain a safe and responsible school community and by responding appropriately to the emotional and physical wellness of students, families and staff.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Create a student leadership group (Student Council and YR). • Promote and recognize participation in a wide range of physical activities based on varied interests and abilities (ongoing). • Alternating activities as options for student participation (patrols, office workers, peer helpers etc.). • Student participation in school beautification through the Healthy School Environment Grant. • Continue STARR (Stop Think & Act Respectfully and Responsibly) cross-grade group activities, STARR tickets leading to principal of day. • Change incentive to a choice of student identified rewards. • Review and reinforce Effective Behavior Supports (EBS) – review the matrix and continue to reinforce it through STARR group activity days. • Infuse Aboriginal Perspective into School and Class activities to promote appreciation of diversity. • Organize and implement Professional Learning Communities to work on school goals and provide professional learning opportunities. • Monthly assemblies every 1st Friday. • Plan Volunteer appreciation. • Plan School Celebration Activities such as the Welcome Back BBQ, Christmas concert, Festivale du Voyageur (2012-13), and talent show. 	<ul style="list-style-type: none"> • YR Initiatives in School. • More physical activity at recess. • More enthusiasm within the school. • Higher school. Involvement in all activities. • Higher academic achievement (active, healthy students are more productive). • Increased participation in special days and week recognition such as anti-bullying, Autism awareness, National Aboriginal Day etc. • Increased engagement of students from all socioeconomic and cultural groups.

Divisional Objectives with which this school goal is aligned

1. To complete full implementation of Policy/Procedures 4044.3 “Appropriate Educational Programming: School Wide Enrichment Model
2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues
3. To increase the learning engagement and achievement of students with Aboriginal heritage
4. To strengthen the learning engagement and achievement of learners with English as an Additional Language
5. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services

School Accomplishments of Note for 2012-2013

- Improved Grade 3 Achievement Results in Literacy and Numeracy.
- Regular YR participation.
- Student leadership in Day of Pink activities.
- Cultural presentations (French, Aboriginal games).
- Increased student participation in all sports programs.
- Increased interest in Basic French and Immersion programs.
- Student organized Middle Years wellness day
- Girl self-esteem group



RIVERHEIGHTS SCHOOL

The Heights of Learning

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Principal's Message

The school development planning process has proven to be an effective model for identifying student achievement levels, and from there, providing direction for improving academic performance.

I look forward to working with all staff of Riverheights School in meeting the outcomes as set out in this plan.

Parent Advisory Council Chairperson's Message

The Riverheights Parent Council plays an active role in the school community by working in conjunction with students, parents, and educators. It is our hope that we can all work together in assisting all students in reaching their full potential.

Vision Statement

To be a center of educational excellence, built on community partnerships, effective leadership, and exemplary practices.

Mission Statement

Riverheights School Community has an ongoing commitment to develop individual potential in a safe and positive learning environment, and to promote responsible citizenship through programming that supports excellence in teaching and learning.

Learning Beliefs

At Riverheights School:

- we value the celebration of individual differences;
- we value a safe and positive learning environment;
- we value the inclusion of all stakeholders;
- we value excellence in teaching and learning; and

Contextual Description

At present, there are 403 students attending our school. Unique to Riverheights School is the Life Skills Program supported by the Brandon School Division. The Life Skills students are bussed to Riverheights School from a variety of areas across the city.

<ul style="list-style-type: none"> we value responsible citizenship. 	<p>Riverheights School offers the regular English K - 8 program using the Manitoba Education and Training curricula. Kindergarten is offered as a full day, every day program. Basic French is taught in grades 4-6.</p> <p>Options at the grade seven and eight level include French or Community Issues, and Art or Band. Grade seven students attend Home Economics, and grade eight students attend Industrial Arts.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> To increase individual student achievement in numeracy, with a focus on Number, Mental Math Strategies, and Patterns and Relations. To increase individual student achievement in literacy, with a focus on the writing process. Word choice, sentence fluency, and organization of writing are three particular areas of focus. To increase student achievement in Social Responsibility and to continue with the development of leadership opportunities for our students, and to focus on advocacy for others. 	
School Goal #1	
To increase individual student achievement in numeracy.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> Opportunities provided relating to numeracy through the HALEP clusters Development of a School Wide Numeracy Team Professional Development for teachers with regard to SmartBoard and Ipad usage 	<ul style="list-style-type: none"> Grade 3 Numeracy: <ul style="list-style-type: none"> Patterns - 66% to 71% Equality 66% to 71% Mental Math 49% to 65% Grade Five Numeracy <ul style="list-style-type: none"> Patterns - 29% to 35% Mental Math 21% to 30% Place Value 50% to 56%
Divisional objectives with which this school goal is aligned	
1. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12.	
School Goal #2	
To increase individual student achievement in literacy.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Teacher release for early assessment and enhance programming Literacy support teachers to enhance whole class instruction Use of early years and middle years meetings to provide professional development for staff in the area of literacy. 	<ul style="list-style-type: none"> Grade 3 Reading: <ul style="list-style-type: none"> Sets Reading Goals - 70% to 88% Strategies - 74% to 80%
Divisional Objectives with which this school goal is aligned	
1. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement".	

School Goal #3	
To increase individual student achievement in social responsibility	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Continue with the K - 8 multiage activities. Continue to support grade-alike staff collaboration. Provide opportunities, within the school and in the community, for our students to develop their leadership skills. 	<p>"Tell Them From Me" Survey Results</p> <ul style="list-style-type: none"> Most students believe Riverheights is a safe place to come each day. Many students were able to identify what made Riverheights a good place to come each day, but had trouble identifying how to make Riverheights an even better place to attend.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> Life Skills Program - There has been a major focus on communication with our Life Skills students. Jan Pilling, our SLP, and our Life Skills teachers have combined to put programming in place that will enhance the communication skills of our students. iPads and apps have been purchased and put in place for many students to allow them to communicate more effectively with others. This literacy focus will continue into next year where the focus will be on writing, with Intellikeys being incorporated to assist in the process, where appropriate. Playground Structure - Fundraising has now been completed for a new playground structure. The old structure will be removed over the course of the upcoming summer, and our goal is to have the new structure in place for the startup of school in the fall of 2013. A big thanks to the Riverheights Community, the Brandon School Division, and the City of Brandon for their support of this project. Riverheights School continues to support families and students in need. Our Leadership Team, Community Issues class, Parent Council, and student and staff initiatives have provided a great deal of support to many families and charities within the Riverheights catchment area, as well as the city of Brandon. 	



Riverview School

Home of the Riverview Ravens

Riverview School

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Grade Distribution
K-6

Principal
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Secretary
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Principal's Message

This has been a successful year for our Riverview community of learners. Riverview staff and students, with the help of parents, have worked hard to achieve the goals that were set out in our School Development Plans for the 2012-2013 school year. This report briefly reflects the work completed by Riverview School to achieve these goals. Areas targeted for improvement included improved reading performance and writing fluency. We have continued to see growth in each one of these goals. Riverview School is committed to work in partnership with parents and the community in a safe learning environment for the total development of each child through quality education. I would like to thank the Riverview Parent Council for their hard work and dedication. The quality of education improves in our classrooms with the resources they provide to us each year. Also, I would like to thank all the parents who came out and made our school-community events very successful. Thanks to each and every parent, family member and community friends of Riverview School for their continued strong, valued support.

Parent Advisory Council Chairperson's Message

2012-2013 has been a very good year financially from the standpoint of our Parent Council. We continued to have fundraising projects like Raven Cards and Cookie Dough sales in order to raise money to give to our school to help enhance the programs and opportunities offered or that want to be offered by the school. It is exciting to see our school population grow and the huge diversity of cultures that now attend Riverview. We appreciate the help the division has given us in terms of staffing to meet those needs. This next year we continue to look forward to our incredible Parent Council member's contributions in order to equal the amount that we were able to provide the school with. I would like to say thank you for such a warm welcome during my first year as Chairperson on Riverview's Parent Council. It's been very exciting to be able to work with this group of wonderful individuals, and to see the difference we make first hand in supporting our students, teachers and school! I would like to say goodbye to our long standing Parent Council Vice-Chair, Sandra Wilson. She will be dearly missed. Our Pac meets the second Tuesday of each month at 7 pm and we would welcome any community members that would like to join us for our meetings. Riverview Parent Council continues to be an active part and strong supporter of Riverview School. Have an excellent summer everyone! Colin Chapnick, Chair

Vision Statement	Mission Statement
<p>"To be a center of educational excellence, which serves all children in our community with high quality education by providing a safe and caring learning environment, intellectually stimulating teaching practices and strong partnerships with parents."</p>	<p>"Riverview School is committed to the total development of each child through quality education."</p>
Learning Beliefs	Contextual Description
<p>Riverview School staff believes that all students are capable of learning. The statements that follow are reflective of what we believe about how students learn:</p> <ul style="list-style-type: none"> • learning is enhanced when our physical, social and emotional needs are met by home, school and community; • learning should be a meaningful experience in which learners are actively involved; • learning occurs at different rates and in a variety of styles; and • learning is a lifelong process that extends beyond the school. 	<p>Riverview is a K-6 School in Brandon's east end, housing approximately 186 students. The school community encompasses the area from the west side of Douglas Street to 17th Street East and South of the C.P.R. tracks to Victoria Avenue.</p> <p>We deliver an outcome based program as outlined in the Manitoba Education and Training Curriculum documents for each grade level. We are excited to have the "All Day Every Day" Kindergarten program again this year. We have 35 kindergarten students this year so we now have two full time kindergarten classrooms.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Writing Fluency- Create and implement an Action Plan for writing within the whole school setting. Review and revise working with the "Write Traits" and writing strategies. Introduce and implement the "Words Their Way" program. Will also explore the Three Block Model of "Universal Design for Learning". • Teachers will develop an understanding of the RTI model and be prepared to implement this new model with supports from RTI team. • Reading for Comprehension- Teachers will develop an understanding of the new Literacy model using "Cross-Grade Guided Reading Groups". Riverview School team will develop four PLCs to implement, monitor and direct the progress of all students. • Introduction of "Experiential Learning" Goal to be implemented in 2014-2015. 	
School Goal #1	
<p>To Increase the achievement level of students in reading comprehension so that 80% are meeting grade level expectations at all grade levels.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Introduced all EY staff to the Early Years Literacy Support Plan- Grades 1- 3. This included reporting and tracking results. • All staff were trained in the Fountas & Pinnell Benchmark Assessment Kits- Report 3 times a year using instructional Reading levels. • Introduced Staff to Policy 4053. • HR Teaching staff meet with Support Teachers (Resource, Reading Recovery, EAL, Literacy Support and HALEP/Library teachers) to discuss programing. • EY Literacy Support teacher and administration worked together to introduce the "Animated Literacy" program as part of the Kindergarten and Early Years Intervention Programs within our Block Model. • Continued with the "Welcome to Kindergarten Program" as a pre-school introduction to Riverview School. • In-service all teachers in balanced literacy. 	<p>School Based results (Based on the F & P instructional Reading levels)</p> <ul style="list-style-type: none"> • Kindergarten= 56% M, 21% A, 23% N • grade 1= 82% M, 7% A, 11% N • grade 2= 67% M, 14% A, 19% N • grade 3= 65% M, 0% A, 35% N • grade 4= 56%M, 0% A, 44%, N • grade 5= 40% M, 8% A, 52% N • grade 6= 38% M, 12% A, 50% N

