



BRANDON
SCHOOL DIVISION
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2015-2016 Continuous Improvement Framework Report

BRANDON SCHOOL DIVISION
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INTRODUCTION

Brandon School Division has a clear focus on student engagement in learning and achievement. The 2015-2016 school year yielded great enthusiasm and growth by all. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress and commitment to learning by our students, staff, parents & guardians and community as a whole.

Division Vision Statement

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

Division Mission Statement

The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth.

Division Value Statements

Brandon School Division exists to provide for the learning needs of its students. We believe:

- ❖ All people are capable of learning.
- ❖ Individuals learn in different ways and at different rates.
- ❖ Learning is a developmental lifelong process.
- ❖ Language is essential to learning.
- ❖ Learning requires the active participation of the learner:
 - The environment encourages risk-taking.
 - The learner has input into decisions about the learning.
 - The learner perceives learning to be meaningful and integrates it with prior knowledge and experience.
 - The learner engages in realistic self-assessment.
- ❖ Learning is a social and an individual process.
- ❖ Learning is affected by the physical environment.
- ❖ Learning is more effective when:
 - Home, school and community collaborate in providing a positive learning environment.
 - Attention is paid to both process and product.
 - The learner's basic needs have been met.

Learning Community Guiding Principles

- ❖ To encourage and support risk-taking through open communication in a climate of trust;
- ❖ To accept and commit to the process of change and renewal;
- ❖ To improve teaching and learning for all through shared decision-making based on experience and research; and
- ❖ To attend to the well-being of each member — with mind, heart and spirit.

STRATEGIC PLAN IN ACTION

Our current Strategic Plan includes three interconnected strategic directions:

Academic Preparedness

Global Citizenship

Health & Wellbeing

all of which support the Division's Master Goal:

TO ENGAGE ALL STUDENTS ACTIVELY IN THEIR LEARNING THROUGH THE PROVISION OF EQUITABLE,
FAIR ACCESS TO QUALITY PERSONALIZED LEARNING OPPORTUNITIES.

TO VIEW THE 2014-2017 STRATEGIC PLAN, PLEASE VISIT
[HTTPS://WWW.BSD.CA/DIVISION/ABOUTUS/PAGES/DIVISION-STRATEGIC-PLAN.ASPX](https://www.bsd.ca/division/aboutus/pages/division-strategic-plan.aspx)



SCHOOL DIVISION PROFILE

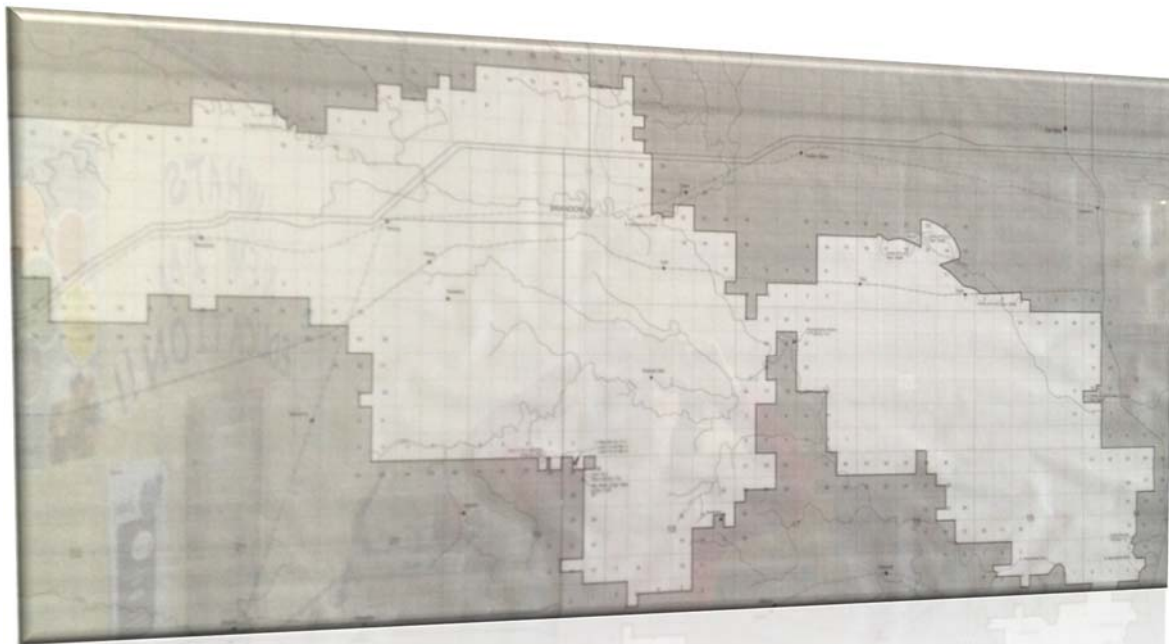
Geographic Information

Brandon School Division's Administration Office is located in Brandon, Manitoba, Canada. The Division services the city of Brandon, the town of Alexander, Canadian Forces Base Shilo and surrounding areas.

There are 22 schools in the Brandon School Division, 19 of which are located within the City of Brandon. The Brandon School Division boundary extends beyond the boundaries of the City of Brandon and includes parts of the municipalities of Cornwallis, Daly, Elton, Oakland, North Cypress, South Cypress and Whitehead as well as Canadian Forces Base Shilo. Students who live outside the City limits and are 1.6 kilometers or more from their schools are provided with school bus transportation. Transportation service is also provided within the City limits to students who take French Immersion, who are handicapped, physically disabled or otherwise qualify due to distance walked.

Schools vary in grade and structures and although not physically structured in this matter, all schools in Brandon follow the Early (K-4), Middle (5-8) and Senior Years (9-12) philosophy.

The Brandon School Division operates a neighbourhood school concept whereby students in elementary school attend the school according to their catchment area. At the middle years level, school catchment areas have been established to ensure reasonable class sizes while protecting the right of students to attend schools built to serve their neighbourhoods. The high schools operate on an open boundaries concept and you can check with the Division Office for course and space availability at the Division high schools. If a student wants a special program, i.e. vocational or French Immersion, catchment areas do not apply and they will enroll in the appropriate school.



