CONTINUOUS IMPROVEMENT REPORT 2017-2018

BRANDON SCHOOL DIVISION

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INTRODUCTION

Brandon School Division is focused on student engagement in learning and achievement. The 2017-2018 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 manner, 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.

Context data helps paint a picture of the context in which our students and staff live and learn. The context data relevant to our continuous improvement falls into two categories. First, we monitor both local and regional demographic data to glean a picture of the students and community we serve. For example, these data include: enrollment, percentage of students who have self-declared as Indigenous, and poverty rates in the City of Brandon.

Given that lower socioeconomic status is related to poorer outcomes, the extent of poverty in our community helps us understand the barriers some of our students face. For instance, 16.8% of Brandon residents live in poverty. Furthermore, according to a report published by the Brandon Neighborhood Renewal Corporation, "Brandon's Indigenous population is uniquely vulnerable to poverty."[1]

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[1] Brandon Neighborhood Renewal Corporation. (2016). *Brandon poverty compass: A resource guide of statistics relating to poverty in Brandon*. Brandon, MB. Author. Retrieved from http://bnrc.ca/images/pdf/povertycompass_-_14.02.2017.compressed.pdf

Demographic 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	1,837	20.8%
Self-Declared Indigenous Students	1,596	18.1%
Total Student Population as at September 30, 2017	**8,827**	

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. A few of these programs include:

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.

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.

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

Indigenous Language courses are offered in Grades 9-12 in Cree, Dakota, Michif, and Anishinaabemowin/Ojibway. Traditional teachings, history, culture, and spirituality are essential components of each course, and are a primary basis for students to develop fluency in their language. Classes will include a variety of interactive activities, both in-class and off-site, which will focus on developing skills in reading, speaking, and writing. Students will play an active role in these activities.

International Baccalaureate Diploma Program ("IB")
The IB Diploma Program is 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 Program will also fulfill the requirements of their province's curriculum and examination.

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 Schools.

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

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.

Board of Trustees

Our Board of Trustees consists of the following individuals:

Senior Administration

Our Senior Administration consists of the following individuals:

Dr. Marc D. Casavant
Superintendent/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

Division Staffing Profile (as at September 30, 2017)

Full-Time Equivalents	Number
Principals	21.000
Vice Principals	13.750
Teachers	544.650
Counsellors	14.500
Resource Teachers	26.000
Teachers supporting special needs low enrolment classes	19.125
Educational Assistants	280.680
Speech Language Pathologists	7.000
Reading Clinicians	3.500
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	5.000
Social Workers	12.250
Other professional staff (specify) - Specialists	14.000

Education for Sustainable Development

	# of Schools
Kindergarten to Grade 6	1
Kindergarten to Grade 8	17
Kindergarten to Grade 12	1
Grades 9-12	3
Total Schools	**22**
Number of Schools with an ESD Plan	**0**

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

DEPARTMENT REPORTS

Continuous Improvement from the Office of the Secretary-Treasurer

In 2017-2018, our department's primary focus was the implementation of a new Enterprise Resource Planning (ERP) system. The implementation of the new ERP was a large project, which required the dedication of staff and their time.

The Division was successful in meeting established timelines as a result of management support, competent implementation team members and interdepartmental cooperation. The project was done using a participative and inclusive approach with significant input from management and staff to ensure accuracy, completeness, and ownership of the project.

ERP is a packaged business software that allows automation and integration of the majority of our business processes. It enables Senior Administration and School Leaders to have a wide view of the information in timely, reliable and consistent fashion.

The new system allows the Office of the Secretary-Treasurer to streamline processes and improves ability to analyze financial and non-financial information.

Moving forward into the 2018-2019 school year, our Payroll Services department will implement a Customer Service/Helpdesk Ticket System to manage, organize and respond to payroll inquiries. The system will track all types of inquiries including the response time.

As part of Phase 2 of the ERP implementation, we will introduce the Time Sheet Entry Web (TEW) in October 2018. This module will assist with reducing clerical time associated with timesheet processing, reducing errors and increasing accuracy.

Accounting and Purchasing Services will lead the selection and implementation of new School Books Accounting System. The goal of the system is to integrate online payment, fee management, school-level accounting, and digital forms while providing transparency, accountability, internal control and reporting capabilities that School Leaders and Senior Administration require.

Expense Entry or Employee Reimbursement is also included in our initiative pipelines that we will accomplish on the upcoming school year. This will eliminate the need for employee to print and fill out the forms manually and allow them to submit their expenses electronically. It will ensure validation and authorization at every step right through to automatic invoice creation in atrieveFinance.

In addition, our department is working closely with MCM Architects and the Public Schools Finance Board in planning, designing and ensuring that timelines are met regarding the Division's new K-8 school, Maryland Park School.

Continuous Improvement from the Office of Human Resources

Throughout the 2017-2018 school year, the Office of Human Resources continued to provide online services for employees with regards to leave requests and workshop registrations. Every year professional development is offered to all employee groups throughout the year on a variety of different topics.

Approximately 200 events were scheduled during the 2017-2018 school year. The graph below displays the total number of employees who attended professional development at each school/location.
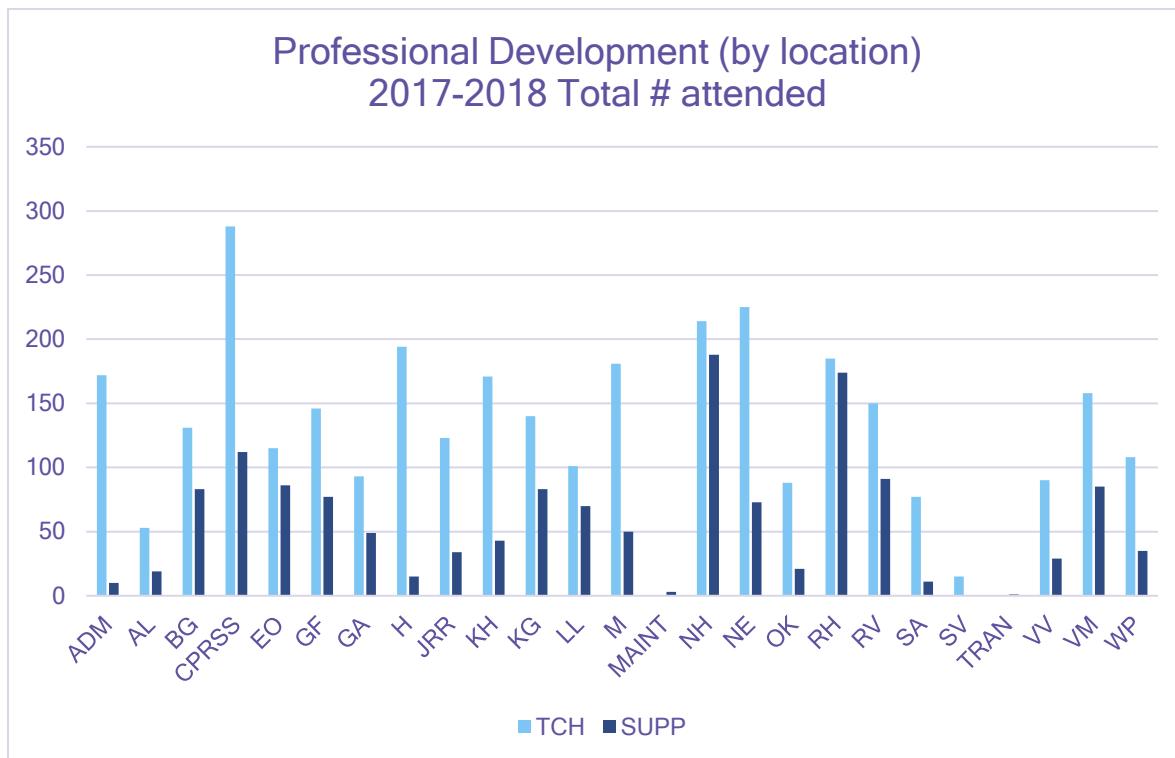
For the 2017-2018 school year, the Office of Human Resources tracked the following statistics in regards to sick time usage per month – results are displayed in hours. The chart includes the following categories within the Brandon School Division: Support, Teacher and Out-of-Scope. Sick time usage between Support and Teacher staff seem to trend very similar each month.

Sick Time Usage PER MONTH 2017-2018 (shown in hours)
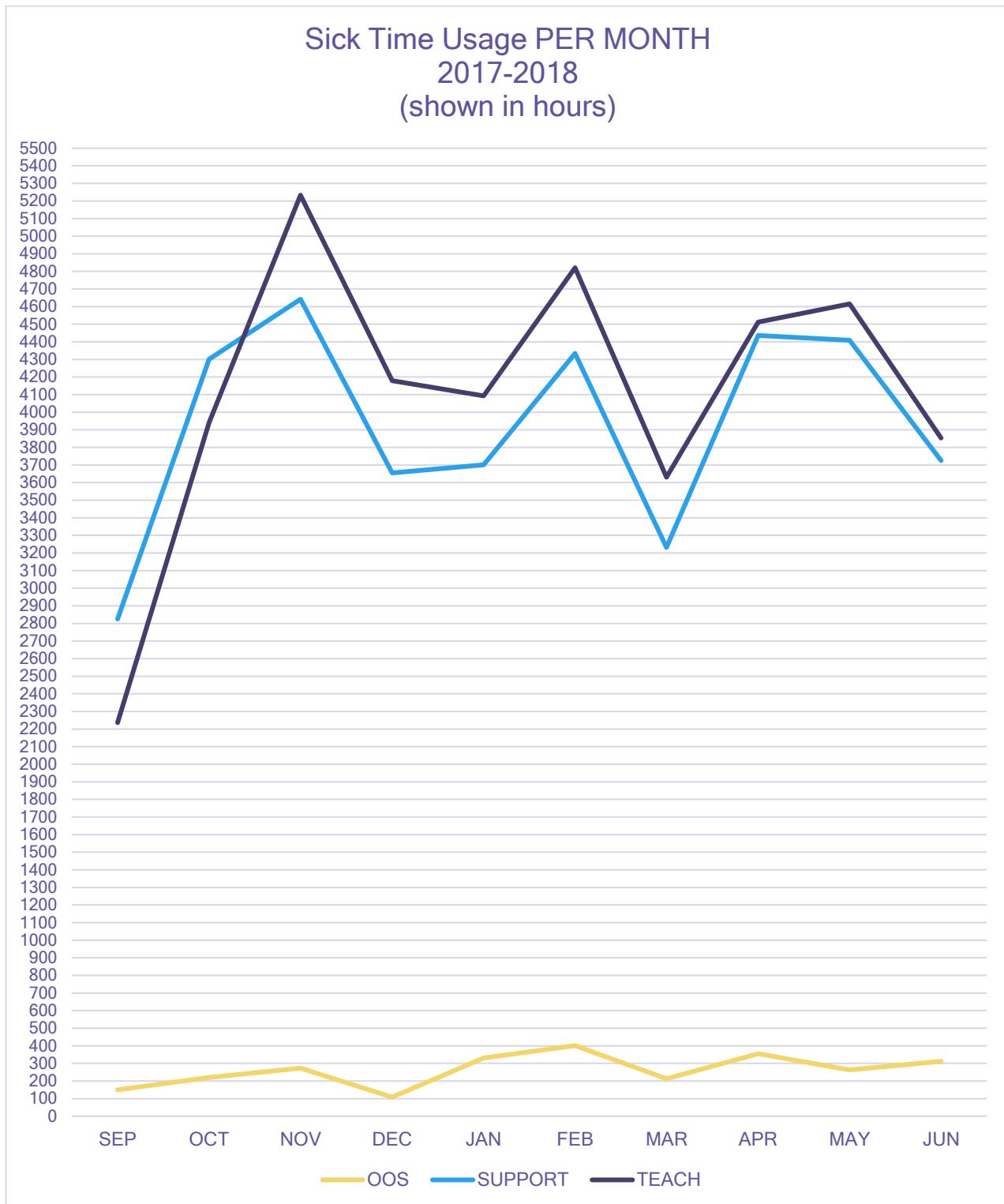
Employees of the Brandon School Division receive personal days that can be used each year. Terms and conditions of personal days are defined in the current Collective Agreements for both BTA and CUPE. The graph below displays the number of days used each month for the three (3) category groups: Support, Teacher and Out-of-Scope. As such, results show the majority of days being used occur in May and June.

Personal Days Usage PER MONTH 2017-2018 (shown in # of days)

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
TEACH	51	75	101	57	57	123	88	136	302	500
SUPPORT	8	28	34	30	34	37	53	81	145	183
OOS	1	2	0	4	1	2	7	5	7	19

OOS SUPPORT TEACH
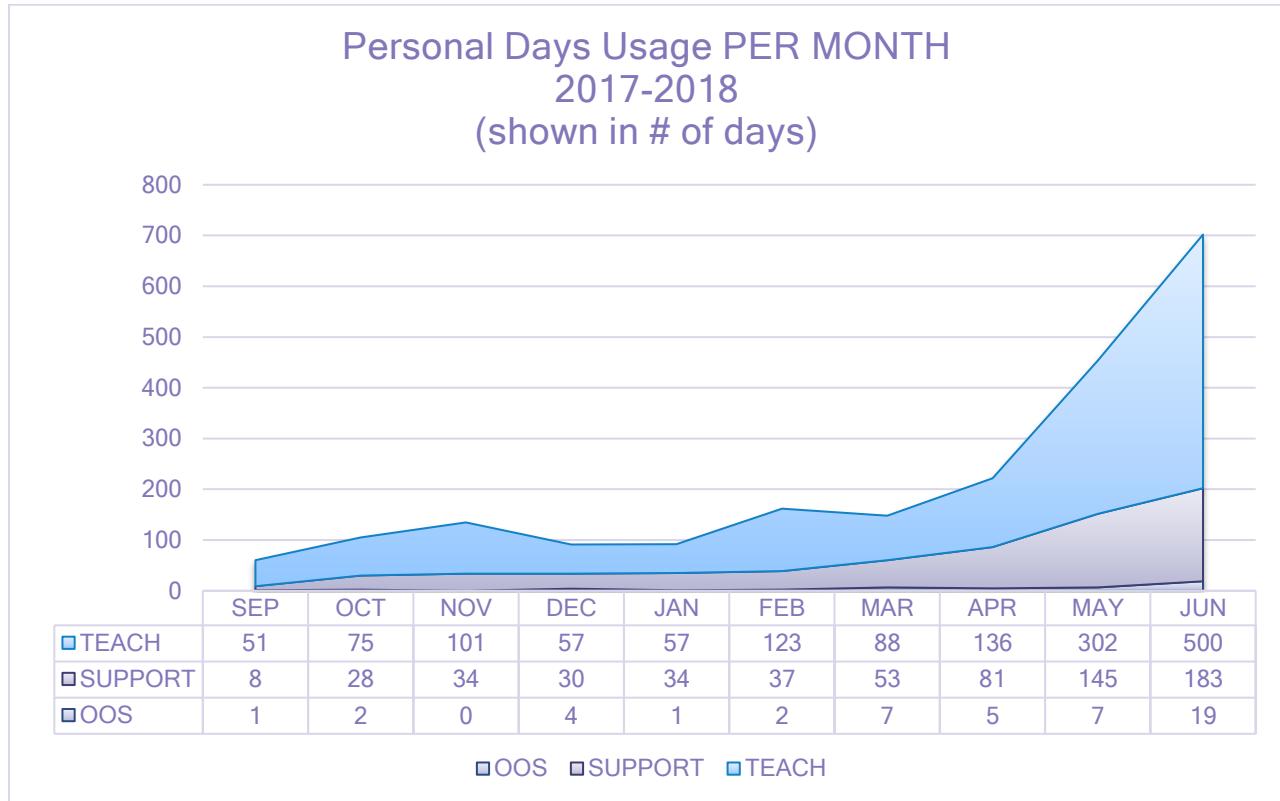
Continuous Improvement from the Office of Facilities & Transportation

In the 2017-2018 fiscal year Brandon School Division's Facilities & Transportation Department supported many improvement efforts in repairing and/or replacement of our facility assets through our capital planning efforts, with a focus on feasibility and extending end of life.

Additionally, our Transportation Department continued efforts on planning asset replacement initiative with focus on green energy and fiscal responsibility measures.

Facilities Department
Brandon School Division's Joint User Group Agreement with the City of Brandon provides support via a Partnership Agreement to share costs annually to improve school/City of Brandon recreational sites such as field development and playground space. Our Partnership Agreement provided financial support to improve the Riverheights School soccer field, improving location and drainage issues at the site.

Betty Gibson School completed the installation of a new playground and outdoor classroom area. The upgrade now provides a play area that meets code and community needs for recreation supports.

Asset management efforts related to major capital work included:

- **George Fitton School**
  Major roof renovations due to end of life.
- **Green Acres School**
  Upgrade heating system.
- **King George School**
  Major roof renovations due to end of life.
- **École secondaire Neelin High School**
  Installation of a universally accessible washroom to provide access to building services for our student population.
- **Waverly Park School**
  Major roof renovations due to end of life.

Looking forward into the 2018-2019 school year for our Maintenance Department, planning is underway for a new work order system to improve efficiencies, improve preventative maintenance and collect data trends.

Further review of document storage concerns within the Brandon School Division Administration Office has highlighted the need for improved storage and proper record management. Discussion around accessibility limitations, space allocations and a suitable training area are also additional considerations. A consultant will be engaged to develop a needs assessment and/or feasibly study.

Major Capital Work within the Division will include:

- **Earl Oxford School**
  Modular classroom installation.
- **Maryland Park School**
  Ongoing planning for the design, development and construction of Brandon School Division's new K–8 School.
- **École Harrison**
  Upgrade heating system.

Transportation Department

The Transportation Department purchased four propane school buses, which continue to support our efforts in fleet management in end of life asset replacement, with environmental and fiscal responsibility measures.

The Canadian Propane Association (CPA) invited Ron Harkness, Transportation Supervisor as a guest speaker at the CPA Annual Conference held in Ottawa, Ontario. Ron shared Brandon School Division's current Transportation Life Cycle Replacement Program, which currently replaces end of life school bus assets with propane school buses.

Fleet management efforts including asset replacement foundation are modeled utilizing both current and projected student transportation numbers as reflected below.

Brandon School Division - Registered Bus Students

	2014-2015	2015-2016	2016-2017	2017-2018
Brandon School Division - Student Bus Numbers	3176	3036	3474	3427
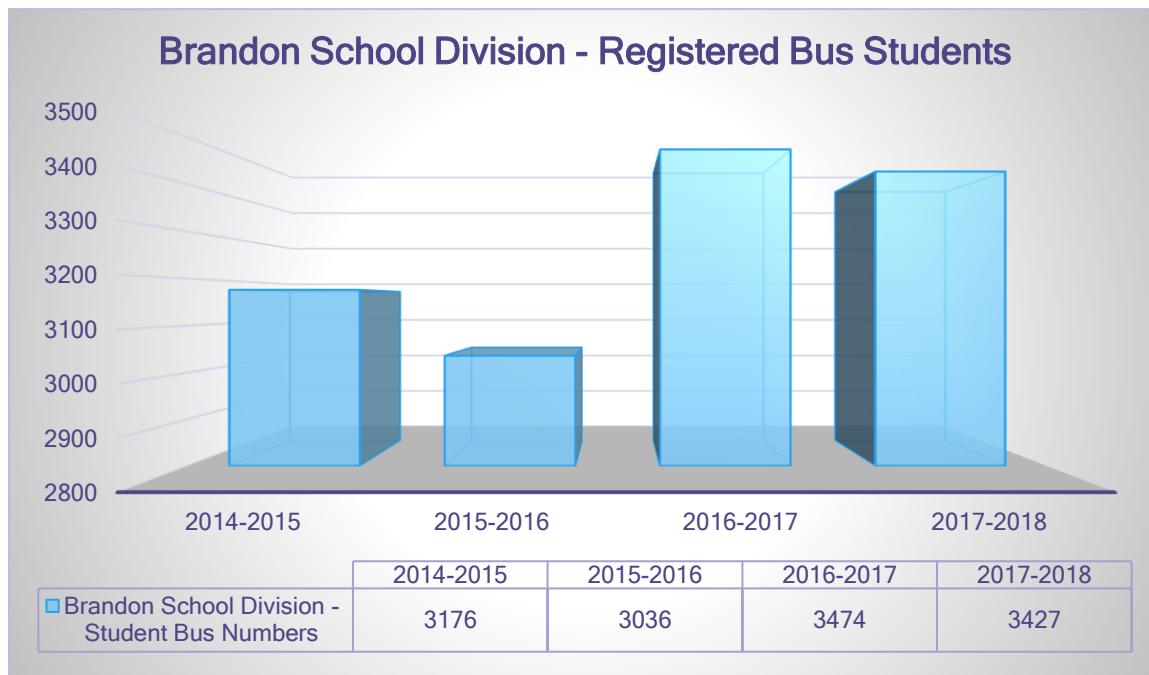
Additionally, the Transportation Department introduced School Locator, which provides members of the public access to live data around catchment information by address.

Looking forward into the 2018-2019 school year for our Transportation Department, we will begin Baragar training for both the BSD Facilities Assistant and the Director of Facilities and Transportation. The training will provide a detailed review of the Baragar software and assist with details around scenarios for the catchment revisions required to include Maryland Park School within our current school catchment structure.

Maryland Park School
The new 65,660 square foot school will be built at the corner of Maryland Avenue and Ninth Street, just a few quick steps away from Crocus Plains Regional Secondary School. Welcoming 450 students (with ability to expand to a capacity of 675 students) in September 2020, the school will include:
- a child care centre for 20 infants and 54 pre-school children;
- 40 nursery school spaces;
- 14 regular classrooms and kindergarten rooms with dedicated art, band and science rooms;
- a Science, Technology, Electronics and Math (STEM) lab;
- a life-skills and resource teaching and guidance suites, and an English as an Additional Language Room;
- a library and gymnasium;
- a home-economics lab; and
- an industrial arts (manufacturing/construction) shop.

Designs for the new school are already underway and a tender for construction will be issued in November 2018 with construction to begin in February 2019.

Continuous Improvement from Management & Information Systems Technology (MIST)

To further the Division's work with its Continuous Improvement Plan, the Department of Management and Information Systems Technology (MIST) under took several initiatives during the 2017-2018 school year. This work includes the deployment of new Help Desk Software, finalizing the project to equip teaching staff with mobile technology and ensuring the viability of our network and infrastructure by continuing our equipment refresh cycle.

The new Help Desk Software has been instrumental in establishing better communication between the MIST Department and the Brandon School Division staff it serves. Feedback from staff has noted the benefits include better understanding of when an issue will be addressed, how their issue was fixed and confirmation that the issue has been resolved. With the new software being widely used, reports generated from the system will be more comprehensive, moving us closer to addressing issues in a proactive instead of a reactive manner.

Equipping the remainder of our teaching staff with mobile technology allows our staff to collaborate more effectively in support of Responding to Diversity using the RTI (Response to Intervention) Framework. As our staff become more comfortable and adept at using technology, we will be a step closer to the effective use of technology in teaching and learning to meet the needs of our students

As noted in the IBM Optimization – Infrastructure Report, a plan to upgrade and replace all network equipment as necessary is an integral part of maintaining the viability of an organizations technology. This work for the 2017-2018 school year saw the replacement of the first laptops the Division purchased for classrooms, some iPads and all desktop computers with a processor slower than an i3. Keeping our equipment current is an important step towards ensuring our technology is meeting the needs of our staff and students.

OUR CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's Continuous Improvement Plan was designed to meet the reporting and planning criteria from the Department of Manitoba Education and Training – K-12 Framework for Continuous Improvement. Our 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 (4) Ultimate Outcomes:

- ❖ **Improved Literacy**
- ❖ **Decreased Indigenous Achievement Gap**
- ❖ **Improved Numeracy**
- ❖ **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 two years of implementation.

OUR CONTINUOUS IMPROVEMENT PLAN:

Early Learning:
Decreased gap in observable foundational literacy skills among Indigenous and EAL students upon school entry

Responding to Student Diversity:
Increased effective utilization of system supports through the RTI framework

Students' Sense of Belonging:
Increase in Indigenous students reporting a positive sense of belonging

Best Practices:
Increased consistency of the implementation of divisionally identified and prioritized best practices in literacy and numeracy

Ultimate Outcomes:
Improved Literacy Achievement
Improved Numeracy Achievement
Decreased Indigenous Achievement Gap
Decreased EAL Achievement Gap

School-Family Relationships:
Increased positive interactions with our more vulnerable families

Our Commitment:
This plan represents a high overall student achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous and 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

OUR CONTINUOUS IMPROVEMENT PROGRESS

Our Continuous Improvement Cycle

We view continuous improvement as an ongoing cycle of planning, doing, and assessing our impact. Given that cycle, the following sections of this report include:

A. an overview of division-wide continuous improvement actions;
B. notable improvements in student achievement; and
C. a preview of our next steps.

Division-Wide Continuous Improvement Actions

Our current strategic priority is *Responding to Diversity* through a *division-wide implementation of the Response to Intervention framework*. Much of the work in the 2017-2018 school year focused on implementing the necessary structures and furthering the understanding and mindset needed to effectively adopt an RTI framework.

Over the last year, our general process has been to break large and long-term RTI implementation targets into smaller targets, and then systematically monitor our progress.
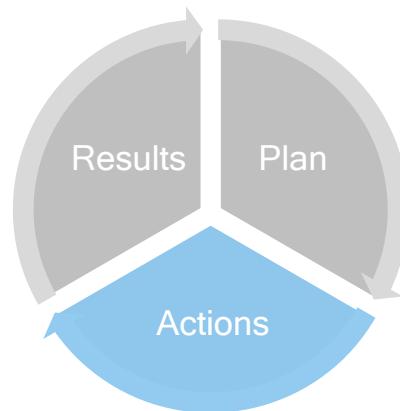
A boulder is a large and log-term, multi-step target. The partitioning of this target into subsequently smaller targets (pebble then sand targets) renders the work more manageable and measurable.

The following sample planning sheet depicts one such process. School Leadership Teams use the three right-hand columns in planning their actions toward meeting the targets.

School Level Planning Sheet

Boulder Target: General Understanding of Foundational Outcomes   School: _____

Divisional Level Planning Sheet				School Level Planning		
Pebble Targets	Sand Targets	School Based Formative Data How do we monitor progress?	Division Based Summative Data How do we know we achieved target?	Actions/Next Steps How will we get there?	Resources What people, materials, tools do we need?	Timelines When do we plan to get there?
A. There is a clear and consistent understanding among members of SLTs about what makes a Foundational Outcome	Each member can: • Explain the rationale for the term "Foundational Outcome" as opposed to "Essential Standard" • Use the heart versus arm or fence post analogy to describe what an FO is and is not • State how FOs are an integral aspect of the 2nd C: Concentrated Instruction	Checklist of understandings per SLT member (previous cell bullet points)	RED: Leaders are learning YELLOW: SLT members are learning GREEN: SLT members have a clear and consistent understanding			
B. There is a clear and consistent understanding among SLT members about the collaborative "tasks" involved with FOs	Each member understands: • Choosing FOs involves identifying the source of outcomes, criteria for choosing, and process for choosing outcomes • Unwrapping involves identifying more detailed components of the outcome/skill and turning those into student friendly language • The process of choosing and unwrapping will likely look different for literacy and numeracy outcomes versus social and academic behaviours • The benefits of doing this work collaboratively • There will be a collaborative consolidation process for choosing divisional FOs	Checklist of understandings per SLT member (previous cell bullet points)	RED: Leaders are learning YELLOW: SLT members are learning GREEN: SLT members have a clear and consistent understanding			

> Identifying Foundational Outcomes involves distinguishing between outcomes all students MUST know from those which are NICE to know. This distinction can be represented as heart versus arm.

Process data describe the adult or system-level actions, skills, and perceptions within the school division. Using these data, we monitor progress toward the implementation of our intended initiatives and strategic actions. At the school level, each school monitors their progress in the form of 'formative data.'

Foundational Outcome Sand Target Checklist

Sand Targets	Principal	VP	CIC	SLT member 1	SLT member 2	SLT member 3	SLT member 4
A. What makes a Foundational Outcome							
• Can explain the rationale for the term "Foundational Outcome" as opposed to "Essential Standard"							
• Can use the heart versus arm OR fence post analogy to describe what an FO is and is not							
• Can state how FOs are an integral aspect of the 2nd C: Concentrated Instruction							
B. Collaborative Tasks							
• Understands that choosing FOs involves identifying the source of outcomes, criteria for choosing, and process for choosing outcomes							
• Understands that unwrapping involves identifying more detailed components of the outcome/skill and turning it into student friendly language							
• Understands that the process of choosing and unwrapping will likely look different for literacy and numeracy outcomes versus social and academic behaviours							
• Understands the benefits of doing this work collaboratively							
• Understands that there will be a collaborative consolidation process for choosing divisional FOs							

Summative Data Scale:
RED - Leaders are learning (for 1st 3 columns, 1 or more sand target has X)
YELLOW - SLT members are learning (all checks in 1st 3 columns, 1 or more X for other SLT members)
GREEN - SLT members have a clear and consistent understanding (all checks for everyone)

Pebble A: Red   Yellow   Green
Pebble B: Red   Yellow   Green

> For example, school leaders used this tracking sheet to monitor their School Leadership Team's understanding of Foundational Outcomes.

Subsequently, school leaders share these results with Senior Administration, creating a divisional summative picture of the extent to which we had achieved each pebble target. For example, the following graph, compiled in February 2018, depicts School Leadership Teams' level of understanding of Foundational Outcomes.

This data helped us determine that there was enough understanding to engage in the next boulder target, which was to identify Foundational Outcomes in literacy and numeracy.

February 15th - SLT's Understanding of Foundational Outcomes

Pebble A: There is a clear and consistent understanding among members of School Leadership Teams about what makes a Foundational Outcome. — 91% | 9%

Pebble B: There is a clear and consistent understanding among members of School Leadership Teams about the collaborative "tasks" involved with Foundational Outcomes. — 91% | 9%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Have it! ■ Still Learning ■ Beginning Learning

Implementation targets reached division wide over the 2017-2018 school year:

- Increased understanding of Response to Intervention through various division-wide professional learning opportunities, including:
  - a one-day professional learning workshop with a renowned RTI expert
  - 6 half-day professional learning sessions in each school building
- Established a School Leadership Team in each school
- Worked towards establishing a culture of collective responsibility in each school
- Developed an understanding of Foundational Outcomes
- Formed Collaborative Teacher Teams (CTT) in each school
- Created time for CTT's to collaborate
- Identified essential Academic and Social Behaviours
- Identified and prioritized literacy and numeracy Foundational Outcomes from Kindergarten through Grade 9
- Established a School Intervention Team at each school

Student Achievement Results

In the Brandon School Division, the student achievement outcomes of primary interest are aligned with the ultimate, or long-term, goals of our Continuous Improvement Plan, and thus are focussed in literacy, numeracy, and on closing achievement gaps. We undertook an extensive review of broad level data from such sources as provincial formative assessments, Grade 12 achievement tests, June report card results, credit attainment, and the divisional Kindergarten continuum.
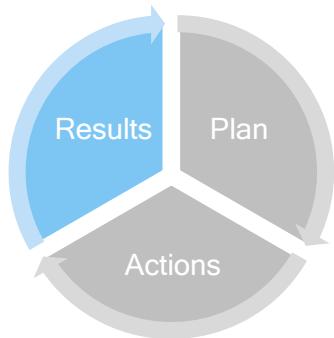
Instead of simply analyzing *status* reports, which describe the performance of a student or group at a single point in time, we examined achievement *trends*. A *trend* report describes the performance of *successive cohorts* of students on a single assessment or measure. Here, we highlight **notable trends** in which a 5% or greater variation in achievement is evident within the last 3 or 4 years.

NOTABLE TRENDS IN LITERACY ACHIEVEMENT

Over the last 4 years, we have seen a steady increase in the percentage of students meeting grade-level expectations on the provincial middle year's literacy assessment, with a 10% increase in reading competencies and an 8% increase in writing competencies.

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

	Reading			Writing		
	Critical response	Interpretation	Comprehension	Conventions	Word choice	Ideas & organization
2014-15	53%	59%	61%	51%	48%	57%
2015-16	57%	66%	69%	57%	52%	59%
2016-17	59%	67%	69%	61%	58%	66%
2017-18	63%	69%	71%	59%	56%	64%
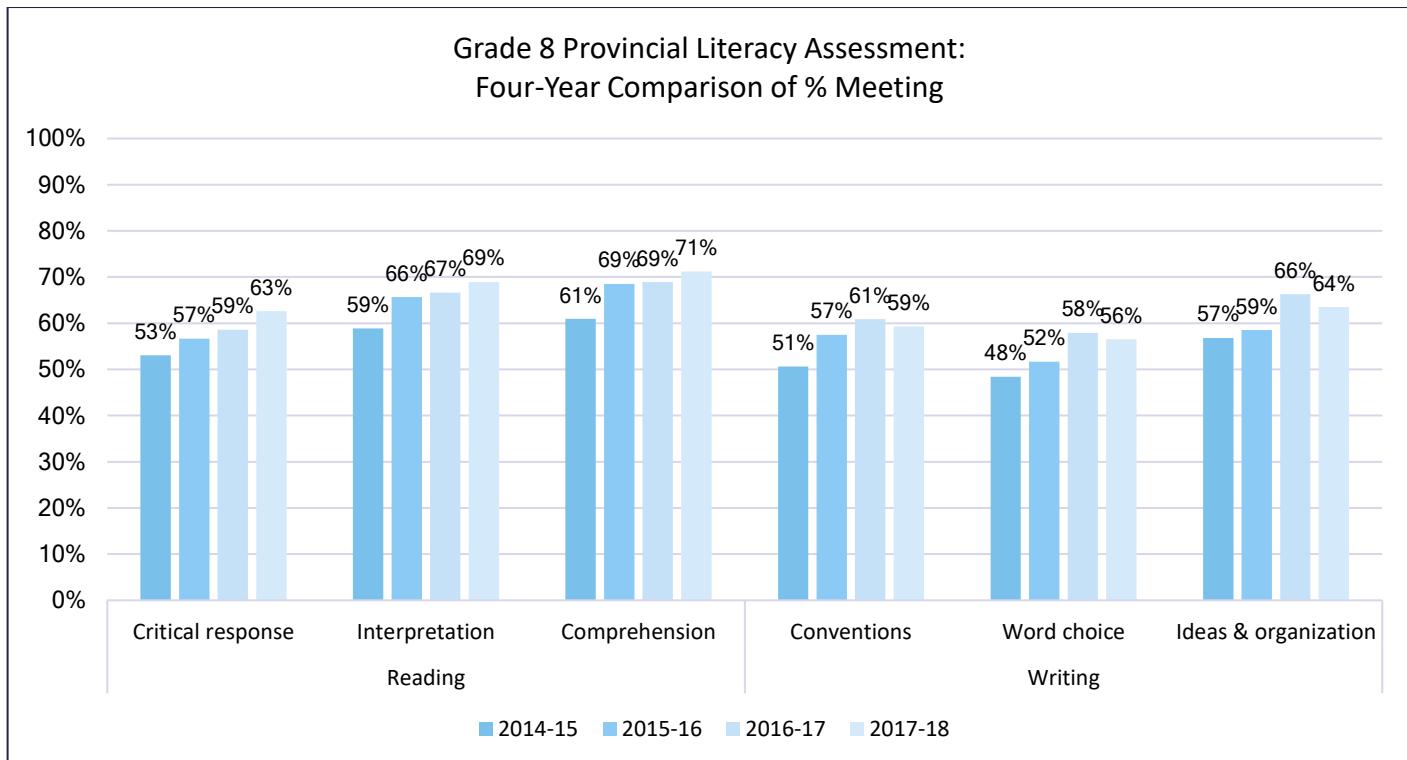
NOTABLE TRENDS IN NUMERACY ACHIEVEMENT

Over the last four years, we have seen a steady increase in the percentage of students meeting grade-level expectations on the provincial Grade 3 numeracy assessment, with an average 6% increase in 3 of the 4 competencies.

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

Legend: ■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18

Category	2014-15	2015-16	2016-17	2017-18
Mental Math	53%	59%	61%	60%
Representing Number	67%	72%	71%	73%
Equality	53%	57%	57%	60%
Patterns	59%	66%	61%	62%
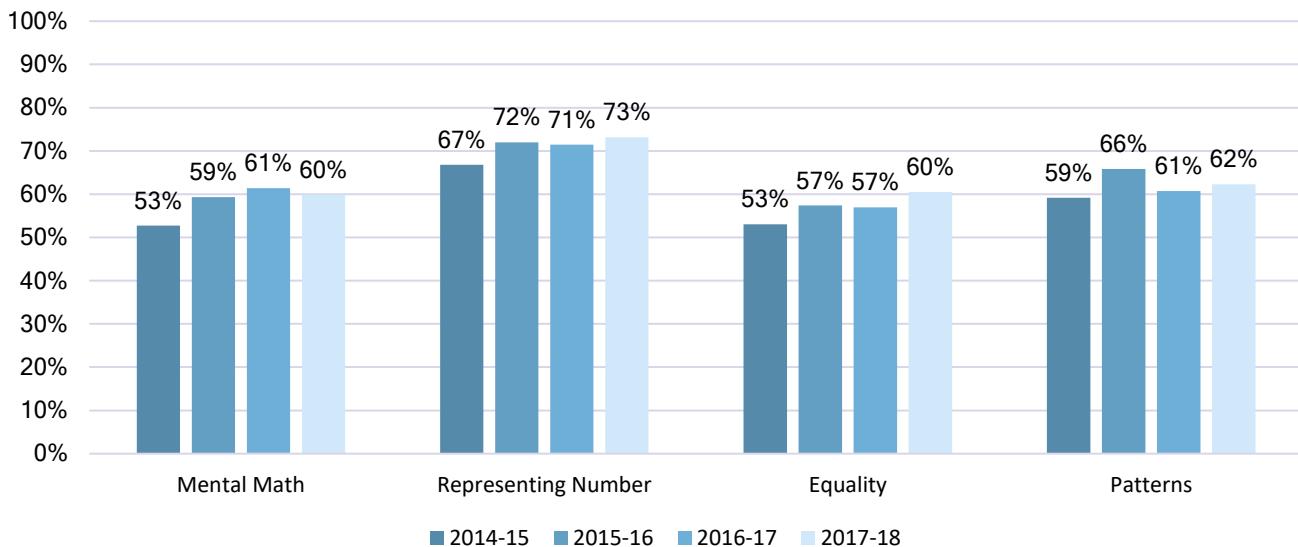
NOTABLE TRENDS IN THE INDIGENOUS ACHIEVEMENT GAP

Some evidence exists that we are beginning to close the achievement gap for Indigenous students, especially in literacy. For instance, the June report card data for Grade 1 through 8 students over the last 3 years shows a steady positive trend. This graph reveals that *the difference (i.e., the gap) is getting smaller* between the percentage of Indigenous and non-Indigenous students attaining a level 3 or 4 in each English Language Arts subject category.

Literacy Subject Category Results - % of Students at 3 or 4 Three-Year Comparison: Extent of Indigenous Achievement Gap

Legend: ■ 2016 ■ 2017 ■ 2018

Category	2016	2017	2018
Reading	-22%	-18%	-17%
Listening & Viewing	-19%	-18%	-14%
Writing	-20%	-21%	-18%
Speaking & Representing	-21%	-18%	-18%
Critical Thinking	-23%	-22%	-18%
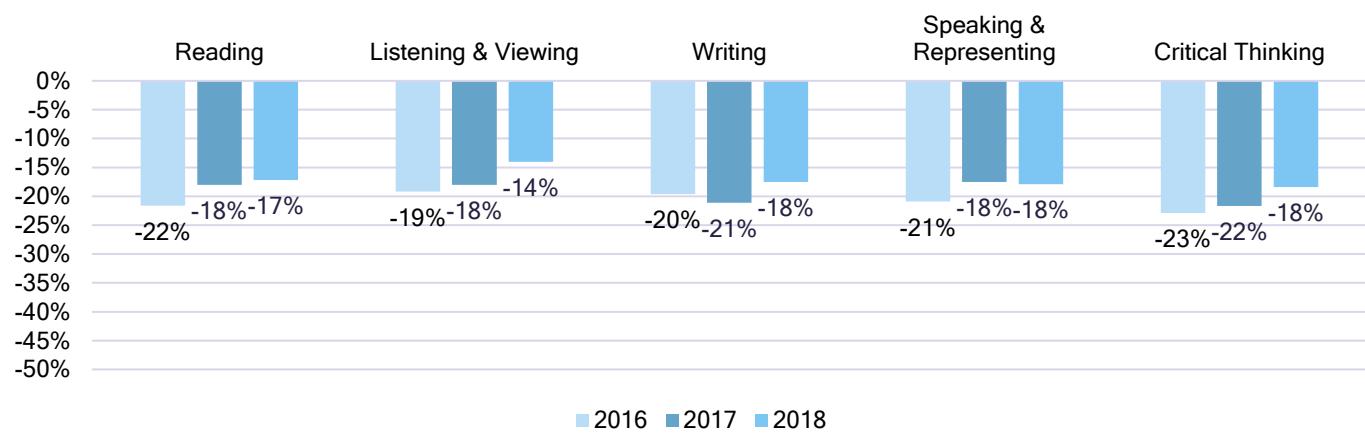
Likewise, the following Grade 9 credit attainment statistics reveal that 5% more Indigenous students *completed* their Grade 9 core credits compared to the previous year. Furthermore, a greater percentage of Indigenous students *passed* those courses than in the previous year, with an increase of 4% in English and an increase of 9% in math.

**Grade 9 Credit Attainment Rates of Indigenous Students: 2-Year Comparison**
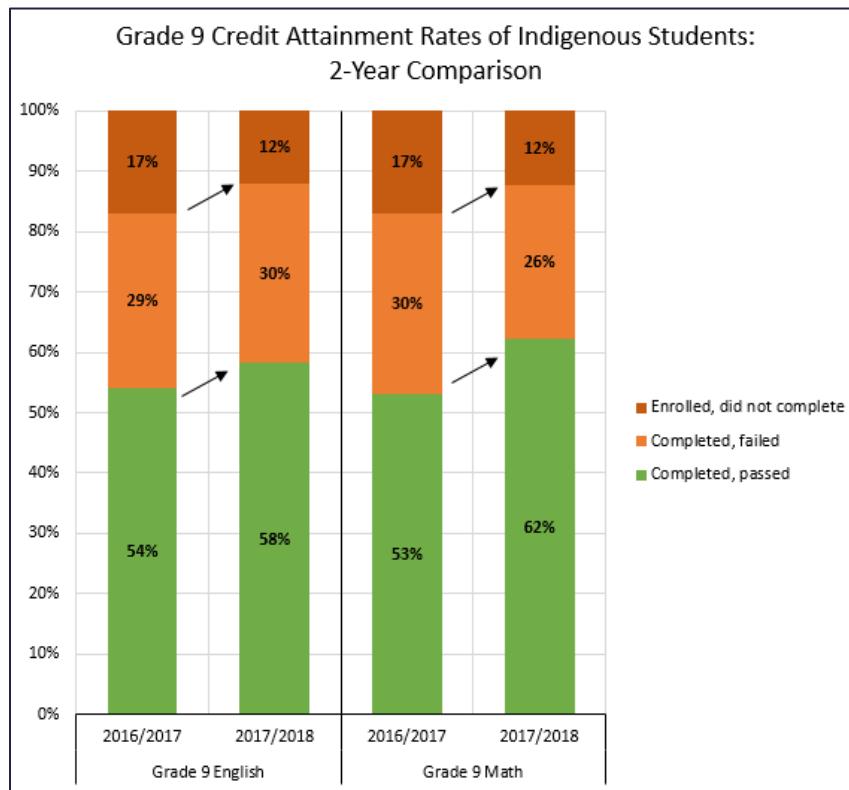
Furthermore, this 10-year summary of average marks on the Grade 12 provincial ELA exam depicts *a steady decrease in the difference (i.e., the gap)* between the results of Indigenous and Non-Indigenous students.

ELA Grade 12 Provincial Test Average Marks: Historical Difference between Indigenous and Non-Indigenous
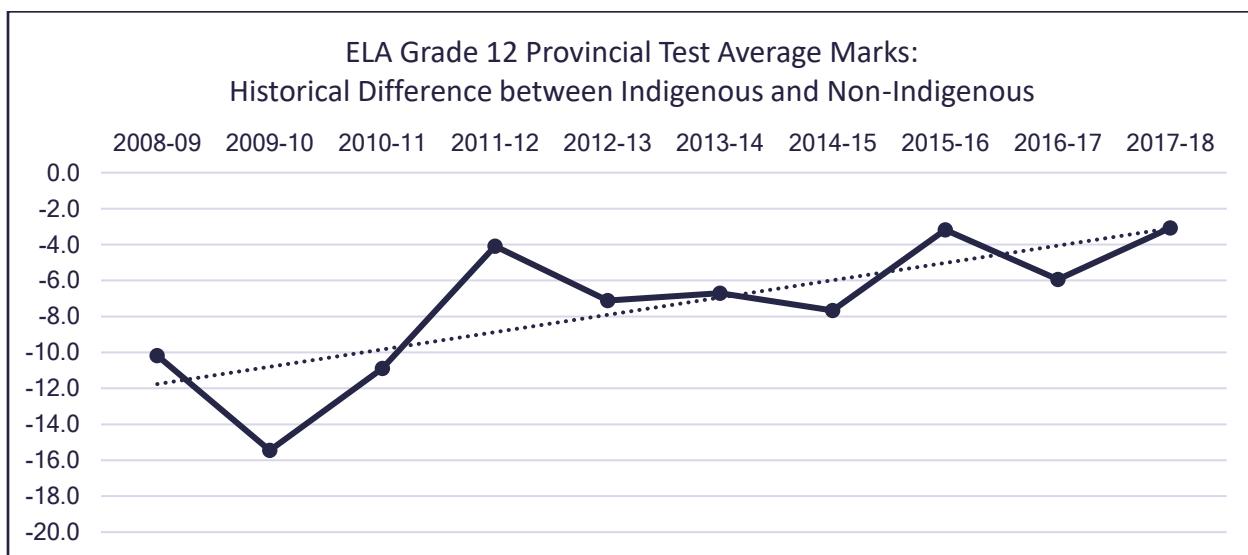
NOTABLE TRENDS IN THE ENGLISH AS AN ADDITIONAL LANGUAGE ACHIEVEMENT GAP
The achievement gap for English language learners is not as pronounced as the Indigenous achievement gap, and there is evidence that it is continuing to close. For instance, the June report card data for Grades 1 through 8 students over the last 3 years shows a steady positive trend. This graph reveals that **the difference is getting smaller** between the percentage of EAL and non-EAL students attaining a level 3 or 4 in each English Language Arts subject category.

Literacy Subject Category Results - % of Students at 3 or 4
Three-Year Comparison: Extent of EAL Achievement Gap

	Reading	Listening & Viewing	Writing	Speaking & Representing	Critical Thinking
2016	-12%	-7%	-8%	-8%	-11%
2017	-8%	-2%	-1%	-3%	-5%
2018	-5%	-3%	-2%	-1%	-4%

Legend: ■ 2016 ■ 2017 ■ 2018
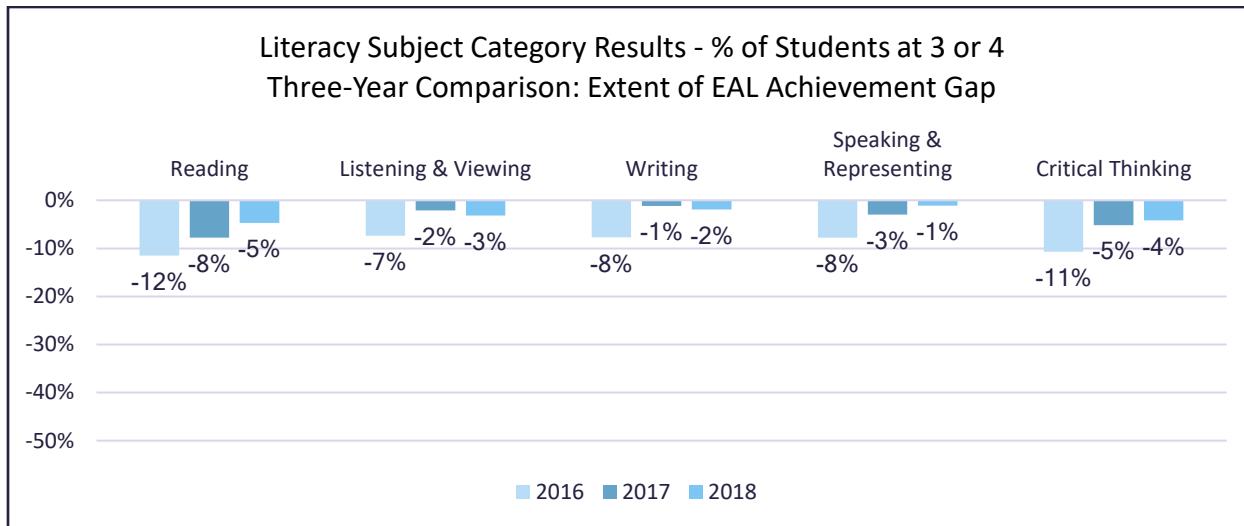
Summary of Achievement Trends

These summative assessment measures reveal some improvements in literacy and numeracy over the last 4 years, as well as some decreases in achievement gaps. In particular:
- ☑ Increases in the percentage of students meeting expectations on the provincial middle year's literacy assessment.
- ☑ Increases in the percentage of students meeting expectations on the provincial early year's numeracy assessment.
- ☑ Evidence of decreases in the Indigenous achievement gap, in Grade 1 through 8 literacy, in Grade 9 credit attainment, and on the provincial Grade 12 ELA test.
- ☑ Evidence of a decrease in the EAL achievement gap in Grades 1 through 8 literacy.

However, we are not yet seeing consistent positive trends. For instance:
- ☐ There were no improvements on the provincial Grade 3 English or Grade 4 French reading assessments.
- ☐ There is a downward trend in the percentage of Grade 8 French Immersion students meeting expectations in French literacy.
- ☐ The Grade 7 provincial numeracy assessment saw an improvement in only one of the five competencies assessed.
- ☐ There is no evidence of a decrease in the Indigenous achievement gap in math. Both the Grade 1 through 8 report card data and the Grade 12 provincial math exams continue to reveal an achievement gap for Indigenous students.

Reflection and Refinement of the Plan

While these broad-level student achievement statistics provide some summative evidence of areas for continuous improvement, this type of data is not suitable or precise enough to solely inform our continuous improvement. In other words, this data provides summative evidence OF our continuous improvement, but not formative evidence FOR our continuous improvement.
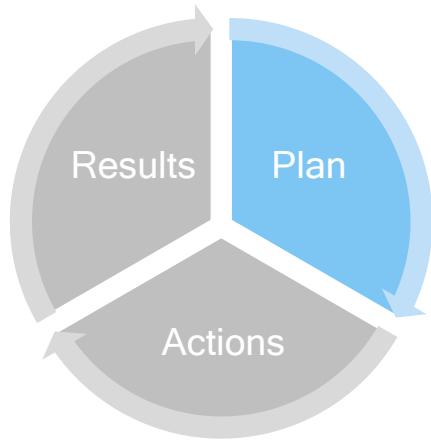
The formative feedback for our plan comes from our process of engaging in collaborative and data-driven reflection, and in consensus building within all levels of the system. This feedback loop brings greater clarity and consistency across the system, but also informs our plans going forward.

Below, we highlight some of our plans for the upcoming year that have resulted from this feedback loop within our system:

- Attendance Data
- Growth Measurement
- RTI Next Steps

Attendance Data

We monitor many variables known to be correlated with achievement, such as transiency, mental health, post-secondary aspirations, and attendance. Such data provides a perspective within which to interpret and understand influences on our student achievement results. In particular, monitoring attendance data is a crucial component of the Response to Intervention framework.

Chronic absenteeism is generally defined as a student having missed more than 10% of school.
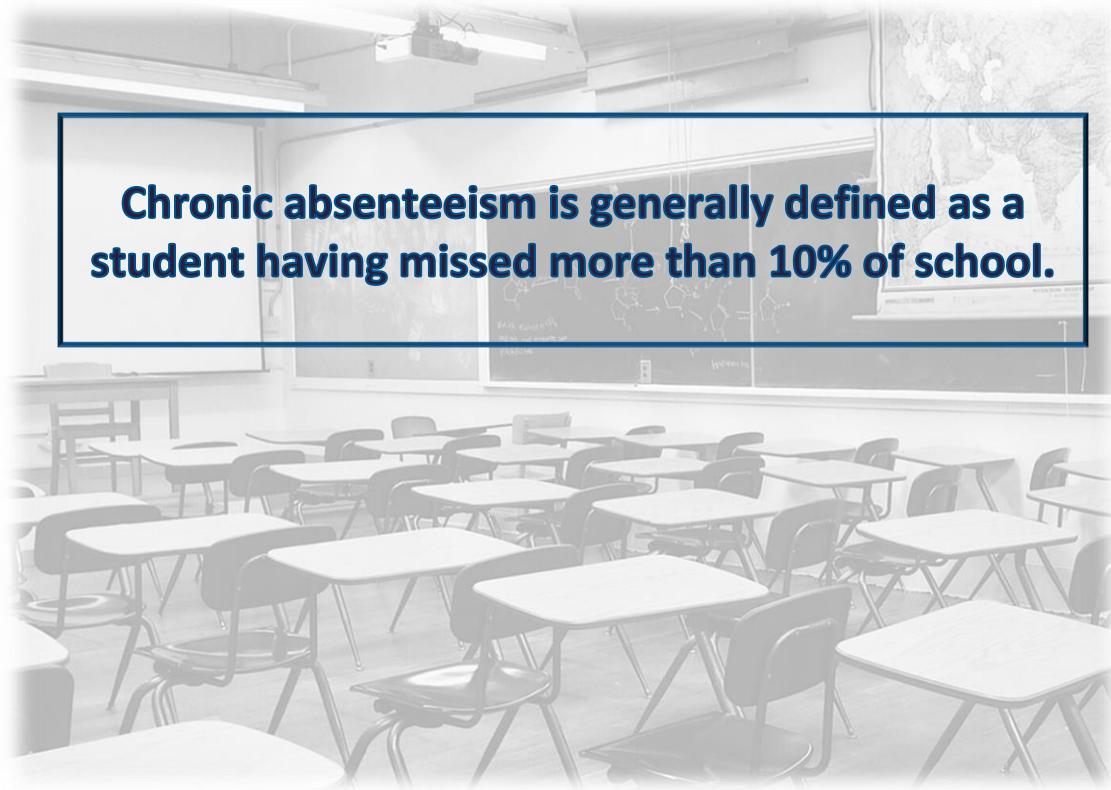
The following graph shows the extent of chronic absenteeism in our division compared with the provincial rates over the 2016-2017 school year.
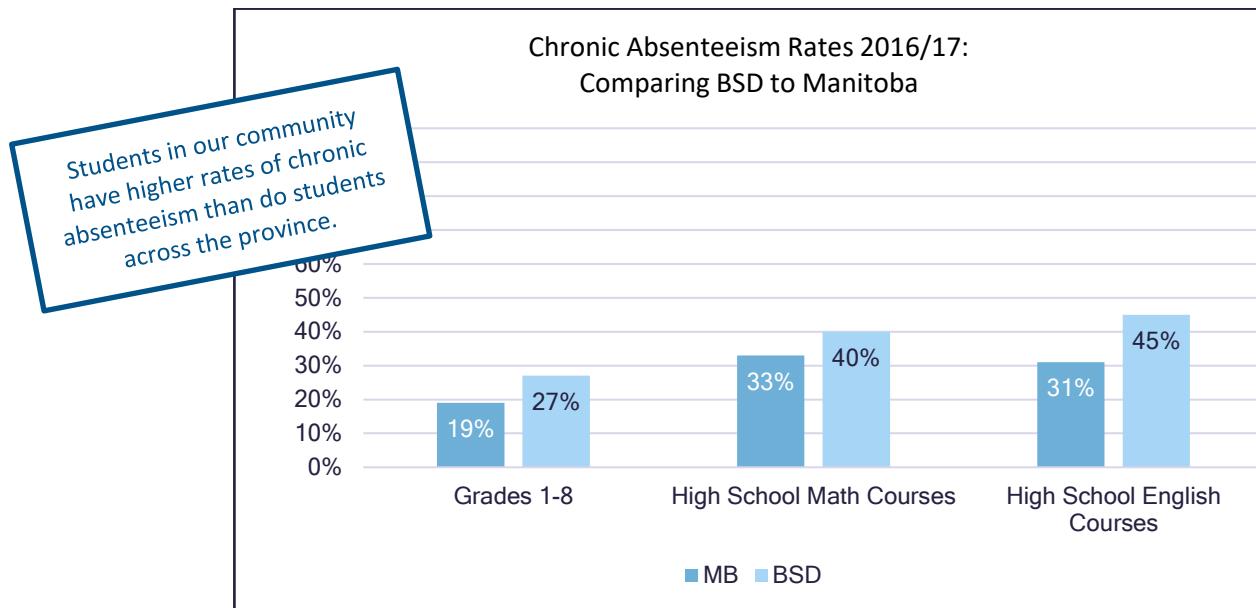
Given the Indigenous achievement gap, our divisional leaders wondered if chronic absenteeism was more prevalent among our Indigenous students. Indeed, this graph reveals that Indigenous students are far more likely to be chronically absent than their non-indigenous counterparts.
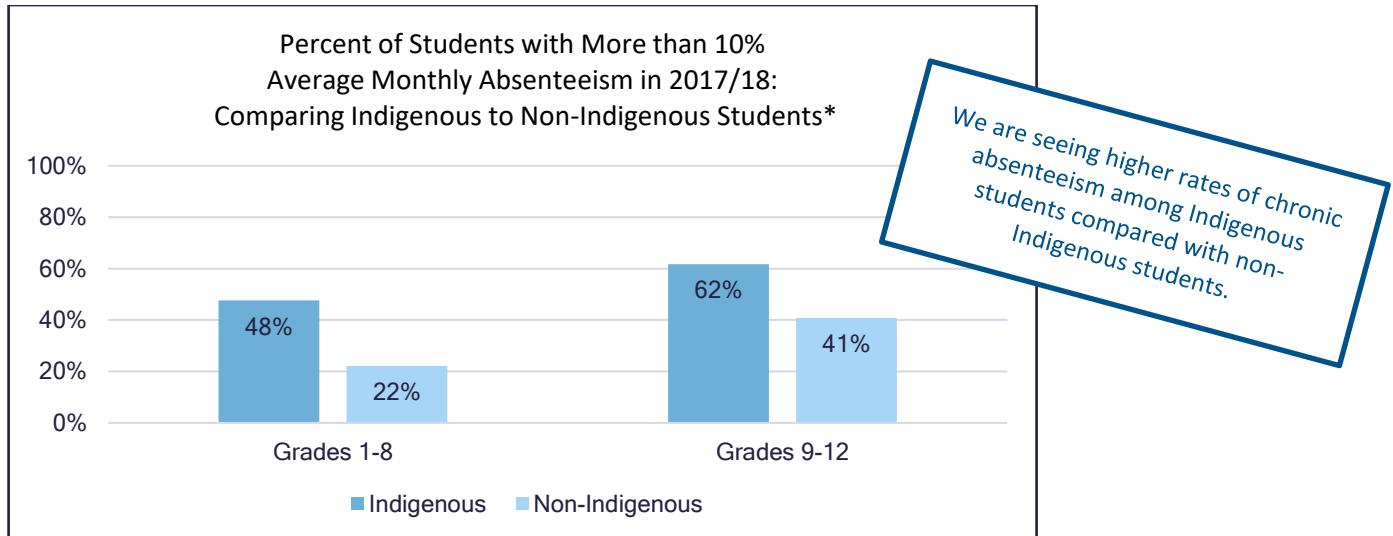
* For this graph, absenteeism is calculated as the number of absences over the number of possible presences for the month. Grade 1 through 8 attendance taken twice per day, Grade 9 through 12 attendance taken each class period (all courses included). Monthly chronic absenteeism calculated as the percentage of students in a given group with an absenteeism rate <10% in a given month. Average monthly absenteeism then calculated for each group.

Through the data analysis process, the Divisional Leadership Team raised a *concern with the validity of the current attendance data*. Further explorations revealed a lack of clarity with regard to the attendance categories we were using, and a resulting concern about the consistency of selecting those categories.

These reflections resulted in the following work last year:
- Conducted an inventory and review of the Student Information System's attendance/absenteeism categories.
- Reached consensus on the necessary attendance/absenteeism categories.
- Implemented divisionally determined absence codes within the new Student Information System.
- Created clarity and consistency across the division in the understanding of each attendance category.

Next steps:
- Monitor the impact of the new attendance/absenteeism categories on our data.
- Develop a consistent and systematic alert process for identifying students displaying chronic absenteeism who require Tier 3 Intervention.

Growth Measurement

Tracking *growth* is about measuring the performance of *a student or group over two or more points in time*. Unlike monitoring trends, growth measurement is done on a student-by-student basis, comparing the achievement levels of the same student over time. Although more difficult to track, growth models take into account students' initial level of proficiency, and are thus more sensitive to the incremental progress inherent in the learning process. The decision to gauge our success by the degree of continuous learning evident in our students is a better match with a growth mindset, and with our fundamental goal of continuous learning for *all* students.

Last year's steps:
- We searched for a growth model that:
  - ✓ was widely applicable;
  - ✓ reflected a grade-level system;
  - ✓ could use data we are already collecting;
  - ✓ could make use of the provincial proficiency scale;
  - ✓ reflect the incremental criteria inherent in our curriculum and reporting structures
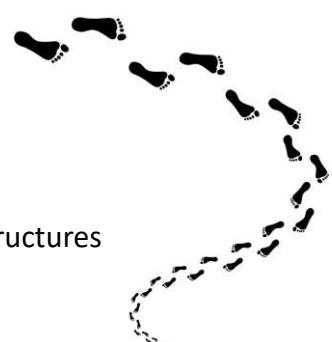
- We began using the following Growth Matrix to help gauge the extent of growth across our system.

In this model, any green cell represents growth, with the lightest green cells depicting anticipated growth (for example, attaining a level 3 at the end of one grade, and a level 3 on the same competency at the next grade), and darker green cells represented accelerated growth.

	•Growth
	•Lack of growth
	•Decline
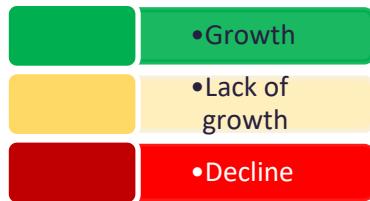
- We ran divisional growth reports on all Grade 1-8 report card data for the last 3 years. Below are some sample growth results:

In this example, we compared each Grade 1-8 student's reading achievement levels from the June 2017 and June 2018 report card data. This growth matrix reveals that 83% of our students showed anticipated or accelerated growth, while 17% did not. More specifically, 25% of students showed accelerated growth.

83%	•Growth
16%	•Lack of growth
1%	•Decline

This Model's Potential

The potential of this model is tremendous. With the resulting data, we will begin considering the following kinds of questions:

- What percentage of our students are showing more than anticipated growth? Not showing growth?
- At which grade levels do we see relatively more/less growth?
- After a particular skill is systematically addressed, do we see a greater degree of growth?
- Which students show decline? Who are these students? Do they have anything in common?
- Even in schools or populations in which lower percentages of students are meeting grade-level proficiency, are students demonstrating growth? To what extent?

Preliminary Growth Analyses

Below is a sampling of preliminary analyses that will help monitor and inform our continuous improvement efforts:

- On average, 24% of Grade 1-8 students are showing more than anticipated growth in literacy and numeracy competencies
- On average, 18% of Grade 1-8 students are not showing growth from one year to the next in literacy and numeracy competencies
- The greatest decline in reading achievement seems to occur between Grades 6 and 7.
- Over the last 2 years, we have seen greater rates of growth in reading, writing, mental math, and problem solving compared with the 2015-2016 school year.
- Although one of our schools reported that only 57% of students reached grade-level proficiency in writing in June 2018, 74% of those students showed anticipated or accelerated growth within that school year.

Growth Measurement Next Steps
- Provide school leaders with school-specific growth data.
- School Leadership Teams and Collaborative Teacher Teams to utilize growth data as formative evidence to monitor effectiveness of actions.

RTI Next Steps

Last year's strategic actions laid much of the groundwork for RTI to take root in the division. We successfully implemented the necessary RTI structures and furthered the understanding and mindset needed to effectively adopt an RTI framework. Fully implementing a Response to Intervention framework is a multi-year process.

Moving forward, we will use this inverted pyramid chart as our process-monitoring tool. It utilizes the format of the RTI pyramid, and places within the pyramid the *essential actions* of RTI implementation. We plan to use this chart to learn and assess our progress in a parallel way to student-level learning and assessment. These essential actions make up our system-level curriculum.

COLLECTIVE RESPONSIBILITY Actions:

2.1 Establish a Guiding Coalition
2.2 Build a Culture of Collective Responsibility
2.3 Form Collaborative Teacher Teams
2.4 Create time for Collaboration
2.5 Commit to Team Norms

Schoolwide Team Tier 1 Actions:

4.1 Ensure Access to Essential Grade-Level Curriculum
4.2 Identify and Teach Essential Academic & Social Behaviours
4.3 Provide Preventions to Proactively Support Student Success

Teacher Team Tier 1 Actions:

3.1 Identify Essential Standards for Each Grade Level or Course
3.2 Create an Essential Standards Unit Plan
3.3 Implement the Team Teaching-Assessing Cycle
3.4 Give Common End-of-Unit Assessment for Essential Standards
3.5 Identify Students for Tier 2 Support by Student, Standard, and Learning Target

Schoolwide Team Tier 2 Actions:

6.1 Schedule time for Supplemental Interventions
6.2 Establish a Process for Schoolwide Student Intervention Identification
6.3 Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviours
6.4 Coordinate Interventions for Students Needing Skill *and* Will Supports

Teacher Team Tier 2 Actions:

5.1 Design and Lead Supplemental Interventions for Academic Essential Standards
5.2 Consider Screening in Immediate Prerequisite Skills
5.3 Monitor the Progress of Students Receiving Supplemental Supports
5.4 Extend Student Learning

Schoolwide Team Tier 3 Actions:

7.1 Identify Students Needing Intensive Support
7.2 Create a Dynamic, Problem-Solving Site Intervention Team
7.3 Prioritize Resources Based on Greatest Student Needs
7.4 Create a Systematic and Timely Process to Refer Students to the Site Intervention Team
7.5 Assess Intervention Effectiveness

Intervention Team Tier 3 Actions:

8.1 Diagnose, Target, Prioritize, and Monitor Tier 3 Interventions
8.2 Ensure Proper Intervention Intensity
8.3 Determine if Special Education is Needed and Justifiable

RTI Essential Actions Chart
DRAFT: September 24, 2018

Adapted from: Buffum, A., Mattos, M., & Malone, J. (2018). *Taking action: A handbook for RTI at work*. Bloomington, IN: Solution Tree Press.

Our Process:

- Reach divisional consensus regarding the prioritization of next actions.
- Unwrap the actions into smaller measurable targets, clarify what proficiency looks like, and create a common monitoring process and tools.
- Each school engages in learning and actions designed to bring it closer to the targets.
- Schools assess their progress toward the targets.
- Division monitors implementation and summarizes achievement.

Our Immediate Areas of Focus:

- Support Collaborative Teacher Teams as they unwrap Foundational Outcomes, create common assessments, and analyze data to plan corrective instruction.
- Support School Leadership Teams as they plan for teaching essential Academic and Social Behaviours.

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 2017-2018 school year.

Using the Framework of Continuous Improvement, our Continuous Improvement Plan aligns 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: Financial Declaration
Attachment 2: Education for Sustainable Development Funding Distribution Declaration