<p>Introduce "Literacy Place" as a cornerstone resource.</p> <ul style="list-style-type: none"> • Use of school wide tracking sheets will start in 2013 (at first reporting period). 	
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 	
School Goal #2	
Sheltered Instructional Observation Protocol (SIOP) -100% of Middle Years teachers will take SIOP training and participate in co-teaching/planning units.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Four units of study were created that supported the needs of all learners using SIOP • HALEP/TL, EAL, Resource, Literacy Support and HR teachers planned units of study and support other teachers. • HALEP, TL, Resource, Lit Sup, HR teachers. Admin to provided release time for planning units. • One of the units was used for an anti-bullying whole school activity. 	<ul style="list-style-type: none"> • 100% of Middle Years teachers received SIOP training and participated in the Co-teaching/Planning of four Units.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 	
School Goal #3	
100% of teachers will participate in introductory sessions in Response to Intervention and develop an understanding of the model.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Teachers developed a better understanding of the RTI model through two days of school in-services. • Reviewed RTI model during staff meetings. • RTI Team shared what the structure and function of the Riverview RTI model will look like for 2013-14. 	<ul style="list-style-type: none"> • 100% of staff have been in-serviced and have a general understanding of what RTI represents. • Four new PLC's have been formed for next year based on the RTI model. • RTI team created to coordinate school plan (Principal, Resource teacher and Counsellor). Will meet every week (Monday 9:15 am).
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #4	
All middle year teachers will develop an understanding of the School Wide Enrichment Model (SEM) and be able to implement school wide "Enrichment Clusters".	
Actions Taken towards Goal #4	Indicators of Progress regarding Goal #4
<ul style="list-style-type: none"> • HALEP/TL, EAL, Resource, Literacy Support and HR teachers planned enrichment clusters using the SEM model with Gr. 4 to 6 teachers. 	<ul style="list-style-type: none"> • Student Survey not available at this time.

Divisional Objectives with which this school goal is aligned

1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8.

School Accomplishments of Note for 2012-2013

- Little Green Thumbs- This is a new project in Manitoba which enables students to experience the wonder of growing their own food right in our classroom! Last year our Grade 4/5 teacher applied to Manitoba Agriculture in the Classroom to be considered for one of the garden projects and was accepted! All growing material is CSA approved. This program is a hands-on opportunity to connect students and agriculture. Mr. Jack Nicol, a retired farmer, came in to deliver this program.
- Literacy Nutrition- Katie Wilson, a grade 6 student at Riverview organized a book drive prior to Christmas. Her goal was to have a book in every hamper that went out prior to Christmas. Her goal was to collect 1150 books which would match the amount of hampers that went out in November from the Samaritan House. "Literacy Nutrition" was the name of her campaign and it garnered attention from local media sources including a Brandon Sun interview as well as a live interview with CBC Winnipeg. The final book drive total was 2674 providing many people a chance to read or share a book that might not have the opportunity to do so. The overwhelming reception from the community, used bookstores, and new bookstores was more than what Katie could have imagined. Katie was interviewed by the Brandon Sun and CBS radio.
- Anti-Bullying Unit- Riverview School has decided to participate in the Canadian Red Cross "Day of Pink" sponsored by RBC. To make a bigger impact on the students, activities have been scheduled as a week long "Ravens Don't Bully" campaign. As part of the "Anti-bullying" theme, units have been created by classroom, HALEP and EAL teachers. All the home room teachers have been trained in the EAL Co-teaching professional development offered by BSD.
- Patrols- During the month of February Constable Dana McCallum and CAA Public and Government affairs coordinator Angele Faucher were out grading School Safety Patrols in Brandon. After tallying up the scores, it was found that Riverview School is the first recipient of the SECOND PLACE trophy for School Safety Patrols in the Brandon School Division. On Tuesday, May 28, Angele Faucher will host an assembly at our school where she will present our patrols with a trophy in front of the entire school. The patrols will be officially handed the award by Brandon Police Service Chief, Ian Grant, as well as the President and CEO of CAA, Mike Mager. Also in attendance will be Cst. Dana McCallum and CAA Manager, Liz Peters. This will be a surprise assembly for the patrols who do not know about the award they are going to receive.



St. Augustine School

Learning in His Spirit

St. Augustine School

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Principal's Message

During the 2012-2013 school year, the staff made plans on how best to provide supports to students through early and middle years literacy, English as an Additional Language and school-wide reading comprehension strategies. Teachers were then able to implement a combination of in-class supports, and small group work and direct tutorial assistance in this area.

Through the implementation of a combination of in-class and small group numeracy support and with the assistance of the Numeracy Specialist, the staff strived to improve numeracy understanding in the areas of numbers, operations, patterns and relations.

To support the engagement of the students a school-wide enrichment model was led by our HALEP teacher using classroom programming, enrichment clusters and differentiated instruction methods.

Our student leadership team and Youth Revolution students continued to be a positive influence in the school and some members had the opportunity to attend the WE Day in Winnipeg.

The extracurricular sports activities included volleyball, golf, basketball, badminton, and track and field; in addition to intramural programming.

The East Side band performed several concerts throughout the year, culminating with the Grade Eight band trip to Moose Jaw. The middle years students also had opportunities to attend the Festival du Voyageur, a Ski Trip and the Heritage Days at Vincent Massey. St. Augustine students attended plays at the Westman Auditorium, and as well as participated in the school and Westman Science fairs and divisional speech competitions.

Parent Advisory Council Chairperson's Message

St. Augustine Parent Council has a primary mission of bringing families together and providing services and resources to the students. Students looked forward to events such as the Welcome Back Barbeque, Santa's Secret Workshop, a family movie night, a family bingo night, a year end celebration at the water park and food days each month.

All fundraising profits are used to purchase resources to support programming in the classrooms and these materials are used directly by the students. These materials are well utilized and very much appreciated by the students and staff. As well, we have continued the process of saving funds for a new play structure, so have set aside some proceeds from fundraisers towards this long term goal.

Mrs. Michelle Atamanchuk – St. Augustine Parent Council Chairperson

Brandon Catholic School Board continues to work for the renewal of the building through the capital improvement plan. The major project completed this year was the insulation of the east side of the building. The damage underneath due to ice formation was repaired and the siding was replaced.

Future prospects include the insulation of the second floor ceiling to prevent heat loss which leads to ice melt and water damage.

The Board also continues to support the provision of an additional lunch supervisor and operates the non-profit before and after school program. BCSB also provides enrichment for students through leadership and religious retreats and through materials that support religious education programming and the Virtues program. Discussion about the religious education curriculum and revisiting the choice of program materials has been embedded into the three year Religious Education plan.

Mrs. Joan Lawrence - BCSB Chairperson

Vision Statement	Mission Statement
<p>"Learning in His Spirit."</p> <p>A Christian attitude, a Catholic school atmosphere, respect for others, child centered education, commitment to changing lives, preparing students to engage productively in a democratic society.</p>	<p>St. Augustine School seeks to provide a safe educational environment for all students which will allow growth academically, physically, socially, emotionally and spiritually. A school environment is created in which a belief in God's teachings are integrated into the school program and stressed as a way of life.</p>
Learning Beliefs	Contextual Description
<p>The learning beliefs of St. Augustine School are reflected in the following statements:</p> <ul style="list-style-type: none"> • fostering a Christian attitude; • creating a Catholic School atmosphere; • promoting respect for others • focusing on child-centered education and commitment to changing lives; and • preparing students to engage productively in a democratic society. 	<p>St. Augustine School has an enrolment of 217 students, with one class of each grade from Kindergarten to grade 8. Our school community is a school of choice drawn from across the Brandon School Division. A full complement of academic programs is provided, and optional programs in grades 7&8 include Band, Industrial Arts and Home Economics, which are offered off-site and Art and French offered at the school. The students are instructed in the religious education program by the homeroom teachers using a common curriculum, and supplemented by additional activities within the parish.</p>

Main Areas of Focus in School Development for 2013-2014.

The areas of focus for 2012-13 included:

- Continued work on the literacy block system, with all support teachers coordinating services during a common time: reading comprehension focus on school-wide strategies.
- Integration of EAL and Literacy needs.
- Continued provision of literacy support, Reading Recovery and Empower Reading.
- Regular meetings of literacy support team and classroom teachers to ensure common strategies are in place and continued focus on coordination of all support services is a major focus for this year.
- Focus on the Patterns and Relations, Algebraic reasoning, mental Math and Problem Solving.
- Co-teaching and direct small group instruction will be combined to support numeracy development from grade 1 - 8. Mathletics to build Math fluency and practice elements for all strands.
- The HALEP program will continue to offer the enrichment clusters with increased focus on student direction in the clusters with implementation from Grades 2- 8 ; exploration block in Kindergarten and Grade One.