Board of Trustees

The nine member Board consists of eight trustees elected from the City of Brandon, Ward 1, and one trustee elected from the Rural Area, Ward 2. Once elected, they not only represent their Wards, but all students in the Division. Elected on October 22, 2014, the Brandon School Division Board of Trustees consist of:



Ms. Sherilyn Bambridge
Email: bambridge.sherilyn@bsd.ca
Ward: 2



Mr. Peter Bartlette
Email: bartlette.peter@bsd.ca
Ward: 1



Mrs. Pat Bowslaugh
Email: bowslaugh.pat@bsd.ca
Ward: 1



Mr. George Buri
Email: buri.george@bsd.ca
Ward: 1



Mr. Glen Kruck
Email: kruck.glen@bsd.ca
Ward: 1



Mr. Jim Murray
Email: murray.jim@bsd.ca
Ward: 1



Dr. Linda Ross
Email: ross.linda@bsd.ca
Ward: 1



Mr. Mark Sefton
Email: sefton.mark@bsd.ca
Ward: 1



Mr. Kevan Sumner
Email: sumner.kevan@bsd.ca
Ward: 1

Senior Administration

Our Senior Administration consists of the following individuals:



Dr. Marc D. Casavant
Superintendent of Schools/CEO
Email: casavant.marc@bsd.ca



Mr. Greg Malazdrewicz
Assistant Superintendent
Email: malazdrewicz.greg@bsd.ca



Mr. Mathew Gustafson
Assistant Superintendent
Email: gustafson.mathew@bsd.ca



Mr. Denis Labossiere
Secretary-Treasurer
Email: labossiere.denis@bsd.ca



Ms. Eunice Jamora
Assistant Secretary-Treasurer
Email: jamora.eunice@bsd.ca



Our Schools, Students & Staff

Our Schools

	# of Schools
Kindergarten to Grade 6	2
Kindergarten to Grade 8	16
Kindergarten to Grade 10	1
Grades 9-12	<u>3</u>
Total Schools	22

Student Demographics (as at June 24, 2016)

	# of Students	% of Population
K-8 Students	5791	67%
9-12 Students	<u>2831</u>	<u>33%</u>
Total Students	8622	100%
French Immersion	794	9%
English as an Additional Language	1342	16%
Self-Declared Aboriginal	1610	18%

Division Staffing Profile (as at June 24, 2016)

Full Time Equivalents

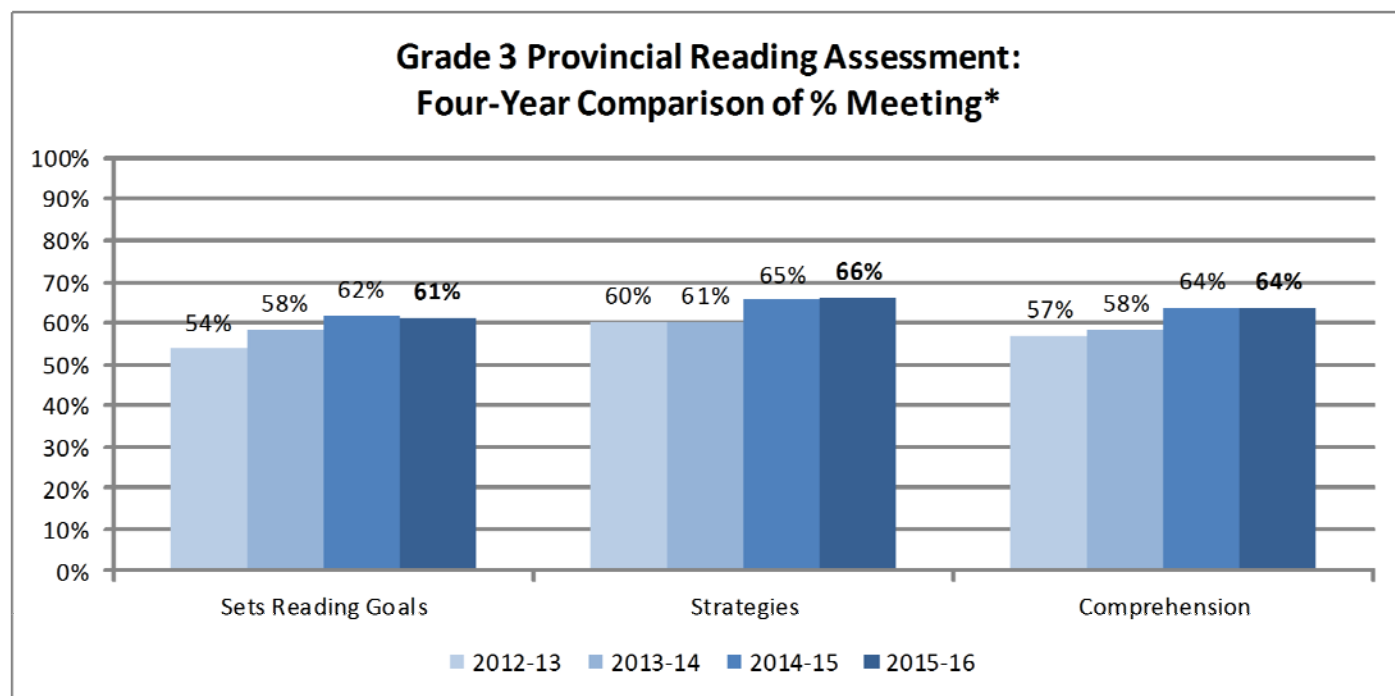
Principals	21.00
Vice-Principals	13.75
Teachers	597.05
Clinicians	23.25
Specialists	9.00
Educational Assistants	298.75



STUDENT ACHIEVEMENT LITERACY

Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 3 provincial reading assessment measures the extent to which students are achieving early grade 3 reading expectations.



Successes

- We have seen a steady growth in the percentage of students meeting each grade level reading expectation on this assessment, from just over 50% to over 60% over the last 4 years.
- In one year, the percentage of self-declared Aboriginal students who meet expectations in all 3 sub-competencies** has grown by 9.5%, reaching its highest success rate in 5 years.
- A greater percentage of EAL students are now meeting expectations in all 3 sub-competencies, with an increase of 10% over the last 5 years.
- While a smaller percentage of boys have historically met all reading expectations, this discrepancy was much reduced this year.

Areas for Future Growth

- We continue to strive toward 80% of our students meeting these early reading expectations.
- Despite gains in the percentage of Aboriginal and EAL students meeting expectations in these reading skills, there remains a 20% gap between Aboriginal and non-Aboriginal students and a 30% gap between EAL and non-EAL students on this assessment.

