

# CONTINUOUS IMPROVEMENT IN BRANDON SCHOOL DIVISION



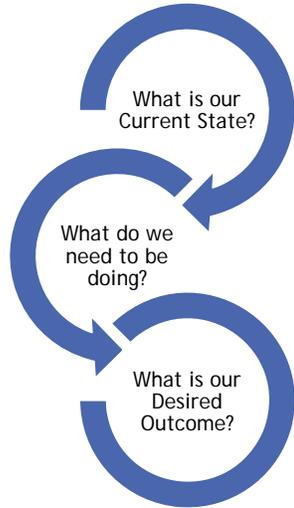
BRANDON  
SCHOOL DIVISION  
WWW.BSD.CA

## OUR GUIDING PRINCIPLE:

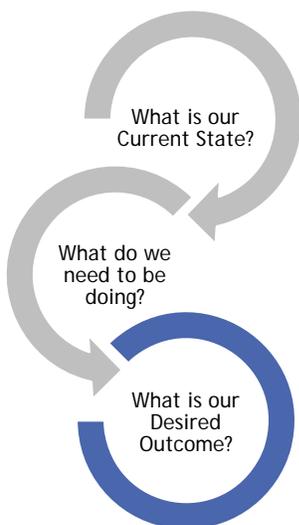
“The effective school (Division) is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population.”

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

## OUR GUIDING QUESTIONS:

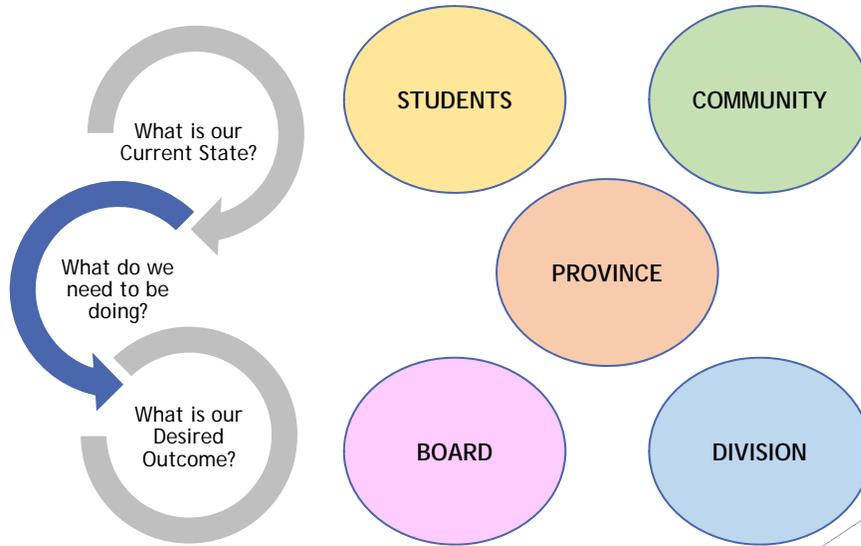


## What are our Ultimate Outcomes?



- ▶ 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
- 21<sup>st</sup> 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

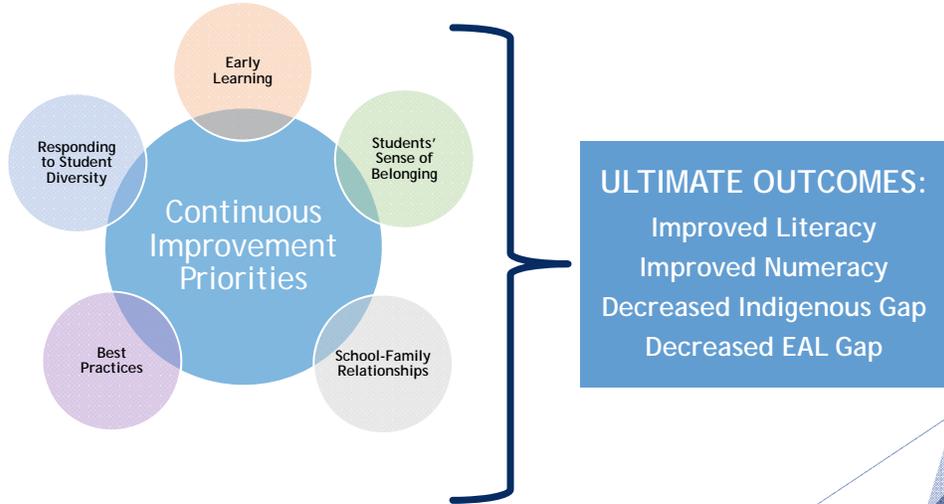
### BOARD:

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

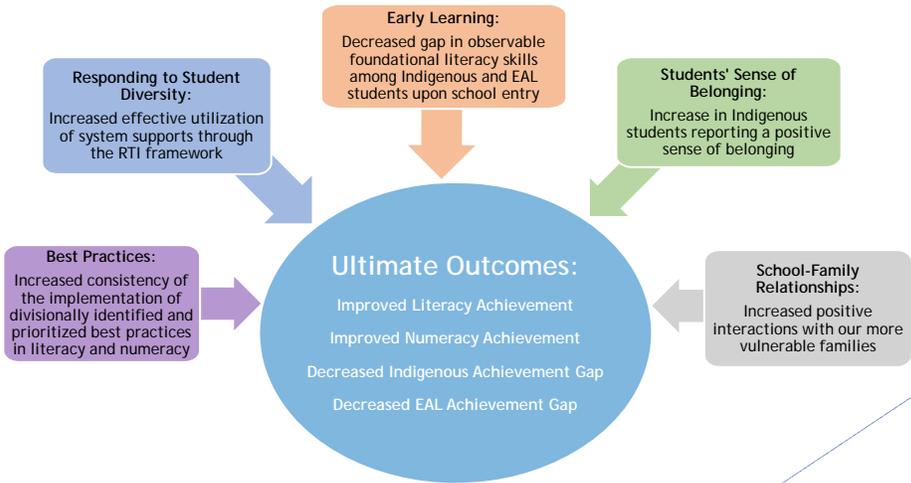
### DIVISION:

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

## CONTINUOUS IMPROVEMENT PRIORITIES:



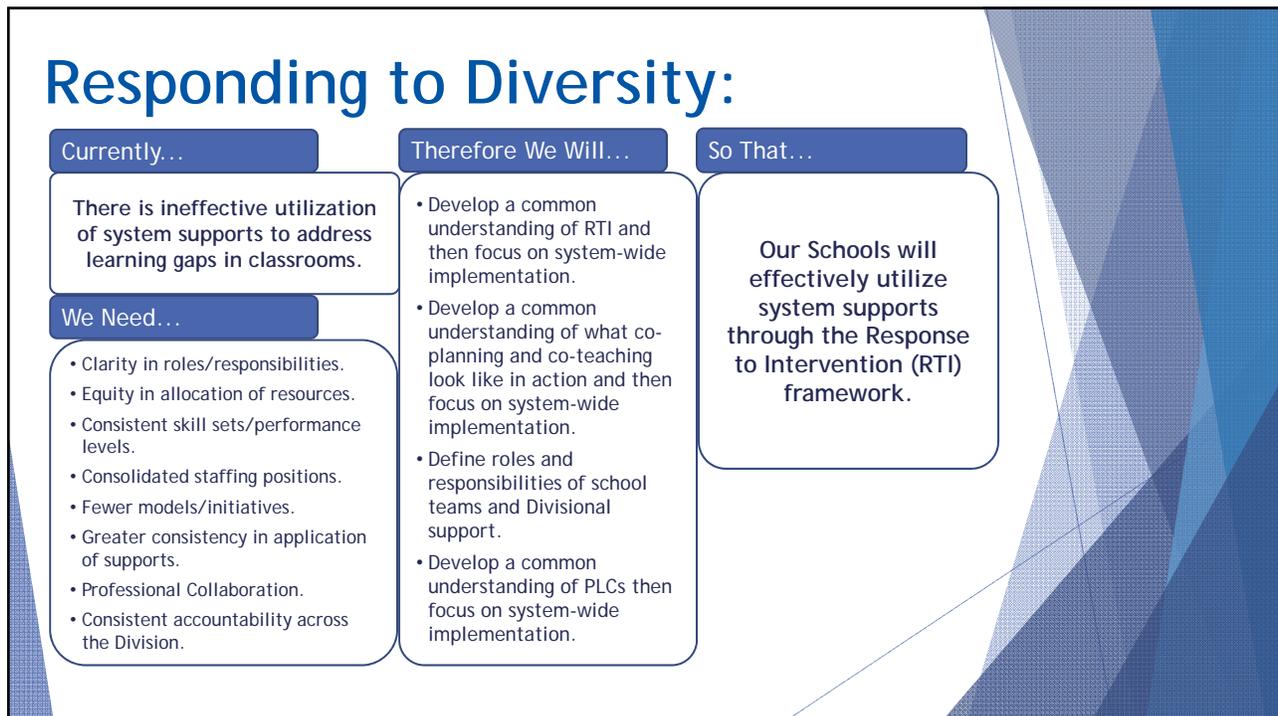
## OUR CONTINUOUS IMPROVEMENT PLAN:



# 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.

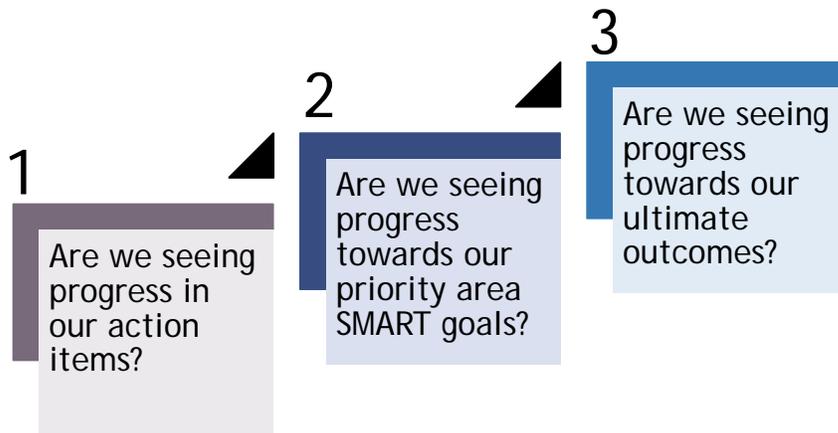
### Therefore We Will...

- 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