School Goal #1	
<p>Literacy: St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the academic achievement in literacy, of all learners and to accelerate the learning of the less successful learners in our school.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> Professional learning focus on reading comprehension: <ul style="list-style-type: none"> school wide focus on common strategies; and classroom and support roles. Coordination and connection of EY and MY Literacy support, Reading Recovery and EAL supports with the classroom literacy focus. Maintain literacy block in early years. Reading Recovery, Empower Reading and grade1 support provided to identify students. Support of all EAL learners in language and literacy development with a focus on co-teaching model. 	<p>Percent Meeting, Approaching and Not Meeting Expectations 2012-2013</p> <ul style="list-style-type: none"> Gr. 3 Reading : <ul style="list-style-type: none"> Sets Reading Goals - 63% M, 33% A, 4% N Strategies - 88%M, 12% A, 0% N Comprehension - 88% M, 12% A, 0% N Gr. 3 Writing : <ul style="list-style-type: none"> Ideas - 64% M, 32% A, 4% N Organization- 76% M, 20% A, 4% N Word Choice - 44% M, 44% A, 12% N Sentence Fluency - 64% M, 36% A, 0% N Conventions - 64% M, 36% A, 0% N Gr. 5 Reading : <ul style="list-style-type: none"> Comprehension -76% M, 16%, A, 8% N Responds Critically-68% M, 32% A, 0% N Fluency and Expression -76% M, 20% A, 4% N Gr. 5 Writing : <ul style="list-style-type: none"> Conventions - 60% M, 40% A, 0% N Word Choice - 56% M, 44% A, 0% N Ideas / Organization - 56% M, 40% A, 4% N Grade 7 Reading : <ul style="list-style-type: none"> Comprehension - 48% M, 44% A, 8% N Responds Critically - 60% M 40% A 0% N Fluency and Expression - 76% M, 24% A, 0% N Grade 7 Writing : <ul style="list-style-type: none"> Conventions - 80% M, 20% A, 0% N Word Choice - 36% M, 64% A, 0% N Ideas / Organization - 32% M, 68% A, 0% N <p>Reading Recovery Results: Total Children Served in 2012-2013 - 12</p> <ul style="list-style-type: none"> Carryover discontinued - 3 Carryover referred - 0 Grade 1 discontinued - 2 Grade 1 referred - 3 Carryover for 2013-2014 - 4 <p>Empower Results :</p> <ul style="list-style-type: none"> Total Children in the program - 12 Grade 2 - 3 Grade 3 - 2 Grade 4 - 5 (1 moved) Grade 5 - 1 Grade 6 - 1 Children who completed program this year and demonstrated significant gains in Empower measures - 5 <p>Literacy Support - Early and Middle Years</p>

	<ul style="list-style-type: none"> • Total Children Served - 37 • Grade 2 - 4 • Grade 3 - 7 • Grade 4 - 5 • Grade 5 - 4 • Grade 6 - 6 • Grade 7 - 8 • Grade 8 - 3 • Levels gained by students ranged from 4 - 9 levels. <p>Yearend grade. 8 Fountas and Pinnell results:</p> <ul style="list-style-type: none"> • 86% of students are reading at Level Z and higher.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 3. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 4. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
Numeracy: St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the academic achievement in numeracy, of all learners and to accelerate the learning of the less successful learners in our school.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Early Years focused on number concepts, mental math, patterns and relations. Early years students were chosen based on assessments using the Stages of Early Arithmetical Learning (SEAL) and assessments used from Math Recovery Training for Grades 1-4, and also by referrals from the classroom teachers. • Middle years focused on number operations, mental math and problem solving. The middle years students were chosen based on the same criteria as early years, but instead of SEAL, a Basic Number Skills Test was used to pinpoint weaknesses and numeracy needs. • Numeracy support position delivery model was a blended in-class and pull-out model – with meeting time with teachers after assessments for selection and for strategy focus. • Math Recovery Assessment and programming implemented. • Professional development in focus areas occurred through cross grade discussion, involvement of the Numeracy Specialist and Numeracy Support Teacher. • Implementation of Mathletics program to increase Math fluency in Grades 2- 8. 	<p>Percent Meeting, Approaching and Not Meeting Expectations 2012/13</p> <ul style="list-style-type: none"> • Grade 3 Numeracy : <ul style="list-style-type: none"> ○ Mental Math - 36% M, 52% A, 12% N ○ Representing Numbers - 88% M, 12% A, 0% N ○ Equality - 36% M, 64% A 0% N ○ Patterns - 92% M, 8% A, 0% N • Grade 5 Numeracy : <ul style="list-style-type: none"> ○ Place Value - 16% E, 72% M, 12% A, 0% N ○ Mental Math - 0% E, 88% M, 8% A, 4% N ○ Patterns - 0% E, 72% M, 28% A, 0% N ○ Fractions - 0% E, 92% M, 8% A, 0% N ○ Decimals - 0% E, 92% M, 8% A, 0% N • Grade 7 Numeracy: <ul style="list-style-type: none"> ○ Mental Math - 56% M, 24% A, 20% N ○ Patterns - 60% M, 28% A, 12% N ○ Representing Numbers - 68% M, 20% A, 12% N ○ Decimals - 88% M, 8% A, 4% N ○ Fractions - 32% M, 56% A, 12% N

Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 3. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 4. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #3	
Engagement: To support the engagement of students in their learning through a school-wide enrichment model utilizing enrichment clusters; through HALEP programming and through differentiated instruction in the classroom.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Created a survey for students to complete before clusters and then an anecdotal reflection to complete after the clusters. • Enrichment clusters were blocked into the timetable on Day 6. • Across all enrichment clusters, the focus was on moving from Type 1 activities to Type 2 and 3 activities – to increase academic rigor. • Grades 5 - 8 completed talent portfolios which were used by the teachers for unit planning. • Grades 5, 6, 7, 8 all completed a collaborative unit with the HALEP teacher. • Grade 8 additional class enrichment cluster provided in May - June. 	<ul style="list-style-type: none"> • HALEP teacher conducted pre and post engagement and learning styles surveys in classes. • Teachers and parents feedback of program. • Student reflection forms completed and feedback returned to classroom teachers.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 4. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 	
School Accomplishments of Note for 2012-2013	
<ul style="list-style-type: none"> • Grade 8 student finished 2nd in Brandon School Division Speech Competition. • School patrol team judged 3rd place in Brandon by the Brandon Police Service and CAA. • Two 'Living Rosaries' prayed by students in the months of October and May. • Establishment of an annual celebration of the Feast of St. Augustine of Canterbury - the patron Saint of our school on May 27th. • Piloted the use of the Synervoice program for daily attendance. • School display monitor installed in main foyer to celebrate photos of student endeavors. 	



Valleyview Centennial School

Together Everyone Achieves More

Valleyview Centennial School

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Principal's Message

There is a strong sense of community at Valleyview Centennial School. Students participate in the leadership program, acted as school patrols, voluntarily offer support to immigrant and younger students and generally demonstrated the characteristics of responsible citizens on a daily basis. There is a genuine warmth and caring attitude evident to visitors who comment frequently on how welcome they feel during visits.

Parent Advisory Council Chairperson's Message

The Parent Council exists to support the teachers and students at Valleyview Centennial School. We continued to support classroom activities, field trips and the Artist in the School program through the use of the Parent Council fees. What we are most proud about is that we successfully worked towards fundraising for a new play structure. We now have fundraised over \$13,000.00. Thank you to all the volunteers and other community members who have contributed to this success.

Vision Statement

To be a center of educational excellence, built on community partnerships, effective leadership and exemplary practices (Brandon School Division)

Mission Statement

Valleyview Centennial School strives to provide life-long quality learning experiences within a safe, supportive, and respectful school community. Students, staff, parents, and community members collaborate as a team in an effort to meet the academic, physical, and social wellbeing of students and staff.

Learning Beliefs	Contextual Description
<p>Valleyview Centennial School believes:</p> <ul style="list-style-type: none"> • learning is enhanced when home, school and community meet our physical, social and emotional needs; • learning should be a meaningful experience. • the learner needs to be actively involved in his/her learning; • student input and responsibility is essential to learning; • differences in the way individuals learn should be accommodated; • the learning environment should be comfortable and should encourage risk taking; • appropriate resources should be available to maximize learning; and • learning extends beyond the school. It is a lifelong process. 	<p>At present, there are 159 students attending Valleyview Centennial School in kindergarten through grade 6. The school boundary extends west from 26th Street to 34th Street and north from Victoria Avenue to McDonald Avenue. The school's staff includes eleven full-time teachers and four part-time teachers as well as a full-time administrator.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Articulate the process, frequency of meetings and structures of Response to Intervention (RTI). • Continue collaborative planning with the HALEP teacher with grade teaching partners rather than individual teachers and continue enrichment clusters twice a year for grades 3-6 (within the timetable). • Professional development focus on, "What really counts in teaching social responsibility?" for two half days. • Plan monthly assemblies and multi-age Effective Behavior Support (EBS) activities for all months except September, December and June. Focus on the Seven Teachings virtues. • Establish an environmental club and increase the use of outdoor spaces (with specific emphasis on the outdoor classroom). • Collaborative planning with leadership by BSSAP worker to develop aboriginal community outreach programs and continue to integrate Aboriginal perspectives into curriculum planning. 	
School Goal #1	
<p>80% of students will be meeting or exceeding grade level outcomes in literacy, numeracy, and social responsibility. Students currently at "approaching" grade level outcomes will accelerate to "meeting" outcomes.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Response to Intervention meetings between classroom teachers and specialists twice a month in the first term and once a month in the second and third terms. • Collaborative planning between HALEP teacher and classroom teachers (with embedded technology and multiple). • Enrichment cluster groups ran twice for grades 3-6. • Professional development focus on, "What really counts in teaching literacy?" for two half days with subs, January in-service day and alternate staff meetings. • Family literacy night and family movie night were initiated. 	<ul style="list-style-type: none"> • Prompt response to success of interventions and planning for change. • All teachers had an opportunity to plan a collaborative unit and co-teach with the HALEP teacher, units were very successful in terms of student engagement and learning. • Students were very excited and enthusiastic about both sessions. • Teachers are reporting significant growth in the Fountas and Pinnell assessment in comprehension, many students have moved from approaching to meeting outcomes. • Very positive community response to both
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, 	