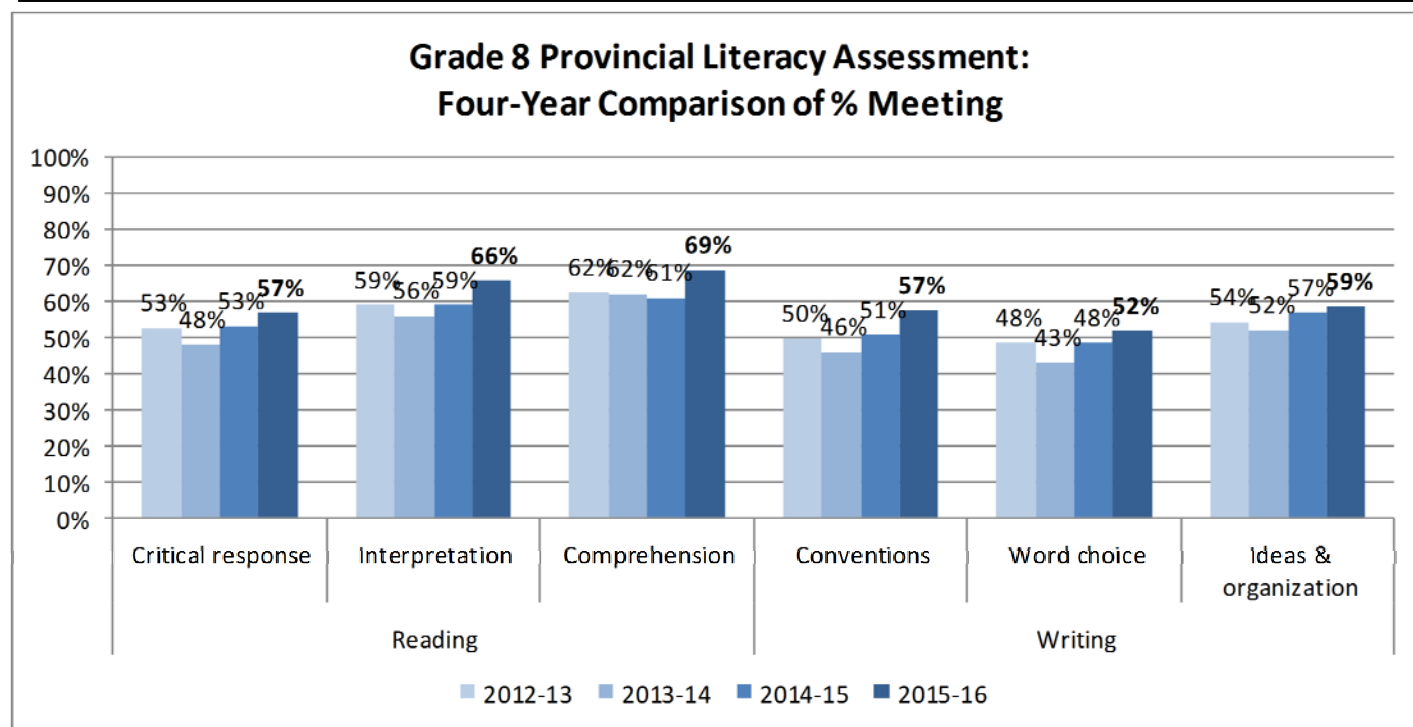
* Based on a weighted average of English Program and French Immersion Program results.

**While the graph shows the percentage of students meeting each individual competency, growth is also analyzed based on the percentage of students meeting expectations in all 3 sub-competencies *together*.

STUDENT ACHIEVEMENT LITERACY

Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 8 provincial literacy assessment measures the extent to which students are achieving mid grade 8 reading and writing expectations.



Successes

- Over the last three years, we have seen steady growth in the percentage of students meeting grade level expectations in each of the grade 8 reading and writing sub-competencies, with greatest gains in reading comprehension and interpretation, as well as writing conventions.

Areas for Future Growth

- We continue to strive toward 80% of our students meeting these middle-years literacy expectations, and have seen an overall steady decrease in the percentage of students meeting all sub-competencies.** Furthermore, fewer students are meeting expectations in writing than in reading.
- On each of the sub-competencies, 17% fewer self-declared Aboriginal students, and 40% fewer EAL students, have met the grade-level expectations.
- Consistently, a higher percentage of girls are meeting these reading expectations compared with boys, and this discrepancy is greater in writing than in reading.

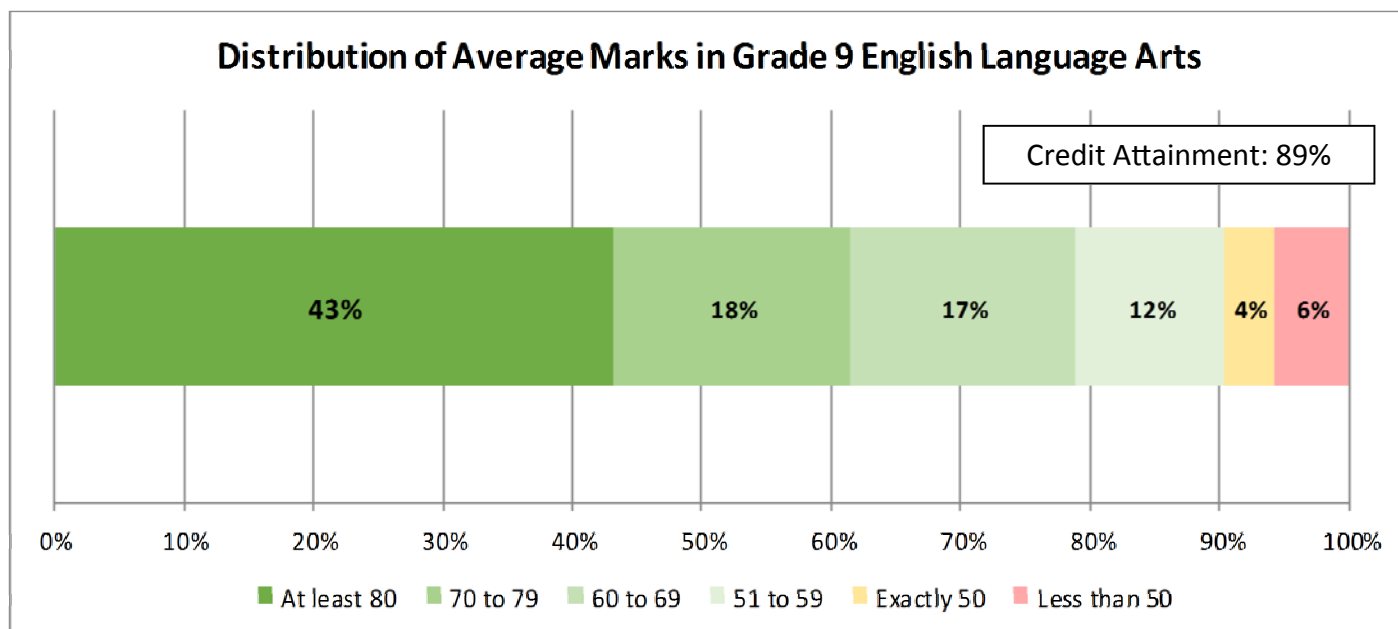
* Based on a weighted average of English Program and French Immersion Program results.

