

CONTINUOUS IMPROVEMENT IN BRANDON SCHOOL DIVISION



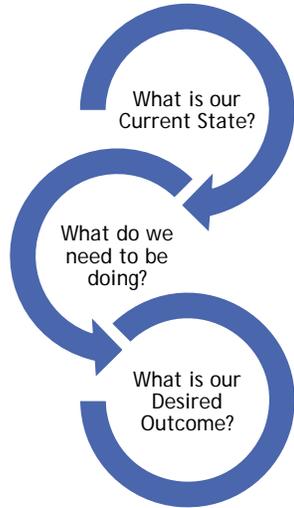
BRANDON
SCHOOL DIVISION
WWW.BSD.CA

OUR GUIDING PRINCIPLE:

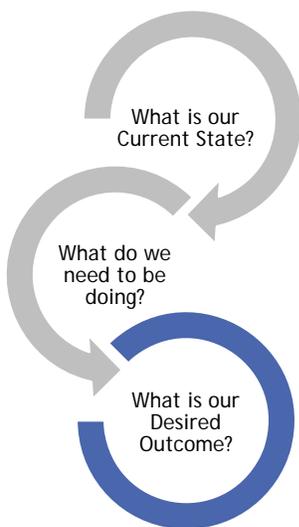
“The effective school (Division) is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population.”

Lezotte, L. W., & Snyder, K. M. (2011).
What effective schools do: Re-envisioning the correlates. Bloomington, IN: Solution Tree Press.

OUR GUIDING QUESTIONS:

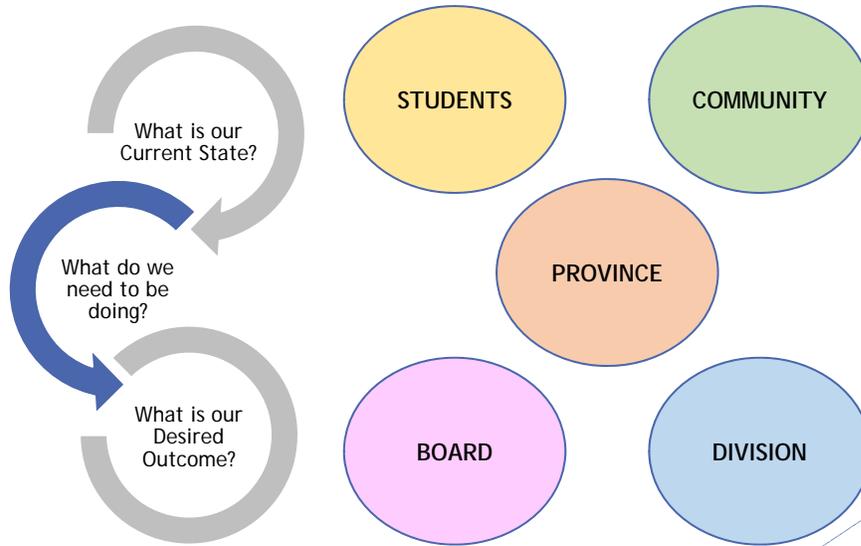


What are our Ultimate Outcomes?



- ▶ Improved Literacy
- ▶ Improved Numeracy
- ▶ Decreased Indigenous Gap
- ▶ Decreased English as an Additional Language Gap

We consulted with...



CONTINUOUS IMPROVEMENT ALIGNMENT:

STUDENTS:

- I need my education to be practical and relevant.
- I need my education to be personalized and engaging.
- I need opportunities to develop general skills, such as communication and problem solving.
- I need ample encouragement and support from teachers and parents.
- I recognize the importance of developing into a respectful, responsible, and determined citizen.

COMMUNITY:

- Basic Literacy Skills
- Basic Numeracy Skills
- 21st Century Skills
- Personal/Social Development
- Being "Forward Thinking" (Planning for the Future)
- Indigenous perspectives, knowledge and success

PROVINCE:

- High levels of achievement in Literacy & Numeracy
- Equity & inclusion
- Citizenship, sustainability & wellbeing
- Public engagement

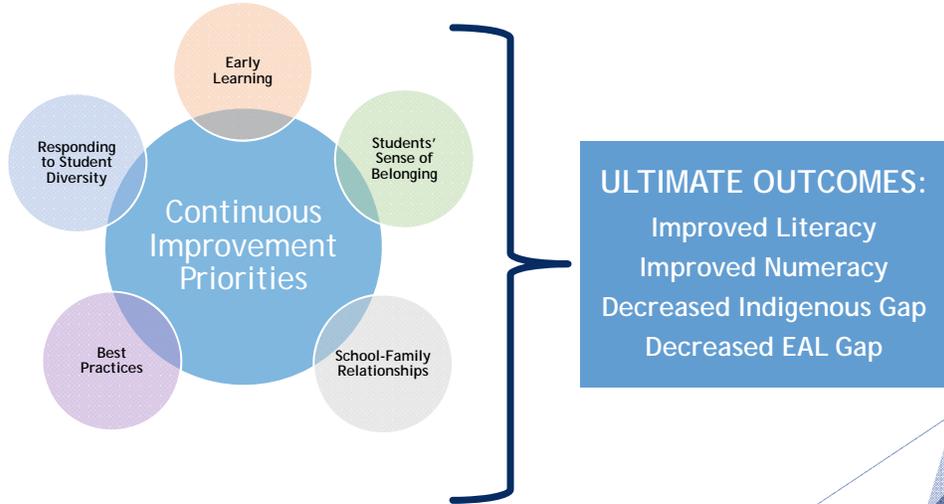
BOARD:

- High overall achievement with no significant gaps
- Cultural competency of staff and students
- Staffing deployment
- Program evaluation
- Progress monitoring of student achievement

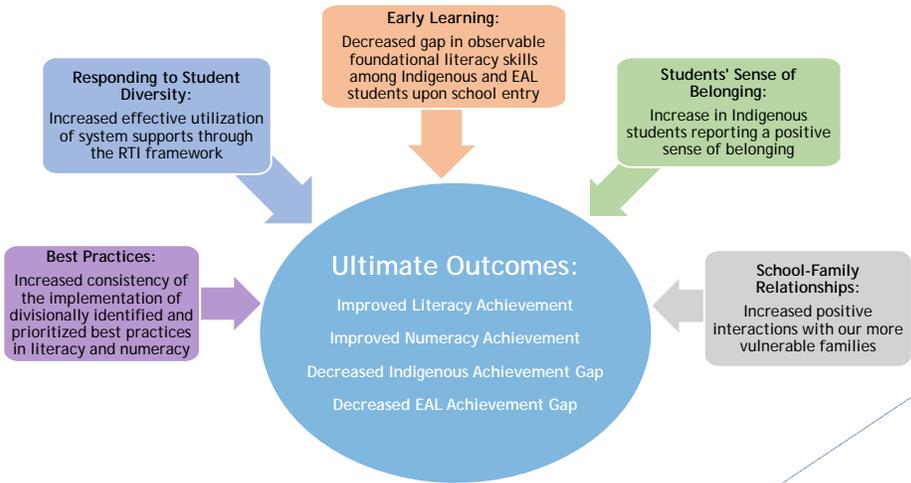
DIVISION:

- Best Practices
- Responding to Student Diversity
- Students' Sense of Belonging
- School/Family Relationships
- Early Learning

CONTINUOUS IMPROVEMENT PRIORITIES:



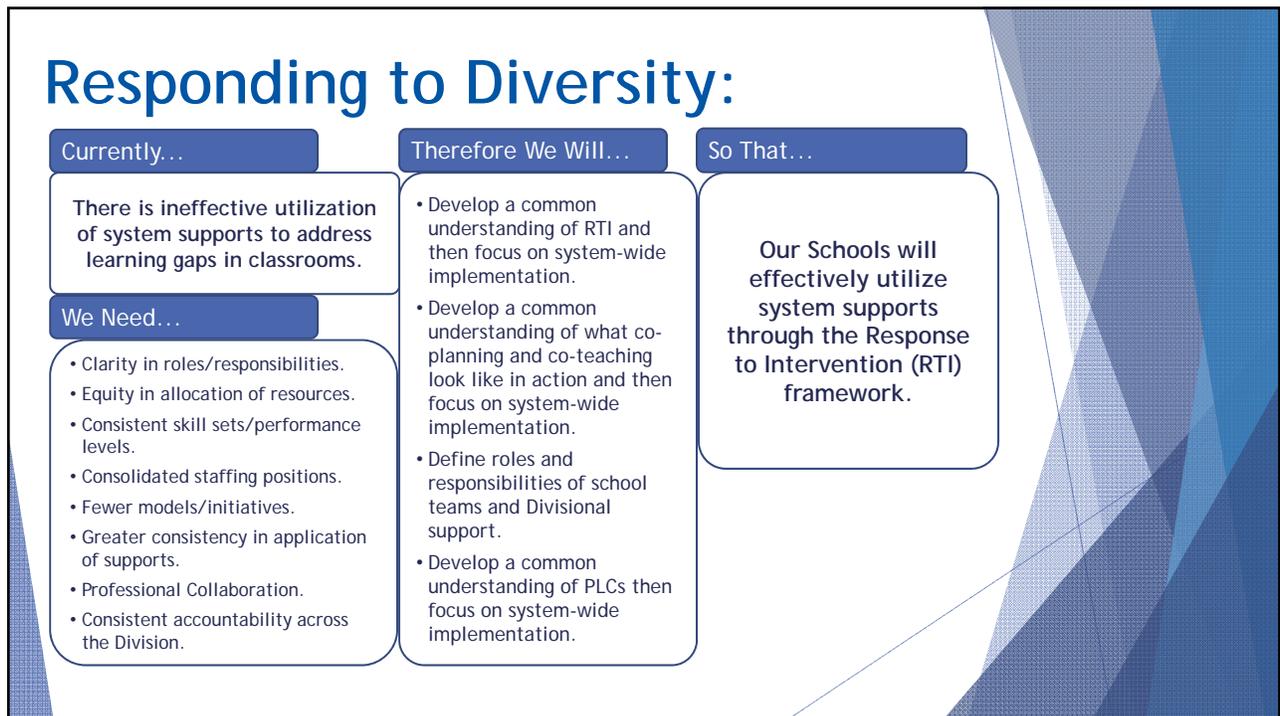
OUR CONTINUOUS IMPROVEMENT PLAN:



OUR CONTINUOUS IMPROVEMENT PLAN:



Responding to Diversity:



Best Practices:

Currently...