<p>English as an Additional Language, and learning engagement issues.</p> <ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
<p>Students who are not meeting grade level outcomes in literacy, numeracy, or social responsibility will be identified, will receive intervention and achievement will be monitored monthly for maximum growth.</p>	
Actions Taken towards Goal #2 <ul style="list-style-type: none"> Purchased Fountas and Pinnell intervention Kit B. Small group pull-out intervention for K-1 Literacy – 14 students, Gr. 2/ 3 Literacy – 15 students, gr. 4-6 Empower – 5 students, gr. 4-6 Middle Years Transition - 9 students, gr. 1-5 Numeracy – 21 students, Reading Recovery – 11 students. Bussing was provided for the children living on Westaway Bay. Bucket filling positive incentive program was continued with a school-wide emphasis on positive social responsibility. 	Indicators of Progress regarding Goal #2 <ul style="list-style-type: none"> Literacy specialists used the kit for intervention with excellent results (word work focus was a strength). Only one student made less than a year's growth in the intervention. Several made two year's growth. Attendance and tardiness issues were significantly improved leading to higher academic achievement. Most students are displaying positive social responsibility at all times.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Accomplishments of Note for 2012-2013

- **CHRISTMAS CONCERT**
This year's Christmas Concert was planned by one of the Enrichment Cluster groups. They wrote the script based on the book Santa's Eleven Months Off and did the acting parts. Way to go, Valleyview Star Cluster!
- **SNUGGLE UP TO A GOOD BOOK**
On January 29th to celebrate Family Literacy Week, families were invited to the school in the evening to "Snuggle Up to a Good Book." Most students (and some parents) came in their pyjamas and participated in a variety of literacy activities.
- **ARTIST IN THE SCHOOL – DRUMMING**
Phoebe Man, Taiko drummer, was our Artist in the School from June 3-7. Phoebe and the students presented a Celebration of Drumming as a final assembly for the week. It was an energetic and musical event. Valleyview students and staff thoroughly enjoyed working with Phoebe.
- **PAINTED LADY BUTTERFLY UNIT**
Four of our early years classes participated in a multi-age integrated unit during May and June that was absolutely transforming!
Each classroom received six Painted Lady larvae in early May and each soon turned into a chrysalis. They were then transferred to a butterfly cage and students were able to observe their changing into butterflies. It was a very exciting time as there were constant changes to observe.
During this unit, students did a variety of activities that extended their learning about butterflies.



Waverly Park School

Ride the Wave to Success

Waverly Park School

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Principal's Message

What follows are school goals and actions determined through student achievement data that has been compiled through provincial, divisional and school assessments. This information helps shape the actions we are undertaking and forms the foundation for our actions. All of our goals are connected to the divisional strategic plan and outcomes set by the current government. It is through our school plan that we hope to further direct and focus our teaching to support student learning and achievement to the best of our ability. We will endeavor to utilize the Instructional Cycle to continue to re-evaluate our actions and interventions to further student growth and development.

We have a school theme of "We Can Make a Difference". Over the next three years we will focus on making a difference at the community, country and world levels. Our staff and students have set this area of focus while knowing Making a Difference provides a common thread to weave events and engagement strategies together allowing a relevant focused approach to exploring and delivering curriculum in the real world.

Parent Advisory Council Chairperson's Message

The Waverly Park School Development Plan and its progress have been shared with Parent Council at our regular monthly meetings. Parents have been approached to have direct input into the plan and at this point have relied on staff and students to set the direction of the school plan.

WP Parent Council is supportive of the goals, outcomes, and actions presented in the Waverly Park school Development Plan and look forward to any innovation or improvement in student performance and achievement that the plan may generate.

Vision Statement

The Waverly Park School and Community strive to provide a safe, engaging environment promoting high achievement allowing each individual to recognize their full potential.

Mission Statement

Working with our community to develop responsible, caring knowledgeable and informed citizens.

Learning Beliefs	Contextual Description
<p>Waverly Park School believes we must strive for high achievement, engaged learning time, focused teaching and a positive, safe environment where all involved feel a strong sense of belonging and:</p> <ul style="list-style-type: none"> • learning should be an adventure and will involve hard work; • there must be fairness to access of programs for everyone; • we will recognize and respect culture, heritage and individual differences; • school should be a place where all can succeed, set attainable goals and develop a wholesome yet realistic self-concept; • change is a constant in our society, therefore, flexibility creativity and innovation in thinking and problem solving is required to adapt and succeed in our changing world. • school is an extension of the home; • it takes a whole community to raise a child; and • parents and teachers are partners who will collaborate to provide opportunities for our students to: <ul style="list-style-type: none"> ○ Be clear and effective communicators ○ Be self-directed and life-long learners ○ Be creative and practical problem solvers ○ Be collaborative and quality workers ○ Be integrated and informed thinkers. 	<p>The school continues to have a relatively stable student population. Students new to the school generally compensate for our discrepancy between students entering and exiting. Our EAL percentage sits at 13 percent of our total student population. Our current population is 407 students, 231 early years and 176 middle years.</p> <p>Currently, the area surrounding the school is experiencing significant development in mid to upper end single family housing with between ten and twenty homes built per year. There is little industry in the immediate area, There is access to essential service including a restaurant, hotel, bank, grocery store and two churches in our immediate area.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Literacy: WP staff will work together to increase student literacy achievement for all learners • Numeracy: WP staff will work together to increase the numeracy literacy and achievement for all learners • Student Independence and Responsibility: WP staff will work together to foster student independence and responsibility to create a culture of self-efficacy and meta-cognition with all students and staff as we develop our “working memory”. • WP staff will work together to foster student success using RTI, Planning by Design, Differentiation, appropriate programming, reporting student progress using the new provincial report card. 	
School Goal #1	
Literacy: WP staff will work together to increase student literacy achievement for all learners.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Provide block time to deliver guided reading and writing opportunities while utilizing support staff in the building. • Implement best practices/balanced literacy in K-4 and 5-8 regular instruction. • Use RTI to address at risk and challenged learners. • Provide for interventions in areas of highest need. • Provide staff with PD opportunities that reflect the above noted actions, through in-school, in-division and out of division sessions (strategy specific, mentoring, innovation, etc). • Infuse technology into instruction to further engage students. • Provide PD opportunities. 	<ul style="list-style-type: none"> • Fountas and Pinnell assessments. • Regular classroom assessments. • RTI class summaries. • Number of teachers implementing program.

Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #2	
Numeracy: WP staff will work together to increase the numerate literacy and achievement for all learners	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Begin the coordination of math centers at various grade levels to explore "guided" math groupings in cross grade situations. • Use similar vocabulary/stages of problem solving among all grades. • Involvement in divisional and extended PD to support student numeracy development. • Access support for numeracy through divisional Numeracy Specialist. • Differentiate instruction at all grade levels to provide successful experiences for all. • Incorporate "problem of the week". 	<ul style="list-style-type: none"> • Divisional & Provincial Assessments in grade 3, 5 & 7. • Regular classroom numeracy assessments. • Currently working with Numeracy Specialist to determine grade level options for assessment options to provide data and inform instruction.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. 2. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 3. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	

School Goal #3	
Student Independence and Responsibility: WP staff will work together to foster student independence and responsibility to create a culture of self-efficacy and meta-cognition with all students and staff as we develop our “working memory”.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Continue to promote student independence and engagement through regular HALEP lessons, enrichment clusters and ICT initiatives. Build school (staff and student) capacity to develop metacognition skills through direct Brain Based Learning strategies. Continue to use our Student Leadership Team. to support these goal areas. Determined by survey results. 	<ul style="list-style-type: none"> Regular classroom assessments. Social responsibility and participation involvement. School, divisional and provincial engagement assessments and surveys. Report card - social responsibility areas. Analyze survey results.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 “Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. To strengthen the learning engagement and achievement of learners with English as an Additional Language. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services. 	
School Goal #4	
WP staff will work together to foster student success using RTI, Planning by design, differentiation, appropriate programming, reporting student progress using the new provincial report card.	
Actions Taken towards Goal #4	Indicators of Progress regarding Goal #4
<ul style="list-style-type: none"> Writing skill development. Professional and appropriate comments to reflect students’ knowledge and areas to develop. Staff discussions. Staff sessions utilizing BSD Specialists. Analyzing work samples. 	<ul style="list-style-type: none"> Comments will inform of students skills, areas students need to develop and the steps that will be taken in order for growth to occur. Staff feeling confident about determining 1-4 indicators.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 “Appropriate Educational Programming: School-Wide Enrichment Model K-8. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 	

5. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12.
6. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).
7. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
8. To strengthen the learning engagement and achievement of learners with English as an Additional Language.
9. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

School Accomplishments of Note for 2012-2013

- All middle years divisional speech winners were WP students Grade 4 ; 5/6 , 7/8.
- "Spread the Net" raised \$4955.77 coming in second on a national level.
- "Me to We" held a penny drive to contribute to Free the Children.
- "Culture Club" raised \$500.00 that was given to the Samaritan House.
- "Y-Revolution" involved in all divisional activities with a focus on Bullying.
- "Green Team" collected recycling and spearheaded environmental activities and awareness.
- Two sets of Enrichment Clusters took place.
- Water Festival, grade 2 partnered with Crocus Plains grade 12 Interdisciplinary Topics in Water Science 40S students.
- Choirs performed for personal care homes as well as at City Hall.
- Artist in the School for grades 4-8- drama with a focus on content area curriculum.
- Middle Years Speech Choir received \$100.00 award at Festival.
- Applied for and received 2 Healthy School grants.



Crocus Plains Regional Secondary School

Home of the Plainsmen

Crocus Plains Regional Secondary School

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Secretary
[Marilyn Young](#)



Principal's Message

The Crocus Plain Regional Secondary School's school development process will encourage all stakeholders to consider what is important in our school community and begin the process of planning, implementing, and evaluating its progress in a public way. I look forward to working with the Crocus Plains Regional Secondary School's community with this work at our school and will strive to incorporate more processes for student, parent, staff, and community input. Our school will strive for a school development plan that is truly representative of our community and one that strives to hear the different voices of our system.

Vision Statement

To create an environment that facilitates personal growth through educational excellence.

Mission Statement

The purpose of our school is to assist in the development of each student to his/her potential. We will encourage educational and social growth in our students so that they become responsible, contributing citizens who respect themselves, others, and the environment.