**While the graph shows the percentage of students meeting each individual competency, growth is also analyzed based on the percentage of students meeting expectations in all 3 sub-competencies *together*.

STUDENT ACHIEVEMENT LITERACY

Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

Credit attainment in Grade 9 English Language Arts is defined as the number of first-time grade 9 students who receive a Grade 9 ELA credit over the number of students originally enrolled in the course. Mark distribution indicates levels of achievement for those students who completed the course.



Successes

- Of the 583 grade 9 students originally enrolled in grade 9 English Language Arts in September 2015, 89% attained the credit. Furthermore, of the 553 students who completed the course, 94% passed the course.
- Not only did 94% of students pass the course, 43% achieved a mark of 80% or higher.
- Grade 9 English Language Arts credit attainment rates for self-declared Aboriginal students have increased since the 2009/10 school year from 59% to 68%.
- The credit attainment rate for EAL students is high and has surpassed the rate for non-EAL students by 2%.

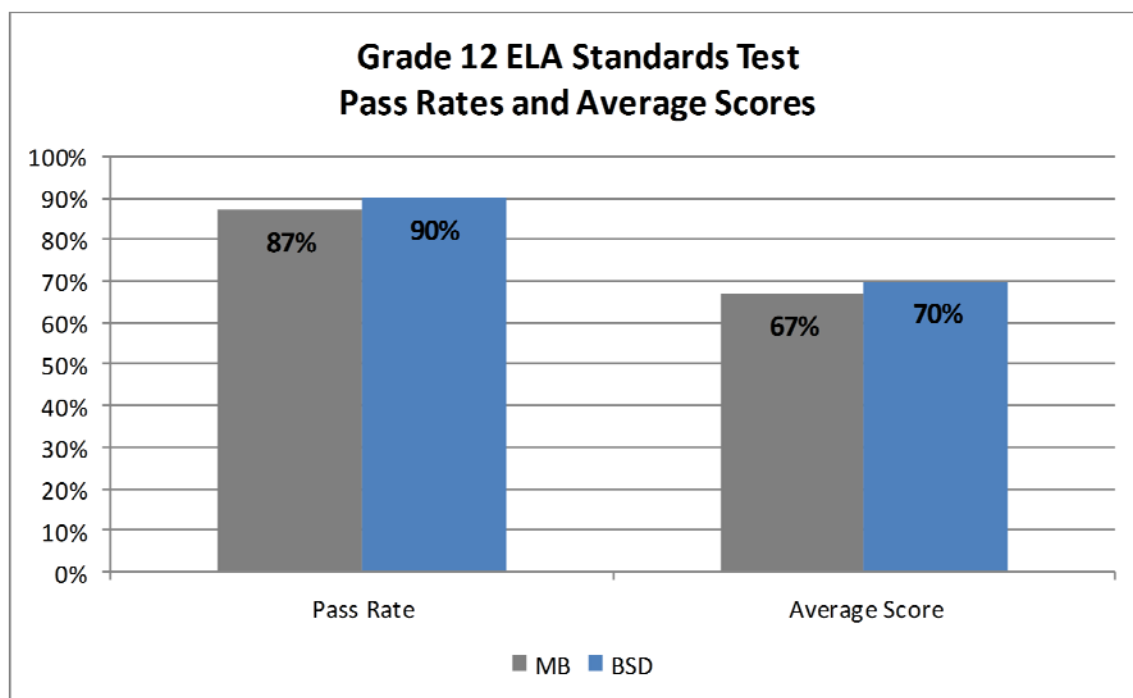
Areas for Future Growth

- We continue to strive to have 100% of first-time grade 9 students complete and attain a credit in their English Language Arts course.
- While credit attainment rates of self-declared Aboriginal students has increased, Aboriginal students are less likely than non-Aboriginal students to receive a mark of 80% or above, and are overrepresented in the group of students with a mark lower than 50% in this course.

STUDENT ACHIEVEMENT LITERACY

Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 12 provincial English Language Arts standards test counts for 30% of students' final grades in language arts.



Successes

- We have consistently high levels of success on the English Language Arts standards test, with 90% of students passing the test, and the divisional average consistently surpassing the provincial average every year.
- Pass rates for self-declared Aboriginal students are improving and nearing those for non-Aboriginal students.
- Similarly, pass rates for EAL students have jumped from 61% in 2011 to 93% in 2015. The gap between EAL and non-EAL students in terms of average marks has been decreasing over the last few years (from 15% to 7%).

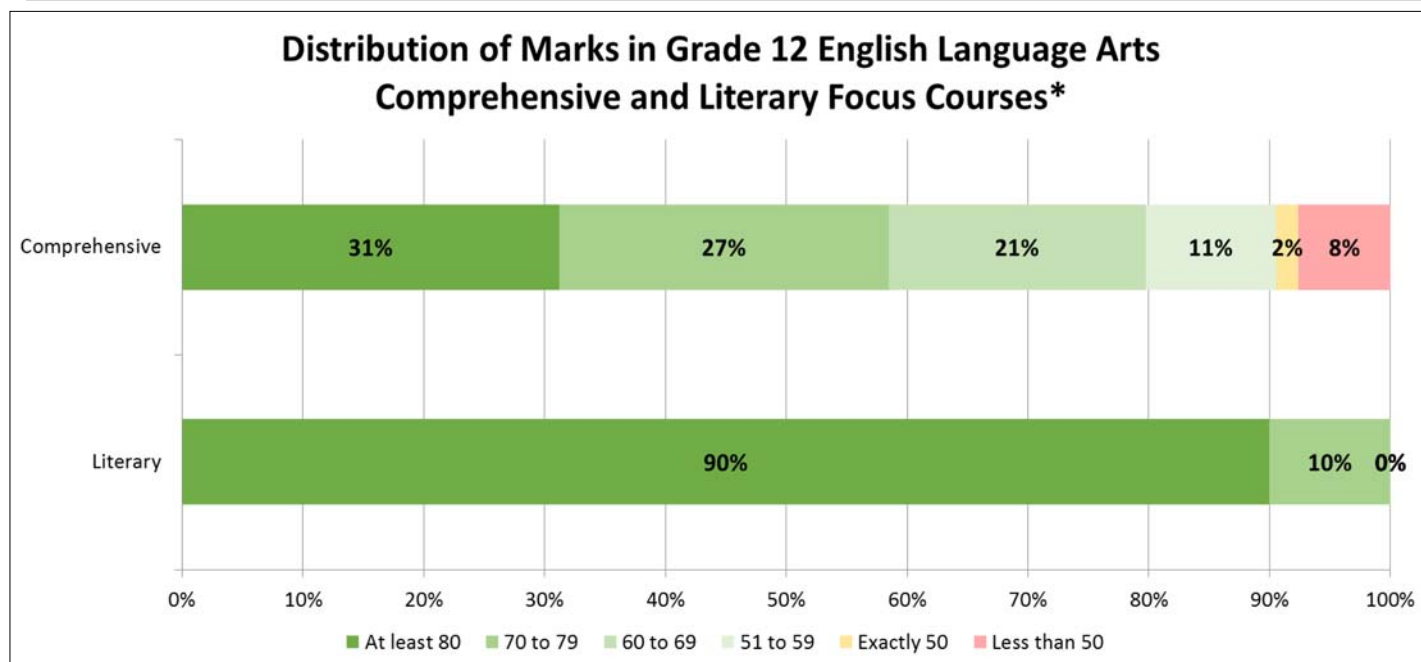
Areas for Future Growth

- We continue to strive to have all students succeed on the Grade 12 standards test.
- In particular, we will consider the following discrepancies:
 - Ten percent fewer self-declared Aboriginal students pass this test compared with non-Aboriginal students.
 - Ten percent fewer boys pass this test compared with girls.

