



BRANDON
SCHOOL DIVISION
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2016-2017

Continuous Improvement Report

BRANDON SCHOOL DIVISION
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INTRODUCTION

Brandon School Division is focused on student engagement in learning and achievement. The 2016-2017 school year provided great enthusiasm and growth by all. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress and commitment to learning by our students, staff, parents & guardians and our community as a whole.

Division Vision Statement

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

Division Mission Statement

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

Division Value Statements

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

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

Learning Community Guiding Principles

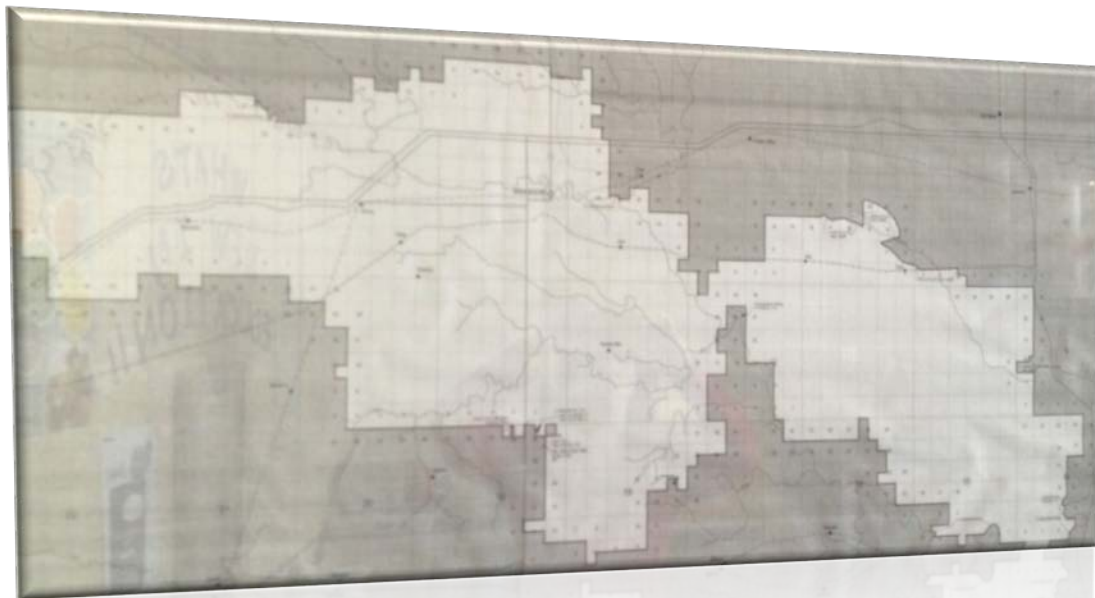
- ❖ To encourage and support risk-taking through open communication in a climate of trust;
- ❖ To accept and commit to the process of change and renewal;
- ❖ To improve teaching and learning for all through shared decision-making based on experience and research; and
- ❖ To attend to the well-being of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

SCHOOL DIVISION PROFILE

Geographic Information

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

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



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

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

SCHOOL DIVISION PROFILE

Divisional Programming

Brandon School Division supports our vision of educational excellence by offering our students a wide variety of programs and services suited to individual learning needs and strengths.

Aboriginal Education

Aboriginal Education initiatives in the Brandon School Division are designed to provide assistance to Instructional and Support staff as they integrate Aboriginal perspectives into their daily teaching activities.

Career Education / Work Placements

Brandon School Division students and staff continue to enjoy a wealth of support for our community work placements. On an annual basis, more than 175 local businesses and organizations host students for their work placements.

Work Placement is one of several delivery mechanisms that may be used to achieve the teaching/learning goals, objectives, and/or outcomes stated in department-developed, registered or approved curricula/courses.

Neelin High School Off Campus ("NHSOC")

NHSOC is an initiative of the Brandon School Division that opened its doors to the public in September of 2007. The school offers students who have been out of school the opportunity to complete their education in a more flexible setting.

It is our intention to meet the needs of students who do not function well within the traditional high school setting. Course requirements here are the same as they are at other Manitoba High School.

Youth Revolution Program ("YR")

YR is a student led, health & wellness, leadership program in the Brandon School Division. Students from Grades 5-12 design activities and events that:

- promote healthy lifestyle choices;
- reduce risk related behaviour; and
- reduce bullying, discrimination, and social injustice.

YR implements programs for children, youth, parents and guardians, in order to create a culture of volunteerism & community involvement.

Advanced Placement Program ("AP")

The AP Program challenges students, provides access to high quality education, accelerates learning, rewards achievement and enhances both high school and the post-secondary experience.

International Baccalaureate Diploma Program ("IB")

The IB Diploma Programme for students aged 16 to 19 is a challenging two-year curricula leading to final examinations and a qualification that is welcomed by leading universities around the world.

In some cases, students who participate in the IB Diploma Programme will also fulfill the requirements of their province's curriculum and examination.

Vocational Programming

Brandon School Division offers the following vocational option courses at Crocus Plains Regional Secondary School:

Advertising Art	Automotive Technology
Carpentry	Collision Repair
Culinary Arts	Design Drafting
Early Childhood Education	Electronic Sciences & Technology
Graphic Design	Hairstyling
Photography	Welding

SCHOOL DIVISION PROFILE

Board of Trustees

Our Board of Trustees consists of the following individuals:



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



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



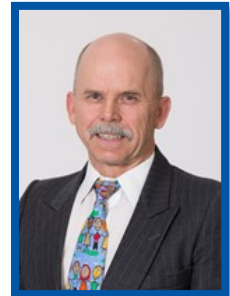
Mr. Peter Bartlette
Email: bartlette.peter@bsd.ca
Ward: 1



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



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



Mr. Glen Kruck
Email: kruck.glen@bsd.ca
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Mr. Jim Murray
Email: murray.jim@bsd.ca
Ward: 1



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



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

SCHOOL DIVISION PROFILE

Senior Administration

Our Senior Administration consists of the following individuals:



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



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



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



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



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



SCHOOL DIVISION PROFILE

Division Staffing Profile (as at September 30, 2016)

Full-Time Equivalents	Number
Principals	18.00
Vice Principals	16.75
Teachers	559.24
English as an Additional Language Teachers	32.00
Counsellors	9.50
Resource Teachers	19.75
Teachers supporting special needs low enrolment classes	14.00
Career Education Coordinator	1.00
Educational Assistants	290.85
English as an Additional Language Educational Assistants	8.00
Career Education Educational Assistants	4.00
Speech Language Pathologists	8.75
Reading Clinicians	3.50
Occupational Therapists	0.00
Physiotherapists	0.00

Divisional Professional Development

Brandon School Division is committed to providing Professional Development to our staff to support our Continuous Improvement Plan.