To that end, we will provide an environment that fosters independent thinking, a positive attitude toward learning, and a feeling of self-worth. We will promote literacy and communicative skills in all subject areas.

Our goal is to have students acquire the work ethics and values they will need to function in an ever-changing technological world.

Learning Beliefs	Contextual Description
<p>The Crocus Plains Regional Secondary School staff believes:</p> <ul style="list-style-type: none"> • students learn from a skilled, consistent, and enthusiastic teacher acting in a positive role model; • students learn through practical experience, observation, and social interaction; • relevance is fundamental to more meaningful learning; • learning is influenced by each student's sense of self-worth and should be recognized by the teacher; therefore, positive reinforcement and success are necessary to motivate the learner; • communication skills are important to learning; • learning takes place when quality is expected and encouraged; • students learn when encouraged to use skills they have acquired to solve problems and to think freely; • students learn with different styles, rates, and at different levels; • learning happens in an environment where goals and expectations are clearly defined and evaluated; • self-discipline improves learning; • learning is enhanced in a secure environment where students are free from discrimination and harassment; • students need to recognize that they are responsible for their own learning; and • learning is life-long. 	<p>Crocus Plains Regional Secondary School, an academic/ vocational school provides students in the City of Brandon and in the southwestern region of Manitoba, an opportunity to attain both an academic and vocational technology education and diplomas.</p> <p>In addition to the full range of English, Mathematics, Science, Social Studies, Physical Education, French, Art, Band, Choir, and Guitar, our school offers vocational programs in the following areas:</p> <ul style="list-style-type: none"> • Automotive Technology – Power Mechanics • Building Construction • Business Education • Collision Repair Technology - Autobody • Commercial Art • Culinary Arts • Drafting and Design • Electronics • Family and Community • Health Care Aide • Hairstyling • Photography • Welding
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Aboriginal Learners. • Student Assessment, Evaluation and Reporting. • Literacy and Numeracy. 	
School Goal #1	
Systemically advance Aboriginal Education programming and engagement opportunities to increase Aboriginal Learners' student achievement and engagement rates at Crocus Plains Regional Secondary School.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Established Aboriginal Engagement and Success Committee. • Hired an Aboriginal Counsellor. • Organized career/post-secondary sessions for Aboriginal learners. • Supported staff initiated projects that focused on improving student engagement in Aboriginal learners. • Provided professional development opportunities for teachers and support staff on Aboriginal learners and Aboriginal education. 	<ul style="list-style-type: none"> • Improved staff dialogue regarding Aboriginal education. • Improved connections with Aboriginal learners.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 	

School Goal #2	
Crocus Plains Regional Secondary School will implement the BSD Student Assessment, Evaluation, and Reporting Policy by initiating school based actions and by being active participants in the BSD Tri-High Student Assessment, Evaluation, and Reporting Committee.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Finalized procedures for full implementation of the CPRSS Grading Guidelines for September 2013. Developed course outlines template, grading guideline checklist, and procedures for student negligence when completing assignments. Began preparation of CPRSS staff for compulsory implementation of Provincial Report Card in September 2013. 	<ul style="list-style-type: none"> Course outlines template, grading guideline checklist, and procedures for student negligence when completing assignments completed and ready for implementation.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 	
School Goal #3	
Systemically address the demonstrated weaknesses in literacy and numeracy skills of incoming grade 9 students into Crocus Plains Regional Secondary School and to improve student achievement results in grade 12 Provincial Standards Tests in English Language Arts and Mathematics – Pre-Calculus, Applied Mathematics, and Consumer-Essentials in Mathematics.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> CPRSS partnership with BSD Numeracy and Literacy Specialists. Focused Literacy and Numeracy discussions with English Language Arts and Mathematics departments. Exploration and implementation of literacy and numeracy strategies and/or programs for high school learners. Continued systemic curriculum and program planning (9-12) with actions to improve CPRSS Provincial Standards Testing results. 	<p>Indicators – Literacy</p> <ul style="list-style-type: none"> Utilizing a different administration model and timelines for the Grade 9 formative assessment, there was an increase in our students' results in the reading and writing assessments. Improvement in the number of failing grade 9 students in English Language Arts at the end of Semester 1. Improvement in Wechsler scores for reading comprehension. <p>Indicators – Numeracy</p> <ul style="list-style-type: none"> Successful transition of students from grades 8–9 as per grade 9 credit completion rate. Credit completion rates – grades 10–12 Provincial exam results. Successful integration of EAL students into mainstream programs.
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-Wide Enrichment Model K-8. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 	

School Accomplishments of Note for 2012-2013

- Student Recognition Program fully implemented.
- F1 National Championship.
- Advanced Placement Program fully implemented.
- Westman High School Hockey League Championship.
- MHSAA Provincial Boys' Golf Championship.
- 14 Medals (Bronze, Silver, and Gold – Manitoba Skills Competition).
- Medal Winner – National Skills Competition.



École secondaire Neelin High School

Home of the Spartans

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Principal's Message

École secondaire Neelin High School has witnessed another incredibly busy but successful and rewarding school year for 2012-13. As a school team we continued to work towards meeting the objectives highlighted as part of our school plan with student engagement and academic success being a primary focal point for our work. A raised appreciation for the variety of programs and successes experienced continues to be fostered by all members of our school community. The hard work that was managed throughout the 2012-2013 school year continued to see more students within the community seek to access academic programs at Neelin. As a result, the increased popularity for Neelin to be the school of choice for students to receive their high school education has proven to be the case once again this year.

As the principal of this great school, I have continued to be quite pleased with the growth recognized within our school results and with the accomplishments of our students and staff in 2012-2013. The 2012-2013 school year continued to challenge both students and staff in a positive manner and with the high level of commitment demonstrated by staff and students, our goal will continue to have Neelin to be a very supportive school environment for all students to receive the quality education they so deserve. As we look ahead to 2013-14, we can anticipate a year with challenges; however, the dedicated staff assembled as part of my professional team will continue to meet the benchmarks set forth within our school plan.

As part of the Performing and Visual Arts program, as well as future potential for the International Baccalaureate program, École secondaire Neelin High School introduced a new course initiative this year in the area of dance. The popularity of this new addition to our school has proven to be an area that has provided students an opportunity to showcase their hidden talents while at the same time providing a venue for all students to raise their level of confidence and self esteem. In collaboration with other IB schools throughout Manitoba, Neelin will continue to explore pre-IB courses at the grade 10 level in the area of mathematics as students prepare to challenge the IB program for their grade 11 and 12 years. I am very pleased to report that the IB program at Neelin will welcome back Spanish for the fall of 2013 as an advanced language of study for students. As well, we will explore further the possibility of adding IB Physics in the future.

This year, Neelin continued to add to its growing course offering for students enrolled in the French Immersion academic stream of study. We are thrilled to see grade 10 Essentials Mathematics as well as grade 11 Pre-Calculus Mathematics added to the course registry for our immersion families.

The addition of an on-site Speech Language Pathologist has been a welcomed addition for all of our students especially those students in our school's Life Skills program.

The school's learning community will continue to strive to provide a variety of educational opportunities to its student population, while at the same time maintaining high levels of student achievement and standards both at the Division and Provincial levels.

Neelin continues to be a great place for students to learn and for teachers to teach. It is most rewarding as principal of this school to witness the achievements of those associated with this school, year after year. I am confident in saying, the 2013-14 school year will continue to provide accomplishments similar to those experienced this year.

Parent Involvement

Neelin continues to have a very active parent community involved in a variety of activities that take place during the school year. As usual, parents are involved in a number of events and activities throughout the year. Neelin parents are some of the most dedicated and active people when it comes to the efforts they bring forward to support the interests of their sons and daughters as well as the collective efforts initiated by staff and students at Neelin.

The 2012-13 school year witnessed another rewarding year as a result of the level of parent involvement we continue to enjoy. Academically, parents continue to support their students by attending informational evenings that then provides them with direction and support in school programming and post-secondary pursuits. As well our popular co-curricular programs in the form of our many choral programs have a very strong parent component to them to ensure students and staff continue to be supported in a positive manner. The school's annual major musical production is one such endeavour at the school that could not continue to benefit the positive outcomes if it were not for a strong core of dedicated parents and volunteers to assist staff and students. The athletic programs at Neelin also see a strong commitment on the part of parents to ensure not only student athletes are supported on the field and sport courts but also through parental involvement in coordinating large scale events. both locally as well as provincially. Although not a traditional Parent Advisory Council evident in the K-8 grades, the high school commitment by parents at Neelin continues to be very visible, strong and appreciated.

Vision Statement

To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

Mission Statement

To provide opportunities for students to acquire skills, knowledge, and attitudes which will enable them to grow and thrive.

Learning Beliefs

We believe that for students to learn, École secondaire Neelin High School must:

- promote and maintain a positive teaching/learning climate throughout the school;
- develop and maximize academic opportunities for students;
- encourage students and staff to strive for excellence in every pursuit;
- provide opportunities for students to develop into mature and responsible citizens;
- provide opportunities for students and staff to develop leadership skills and assume leadership roles in the school; and
- support individuals in their quest to become whole persons.

Contextual Description

Neelin provides academic programming at two facilities within the Brandon School Division. The main campus, a traditional high school facility, offers a majority of academic courses available to students available at the other 2 high schools within the Division. Neelin's main campus houses the high school component of the School Division's French Immersion program as well as the International Baccalaureate Diploma program. Neelin is also home to the School Division's senior years' special education program.