STUDENT ACHIEVEMENT LITERACY

Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

Credit attainment in Grade 12 English Language Arts is defined as the number of students who receive the Grade 12 ELA course credit over the number of students originally enrolled in each course. Mark distribution indicates levels of achievement for those students who completed the courses.



Credit Attainment Rates*:

Comprehensive Focus: 80%

Literary Focus: 87%

Successes

- Of the 602 students who completed the Comprehensive Focus course, 92% passed the course.
- Of the 20 students who completed the Literary Focus course, 100% received a course mark above 70%.

Areas for Future Growth

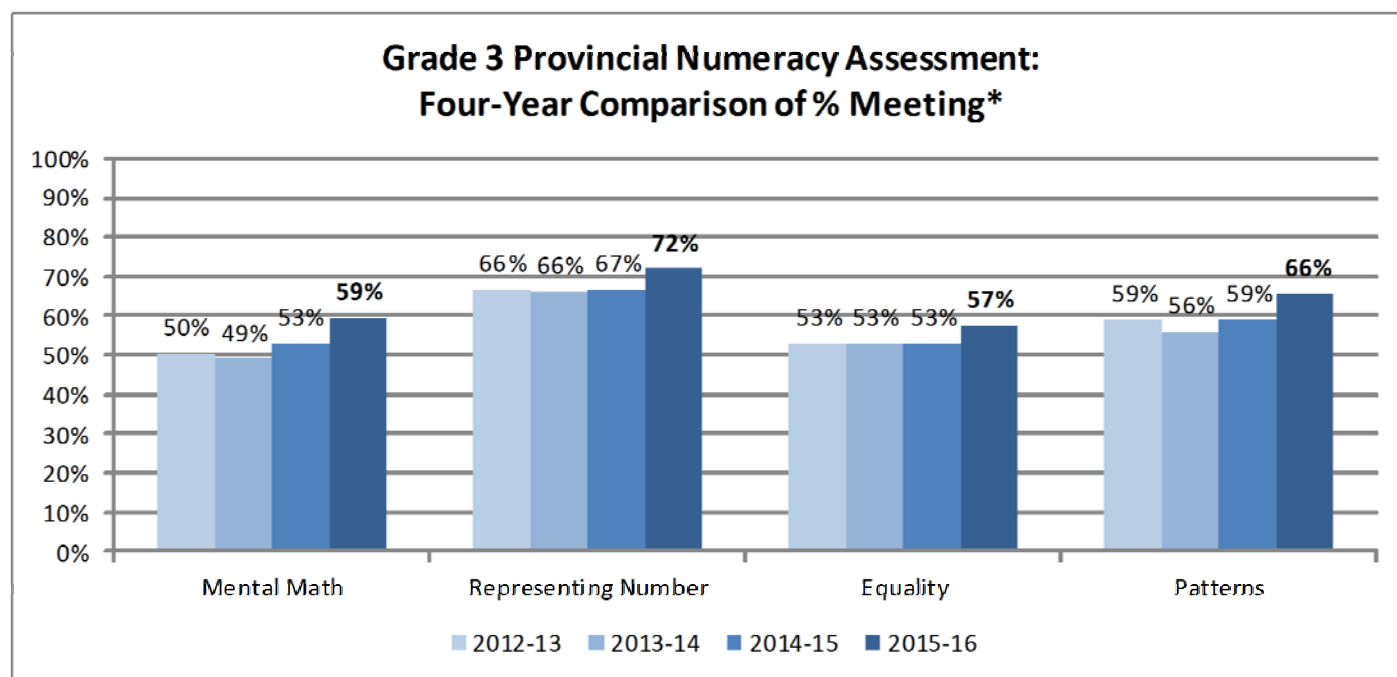
- We continue to strive to have 100% of our students complete and attain a credit in their Grade 12 English Language Arts courses.

* Fewer than 10 students enrolled in ELA Transactional Focus, therefore these results are not reported.

STUDENT ACHIEVEMENT NUMERACY

Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

The grade 3 provincial numeracy assessment measures the extent to which students are achieving early grade 3 numeracy expectations.



Successes

- Consistently, our grade 3 students are most successful in representing number, and we saw a jump from two-thirds to 72% of our students meeting expectations in this area. This past year, improvements were seen in each of the other numeracy skills as well.
- There have been small but steady gains over the past 5 years in the percentage of self-declared Aboriginal students who meet expectations in all 4 sub-competencies.**
- A greater percentage of EAL students are now meeting expectations in all 4 sub-competencies, with an increase of 18.5% over the last 5 years.

Areas for Future Growth

- We continue to strive toward 80% of our students meeting these early grade 3 numeracy expectations.
- Despite gains in the percentage of Aboriginal and EAL students meeting expectations in these numeracy skills, there remains a 20% gap between Aboriginal and non-Aboriginal students and a 10% gap between EAL and non-EAL students on skills addressed in this assessment.