During the 2016-2017 School Year, a committee was formed to examine the factors impacting the school calendar. This committee consisted of representatives from Senior Administration, School Leaders (K-8 and 9-12), and Presidents from BTA & CUPE Local 737. The committee considered factors including provincial exams, semester balance, parent teacher interviews, professional development needs, parent concerns, and legislative and provincial requirements.

In support of our new [Continuous Improvement Plan](#), the 2017-2018 School Calendar will:

- Reduce costs for the delivery of professional development;
- Increase alignment of calendars between K-8 and 9-12;
- Change 3 full-day professional development days to 6 half-days;
- Provide a platform to better respond to new Continuous Improvement Framework focused on improving student achievement; and
- Comply fully with Legislation & Provincial requirements.

During the 2016-2017 School Year, Brandon School Division LEAN Management Training was initiated by our Department of Human Resources. The core purpose of LEAN is to increase productivity and minimize waste within an organization. To date, Brandon School Division has trained 19 staff, school administrators and members of Senior Administration in LEAN Management.

SCHOOL DIVISION PROFILE

A further part of our Divisional Professional Development journey included Project Management Training through the Project Management Institute and MNP LLP. Project Management is the application of knowledge skills, tools and techniques to project activities to meet the project requirements. To date, Brandon School Division has trained 32 staff, school administrators and members of Senior Administration in Project Management. Project Management Boards have appeared in several of our buildings to help initiate, plan, execute, monitor, control and close different projects within our schools and administrative departments.

Disaggregated Data for Students Designated as English as an Additional Language (EAL) and Self-Declared Indigenous Students

	# of Students	% of Population
English as an Additional Language	1,719	19.72%
Self-Declared Indigenous Students	1,619	18.57%
Total Student Population as at September 30, 2016		8,731



Education for Sustainable Development

	# of Schools
Kindergarten to Grade 6	1
Kindergarten to Grade 7	1
Kindergarten to Grade 8	16
Kindergarten to Grade 12	1
Grades 9-12	3
Total Schools	22
Number of Schools with an ESD Plan	0

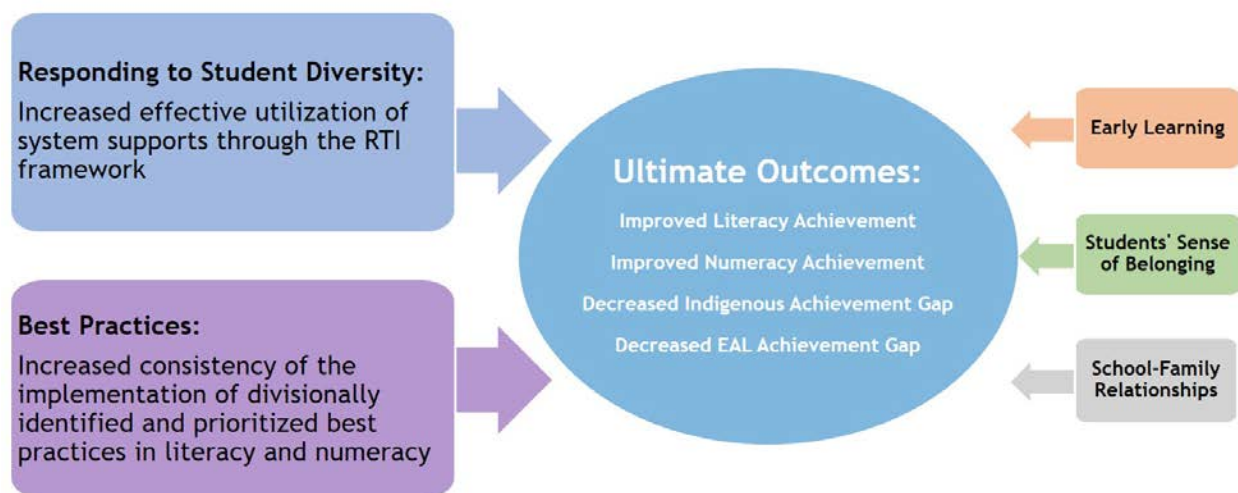
Some Education for Sustainable Development Funds are used at the Division Level and some are allocated to schools within the Division.

CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's new [Continuous Improvement Plan](#) was designed to meet the reporting and planning criteria of the [K-12 Framework for Continuous Improvement](#). This new plan is a result of a collaborative effort, bringing Senior Administration, School Leaders, Curriculum Specialists, our Board of Trustees, parents & students, and our community together, to create and align our four Ultimate Outcomes:

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

In order to achieve these Ultimate Outcomes, we have developed five (5) Priority Areas, with a clear focus on two during the first year of implementation:



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. With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of belonging, we are committed to advancing education.

TO VIEW OUR CURRENT CONTINUOUS IMPROVEMENT PLAN, PLEASE VISIT:

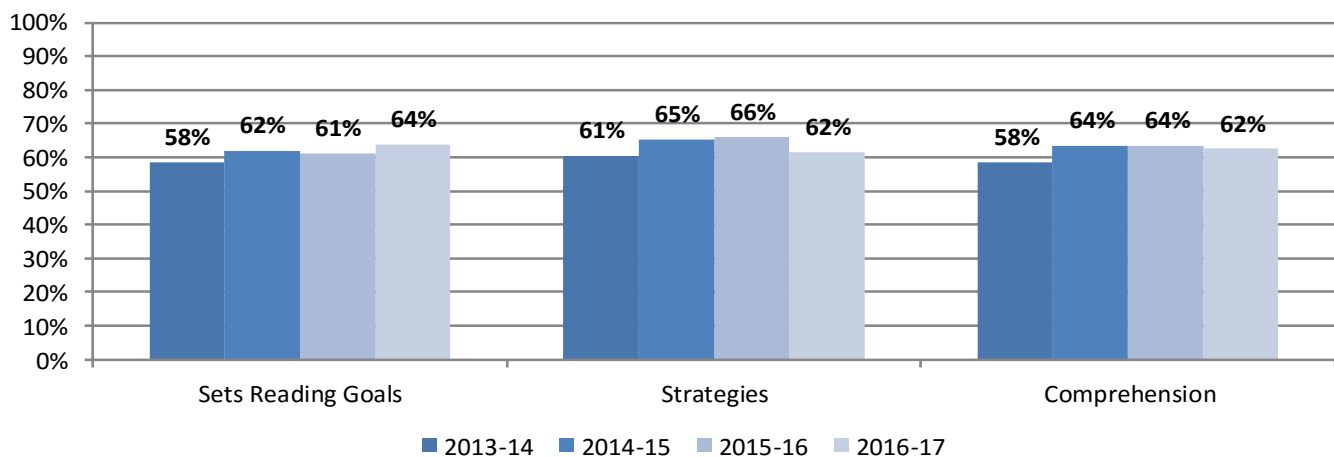
[HTTPS://WWW.BSD.CA/DIVISION/ABOUTUS/PAGES/CONTINUOUS-IMPROVEMENT-IN-BSD.ASPX](https://www.bsd.ca/division/aboutus/pages/continuous-improvement-in-bsd.aspx)

STUDENT ACHIEVEMENT LITERACY

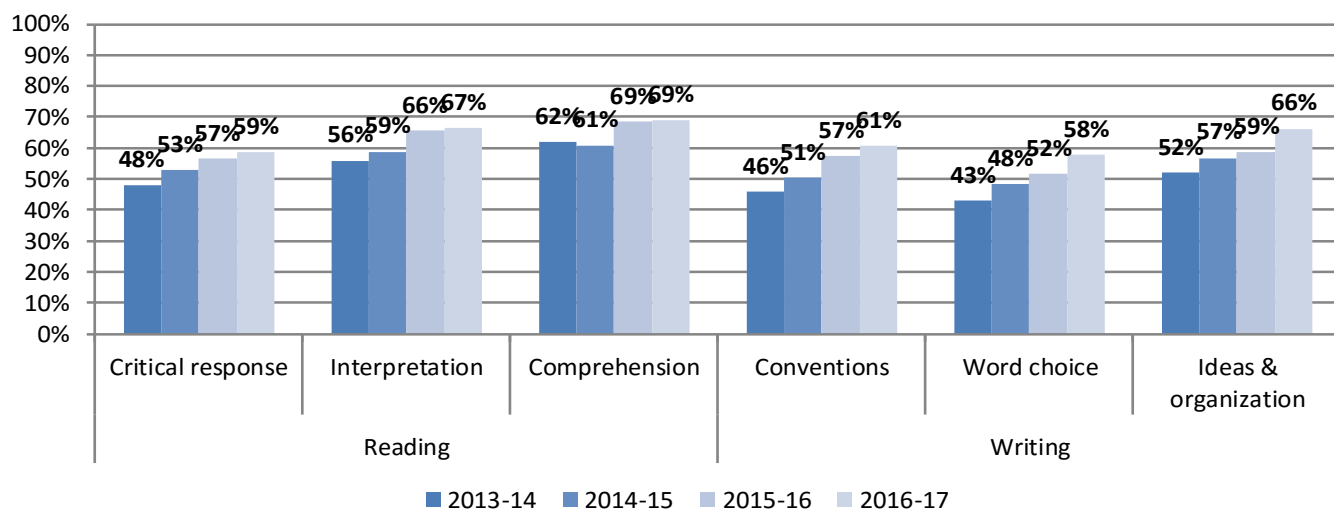
Strategic Plan Literacy Goal: By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 3 provincial reading assessment measures the extent to which students are achieving early grade 3 reading expectations. The grade 8 provincial literacy assessment measures the extent to which students are achieving mid grade 8 reading and writing expectations. Graphs are based on a weighted average of the English and French Immersion program results.

**Grade 3 Provincial Reading Assessment:
Four-Year Comparison of % Meeting**



**Grade 8 Provincial Literacy Assessment:
Four-Year Comparison of % Meeting**

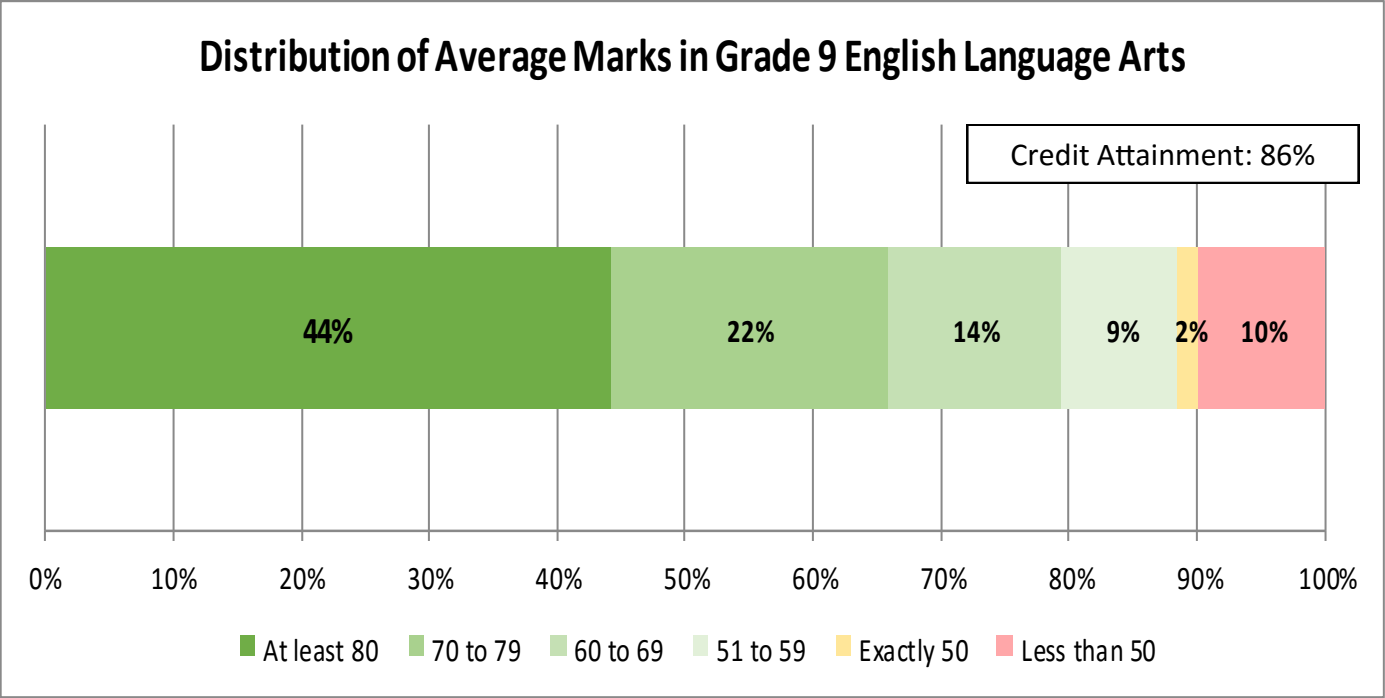


Over the last four years, we have seen steady growth in the percentage of students meeting grade level expectations in each of the grade 8 reading and writing sub-competencies. While improvement was seen in Grade 3 reading competencies in previous years, a small decline is noted in the 2016-2017 school year.

STUDENT ACHIEVEMENT LITERACY

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

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

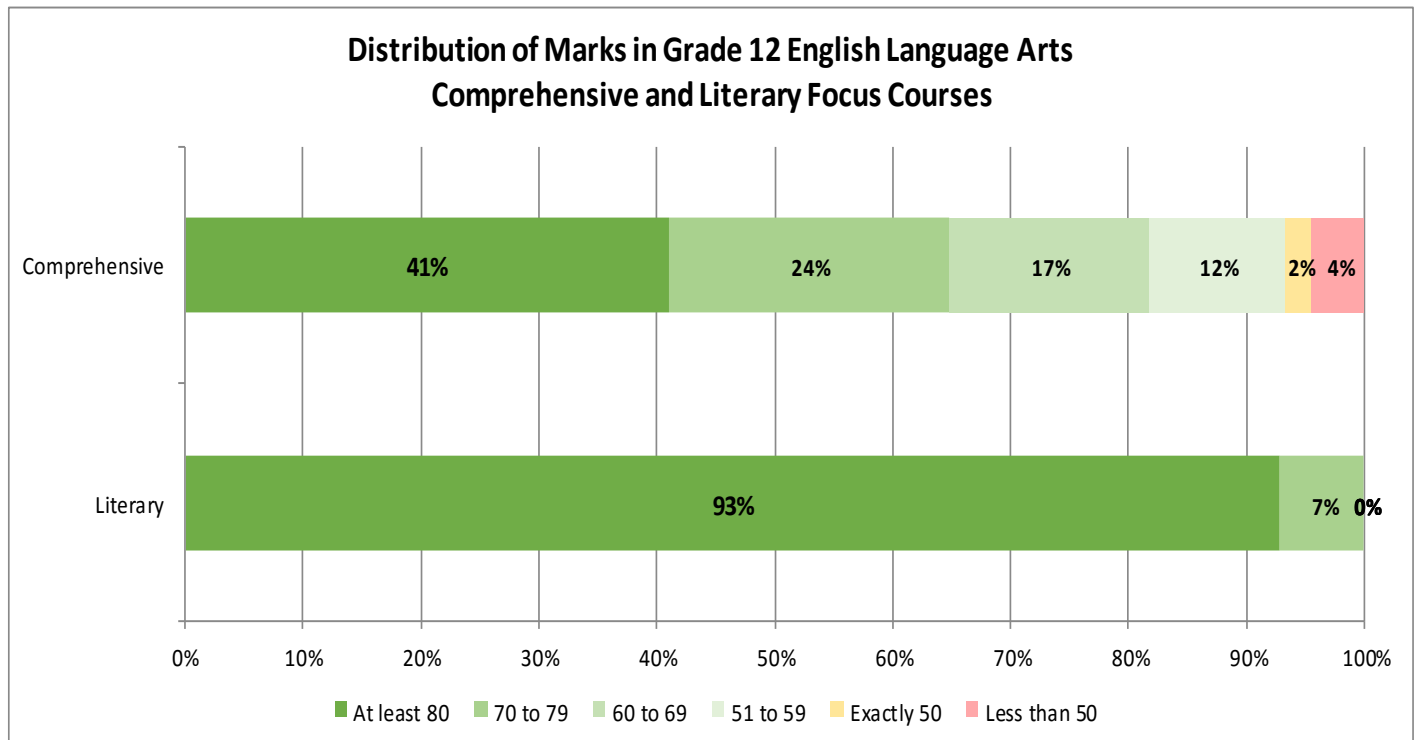


Of the 612 grade 9 students originally enrolled in grade 9 English Language Arts in September 2016, 86% attained the credit. Furthermore, of the 582 students who completed the course, 90% passed the course. While the credit attainment rate dropped by 3% this year, students who passed the course did so with higher overall marks than in the previous year.

STUDENT ACHIEVEMENT LITERACY

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

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



Credit Attainment Rates:

Comprehensive Focus: 71%

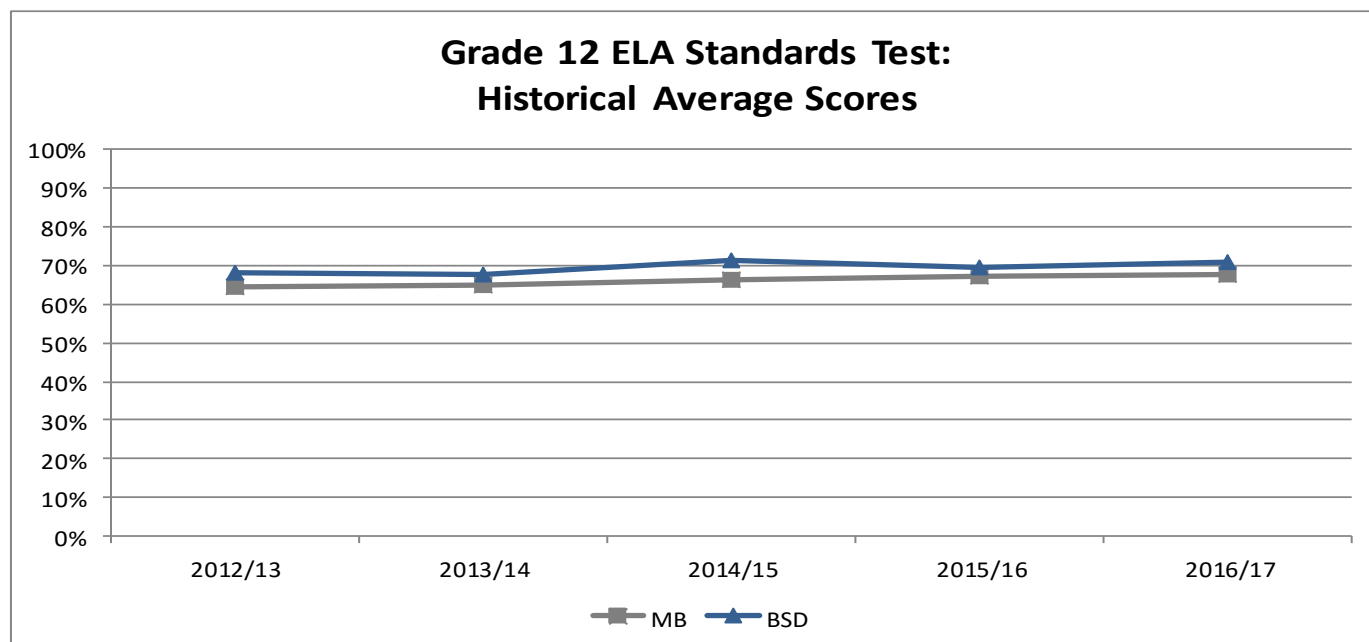
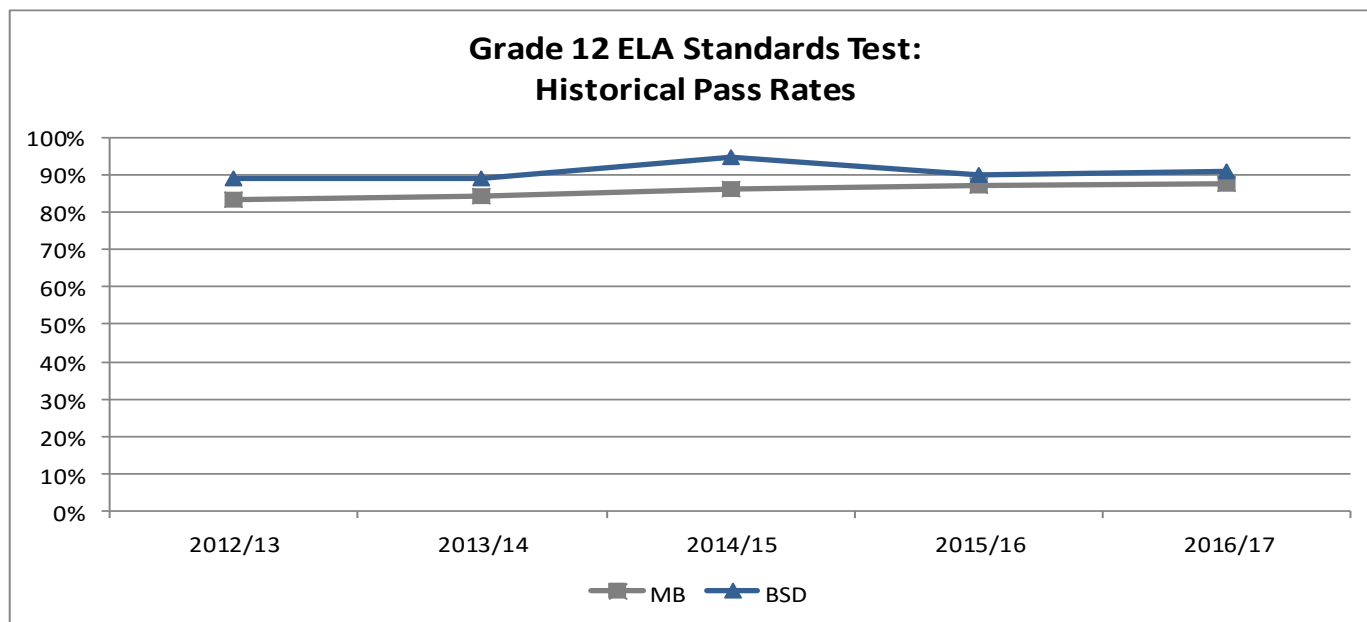
Literary Focus: 98%

Students enrolled in the Grade 12 Literary Focus course continue to demonstrate high success rates, with 98% obtaining the credit. The majority of Grade 12 students enrolled in the Comprehensive Focus course, and while there was a 9% decrease in the percentage of students who obtained the credit this year, there was a 10% increase in the amount of students obtaining an 80% or above as their final mark.

STUDENT ACHIEVEMENT LITERACY

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

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



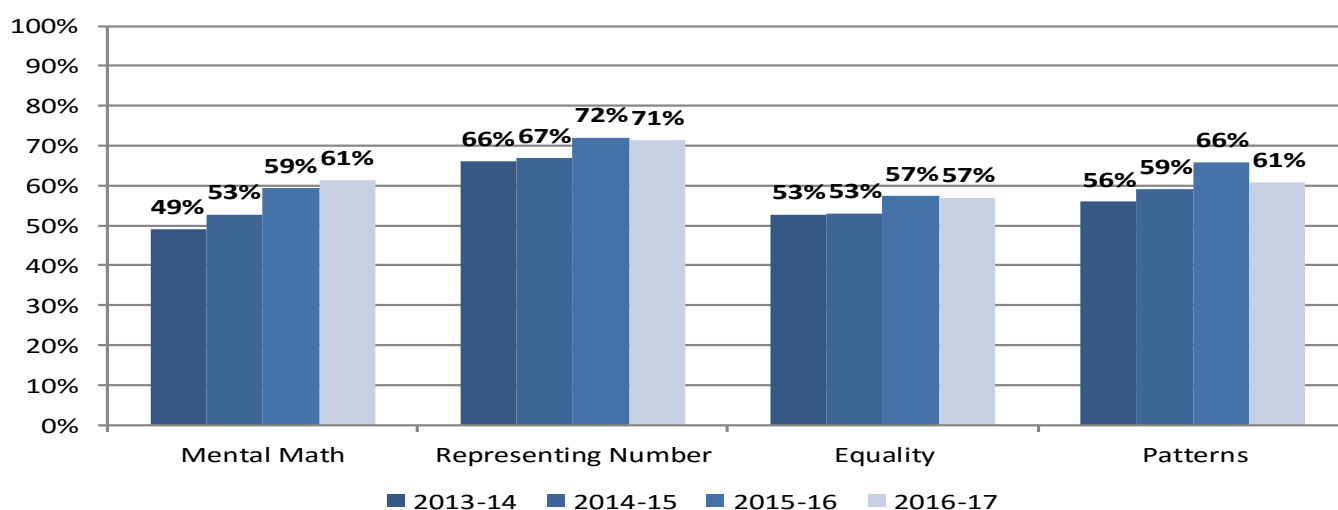
Brandon School Division students continue to have high levels of success on the English Language Arts provincial standards test, with 91% of Brandon School Division students passing the test, and the divisional test average consistently surpassing the provincial average every year.

STUDENT ACHIEVEMENT NUMERACY

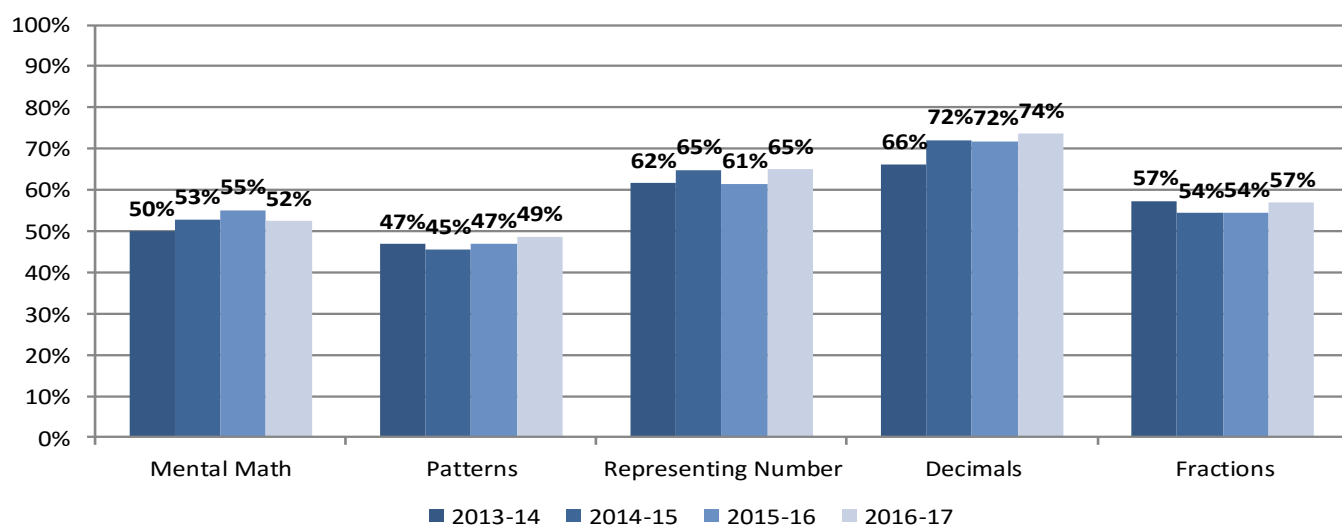
Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

The grade 3 provincial numeracy assessment measures the extent to which students are achieving early grade 3 numeracy expectations, while the grade 7 provincial numeracy assessment measures the extent to which students are achieving mid-grade 7 numeracy expectations. Graphs are based on a weighted average of the English and French Immersion program results.

**Grade 3 Provincial Numeracy Assessment:
Four-Year Comparison of % Meeting**



**Grade 7 Provincial Numeracy Assessment:
Four-Year Comparison of % Meeting**

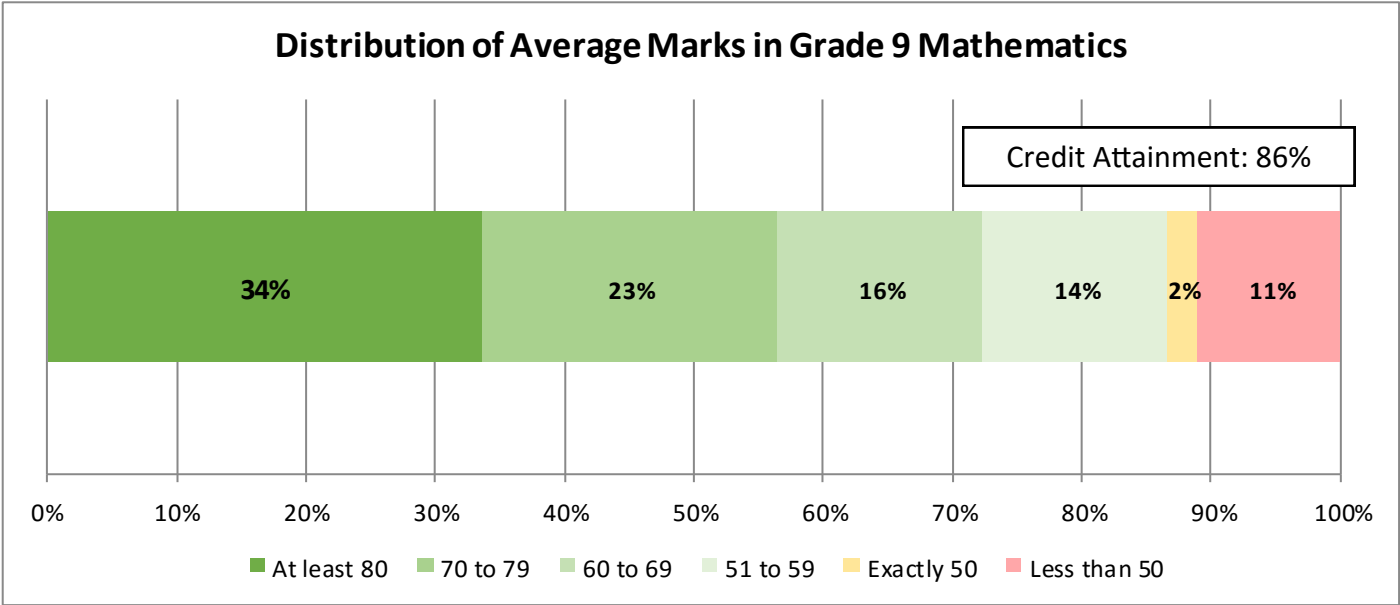


This year, we saw a continuation of the long-term steady improvements in most numeracy competencies. Continued close monitoring of achievement in mental math and patterning is warranted given that 5% fewer students met grade 3 expectations in patterning and 3% fewer students met grade 7 mental math expectations compared with the previous year.

STUDENT ACHIEVEMENT NUMERACY

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

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

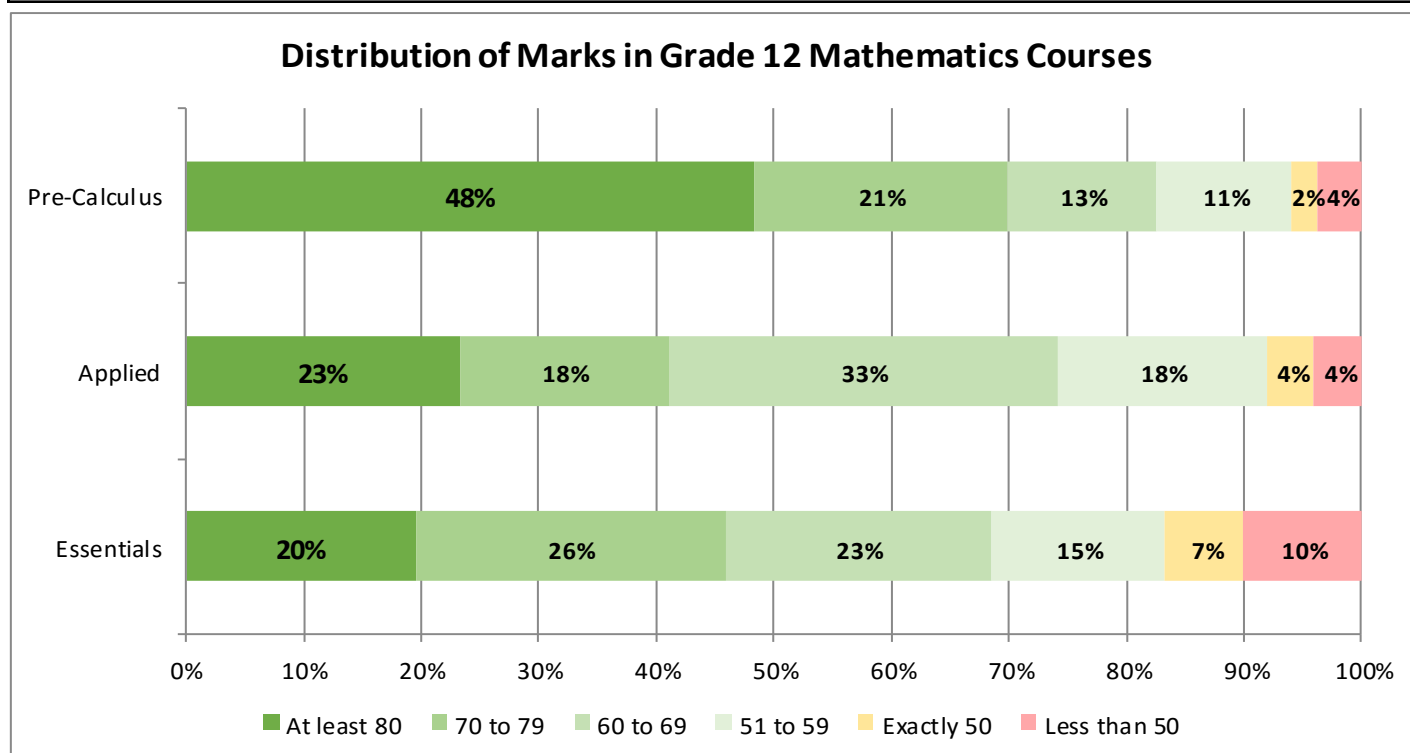


Of the 639 grade 9 students originally enrolled in Grade Mathematics in September 2016, 86% attained the credit, and of the 618 students who completed the course, 89% passed the course. Credit attainment rates for this course were 5% lower than in the previous year, and on average the final marks were also lower.

STUDENT ACHIEVEMENT NUMERACY

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

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



Credit Attainment Rates: Pre-Calculus: 87% Applied: 88% Essentials: 56%

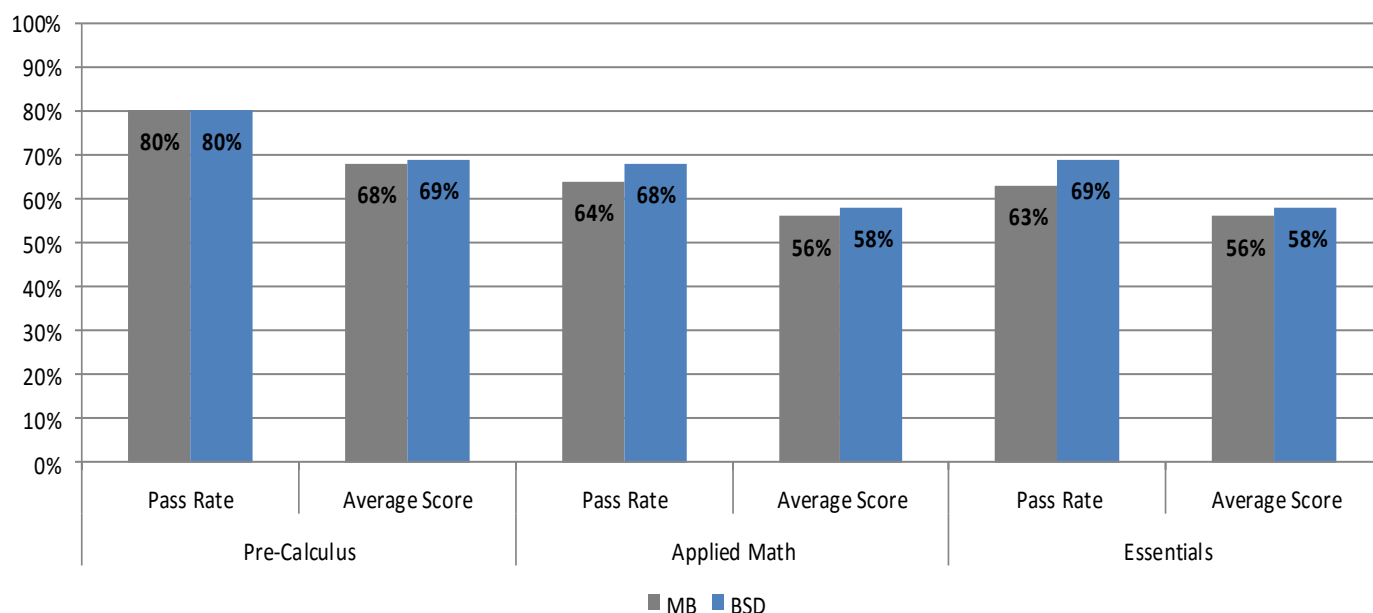
Credit attainment rates in Pre-Calculus remain high at 87%. Furthermore, compared with the previous year, the percentage of students attaining a final mark of 80% or higher more than doubled from 23% in 2015/16 to 48% in 2016/17. Credit attainment and average marks in Applied Mathematics also improved compared with the previous year, with a gain of 10% of students attaining a final mark of 80% or higher. However, in Essential Math, 4% fewer students attained the credit compared with the previous year, and fewer students attained top marks.

STUDENT ACHIEVEMENT NUMERACY

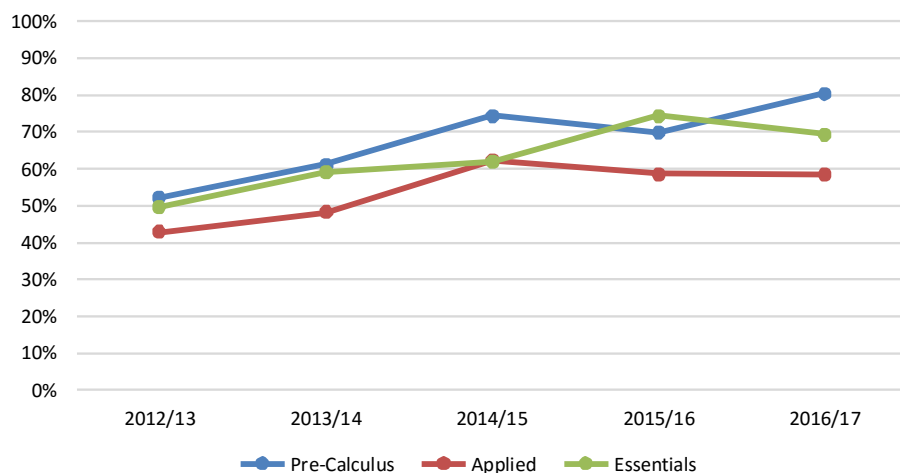
Strategic Plan Numeracy Goal: By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

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

**Grade 12 Mathematics Achievement Tests
2016/17 Pass Rates and Average Scores**



**Grade 12 Math Achievement Tests:
Historical Pass Rates**



We continue to strive to have higher pass rates and average scores on the three Grade 12 Mathematics Achievement tests. For each of these tests, Brandon School Division pass rates and average scores are on par with, or surpass, provincial results. Importantly, we are seeing a general trend over the past 5 years toward increasing pass rates on these achievement tests.

CONCLUSION

In the Brandon School Division, we strive to provide all of our students with equitable, fair access to quality personalized learning opportunities. We have a very strong emphasis on academic preparedness, global citizenship and health and wellbeing. We are very pleased with our growth in these areas during the 2016-2017 school year.

During the 2016-2017 school year, using the Framework of Continuous Improvement, we launched our new [Continuous Improvement Plan](#), aligning the priorities of the Department of Education & Training, our Board of Trustees, Senior Administration, School Leaders, Curriculum Specialists, our parents & students and our community at large. This plan represents a commitment to high overall achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous or English as an Additional Language Learners.

With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of Belonging, we are committed to advancing education within our school community.

BRANDON SCHOOL DIVISION

PER:

**Dr. Marc D. Casavant,
Superintendent/CEO**

Other Items Attached to Original Report Submitted to Manitoba Education & Training:

Attachment 1: Grants Financial Declaration

Attachment 2: Education for Sustainable Development Funding Distribution Declaration

Attachment 3: Financial reporting & Planning Document

- This document is intended to be reviewed as a Digital PDF ·
- Please consider the environment before printing ·
- This document is available in alternative formats upon request. Email: info@bsd.ca ·



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