Neelin also provides alternative programming at its second academic site typically referred to as the Neelin High School Off Campus location. This approach to flexible academic programming continues to provide an opportunity for students to re-engage to an academic site in order to complete their high school education journey. In total, both academic sites provide school services to a population of students located at two separate learning sites. The main campus includes a student population of 475 students while the downtown offsite campus is currently home to 265

	<p>students. In response to the province's Bill 13, the BSD provided programming for those students deemed at risk for attendance, academic and behavioural issues. As a result the Upper Deck program located on the second floor of the downtown campus completed its first year of operation quite successfully.</p>
Main Areas of Focus in School Development for 2013-2014.	
<ul style="list-style-type: none"> • Goal Statement 1: Foster the importance of a sense of belonging and inclusion for all students to learn in a non-threatening environment conducive to providing quality learning in order to maintain and develop strong, healthy and effective learning opportunities in all aspects of their school life. • Goal Statement 2: Maximize the opportunities through best practice, our school-based initiatives on assessment in line with the Brandon School Division's policy/procedures 4052. • Goal Statement 3: Encourage and support the infusion of technology as a quality support service across all subject disciplines maintaining a consistent emphasis with all staff on the development of numeracy and all forms of literacy as an integral component of the quality teaching and quality learning process necessary for all classrooms. 	
School Goal #1	
<p>Foster the importance of a sense of belonging and inclusion for all students in order to maintain and develop strong, healthy and effective learning opportunities in all aspects of school life.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Continued with fall and spring orientation initiatives for students and their families. • continued to promote and encourage students to challenge themselves with advanced level of academic studies (IB). • Continued support of Immersion programming with French cultural experiences, provincially and nationally. • Opportunity for all teaching staff to present/share teaching strategies at monthly staff meetings, a quality teaching (QT) strategy with their colleagues. • Investigated the opportunity of new curricular programs for the IB program as well as for the French Immersion program - quality learning opportunities. • Addition of IB Spanish ab initio for the fall 2013 will provide additional flexibility to students seeking advanced study in a second language. • Expansion of additional math credits for French Immersion students for 2013-2014. • Continued to raise awareness levels with all students regarding post secondary opportunities. • Level of student involvement within the community continues to remain positive i.e. food and blood donor drives, school journalism club, etc. 	<ul style="list-style-type: none"> • Positive interactions between students both in and out of the classroom environment and school setting. • The opportunity students have within the mainstream environment to relate with and accept students that work within the Life Skills program at the school as part of the student body. • A very genuine sense and openness exists between students which has a real impact on students' social responsibilities and their overall behaviors within the school setting. • The general expectation of success amongst our student population remains very positive and is above the national norm as indicated through the Tell Them From Me results. • The support and attendance of students at extra/co-curricular activities not only as student athletes/participants but as spectators/peer supporters. • Adoption of a full year grade 9 mathematics options has proven to be a successful addition to this year's timetable. • A successful IB awards' recognition evening held in December 2012 for students to recognize their individual achievements with the IBO for their success as part of this intense program of study. • A successful IB student/parent information evening held in January 2013 was most encouraging as future IB student candidates continue to aspire to challenge themselves academically. • The increased numbers of students choosing to register for IB courses has been a tremendous positive indicator over the past two years. This increase is represented at the grade 11 entry point to the IB program as well as grade 9 and 10 students as they begin planning with IB subjects as part of

	<p>their school objective.</p> <ul style="list-style-type: none"> • A reduction in credit loss during the first semester (September 2012– January 2013) has proven to be a positive outcome from the commitment of students to their work and staff support throughout the semester. • Students’ expectation of success remains very positive and continues to be well above the national norm.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 2. To complete full implementation of Policy/Procedures 4053 “Literacy Development of Students K-12” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”. 3. To complete the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, grades K-12. 4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 5. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 6. To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services. 	
School Goal #2	
Continue to maximize through best practice, our school-based initiatives on assessment in line with the Brandon School Division’s policy/procedures 4052.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Staff development session on differentiating instruction and assessment for all learners took place during March 2013 professional development day. • Continued work on school reporting process for all staff as part of the two reporting periods focused on progress reports (October, 2012 & February, 2013), • Initial training and information sharing session related to the implementation of the new provincial report card for 2013-2014. • Continued work with Understanding by Design approach in the area of English Language Arts and Canadian History. • On-going dialogue with staff on formative and summative assessment strategies. • Continued support of staff to attend professional development sessions as it pertains to assessment and instructional practices. • Collegial sharing opportunities with K-8 French Immersion feeder school staff and high school French Immersion staff managed throughout the year. • SIOP training opportunities made available for staff. • Introductory session with all staff on Response to Intervention was managed as part of school development planning process in May 2013. • The training of staff person (literacy support staff) and implementation of Empower Reading for 	<ul style="list-style-type: none"> • Continued feedback has been provided to both students and their families as part of regular reporting periods managed at Neelin. and also providing a progress report for each of the semesters making this available to families 3-4 weeks into each of the semesters. • The sharing of teaching strategies as part of monthly staff development sessions emphasizing a connection with quality teaching and quality learning divisional initiatives-that affect and influence the efforts of individual classrooms throughout the school. • The work begun this year in providing a smoother transition for our French Immersion students. The development of a French literacy assessment may eventually result from this work. • Staff will continue to seek professional development opportunities and will be encouraged to return and share their findings with the rest of the school’s professional team. • Members of the school’s student management team attended an introductory session on Response to Intervention (RTI) (December 2012 & April 2013).

<p>students will be scheduled for fall 2013.</p> <ul style="list-style-type: none"> • Staff development session on the accommodation of EAL learners (March 2013), very positive feedback from staff on this p.d. opportunity. • Staff development session as part of our school planning day (May 2013) focused on the work to be managed around the adoption of the RTI philosophy. • Continued to share research articles that connect brain research with best practice and how it supports learning in the classroom. 	
Divisional Objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues. 3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". 4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12. 5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit). 6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 7. To strengthen the learning engagement and achievement of learners with English as an Additional Language. 8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 9. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services. 	
School Goal #3	
Continue the work being managed with the infusion of technology as a quality support service across all subject disciplines maintaining a consistent focus on the development of numeracy and all forms of literacy as an integral component of the quality teaching and learning process.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Staff continue to infuse technology as part of their daily instructional practices. • Collegial sharing opportunities amongst staff as part of regular staff meetings allowing teachers to hear and learn new methodologies they can then apply to their own areas. • The infusion of technology during staff sharing sessions (modelling best practice) encourages the use of technology with all staff as part of their daily classroom practices . • Continued to support professional development opportunities that emphasized the integration of technology within classroom learning environments. • Continued to provide opportunities within all subject disciplines in order to increase the Aboriginal perspective. • Introduction of School Bundle with staff and its intended application as part of the support to the classroom learning environment. 	<ul style="list-style-type: none"> • The continued level of attention being managed with respect to the infusion of the Aboriginal perspective as part of the curriculum. This was especially evident and recognized this year in the social sciences area i.e. Sioux Valley, the impact of residential schools, guest speakers, etc. • The continued development of School Logic as a method of communicating student progress-continued growth recognized in this medium of communication between the school and home. • The school supports that are in place i.e. literacy/numeracy support that continues to assist classroom teachers and students in key subject areas. • Increased level of competency amongst staff with the use of technology as part of their classroom practice.

Divisional Objectives with which this school goal is aligned

1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL).
2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.
3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement".
4. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).
5. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
6. To strengthen the learning engagement and achievement of learners with English as an Additional Language.
7. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

School Accomplishments of Note for 2012-2013

- Grade 9 student, Isiah Hayden won his age level at an International boxing match held in North Dakota in January. Isiah is a member of the Brandon Boxing Club and hopes to compete in competitions later this year in Quebec and Ontario.
- Grade 11 student, Rebecca Storey received this year's Deborah and Srdjan Adventure Scholarship which will provide her an opportunity to study in China this summer as part of her summer vacation spending three weeks learning and studying Mandarin.
- Shakti Shunmugam's and Carrie Bergen (both grade 12 students) completed an extensive commitment to their Creative, Action, Service hours (CAS) as part of the requirements for receiving International Baccalaureate Diploma. Both young scholars will graduate in 2013 with dual academic diplomas from the province and the IBO.
- Six Neelin students as part of their grade 11/12 Art class worked with Maria Michails at the Art Gallery of Southwestern Manitoba on the subject of sustainability. The six students created the actual installation artwork, including paintings, 3D objects complete with LED lighting to be powered by a kinesthetic mechanism. The six students were: Jackson Clarke, William Ernest, Nicci Froese, Avery Penner, Alyssa Strutt and Nikki Wood. Their work will soon be installed and on display at the AGSM.
- A IB grade 12 student, Kelsey Nishimura has been selected to participate as a "Gene Researcher for a Week" during spring break this year. The program is sponsored by The Canadian Gene Cure Foundation. <http://genecure.ca/en/programs/gene-researcher-for-a-week/program-description/> Kelsey had to submit a written component stating why she should be selected as well as a letter of reference. Only two students are selected from Manitoba and the list of requests is often up to 500 within the province and thousands nationwide. It is very difficult to be selected and is definitely quite an honour for Kelsey, Neelin and the Division.
- Adam Gagnon - grade 12 student recognized with the Lord Strathcona Trust Fund Medal as part of Royal Canadian Sea Cadets Swiftsure corps' annual inspection held on May 28, 2013. This is one of the highest honours bestowed to a sea cadet in Canada.
- Scott Gallinger-Ho a grade 10 student won a Provincial Boxing Title making him the Novice Welterweight champion.
- Sam Frederickson (grade 12) has been with our Students Working Against Tobacco Use (SWAT) group since its inception in February 2010, she will receive a certificate on behalf of SWAT Manitoba and the Minister of Health, Ms. Theresa Oswald for the Province of Manitoba for her hard work as a graduating student
- Aven Glufka, grade 12 student from Neelin participated at Encounters Canada this spring.
- Tristan Blaikie and Jordan Laroque were both accepted into the Royal Military College (RMC) program. Tristan plans to register into the fighter pilot program while Jordan is registered into the engineering program.
- Tessa Burt (grade 10) received a Certificate of merit along with a cash award in recognition of her accomplishments by the Manitoba School Boards Association.
- The following students participated at the Skills Manitoba-Geographic Information Systems (GIS) competition held in April at Red River College. Sam Waters (grade 10) received a gold medal; Brendan McKibbin (grade 10) captured the silver while Tyrell Medwid (grade 10) registered a bronze.
- Lukas Harvey (grade 9) represented Neelin and the Division at the Canada Wide Science Fair held in Lethbridge, AB in May.
- Drake Waters and Riley Balcaen both grade 12 students presented at the ESRI Regional User Conference for Geographic Information Systems (GIS).
- A number of Neelin students received recognition this year for their participation in the sport of Badminton. Varsity

Mixed Doubles – Joe Waters (grade 10) and Jamie Debacker (grade 9); Juniior Varsity Boys Doubles – Brendan McKibbin (grade 10) and Mahesh Shumungan (grade 10); Junior Varsity Girls Doubles – Jamie Debacker (grade 9) and Danielle Billings (grade 9); Girls Singles – Kirsten Brown (grade 10); Boys Singles – Noah Patton (grade 10) and Junior Varsity Mixed Doubles – Kirsten Brown (grade 10 and Lane Tufts (grade 9) all city champions.