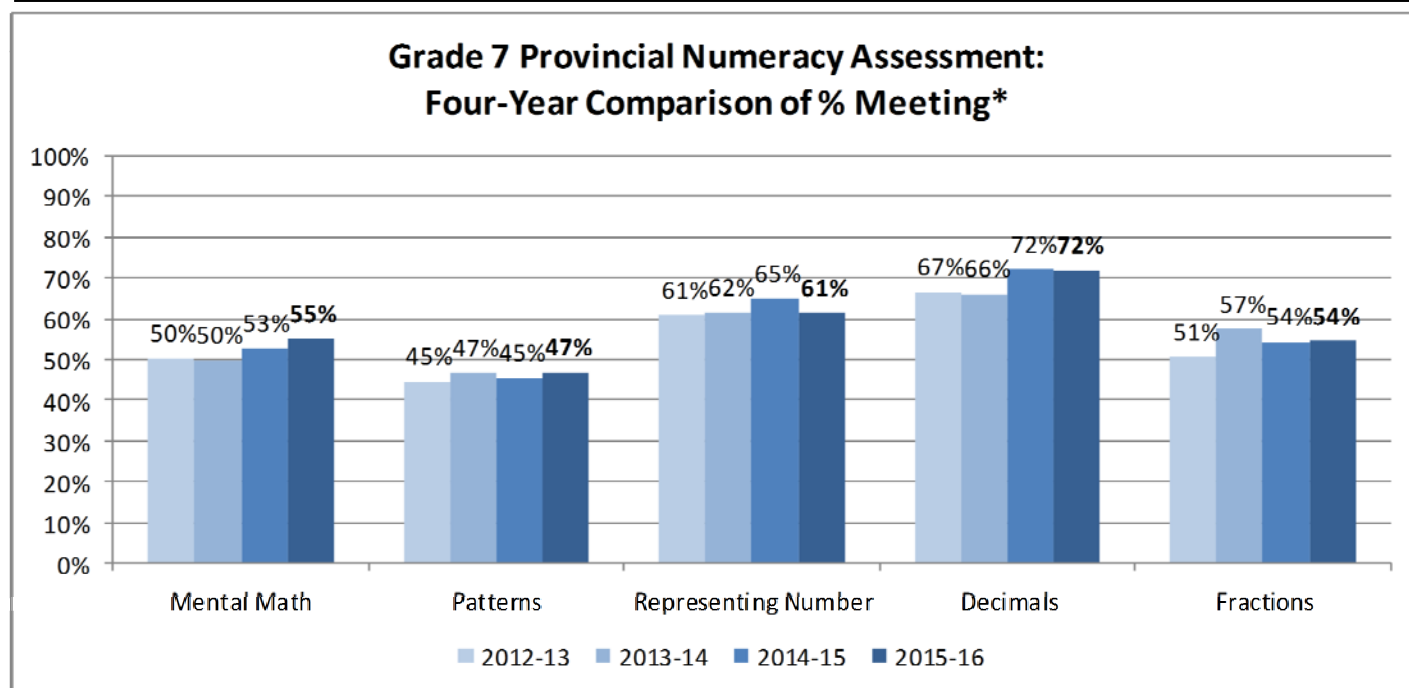
* Based on a weighted average of English Program and French Immersion Program results.

**While the graph shows the percentage of students meeting each individual competency, growth is also analyzed based on the percentage of students meeting expectations in all 4 sub-competencies *together*.

STUDENT ACHIEVEMENT NUMERACY

Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

The grade 7 provincial numeracy assessment measures the extent to which students are achieving mid-grade 7 numeracy expectations.



Successes

- Over the last four years, we have seen small gains in four of the five sub-competencies addressed on this provincial numeracy assessment.
- There was a 12% gain over the last 5 years in the percentage of EAL students who meet expectations on all 5 sub-competencies together, with the most recent data showing no significant difference from their non-EAL counterparts.**
- There are no significant gender differences in the percentage of students meeting expectations on these numeracy skills.

Areas for Future Growth

- We continue to strive toward 80% of our students meeting these mid-grade 7 numeracy expectations.
- For each individual numeracy skill assessed, there are 22% to 30% fewer self-declared Aboriginal students meeting expectations compared with non-Aboriginal students.
- Overall, fewer EAL students are meeting mid-grade 7 numeracy expectations compared with non-EAL students.

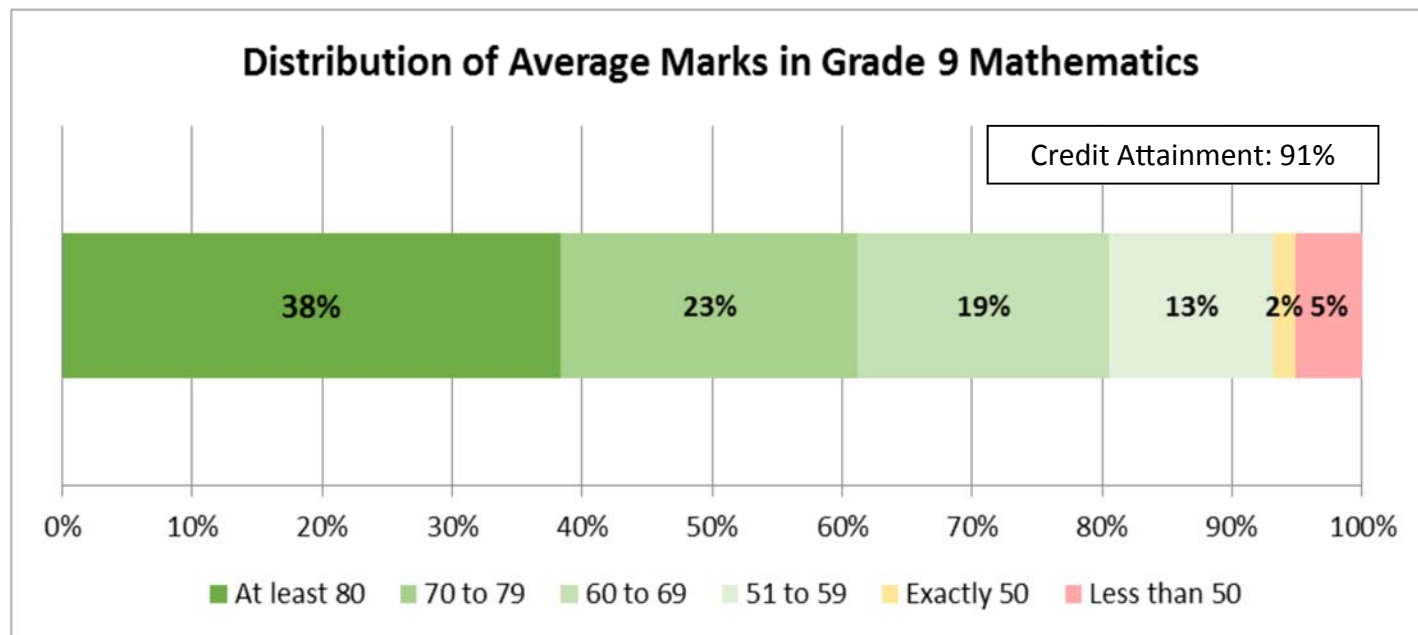
* Based on a weighted average of English Program and French Immersion Program results.

**While the graph shows the percentage of students meeting each individual competency, growth is also analyzed based on the percentage of students meeting expectations in all 5 sub-competencies together.

STUDENT ACHIEVEMENT NUMERACY

Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

Credit attainment in Grade 9 Mathematics is defined as the number of first-time grade 9 students who receive a Grade 9 Math credit over the number of students originally enrolled in the course. Mark distribution indicates levels of achievement for those students who completed the course.



Successes

- Of the 608 grade 9 students originally enrolled in Grade 9 Mathematics, 91% attained the credit, and of the 585 students who completed the course, 95% passed the course.
- Not only did 95% of students pass the course, 38% achieved a mark of 80% or higher.
- Grade 9 Mathematics credit attainment rates for self-declared Aboriginal students have improved in recent years from 61% to 72%.
- The credit attainment rate for EAL students is high and has surpassed the rate for non-EAL students by as much as 8%.

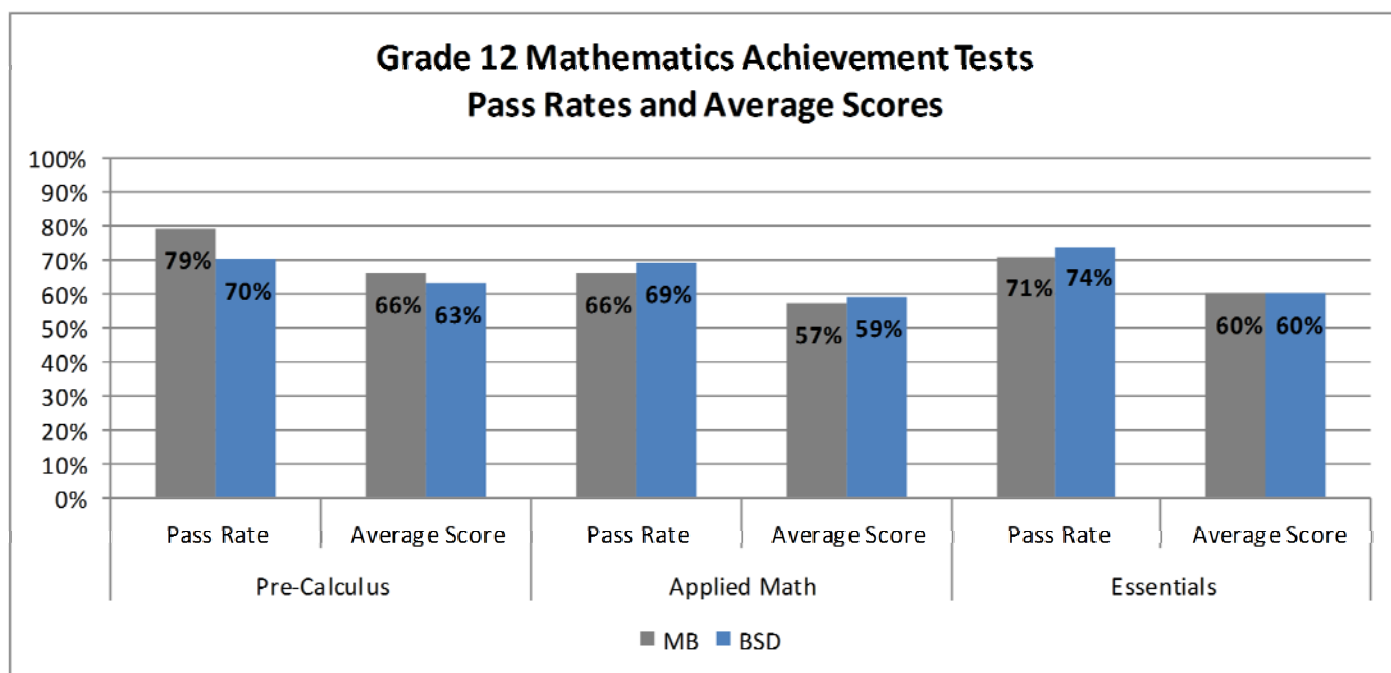
Areas for Future Growth

- We continue to strive to have 100% of first-time grade 9 students complete and attain a credit in their Mathematics course.
- While credit attainment rates of self-declared Aboriginal students has increased, there continues to be a 23% difference in these rates compared with non-Aboriginal students. Over one quarter of the Aboriginal students who complete the course actually do so with a mark lower than 50%.

STUDENT ACHIEVEMENT NUMERACY

Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

In Pre-calculus and Applied Mathematics, the grade 12 provincial achievement tests count for 30% of students' final grades in those courses. The Essential Mathematics provincial achievement test counts for 20% in that course.



Successes

- BSD pass rates surpass the provincial rates on both the Applied and Essentials Mathematics achievement tests.
- Average scores on these two tests are either on par or above the provincial averages.
- Self-declared Aboriginal students have higher pass rates and similar average scores compared with non-Aboriginal students on both the Pre-Calculus and Applied Math achievement tests.
- EAL students have similar pass rates and similar average marks on both the Pre-Calculus and Applied Math achievement tests.

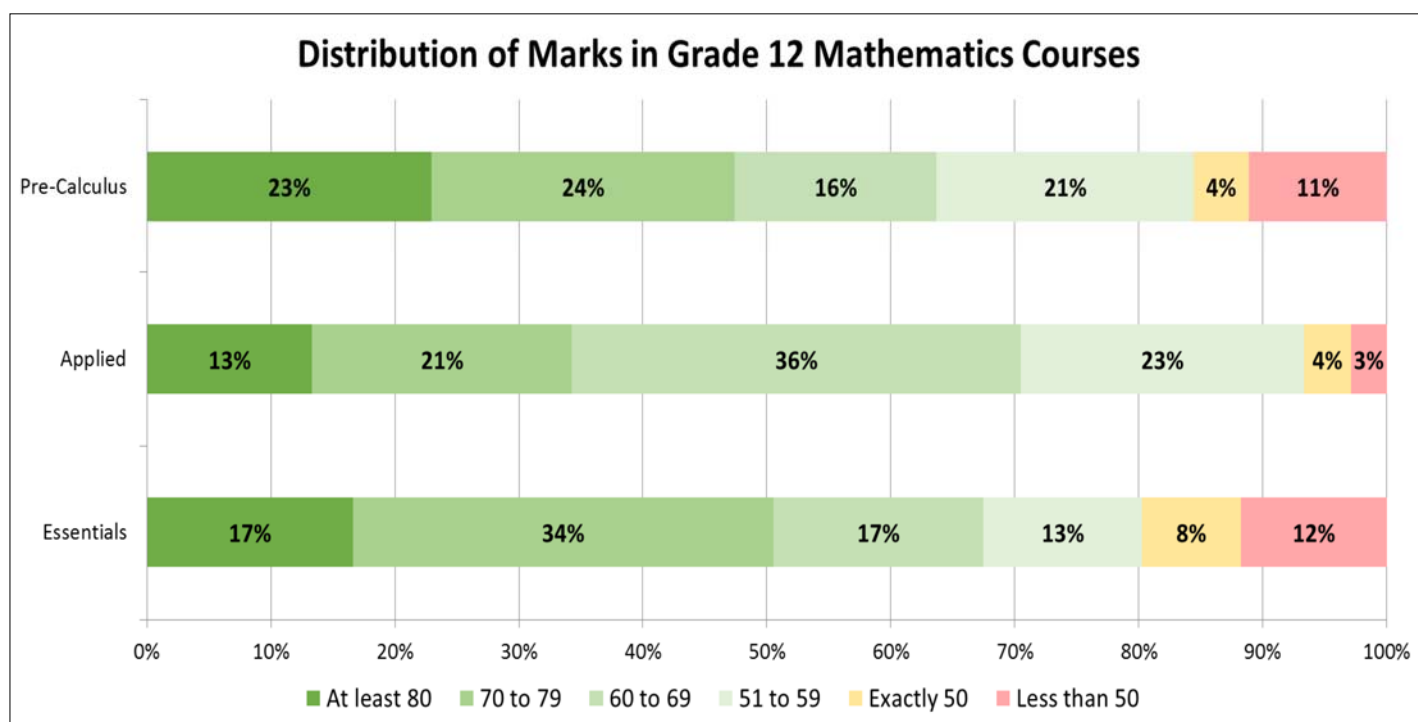
Areas for Future Growth

- We continue to strive to have all students succeed on the grade 12 standards tests.
- In particular, we will consider the following discrepancies:
 - Self-declared Aboriginal students are less likely to pass the Essential Math test compared with non-Aboriginal students.
 - 30% fewer EAL students passed the Essential Math test compared with non-EAL students.

STUDENT ACHIEVEMENT NUMERACY

Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

Credit attainment in Grade 12 Mathematics courses is defined as the number of students who receive the Grade 12 Math course credit over the number of students originally enrolled in each course. Mark distribution indicates levels of achievement for those students who completed the courses.



Credit Attainment Rates: Pre-Calculus: 86% Applied: 86% Essentials: 60%

Successes

- Of the 135 students who completed the Pre-Calculus Mathematics course, 89% passed the course.
- Of the 105 students who completed the Applied Mathematics course, 97% passed the course.
- Of the 289 students who completed the Essentials Mathematics course, 88% passed the course.

Areas for Future Growth

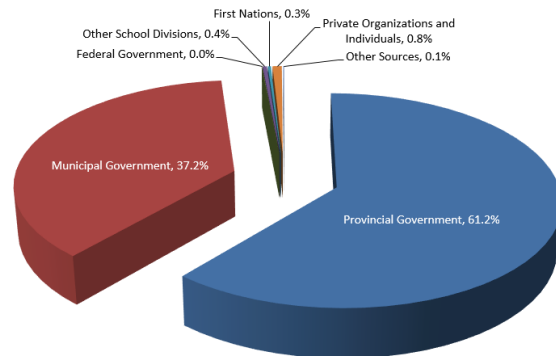
- We continue to strive to have 100% of our students complete and attain a credit in their Grade 12 Mathematics courses.
- In particular, we will consider that while 426 students enrolled in Essentials Mathematics, only 255 students successfully completed the course.

FINANCIAL REPORT

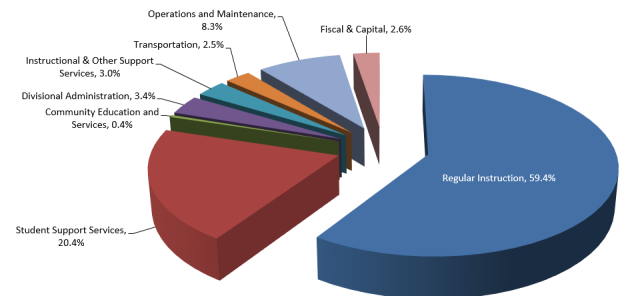
2015/2016 Operating Budget

	2015-2016 Budget	%
REVENUES		
Provincial Government	\$ 57,498,800	61.24%
Federal Government	20,000	0.02%
Municipal Government	34,923,500	37.22%
Other School Divisions	333,800	0.36%
First Nations	247,600	0.26%
Private Organizations and Individuals	728,600	0.78%
Other Sources	87,400	0.09%
	\$ 93,839,700	100.0%
EXPENDITURES		
Regular Instruction	\$ 55,773,500	59.43%
Student Support Services	19,204,200	20.46%
Community Education and Services	374,800	0.40%
Divisional Administration	3,087,600	3.29%
Instructional & Other Support Services	2,865,900	3.05%
Transportation	2,294,000	2.44%
Operations and Maintenance	7,795,600	8.31%
Fiscal	1,630,100	1.74%
	\$ 93,025,700	
Transfers To Capital	814,000	0.87%
	\$ 93,839,700	100.0%
Net Current Year Surplus (Deficit)	\$ -	
How money is spent		
Salaries & Benefits	\$ 79,403,500	84.62%
Services	5,956,600	6.35%
Supplies & Materials	5,898,000	6.39%
Fiscal & Capital	2,581,600	2.75%
	\$ 93,839,700	100.0%

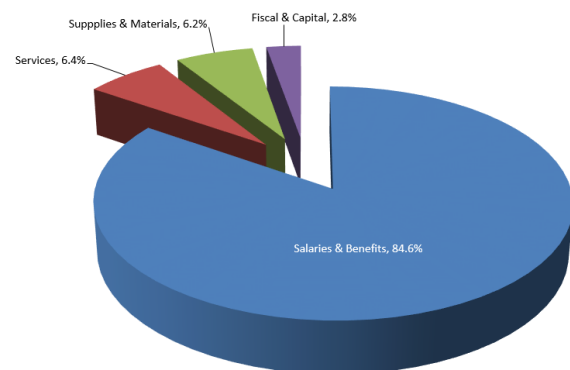
REVENUES *Where This Money Comes From*



EXPENDITURES *Where This Money Is Spent*



How This Money Is Spent



CONCLUSION

In the Brandon School Division, we strive to provide all of our students with equitable, fair access to quality personalized learning opportunities. We have a very strong emphasis on academic preparedness, global citizenship and health and wellbeing. We are very pleased with our growth in these areas during the 2015-2016 school year.

As we work through this last year of our current strategic plan, our sights will be set on the development of the division moving forward. Using the framework of Continuous Improvement, our planning will align the school division and board priorities, with expectations from students, the community and the Department of Education & Training. This will be a process that will unfold starting this fall and we will be communicating this publicly so that the community can be involved in the process.

Respectfully submitted,

BRANDON SCHOOL DIVISION

PER:

Dr. Marc D. Casavant,
Superintendent of Schools/CEO



"Accepting the Challenge"



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