There is inconsistent implementation of Best Practice in the area of Literacy & Numeracy.

We Need...

- School wide implementation.
- Clarity and focus of priorities.
- Professional Development consistency [accessibility / opportunity].
- Collaboration time.
- Technology to support the consistent implementation of Best Practice.

Therefore We Will...

- Create a self-reflection tool for teachers on their understanding of Divisionally identified Best Practices in Literacy & Numeracy.
- Create a tool of observable indicators for School Leaders to identify and measure the implementation of Best Practices in Literacy & Numeracy.
- Create and implement targeted Professional Development based on the data collected.

So That...

There is increased consistency in the implementation of Divisionally identified and prioritized Best Practices in Literacy & Numeracy.

Early Learning:

Currently...

There is a gap in foundational Literacy skills among Indigenous and EAL students upon school entry.

We Need...

- A community-wide understanding of the importance of oral language as a foundation Literacy skill.
- Ways to communicate messages about foundational Literacy skills to families with pre-school children.

Therefore We Will...

- Create and implement an Extended Welcome to Kindergarten Program.
- Strengthen community outreach and partnership with community early learning centres.
- Develop and communicate a clear shared understanding of the importance of oral language to a child's foundational Literacy development.

So That...

We will close the gap in observable foundational Literacy skills among Indigenous and EAL students upon school entry.

School-Family Relationships:

Currently...

There is a lack of positive interactions (caring, kindness, respect, trust) with our more vulnerable families.

We Need...

- Increased understanding of culture and values of many of our vulnerable families (especially pertaining to communication).
- Policies & Procedures that outline response to positive behaviours.
- Increased knowledge and empathy of the barriers that vulnerable families face.
- To engage in positive interactions with families of other cultures.
- Equitable and/or adequate resources to reach vulnerable families.

Therefore We Will...

- Identify the data and process for monitoring progress of current state.
- Shift mindsets to communicate more positively with vulnerable families.
- Leverage partnerships with community groups to support positive interactions with vulnerable families.
- Complete a systemic review of programs and staffing that directly impact vulnerable families.

So That...

We increase the extent of positive interactions with our more vulnerable families.

Sense of Belonging:

Currently...

Indigenous students have a lower sense of belonging than other students.

We Need...

- Integration, not assimilation.
- Increased trust in the system.
- Recognition and acceptance/respect for differences i.e. reconciliation.
- Increased sense of cultural pride and identity.
- Increased Indigenous role-models in school staff.

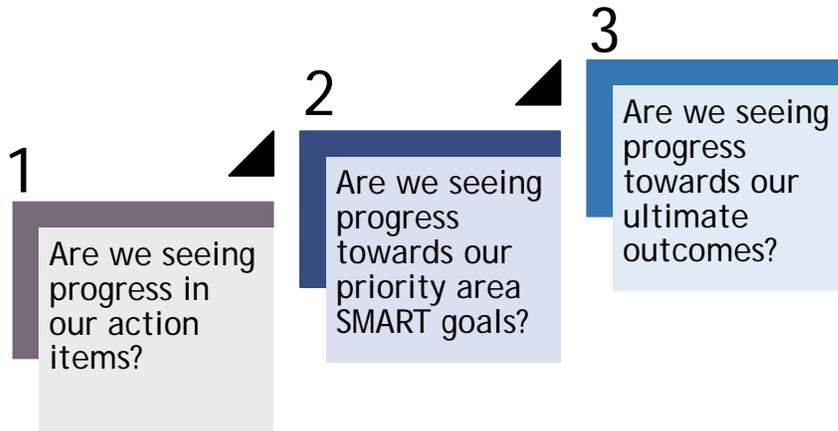
Therefore We Will...

- Collect current baseline data from Class Profiles and TTFM.
- Organize professional learning opportunities to increase awareness, knowledge, appreciation of reconciliation & Indigenous issues.
- Organize an Indigenous YR/Leadership Summit for students.
- Develop an Indigenous Parent Outreach Program at each school.

So That...

Every school in BSD will see an increase in sense of belonging among Indigenous students.

Measurement of Our Continuous Improvement



Supports For Our Continuous Improvement Plan:

- Calendar / PD Platform

Supports For Our Continuous Improvement Plan:

- Roles and Responsibilities

Our Commitment

This plan represents a commitment to:

- high overall student achievement in Literacy and Numeracy
- with no significant gaps in that achievement for Indigenous or English as an Additional Language Learners

Through a focus on:

- responding to diversity and best practices
- school-family relationships, sense of belonging and early learning