- Joey Simms (grade 10) competed at the Provincial Speech Arts competition in May and placed First overall receiving a scholarship for his fine work.
- Emma Ball, Rebecca Storey and Lea Anderson participated in the CMU Manitoba High School Humanities Essay contest and placed first, second and third respectively for their entries. All three students are presently in grade 11
- 65 Neelin students participated in the Food First Food Drive on May 25, 2013 and helped to raise close to 7500 pounds of food for the Samaritan House and their summer food bank.
- Brody Gill (grade 10) received a gold medal for high jump at Provincial Track & Field Competition in May 2013
- Theo Farough (grade 12) and Paige Thomson (grade 11) recognized by the Wheat City Journal as the 2012-13 Male and Female Athletes of the Year
- Neelin Varsity Girls Volleyball team receives Team of the Year honours from the Wheat City Journal for their successful year in capturing the AAAA provincial championship banner



VINCENT MASSEY HIGH SCHOOL

Vincent Massey High School

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Enrolment
810

Principal
[Mathew Gustafson](#)

Vice-Principal
[Ken Seekings](#)

Secretary
[Valerie Smith](#)

Grade Distribution
9-12

Vice-Principal
[Sean Brown](#)

Secretary
[Leah Smith](#)

Secretary
[Nicole White](#)



Principal's Message

Vincent Massey High School strives to create a community focused on success and excellence for students and staff in the areas of social responsibility and student achievement. The efforts of students, parents and staff in accomplishing these goals are highly valued.

Creating a safe environment for students is of primary importance. A supportive climate that fosters a sense of belonging and positive relationships is essential in establishing a strong foundation for school progress in all areas.

Improvement in student achievement is strengthened through quality teaching initiatives that focus on professional growth activities in the areas of curriculum planning, instructional diversity and assessment. In addition, student engagement is paramount in achieving the school's goals. Vincent Massey has employed the engagement survey "Tell Them From Me" to ensure that the student voice is reflected.

Social responsibility and striving for excellence are infused into everyday life at Vincent Massey High School in academics, athletics, the arts and student groups.

I am proud to be a part of the Vincent Massey community and look forward to our continued efforts towards reaching our goals.

Mission Statement

Our mission is to build a community of engaged, respectful and socially responsible teachers and learners striving for excellence and success in academics, athletics, the arts and citizenship.

By community, we mean a sense of belonging, a caring atmosphere, positive relationships, feelings of connectedness and a sense of shared purpose.

By engaged, we mean the active, involved and committed participation of teachers and learners.

By respect, we mean the respect of self, for others, and for property.

By socially responsible, we mean that we place value on the following traits and skills:

PERSONAL ATTRIBUTES

Honest and trustworthy (honourable), fair and equitable, respectful, peaceful, compassionate, considerate, empathetic, kind, thoughtful, generous, unselfish, forgiving, open minded and integrity and loyalty, hardworking, optimistic, courteous.

PERSONAL SKILLS

Actively aware of events and issues; life-long learning, goal oriented, forward-looking, dedicated and passionate, proactive and assertive, patient, with self-restraint.

COOPERATION SKILLS

Awareness of social rules and attentive to moral obligations, law abiding within a democratic contest of social change, celebrates diversity; is nonjudgmental, understands the impact of one's behavior on community and environment, cooperative, team player, mediator, reliable, prepared, accountable, volunteers skills and time; is community focused.

**Adapted from the Brandon School Division Social Responsibility Teacher Rating Scale.*

By teachers and learners, we mean to include all staff, students, parents and members of the greater community – we are all teachers and learners.

By excellence and success, we mean providing meaningful and authentic opportunities for all to reach their potential.

Contextual Description

Vincent Massey is a school with a student population of over 800 and a teaching staff of 60. To meet the needs of students, Vincent Massey offers a wide variety of courses and programs. The staff is dedicated to ensuring that students achieve a high academic standard and to providing opportunities for students to pursue diverse interest areas. Vincent Massey has served the needs of its students since 1960 and is committed to continuing the tradition of excellence.

In addition to standard academic programs, Vincent Massey High School offers the range of business courses required for students to achieve a Manitoba Diploma in Academics and Technical/Vocational (Business and/or Marketing Education). Vincent Massey also awards a Fine and Performing Arts Certificate in Instrumental Music, Visual Arts, Dramatic Arts or Choral/Vocal Arts. The Advanced Placement Program at Vincent Massey High School offers students the opportunity to earn university recognized credits through the internationally recognized Advanced Placement Program in Calculus, Biology, Chemistry, Physics, European History, World History, English Literature and Composition, English Language and Composition and Psychology.

Vincent Massey High School 's culture of social responsibility is strengthened through students' collaborative engagement in school based groups such as TADDD, Youth in Philanthropy, Environment Club, Peer Tutors, Heritage Days, Student Council and Youth Revolution.

Main Areas of Focus in School Development for 2013-2014.

- Response to Intervention.
- Curriculum and Program Planning.
- Instructional Diversity.
- Assessment and Evaluation.

School Goal #1

To engage students, socially, academically, and intellectually through curriculum planning, instructional diversity, assessment and social responsibility.

Actions Taken towards Goal #1

Grade 9 Science:

- Implementation of the VMHS Differentiated Instruction Curriculum for teachers through PLC workshops and meetings.
- Examination of literature surrounding the benefits of using Assessment As Learning practices in regards to increased student achievement.
- Each PLC member, in consultation with staff

Indicators of Progress regarding Goal #1

To incorporate best practices into unit development, instruction, assessment and evaluation.

- Acquire the knowledge, skills, understanding, and confidence necessary to tailor their instruction to meet the needs of all learners in their classroom.
- Acquire the knowledge, skills, understanding, and confidence necessary to effectively implement

<p>development specialist, will develop one DI infused unit.</p> <ul style="list-style-type: none"> • Attend 21st century ICT workshops hosted by BDS. <p>Grade 10 Science:</p> <ul style="list-style-type: none"> • Continue to develop common essential learning targets and summative assessments. • Implementation of VMHS Differentiated Instruction Curriculum for teachers through PLC workshops and meetings. • Continue to extend formative assessment repertoires. <p>Grade 9 Social Sciences:</p> <ul style="list-style-type: none"> • Implementation of the VMHS Differentiated Instruction Curriculum for teachers through PLC workshops and meetings. • Examination of literature surrounding the benefits of using Assessment As Learning practices in regards to increased student achievement. • Each PLC member, in consultation with staff development specialist, will develop one DI infused unit. • Revision of skill assessment tools. • Attend 21st century ICT workshops hosted by BSD. <p>Grade 10 Geography:</p> <ul style="list-style-type: none"> • Development of essential learning targets- knowledge, skills and understandings. <p>Grade 9-12 Physical Education:</p> <ul style="list-style-type: none"> • Continue to develop common essential learning targets and summative assessments for Grade 9 and 10 Health components of curricula. • Attend 21st century ICT workshops hosted by BSD. <p>Grade 9 and 10 Mathematics:</p> <ul style="list-style-type: none"> • Continue to develop common essential learning targets and summative assessments. • Implementation of the VMHS Differentiated Instruction Curriculum for teachers through PLC workshops and meetings in conjunction with Numeracy Specialist. • Examination of literature surrounding the benefits of using Assessment As Learning practices in regards to increased student achievement. • Each PLC member, in consultation with staff development specialist and divisional math specialist, will develop one DI infused unit. • Attend 21st century ICT workshops hosted by BSD. <p>Grade 9-12 Business:</p> <ul style="list-style-type: none"> • Development of essential learning targets- knowledge, skills and understandings for courses. • Acquire the knowledge, skills, understanding and confidence necessary to effectively implement Assessment As, For, And Of Learning into classroom practices. 	<p>Assessment As, For, and Of Learning into classroom practices.</p> <ul style="list-style-type: none"> • Acquire the knowledge, skills, understanding and confidence to use collaborative data to improve student achievement and intellectual engagement. • Continue to develop common essential learning target and summative assessments. • Restructuring of student management supports. • Development of universal monitoring process.
Divisional objectives with which this school goal is aligned	
<ol style="list-style-type: none"> 1. To develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL). 2. To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, 	

English as an Additional Language, and learning engagement issues.

3. To complete full implementation of Policy/Procedures 4053 "Literacy Development of Students K-12" and Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement".
4. To complete the development of Policy/Procedures 4059 "Numeracy" to focus the quality teaching of numeracy, grades K-12.
5. To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).
6. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
7. To strengthen the learning engagement and achievement of learners with English as an Additional Language.
8. To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

School Accomplishments of Note for 2012-2013

Media Arts

The Media Arts department offers students the opportunity to study the various components of the media industry. Students learn the basic skills of capturing still and motion imagery, as well as apply these skills in the production of recorded and live broadcasts within a studio setting. Students also gain hands on knowledge and experience in creating a professional video.

Peer Tutoring

Peer tutoring at Vincent Massey is a drop-in service, available to all students, every morning (8:20 - 8:45) and every noon hour (12:15 - 1:15). Student tutors in grades 10 - 12 volunteer for weekly tutoring shifts and indicate their areas of academic strength. Tutors are scheduled in an effort to have assistance in both math/science and English/social sciences available every day. Currently, VM has 19 peer tutors. Approximately 4 - 12 students access the peer tutoring service every day.

The climate of the peer tutoring classroom is relaxed and dedicated to academics. Tutors are often joined by their friends, and it is not uncommon for pairs of students to work together in tutoring. Further, when not actively helping students, tutors often work together to complete their own homework, modeling studying and collaboration for younger students. The atmosphere is respectful and encouraging, and younger students participate with older students in discussions about course selection and school-related events

Cybersafety

Child and Family Services of Western Manitoba, Brandon Police Service and Vincent Massey High School partnered to present "Virtual Realities". The presentation was given to students in Vincent Massey grade nine students on October 22nd and October 23rd, 2012.

