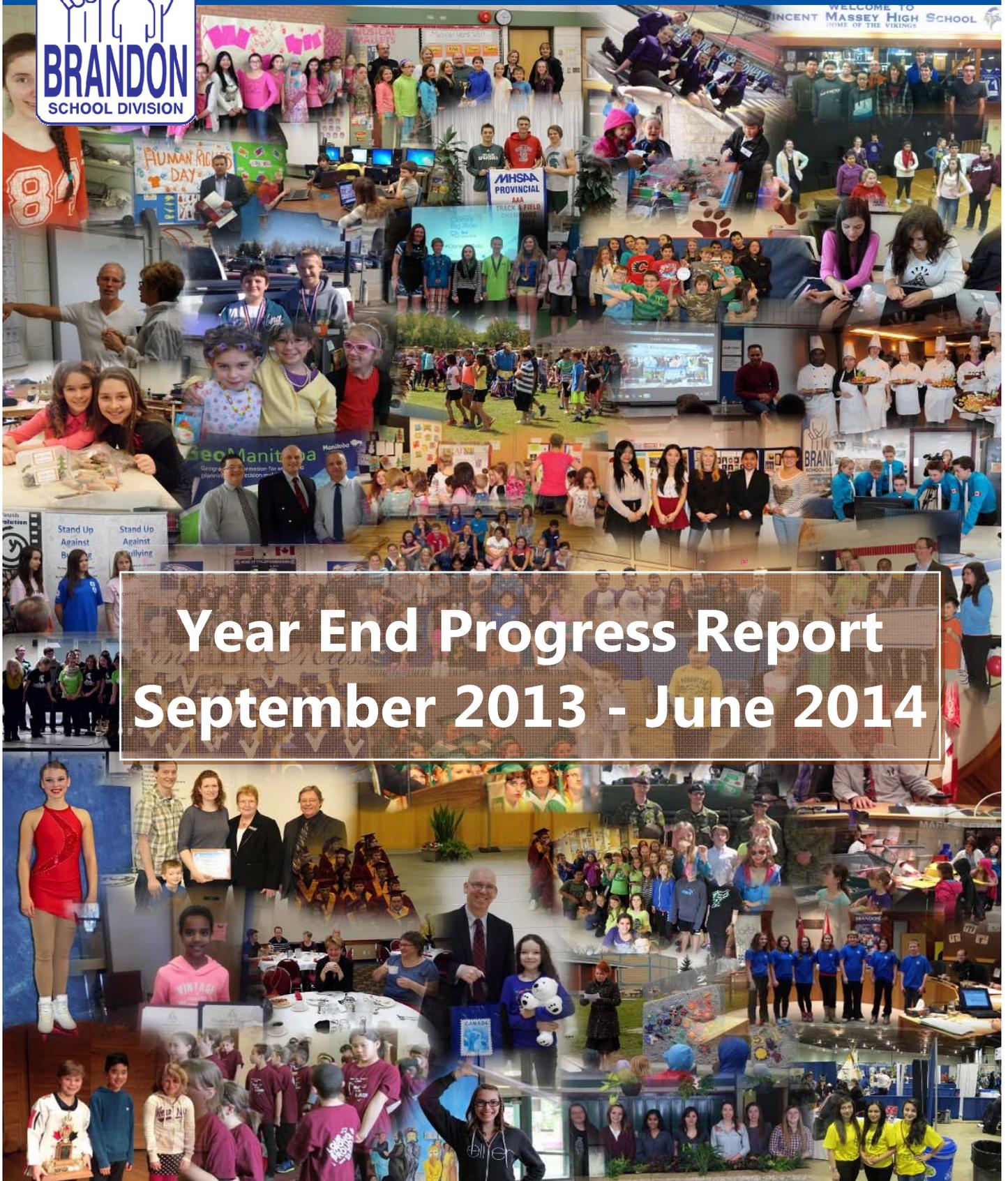


Accepting the Challenge...

BRANDON SCHOOL DIVISION



**Year End Progress Report
September 2013 - June 2014**

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Year End Progress Report / September 2013 – June 2014

I. Message from Superintendent of Schools/Chief Executive Officer

In Brandon School Division, there is a clear focus on student engagement in learning and achievement. The 2013-2014 school year yielded much enthusiasm and growth by all. This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It relays the hard work, progress, and commitment to learning of our students, staff, and parents.

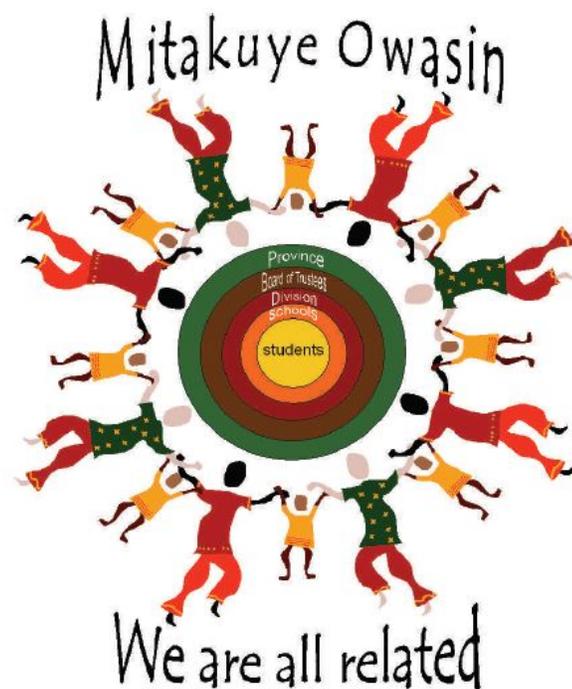
This report is organized to represent the three interconnected strategic directions of the Brandon School Division Strategic Plan; Quality Learning, Quality Teaching and Quality Support Services, all of which supports the Division's main Strategic goal **"to engage ALL students actively in their learning 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 and Inuit)
- Learning Differences and Disabilities
- Disengagement and Behavioural Challenge



Quality Education for All

III. Brandon School Division Profile as of June 10, 2014

Students

| | |
|--------------|------|
| Elementary: | 5523 |
| Senior High: | 2913 |
| Total: | 8436 |

| | |
|--|------|
| Students who have English as an Additional Language: | 1370 |
| French Immersion Students: | 701 |
| Students Bussed: | 3178 |

Schools

| | |
|------------------------------------|----|
| Kindergarten to Grade 10: | 1 |
| Kindergarten to Grade 8: | 16 |
| Kindergarten to Grade 6: | 2 |
| Grades 9 to 12: | 3 |
| Plus Neelin High School Off Campus | |

Staff

| | |
|---|-----|
| Elementary Principals/Vice-Principals: | 24 |
| Elementary Teachers: | 455 |
| Senior High Principals/Vice-Principals: | 10 |
| Senior High Teachers: | 221 |
| Support Staff: | 505 |
| Senior Administration: | 4 |
| Out-Of-Scope Staff | 34 |
| Clinicians: | 29 |
| Specialists: | 15 |



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 2013/2014 | Progress in 2013/2014 |
| Continued focus on Enrichment Clusters implementation, look for ways to measure success (see bullet 3). | HALEP staff facilitated Enrichment Clusters in all BSD schools in 2013 – 2014. |
| Continue to advocate for 0.5 HALEP staffing in all schools. | No staffing increases occurred for 2014-2015. Alexander School has HALEP staffing and will attend Confratute. |
| Create a process for data gathering for assessment purposes. | Further data collection is under discussion. |
| 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. | This initiative did not take place as individual schools set up their own staff to attend workshops in this area. |
| HALEP budget line(s) to reflect actual finances available for HALEP resources/P.D. in each building. | HALEP budget is continuing to evolve to best reflect specific allocations – ie. Sub staffing vs Cluster resources. |
| Objective #2 To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL). | |
| Actions Planned for 2013/2014 | Progress in 2013/2014 |
| Continue to make divisional staff aware of BBL training opportunities. | Encouraged principals and vice principals to access financial support through the superintendents to access brain based and neuroscience conferences. |
| Purchase a set of Eric Jensen’s materials. | Placed an order through the superintendents department. |
| Pursue the possibility of a webinar with Eric Jensen. | Not pursued this year. |
| Provide professional learning sessions on the application of BBL in the classroom, school worksite. | Not pursued this year. |
| 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 2013/2014 | Progress in 2013/2014 |
| Plan professional development opportunities for schools to access educational neuroscience with literary focus. | Encouraged Principal direction to staffs on relationship of neuroscience to literacy. |
| Support development of school teams dedicated to study of neuroscience and education. | Encouraged Principal direction to staffs on relationship of neuroscience to literacy. |
| Develop linkages/communication amongst school teams. | Nothing to Report. |
| 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). | All technical issues resolved by the spring of 2014. 20 schools participated in the TTFM survey. A TTFM School Coordinator training session was offered as well as a data analysis training session. |
| Specific learner group analysis to be completed at school level in order to inform future School Development Plans. | All schools analyzed their TTFM data as part of their School Development Planning process. |

QUALITY TEACHING REPORT

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

Objective #1To 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 2013/2014 | Progress in 2013/2014 |
|---|--|
| <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. | <ul style="list-style-type: none"> “Vygotsky in Action” and “Tools of the Mind” were two books studied by the Full Day Every Day Kindergarten teachers this year at two sessions. Three professional learning sessions were held for Kindergarten teachers. <ul style="list-style-type: none"> “The ABCs and 123s of Developmentally Appropriate Practice” – Debra Mayer, Early Years Consultant, Manitoba Ed. Conversation Café – BSD Facilitators (am), Emergent Literacy – Debra Mayer, Early Years consultant, Manitoba Ed. (pm) “Inspiration for Early Education” – Vanessa Levin |
| <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. | <ul style="list-style-type: none"> French Immersion teachers proceeded with assessment. Division wide data was collected. French Immersion teachers met three times throughout the year to discuss /make changes to the assessment as required. |
| <ul style="list-style-type: none"> Bring the Grade 1 and 2 teachers into the dialogue to make writing at those grades purposeful and curriculum-congruent. | <ul style="list-style-type: none"> As the Grade 3 teachers have had professional learning regarding writing as a part of the Divisional Assessment, the next important step was to bring the Grade 1,2 and 4 teachers into the conversation and begin the dialogue about authentic writing competencies’ and the use of rubrics. This learning took place as a part of the Balanced Literacy Practices sessions with Grade 1 to 4 teachers in the fall of 2013. Dialogue on this topic also continued at school based professional learning sessions in the area of literacy. |
| <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. | <ul style="list-style-type: none"> Fountas and Pinnell BAS training was completed with all teachers who had not previously trained and follow up sessions were completed at a number of schools. |
| <ul style="list-style-type: none"> Plans are in place for professional learning sessions (Grades 1 to 4) in the fall of 2013-2014 with a focus on writing. | <ul style="list-style-type: none"> Professional learning sessions were held for all teachers of Grades 1-4 in the area of writing as discussed in the Balanced Literacy Practices K-4. These sessions were intended to facilitate growth in this area across the division. |
| <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. | <ul style="list-style-type: none"> A Middle Years committee has worked to create a finalized document of Balanced Literacy Practices Grades 5-8. This document will be implemented in the 2014-2015 school year. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Round 1 of Leadership in Adolescent Literacy completed their professional learning cycle and a second group began and has completed their first year of the three year cycle. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Literacy support remained as a combined group of Early Years and Middle Years teachers and focused on areas chosen by the group, such as Response to Intervention and use of materials. |
| <ul style="list-style-type: none"> 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 Benchmark Assessment System to guide instruction. | <ul style="list-style-type: none"> The Benchmark Assessment System is being used in all Grades 1-8 and follow-up sessions in how to use the data for instruction have taken place in a number of schools. |
| <ul style="list-style-type: none"> Supporting best practices in literacy with Middle Years and Senior Years teachers through school-based professional learning and pilot projects in assessment. | <ul style="list-style-type: none"> A variety of projects were implemented in middle years and senior years schools to support literacy practices and improve student achievement. |

| Objective #2 | |
|--|---|
| To complete the development of Policy/Procedures 4059: Numeracy to focus the quality teaching of numeracy, grades K-12. | |
| Actions Planned for 2013/2014 | Progress in 2013/2014 |
| <ul style="list-style-type: none"> Adoption of Procedures associated with <i>Policy 4059: Numeracy</i>. Development and implementation of Numeracy Best Practices documents for K-4, 5-8 and 9-12. | <p>On hold this school year. Will be developed in 2014-2015.</p> |
| <ul style="list-style-type: none"> Provide regular electronic communications promoting professional development opportunities, including local meetings, professional conferences, and online learning. Conduct/facilitate/coordinate professional development opportunities: <ul style="list-style-type: none"> Early Years –1 series; Middle Years – 1 series; Senior Years – 0 series; To address the five areas of emphasis in the Strategic Plan: <ul style="list-style-type: none"> Learning Difficulties; High Ability; Aboriginal; Disengaged; and 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). | <ul style="list-style-type: none"> Provided ongoing communication about professional development opportunities (i.e. David McKillop, Ms. Math) local marking sessions (Grade 12 Provincial Math)and online learning (Xtra Math, Useful App Lists) Facilitated four workshops: <ul style="list-style-type: none"> Middle Years Make and Take; and Early Years Make and Take. The sessions emphasized the importance of scaffolding Math instruction from concrete to pictorial to symbolic. <ul style="list-style-type: none"> K- 8 Mental Math and Origo The session emphasized the importance of using manipulatives when teaching the facts and emphasizing place value when teaching mental math. The session emphasized how to support instruction with iPad technology in a Math classroom. Sessions were facilitated in schools upon request. Developed Learning continuum based on Policy 1001.2. Developed Math facts continuum for K-8. |
| <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 Early Years. | <ul style="list-style-type: none"> Provided a number of websites and apps to schools through electronic communication. Three teachers were trained in Math Recovery and participated in Numeracy Support professional development throughout the school year. Provided Provincial report card support through electronic communication. Provided communication about the new curriculum guidelines electronically. Also provided teachers with WNPC Mental Math strategies at each grade and Provincial Problem Solving Rubric. |
| <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 Early Years. | <ul style="list-style-type: none"> Provided communication regarding Grade 12 achievement tests. |
| Objective #3 | |
| To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit). | |
| Actions Planned for 2013/2014 | Progress in 2013/2014 |
| <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"> Three MAP (Making Action Plans) sessions were provided to BSSAP, AAA and administrators addressing Aboriginal Education, School Based Initiatives, Provincial priorities and Educational trends to be carried out to accommodate the diverse needs of Aboriginal students. Administration and teachers were provided with a selection of excellent resources and materials that will assist their schools to enhance Aboriginal perspectives through our curricular activities. Administrators, Support Learning Support Services staff were provided with professional development regarding the Circle of Knowledge model. K – 12 Treaty Relations training was provided to 25 teachers from various schools. A two-day training on the “From Apology to Truth and Reconciliation” facilitated by Manitoba Education was provided for high school teachers. |

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| | <ul style="list-style-type: none"> • The Aboriginal Education Committee has met several times. They discussed where support is needed and are available upon request. This process continues into next year. • Guest speakers, Brandon University Aboriginal students and Elders were involved in various Aboriginal classroom teachings, both in elementary and high school level. • The interagency group worked together to share common understandings of issues and elaborated in a participatory process to develop new resources for children and at risk youth. With the school as common ground, service providers were able to meet the needs of Aboriginal students and their families in areas of mental health, social services, parenting education and family literacy. • Specialized groups participated in professional learning opportunities, and in formal/informal discussion meetings related to Aboriginal Education. |
| <ul style="list-style-type: none"> • Facilitate sessions for parents regarding how to increase their engagement in schools and how to move other practices toward engagement and leadership. | <ul style="list-style-type: none"> • Westaway Bay Resource Centre was established by a team of educators of various capacities to provide learning opportunities for parents and their children in unique ways. Monthly programming for different activities such as Metis Traditional Crafts, Kids Sports, Physical Activity and Health, School Related Activities and other actualities promoted positive development for the Westaway families. • A parental engagement program guided by the PATH group, opened the door to greater parental involvement and helped support the parents in their children's achievement and well-being in school. This included information about their schools and its program. • Informational resource support provided to schools to focus on building student self –confidence and self-esteem, along with related developmental characteristics to appropriate age groups. • Student Transition Plan developed and provided to schools to carry out its implementation, to help increase student engagement, and promote attendance. |
| <p>Objective #4 To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.</p> | |
| <p>Actions Planned for 2013/2014</p> | <p>Progress in 2013/2014</p> |
| <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 equipment loans. • Offer workshops to new teachers and those with new equipment. • Planning support days to look at SchoolBundle and digital 'story-telling' tools. | <ul style="list-style-type: none"> • Staff and students at four "cluster" schools were introduced to SchoolBundle web tools, as part of personalized learning projects. • Digital Days: along with Numeracy Consultant, two single-day events were held focusing on technology in the classroom. One day dealt specifically with the technology focus in the Math curriculum. Another day, jointly planned for staff from three BSD schools, featured sharing by teachers on topics such as video editing, QR codes, Computer game creation, SchoolBundle, 3D graphics (Google SketchUp), and applications of iPad in the classroom. About 100 teachers attended the two events. • Video tutorials for common iPad tasks (transferring files, productivity applications), as well as new Technology Loan Kits were created and loaded into the portal. (http://portal.bsd.ca) |

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| | <ul style="list-style-type: none"> • Several teachers were supported with conference attendance outside the Division (MTS Awakening Possibilities, Apple Learning Tour, BYTE Conference). |
| <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. | <ul style="list-style-type: none"> • Physical Education teachers at Vincent Massey, a cluster school within the new Technology Implementation Plan, transitioned their self-reporting P.E. fitness programs from the old Moodle system into the new SchoolBundle system. • Similarly, teachers at Crocus Plains Regional Secondary School working in computer lab settings, were assisted with transitioning from Moodle to SchoolBundle. |



QUALITY SUPPORT SERVICES REPORT*Co-Chairs - Ms. Marsilah Peirson, 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 2013/2014 | Progress in 2013/2014 |
|--|--|
| <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. | <p>The EAL Integrated Methods (SIOP) Sessions were very popular with the K-8 teacher group, so much so that we decided to offer two series of sessions throughout the school year. In total, 32 teachers completed the five full days of professional development.</p> |
| <ul style="list-style-type: none"> Continue to offer this training in the same way. 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 professional development sessions. | <p>There was a definite increase in the number of mainstream teachers who participated in the EAL Integrated Methods workshops this year (approximately 75% of the teachers were mainstream teachers).</p> <p>A new EAL teacher Professional Learning Community group was formed to ensure that teachers new to the position were kept up-to-date on issues of curriculum, assessment, professional development, etc.</p> <p>The EAL Integrated Methods (SIOP) workshop series was offered to 57 Brandon University B.Ed students from October to February.</p> |
| <ul style="list-style-type: none"> Continuing to offer the co-teaching training. 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 the BSD EAL Team 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. | <p>The EAL Team facilitated four EAL/Classroom teacher Co-teaching professional development sessions with a group of 26 teachers (from 6 different schools). The sessions focused on helping EAL teachers better understand how to include their EAL students when planning content lessons. Teaching teams were provided with resources and suggestions for how to successfully integrate language and content outcomes using the SIOP model of instruction. The units of all teaching teams (from past and present Co-teaching groups) have been posted on the EAL Portal so that all teachers can view and use examples of units created by other co-teaching teams.</p> |
| <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 | <p>This information was shared via the New EAL Teacher Professional Community Learning group.</p> <p>EAL teachers received support on this topic at several EAL teacher meetings; they were asked to share their knowledge with the teachers in their schools.</p> |
| <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. 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 Education 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. | <p>The Curriculum PLC worked this year to create documents highlighting critical EAL outcomes for both the Early Years (Grades K-3) and Middle Years (Grades 4-8) groups. The curriculum outcomes were sent to all classroom teachers through principals with the title "Teacher Appendix".</p> <p>The Teacher Appendix can act as a tool to help both plan for and monitor EAL growth. Teachers should select appropriate outcomes for EAL students to work towards each term, and then assess students specifically on those outcomes. In this way, the documents act as Language Learning plans and assessment tool.</p> <p>The Cultural Proficiency Professional Learning Community was formed early in the school year. Originally, it was comprised of 9 EAL teachers, however we quickly realized</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> The Aboriginal Specialist will join the Professional Learning Community regarding 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. | <p>we needed members who came from an Aboriginal perspective. The committee also worked towards creating a short message about cultural proficiency that was presented to all schools at staff meetings between April and May. The presentation included a video that defined cultural proficiency summarized some of the tools of cultural proficiency outlined in Cultural Proficiency: A Manual for School Leaders, and presented six scenarios for the audience to discuss. The video prompted the staff at each school to complete an activity that would reinforce and expand on some of what they had seen and heard in the presentation. The PLC also created a brochure that outlined the four tools of cultural proficiency to distribute at the presentation. The goal of the staff meeting presentation was to start conversations about cultural proficiency, using a consistent language and context for doing so. Our focus was also on helping people understand the broad definition of cultural proficiency, to ensure that people understand that working towards cultural proficiency means working towards an inclusive environment where all students (and their parents) feel valued, recognized, and respected in our schools. Data is currently being collected from the activity that teachers were prompted to participate after the video. The information that we gather from this data will help us to inform our future goals.</p> |
| <p>Create a parent booklet to explain the assessment and reporting practices in Brandon School Division. These brochures will be distributed to parents via the Reception Centre, schools, and the Division Office.</p> | <p>The EAL Assessment and Reporting booklet was completed and translated, however it has not yet been distributed due to the need for some edits. We hope to finish the edits in time for appointments with parents in the new school year.</p> |
| <p>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.</p> | |
| <p>Actions Planned for 2013/2014</p> | <p>Progress in 2013/2014</p> |
| <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 Policy 4044.4. Two follow-up professional development sessions regarding Response to Intervention for the leadership team (February 2014-- Half day professional development on Tier 2 for all Brandon School Division teachers). Three schools to participate in the pilot project on the implementation of Response to Intervention. | <ul style="list-style-type: none"> Policy 4044.4 completed and approved by the School Board. The committee met three times to develop Draft for Procedures on Policy 4044.4 and it's a work in progress. This work will be continued on for the 2014-2015 school year. A follow up professional development session on RTI with Dr. Chris Weber on Dec 2, 2014. A half day professional development on RTI for all Brandon School Division teachers on RTI with Tim Brown, February 28, 2014. A half-day professional development on RTI for Brandon School Division on Positive Classroom Climate with Tim Brown on February 28, 2014. |
| <p>Professional development with Dr. Jennifer Katz regarding Differentiated Instruction and Universal Design for Learning for resource teachers, guidance counselors, curriculum specialists, clinicians and school administrators.</p> | <ul style="list-style-type: none"> May 14 and May 15, 2014. Two days of sessions with Dr. Jennifer Katz attended by school administrators, curriculum specialists, clinicians, resource teachers, guidance counsellors and classroom teachers. The emphasis of the sessions was on RTI Tier 1 intervention, specifically on the "how to" of starting the school year in the classroom, building positive climate and planning units in a way that facilitates differentiated instruction, inquiry and multi-modal/outcome based assessment. |

Section B –Senior Administration Department Reports

Office of Human Resources

Ms. Becky Switzer, Director of Human Resources

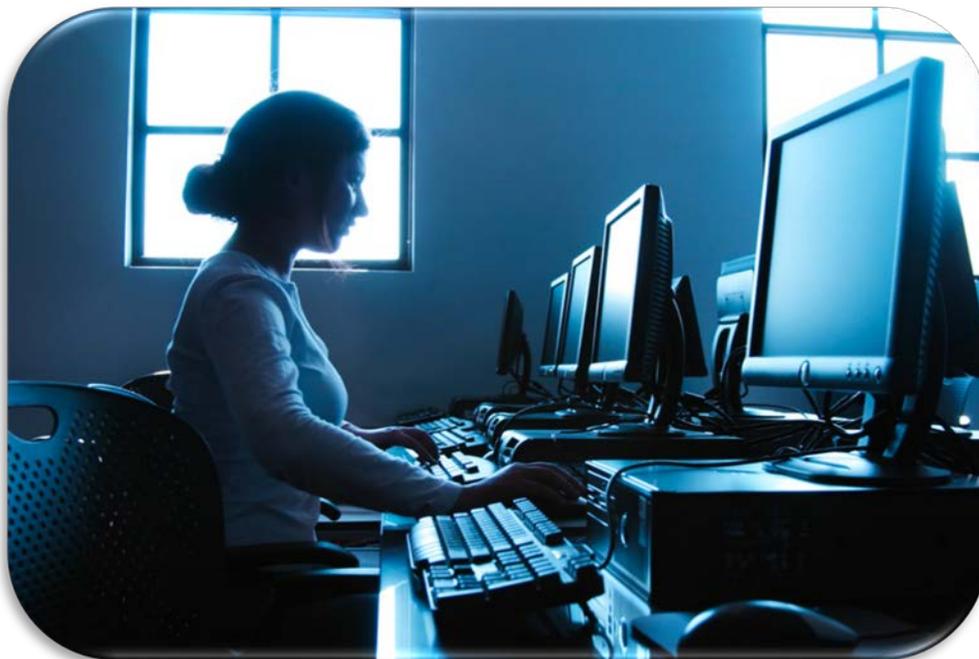
The 2013-2014 school year in the Office of Human Resources was one of sustainability in regards to the “Green” Online Connect services provided. Some enhancements initiated during the year provided for more effective and efficient operations throughout the Brandon School Division.

Online leaves continued with increased usage by all employee groups. With the current year of data tracking, we look forward to providing additional statistics in the 2014/2015 annual year-end report with regards to online leaves.

In 2013-2014, the sub booking office received on average per month, 580 same day absence call ins from teachers and 378 same day absence call ins from support staff. This equates to approximately 3000 – 4000 phone calls per month (or 150-200 per day) made by the sub booking executive secretaries! When you think about these statistics, our sub booking executive secretaries are on the phone with someone different every 5 minutes per day. WOW!

Online workshop registration received the most attention in regards to enhancements to provide more effective and efficient operations. In 2013-2014, when an individual registered for a Divisional Professional Development workshop, their electronic request was sent to their respective Principal/Supervisor for consideration. Once approved electronically, the workshop registration auto-generated the necessary leave request for a substitute to be booked. This provided full visibility to both the employee and the Principal on the status of their application to attend professional development. The online service also provides the workshop facilitator with a participant list so that they are aware of how many plan on attending the session and creates a record in each employee personnel file of professional development attended through the Brandon School Division. This online service alone has streamlined four (4) separate “paper” processes into one simple “click” of a button.

Online Job Postings continue to be a success in regards to applying for employment opportunities with the Brandon School Division. An added enhancement to this area included the SUBSCRIBE to job postings feature, which allows any user to receive an email notification when employment opportunities are added to our website. To date, we have registered 447 subscribers.



Office of the Secretary-Treasurer

Mr. Denis Labossiere, Secretary-Treasurer

It should be noted that the Office of the Secretary-Treasurer experienced significant personnel changes during the 2013-2014 school year in several departments. In spite of these changes, we were successful in maintaining the status quo with respect to meeting provincial deadlines and were able to develop a Budget that meets the needs of the students in the Division.

Payroll:

The Payroll Department continues to move forward with their Green Initiative to reduce paper usage. The participation rate in our Electronic T4 project continues to grow as staff views and prints their T4's directly from Employee Connect.

Accounts:

The Accounts Department continues to improve their use of the Financial Management System (CIMS) by utilizing many of the features that help automate the payment process. In the last fiscal quarter, turnaround time on reimbursements has been reduced to one week. The department has also moved from weekly posting of invoices and approval at the time of cheque production, to daily invoice review, approval and posting. This allows system users timelier access to posted expenses and receipts to make improved decisions regarding their budgeted funds.

The tendering process continues to be improved for instructional supplies. This year we requested electronic files containing item pricing from vendors when submitting a tender, this improved the evaluation of tenders, reduced keying errors, and improved uploading the vendor item data from the tenders into the Inventory Management System. These changes will improve efficiencies by vendors and BSD staff when processing purchase orders for instructional supplies.

Finance:

Through our Board motion, changes were made to the budget process to establish a clear process for the development of the Operating Budget for 2014-2015 given the economic realities of the current and seemingly future context. This process was recommended to build on the strength of past practice while addressing anticipated future realities.

In 2012-2013, electronic templates were created to improve efficiencies and assist School Administrators with allocating their School Instructional Budgets. In 2013-2014, we have expanded on this project by reviewing and improving financial reports for Administrators, thus making the reports easier to read and understand.

Operations:

Thanks to the generosity of many community organizations and businesses in Brandon, the Division saw a significant increase in the number of scholarship agreements which were brought forward to the Board of Trustees for approval.

The Joint Use Agreement with the City of Brandon continues to provide community organizations with access to school gymnasiums and classrooms outside of school hours.

Office of Facilities and Transportation

Mel Clark, Facilities and Transportation Director

Maintenance/Transportation Department initiatives undertaken or in progress:

- Ameresco Asset Planner data was updated.
- City Joint Use Agreement proceeded with the redevelopment of the Neelin Football Field.
- New Era General Office renovated to add two more offices.
- George Fitton Mini Gym was converted to a new classroom.
- Classroom reconfigurations were made to accommodate increasing enrollments at Betty Gibson, Neelin and Riverheights.
- Crocus Plains gymnasium floor was sanded and refinished with game lines.
- Neelin Staff Parking Lot was reconfigured to increase spots by 60%.
- Transportation replaced two buses utilizing provincial tender.
- Transportation implemented a new route to handle students reassigned to Earl Oxford from New Era.
- Transportation trialed a propane bus and is proceeding with the purchase of two propane units for a long term trial.
- Transportation had one driver retire and trained two new drivers.

Public Schools Finance Board Funded projects completed:

- Neelin Science lab renovations.
- Valleyview heating system replacement.
- Betty Gibson roof replacement for entire school.
- Installation of portable classrooms: Betty Gibson – 1, Earl Oxford -2, Meadows – 1.

Public Schools Finance Board Projects in progress:

- Riverview school heating system replacement.
- Roof replacement for sections of schools at Harrison, Neelin and Vincent Massey have been tendered.
- School additions and renovations were tendered for George Fitton, Meadows, Waverly Park. Construction is slated to begin in September 2014 for completion prior to the start of school in 2015.
- George Fitton gym and daycare are slated for completion in the fall of 2014.
- Vincent Massey science lab renovations will be proceeding to design stage now that an architect has been appointed.



Office of Management and Information Systems Technology

Mr. Brent Ewasiuk, MIST Director

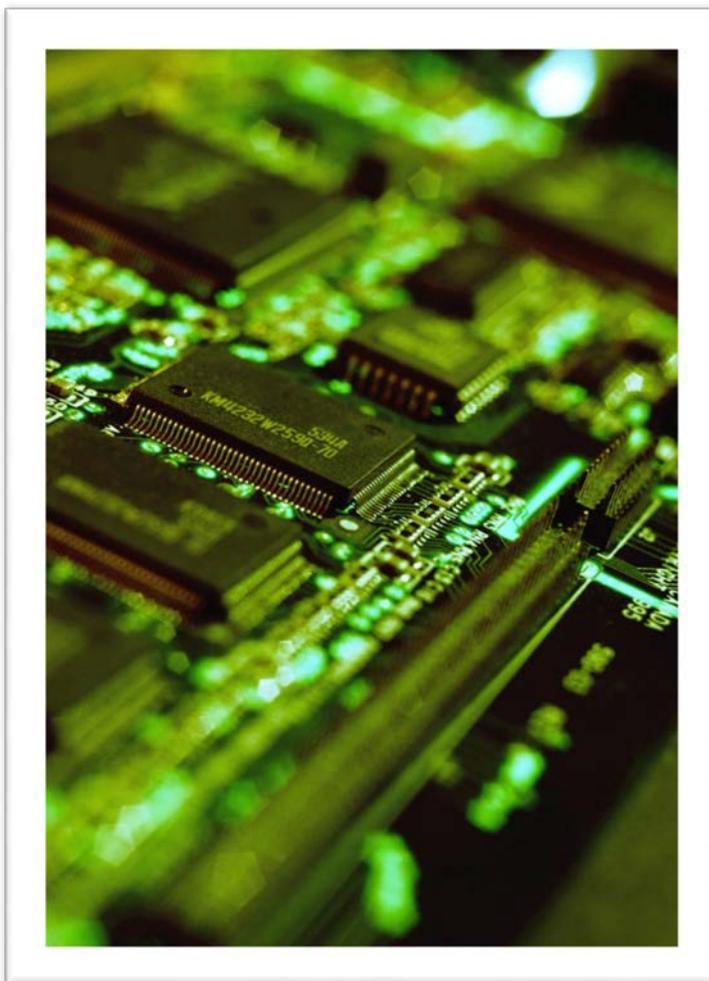
The 2013-2014 year started with the implementation of an application called UMRA that automates the network account and email account provisioning process. With this application up and running, email accounts and network accounts are automatically created with access to email groups and network information based on the position for which they are hired. Another application was deployed called Desktop Authority for the purpose of assigning printers more effectively and powering the computers down after hours to reduce the amount of power the Division consumes.

Once September started BSD staff was introduced to Microsoft Outlook as we moved our e-mail system from FirstClass to an Exchange server. This step coincided with the Division's rollout of our new School Bundle Portal system. Our staff adapted quickly to the new systems. Shortly after the launch of the intranet, our attention turned to training staff and students in the use of "mysites". Mysites act as a Learning Management System where teachers can create assignments and assign them to the students in their class. Students then have the ability to access the assignments and any work they have done at school after hours. Mysites also provide tools such as blogs and wikis for teachers and their students to use in class.

The 2013-2014 school year saw significant progress with technology over the year. In December, the Division invested in a robust backup solution. With this solution in place, we can recover anything between a simple accidental single file deletion, to a server malfunction or worse. An investment in a proximity card access system and enhanced IP (internet protocol) video cameras was made. Proximity card access was deployed at the three high schools and the Division Office. A camera system was deployed at Neelin High School and Vincent Massey High School, neither of which had an existing camera system. Additional schools will be deployed each year until the entire Division has been covered.

In February we started an upgrade process for our library software called L4U. This upgrade amalgamated each school library database into a centralized database located at the Division Office.

The MIST Department also supported the new divisional Personalized Learning – Focus On Technology Implementation Plan by facilitating effective hardware and software installations and maintenance.



Learning Support Services

Greg Malazdrewicz, Associate Superintendent

Student Support Services Report

Response to Intervention (RTI):

- Members of Student Support Services actively participate in the Joint Steering Committee for Proposed Student Learning and Assessment Centre and Quality Support Services Committee
- The Committee began the development of Procedures for the Brandon School Division's Response to Intervention Policy and a draft has been provided to Senior Administration;
- A member of SSS organized two Divisional professional development opportunities:
 - Teaching to Diversity focusing on Tier 1 classroom practices with Dr. Jennifer Katz ,
 - Response to Intervention and Accentuate the Positive with Solution Tree's Tim Brown.

Professional Development:

- 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;
 - Oral Language and Literacy Development;
 - Behaviour and Relationships;
 - Effective Communication;
 - Phonological Awareness; and
 - School Attendance.
- Non-Violent Physical Crisis Intervention (NVCI): ongoing two-day initial training was provided for professional and paraprofessional staff; half-day refreshers were provided for previously trained staff.
- Educational Assistant (EA) professional development opportunities this past school year included:
 - Releasing Responsibility;
 - Building Independence (K – 12);
 - Cultural Diversity (K – 8);
 - The Mind of a Teenager (K – 12); and
 - Overview of Diverse Learning Needs (K – 12).

Community Partnerships:

- Student Support Services staff continues to maintain involvement with numerous agencies/groups including:
 - Brandon & Area FASD Committee;
 - Brandon Children's Therapy Initiative;
 - Brandon Healthy Families Team;
 - Pregnant and Parenting Youth;
 - Child Abuse Committee;
 - Learning Disabilities Association;
 - St. Amant Applied Behavioural Analysis Program (ABA);
 - Transition in Committee; and
 - Suicide Prevention Implementation Network (SPIN).

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. School psychologists have also made a concerted effort to establish themselves within the Personalized Response to Intervention process, focusing on consultation, interventions, and progress monitoring within classrooms before students are referred for more comprehensive assessments.

- Speech Language Pathologists continued to:
 - Provide assessment and intervention for students Kindergarten through high school (Note: more referrals from grades 9-12 this year);
 - Continued the Divisional administration of the Phonological Awareness Screening Test;
 - Data collection and program implementation in targeted 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 (Earl Oxford, George Fitton, New Era and Betty Gibson) for 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;
 - Increased parent training opportunities for preschool children on the waiting list; and
 - Supervised a practicum placement for an SLP graduate student from Minot State University for sixteen weeks (student provided support to twenty students between three schools).
- School Social Workers worked on developing a statistical, recording and assessment framework to gather data about the work of social workers in the Division. The plan is to use this information to inform work, provide a consistent method of data collection, clarify the social work assessment process, and refine the social work delivery model. This work will help the BSD social work team to continue to strive for best practice consistent with BSD policy and guidelines and in accordance with the provincial regulatory body, the Manitoba Institute of Registered Social Workers and the Canadian Association of Social Workers.



Section C - Curriculum Specialist Reports

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| ABORIGINAL EDUCATION |
| <i>Amie Martin– Aboriginal Education Learning Specialist</i> |
| Goal #1: Professional Staff Development and Learning Opportunities |
| Goal #1: Actions Planned for 2013/2014 |
| <ul style="list-style-type: none"> • Implementing an Aboriginal Education Strategic Planning Process that will support aligning the division initiatives with provincial priorities and other educational trends; this includes a mission and a statement of priorities including strategies, and indicators of successes. • Support school-based initiatives and professional learning opportunities. • Start answering the following questions: <ul style="list-style-type: none"> ○ 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 #1: Progress in 2013/2014 |
| <ul style="list-style-type: none"> • Three Maps (Making Action Plans) sessions were provided to BSSAP, AAA and Administrators addressing Aboriginal Education, school based initiatives, provincial priorities and educational trends to be carried out to accommodate the diverse needs of Aboriginal students in the Brandon School Division. • Administration and teachers were provided with a wide range of excellent resource materials that assist their schools enhancing Aboriginal perspectives throughout curricular activities. • Administrators, Learning Support Services staff were provided with professional development regarding the Circle of Courage model facilitated by Dr. Martin Broken-leg. • K – 12 Treaty Relations training provided to 25 teachers from various schools. • Two day training titled “From Apology to Truth and Reconciliation” provided for high school teachers. |
| Goal #2: Use of Community Resource People in the Classroom |
| Goal #2: Actions Planned for 2013/2014 |
| <ul style="list-style-type: none"> • 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 will 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 #2: Progress in 2013/2014 |
| <ul style="list-style-type: none"> • The Aboriginal Education Committee met informally on several occasions, discussed where support is needed and that they are available to assist schools on a request only basis. This process continues into next year. • Guest speakers, BU Aboriginal students and Elders are involved in various Aboriginal cultural teachings throughout the year in both elementary and high school classes. • The Interagency group worked together to develop common understandings of issues and elaborated on a participatory process to develop new resources for Aboriginal children and for youth who are at risk. With the schools as common ground, the service providers were able to begin meeting the needs of the students and their families in areas of mental health, social services, parenting education and family literacy. |
| Goal # 3: Parent Engagement and Leadership |
| Goal #3: Actions Planned for 2013/2014 |
| <ul style="list-style-type: none"> • Provide training sessions for teachers and parents in the area of teamwork. • Facilitating sessions for parents on how to increase their engagement in schools and how to move other practices towards engagement and leadership and away from involvement. • Enabling parents to take their place alongside educators in the education 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 schools, thus improving attendance rates. |

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| Goal #3: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Westaway Bay Resource Centre was established by a team of educators to provide learning opportunities for parents and their children in many unique ways. This includes a monthly calendar programmed and set up for educational activities carried out by different resource individuals. A parental engagement program was carried out by the PATH group to bring assistance in developing greater parental engagement to help support the parents in their children's academic achievement and wellbeing while creating an environment that appeals to the needs and interests of each parent and offers them a sense of belonging and acceptance. |
| Goal #4: Development of Team Work in Specialized Areas on Aboriginal Education |
| 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. Aboriginal Education to be woven throughout Kindergarten through the Grade 12 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 #4: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Specialized groups participated in professional learning opportunities, and in a formal/informal discussion meetings related to Aboriginal education and is an ongoing process. |
| Goal #5: Student Engagement through Aboriginal Guidance/Career Education Initiatives |
| 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. |
| Goal #5: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Provided and made available informational teaching resources to schools that focus on building student self-confidence, self-esteem, and career counseling including on the developmental characteristics of appropriate age groups and strategies that may assist Aboriginal students. An Aboriginal traditional career is another component that is available for possible implementation and is linked with an academic course of study. Student transition plans were developed and provided to schools to carry out its implementation. The goal is to increase student engagement and promote attendance. |



ENGLISH AS AN ADDITIONAL LANGUAGE

Joanna Ford – EAL Specialist

Goal #1: Sheltered Instruction Professional Development Workshops

Goal #1: Actions Planned for 2013/2014

- SIOP® Sessions (EAL Integrated Methods)
- Five 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 five sessions for the K-8 and five sessions for 9-12.

Goal #1: Progress in 2013/2014

The SIOP® Sessions (Integrated EAL Methods) were very popular with the K-8 teacher group, so much so that we decided to offer two series of sessions throughout the school year. In total, 32 teachers completed the five full days of professional development.

Teachers reported the following benefits after completing the workshop series:

- “The chance to progress through a series of sessions and still have the time between the lessons to try the new strategies, ideas, foldables etc. is invaluable. Sharing what worked and how it was used when we returned to the professional development session only enhanced our learning.”
- “I really wish I had been exposed to this model years ago!”
- “Using the activities proved the value of them. I loved the sharing component – teachers really adapt everything.”
- “I appreciated all of the hands on experiences. Posting the language and content objectives is a great idea.”
- “I thoroughly enjoyed this PD! Every session I learned a lot of new strategies and it was great sharing ideas and interacting with other teachers who share common interests and goals.”
- “Being able to take hands on activities away from the PD was great. I have used so many of the ideas and they have worked so well.”
- “I would strongly recommend this PD to teachers of any grade level! The methods you will learn are good teaching practices and can be adapted and transferred to any age group or subject area.”
- “I really loved how the instructor had us model the approaches and activities that we could then incorporate in our teaching.”

Goal #2: Co-Teaching

Goal #2: Actions Planned for 2013/2014

- Four half-day sessions that will include the co-teaching model and elements of 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 two half-day planning sessions and access to a co-teaching coach. The EAL Specialist and team will make regular connections with teaching teams to support with modeling, planning and resources).

Goal #2: Progress in 2013/2014

Joanna Ford and Kelly Fuhr facilitated four EAL/Classroom teacher Co-teaching professional development sessions with a group of 26 teachers (from six different schools). The sessions focused on helping EAL teachers better understand how to include their EAL students when planning content lessons. Teaching teams were provided with resources and suggestions for how to successfully integrate language and content outcomes using the SIOP® model of instruction. The units of all teaching teams (from past and present Co-teaching groups) have been posted on the EAL Portal so that all teachers can view and use examples of units created by other co-teaching teams.

The EAL budget covered the costs for two half days of planning for co-teaching teachers, based on the agreement that school principals would match the two half days. In this way, teaching teams were given a minimum of two full days of co-planning time. Several of the teachers who were involved in this provincial development also worked with co-teaching coaches who were able to extend their co-teaching experiences, offer resource support, model several SIOP® strategies and help with assessment and reporting.

- Teachers reported the following benefits:
- Overall, all students were more engaged and interactive during co-taught lessons; many teachers reported that their students asked often about when the next co-taught lesson would be.
- Teachers commented a lot about the fact that having two teachers in the room allowed for them to do things that they might not have otherwise tried (they were able to get out of their comfort zone, try different teaching styles (modelled by another teacher).
- 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.
- EAL students were able to use the language they are learning on a day to day basis and were much more capable of participating in classroom discussion and express themselves, because there were clear language goals and the language was scaffolded.
- Teachers became more aware of the importance of ongoing review/assessment and reflection for EAL students.
- Better awareness of the EAL curriculum document.
- Opportunities to build better relationships with other teachers in the building.
- Teachers were exposed to new resources and strategies for differentiation.

Teachers also reported many other benefits for their 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 # 3: Assessment and Reporting: Complete and distribute the Assessment and Reporting Information DVD and pamphlet for EAL parents

Goal #3: Actions Planned for 2013/2014

This brochure will be distributed at the EAL Reception Centre, the Brandon School Division office as well as at the schools.

Goal #3: Progress in 2013/2014

The brochures were translated into Ukrainian, Mandarin and Spanish. They have been printed and are being used with new families who are registering at the Welcome Centre.

Goal #4: K-12 EAL Curriculum Information

Goal #4: Actions Planned for 2013/2014

- Our plan is to create a professional learning community to identify the essential EAL curriculum outcomes for all stages.
- This group will plan and present the essential outcomes through professional development sessions throughout the year. The outcomes will allow for more consistent use and understanding of the EAL document.
- The purpose is to create and distribute a user-friendly document that more mainstream teachers will use to infuse EAL outcomes into their lessons.

Goal #4: Progress in 2013/2014

The Curriculum PLC worked to create documents highlighting critical EAL outcomes for both the Early Years (Grades K-3) and Middle Years (Grades 4-8) groups. The curriculum outcomes ("Teacher Appendix") were sent to all classroom teachers through principals. The message was that teachers were to use these documents to help them better understand how to use the EAL report card. Principals were to include the "Teacher Appendix" with the shared report card EAL materials on the shared drive at every school. EAL teachers were told about and reminded about this appendix at EAL teacher meetings throughout the year. They were included and examined in the section in the EAL Integrated Methods (SIOP®) training that focused on the Provincial document, as well as in the sections on Lesson Preparation, and again teachers were encouraged to use these outcomes in the section on Review and Assessment. These documents are also available on the EAL Portal of the BSD Intranet. The "Teacher Appendix" can act as a tool to help both plan for and monitor EAL growth. Teachers should select appropriate outcomes for EAL students to work towards each term, and then assess students specifically on those outcomes. In this way, the documents act as Language Learning plans and assessment tool.

Goal #5: Cultural Proficiency

Goal #5: Actions Planned for 2013/2014

- A Cultural Proficiency Professional Learning Community will be led by Joanna Ford and will work towards a couple of selected goals including 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 two groups formed to develop professional development surrounding cultural proficiency in K-8, 9-12.

Goal #5: Progress in 2013/2014

The Cultural Proficiency Professional Learning Community was formed early in the school year. Originally, it was comprised of nine EAL teachers, however it was evident that members who came from an Aboriginal perspective were essential and so invited several more teachers to join our group. The committee met four times to work through some of the material from the book, Cultural Proficiency: A Manual for School Leaders by Randall B. Lindsey, Kikanza Nuri Roberts, and Raymond D. Terrell. The committee also worked towards creating a short message about cultural proficiency that was presented to all schools at staff meetings between April and May. The presentation included a video that defined cultural proficiency, summarized some of the tools of cultural proficiency outlined in Cultural Proficiency: A Manual for School Leaders, and presented six scenarios for the audience to discuss. The video prompted the staff at each school to complete an activity that would reinforce and expand on some of what they had seen and heard in the presentation. The PLC also created a brochure that outlined the four tools of cultural proficiency to distribute at the presentation. The goal of the staff meeting presentation was to start conversations about cultural proficiency, using a consistent language and context for doing so. The focus was also on helping people understand the broad definition of cultural proficiency, to ensure that people understand that working towards cultural proficiency means working towards an inclusive environment where all students (and their parents) feel valued, recognized, and respected in our schools. Data is being collected from the activity that teachers were prompted to participate in after the video. The information that is gathered from this data will help to inform future goals in this area.

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| LITERACY |
| <i>Cory Leigh Nevill – Literacy Specialist</i> |
| 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: 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 #1: Progress in 2013/2014 |
| The writing rubric was used successfully for the Grade 3 Divisional writing assessment and was presented to all Grades 1-4 teachers. Many teachers are now using the rubric to assess their students writing throughout the year. Exemplars for Grades 1, 2 and 4 will be completed in 2014-2015 to further facilitate this process. |
| 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 Grade 1-4. |
| 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 #2: Progress in 2013/2014 |
| All teachers Grades 1-8 have not been trained in using the Fountas and Pinnell Benchmark Assessment. Follow-up workshops have taken place with the Literacy Specialist at school sites to enhance the use of the data gathered from this assessment in planning instruction for individual students. |
| Goal # 3: “Balanced Early Literacy Practices K-4” implementation: to continue with professional learning sessions planned for all teachers. |
| 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 #3: Progress in 2013/2014 |
| Writing sessions for all Grades 1-4 were completed in the fall of 2013. Vanda Mitri Reading Recovery Teacher Leader completed the Grade 1 sessions with a team of teachers and Cory Nevill Literacy Specialist completed all Grades 2-4 sessions with Wanda Nicol. These sessions were successful and follow up workshops at school sites have taken place to further consolidate the learning. |
| Goal #4: Form steering committee to work on “Balanced Literacy Practices Grades 5-8” |
| Goal #4: Actions Planned for 2013/2014 |
| 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 #4: Progress in 2013/2014 |
| A draft of the Grades 5-8 Balanced Literacy Practices document has now been drafted and principals have been given an overview of the document. Implementation will begin next fall with two workshops: the first with grade level groups to introduce the document and a second session later in the year that will be on a specific practice as outlined in the document, such as Guided Reading at the middle years. |
| Goal #5: Leadership in Adolescent Literacy Proposal |
| Goal #5: Actions Planned for 2013/2014 |
| A proposal has been made to Superintendent, 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 Middle Years 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 2013/2014 |
| The third year of Leadership in Adolescent Literacy was completed and all participants felt that the initiative had positively impacted their teaching. Round two of the initiative began with a new group of teachers and this group will continue to meet next year. The participants from the first round of the project will be integral to the work of implementing the Grades 5-8 Balanced Literacy Practices document divisionally. |

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| NUMERACY |
| <i>Blaine Aston – Numeracy Specialist</i> |
| Goal #1: Develop Policy and Procedures for Numeracy Policy 4059 |
| Goal #1: Actions Planned for 2013/2014 |
| No actions for 2013-2014. The following actions are to resume in 2014-2015: <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 #1: Progress in 2013/2014 |
| Was on hold during 2013/2014. |
| Goal #2: Complete the Numeracy Specialist Work Plan Actions |
| 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. <p>Assisting Classroom Teachers: Curriculum Implementation</p> <ul style="list-style-type: none"> • Provide electronic communication regarding professional development opportunities. • Support the ongoing professional development of Math Recovery teachers. <p>Divisional Numeracy Assessments</p> <ul style="list-style-type: none"> • 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. <p>Support of Research and Evaluation Services Specialist</p> <ul style="list-style-type: none"> • No actions for 2013-2014. <p>Implementation of New Math Curricula: Number Strand K-8 and Follow up for Grade 12</p> <ul style="list-style-type: none"> • 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 #2: Progress in 2013/2014 |
| <p>Staff Development</p> <ul style="list-style-type: none"> • Provided regular communication regarding professional development opportunities, both internal and external. • Conducted professional development sessions on topics including: Mental Math instruction, Early Years manipulative, Middle Years manipulatives, and Numeracy using iPads. • Conducted school-based professional development at Kirkcaldy Heights regarding Mental Math, attended George Fitton Staff meeting to discuss best practices for Mental Math. • Conducted a half day professional development at Waverly Park regarding Mental Math <p>Assisting Classroom Teachers: Curriculum Implementation</p> <ul style="list-style-type: none"> • Supported the ongoing professional development of Math Support teachers including selecting two additional teachers to be trained. • Promoted and supported training of twelve teachers in First Steps in Math with David McKillop. <p>Divisional Numeracy Assessments</p> <ul style="list-style-type: none"> • Supported the implementation of the Grade 9 Formative assessment • Supported the continued implementation of the Sustainability Policy 1001.2. • Created a continuum aligned with Policy 1001.2 for school learner profiles. • Created Math Facts continuum for New Era School. |
| Goal # 3: Support Technology Implementation and Integration |
| Goal #3: Actions Planned for 2013/2014 |
| <ul style="list-style-type: none"> • Support the continued implementation of calculator technology at the high school level with external professional development opportunities. • Support the implementation of QAMA calculator pilot with a focus on Mental Math and Estimation. |
| Goal #3: Progress in 2013/2014 |
| <ul style="list-style-type: none"> • Divisional professional development using iPads effectively in a Math classroom. • Worked with Divisional Technology Specialist to introduce coding in Math classrooms, a real-life connection. |

PHYSICAL EDUCATION/HEALTH

Ralph Clark – Physical Education/Health Specialist

Goal #1: To increase physical literacy amongst Brandon School Division students

Goal #1: Progress in 2013/2014

- I facilitated a half-day workshop on Friday, January 31st, 2014. Focal points consisted of:
 - 1) **Fitness Assessment:** This session informed participants of current physical activity levels of our youth, how much physical activity they should receive, and factors that affect adolescent fitness levels. In addition, information shared with physical education teachers included appropriate fitness testing protocols, how to report student scores, and planning for student learning.
 - 2) **Report Cards:** Teachers were provided with information to help them prepare for the second reporting period. The focus of this session was the learning outcomes and not the activity.
 - 3) **Omnikin 6:** A new piece of Rotational Equipment (Omnikin 6) was shared with the physical education teachers. Some practical examples were provided to teachers demonstrating how to incorporate the equipment to teach the fundamental movement skills.
- I was able to encourage and help fund (with the assistance of funds from the Healthy Schools Grant) 13 Brandon School Division staff members to attend PHE Canada's National Physical Education Conference in October 2013. Teachers who attended were able to witness new developments and trends in physical and health education.

Goal #2: To increase student engagement through physical education

Goal #2: Progress in 2013/2014

- I had discussions with Kathleen Low (Programs and Events Coordinator at the Sportsplex) regarding the possibility of providing some schools with swim instructions at little or no cost. It was suggested that schools that have a high percentage of EAL students be the first priority. With the help of some funding assistance, two schools were able to offer this program to their students.
- On Tuesday, March 4, 2014, I coordinated a Fourth R workshop for BSD staff. This program helps students develop healthy relationship through role playing while addressing personal safety and injury prevention, substance use, growth and development, and healthy eating outcomes in the PE/HE curriculum. A total of 13 school division staff supporting nine different schools in the division attended this workshop. Participants left the workshop with resources to deliver the program in their respective school.
- I arranged to have Sarah Cahill (Dairy Farmers of Manitoba) deliver a comprehensive K-8 nutrition workshop on Tuesday, April 29, 2014. A total of 15 Brandon School Division staff attended. Teachers received current nutrition information relevant to the outcomes found in the K-8 Physical Education / Health Education curriculum. Participants left the session with easy to follow lesson plans and reproducible student material.
- I met with the Aboriginal Education Specialist and shared information on the Rec and Read Program. This program was started by Joannie Halas (Professor in the Faculty of Kinesiology and Recreation Management at the University of Manitoba) to help engage Aboriginal students and other students that are at risk of leaving school.

Goal # 2: To support the inclusion of technology in physical education classes

Goal #2: Progress in 2013/2014

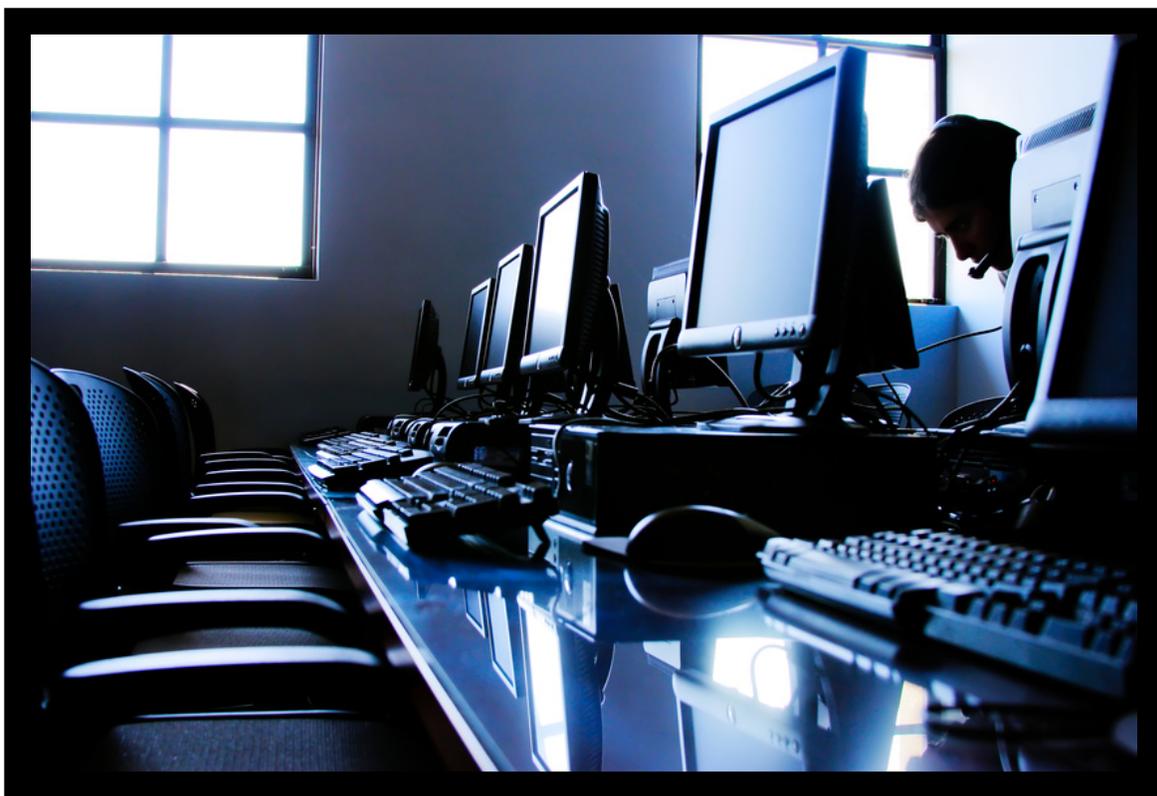
- I met with 19 Physical Education teachers to review the comment framework used to assist teachers as they write student comments for the provincial report card. In addition, I shared an electronic program that teachers could use to compile students' reports during the school year.
- The Application Support and Training Specialist and I created an electronic track and field entry form that physical education teachers were able to access on the BSD Intranet Portal. Teachers who used this system were able register their students and easily create event sheets for their school event. This program was modified to accept entries to the divisional Grade 4-6 and Grade 7 & 8 City Track and Field Meets. Teachers were able to save time preparing for their school meet and the divisional meets.



| READING RECOVERY |
|---|
| <i>Vanda Mitri – Reading Recovery Teacher Leader</i> |
| Goal #1: Training of New Reading Recovery Teachers |
| Goal #1: Actions Planned for 2013/2014 |
| Train the eleven new Reading Recovery Teachers |
| Goal #1: Progress in 2013/2014 |
| <ul style="list-style-type: none"> All eleven teachers have received 22 professional development sessions, and six visits to their home schools to conference about their teaching/questions/implementation. This includes six teachers from BSD and five teachers from five other divisions. Nine of the teachers will receive their certification this year from the CIRR, with the other two teachers receiving theirs next year after teaching more students. (They were both quarter time in training this year (working with 2 students at a time) while requirements are to work with 4 students. |
| Goal #2: Continuous Continuing Contact Sessions for Trained Reading Recovery Teachers |
| Goal #2: Actions Planned for 2013/2014 |
| There will be three Continuing Contact Groups of ten trained Reading Recovery teachers. Each group will receive eight sessions each of professional development regarding literacy development. |
| Goal #2: Progress in 2013/2014 |
| <ul style="list-style-type: none"> I provided 25 professional development sessions for three Continuing Contact groups of ten trained Reading Recovery teachers. Each group received eight sessions of professional development and one or two visits to their home school to conference about their teaching. One make up session or storm date was also provided as a requirement of continuing teachers is to attend eight professional development sessions per year when they are working as Reading Recovery teachers. The continuing contact teachers included 25 BSD teachers, and five teachers from Turtle Mountain and Southwest Horizon School Divisions. An IT session was facilitated by Kathy Spangler (BSD IT) on June 4, 2014 on how to make and insert Excel charts into Word documents for all reading recovery teachers to update their school site reports. (20 teachers attended). |
| Goal # 3: Implementation of the Balanced Literacy Document |
| Goal #3: Actions Planned for 2013/2014 |
| <ul style="list-style-type: none"> A Grade 1 session has been planned for November 2013, participation in the Kindergarten assessment and literacy professional development 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. |
| Goal #3: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Oct. 25, 2013 two literacy sessions were provided for teachers during the LIFT conference –Using your Analyzed Running Records to Inform Your Teaching, and “Reading, writing and talking: Encouraging language development in low language and EAL learners”. Nov. 5, 2013 balanced literacy professional development for Grade 1 teachers: Oral Language along with Reading and Writing development- in collaboration with the Speech Pathologists Rene Snowden and Donna Wilson. Nov. 7, 2013 Observation Survey of Early Literacy Achievement training was provided to early years teachers from Waverly Park and Valleyview Schools. Feb. 27, 2014 I was a Facilitator for the Kindergarten Kafe – kindergarten teacher conversations Professional Development. |

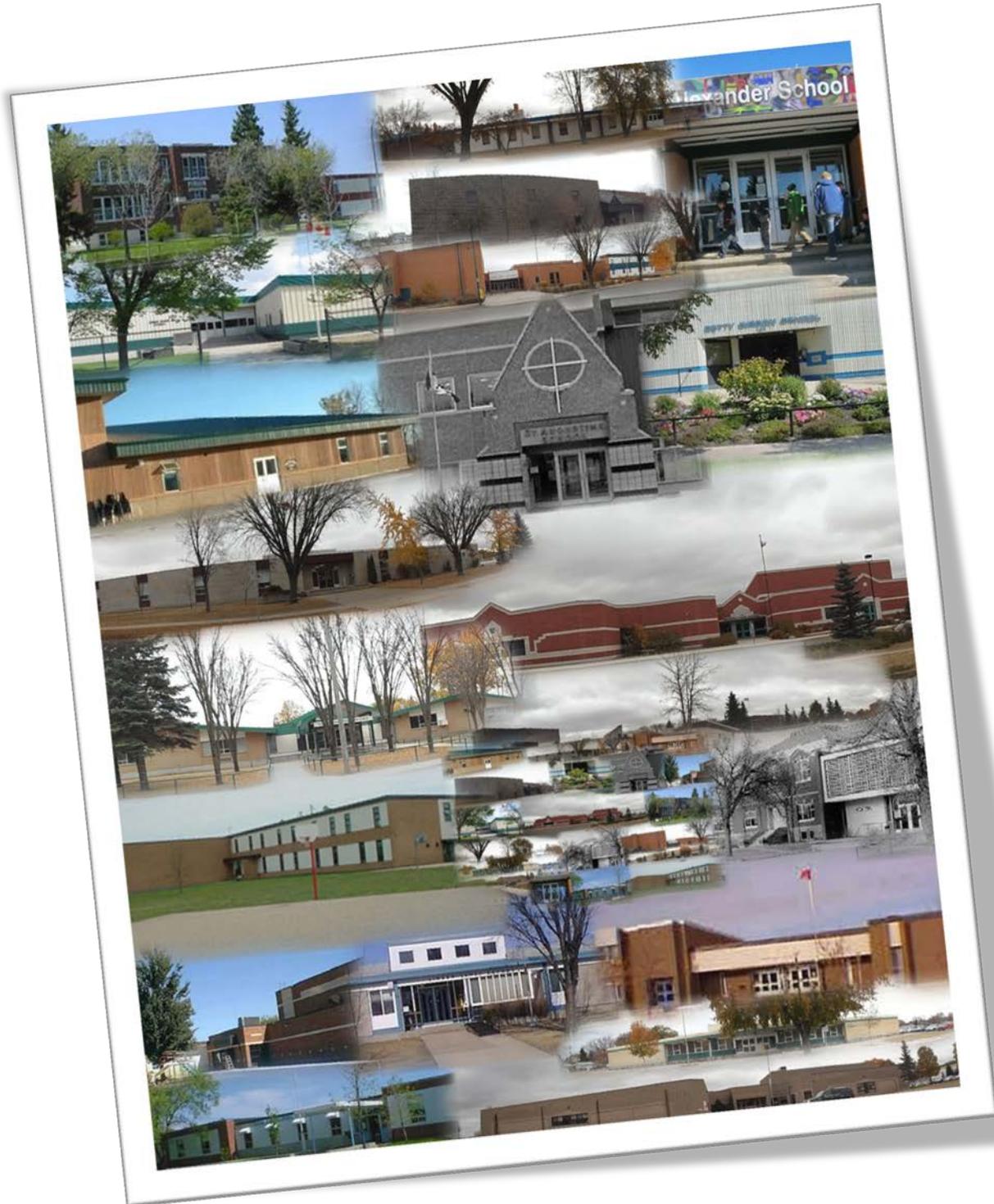


| TECHNOLOGY IN THE CLASSROOM |
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| <i>Reg Reimer– Technology in the Classroom Specialist</i> |
| Goal #1: Support BSD’s SmartBoard initiative with training for teachers |
| Goal #1: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Two sessions for SmartBoard training were scheduled for new teachers in September 2013, and attended by 13 teachers. |
| Goal #2: Developing teacher capacity to incorporate digital tools in teaching and learning activities. |
| Goal #2: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Staff and students at 4 “cluster” schools were introduced to SchoolBundle web tools, as part of personalized learning projects. Digital Days: along with Numeracy Consultant Blaine Aston, two single-day events were held focusing on technology in the classroom. One day dealt specifically with the technology focus in the Math curriculum. Another day, jointly planned for staff from WP, ME, and NE, featured sharing by teachers on topics such as video editing, QR codes, Computer game creation, SchoolBundle, 3D graphics (Google SketchUp), and applications of iPad in the classroom. About 100 teachers attended the two events. Portal development continued with video production of tutorials and seminars, as well as a program overview of French Immersion in the BSD. Several teachers were supported with conference attendance outside the Division (MTS Awakening Possibilities, Apple Learning Tour, BYTE Conference) Initial projects from the personalized learning cluster schools were reported in May and June. |
| Goal # 3: Support implementation of LwICT continuum at the high school level |
| Goal #3: Progress in 2012/2013 |
| <ul style="list-style-type: none"> P.E. teachers at VM, a cluster school within the new Technology Implementation Plan, transitioned their self-reporting P.E. fitness programs from the old Moodle system into the new SchoolBundle system. Similarly, teachers at CPRSS working in computer lab settings, were assisted with transitioning from Moodle to SchoolBundle |
| Goal #4: To support and advance engagement in learning with mobile technology |
| Goal #4: Progress in 2013/2014 |
| <ul style="list-style-type: none"> Worked with MIST department to centralize management of iPad carts. They are over-seeing enrollment in volume purchasing plan and managed software deployment for iPad. Worked with BSD resource librarian to take on the equipment loan program, consisting of 15 cameras, 10 GPS devices, 10 Macbook laptops, 3 digital USB microscopes, 2 sets of Smart Response Units, 7 iPads, and a Green Screen Kit. |



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 2013-2014 school year.





Alexander School

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Alexander, MB, R0K 0A0

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Fax 204-752-2509
Email alexander@bsd.ca

Enrolment 96 **Grade Distribution** K-8

Principal
Shelley Cords **Secretary**
Charlotte Kelbert

WebsiteURL
<https://www.bsd.ca/schools/alexander>



Principal's Message:

As the new principal of Alexander School, I have been very pleased with the success of our school. At Alexander School, we continue to believe that each child deserves access to quality teaching and learning experiences that embrace and celebrate the multiple ways students acquire knowledge and skills. When planning for our students we continue to place a major emphasis on providing students with experiential learning opportunities that are relevant and meaningful. Our "Learning Through the Arts" program addresses the multiple ways students construct and apply knowledge. Students have the opportunity to work with mentoring artists, within the context of curriculum, to explore learning in creative and engaging ways. Literacy and numeracy acquisition and student specific targeted interventions are also significant areas of focus.

Our distinguishing feature is the infusion of arts into the curriculum to enhance student learning and engagement. Students are given the opportunity to explore, learn, and present information and experiences in multiple ways. There is a greater emphasis on the process of learning through this experiential methodology. In addition to more traditional methods, students share what they have learned through the disciplines of the fine, performing, and media arts. They are encouraged to find ways of learning that help them understand concepts, analyze experiences, and develop positive attitudes. We are very excited at Alexander School to have a successful program for our students. This is a great opportunity for our school and community to work together and provide excellent education for all students.

Parent Advisory Council Chairperson's Message:

On behalf of Alexander School Parent Council I would like to express how grateful we are to have such a wonderful group of students and staff. As a Parent Council our goal is to support our students and staff by raising funds and ensuring our staff have the support they need for our students to reach their own academic and personal growth. The Alexander School Parent Council is very happy with our growth and the continued expansion of our outdoor space, with the start of landscaping and the schools outdoor classroom concept. We are grateful to have our principal Shelley Cords with us as she continues to offer new opportunities for our students.

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| 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 |
| At Alexander School we believe: <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; | 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 |

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| <ul style="list-style-type: none"> 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>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> |
| <p>Main Areas of Focus in School Development for 2013-2014.</p> | |
| <ul style="list-style-type: none"> We continued to focus on the reading comprehension of all students as they connect their background knowledge to the elements of the author's strategies while providing them the opportunity to think critically about the text. We provided quality learning opportunities for all students through differentiated instruction by infusing the arts and technology into the core curriculum. We continued to build on the Response to Intervention approach as we provide all students with the appropriate programming in order for them to be successful. | |
| <p>School Goal #1</p> | |
| <p>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).</p> | |
| <p>Actions Taken towards Goal #1</p> | <p>Indicators of Progress regarding Goal #1</p> |
| <ul style="list-style-type: none"> Students in K to 8 have the opportunity to engage in shared reading and writing experiences as teachers model this aspect of understanding to strengthen the connection between reading and writing. Teachers in K to 8 continue to use the Balanced Literacy Approach which allows the students to reflect, make inferences and connections when responding to text both orally and written. Individual and small group reading interventions are provided to help support students that are experiencing difficulty with reading comprehension. There has been significant growth noted as a result of these interventions. | <ul style="list-style-type: none"> We have at least 80% of our students (Grade 1 to 8) decoding and comprehending at grade level or beyond using the Fountas and Pinnell reading assessment. We have at least 80% of our Kindergarten students decoding Level A at an instructional level or higher using the Fountas and Pinnell reading assessment. All of our students who are not reading and/or comprehending at grade level are receiving literacy intervention at some level. |
| <p>Divisional objectives with which this school goal is aligned</p> | |
| <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. | |
| <p>School Goal #2</p> | |
| <p>All students will be able to identify their learning strengths and engage in quality learning opportunities through differentiated instructional practices.</p> | |
| <p>Actions Taken towards Goal #2</p> | <p>Indicators of Progress regarding Goal #2</p> |
| <ul style="list-style-type: none"> All students had the opportunity to engage in learning that address the multiple ways they can learn through the infusion of art and technology. All students were provided with a variety of learning opportunities to complete assignments/projects over the course of the year in all multi-level classrooms. All students had the opportunity to work with professional artists that visited the school to help support the infusion of the arts and technology. All students had the opportunity to participate in art enrichment workshops and off-site activities to enrich their learning experiences. All students engaged in conversations about their multiple intelligences to demonstrate their learning through differentiated instruction that is facilitated by the teachers. | <ul style="list-style-type: none"> Students have developed the ability to be creative and strengthen their skills through art and technology as they work with teachers and mentoring artists. Students are able to identify their learning strengths through the Multiple Intelligences. All students are engaged in a variety of learning experiences that include creativity, problem-solving, collaboration, and communication. We have a beautiful art gallery of student work visible as you walk through the hallways at the school. |

| Divisional Objectives with which this school goal is aligned | |
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| <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, Metis, 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 approach. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> Teachers are now familiar with the Response to Intervention model from professional development. Class profiles are completed and reviewed three times per school year 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 needs. Learner profiles are being used to track students' progress from year to year. | <ul style="list-style-type: none"> Class profiles are used for classroom programming and provide additional supports needed from school-based and divisional resources. Teachers are implementing the Response to Intervention Model. Student's needs are being discussed and appropriate interventions are in place to support ongoing student growth. Students and families are receiving the supports they need in order to feel successful. |
| 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. Please select the Quality Teaching Divisional objective(s) with which this goal is aligned. 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 2013-2014 | |
| <ul style="list-style-type: none"> This year our Youth Revolution Group received an award for "Most Improved School". We had a number of students enter their artwork into the Westman Juried Art Show and two of our students won awards. Our Grade 7/8 class was selected and participated in the Commonwealth games project sponsored by BBC. Mitch Dorg from the Crash Test Dummies band and "Live Different" performed at our school to help promote anti-bullying. | |



Betty Gibson School

Family and School - Learning and Growing Together

Betty Gibson School

701 12th St
Brandon, MB, R7A 6H7

Phone 204-729-3965

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Enrolment
320

Grade Distribution
K-8

Principal
[Philip Vickers](#)

Secretary
[Nancy Cameron](#)

If Absent Please Call
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Website URL
<https://www.bsd.ca/school/>



Principal's Message – Mr. Phil Vickers

Betty Gibson School is proud of its continued 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 – Mrs. Christine Smith

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 for 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 choice.
- Learning happens in different ways, at different rates.
- A reciprocal relationship exists between learning and self-esteem.

Contextual Description

Betty Gibson is an open area concept school organized in multiage classrooms. Approximately 320 students attend this K-8 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 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.

School Goal #1

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.

Actions Taken towards Goal #1

- Continued implementation of a professional development and the implementation of a Literacy course through the National Network for Educational Renewal (NNER) partnership between BSD and BU.

Indicators of Progress regarding Goal #1

- EAL Stages Growth – 49% of students achieved a 1 stage growth.
- Reading Growth – 42% of all students achieved at least one year growth in reading level.

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| <ul style="list-style-type: none"> Year 4 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 four of Early Years and year three of Middle Years timetabled literacy blocks Implement the School-Wide Enrichment Model enrichment clusters. Pilot Numeracy Differentiation Blocks in all grade levels – using various models, to determine which model is most effective. Aboriginal heritage will be explored and celebrated to increase Aboriginal heritage student engagement. This will include activities such as guest speakers, Pow-Wow, Elders in the school etc. | <ul style="list-style-type: none"> Grade 5-8 students took part in the King George Pow-Wow. All students participated in the first annual Betty Gibson School Metis Festival. Grade 1-8 classes implemented various forms of numeracy blocks. These different approaches are being compared for effectiveness. All Grade 5-8 students participated in School Wide Enrichment Clusters. |
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Divisional objectives with which this school goal is aligned

- 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 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 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 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.

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| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
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| <ul style="list-style-type: none"> Year Three of our Implementation of Response to Intervention processes in the school, with the goal of rapid identification of student levels and ensure that all students receive the most appropriate interventions for their specific needs. Weekly scheduled RTI team meetings to allow for progress monitoring and team communication. All classroom teachers will complete weekly RTI updates forms to identify new issues or update the RTI team about progress of ongoing RTI issues. | <p>Classroom teachers communicated weekly with the RTI Team to monitor students’ response to ongoing interventions. This was further supported by scheduled meetings every term.</p> |
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Divisional Objectives with which this school goal is aligned

- To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.
- 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 2013-2014

- The Betty Gibson School Stingers Demonstration Skipping Team presented nine performances this year. They performed in the Brandon Travelers’ Day Parade and the Country Fair. They Stingers also shared their skills in Hartney, Elgin, Boissevain, and Deloraine.
- This is the 14th year that the F&ST program has run at Betty Gibson School. Altogether there have been 122 families involved and 292 children. This year, eight families started the F&ST program. The Addictions Foundation of Manitoba, Elspeth Reid Family Resource Centre and Brandon Public Health partnered with the Betty Gibson School staff to facilitate the program.



Earl Oxford School

Believing Everyone Succeeds Together

Earl Oxford School

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Enrolment
304

Grade Distribution
K-8

Principal
[Richard Stallard](#)

Vice-Principal
[Jan Carkener](#)

Secretary
[Mary Tomiak](#)

WebsiteURL
<https://www.bsd.ca/school/>



Principal's Message

The 2013-2014 school year was a successful year full of growth and opportunity for students, teachers and parents alike. The transition of New Era Students over to Earl Oxford has been both exciting and challenging for our staff, students and community. Students have taken a little time to adjust but feel they are more comfortable as we close out the school year.

Our School 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 with volunteering and fundraising. I am very proud of the hard work of 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. They were able to create a fundraising profit of \$7,168.00 and provided \$4,450.00 directly back into the school events and student activities. The Parent Council also provided \$1,245.48 towards the funds directed to the playground.

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 event, fundraising, lunch program and current executive members of Parent Council for all of their hard work and commitment throughout the 2013/14 school year.

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 and responsibility;
- safety;
- diversity; and communication.

Learning Beliefs

At Earl Oxford we believe:

- 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.

Contextual Description

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. This past year has been a year of transition as our Earl Oxford Community welcomed the École New Era School catchment area. The current population for the 2013-2014 school year is approximately 302 students. Earl Oxford's professional staff total 29.

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

Our focus for this past year has been mainly Literacy Supports and implementation and planning of the Response To Intervention Model (RTI). Universal Design has been another area of discussion and will be aligned with our goals for the next three years.

School Goal #1

To implement quality teaching and quality learning in Literacy.

| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
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| <ul style="list-style-type: none"> • Classroom based assessment tools: • PM Benchmarks • Fountas and Pinell Reading System • Jerry Johns and WISC Achievement • Woodcock Johnson 3 • Running Records • Words Their Way • BURT Word Reading Tests • Individual Student Learner Profiles. • Classroom summaries and Observations. • Transition Sheets and Classroom Profile Forms. • EDI Results • Grade 3 Provincial Assessments • Grade 5 Brandon School Division Formative Assessments • Grade 7 Brandon School Division Assessments | <p>Assessed scores and collected, analyzed, synthesized, evaluated and reported to school and parents.</p> <ul style="list-style-type: none"> • Students informed and familiarized with the assessment process and testing expectations • Cross grade dialogue and meetings to focus on results and outcomes occurred • Collaboration amongst staff to investigate and trial teaching strategies e.g. Middle Years Initiative, continue to restructure Middle Years Timetable and Instructional Practices |

Divisional objectives with which this school goal is aligned

- 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 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 implement quality teaching and quality learning in Numeracy.

| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
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| <ul style="list-style-type: none"> • Increased focus regarding Mental Math • Shared ideas, concepts, and professional development activities directed towards teaching strategies and instructional practices • Focused on individual student’s weaknesses in math and strengths • Implemented use of Origo Math kits to increase algebraic reasoning and number sense • Developed a resource package of remedial resources to increase student achievement in our lower achieving students | <ul style="list-style-type: none"> • Increased knowledge of addition and subtraction facts by focusing on improving repeating and growing patterns • Extended Grade 8 learning by allowing students to study the senior one curriculum and challenge the senior one course for credit if the student is read |

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).

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|---|---|
| 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 nourish and enhance a positive school climate at Earl Oxford School in order to strengthen our learning. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> Continued to implement Earl Oxford BEST Program. Informed community and parents at Parent Council meetings about situations and expectations Daily announcements Circumstances and knowledge of transient students Informed parents and sent home healthy food choice memos Created a Leadership group within school population Created a Student Volunteer program for lunch program kids Continued to embrace student council initiatives in building community | <ul style="list-style-type: none"> Developed class summaries that focus on overall student achievement, academic needs, social emotional needs, and behavioral needs Reviewed class transition forms Reviewed individual student transition forms Collated classroom incidents month to month Reviewed student record data Analyzed, evaluated and planned for the future using the data received from the Tell Them From Me survey |
| 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 2013-2014 | |
| <ul style="list-style-type: none"> Collaboration occurred amongst staff in planning for math and several types of literacy groupings across several different grades. These groups were fluid with students moving to different levels through the year. This embracing of RTI strategies is the first step to full implementation of RTI ideals. Collaboration between the HALEP teacher and the student leadership council saw Earl Oxford students involved in working to assist students during lunch breaks, working at the Helping Hands, engaging with seniors in the community, volunteering time and energy assisting other members of the community and by celebrating Canadian heritage and choosing healthy lifestyles. Staff and students were involved in the planning of a Christmas feast for the community, a spring breakfast, a Christmas store, and several major recycling projects and several celebrations of school community. | |



George Fitton School

Learning Together, Growing Together

George Fitton School

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Principal
[Gail McDonald](#)

Secretary
[Jodi Haynes](#)

Grade Distribution
K-8

Vice-Principal
[Jaime Lombaert](#)

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Principal's Message

2013-2014 has been an exciting year at George Fitton School! We have been fortunate to watch the progress of our new gymnasium and on-site daycare facility, both due to open in the upcoming school year. Our school goal has been: *To increase achievement of all students with an emphasis on engagement in learning.* Our literacy focus has been writing and staff have studied and implemented "Writing Power"- by Adrienne Gear into their classrooms. The Numeracy focus saw students utilizing mental math strategies. Engagement strategies happened in a variety of ways throughout the school year. We look forward to the beginning the 2014 – 2015 school year by celebrating the 60th anniversary of George Fitton School as well as the opening of the new gymnasium.

Parent Advisory Council Chairperson's Message

This year was a busy year for Parent council. Our goal for the year was to increase the presence of Parent Council in the school, as well as, at school functions. Our Fall fundraisers were run through Gourmet Kitchen Fundraising and Dieleman Fundraising Sales. We were involved in the Fall Fair and also present at the Christmas Concert. After Christmas, our Spring fundraiser was the focus. Our goal was to maximize our profits to enable us to contribute as much as possible to the school for field trips. Our fundraisers were run through Vesey's Bulbs and East 40 Packers. These fundraisers were new to our school and seemed to be well received. As one school year is coming to an end we are looking ahead to the new one that will be starting. We are always looking for new ideas for a new school year. We encourage everyone to attend our monthly meetings and share any input or opinions that they may have. It has been a great year and we are looking forward to next year!

Vision Statement

To provide a student centered learning environment that strives to meet the diverse needs of each individual.

Mission Statement

At George Fitton we strive to enable each student to achieve maximum intellectual, emotional, social and physical growth.

Learning Beliefs

At George Fitton School we believe:

- 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.

Contextual Description

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 (33% First Nations and Metis, 24% English as an Additional Language) of approximately 460 students. Manitoba Education Citizenship and Youth curriculum documents determine the Grades K-8 program.

| School Goal #1 | |
|--|--|
| To increase achievement of all students with an emphasis on engagement in learning. | |
| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
| <p>Learners of Aboriginal Heritage</p> <ul style="list-style-type: none"> • 100% student participation in "Project of Heart" • Display for Project of Heart tiles in Brandon • Enable all Aboriginal content books to be more accessible to students and teachers. • Treaty Education Initiative Professional learning • Annual Powwow <p>Disengaged and Behaviourally Challenged Learners</p> <ul style="list-style-type: none"> • Plan and facilitate activities to promote positive self esteem <p>English as an Additional Language Learners</p> <ul style="list-style-type: none"> • To assemble EAL kits for classroom use for Level 1 learners <p>High Ability Learners</p> <ul style="list-style-type: none"> • Tell Them From Me Survey • Total Talent Portfolio • Enrichment Clusters Grades 4-8 <p>Learners with Difficulties and Disabilities</p> <ul style="list-style-type: none"> • To promote the use of common language across the grades in literacy and numeracy • Introduction of Response to Intervention framework. | <ul style="list-style-type: none"> • All K-8 students participated in "Project of Heart" • Display of Project of Heart tiles will be housed at Brandon University – Donna Forsyth, Contact • Aboriginal content books placed on shelf in the library and have stickers on the spine to identify content • Three teachers attended the Treaty Education sessions (Grade 7/8 Finding My Way, Grade 2 and Kindergarten) – implementation into their classrooms. • Annual Powwow on June 5, 2014 • K-5 "Filling Bucket" activities • School wide use of EBS Behavior matrix • T-Bird Tokens for positive acts • "Skill Builders" program implemented by Mr. Brown • Social Responsibility activities – Rotary Book Sale, working at Samaritan House, seasonal choral group singing, etc. • Y-Revolution – activities – We-Day, Welcome to Kindergarten, etc. • Student led morning announcements • K-8 Social Club –a.m. & p.m. • School Community Mosaic - George Fitton Tile project • Grade 7 & 8 – "You Time" • "Roots of Empathy" • Grade 1 & 2 Waste Reduction Challenge with City of Brandon • Surveys and Total Talent Portfolio completed • Enrichment clusters for Grades 4-8 spring • Staff use of Adrienne Gear materials – "Non-Fiction Reading Power", "Reading Power", "Writing Power" • First Steps in Math., Origo materials, Guided Math, etc. • Three full day every day kindergarten classrooms- ongoing kindergarten professional learning • Class Profile Meetings focused on learning outcomes (RTI) |
| 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 Accomplishments of Note for 2013-2014 | |
| <ul style="list-style-type: none"> • Building Student Success with Aboriginal Parents (BSSAP) together with George Fitton School hosted a Spring Powwow on June 5th. Singers, dancers and drum groups from surrounding areas joined us in this annual event. • Yeabsera received the "I Will Succeed" award and scholarship from Career Trek. The scholarship is worth \$1200, and it will be used towards Yeabsera's post-secondary education. Career Trek is a program offered to Grade 6 students at George Fitton School and throughout Canada. Career Trek is a not-for-profit organization that provides a wide range of experiences and information designed to introduce young people to a variety of careers and post-secondary education options. The program offers students hands-on experience in 80 careers, and in turn, students get excited about one day going to university, college, or taking part in an apprenticeship. Career Trek helps students to figure out what professions they would enjoy. | |



Green Acres School

Working Together as a Caring Community

Green Acres School

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Grade Distribution
K-8

Principal
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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 continued to raise funds for a new adventure playground, which will be installed in mid-August 2014. We were able to have hot Spirit Lunch Days, Family Night, and a Family Dance, enabling us to 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;
- 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.

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, and Richmond Avenue to the South. In September, 2013, there were 178 students (9 classes) from 112 families attending our school. Green Acres has 13.75 full time staff.

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

- The Arts - To develop positive and supportive relationships among students, teachers, and the school community, by becoming involved in the arts curriculum.
- Literacy:
 - 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

- 50th Anniversary - to continue to maintain a positive/healthy school climate through the celebrations of the "Green Acres 50th".

School Goal #1

To improve critical response as well as comprehension of, *beyond, and about*, fiction and non-fiction texts.

Actions Taken towards Goal #1

This particular School Development Goal expanded guided reading group work beyond a single multilevel classroom to include several mixed multilevel classrooms at the Grade 4 to 8 levels. The main focus was on comprehension skills, specifically **beyond** and **about** the text. The Fountas and Pinnell Benchmark Assessment System was used to measure growth. The “**beyond**” refers to making inferences and “**about**” refers to the author’s craft. This gathered information is used in conversation.

Through the above process, it was discovered, that by introducing the concept of “**debating**” it gave the students an opportunity to practice and develop listening and speaking skills, as well as providing evidence to support the debaters’ proposition.

Indicators of Progress regarding Goal #1

It has been noted, that not only have conversation and comprehension improved, but accuracy in reading has also improved. Students demonstrated greater confidence during book discussions as well as being able to use more specific oral language to express their thinking. Through the Fountas and Pinnell Assessment, reading levels, accuracy, and comprehension improved.

Examples:

- a) Multilevel 4 Student:
 - Sept. 2013 – Reading Level K – Accuracy 91%
Comprehension 8/10
 - Feb. 2014 – Reading Level N - Accuracy 96%
Comprehension 8/10
- b) Multilevel 8 Student:
 - Sept. 2013– Reading Level M – Accuracy 98%
Comprehension 4/10
 - Feb. 2014 – Reading Level O - Accuracy 98%
Comprehension 6/10

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 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 develop positive and supportive relationships among students, teachers, and the school community by becoming involved in creating, performing, and responding to various performing arts.

Actions Taken towards Goal #2

- 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.
- Every student from Level 3 through to Level 8 wrote and delivered 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.

Indicators of Progress regarding Goal #2

- The high interest in the number of students wanting to join the Drama Club.
- 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.
- Drama is helping students organize information, interpret ideas, gain new insights, and work with others.

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 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. 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 | |
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| To become aware of students' learning styles so as to research strategies for teaching and learning. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> • Registering with the Learning Style Network • Use of the online instrument for students Level 3 to 5 and teachers referencing six areas: <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Sociological ○ Environmental ○ Perceptual ○ Emotional | <ul style="list-style-type: none"> • Discussions of strategies with teachers, parents, and peers. • Students gained a self-awareness of their own unique learning style. • Students reflected on strategies recommended to help them in their 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 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 2013-2014 | |
| <ul style="list-style-type: none"> • The creation of blocked literacy periods, at the early years and middle years levels, in order to create a collaborative working situation for the guided reading literacy program which included modelling by teachers and an expansion of the program to include "debating". • With the close working relationship the school has with the school community and its families, we were thrilled to have the Miller Family, of Miller Pharmacy, donate \$50,000 toward our new adventure playground. • The school celebrated its 50th Anniversary in the form of a formal tea with tea, coffee, fancy sandwiches, dainties, speakers, a PowerPoint, student decade performances, and a school tour. | |



École Harrison

le respect, la responsabilité, la fierté

École Harrison

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Grade Distribution
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Principal's Message – Craig Laluk

2013-2014 was our fourth 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 in terms of our relevancy and our French language excellence. 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, particularly at such a young age.

Our commitment to developing the bilingual learner is extending further by our involvement in other learning opportunities beyond 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 have also "buddied up" for several intrapersonal learning situations where older students read and speak in French with their younger friends. This has been very positive.

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. We have had incredible parent-run and community-run enrichment clusters for our students to help support their learning at our school.

We have grown as a school and we will be occupying all of our spaces to their fullest capacity in 2014-2015. This is a nice challenge for us but it also keeps us mindful of our need to provide quality over quantity. Our school development plan for 2014-2015 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 – Karen Slawinsky

We have had another great school year at École Harrison and have been so lucky to have such committed parents helping to make our school a great environment for learning and for fun! This year, we had a resurgence of parental involvement as the parents seemed to have bounced back from the initial years of intense fundraising for the playstructure. This year, we had an excellent balance between advocacy for French Immersion education with the establishment of a Brandon Chapter of Canadian Parents for French. We have also had some wonderful school spirit builders with a movie night, family dance and family fun night along with some amazing fundraising which will allow us to resurface a black top area. We were also able to provide the school with two filtered, refrigerated water fountains and pinnies for extracurricular sporting activities. We look forward to another great year at École Harrison and I am now passing the torch to a new Chairperson and we hope that you have a great year!

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| 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 340 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.</p> <p>Établie au mois de septembre 2010, École Harrison est une école immersion française à voie unique. Nous comptons à peu près 340 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 encouragé 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> |
| 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"> • Student-run radio station and French language magazine for students in Grades 5 to 8. • Renaissance of the B.I.F. (Bureau d'instigation du français) as a means for students to be motivated to speak in French with one another. • Introduction of new student house system from Kindergarten to Grade 8. • Involvement of French for Life presentations for students in Grade 7 and 8. • Student involvement in Beaux Arts programming with Mme Fontaine and Glee Club. • Festival du Voyageur for all students at École Harrison. Grade 4 students go to F du V in Winnipeg. • Transition meetings for Grade 7 and 8 teachers with French Immersion teachers at École Neelin. | <ul style="list-style-type: none"> • 85% of our Grade 4 to 8 students report feeling confident in speaking French according to the Tell Them From Me survey. • There is a high degree of pride in being an École Harrison student, 92% of our Grade 4 to 6 students are proud to attend to École Harrison and enjoy coming to school. • We have seen an increase in student participation in school clubs as being a significant indicator of engagement. 76% of our Grade 7 and 8 students are involved in school clubs compared with 63% in 2012-2013. • We have developed an end-of-year French language assessment for our Grade 8 students moving to high school. This has been done collaboratively with the staff from École secondaire Neelin High School. |
| 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". | |
| School Goal #2 | |
| To develop the relevancy of our instructional practices and student learning activities in order to promote excellence into the 21st century (which speaks to the evolving and relevant setting of our vision). | |
| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
| <ul style="list-style-type: none"> • Addition of different student clubs to our repertoire of learning activities at École Harrison in response to open-ended questions on TTFM. Examples beign: Girls Club, Crossfit Training, Art Club, Glee, Radio, Magazine, Minecraft. | We have seen an increase in participation in school clubs as mentioned in the previous goal. However, we have also seen a considerable increase of 10% in the number of Grade 4 to 8 students who are trying hard to succeed and who also report |

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| <ul style="list-style-type: none"> • Groups of students requiring challenge opportunities have been identified through the class profile process. • École Harrison parents led enrichment clusters depending on their areas of strength and student interest. Examples being: CSI – from Brandon Police Service, Video Game Design, Crossfit Training. • Sharing of 2012-2013 school survey results with Grade 4 to 8 students, particularly open-ended responses. • Discussions with students at Grade 7 and 8 level. What can we do to provide encouragement and advice for you? Actions to be determined from these discussions. • Ongoing commitment to the Schoolwide Enrichment Model including HALEP units, enrichment clusters, clubs, diversified learning opportunities. | <p>being interested and motivated in their learning. We had three parent-run cluster days that, although very difficult to coordinate, were extremely successful. Examples of these clusters include:</p> <ul style="list-style-type: none"> • Physics demonstrations and experiments • Exploring the human body, comparing with pig organs • Good works cluster, supporting our community and paying it forward • Computers and Javascript (Internet Geekspeak) • Media Production – at Vincent Massey • Drumming • Dance |
| <p>Divisional Objectives with which this school goal is aligned</p> | |
| <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. | |
| <p>School Accomplishments of Note for 2013-2014</p> | |
| <ul style="list-style-type: none"> • The development of an infrastructure for the Schoolwide Enrichment Model that allows for student choice, academic rigour and parent involvement in learning opportunities that are relevant and exciting for our students. This should be further facilitated by greater access to our gymnasium in 2014-2015. • The renaissance of our B.I.F. (Bureau d’instigation du français) as a means for students to be motivated to speak in French with one another. Listening to our students speak in French at such a young age is truly impressive. • A commitment to ongoing collaboration in French language development between École Harrison, École New Era and École secondaire Neelin, specifically for our Grade 7 and 8 students transitioning to high school. The teachers from these three schools development an end of Grade 8 French language assessment to gauge our successes with the French language and to help plan for their continued development at the secondary level. | |



J.R. Reid School

TEAM - Together Everyone Achieves More

J.R. Reid School

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Phone 204-729-3955

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Enrolment

269

Grade Distribution

K-8

Principal

[Shawn Lehman](#)

Secretary

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Attendance Line

[204-729-3957](tel:204-729-3957)

Home School Liaison

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WebsiteURL

<https://www.bsd.ca/schools/jrreid>



Principal's Message

The 2013-2014 school year was a great success for all JR Reid stakeholders. Our school was very busy with student centered activities used to enrich our students' experience. Personally, I would like to thank the students, staff, parents, community members, and volunteers for making our JR Reid TEAM (Together Everyone Achieves More) the BEST (Believing Everyone Succeeds Together) school in Brandon.

Parent Advisory Council Chairperson's Message

Our J.R. Reid Parent Council for 2013 – 2014 included all returning members. All of us, plus one new person, will continue into the coming academic year (2014 – 2015). Two of our members attended the MAPC Parent Council Chairs Breakfast in Brandon this year, and one of our members attended the annual meeting of MAPC in Winnipeg.

At the beginning of this year, we approved our first Parent Council Constitution. Other than this new document that was approved at our first meeting of 7, our focus was fundraising. We held the annual Welcome Back Barbecue, school food event days, and we had a series of fundraisers (e.g., garlic coils, Mom's Pantry). We also have an annual walkathon coming up in the second half of June. Finally, we organized a staff appreciation week prior to midterm break for which many parent volunteers prepared treats and prizes for staff members. Our families value our JR Reid teachers and staff!

Through our fundraising this year we have provided funds for ALL staff members at JR Reid, as well as specific funds for the library, students with special sensory needs, for special field trips (e.g., Winnipeg Symphony), and for year-end field trips. Our 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 to our staff and students.

For the 2014 – 2015 year, we have asked the staff to provide a priority list so that we can more effectively distribute the funds we collect and distribute. Our goal for 2014 – 2015 is to continue to establish a systematic source of information for Parents regarding general issues relevant to their children and the activities of our executive members. Furthermore, we will be implementing, for the first time, a request for parents to consider making a voluntary contribution to Parent Council "in lieu of fundraising" (\$25. per child). Though this donation request does not take effect until the fall of 2015, we have already received very positive parent response and we are hoping that it will continue. Of course, the donations are not mandatory and we recognize that some families will not be able to afford or choose to contribute the requested amount for their child/children. Our Welcome Back Barbecue is always a great success and we hope to offer more of these types of activities that allow the JR Reid community to come together. In previous years, we have had a school carnival and skating night. We have not been able to organize these events given the fundraising demands we have had in recent years. This year, assuming good participation in our donation request, we hope to return to a focus on community building that creates a stronger social network across our school community.

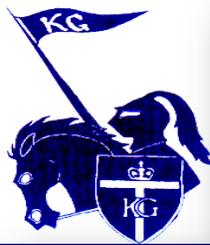
Vision Statement

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

Mission Statement

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. | <p>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 serves approximately 125 students. The YMCA Before and After Program provides daily care to a handful of students starting at 7:30 am until 5:30 pm both before and after school hours.</p> |
| School Goal #1 | |
| To increase our student achievement in Literacy | |
| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
| <p>Response to Intervention level 2 and 3 – cross grade guided reading groups were implemented from Grades 4 to 6. Response to Intervention level 1 – Grades 1 to 3 guided reading groups took place within the classroom.</p> | <p>Our school average in comprehension was 65% of students at or above grade level.</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 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 increase our school's achievement in Numeracy. | |
| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
| <p>This year, we had every teacher receive the same, minimum amount of prep allocation as based on the School Division policy. Through some creative scheduling, we were able to create a Numeracy Support position 0.15 FTE for one of our teachers. Support was provided for students at Level 2.</p> | <p>Our Grade 3's had a small group of six individuals work daily for thirty minutes with the numeracy support teacher. The Grade 3 results from the Divisional assessment of students approaching or meeting are: Mental Math 71%, Representing Numbers 97%, Equality 65%, Patterns 81%.</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 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 and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division. 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 make our school a relevant, reflective and adaptive to changing times. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <p>Two lead teachers used the brain based approaches within their classrooms on a daily basis. Other teachers followed suit and all of our new staff received the book, "Worksheets Don't Grow Dendrites" by Marcia Tate, a leading researcher in brain based learning.</p> | <p>Upon class visitations, I have seen JR Staff use brain based learning in centers, morning calendar routines for project work, and educational breaks.</p> |
| 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. | |
| School Accomplishments of Note for 2013-2014 | |
| <ul style="list-style-type: none"> • This year our middle years students had the opportunity to be involved in Enrichment Clusters for Grades 5 to 8. • Our YR (Youth in Revolution) members consisted of 28 of our student leaders and were involved in community activities throughout the year. • As a school we recognized and celebrated the Anti-Bullying Day of PINK, purchasing pink t-shirts for all staff members and students. • Our school was recognized by our Aboriginal community by donating a star blanket with the school's motto, TEAM (Together Everyone Achieves More). | |



KING GEORGE SCHOOL

King George School

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Email kinggeorge@bsd.ca

Enrolment 285
Grade Distribution K-8

Principal Barb Miller
Secretary Landis Benitez

Website URL
<https://www.bsd.ca/schools/kinggeorge>



Principal's Message

At King George School, we believe that each student has the right to access quality learning experiences that support their acquisition of both knowledge and skills in a nurturing and dynamic environment. Therefore, quality teaching must embrace the diversity that exists amongst our learners by providing authentic, relevant, and meaningful learning experiences that address the different ways students learn and support their development, as responsible citizens. We are proud of our students' accomplishments and recognize their achievements in both academic and personal growth through the many activities and celebrations that occur over the course of the school year. We know that it is essential for families and the school to work together to establish and maintain an active partnership, which support students' growth and success. We want to thank our families for working with us to support our students through this collaborative partnership. We look forward to continuing this strong partnership now and into the future.

Parent Advisory Council Chairperson's Message

Attendance at our monthly Parent Council meetings has grown again this year with new parents joining us during the monthly meetings. Cultural Evening/Day was again a successful event at King George. This year a grant was awarded to support this event from BNRC. Thank you to our families that participated in our basket draw at the Christmas concert. We also had several successful fundraisers over the course of the year including sausages from East 40 Packers, hydrangeas from Patmore Nurseries, flower bulbs from Veseys, and a Sunset Gourmet fundraiser. We hosted two family movie nights and look forward to monthly movie nights throughout the winter months next year. Parent Council provided daily snacks for staff appreciation week to acknowledge the great work our staff does with our children. The Parent Council Lunch Program provided a pizza lunch to all lunch students. In addition, Parent Council has donated a total of \$3,610.00 to the school to pay for various activities and resources throughout the year. Elections for executive positions will be held in September, 2014. We look forward to having more participation at our meetings. See you in September!

Vision Statement

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

Mission Statement

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

At King George School we believe...

- in creating a trusting, nurturing, and secure learning environment that fosters growth and the development of all students.
- students need to have a variety of experiences that support their ongoing growth and development as respectful, responsible, and informed citizens.

Contextual Description

King George School is a K-8 school, which is tucked away in the East end of Brandon. Within our school community you will find a mixture of residential, business, and industrial dwellings. We are fortunate to have a student population of approximately 283 students who come to us from rich multi-cultural and diverse socio-economic backgrounds. Our K-6 students attend from a smaller, local catchment area and at the Grade 7 and 8 level our catchment area expands to include

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| <ul style="list-style-type: none"> • students need to have developmentally appropriate learning experiences that address their learning styles and preferences. • students need to be engaged in meaningful and relevant learning experiences that build student success through active involvement. | <p>students from our neighboring K-6 school, which is Riverview. Our students benefit from participating in the Kiwanis Terrific Kids Program, the Food for Thought Breakfast Program, the Westman Immigration Services EAL After School Program, the Lighthouse After School Program, and our Parent-run Lunch Program. These services provide additional supports for our students and our families.</p> <p>We have developed partnerships with businesses in the area, as well as long-term relationships with the senior citizen complexes and the BRHA, which are located close to our school. We have a good working relationship with the Brandon Friendship Centre, Brandon University, Assiniboine Community College, City of Brandon, Brandon Neighbourhood Renewal Corporation, and Westman Immigration Services. These partnerships enhance our ability to provide a wider range of programs and support for our students and staff.</p> |
|--|--|

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

- To develop and maintain a safe and positive school community
- To maximize student growth and achievement in the areas of literacy and numeracy
- To increase students' access to technology as a learning tool and increase the use of brain based learning strategies to promote engagement

School Goal #1

To develop and maintain a safe and positive school community.

| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
|---|---|
| <ul style="list-style-type: none"> • Implemented an Effective Behaviour Support (EBS) program through multi-grade team building activities, which included EBS assemblies and activities throughout the year. • Reviewed and focused on our school-wide behaviour matrix as a means of fostering respectful, responsible, and safe behavior. • Implemented and supported student leadership activities through our Youth Revolution and Student Council. • Students had the opportunity to participate in the Finding My Way Program (Grades 3 to 8), BSSAP activities (K – 8), Roots of Empathy (Grade 7), and other programs aimed at addressing social emotional and behavioural skills. | <ul style="list-style-type: none"> • All students participate in the EBS activities in their house teams, which are made up of students in K-8. • 100% of students are aware of the expectations regarding respectful, responsible, and safe behaviour that is articulated in our behaviour matrix. • We have approximately 60 – 70 students actively involved in leadership activities in Grades 5 to 8 through Youth Revolution and Student Council. • All of our students have participated in a range of activities that target social emotional and self-regulation skill development. |

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

School Goal #2

To maximize student learning and achievement in literacy.

| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
|---|--|
| <ul style="list-style-type: none"> • All teachers have been engaged in ongoing professional development, which has facilitated a common understanding and approach to implementing a balanced literacy program that focuses on guided, shared, and independent practice of reading and writing skills to support continuous student growth. • Implementation of year two of the Indigo Grant to support the "Bridges into Literacy" initiative, which put approximately \$23 000.00 of quality children's literature into the hands of our students and addresses the importance of family literacy. • The implementation of a Reader's Workshop approach to independent reading in our K-8 classrooms. • Access to Reading Recovery, Literacy Support, and Empowered Reading for students with significant literacy learning challenges. • Students' reading levels are monitored to ensure ongoing growth and achievement at least three times per year using the Fountas and Pinnell Benchmark Mark Reading Assessment. | <ul style="list-style-type: none"> • All of our teachers have been engaged in ongoing professional development in the area of literacy, which has had a positive impact on the quality of literacy programming that is occurring for 100% of our students. • All of our students have had access to quality children's literature in their classroom libraries, as well as the school library. • All students have participated in a Reader's Workshop using a variety of level appropriate material to support their independent reading practice. • Fifteen students participated in the Reading Recovery Program, seven students have participated in the Empower Reading Program, and 54 students have received direct service from our Literacy Support teacher over the course of this year. • All students have shown growth in their reading levels over the course of the year with varying degrees of progress. |

| 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 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 and engagement through the integration of technology and brain based learning. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> A Laptop cart and an iPad cart are accessible to all students on a rotational basis (teachers can sign each cart out over a 6 day cycle for their students to use as a learning tool). Movement breaks have been implemented successfully in all of our early years classrooms. Money has been allocated to purchase fidget and movement materials to support students’ learning needs. Tablets have been purchased and placed in early years classrooms (4 per multi-age groupings) to be used in a centre-based approach to support differentiated instruction. | <ul style="list-style-type: none"> All students have access to technology contained in the laptop cart and iPad cart on a rotational basis over the course of a 6-day cycle to use as a learning tool. All early years teachers and students report and increase in engagement levels following a movement break. All students requiring fidgets, chewlery, or movement chairs have been provided with the appropriate material to support their sensory and learning needs. All students in K – 4 have access to technology as one of their centre-based learning options through differentiated 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 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 Accomplishments of Note for 2013-2014 | |
| <ul style="list-style-type: none"> All of our students had the opportunity to participate in cultural day activities and a pow wow celebration that promoted and celebrated cultural diversity. We had 35 of our students perform during our cultural day/evening and pow wow performances. The Brandon Neighbourhood Renewal Corporation partnered with us to help make these events possible for our students and our community. Our Youth Revolution group raised funds to support building a school in Ecuador, and support the Tsumani efforts in the Philippines. They also planned a well of anti-bullying activities, in conjunction with the Day of Pink, for all of our students and a wellness day for our Grade 7 and 8 students. All of our students participated in a neighbourhood clean-up effort during one of our Effective Behaviour Support activities. Our school undertook a book drive that was spearheaded by Katie Wilson to secure book donations to donate to Samaritan House to include with their Christmas hampers. | |



Kirkcaldy Heights School

Safety is your right and kindness is your responsibility

Kirkcaldy Heights School

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Enrolment
363

Principal
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Secretary
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Grade Distribution
K-8

Vice-Principal
[Nicole Warwaruk](#)

Website URL
<https://www.bsd.ca/school/>



Principal's Message

As we end the 2013-2014 school year, we can reflect with pride, the accomplishments and achievements of our students and school community. This year has been one of challenge, success, and growth for our students and staff. 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 2013-2014 School Plan. We believe we achieved our goals through the implementation of our school plan along with established supports for students.

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 PAC has supported the purchase of Guided Reading books, a water filling station, and other initiatives within the school. We will continue to work in partnership with the school to achieve our goals for the next school year. We welcome all parents to our meetings held on the first Tuesday of most months at 7:00 p.m. Also check out our Facebook page!

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 student;
- 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 & at different rates & for different reasons for each learner; and
- learning requires internal and/or external motivation involving successive experiences.

Contextual Description

Kirkcaldy Heights School is an inclusive Kindergarten to Grade 8 school with a current student enrollment of 365. We offer all curricula as mandated by the Education Department of Manitoba. Our population is composed of students from urban, and rural areas, along with representation of many different cultures. This year we had 29 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, an EAL teacher, a High Ability Learners Teacher, an Empower Reading teacher, and Reading Recovery teachers. Kirkcaldy Heights 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. We maintain partnerships with the City of Brandon, Brandon

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| | <p>Fire Department and Brandon Police Service to provide additional programs to compliment the provincial curriculum. Kirkcaldy Heights School has a snack program, supports a lunch program, and there is a daycare facility, Fuzzy Bears, in our building.</p> <p>School programs which students are actively involved in are peer helpers, Y Revolution, anti-bullying program, recycling program, student council, canteen, and extra-curricular activities both athletically and culturally.</p> |
|--|---|

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

- To support and enhance the development of positive character traits in our students.
- Increase achievement in mental math operations with students.
- Increase achievement in the area of comprehension in reading with students.

School Goal #1

To support and enhance the development of positive character traits in our students.

| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
|--------------------------------------|---|
|--------------------------------------|---|

- Review of behaviour support program: “Walk Away-Ignore-Talk It Out-Seek Help” (WITS).
- Creation of WITS reminder behaviour support program.
- Events focused on the virtues of Respect, Tolerance, and Responsibility.
- “Ten Days of Giving” event.
- Implementation of the Tell Them From Me survey.
- Leadership opportunities; Youth Revolution, Peer Helpers, Student Council.
- Staff presentation facilitated by the Aboriginal Learning Specialist.
- Establishment of the Recess Club.

Students along with our school community have shown strong engagement in our activities related to building positive character traits in our students. The results of the Tell Them From Me survey were very encouraging in terms of the level of engagement in their learning that our students expressed. The students involved in leadership activities have shown strong development in leadership skills, and have supported the learning of other students more hesitant to interact at this level. The recess club has been very helpful in reinforcing friendship skills, and allowing students with issues in this area, a safe and supervised location to practice these emerging skills. The involvement of our parents as team members in developing positive character traits with their children, along with a high level of collaboration when any behavioural issues arise has been a focus of our work this year.

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 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 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 increase achievement in the area of mental math operations.

| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
|--------------------------------------|---|
|--------------------------------------|---|

- Professional development workshop regarding mental math strategies facilitated by the numeracy specialist.
- Professional development workshops attended by teachers throughout the school year.
- Daily practice of mental math with a focus on accuracy and speed of recall in the K-8 classrooms.
- Focus on Response to Intervention and developing the process of attaining necessary supports for students is ongoing.

We have found in our data, which was collected in various ways about mental math strategies, accuracy, and speed of recall, that our achievement scores have increased.

We believe that the focus on accuracy and speed of recall of math facts will continue to be a daily focus in each classroom. Teachers continue to explore new ideas for engaging students in this skill development. We have focused on games, computer applications, iPad use, and other resources that support this goal.

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 develop a greater professional understanding of the research, concepts, and applications of Brain Based Learning (BBL).
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.

| School Goal #3 | |
|--|---|
| To increase achievement in the area of comprehension in reading. | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> Professional development workshop with our Literacy Specialist with a focus on comprehension. Workshops focused on work of Adrienne Gear and strategies for engaging students with text. Workshop about brain research facilitated by a staff member attending a conference. Workshop about TUSC (speaking club) facilitated by staff member. Early Years literacy team meetings (classroom teachers/specialists) A focus on deepening reading comprehension during daily guided reading lessons; inferencing, analyzing, synthesizing, and meta-cognition strategies. Focus on Response to Intervention and developing the process of attaining necessary supports for students is ongoing. | <p>Our assessment data shows that we have made some improvements in the level of comprehension of our students in some grade levels. At this time, the data is difficult to analyze but based on the professional judgment of teachers, this is an area that they continue to see a need for focus.</p> |
| 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 Accomplishments of Note for 2013-2014 | |
| <ul style="list-style-type: none"> Comprehensive referral process for Response to Intervention established Tier 1/2/3 levels of intervention were reviewed/established and our service delivery to students was enhanced in terms of swift response to student needs in all areas. Development of Kirkcaldy Heights Learner Profiles to create continuity in seamless programming as students move from grade to grade. Engagement Clusters in Grade 7-8 were based on an innovative model of infusion into the curriculum with a focus on community service, choice, and engagement of students. | |



Linden Lanes School

Home of the Leopards

Linden Lanes School

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Enrolment
351

Grade Distribution
K-8

Principal
[Kathryn Brigden](#)

Secretary
[Kimberley Castle](#)

Vice-Principal
[Michael Kendzierski](#)

Website URL
<https://www.bsd.ca/school/>



Principal's Message

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

Parent Advisory Council Chairperson's Message

On behalf of the Linden Lanes Parent Council, we would like to express how pleased we are to support the students and staff at Linden Lanes. The purpose of our Parent Council is:

- To promote a sense of community within the school by organizing events to bring students and families together
- To raise funds for activities or the purchase of items for use by the students of the school
- To facilitate communication and understanding between the school and students, parents/guardians

Membership is open to all parents and guardians of children attending Linden Lanes. We would like to encourage as many people as possible to join us for the meetings. We look forward to seeing you there.

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;
 - when we achieve success, which in turn enhances self-concept/self-esteem;
- We learn and develop at different rates with different styles
- Learning is enhanced;
 - when our body is rested and well nourished;
 - when multiple intelligences are recognized and fostered;
 - when the learner has input and ownership.
- Emotional growth, resulting from a caring and supportive emotional climate, enhances all learning.

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.

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| <ul style="list-style-type: none"> • 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. | |
| <p>The main area of focus was on student achievement and engagement in learning within a safe, supportive and respectful school environment.</p> | |
| School Goal #1 | |
| <p>To increase the achievement of all students with a focus on engagement in learning.</p> | |
| 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. • 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. • Technology was integrated across all grade levels. • Effective Behavior Support (EBS) was a continued focus with reference to the school behavior matrix. • Various anti-bullying presentations and strategies were used throughout the school. • 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 facilitated by the school counsellor. | <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. • 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"> 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 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 2013-2014 | |
| <ul style="list-style-type: none"> • Science Expo and Western Manitoba Science Fair – Following a successful Science Expo at Linden Lanes with 78 students completing 57 projects, 42 students attended the WMSF. 23 students either received medals or were awarded recognition for their work. • Y Revolution and Student Leadership Team – Both of these groups worked together to promote the Day of Pink and anti-bullying activities and presentations. • Student participation was high in all school sports and activities including intramurals, soccer, volleyball, basketball, badminton, cross-country, track and field. • Artist in the School – all grades participated in the Artist in the School Program featuring African drumming and dancing. • Grade 6 class was involved in the Enviro Expo and made a presentation to City Council on environmental issues. • School Patrol Team – the Linden Lanes School Patrol Team placed first in the city as top Patrol Team of the Year for 2013-2014. | |



Meadows School

Home of the Mustangs

Meadows School

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Enrolment
454

Principal
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Secretary
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Grade Distribution
K-8

Vice-Principal
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WebsiteURL
<https://www.bsd.ca/school/>



Principal's Message

This school year has been very special to me as it is my first year as principal at Meadows School. I would like to thank everyone for making the 2013-2014 such a positive and memorable school year. Meadows 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 be positive role models. Our extensive co-curricular and extra-curricular programs provide students 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 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.

The 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 found this exercise worthwhile and utilized our time to discuss and make plans to meet the needs of the Meadows School Community.

Parent Advisory Council Chairperson's Message

We would like to thank all parents and guardians who have been involved with Parent Council this year. It has been another very successful year. 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 can 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 pm and free childcare is provided for all who attend the meetings. Please feel free to join us at our next meeting in the fall.

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.

Contextual Description

Throughout the 2013-2014 school year Meadows enjoyed an enrollment of approximately 460 students. Meadows offers 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 40 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

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| <ul style="list-style-type: none"> 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. | <p>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.</p> |
| <p>Main Areas of Focus in School Development for 2013-2014.</p> | |
| <ul style="list-style-type: none"> To increase achievement of all students with emphasis on engagement in learning. To develop and promote self-worth and social responsibility in all students. To maximize student achievement through the integration of technology | |
| <p>School Goal #1</p> | |
| <p>To increase achievement of all students with emphasis on engagement in learning.</p> | |
| <p>Actions Taken towards Goal #1</p> | <p>Indicators of Progress regarding Goal #1</p> |
| <ul style="list-style-type: none"> HALEP teacher collaborated with Middle Years classroom teachers in Sept. 2013 to develop class profiles using a Multiple Intelligence Survey to determine student learning styles. Classroom teachers met with the Literacy Resource teacher to write Individual Education Plans for students in their classroom. Development of consistent Learner Profiles and student portfolios for K - 8 students. Development of a Fountas and Pinell Benchmark Assessment Chart that tracks every student at Meadows School from Grade 1-8. Infusion of the multi-age teaching model. Teachers have participated in multi-age professional developments and collaborative team planning for essential outcomes. By using this collaborative format teachers are beginning use common language, common understanding and common strategies for teaching multi-age classrooms. Scheduled timetable to allow for Grade 1/2 and Grade 3/4 Literacy Blocks. HALEP teacher organized Middle Years Enrichment Clusters on 3 separate occasions as well as monthly Lunch and Learn workshops. Hosted Welcome to Kindergarten evening on June 3rd, 2014 RTI teams meet to on regular basis to constantly monitor student progress to ensure appropriate programming is being implemented. | <ul style="list-style-type: none"> Higher rates of attendance and student engagement because teachers are differentiating instruction using information from Multiple Intelligences Surveys. (Our student truancy rate is 7% lower than the Canadian norm for Gr. 7/8 students). Literacy teacher using co-teaching model to work with students in Literacy Blocks. All students from Grades 1-8 have been assessed in Fountas and Pinnell, significant growth has been shown by each individual student. 96% of students at Meadows School valued school outcomes and believe that education will have a strong bearing in their future. The Canadian norm was 85% All K-8 students have common student portfolios and learner profiles. Students involved with Reading Recovery, Empowerd Reading, Literacy Support and EAL programs have shown significant individual growth in all areas of literacy development. When asked if students were interested and motivated in their learning the TTFM Survey showed Meadows students scored 18% higher than the Canadian norm for their grades. Improved communications, goal setting, strategy implementation and evaluation of student's Adaptation Plans, IEP's and BIP's by using RTI model. |
| <p>Divisional objectives with which this school goal is aligned</p> | |
| <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 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. | |
| <p>School Goal #2</p> | |
| <p>To develop and promote self-worth and social responsibility in all students.</p> | |
| <p>Actions Taken towards Goal #2</p> | <p>Indicators of Progress regarding Goal #2</p> |
| <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. Youth Revolution activities had a high level of visibility in our school with students, staff and community partner involvement. We had an elected Student Council to give students a voice in our Meadow's School Community. | <ul style="list-style-type: none"> 95% of students have been involved in leadership roles Youth Revolution organized many fundraisers such as: Peak of the Market, We Create Change for Africa. Meadows Youth Revolution was awarded "The School of the Year" trophy at the year-end BSD Youth Revolution Banquet. Decrease in office referrals: 96% of students have not had office referrals from September 2013 to June 2014. |

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| <ul style="list-style-type: none"> All Middle Years students from Grades 5 to 8 participated in the Tell Them From Me Survey in November, 2013. The Meadows school community has embraced and celebrated our multi-cultural diversity. We have partnered up with Westman Immigration Services to provide an EAL After-School Program for our students twice a week. Regular school-wide assemblies for celebrations of learning and for promoting positive behaviors. Special guests included: Canadian Paralympic wheelchair racer Colin Mathieson, African drummer Evans Coffee, Lieutenant Governor of Manitoba Phillip Lee, author Eric Walters and Sochi Olympic gold medalist Kaitlyn Lawes. Initiated and/or participated in programs such as: Student of the Week, Terrific Kids, Day of Pink, Bullying Awareness Week, Beyond the Hurt, Middle Years Wellness Day, The Fourth R, Free the Children Initiatives, We Change, We Day, We Scare Hunger, Power of Stories, Operation Christmas Child, Helping Hands Soup Kitchen, Samaritan House, Roots of Empathy, Cross grade buddies and Kindergarten helpers. In April 2014 established a Food For Thought Breakfast Program at Meadows School. Teachers were given an opportunity to voice their opinions on how they felt the 2013-2014 school year went on the School Development Planning day on May 16, 2014. Support staff were also given the same opportunity at their year-end meeting. | <ul style="list-style-type: none"> Students raised funds for charitable organizations from Terry Fox Run, Paws for Hope, Hoops for Hope and Maddy's Mustangs. Meadows School hosted our first annual Culture Day on May 22, 2014 showcasing 11 cultural pavilions. Student Ambassador Program to help give students skills to deal with bullying. Student Council involved with organizing special school activities such as Spirit Week, Dance, Early Years and Middle Years talent shows. Tremendous community building activities with Brandon Fire Department, Brandon Police Service and the Milk Board during Milk Week celebrations. Meadows School was awarded 100 KOBO e-readers and The Power of Stories Workshop in recognition for our Y Revolution's stellar work with the Free The Children Organization. Students feel they have someone at school who consistently provides encouragement and can turned to for advice. At Meadows School, the students rated Advocacy at School at 6.6 out of 10; the Canadian norm is 4.9 out of 10. Consensus from staff was that there is high morale, excellent collaboration amongst staff members, supportive and visible leadership and wonderful students attending Meadows School. |
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Divisional Objectives with which this school goal is aligned

- 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 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 maximize student achievement through the integration of technology.

Actions Taken towards Goal #3

- Meadows School has identified staff and student technology leaders.
- Formation of Meadows Technology Committee in Sept. 2013. In Oct. 2013 a survey in was filled out by staff to identify technology strengths and needs at Meadows School.
- We have also provided students and staff with accessibility to technological resources such as: smartboards, iPads, laptops, desktops, KOBO e-readers, software programs, digital cameras, digital micro-scopes and professional development.
- Involved with BSD Technology in Learning Cluster School pilot project: year one.
- All teachers attended Digital Day professional development at New Era School on January 31, 2014.
- State of the art Multi-media/sound system installed in the gym in April of 2014.

Indicators of Progress regarding Goal #3

- Currently all classrooms have four desktop computers and access to a Smart Board. Students also have access to a mobile cart of 25 iPads and two mobile carts of 24 and 14 laptops
- Only 13% of Meadows student currently have access to a wireless mobile computing device at school. If we included our desktops, 31% of our students have access to a one to one computing device.
- The "Tell Them From Me" survey indicates that 81% of our Middle Years students own a wireless mobile device (laptop, tablet, Smart Phone). This would bring our one to one student access to a wireless mobile computing device easily to 100%.
- Students are using iMovie, Garageband, green screen, DAV Nav, Kodu Game Lab and Nearpod applications to do class projects.
- Meadows My Site webpage was updated daily.
- Technology leaders have presented workshops on digital microscopes, DAV Nav, Kodu Games Lab, Nearpod and iMovies to fellow teachers.

Divisional Objectives with which this school goal is aligned

- 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).

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 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 2013-2014

- On February 12th, 2014 the Meadows School Grade 5/6 Choir won the Lillian Popkin Memorial Trophy for being selected as the most entertaining choir at the Brandon Festival of the Arts!
- On March 5th, 2014, at the Power Smart Manitoba Winter Games, three Meadows students who competed with Team Westman “owned the podium” as they won gold, silver and bronze in the 10 to 12 year old boys all around gymnastics competition.
- On March 14th, 2014 - Grade 3/4 students from Mrs. Harvey-Zenk and Mrs. Janzen’s class who call themselves “Maddy’s Mustangs” rode for their classmate Maddy in the Westman Cerebral Palsy Stationary Bike Race. The class raised \$1,500.00 for the Cerebral Palsy Association. “Maddy is not just our friend, she is part of our family in this class,” said one of her class mates.
- On May 22, 2014, Meadows School celebrated their first annual Culture Day by hosting 11 cultural pavilions representing the countries of: Egypt, Ukraine, Honduras, Mexico, France, Italy, Ireland, Japan, Jamaica, India and China.
- In June of 2014, Meadows School Youth Revolution received “The Top School Award” at the BSD Year-end Youth Revolution Gala. Earlier in the school year, Meadows School was also awarded 100 Kobo e-readers for the stellar work done by our Y Revolution members in raising funds and awareness for the “Free The Children” organization. Their donations helped provide a community in Ecuador with clean water.



ÉCOLE NEW ERA SCHOOL

Linguistically diverse, culturally rich, educationally strong

École New Era School

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Enrolment
442

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Vice-Principal
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Grade Distribution
K-8

Vice-Principal
[Blaine Aston](#)

Secretary
[Shannon Leachman](#)

BSSAP/CSPI Connector
[Delvina Kejick](#)



Principal's Message

Following a change to our catchment area, École New Era School's English population was reduced for the 2013-2014 school year. However, our school community continued to thrive. There were many school-wide learning initiatives introduced and enhanced. Some highlights include the addition of a Numeracy Support specialist position to our school, the creation of our new "Bridges" program for Middle Years students with Aboriginal heritage, and the introduction of a Cree language pilot program for Middle Years students. The success of additional initiatives will be shared in the following report.

Parent Advisory Council Chairperson's Message

Our Parent Council's continuing effort to contribute positively to the school and help foster "New Era" spirit was much appreciated again this year. Our successful Spirit Days (second year) were held monthly rather than weekly. As well, a well-received 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 in mid-June. In keeping with its tradition of "giving back" to the students and staff, PAC once again provided t-shirts to all Kindergarten students as well as to all the members of our Student Leadership Team. In addition, it provided funding for Kindergarten musical instruments, Middle Years art supplies, resources in our newly created "Numeracy Resource Bank", and a Keurig coffee machine for staff. Most importantly, it paid for the purchase and installation of a SmartBoard projector for our library which will enhance that learning space significantly. The committed members of PAC are excited to see New Era thriving and hope that they can continue to provide strong support to our students, teachers, parents, and administration.

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

École New Era School believes that In order to advance the shared vision and mission of our school we will:

- 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;

Contextual Description

As the school division's only dual track K-8 school, New Era finished the 2013-2014 school year with approximately 450 students, including more than 225 students in French Immersion and 125 students designated as EAL learners in our English program. In addition, our school continued to be home to the division's EAL Reception Center. It is important to note that our French Immersion program has grown by close to 75% in 4 years – from 150 students in 2010-2011 to 240 students in 2014-2015.

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| <ul style="list-style-type: none"> 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. | |
| Main Areas of Focus in School Development for 2013-2014. | |
| Literacy, Numeracy, 21st Century Learning, Aboriginal Education (Martin Brokenleg's Circle of Courage) and Jennifer Katz's "Universal Design for Learning" | |
| School Goal #1 | |
| 21st Century Learning | |
| <ul style="list-style-type: none"> Provide students with opportunities to develop life and career skills that students will need to enter the 21st Century work force (e.g., flexibility, self-direction, productivity, leadership, respect for other cultures, etc.). | |
| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
| <ul style="list-style-type: none"> The 21st Century Learning team planned a Digital Day on January 31st. The focus was to assist teachers to extend their use of technology in the classroom beyond "showpiece" to "essential tool". We increased the number of mobile devices for student use (purchased additional iPad 2s as well as iPad "minis"). There was a continuation of thematic project-based learning in Early Years. This year's focus in French Immersion 1/2 was "Tabs for Teddies" Our community garden coordinator, introduced an indoor vegetable garden to our school. New for next year will be a vegetable serving bar that will help encourage students to "eat from the rainbow". Grade 3-6 students took part in a "Swim at School" program at the Sportsplex (resulting from a partnership b/w City of Brandon and Brandon Teachers' Association) We expanded our HALEP Enrichment Clusters to involve ALL Grade 5-8 learners. Two staff members attended CONNECT 2014 in Niagara Falls, ON, in May, 2014. The 2014-2015 timetable includes more collaborative planning time for staff to facilitate strengthening school-based PLCs. | <p>Access to mobile/one-to-one devices and classroom-based Smart technology has resulted in students demonstrating increases in:</p> <ul style="list-style-type: none"> Engagement; productivity ; willingness to communicate/share with peers and others (which is evidence of increased confidence); success working at their own level (technology can be a means to "invisible" differentiation because it "levels the playing field" for learners with challenges); awareness of and appreciation for global citizenship; a desire to become leaders; and fine motor skill development <p>It should also be noted that since 21st century learning involves MORE ownership for students in their learning, the concept fits seamlessly with Brokenleg's concept of MASTERY.</p> |
| Divisional objectives with which this school goal is aligned | |
| <ol style="list-style-type: none"> 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 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 #2 | |
| Aboriginal Education | |
| To increase the learning engagement and achievement of students with Aboriginal heritage by addressing: | |
| <ol style="list-style-type: none"> The need to feel they are valued, respected and protected members of a community. (Spirit of Belonging) The need to experience a sense of success or competence. (Spirit of Mastery) The need to feel in control of themselves and their lives, to take responsibility for their behaviour and learning. (Spirit of Independence) The need to share and serve others and the feelings of self-worth and esteem that comes from assisting others. (Spirit of Generosity) | |
| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
| <ul style="list-style-type: none"> Beginning with a full-day professional development session with Dr. Brokenleg personally in early September, our school community took steps towards incorporating his "Circle of Courage" concepts school-wide. Our "Walking My Path" program evolved into "Bridges" (for Grade 7/8 students). | <p>The attendance in "Bridges" from October to June was close to 100%. Students were exposed to the teachings from Brokenleg's Circle of Courage. For example, after learning about the concept of generosity, students volunteered at Helping Hands in December. The impact of that experience compelled all of the students ask if they could have more opportunities to do community service.</p> |

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| <ul style="list-style-type: none"> • A Cree language pilot was introduced to Middle Years students in November. • Several school-initiated aboriginal women’s gatherings (“Isnati”) were held throughout the year. • There was an Aboriginal Veterans’ Day recognition incorporated into our Remembrance Day service in November. • A member of the team invited colleagues to participate in co-teaching of Treaty Education. | <p>The Cree language pilot was supposed to run during Term 2 only (December to March). However, the popularity of the program (involving more than 20 students) resulted in it being extended to June.</p> |
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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 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

Literacy

- To support learning growth in literacy through better access to classroom, guided reading, and assessment resources.
- To expand teacher knowledge of literacy instruction and assist each teacher with developing a classroom-based Balanced Literacy program for meeting student needs Grades K-8.

Actions Taken towards Goal #3

- The teaching of guided reading expanded beyond Early Years into Middle Years classrooms.
- Early Years teachers took part in both school-based and division-based literacy professional development throughout the year.
- Taking advantage of school-based expertise, literacy coaching partnerships were put in place for some Early Years teachers to help strengthen their capacity to a deliver a balanced literacy program
- We continued to improve our literacy “Resource Bank” and make it accessible and user-friendly for ALL grade level teachers.
- Fountas & Pinnell assessment data was collected at least twice (November and May). Many teachers assessed their students more than often.

Indicators of Progress regarding Goal #3

Our Fountas & Pinnell assessment results show that although 46% of our learners’ reading skills are at grade level (Eng 34% and FI 59%), our overall rate of growth is encouraging. Based on comparison of November and May results, **98%** of our learners demonstrated growth in their reading (in decoding and comprehension). In addition, **56%** of our Early Years learners demonstrated significant growth (i.e. increase of 4 reading levels or more).

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 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 Accomplishments of Note for 2013-2014

- **Circle of Courage** - We are in the process of implementing Dr. Martin Brokenleg’s concepts of belonging, mastery, independence, and generosity in our ongoing effort to help students grow in ALL ways. We are focusing on “belonging” this year because it serves as a foundation to the other three concepts. Our work in this area takes into consideration that some of our students have experienced inconsistent discipline at home, have weak parental bonds, and may have been ostracized by/isolated from their peers. Understandably, youth rejected by peers are more likely to drop out of school. The “spirit of belonging” in a school is cultivated by relationships of trust so that EACH child has the opportunity to feel valued.
Our work with belonging has reminded us of the power of positive relationships in the school setting. As Brokenleg says, “the quality of human relationships in schools and youth programs may be MORE INFLUENTIAL than the techniques, strategies, and interventions used.” While keeping in mind that the need to belong is most strongly desired in adolescents, our staff members are trying to develop relationships with students that have a healthy balance of intimacy and safety. We also collectively subscribe to the belief that a strong relationship that a youth has with an adult will NOT lessen the adult’s authority and influence. Youth will respond to encouragement and correction from an adult whose opinion is valued. It is important to note that we are blending Dr Brokenleg’s work with that of Eric Jensen (“Teaching with Poverty in Mind”) and John Hattie (“Visible Learning”).
- **French Immersion** - Building on the enthusiasm from the ACPI conference in Calgary (October 2013), French Immersion staff decided to inject some excitement into French language learning. ALL French Immersion students (K-8) were placed into multi age/grade teams. There were major activities held between January and June for these teams to participate in and enjoy. There were also fair and reasonable expectations established by staff for students to speaking French. To help encourage speaking French, classroom teachers issued points to students who they “caught” speaking French. Those points then went towards the students’ teams. The team with the most points had draws for prizes. Posters for EACH French Immersion classroom were designed and produced for posting in every classroom. Older French Immersion students visited the younger grades to distribute the posters and remind everyone about speaking French.

- **Numeracy Support** - Throughout the 2012-2013 school year it became increasingly apparent that our students would benefit from the addition of a Numeracy Support position. During the 2013-2014 staffing process (March 2013), it was decided that .5 FTE would be committed to such a position. The work of our Numeracy Support teacher has led to small group numeracy support for K-8 learners, the introduction of Math Recovery intervention, the modeling of math strategies for classroom teachers particularly in the areas of mental math, problem-solving, and best practices (teaching from concrete to representational/pictorial to symbolic/abstract), and the development of a numeracy resource “bank”. The incorporation of this position within our staffing provides a solid foundation for our work numeracy skill development.
- **Guided Reading Coaching** - There has been a move away from the “literacy block” model towards an “in class” model for reading instruction in Early Years and Middle Years classrooms. The coaching that goes on helps to build capacity for our teachers as they continue to strengthen their skills in balanced literacy instruction.
- **UDL Introduction** - Several staff members have had the opportunity to attend several of Jennifer Katz’s “Teaching to Diversity” professional development sessions. However, New Era took the opportunity to have Dr Katz work directly with our staff on School Development Planning day on May 16th. The interest in Universal Design for Learning (Universal Design for Learning) among staff will lead to us collectively strengthening our skills in differentiated instruction.



École O'Kelly School

École O'Kelly School

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Enrolment
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Grade Distribution
K-8

Principal
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Principal's Message

We work as a School Response to Intervention Team to use the School Development Plan to provide for the growth of our 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 adaptations to provide constructive, hands-on activities;
- 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.

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 that is just outside the north gate of the Base.

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.

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.

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| | 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. |
|--|---|

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

- Strategy chart, common language.
- Ensure all classroom teachers receive a copy of the K-8 Numeracy Continuum of skills and the strategy poster.
- Grades 3 - 8 use graphic organizers.
- QISA (question, information, strategy, answer) a strong focus on strategy not solution.
- In January each teacher is to find a game and test it in their classroom, and bring to the school based professional development to share with co-workers.
- Pilot Mathletics online software program for Numeracy skill reinforcement and support.
- Ongoing search for software support for classroom numeracy instruction.
- Identify critical competencies in K – 4.
- Implement Math continuum across the grades that indicate the critical competencies.
- Sharing strategies, resources, and successes through Professional Learning Communities.

Indicators of Progress regarding Goal #1

- Improved ability of students to understand, create and solve word problems.
- In Grades 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 show more engagement and productivity during math time.
- Students show progress and achievements through the learner profile continuum.

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 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 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 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

- Acquiring appropriate reading material, high, low & at level for each grade level. Guided reading and leveled literacy for Middle Years.
- Focus on library resources.
- Middle Years Transition Teacher and HALEP teacher intervention and scheduling for support at various levels
- Wider Response to Intervention focus using other school support staff.
- Review use of classroom buddy program for more focus and effectiveness.
- Promotion and Encouragement of the use of “write traits” so there is consistent language used among staff and students.
- Opportunities for staff professional development on WordQ
- School recognition of writing and reading accomplishments at school assemblies.

Indicators of Progress regarding Goal #2

- 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.

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| <ul style="list-style-type: none"> Continued Training on using Fountas & Pinnell to help teachers assess for learning, K-3 Middle Years. Infusion of Aboriginal and multicultural literature into literacy activities. Address literacy concerns and share strategies, resources, and successes through Professional learning sessions. Ongoing searching for literacy software resources for student support and renew annual subscription for Raz-Kids.com. | |
| Divisional Objectives with which this school goal is aligned | |
| <ol style="list-style-type: none"> 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 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 | |
| <p>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.</p> | |
| 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 Youth Revolution). Promote and recognize participation in a wide range of physical activities based on varied interests and abilities. 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. Plan School Celebration Activities such as the Welcome Back BBQ, Christmas Concert, Festival du Voyageur, Talent Show. | <ul style="list-style-type: none"> Youth Revolution 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 | |
| <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. | |
| School Accomplishments of Note for 2013-2014 | |
| <ul style="list-style-type: none"> Regular Youth Revolution participation and Panther Leadership Group participation School Response to Intervention team development resulting in increased collaboration Professional Learning Communities established to support the implementation of Tier 1, Best Practices included balanced literacy practices and Math stations for differentiation in Numeracy Successful Peer Tutoring Program Implementation | |



RIVERHEIGHTS SCHOOL

The Heights of Learning

Riverheights School

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K-8

Vice-Principal
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Principal's Message

As our enrollment continues to grow, I am amazed by the sense of community within the walls of Riverheights School. The students and staff have worked hard to create a welcoming school environment for our students, families, and staff members.

The School Development Plan process provides the opportunity for our school staff to come together in a focused manner to celebrate our accomplishments, and to look for further opportunities and methods to move ALL students closer to our goal of each student reaching their potential in all aspects of their development.

| Vision Statement | Mission Statement |
|---|--|
| To be a center of educational excellence, built on community partnerships, effective leadership, and exemplary practices. | 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 | Contextual Description |
|---|---|
| <p>At Riverheights School:</p> <ul style="list-style-type: none"> 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 we value responsible citizenship. | <p>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. 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. Options at the Grade 7 and 8 level include French or Community Issues, and Art or Band. Grade 7 students attend Home Economics, and Grade 8 students attend Industrial Arts.</p> |

| 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"> School wide focus on basic math skills and mental math strategies Grade alike planning sessions Formal assessment of designated students by numeracy support teacher | Numeracy support teacher reports growth in the areas of number concepts and number recognition in particular in the early years, and in student confidence in general across the school. |

| 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. |

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| 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"> Literacy support team to support whole class instruction Resource teachers to develop and work with students regarding phonological awareness as indicated by the PAST screening- school wide writing focus Many teachers report improved comprehension among their students Many teachers report improved writing skills due to the school wide focus | <ul style="list-style-type: none"> Many students have exhibited growth in the area of phonological awareness |
| 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 student achievement in the area of social responsibility | |
| Actions Taken towards Goal #3 | Indicators of Progress regarding Goal #3 |
| <ul style="list-style-type: none"> Development of a Youth Revolution Team Charity work within the larger Brandon community Student Voice Committee 78% of students report positive relationships at school | <ul style="list-style-type: none"> "Tell Them From Me" data - 74% of students report a high sense of belonging Students report 0.2 hours per day spent volunteering which is the national average |
| Divisional Objectives with which this school goal is aligned | |
| 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 2013-2014 | |
| <ul style="list-style-type: none"> Implementation of School Wide Literacy Plan Development of a Youth Revolution Team Development of Response to Intervention Committee | |



Riverview School

Home of the Riverview Ravens

Riverview School

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Enrolment
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Grade Distribution
K-6

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Secretary
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<https://www.bsd.ca/schools/riverview>



Principal's Message

This has been a successful year for our Riverview community of learners. Riverview staff and students, with the help of parents, worked hard to achieve the goals that were set in our School Development Plans for the 2013-2014 school year. This report briefly reflects the work completed at Riverview School utilized 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. At this time, we would like to say "goodbye" to some of our colleagues and students who will be leaving us and moving on. We wish everyone well! We will be saying "Hello" to new staff members and new students in September. We've had a great year! 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

2013-2014 was financially a good year for our PAC. We had some very successful fundraisers such as Peak of the Market Vegetables, Raven Cards and Cookie Dough sales. These fundraisers allowed us to help enhance the programs offered by the school as well as the opportunities that want to be offered by the school. We helped with funding for class trips and essential equipment and tools that help out in the classrooms, just to name a few. Our school population continues to grow and it is exciting to see the diversity of cultures that now attend Riverview School. Next year we continue to look forward to our faithful PAC member's contributions in order to equal the amount that we were able to provide the school with this year. Our PAC meets on the second Tuesday of each month at 7:00 pm at the school. We welcome any community members and parents that would like to come out and join us for our meetings to see what Riverview Parent Council is all about. Riverview Parent Council will continue to strive to be an active part and huge supporter of Riverview School.

Vision Statement

"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."

Mission Statement

"Riverview School is committed to the total development of each child through quality education."

Learning Beliefs

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:

- 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

Contextual Description

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.

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"

| <ul style="list-style-type: none"> learning is a lifelong process that extends beyond the school. | Kindergarten program again this year, and now have two full time kindergarten classrooms. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-----------|-----------|--------------------|--------------|-----|-------------|-----|------------------|---------------|-------------|-----|---------|-----------|-----------|------------------------|-----|------|---------------------|-----|-----|---------------|-----|-----|-------------------|-----------|-----------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|----------------|------------|------------|-----------------------|------------|------------|
| 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. Explore the "Three Block Model" of "Universal Design for Learning". Teachers will develop an understanding of the Response to Intervention model and be prepared to implement this new model with supports from Response to Intervention team. Reading for Comprehension: Teachers will develop an understanding of the new Literacy model using "Cross-grade Guided Reading Groups". The Riverview School team will develop four Professional Learning Communities to implement, monitor and direct the progress of all students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Goal #1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To Increase the achievement level of students in reading comprehension so that 80% are meeting grade level expectations at all grade levels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Introduced all Early Years staff to the Early Years Literacy Support Plan (Grades 1- 3). This included reporting and tracking results. All staff have been trained in the Fountas & Pinnell Benchmark Assessment Kits (Report 3 times a year using instructional Reading levels). Home Room Teaching staff meet with Support Teachers (Resource, Reading Recovery, EAL, Literacy). Support and HALEP/Library teachers to discuss programing. Early Years 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-serviced all teachers in balanced literacy. Introduced "Literacy Place" as a cornerstone resource. Use of computer generated school wide tracking will start in 2014 (at first reporting period). | Divisional Formative Assessments (Grade 3) <table border="1"> <thead> <tr> <th>Reading</th> <th>2012/2013</th> <th>2013/2014</th> </tr> </thead> <tbody> <tr> <td>Sets Reading Goals</td> <td>4%</td> <td>59%</td> </tr> <tr> <td>Strategies</td> <td>44%</td> <td>77%</td> </tr> <tr> <td>Comprehension</td> <td>52%</td> <td>77%</td> </tr> </tbody> </table> Divisional formative Assessments (Grade 5) <table border="1"> <thead> <tr> <th>Reading</th> <th>2012/2013</th> <th>2013/2014</th> </tr> </thead> <tbody> <tr> <td>Fluency and Expression</td> <td>61%</td> <td>100%</td> </tr> <tr> <td>Responds Critically</td> <td>52%</td> <td>67%</td> </tr> <tr> <td>Comprehension</td> <td>65%</td> <td>83%</td> </tr> </tbody> </table> <p>School Based Results: (F & P End of Year Instructional Reading levels)</p> <table border="1"> <thead> <tr> <th>Percent "Meeting"</th> <th>2012/2013</th> <th>2013/2014</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>82%</td> <td>76%</td> </tr> <tr> <td>Grade 2</td> <td>67%</td> <td>59%</td> </tr> <tr> <td>Grade 3</td> <td>65%</td> <td>82%</td> </tr> <tr> <td>Grade 4</td> <td>56%</td> <td>61%</td> </tr> <tr> <td>Grade 5</td> <td>40%</td> <td>50%</td> </tr> <tr> <td><u>Grade 6</u></td> <td><u>38%</u></td> <td><u>61%</u></td> </tr> <tr> <td>School Average</td> <td>58%</td> <td>65%</td> </tr> </tbody> </table> | Reading | 2012/2013 | 2013/2014 | Sets Reading Goals | 4% | 59% | Strategies | 44% | 77% | Comprehension | 52% | 77% | Reading | 2012/2013 | 2013/2014 | Fluency and Expression | 61% | 100% | Responds Critically | 52% | 67% | Comprehension | 65% | 83% | Percent "Meeting" | 2012/2013 | 2013/2014 | Grade 1 | 82% | 76% | Grade 2 | 67% | 59% | Grade 3 | 65% | 82% | Grade 4 | 56% | 61% | Grade 5 | 40% | 50% | <u>Grade 6</u> | <u>38%</u> | <u>61%</u> | School Average | 58% | 65% |
| Reading | 2012/2013 | 2013/2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sets Reading Goals | 4% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategies | 44% | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 52% | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 2012/2013 | 2013/2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Responds Critically | 52% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 65% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent "Meeting" | 2012/2013 | 2013/2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | 82% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 67% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 65% | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 56% | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 40% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Grade 6</u> | <u>38%</u> | <u>61%</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Average | 58% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To Increase the achievement level of students in Writing Fluency so that 80% are meeting grade level expectations at all grade levels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Writing Fluency- Created and implemented an action plan for writing within the whole school setting. Reviewed and revised working with the "Write Traits" and writing strategies. Focused on Word Choice and Conventions. Will work with Organization and Sentence Fluency next SDP. Introduce and implement the "Words Their Way" program. Book study on the Three Block Model of "Universal Design for Learning". | Divisional Formative Assessments (Grade 3) <table border="1"> <thead> <tr> <th>Writing</th> <th>2013/2014</th> </tr> </thead> <tbody> <tr> <td>Ideas</td> <td>65%</td> </tr> <tr> <td>Organization</td> <td>47%</td> </tr> <tr> <td>Word Choice</td> <td>12%</td> </tr> <tr> <td>Sentence Fluency</td> <td>29%</td> </tr> <tr> <td>Conventions</td> <td>24%</td> </tr> </tbody> </table> | Writing | 2013/2014 | Ideas | 65% | Organization | 47% | Word Choice | 12% | Sentence Fluency | 29% | Conventions | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 2013/2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ideas | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word Choice | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sentence Fluency | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conventions | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|--|----------------|------------------|---------------------|-----|-------------|-----|-------------|-----|
| | <p>Divisional formative Assessments (Grade 5)</p> <table border="0"> <tr> <td>Writing</td> <td>2013/2014</td> </tr> <tr> <td>Ideas/ Organization</td> <td>58%</td> </tr> <tr> <td>Word Choice</td> <td>37%</td> </tr> <tr> <td>Conventions</td> <td>67%</td> </tr> </table> | Writing | 2013/2014 | Ideas/ Organization | 58% | Word Choice | 37% | Conventions | 67% |
| Writing | 2013/2014 | | | | | | | | |
| Ideas/ Organization | 58% | | | | | | | | |
| Word Choice | 37% | | | | | | | | |
| Conventions | 67% | | | | | | | | |
| <p>Divisional Objectives with which this school goal is aligned</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 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 #3</p> | | | | | | | | | |
| <p>100% of teachers will participate in introductory professional learning sessions regarding Response to Intervention and develop an understanding of the model.</p> | | | | | | | | | |
| <p>Actions Taken towards Goal #3</p> | <p>Indicators of Progress regarding Goal #3</p> | | | | | | | | |
| <ul style="list-style-type: none"> Teachers developed a better understanding of the Response to Intervention model through two days of school in-services. Every month the staff discussed the RTI model as it related to our building. School RTI team met weekly. Every 8 weeks school had class profile update meetings. Reviewed RTI model during staff meetings. RTI Team shared what the structure and function of the Riverview RTI model will look like for current year. | <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 based on the RTI model. RTI team created to coordinate school plan (Principal, Resource teacher and Counsellor) and every week. | | | | | | | | |
| <p>Divisional Objectives with which this school goal is aligned</p> | | | | | | | | | |
| <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”. 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. | | | | | | | | | |
| <p>School Accomplishments of Note for 2013-2014</p> | | | | | | | | | |
| <ul style="list-style-type: none"> During the month of April a Grade 3 student named Maddy Johnson successfully organized two fundraisers for Cancer Research. With the sales of homemade bracelets and a bake sale a total of \$262.20 was raised. Wendy Taylor from the Cancer Society surprised Maddy with a visit to graciously accept the funds. Wendy donated \$10 for a new balance of \$272.20. She also has nominated Maddy for a provincial award. On Sunday, May 25th students from Riverview School participated in the YMCA Spring Run. This was the second year Riverview students participated in this event. Twenty one students from Grades 1 to 6 participated in the 5 km timed race along with three staff members and three volunteers. Students trained for a month before the race. The students all wore their Ravens fluorescent yellow t-shirts as a sign of school pride and community support. Students enjoyed a pre-race pasta dinner the night before the race, which was sponsored by the Prairie Pride Lions Club. It was a wonderful weekend for students and staff. During the 2013-2014 year the whole school participated in a project called “We Create Change”. This is a project where the whole school collected “Change” for building a school in Ecuador. Each \$20 donation paid for one brick for the target school that will be built. During the year there were several activities to create interest and school spirit. In total, the school raised \$700 or 35 bricks for the school. | | | | | | | | | |



St. Augustine School

Learning in His Spirit

St. Augustine School

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Enrolment
207

Grade Distribution
K-8

Principal
[Christopher Czarnecki](#)

Secretary
[Colleen Langlois](#)

Website URL
<https://www.bsd.ca/schools/staugustine>



Principal's Message

During the 2013-2014 school year, the staff provided 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. This year in the area of Literacy Support Services, St. Augustine School utilized the Response to Intervention model of student support service by having scheduled support teacher team meetings with classroom teachers every six-day cycle. These meetings ensured that common literacy strategies were used throughout the school. Also, our staff continued to utilize a literacy block system, with all support teachers coordinating services during a common time. With the continued provision of Early Years and Middle Years Literacy support, EAL teacher support, the Teacher Librarian, Reading Recovery and Empower Reading, our students are progressing towards meeting their individual literacy goals. Through the combination of in-class and small group numeracy support and with the assistance of the Numeracy Support Teacher, the staff improved understanding in a number of numeracy competency areas. 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. 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 8 band trip to Moose Jaw. The middle years students also had opportunities to attend Catholic Spirit Day in Winnipeg, a Ski Trip and the Heritage Days at Vincent Massey. St. Augustine students attended performances of the Winnipeg Symphony Orchestra, the Royal Winnipeg Ballet, and as well as participated in the school and Westman Science fairs and divisional speech competitions. Our 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. A majority of students from Grades 4 -8 demonstrated a commitment to school volunteerism and service.

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, 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. The Parent Council will re-convene in the fall of 2014 with the task of filling the vacant executive positions. (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 replacement of furnaces for the south wing and gymnasium. Future prospects include the insulation of the second floor ceiling to prevent heat loss which leads to ice melt and water damage and the acquisition of additional playground space. 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 financing religious retreats, transportation to the Catholic Spirit Day in Winnipeg 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 examined in conjunction with the school's faith formation committee. (Mrs. Joan Lawrence - BCSB Chairperson)

| Vision Statement | Mission Statement |
|---|---|
| <p>"Learning in His Spirit." 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 210 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. | |
| <p>The areas of focus for 2013-2014 included:</p> <ul style="list-style-type: none"> • continued work on the literacy block system, with all support teachers coordinating services during a common time. • 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 using the RTI model to ensure common strategies are in place. • continued focus on coordination of all support services was a major focus for this year. • early years focus on number concepts, mental math and patterns and relations. • middle Years focus on number operations, 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 1. | |
| 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 Early Years and Middle Years Literacy support, Reading Recovery and EAL supports with the classroom literacy focus. • Maintain literacy block in early years. • Reading Recovery, Empower Reading and Grade 1 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 Gr. 3 Reading : Sets Reading Goals – 40.9% M, 36.4% A, 22.7% N Strategies – 68.2%M, 9.1% A, 22.7% N Comprehension – 54.5% M, 45.5% A, 0% N</p> <p>Gr. 3 Writing : Ideas – 59.1% M, 39.4% A, 4.5% N Organization- 59.1% M, 31.8% A, 9.1% N Word Choice – 45.5% M, 36.4% A, 18.1% N Sentence Fluency – 54.5% M, 36.4% A, 9.1% N Conventions – 77.3% M, 18.2% A, 4.5% N</p> <p>Gr. 5 Reading : Comprehension -91.7% M, 8.3%, A, 0% N Responds Critically-58.3% M, 41.7% A, 0% N Fluency and Expression -87.5% M, 12.5% A, 0% N</p> <p>Gr. 5 Writing : Conventions – 66.7% M, 29.2% A, 4.2% N Word Choice – 66.7% M, 29.2% A, 4.2% N Ideas / Organization – 66.7% M, 33.3% A, 0% N</p> <p>Grade 7 Reading : Comprehension – 73.9% M, 17.4% A, 8.7% N Responds Critically – 65.2% M 21.7% A 13% N Fluency and Expression – 52.2% M, 47.8% A, 0% N</p> |

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| | <p>Grade 7 Writing : Conventions – 47.8% M, 34.8% A, 17.4% N Word Choice – 56.5% M, 30.4% A, 13% N Ideas / Organization – 47.8% M, 30.4% A, 21.7% N</p> <p>Reading Recovery Results: Total Students Served - 10 Carryover discontinued - 4 Carryover referred - 0 Grade 1 discontinued - 5 Grade 1 referred - 1 Carryover for 2014-2015 - 0</p> <p>Empower Results : Total Students in the program – 6</p> <p>Year End Grade 8 Fountas and Pinnell results:</p> <ul style="list-style-type: none"> • 76% of students are reading at Level Z and higher. |
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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 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 #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 |
|--------------------------------------|---|
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| <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 2013-2014</p> <ul style="list-style-type: none"> • Grade 3 Numeracy : <ul style="list-style-type: none"> ○ Mental Math - 9% M, 37% A, 55% N ○ Representing Numbers - 41% M, 27% A, 31% N ○ Equality - 32% M, 23% A 46% N ○ Patterns - 18% M, 73% A, 9% N • Grade 5 Numeracy : <ul style="list-style-type: none"> ○ Place Value - 38% E, 62% M, 0% A, 0% N ○ Mental Math - 29% E, 43% M, 29% A, 0% N ○ Patterns - 24% E, 52% M, 19% A, 0% N ○ Fractions - 14% E, 57% M, 24% A, 0% N ○ Decimals - 29% E, 57% M, 5% A, 10% N • Grade 7 Numeracy: <ul style="list-style-type: none"> ○ Mental Math - 64% M, 27% A, 9% N ○ Patterns - 64% M, 18% A, 18% N ○ Representing Numbers - 68% M, 23% A, 9% N ○ Decimals - 73% M, 18% A, 9% N • Fractions - 64% M, 27% A, 9% N |
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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 the development of Policy/Procedures 4059 “Numeracy” to focus the quality teaching of numeracy, Grades K-12.
4. To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.
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 | |
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| 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"> • Enrichment clusters were blocked into the timetable on Days 2 and 4. • 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 students completed talent portfolios which were used by the teachers for unit planning. • Students completed a collaborative unit with the HALEP teacher. • Tell Them From Me Survey administered to Grades 4 - 8 | <ul style="list-style-type: none"> • HALEP teacher conducted pre and post engagement and learning styles surveys in classes. • Teachers and parents provided feedback of 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 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 2013-2014 | |
| <ul style="list-style-type: none"> • Grade 4 student finished 1st in Brandon School Division Speech Competition. • Students attended enrichment performances of Royal Winnipeg Ballet and Winnipeg Symphony Orchestra • Grade 7 students supplied a lunch for the Helping Hands Soup Kitchen. • Grades 5 & 6 students attended Catholic Spirit Day at St. Boniface Cathedral in Winnipeg. | |



Valleyview Centennial School

Together Everyone Achieves More

Valleyview Centennial School

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Enrolment
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Grade Distribution
K-6

Principal
[Darlene Wilkinson](#)

Secretary
[Kerry Hertzog](#)

WebsiteURL
<https://www.bsd.ca/schools/valleyview>



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

Valleyview Centennial School believes:

- 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.

Contextual Description

At present, there are 150 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.

School Goal #1

80% of students will meet or exceed grade level outcomes in Literacy, Numeracy and Social Responsibility.

Actions Taken towards Goal #1

- Response to Intervention meetings with planned agendas.
- Collaborative planning with HALEP teacher.
- Enrichment Clusters twice with Grades 3-6.
- Multi-age unit Grades 1-2.
- Professional development: What really counts in teaching social responsibility?
- PBIS activities focusing on [The Seven Teachings](#).
- Family Movie Night/ Family Literacy Night.

Indicators of Progress regarding Goal #1

- Meetings are specific and assist in informing decisions about programming.
- Units planned and co-taught with each Grade 3-6 teachers.
- Co-planned with teachers in Technology Cluster Year 1 team.
- Book study [Seven Keys to a Positive Learning Environment](#).
- Introduced students to the virtues of [The Seven Teachings](#).
- Good attendance, and community involvement.

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. 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

Students who are not meeting grade level outcomes in Literacy, Numeracy and Social Responsibility will be identified, will receive intervention and achievement will be monitored monthly for maximum growth.

Actions Taken towards Goal #2

- Response to Intervention Tier 2 &3 on a daily basis.
- EAL teacher co-teaching and collaborative planning with classroom teachers.
- BSSAP outreach to community.
- Recreational activities over lunch hour.
- Outdoor Day for each season.
- Staff professional development focus on Aboriginal perspectives.

Indicators of Progress regarding Goal #2

- Each identified student made achievement growth (most made at least a year’s growth).
- EAL teacher collaboratively planned and co-taught with four classroom teachers very successfully.
- BSSAP worker provided extensive support to two families.
- BSSAP worker and Phys. Ed. Specialist provided programs which were very successful especially during the many days of indoors.

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 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 the learning engagement and achievement of learners with English as an Additional Language.
6. 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 2013-2014

- Variety Concert (Individual talents).
- Choir participated in the Festival of the Arts.



Waverly Park School

Ride the Wave to Success

Waverly Park School

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[Bob Lee](#)

Secretary
[Susan Harper](#)

Grade Distribution
K-8

Vice-Principal
[Sandy Harrison](#)

Website URL
<https://www.bsd.ca/waverly>



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". During 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

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:

- 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

Contextual Description

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 12 percent of our total student population. Our current population is 423 students, 233 early years and 190 middle years. Currently, the area surrounding the school is experiencing significant development. 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.

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| <ul style="list-style-type: none"> • 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; and ○ Be integrated and informed thinkers. | |
| 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 • WP staff will work together to create a culture of self-efficacy and meta-cognition with all students and staff as we develop our “working memory” to foster student success using Response to Intervention, planning by design, differentiation, appropriate programming, reporting student progress etc. | |
| 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"> • Implement best practices/balanced literacy in all instruction. • RTI process to address at risk and challenged learners. • Provide for interventions in areas of highest need. • From Grades 3-8 implement Words Their Way spelling program. • Provide Professional Development opportunities to support above noted instructional practices. • Infuse technology into instruction to further engage students. • Classroom visits. • Participated in the Jennifer Katz one day workshop. | <ul style="list-style-type: none"> • Words Their Way Tracking/inventories an feature sheets. • Fountas and Pinnell completed 2 times a year. • Classroom/Divisional/Provincial Assessments. • Sustainability results (Grade 3,5,7). |
| 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"> • Staff members attend Professional Development opportunities. • Staff embedded Professional Development – two half days. • Use similar vocabulary/stages of problem solving among all grades. • Incorporate problem of the week. • Infuse technology into instruction to further engage students. • Participated in the Jennifer Katz one day workshop. | <ul style="list-style-type: none"> • Classroom/Divisional/Provincial Assessments. |
| 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. | |

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| <p>7. To strengthen the learning engagement and achievement of learners with English as an Additional Language.</p> <p>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.</p> | |
| <p>School Goal #3</p> | |
| <p>Student Independence and Responsibility: WP staff will work together to foster student independence and responsibility WP staff will work together to create a culture of self-efficacy and meta-cognition with all students and staff as we develop our “working memory” to foster student success using Response to Intervention, planning by design, differentiation, appropriate programming, reporting student progress etc.</p> | |
| <p>Actions Taken towards Goal #3</p> <ul style="list-style-type: none"> • Promote student independence and engagement through regular HALEP units, enrichment clusters and ICT initiatives. • Student Leadership Team to plan and run school wide activities. • Participated in a Jennifer Katz one-day workshop. | <p>Indicators of Progress regarding Goal #3</p> <ul style="list-style-type: none"> • Completed HALEP units. • Enrichment Clusters. • 50% of middle years students were active participants in student Leadership Team activities- social responsibility and participation involvement. • School/divisional/provincial engagement assessments. • Report card Learning Behaviors Section. |
| <p>Divisional Objectives with which this school goal is aligned</p> | |
| <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 of 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. | |
| <p>School Accomplishments of Note for 2013-2014</p> | |
| <ol style="list-style-type: none"> 1. \$1200.00 raised for Free the Children. 2. Contingents of students volunteered at the Soup Kitchen throughout the year. 3. All students in Grades 1 through 6 performed at Festival of the Arts. 4. Hosted Citizenship Ceremony. 5. Honorable James Allum, Minister of Education and Advanced Learning attended our Remembrance Day Service. | |



Crocus Plains Regional Secondary School

Home of the Plainsmen

Crocus Plains Regional Secondary School

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Enrolment
1117

Grade Distribution
9-12

Principal
[Mathew Gustafson](#)

Vice-Principal
[Elaine McFadzen](#)

Vice-Principal
[Brent Richards](#)

Vice-Principal
[Robert Tomlinson](#)

Secretary
[Christine Rempel](#)

Secretary
[Marilyn Young](#)



Principal's Message

Crocus Plains Regional Secondary School strives to create a community that facilitates personal growth and excellence for students and staff. 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 that enables the school to 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. Crocus Plains has employed the engagement survey, "Tell Them From Me" to ensure that the student voice is reflected. I am proud to be a part of the Crocus Plains community and look forward to our continued efforts towards reaching our goals.

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

The Crocus Plains Regional Secondary School staff believes:

- students learn from a skilled, consistent, and enthusiastic teacher acting as 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;

Contextual Description

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.

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:

- Automotive Technology – Power Mechanics;
- Carpentry;
- Business Education;
- Collision Repair Technology – Autobody;
- Commercial Art;
- Culinary Arts;
- Drafting and Design;
- Electronics;
- Family and Community;

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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Health Care Aide; Hairstyling; Photography; and Welding Technology. |
| Main Areas of Focus in School Development for 2013-2014. | |
| <ul style="list-style-type: none"> School Climate and Cultural Diversity Curriculum and Program Planning | <ul style="list-style-type: none"> Assessment and Evaluation Response to Intervention (RTI) |
| School Goal #1 | |
| To engage students socially, academically, and intellectually through curriculum planning, assessment and social responsibility. | |
| Actions Taken towards Goal #1 | Indicators of Progress regarding Goal #1 |
| <ul style="list-style-type: none"> Department planning in the areas of curriculum implementation, instructional diversity and assessment. Access student voice through "Tell Them From Me Survey". Assess teacher perspective on teacher-student relationship. Implementation of Empower Reading program. Develop model for English as an Additional Language programming. Develop plan for Student Services reorganization reflecting Response to Intervention perspective for implementation in 2014. School focus on establishing positive relationships. Establishing clear and consistent code of conduct. | <ul style="list-style-type: none"> Staff Development Specialist worked with English, Science, Mathematics, Hairstyling, Physical Education departments in areas of curriculum implementation, instructional diversity and assessment. "Tell Them From Me" survey administered with participation from Grades 9-12. Utilized dot survey to assess teacher perspective regarding teacher-student relationships. EAL language development model developed for September 2014 implementation. Student Services structures reorganized for implementation in September 2014, (phase 1 of student services office restructuring to be completed in summer of 2014, development of an intake system for student concerns implemented in Spring 2014, and SOS system for early identification developed for implementation in September 2014). 32% decrease in suspensions from 2012-2013 to 2013-2014. 3% increase in Semester 1 credit completions from 2012-2013 to 2013-2014. |
| 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 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 2013-2014 | |
| <ul style="list-style-type: none"> At year-end, Crocus Plains cosmetology students get involved in the community so that they can experience how rewarding it is to make someone else feel special. It is their "Pay it Forward Project". The students are always very excited to leave the school and get involved in real life experiences. This year the students from Crocus Plains visited Seniors for Seniors to provide visitors with manicures (and some pedicures). Students were both professional and friendly while sharing their skills. Everyone enjoyed their afternoon of pampering! The Pay it Forward is an annual event students participate in as part of their practical year-end exams Crocus Plains Regional Secondary School Dinner Theatre showcased the diverse talents of our students with the dinner theatre production "I'm Getting Murdered in the Morning" by Lee Mueller. Based on a 1970's wedding reception of a wealthy debutante who has just married her fourth husband. To accompany the entertainment, the award-winning Culinary Arts Department at Crocus Plains will be preparing a delectable three-course meal. Students from Crocus Plains Culinary Arts Program assisted at the President's Ball Reception 2014 at the Victoria Inn on February 27, 2014. This was a huge success for our students as they were all introduced to another facet of the industry, and met many of the business people in attendance. There was a great response from the community all round. | |



École secondaire Neelin High School

Home of the Spartans

École Secondaire Neelin High School

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Enrolment
469

Principal
[Michael Adamski](#)

Vice-Principal
[Dale Normandeau](#)

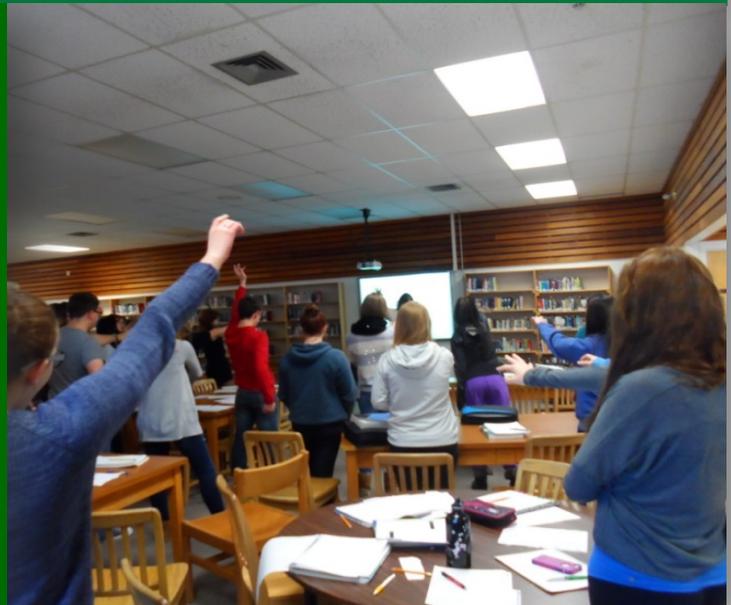
Secretary
[Janice Monin](#)

Grade Distribution
9-12

Vice-Principal
[Veronica M. Adams](#)

Secretary
[Cathy Heise](#)

Website URL
<https://www.bsd.ca/school/>



Principal's Message

École secondaire Neelin High School continues to strive to provide and promote a school community environment that focuses on pride and excellence. The collected efforts by all members of our school's learning community in accomplishing this goal are highly valued and appreciated. As principal of Neelin, I continue to be impressed with the achievements and efforts of our students and of course my staff. The 2013-2014 school year, brought forth a number of challenges for our school; challenges that continued to be met with a high quality of commitment by our students and our teachers. As well, the support provided to our students and our professional staff by our school's support staff team continues to be a valued part of the overall successes consistently experienced at Neelin.

This year our school made very positive strides in the implementation of the BSD's Policy 4044, Response to Intervention (RTI). The addition of the school's Learning Centre for students was one example of the work managed in connection to the principles of RTI. As principal of Neelin, I am pleased with the continued growth recognized by our students this year. As a school, we will continue to challenge our students to do the best they possibly can. It will be our school's commitment as we move forward into the 2014-2015 school year to continue to provide the necessary supports for our kids to ensure all students continue to receive a quality education. The 2014-2015 will bring us challenges however, it will remain necessary as a school community that we can continue to work together in a collaborative manner to support our students by addressing these individual challenges each step of the way.

As principal, it remains my personal commitment to continue to ensure that Neelin is a place where students will continue to learn in a safe and secure learning climate and continue to create an environment where staff is supported in their daily efforts to teach and work with our students. I take great pride in promoting the accomplishments of our school and I remain incredibly proud of the accomplishments I witness, it seems daily, of our students. It is truly an enriching experience to be associated with this school. I am confident that the 2014-2015 school year will continue to bring forth accomplishments similar to those witnessed this year and years prior. When we all work together, we really do accomplish great things.

Parent Involvement

It is necessary for parents to continue to remain actively involved in the education of their kids. As principal, I cannot stress how important this involvement continues to be for parents during the high school years. Consistent two-way communication between the school and home environments is integral in terms of reporting individual student progress and achievement. As well, an open dialogue with your own Neelin student remains just as critical – as a high school principal, I encourage you as parents, to stay connected with your son/daughters' education while they are students of our school. At Neelin, a majority of our parent community continues to take an active part in the education of their children. As a school we will continue to work at supporting all of our parents/families to ensure they remain informed at the progress of their kids' education.

The 2013-2014 school year continued to provide opportunities for parents to become aware of courses and programs offered at the school. This year, as a means of reporting student achievement, Neelin implemented the new provincial report card.

The Neelin school community is quite fortunate to have parents actively volunteer their time to support their kids' education beyond the classroom. Parental presence at all school events is greatly welcomed and appreciated. A special thank you to all those parents that chose to support the 2013-2014 school year. Every effort, no matter how big or how small is always appreciated.

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| <p>As principal, I am always pleased to see parents take an active role within our school. Parental presence at co-curricular activities, school productions, our athletic events or with the many school club activities available to your kids are important ways for you as parents to stay connected to school and the education of your child. As we approach the 2014-2015 school year I would encourage our parent community to remain actively involved in all aspects of school life at Neelin.</p> | |
| <p>Vision Statement</p> <p>To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.</p> | <p>Mission Statement</p> <p>To provide opportunities for students to acquire skills, knowledge, and attitudes which will enable them to grow and thrive.</p> |
| <p>Learning Beliefs</p> <p>We believe that for students to learn, École secondaire Neelin High School must:</p> <ul style="list-style-type: none"> • 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. | <p>Contextual Description</p> <p>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 similar to which is offered at the other two 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, commonly referred to as our Life Skills program.</p> <p>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 at 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 approximately 485 students while the downtown offsite campus is currently home to close to 240 students. In response to the province's Bill 13, the Brandon School Division 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 off campus site, continues to strive to meet the needs for these individual student learners.</p> |
| <p>Main Areas of Focus in School Development for 2013-2014.</p> <ol style="list-style-type: none"> 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. 2. Maximize the opportunities through best practice, our school-based initiatives on assessment in line with Brandon School Division's policy/procedures 4052. 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. | |
| <p>School Goal #1</p> <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> | |
| <p>Actions Taken towards Goal #1</p> <ul style="list-style-type: none"> • The implementation of the Learning Centre to focus on academic successes for all students as part of the Response to Intervention process. • Fall and spring orientation sessions continued once again for our Grade 9 students. • The continued awareness and support for our French Immersion learners was emphasized this year in conjunction with funds accessed as part of the French Second Language Revitalization grant. • A continued expansion of Immersion mathematics' credits was extended this year leading into the 2014-2015 registration process. • The addition of all levels of Spanish instruction along with the implementation of Spanish as part of the International Baccalaureate program was managed this year. | <p>Indicators of Progress regarding Goal #1</p> <ul style="list-style-type: none"> • Students are actively accessing the Learning Centre and this has had an impact on students taking on greater responsibility for their individual learning and academic successes. • There is a very strong, healthy, non-threatening learning atmosphere within the school—a real sense of family and genuine connectedness for students, teachers and support staff. • Results from the Tell Them From Me survey completed in May 2014 continue to indicate that there is a very high sense and expectation for success that exists amongst our student population. • A large number of students, in Grades 9-12, will make their way on to this year's Academic Honour Roll, the graduating class of 2014 especially represents one of the strongest |

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| <ul style="list-style-type: none"> Continued approach taken with community awareness both within the context of the school environment as well as beyond the perimeters of our school. The continued approach to inclusion of all of our students especially our Life Skills students who take a very visible and active role within our school community. Implementation of new Advertising Art courses for 2013-2014 and expanding into the 2014-2015 school year. | <p>classes, academically, in recent years.</p> <ul style="list-style-type: none"> The continued interest in the International Baccalaureate program by our students and families is an indication that students continue to want to challenge themselves with advanced studies. A continued reduction in credit loss was witnessed from the first semester this year and with the implementation of the Learning Centre moving into the second semester, it may be an indicator that loss of academic credits will have been further reduced. |
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Divisional objectives with which this school goal is aligned

- 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 #2

Continue to maximize through best practice, our school based initiatives on assessment in conjunction with the Brandon School Division policy/procedures 4052.

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| Actions Taken towards Goal #2 | Indicators of Progress regarding Goal #2 |
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| <ul style="list-style-type: none"> Student Support Services managed the entire 9-12 population into two cohorts: 9’s & 10’s and 11’s & 12’s. The implementation of the new Provincial Report Card in order to better communicate student achievement throughout the year and also regular reports on credit completion and transcripts. The staff development sessions on the implementation of the Response to Intervention model within the contextual setting of our school was managed this year during two school based professional development sessions. The collegial sharing opportunities with our French Immersion feeder schools to better inform instruction at both levels. The continued support of professional development opportunities for all staff as it relates to the school’s school development plan and the continued shared vision for the school. The implementation of Empower Reading. Continue to share research articles that connect to brain-based research and its application to the classroom in order to support best instructional practice. | <ul style="list-style-type: none"> The approach taken this year provided a better opportunity to manage attendance, behavior and most importantly academic concerns The continued work on the implementation of RTI within the school has been gradual, beneficial and is beginning to show positive results The continued reference to the importance of formative and summative assessment strategies as well as the necessary connections to differentiating instruction The importance of regular and on-going communication with students and families with respect to student achievement. More families are connected to HomeLogic and emails are becoming a prevalent means of communication for both home and school environments to remain connected. The staff sharing opportunities around individual student learning needs as part of monthly staff meetings proved to be a positive addition this year |
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Divisional Objectives with which this school goal is aligned

- 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 #3 | |
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| 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"> The importance with the infusion of technology continues to be a priority within all areas of the school. Staff training was received as it related to the implementation of the new provincial report card in September 2013. Implementation of new email system this year for all staff Three additional SmartBoards were added to the main campus and two SmartBoards were added to the Off Campus location. Professional development and the opportunities for staff to work collaboratively continued to be made available throughout the school year. Continued to emphasize Aboriginal learning perspectives with staff awareness/professional development sessions that were attended locally and provincially. Implementation and growth of technology usage as part of the Life Skills program – Sensory room. Implementation of the Read and Write Gold program for a special needs student within the mainstream. The school's new website has afforded different avenues of promoting school events and recognizing individual student and school accomplishments. | <ul style="list-style-type: none"> The upgrade to the school's GIS lab this year The implementation of a classroom set of graphing calculators for the mathematics department As part of the 2 year science lab renovations project, provincial funds were set aside to acquire technical equipment to continue to support all areas of science instruction A continued growth in staff competency as well as confidence with the infusion of technology as part of the daily lesson plans On-going training for all staff as the individual needs arise throughout the school year and its connection to technology implementation Smart Board technologies and their applications towards supporting classroom instruction are now available or accessible in all classrooms (However, the Neelin theatre is one remaining area that will need to be explored with respect to this form of technology). |
| Divisional Objectives with which this school goal is aligned | |
| <ol style="list-style-type: none"> 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 2013-2014 | |
| <ul style="list-style-type: none"> The first ever provincial Geographic Information Systems (GIS) day was hosted by École secondaire Neelin High School and took place on November 20, 2013. It was an opportunity for high school students and post-secondary students to work together for the day and celebrate the use of this form of technology as part of a quality learning experience. The full day event received local, provincial and national recognition. École secondaire Neelin High School as part of their commitment to the implementation of Response to Intervention into the high school environment launched the school's Learning Centre in February 2014. The Learning Centre at Neelin is a place where students can come to receive focused teacher/educational assistant support in any subject area. The additional support students receive is meant to supplement quality classroom instruction and not serve as a replacement for it. École secondaire Neelin High School became an Eco Globe School at the Awareness Level as part of the Education for Sustainable Development initiative. A number of Neelin students have actively been involved throughout the entire school year educating themselves and their peers on the importance of recycling. École secondaire Neelin High School served as the host school for the Governor General's Travelling Exhibit, <i>It's An Honour</i>. Neelin students along with other students within the Brandon School Division had the opportunity over two days in May to learn more about Canadian history and the role the Governor General plays within Canada. École secondaire Neelin High School's Track and Field team competed this year at the Provincial Track & Field meet held in Winnipeg in June 2014. Students returned home to Brandon and Neelin claimed the Provincial Championship banner—the first time top provincial honours has ever been accomplished by a Brandon High School in the area of track and field. | |



VINCENT MASSEY HIGH SCHOOL

Vincent Massey High School

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Enrolment
853

Grade Distribution
9-12

Principal
[Bruce Shamray](#)

Vice-Principal
[Sean Brown](#)

Vice-Principal
[Ken Seekings](#)

Secretary
[Leah Smith](#)

Secretary
[Valerie 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 achievement and student engagement is paramount in achieving the school's goals. Social responsibility and striving for excellence are infused into everyday life at Vincent Massey High School through academics, athletics, the arts and student groups. We are proud to be 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 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 TADD, Youth in Philanthropy, Environment Club, Peer Tutors, Heritage Days, Student Council and Youth Revolution.

Main Areas of Focus in School Development for 2013-2014

The main area of focus this year has been in the following areas:

1. Student Engagement;
2. Incorporating best practices; and
3. Developing Social Responsibility.

School Goal #1

To improve the engagement of all learners.

Actions Taken Towards Goal #1

- Various student activities during the year to bring our community together.
- Organization of groups like "Diversity" to meet the needs of students who may feel they don't fit in.
- Differentiation of instructional practices and activities to give students choice in learning opportunities.

Indicators of Progress Regarding Goal #1

- Credit completion.
- Surveys regarding student voice.
- Number of students involved in school community activities.

Divisional Objectives with which this School Goal is Aligned

To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.

School Goal #2

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

Actions Taken Towards Goal #2

- Departments worked with staff development teacher to review instructional and assessment practices.
- Staff attended professional development workshops regarding Literacy and Brain research.

Indicators of Progress Regarding Goal #2

- Increase in student credit completion in Numeracy and Literacy.
- EAL literacy focus has students responding positively through exit slips.

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 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 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 2013-2014

- Amber Donnelly, Grade 11, selected to be "Gene Researcher for a week" at the University of Alberta in the area of Neurofibromatosis Type 2.
- Two students recognized in the top 10 of the U of Manitoba essay writing contest.
- Two students finished in the top 10% of the University of Waterloo Chemistry Competition.
- Provincial champions in boys soccer and baseball and girls doubles badminton.
- Students worked with the following community groups, McDiarmid Drive Senior's Complex, Prairie Oasis Senior Center, Samaritan House, Canadian Cancer Society, Free the Children and Brandon Humane Society.

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 |
| 2013 - 2014 | 520+ | 623+ | 19 | 0 | 110 |

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, copying 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

To find out more about the Youth Revolution, please visit the website:

<http://daeducation.wordpress.com>

A Sampling of Divisional Partnerships

- The Aboriginal Education program is culturally proficient and inclusive through joint efforts of parents, Elders, community leaders, staff from Brandon School Division, staff from the College and University and volunteers. The networking of these individuals and groups work in collaboration to support the Aboriginal learners, programs to improve their academic achievement, social and emotional development and school and community engagement.
- **Brandon Healthy Families Team (Brandon Parent Child Coalition)**
With the support of Healthy Child Manitoba, Parent Child Coalitions across the province bring together community strengths and resources within a geographic boundary or community, through partnerships with a variety of child, family and community programs and sectors. This approach promotes and supports community-based programs and activities for children and families, with a priority focus on the early years.
- BSD is represented on the Brandon Healthy Families Team (BHFT) by Learning Support Services as well as a Principal. The BHFT has met monthly during the school year to continue to plan for programs/projects including:
 - The BAYS Project is an exciting opportunity to provide community based programming in the Westaway Bay neighborhood. Housing has been funded by community partners and various organizations in Brandon are beginning to provide opportunities for families in this area.
 - National Family Week
 - Seedlings – Brandon Friendship Centre
 - Parent Programming at the Preschool Enrichment Program – Child & Family Services Westman
 - Drop in Play Time, Family Circle, Parent Outreach – Elspeth Reid Family Resource Centre
 - Home Visiting Program, Nobody’s Perfect, Parent Education, Summer Camp – Aboriginal Headstart Program at Little Teaching Lodge
 - Milestones Preschool Wellness Fair
 - Childminding, Welcome Here – Westman Immigrant Services
 - Family Literacy Program – YWCA Westman Women’s Shelter
- **Child Abuse Committee**
A Social Worker represents BSD at these meetings.
- **Learning Disabilities Association of Manitoba – Brandon Chapter**
A Psychologist represents BSD at LDAM. LDAM maintains a lending library that divisional staff can access with a membership, it runs a parent support group and holds public information sessions on learning disabilities several times a year. Our Speech-Language Pathologists presented at one of the sessions this year.
- **Milestones Preschool Wellness Fair**
The Milestones Preschool Wellness Fair was held in Brandon, Manitoba on April 23, 2014; 272 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. Fifty children were referred for further speech-language assessments, nineteen for hearing and twenty-six for further developmental assessment.
- **Pregnant & Parenting Youth Inc.**
LSS staff attends these meetings which focus on programming at Crocus Plains.
- **Suicide Prevention Implementation Network (SPIN)**
A Social Worker was trained as SAFETALK (Suicide Alertness For Everyone) Trainer and this year. Suicide awareness training was presented to the Middle Years teaching staff at Betty Gibson School, Health Care Aide students at Crocus Plains and Youth Revolution parents. A presentation is also planned as part of the 2015 LIFT Conference. It is hoped that more suicide alertness training opportunities will open up in the next school year for both students and staff.
- **Transition In Committee**
An LSS Program Facilitator chairs this committee of service providers for preschool children with special programming needs. This committee has established a process for the early identification of preschool children (3-5 year olds) with special needs that are entering school.
We provide parents of preschool children with special needs information regarding the transition process from preschool to school; establish a plan for supports and services required to meet the needs of identified students as they are registered for Kindergarten; and provide a vehicle for communication and collaboration among agencies and the school division.

We have approximately fifteen children with identified needs entering Kindergarten in September 2014; 120 children entering Kindergarten have received speech-language therapy as preschoolers and 24 preschool children received Occupational Therapy services.

- **Brandon Children’s Therapy Initiative (BCTI)**

The Brandon Children’s Therapy Initiative Business Committee meets four times each year. The provincial Children’s Therapy Initiative (CTI) began in 2002 in response to the need to improve the coordination of services of audiology, occupational therapy, physiotherapy and speech-language pathology services for children in our province. CTI is a joint initiative of provincial government funding partners of Education; Family Services; Health, Healthy Child Manitoba and Healthy Living. The goals of BCTI are reviewed annually in with our community partners. A breakdown of the number of children seen this year in Brandon is as follows:

| | Preschool | School -Aged |
|---------------------------|-----------|--------------|
| Occupational Therapy | 23 | 41 |
| Physiotherapy | 64 | 29 |
| Speech-Language Pathology | 101 | 567 |
| Audiology | 1093 | 371 |

*Note: includes children outside our region

- Through the activities promoted and supported by the Brandon School Division Physical Education and Health Specialist, partnerships with the following organizations have grown:

- **Prairie Mountain Health**
 - Jane Skinner (Public Health Nurse): Coordinated a Sensitive Issues session for K-8 teachers who teach the sensitive outcomes in the physical education / health education curriculum.
 - Karen Larocque (Community Nutritionist): We presented information on the importance of physical activity and healthy eating and the role of the parent at parent session for the Youth Revolution.
 - Jody Allan (Manager of Planning and Evaluation): Had preliminary discussions regarding the Brandon School Division results of the 2012 Youth Health Survey and discussed how it could be used for future planning.
- **Healthy Brandon in Motion**
 - Assisted in the coordination and promotion of events/workshops such as:
 - MPI Bike Safety Workshop;
 - Bike Rodeo/Free Swim/Children’s Country Fair ; and
 - Sport Manitoba – Westman Regional Office.
- Disseminated information to the schools regarding upcoming events and opportunities for school aged children.
- Promoted regional workshops and upcoming Sport Academy Workshops.
- **Westman Journal**
 - Liaised with the Westman Journal to select and honour the winners of the Westman Journal Athletic Awards. This award honoured a female and male athlete and the team of the year.
- **Brandon YMCA**
 - Helped promote the Brandon YMCA Run which has increased its’ involvement with the school run.
- **Brandon University**
 - Made a presentation to students enrolled in the Physical Education Program. This talk provided some insight into the role of the physical education teacher in the Brandon School Division.
 - Connected with two Brandon University students who made a presentation on Concussions in Sport. After reviewing the material, I shared this with the principals of the three Brandon High Schools.
- **Brandon’s Community Sportsplex**
 - Kathleen Low (Program and Events Coordinator): We discussed the possibility of introducing a School Swim Program to schools with a high EAL population.

- **Brandon & Area FASD Committee**

The FASD committee has had many events on their agenda this year. Each event was designed to promote awareness and education on the topic of FASD. The events are as followed:

- Proclamation signed with the Mayor for International FASD Awareness Day;
- Diane Malbin, International Speaker on FASD presented in Brandon;
- Display at the Milestones Wellness Fair;
- Healthy Child Manitoba sponsored two members of the committee to attend a two day conference on team building. The workshop facilitator was Richard McCutcheon an associate professor of Conflict Resolution Studies at Menno Simons College; and
- The committee is planning a BBQ for September 9, 2014 for International FASD Awareness Day.

A Sampling of School Based Community Partnerships

| | |
|--------------------------|--|
| Alexander School | <p>We continue to have a strong partnership with the Manitoba Arts Council and Artist in the School Program. A number of artists visited our school monthly.</p> <p>The Brandon Police Services was a great connection this year. They were at the school on a regular basis talking to our students about Bullying, Train Safety, Bike Safety, and Bus Safety.</p> <p>The Grade 7/8 class formed a partnership with the British Council, The Middle Years Commonwealth Games Committee, and BBC. We were able to make connections with schools in other countries and see what life was like in each of these countries. Our school was one of 15 schools selected across Canada to participate in this event.</p> |
| Betty Gibson School | <p>BETTY GIBSON Families and School Together (F&ST) & COMMUNITY PARTNERS</p> <p>Betty Gibson School runs an eight-week program with about eight families per year. We meet once a week. This program involves around 30 volunteers and community partners from Public Health (RHA), Manitoba Addictions Foundation and Elspeth Reid Centre.</p> <p>The representatives of these community partners are very dedicated to our families in the program by assisting to the FAST evenings and also beyond the program by sharing what is available to them in our community. This is a great benefit to families as many of them are new to Brandon and our country.</p> |
| École New Era School | <p>In addition to the SLT activities at École New Era School, our annual Awasisak Powwow (May 30th) was once again very well attended and received by our community. Also, it has become tradition that New Era School acts as host site for the City of Brandon's "National Aboriginal Day" celebration. It is the case again this year June 21st, 2014.</p> |
| JR Reid School | <p>Our Youth Revolution students visit the Hillcrest retirement home every Christmas to decorate and share the spirit of Xmas with the local community seniors. In addition, our Early Year's classes travel to the retirement home every Halloween to celebrate with the seniors.</p> |
| King George School | <p>King George School partnered with the Brandon Neighbourhood Renewal Corporation to present a day and an evening of culture for the school and the community. Various community groups, as well as students performed songs, dances, and other activities that showcased the various cultures that are represented in our community.</p> <p>King George School partnered with the Samaritan House through a community book drive to put books in the hands of children and adults at Christmas time. Books were distributed with Christmas hampers.</p> <p>King George School has developed a strong partnership with Westman Immigrant Services to provide afterschool EAL programming for our students throughout the year. EAL students have the opportunity to spend two hours a week engaged in after school activities that support their English language acquisition, as well as help them make connections with a variety of students in a safe and supportive environment.</p> |
| Kirkcaldy Heights School | <p>Kirkcaldy Heights is a new site for the YMCA Before and After School Daycare for the 13-14 school year. Classrooms have chosen a community based "cause", and have been collaborating with a senior citizen home, Helping Hands, and recycling initiatives.</p> |
| Linden Lanes School | <p>The Grade 6 class completed a year-long recycling program. They participated in the Enviro Expo and made a presentation to Brandon City Council on environmental issues.</p> <p>During HALEP Enrichment Clusters students were involved with a number of community partners including the Humane Society, Helping Hands, Samaritan House and a Seniors' home.</p> |

Riverview School

The Grade 4 students are beginning a new sustainable undertaking that partners Riverview School with Healthy Brandon and the City of Brandon in supporting the creation of the Riverview Community Garden. The Lion's East End Playscape green space (Purple Park) is transforming into a Community Garden! With the combined effort of the City of Brandon, Healthy Brandon and Riverview School, this green space (located one block East of Riverview School on the corner of Lawrence and Louise Ave. East), is destined to become a place for food growing, education, and community development. There will be up to 20 garden boxes built this year with more to follow next year, finances permitting. Garden boxes will be available for community members to plant this growing season for a small fee of \$10.00. In the future one of these boxes will house plants native to this area and one box which will grow plants important to First People's throughout history. The students of Riverview will be planting one garden box which will be tended by any interested Riverview Students over the summer. On-going experiential learning opportunities abound with the creation of this community space in walking proximity to our school. A school-based garden club is a natural extension of this project and will transpire in the school year 2014-2015.

École secondaire Neelin High School

The Food First Food Drive is Brandon's biggest and most crucial annual food drive for Samaritan House. This year the food drive took place on Saturday, May 24, 2014 at 10:30 a.m. This activity continues to be an amazing example of community partnerships working together towards a common goal. Neelin students and staff provide the door-to-door runners, members of the local Lions Service Club volunteer as the shuttle drivers, PhysioFirst operates as the "command centre". This local business provides the meeting space and coordinates the organization of all collection routes within the City of Brandon. *Westman Journal* takes on the responsibility for the distribution of the collection bags as part of their weekly circulation one week prior to the actual Food Drive. Investors Group provides the necessary sponsorship, and Samaritan House staff and volunteers weigh, box and transport the food to the local food bank.

École secondaire Neelin High School

Neelin's Eco Club partners with member of our Community to develop School Composting Program – After almost a year of planning, École secondaire Neelin High School's Eco Club has set up a composting program! There are two tumbling composters located at the school to collect all of the food waste as well as other compostable materials and turn them into soil! The Eco Club's initial goal to plant trees around the school grounds at Neelin was not a possibility in this school year. After meeting with a landscape designer and gardening specialist it was determined the soil around the school would need to be revitalized in order to support any planting. The Eco Club decided that the first big step to becoming a more sustainable school was to implement a school composting program.

Eco Club has developed strong relationships with community members who have helped them this year and they hope to continue to work with them in the future. They would like to thank David Barnes, Marcia Hamm-Weibe, Lindsay Hargreaves, Norah Tolmie, Blake Hamilton for their support and assistance with this project and our plans for the future. We would also like to thank Learning for a Sustainable Future for the EcoLeague Action Project Funding as well as Home Hardware Brandon for their contributions to our program!

Vincent Massey High School

The Vincent Massey Grade 12 English Students participated in a project that saw them initially pen pal to residents that live in the 1620 McDiarmid Drive Senior's complex and then over the course of the semester, they met with the residents for a visit over cookies and drinks and then completed the project by writing biographies of all their senior friends. The residents enjoyed receiving the biographies which they planned to put in a time capsule, but they also got quite involved with the students in other ways as well. The seniors visited the school to participate in our annual Cultural Heritage celebration days and feasted with the students as well as enjoyed all the different cultural exhibits and activities that were going on during that time. The seniors also have gathered on their balconies and at the field to watch a number of sporting events held in the schoolyard since

the weather has gotten warmer. The students have really enjoyed meeting and getting to know our neighbors and have been pleasantly surprised to find that some of them are grandparents of friends they have known all throughout school. One student who recently lost his father was so touched and overwhelmed after receiving condolences from his pen pal and others have received graduation cards and letters of encouragement. These students have learned that the building next door houses a lot more than a bunch of “old” people; it is home to our neighbors, our new friends and some pretty cool people.

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.

With an emphasis on academic preparedness, global citizenship and health and well-being, we are very excited to be unveiling our new 2014-2017 Strategic Plan in August of 2014.

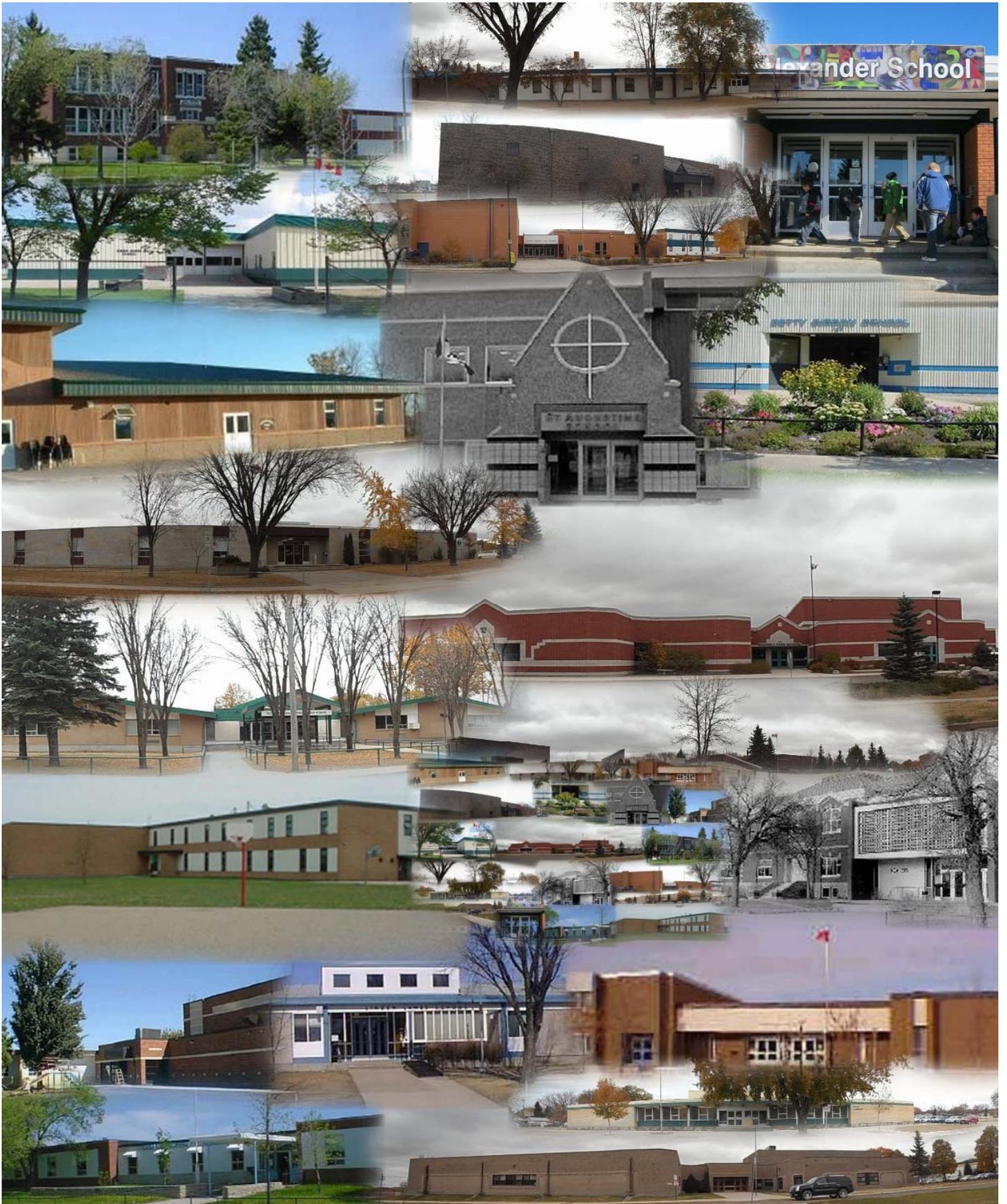
Thanks very much to all who contribute to the well-being and achievement of our students on a daily basis.



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



"Accepting the Challenge"



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