The program was about internet safety and provided information about how to safely use various forms of technology such as texting, emailing and social networking. The primary purpose was to help students understand their personal responsibility in a virtual world and how to be as safe as possible when engaging in such technology. A parent information presentation was offered on the evening of November 6, 2012 for all Vincent Massey parents.

Sustainable Renewal Design

The Sustainable Renewal Design implementation requires that we examine our current practices and examine the data to see the effects of our actions.

As an example, we looked at our registration process for our returning students. We realized that course selection was an important programming piece and we also realized that as with all programming, students required varying degrees of support. We identified three primary goals: 1) Increase number of registration packages (including course selection forms) submitted on time, 2) Improve accuracy of course selection by students, and 3) Support students requiring individualized attention

The result was to change the registration process through the utilizing of the case management system, having differentiated registration processes, and early identification of students who require greater support in programming choices (AP students, unique postsecondary goals, students not on-track, etc.).

The rate of return for our registration process increased by 264%. Also, by differentiating our registration process, utilizing the case managers, and early identification of students, we are finding more students engaged in conversations with counselors, case managers and teachers, more parents involved in the process, and more excitement around the registration process.

VI. Community Connections

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas. Important developments, to date this year, include:



The **Youth Revolution (Y-R)** is a student leadership group from **grade 5 and up** that creates programs, activities or events program to **promote healthy lifestyle choices** to reduce risky behaviour, bullying, discrimination, social injustice, violence, drugs and alcohol among children, youth, and families within the schools and the community in Brandon, Shilo and Alexander. Y-R implements programs for children, youth, parents and guardians, in order to mobilize community. The Y-Revolution is an initiative of the **Brandon Community Drug and Alcohol Education Coalition**.

Youth Revolution Stats

Year	Projects/Activities	Members	Schools	Awards	Sponsors/Partners
2010 - 2011	62	162	15	0	45
2011 - 2012	146	275+	18	1	60
2012 - 2013	308	300+	19	4	103
Total	520+	737+	19	5	103

Awards and Recognition

- ❖ 2012 Premier Volunteer Service Award
- ❖ 2012 Certificate of Acknowledgement from the Brandon Suicide Prevention Implementation Network (SPIN)
- ❖ 2012 Certificate of Recognition for Excellent BNRC Project Implemented by Youth for the "Better High Parent Forum"
- ❖ 2013 Ref-Fit Centre Healthy Living Group Award
- ❖ 2013-May-7 – Provincial recognition at the Student & Youth Leadership Appreciation event



Objectives of Projects and Activities

- ❖ **Help and inspire others to become positive leaders in the community** → E.g., Volunteering in the school, running the canteen program, teaching the behavioural matrix, helping facilitate wellness days
- ❖ **Develop positive relationships** → E.g., Networking at the Chamber Luncheons, volunteering in the community, inspiring their friends, promoting anti-bullying strategies
- ❖ **Develop the leaders of today and tomorrow** → E.g., Creating, planning, implementing and evaluating projects in the schools and the community
- ❖ **Educate and mobilize the community with health initiatives** → E.g., Talent shows, cultural days, wellness days, supporting Healthy Brandon and Brandon in Motion
- ❖ **Generate solutions that are more engaging to children, youth and caregivers** → E.g., The ideas come from youth, events planned by youth
- ❖ **Increase safety and reduce violence** → E.g., Teaching behavioural matrix, anger management workshops, P.A.R.T.Y. program to prevent risky behaviour through drugs and alcohol, recreational programs in the schools
- ❖ **Increase good physical and mental health** → E.g., dance workshops, zumba sessions, karate workshops, yoga workshops, coping with stress sessions, relaxation techniques, self-esteem sessions,
- ❖ **Increase healthy nutrition** → E.g., fruit sales, veggie sales, cooking workshop, nutrition workshops, how to make a healthy lunch
- ❖ **Promote economic growth** → E.g., volunteering for the MB Arthritis society, Healthy Brandon, Brandon in Motion. Brandon Festival of the Arts, Summer Fair, Country Fair for Westman Dreams for Kids, Baby Fair, Samaritan House
- ❖ **Create strong partnerships through volunteerism** → E.g., MB Arthritis Society, Assiniboine Kiwanis, Westman Dreams for Kids, Rotary Club, City of Brandon, MNP, YWCA of Brandon, fundraising campaigns for various causes
- ❖ **Promote entrepreneurship among youth** → E.g., Networking at Chamber Luncheons, presenting in the community to seek for funding, completing grant applications
- ❖ **Promote social justice and social responsibility** → E.g., Adopted a village in Ecuador, cultural events, YWCA Walk a Mile in Her Shoes, Day of Pink

Take a Stand against Bullying Forum




On April 4, the Youth Revolution put on an Anti-bullying forum for students from grades 5 to 9. The forum took place in the Crocus Plains Regional Secondary School gym. This **'Stand Up Against Bullying Forum'** provided a lot of resources and ideas to break the silence against bullying.

There was one session in the morning from 9:45 am to 11:45 am for up to 1200 grade 4 to 7 students, and one session in the afternoon from 1:00 pm to 2:50 pm for up to 1000 grade 7 and 9 students.

This forum was open to parents, guardians and caregivers.



Parent program

Parent Forum in October	About	Parent Session																																
<div><p>Youth Revolution Invites You To... A Better High Parent Forum Featuring Keynote Speaker Matt Bellace, PhD</p><p>Free Admission</p><p>Love Laugh Help Exercise</p><p>Family Prizes From Youth Revolution Partners and sponsors</p><p>Free Childcare by: Youth Revolution Members</p><p>Free Finger Food by: SAFEWAY</p><p>When: Wednesday, October 17 – 6:00 – 8:30 pm Where: Central United Church, 327 8th Street (by the YMCA) Who: Parents and Guardians What: Connecting with Parents to Enrich Our Community Supporting your children and teens in making positive choices</p><p>For more information, contact Lili at 573-2266 or jardine.lili@brandonsd.mb.ca</p><p></p></div>	<p>The parent program was launched on October 17 with the Better High Parent Forum and has delivered 7 different sessions in the community which were suggested by parents.</p> <p>There is a subcommittee of parents/guardians from most of the schools and the community.</p> <p>In June, the Coalition and Y-R started a new partnership with 10 different organizations to mobilize and engage more parents and guardians in the community and find a way how all these organizations can work together to benefit the parents in our community.</p>	<div><p>SESSIONS FOR PARENTS/GUARDIANS</p><p>9:00 am – 10:00 am – Breakfast & Learn 11:30 – 1:00 pm – Lunch & Learn Breakfast & Lunch provided</p><p>Choose any sessions that appeal to you:</p><table><tr><th>Sessions</th><th>Date</th><th>Time & Place</th><th>RSVP by</th></tr><tr><td>1. Assertive communication</td><td>Mar-5</td><td>9:00 am – South End Community Centre</td><td>Feb-26</td></tr><tr><td>2. Peer pressure</td><td>Mar-21</td><td>11:30 am – Park Community Centre</td><td>Mar-14</td></tr><tr><td>3. Parental self-esteem</td><td>Apr-11</td><td>11:30 am – City Hall</td><td>Apr-4</td></tr><tr><td>4. Dealing with difficult behaviour</td><td>Apr-23</td><td>11:30 am – West End Community Centre</td><td>Apr-10</td></tr><tr><td>5. Dealing with stress</td><td>May-8</td><td>9:00 am – South End Community Centre</td><td>May-1</td></tr><tr><td>6. Understanding drug and alcohol use among teens</td><td>Jun-4</td><td>11:30 am – East End Community Centre</td><td>May-26</td></tr><tr><td>7. Interpreting youth behaviour</td><td>Jun-19</td><td>9:00 am – Park Community Centre</td><td>Jun-12</td></tr></table><p>Activity based + Group discussions</p><p>For more information, please contact Lili Jardine RSVP – (204) 573-2268 or jardine.lili@brandonsd.mb.ca</p><p>A Brandon Community Drug and Alcohol Education Coalition Event</p></div>	Sessions	Date	Time & Place	RSVP by	1. Assertive communication	Mar-5	9:00 am – South End Community Centre	Feb-26	2. Peer pressure	Mar-21	11:30 am – Park Community Centre	Mar-14	3. Parental self-esteem	Apr-11	11:30 am – City Hall	Apr-4	4. Dealing with difficult behaviour	Apr-23	11:30 am – West End Community Centre	Apr-10	5. Dealing with stress	May-8	9:00 am – South End Community Centre	May-1	6. Understanding drug and alcohol use among teens	Jun-4	11:30 am – East End Community Centre	May-26	7. Interpreting youth behaviour	Jun-19	9:00 am – Park Community Centre	Jun-12
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Beyond the Hurt



On April 17 and April 19, 35 Y-R members and coordinators, started receiving the training Beyond the Hurt from the Canadian Red Cross.

On January 22, the Premier, Greg Selinger visited École New Era as a result of the partnership between the Youth Revolution and the **Canadian Red Cross** to implement the “Beyond the Hurt” bullying prevention program within the Brandon School Division schools. With this program, Y-R students from eight different schools and coordinators started receiving the training in April, in order to implement the anti-bullying program in the schools. In 2014, all the schools will be invited to receive the adult facilitator’s training course to implement the bullying prevention program in all the BSD schools.



To find out more about the Youth Revolution, please visit the website:
<http://daeducation.wordpress.com>

Milestones Preschool Wellness Fair

The Milestones Preschool Wellness Fair was held in Brandon, Manitoba on April 23, 2013; 306 children registered for the Fair. The Wellness Fair has become well-known as an opportunity for families to have their preschool children screened in five key developmental areas: dental, speech and language, developmental, vision and hearing. Other activities include informational displays, a children's activity centre, children's snack area, and a nutritional display. Families are provided with information so they can connect with the appropriate professional to receive follow-up services for their child if required.

VII. Conclusion

In the Brandon School Division we are working well on providing ALL of our students with equitable access to Quality Learning, Quality Teaching, and Quality Support Services.

Thanks very much to all who contribute to the well-being and achievement of our students on a daily basis.

Respectfully submitted,
Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer