

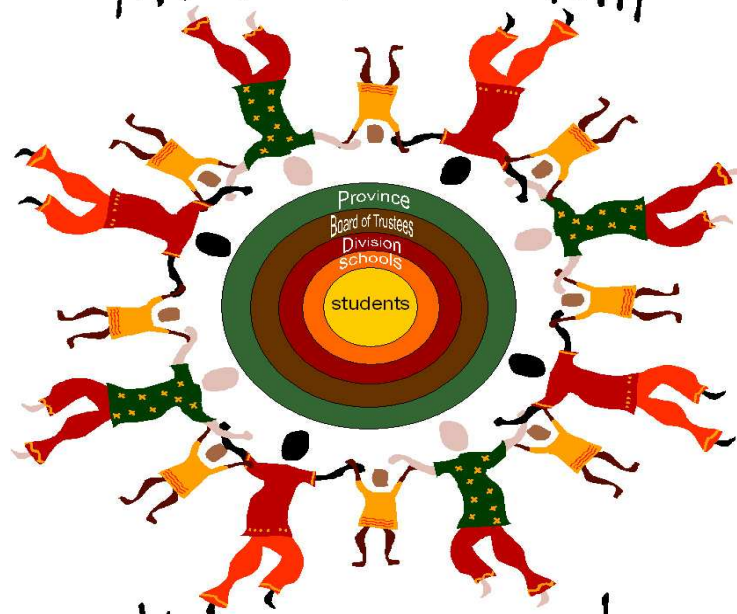


"Accepting the Challenge"

Year End Progress Report September 2011—June 2012

June 20, 2012

Mitakuye Owasin



We are all related

Quality Education for All

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YEAR END PROGRESS REPORT / SEPTEMBER 2011 – JUNE 2012

I. Message from Superintendent of Schools/Chief Executive Officer

With a clear focus on our students' active engagement in learning and achievement the 2011/2012 school year unfolded with plenty of energy and enthusiasm! This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It represents the hard work, progress, and commitment to learning of our students, staff, and parents.

It is organized around the three interconnected strategic directions Quality Learning, Quality Teaching, Quality Support Services in place to advance further Brandon School Division's ONE Strategic goal **"to engage ALL students actively in their learning through the provision of equitable, fair access to Quality Learning facilitated by Quality Teaching and enabled by Quality Support Services."**

II. Strategic Plan 2011-2014 in Action

Our STRATEGIC GOAL is to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to **QUALITY LEARNING** *facilitated by QUALITY TEACHING enabled by QUALITY SUPPORT SERVICES.*

III. Brandon School Division Profile as of June 15, 2012

Students

Elementary:	5293
Senior High:	2780
Total:	8073
Students who have English as an Additional Language:	1251
French Immersion Students:	555
Students Bussed:	2922

Schools

Kindergarten to Grade 10:	1
Kindergarten to Grade 8:	14
Kindergarten to Grade 6:	3
Grades 9 to 12:	3
plus Neelin High School Off Campus	

Staff

Elementary Principals/Vice-Principals:	24
Elementary Teachers:	416

Senior High Principals/Vice-Principals:	9
Senior High Teachers:	200
Support Staff:	425
Senior Administration:	4
Out-of-Scope Staff:	29
Clinicians:	20
Specialists:	10

IV. Divisional Strategic Initiatives

Section A - Strategic Committee Reports

Quality Learning

Co-chairs - Ms. Darlene Wilkinson, Principal, Valleyview Centennial School and Mr. Michael Adamski, Principal, École Secondaire Neelin High School

Objective #1

To complete full implementation of Policy/Procedures 4044.3: *Appropriate Educational Programming: School-Wide Enrichment Model K-8.*

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
1) Identify and report on the High Ability Learner Enrichment Programming (HALEP) implementation strategies and approaches. 2) Pilot School-Wide Enrichment (SWE) model in five (5) out of 18 schools. 3) Prepare for full implementation of SWE for September, 2012.	1) HALEP being implemented in 17/17 elementary schools 2) 5.25 FTE HALEP staff with 4/17 schools having .5 FTE and 13/17 with .25 FTE 3) 15 staff members are educated specifically in the Renzulli Model 4) 5 schools piloting the School-Wide Enrichment model (extension of HALEP); using Enrichment Clusters 5) Preparations underway for full implementation of SWE model in all elementary schools.	<ul style="list-style-type: none"> • Data collection to ascertain what effects HALEP and SWE are having on student achievement in grades 5-8 • Professional learning activities for elementary teachers • Infusion of technology in student learning.

Objective #2

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

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
1) All Brandon School Division staff to have a general awareness of Brain-Based Learning (BBL) and reasons for learning further in this area.	<ol style="list-style-type: none">1) Quality Learning Committee explored ideas and ways of researching the application of BBL in classrooms and worksites.2) Divisional Professional Development Day – (for all BSD staff) February 24, 2012 with Guest Speaker – Mr. Gary Anaka ; very positive feedback from all areas of staff, direct application of BBL strategies to K-12 classrooms, to administrators in area of life balance and wellness.3) Participation of representative principals, vice-principals and teachers in national and international BBL conferences; information shared within Division.	<ul style="list-style-type: none">• Development of Brandon School Division BBL professional learning committee to support all staff in their learning.• Include BBL discussions Quality Learning, Quality Teaching. Quality Support Services Steering Committee work.• Quality Learning Committee to organize BBL session for February, 2013 Divisional InService.• Include BBL initiatives in 2012-2013 Development Plans.

Objective #3

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

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
1) Demonstrated increased student engagement, specifically in learners identified in Quality Learning objective #3	<ol style="list-style-type: none">1) Student Voice Surveys, conducted in three senior high schools; student engagement component ranked above Canadian average (Survey: Learning Bar of Canada) Six elementary school surveys in progress.2) Elementary schools reporting that large majority of students participating actively in HALEP; five schools implementing School Wide Enrichment programming (extension of HALEP) report excellent student participation in Enrichment Clusters.	<ul style="list-style-type: none">• Establish divisional process for the collection of student engagement data; based on research re: demonstrated criteria of engagement.

Quality Teaching

Co-chairs - Ms. Gail McDonald, Principal, George Fitton School and Mr. Chad Cobbe, Principal, École New Era School

Objective #1

To complete full implementation of Policy/Procedures 4053: *Literacy Development of Students K-12* and Policy/Procedures 4052: *Assessment, Evaluation, and Reporting of Student Learning and Achievement*.

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
1) Improvement in student achievement results as demonstrated in grades 3,5,7,9,12 in core competencies in literacy.	Please reference Appendix A1.	Continued emphasis on improving student Achievement results; so that percentage of Students meeting case competencies move Closer to 80% (as per Policy 1001.2-Sustainability)
2) Completion of development of "Best Practices" Procedures (grades 5-8) as per Policy 4053.	Completed; approved by Board of Trustees; professional learning sessions conducted.	Professional learning sessions to continue.
3) Provision of professional learning sessions for all grades 1-4 teachers in the use of Fountas & Pinnell Benchmark Assessments in reading comprehension.	Completed through comprehensive professional learning sessions.	Professional learning sessions to continue.
4) Implementation of "Literacy Leadership in Adolescent Learning" professional learning initiatives for all grades 4-8 teachers.	Completed through initial professional learning sessions.	Professional learning sessions to continue.

Objective #2

To complete the development of Policy/Procedures 4059: *Numeracy* to focus the quality teaching of numeracy, grades K-12.

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
1) Completed adoption of Policy 4059: Numeracy.	1) Completed; approved by Board of Trustees, January 2012. 2) Establishment of Early Years Numeracy Committee 3) Increased profile for calculator technology (Neelin).	Development of "Best Practices". Procedures for Policy 4059. Develop Early Years professional Learning session for numeracy. Expand initiative to Vincent Massey and Crocus Plains.

Objective #3

To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).

Expected Results in 2011-2012	Results Achieved to Date		Areas of Emphasis for 2012-2013
1) Discernible improvement in student achievement in literacy and numeracy.	<u>Grades</u> Literacy grade 3 Literacy grade 5 Literacy grade 7 Numeracy grade 3 Numeracy grade 5 Numeracy grade 7	<u>Areas of Improvement</u> Sentence fluency, reflection, skills & strategies Spelling grammar, response fluency Comprehension, fluency, response Representing numbers Decimals Patterns & relations	Continue to improve comprehension monitoring processes.
2) Continue Brandon School Division staff education regarding culture of Aboriginal heritages, together with students' learning requirement in MB Education's "From Cultural Awareness to Cultural Competency".	Workshops held in fall, 2011 for teachers.		Continue with workshops involving leadership of Aboriginal Education Learning Specialist.
3) Increase in graduation rates of Aboriginal Students 2011-2012.	Data to be provided at June 27, 2012 Board meeting once Senior High graduations have been completed.		Continue to improve monitoring processes.
4) Development of background information for the establishment of Aboriginal Education Learning Specialist position.	Completed; position description prepared in accordance with Board Committee consultation with representatives of Aboriginal communities and best practices research. Board approved position through operating budget 2013-2014.		Implementation of Aboriginal Education Learning Specialist Position in accordance with Board established Community consultation.

Objective #4

To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
<p>1) By 2014 all K-12 students to have access to computer technology to support them in their learning processes: "one to one access in a multi-platform environment".</p> <p>2) By 2014 all teachers to be proficient in the identified application of technology in teaching and learning practices.</p> <p>3) Innovation expended to each student engagement in personalized learning.</p> <p>4) Increased systemic development in providing for use of a variety of technologies.</p>	<p>In 2011-12 access increased through increased provision of computer technology:</p> <ul style="list-style-type: none">• Teachers able to log into first class system after hours and access their data files; able to bring personal devices into schools• Teacher workshops held to increase proficiency in LWICT• iPad Pilots continued at École New Era School and King George School; iPad use development at Waverly Park• Laptop implementation in 8 elementary schools• Moodle Project at Vincent Massey Senior High School• Near completion of broadband fibre project• 20/22 schools recabled• By September 2012, conversion to Windows 7 Active Direct• Wireless access across the Division (except 1 school to be recabled)• Preparation for implementation of School Bundle portal solution in September	<p>Continued increase in provision.</p> <p>Continued professional learning sessions scheduled for 2012-2013.</p> <p>Continued provision of technological devices for schools based on 2012-13 budget provisions.</p>

	<p>2012 (will provide web pages updates & facilitate posting to websites)</p> <ul style="list-style-type: none"> • 425 laptops were deployed in schools • 125 iPads were deployed at 5 additional schools for total of 7 elementary schools with carts of 25 iPads • 14 additional Smartboards were installed in schools • Approximately 200 desktop computers were replaced • 3 senior high schools switched to gigabit access to internet • Student portal software was selected • 1509 help desk requests were received and processed. 	
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Quality Support Services

*Co-Chairs - Ms. Marsilah Pierson, Program Facilitator and Mr. Phil Vickers,
Principal, Betty Gibson School*

Objective #1

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

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
<ol style="list-style-type: none">1) Discernible development from stage one to stage five for greater number of EAL learners.2) All K-12 teachers to develop a greater understanding of EAL learners and how to provide language development for each student.3) Increased shared knowledge of EAL curriculum and EAL resources with greater team building and whole school approach to instruction of EAL learners.4) Increased provision of Early Years literacy support to EAL learners.5) Closer collaboration and cooperation of school-based EAL team, resource teacher and Early Years literacy support teacher.	<ul style="list-style-type: none">• School-based assessment results included close monitoring of each student's English language development.• Completed and applied assessment model with corresponding professional learning support.• Expanded co-teaching pilot to more elementary schools.• Provided monthly reviews of pilot/model progress at Learning Support Services meetings.• Completion of EAL assessment model by end of November 2011 for application beginning in January 2012.• Provision of ten (10) half-day workshops (to continue in 2012-2013).	<ul style="list-style-type: none">• Develop divisional model to communicate numbers of stages one to five EAL learners (Jan, June 2013)• Continue implementation of SIOP model and provision of professional learning sessions.

	<ul style="list-style-type: none"> • Expanded concept of EAL Reception Centre to Professional Learning Centre to support development of co-teaching model. • Professional learning activities in team approach: <ul style="list-style-type: none"> - EAL teacher specialists – September – December 2011 - Early Years Literacy Support teachers – January-June 2012 	
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Objective #2

To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.

Expected Results in 2011-2012	Results Achieved to Date	Areas of Emphasis for 2012-2013
<ol style="list-style-type: none">1) Increased student achievement in each school as demonstrated through assessment and evaluation results, student growth portfolios, implementation of individual education plans.2) Systemic, Divisional model for the processes of monitoring, reviewing, and responding to each student’s learning needs; adaptation and implementation of Response to Intervention (RTI) model.	<ul style="list-style-type: none">• Evidence of discernible gains in student achievement and engagement in each school and throughout Division.• Principals’ reports to Superintendent/Associate Superintendent.• Completion of Policy/Procedures for adaptation and implementation of RTI model.	<ul style="list-style-type: none">• Continue focus and emphasis on provision of quality learning opportunities for each student.• Continue to monitor student achievement and engagement closely and thoroughly.• Develop Policy/Procedures 4044.4: Response to Intervention (RTI) Model for Implementation in September 2013.• Develop an Implementation plan including provision for professional development/learning sessions.

Section B –Senior Administration Department Reports

Human Resource Department

Director Ms. Becky Switzer

Initiatives that the Human Resource Department have undertaken in the 2011/2012 school year are primarily in regards to the use of technology, which in turn strengthens and advances the inclusion of technology in the teaching and learning processes throughout the Brandon School Division.

Initiatives that are currently being undertaken in the Human Resource Department to advance the use of technology in the Brandon School Division include a Professional Development Workshops feature that will provide timely responses in regards to available space, substitute availability, confirmation of approvals via email and a coordinated effort from all facilitators in regards to selecting dates for PD opportunities. Online Leaves is another feature that is being undertaken to provide the opportunity for more timely response in regards to approvals and substitute availability.

Ongoing initiatives include enhancing the services provided to Administrators through ADMIN CONNECT. Recent additions for access of information include attendance monitoring reports and more detailed information accessible to Administrators in regards to current staff in their respective buildings. Enhancing the services to employees and applicants to the Brandon School Division through EMPLOYEE CONNECT and JOB CONNECT include an Employee Bulletin Board and a subscribe feature that allows a person to receive an email when new postings go on the website. Internally we have utilized an auto email feature that provides instant communication to applicants in regards scheduling interviews. This is certainly a feature that Human Resources will explore further to enhance our communications and public relations.

Quality Support Services

Kevin Zabowski

Secretary-Treasurer

Payroll:

Payroll had a successful second year with our Electronic T4 project which allows staff to view and print their T4 directly from Employee Connect. The project had a participation rate of 40% compared to 0.6% in 2010/11. This service allows staff to obtain their T4 earlier than if printed and mailed and saves personnel and printing costs. Furthermore, 2011/2012 saw payroll notices made available electronically for all staff which saves paper, printing and mailing costs for the division.

Accounts:

With the hiring of an Accountant, we performed a complete review of each school's accounting records giving management and Trustees assurance that our schools follow proper accounting procedures and Policies for school generated funds.

Finance streamlined processes for entering Manitoba Hydro data into our system. Previously, our staff manually entered billing and usage data from Hydro's invoices into the system. We now obtain electronic files from Hydro and upload this data into the system, saving time and reducing keying errors resulting in better information in the system. This project will be expanded seeking more efficiencies.

Finance:

The Office saw personnel changes with the retirement of the long standing Secretary-Treasurer and with the addition of a new Assistant Secretary-Treasurer as we were developing the 2012/13 Operating Budget. In spite of these changes, we were successful in developing the Budget to support the increasing factors faced by BSD and in communicating it to the various constituents.

Management and Information Systems Technology
Director Brent Ewasiuk

We started the year by connecting our 3 high schools to the Division office using our new fibre infrastructure. In October we migrated our first Elementary School to the "New World". We connected them with fibre, centralized their services back to the Division Office, updated their computers to Windows 7 and Office 2010, installed wireless access in the building and deployed a cart of mobile computers. The new infrastructure allowed our staff to access their data from home and supported the use of personal WIFI devices at the school. Given the time of year and computer recabling status at the 3 high schools the extent of their migration to the new world paused at the fibre connection to the Division Office and ultimately the internet. We were able to segregate staff from students and allow staff access to YouTube as a teaching tool.

The process for the Elementary schools was replicated 9 more times giving us a total of 10 schools fully converted to the new world.

During this school year:

- 425 laptops were deployed at the schools distributed based on student population
- 125 iPads have been deployed at 5 additional schools, giving us a total of 7 Elementary schools with carts of 25 iPads

- Individual schools installed a total of 14 additional smart boards
- Approximately 200 desktop computers were replaced
- Vincent Massey and Crocus Plains schools were recabled
- 7 additional Elementary schools were recabled
- Westman connectivity project was completed
- 10 schools in the New World
- 3 high schools switched to gigabit access to the internet
- Several printers were replaced
- SIRS stability has greatly improved
- Student portal software was selected

1509 help desk requests were received and processed by the school Technical Support Specialists.

Facilities and Transportation Director Mel Clark

Maintenance/Transportation Dept. initiatives undertaken or in progress, re:
Quality Support Services:

- Electronic work order system for Maintenance Dept. and all schools fully implemented
- Ameresco Asset Planner software in process of being implemented
- Coquitlan formula to be implemented in half our schools beginning the fall term of 2012
- Staff washrooms completed at J.R. Reid, Linden Lanes, Meadows and St. Augustines
- Student store completed at Vincent Massey
- Crocus Plains staff/student parking lot reconfigured with paving of driving areas to occur this summer.
- Crocus Plains second floor hallways retiled and painted
- Furnace replaced at Riverview
- Transportation Dept. implementation of an additional bus route to deal with overloading conditions from the Stickney Ave area.
- Transportation Dept. replaced 3 buses by utilizing the Provincial Bus Tender.
- Transportation Dept. has implemented bus loading changes that have improved efficiencies at Neelin and Crocus Plains. This has resulted in reduced ride times from 5 to 15 minutes on over 6 routes.
- Many other smaller projects in division schools completed by the Maintenance Dept.

Public Schools Finance Board funded projects:

- Vincent Massey new roof over the student services area.
- Vincent Massey reroofing of library/lecture theater, student services, home economics, band room, canteen and shops area.

Public Schools Finance Board funded projects in process:

- Meadows Elevator design and submission completed and submitted for final approval.
- Neelin Heating System Replacement started in May to be completed in September 2012.
- Crocus Plains Welding Shop Ventilation System Replacement tender submitted to the PSFB for final approval. Work to be completed by Sept 2012.
- Valleyview Heating System Replacement design submission completed and submitted. Tender advertisement awaiting final approval from the PSFB.
- New Era and Alexander Portable Classrooms approved for installation during July and August to be completed by the first of September.
- Neelin Science lab tender submission for renovations of two labs submitted to the PSFB for final approval. Work to occur during summer and into the school year.
- Crocus Plains Science Lab sketch design for the renovation of 2 labs submitted to the PSFB for approval prior to proceeding to the working drawings and tender. Work to be completed during the summer school break of 2013.

Learning Support Services

Associate Superintendent Greg Malazdrewicz

Response to Intervention (RtI) has been a key developmental focus this year. As a framework for our service delivery models, the RtI model is based in high quality classroom instruction. Beginning with the introduction of a diverse team to Response to Intervention through a conference experience, ongoing discussions of the Quality Support Services Steering Committee have resulted in a working document that will be further developed into a policy on Response to Intervention in 2012-2013.

School Refusal research resulted in our Division co-hosting, with Park West School Division, a full day workshop with Dr. Christopher Kearney. His work in school refusal and attendance research has provided new perspectives as we continue our ongoing work with families and school to improve school attendance prospects for an at-risk group of students stretching from Kindergarten to Grade 12. This will be a priority area for our work into the future.

Violence Threat Risk Assessment (VTRA) protocol training was a significant undertaking early this year. By using an intensive, broad based training model we have been able to develop clear protocols within our division with regard to understanding and working with our behaviourally, highest risk students. The discipline of implementing this intensive, high resource demand model has provided significant insight into our work with youth.

Educational Assistant Professional Development has been a focal point in enhancing classroom experiences and learning for our students. This past year we have developed a series of professional development opportunities for our educational assistants as part of a three year delivery model. Plans are in place for years two and three. These professional development opportunities have been well received by staff as they are meeting the training needs of our classroom support staff.

Transition Out Protocols have been revisited as a result of changes in community based services that support students after secondary school programs are completed. An operational plan is being developed to represent a long-term view of the transition out process to facilitate students and families in preparing a longer term view of where secondary education can support “adulthood” plans for students.

At-Risk Youth (16-18 years of age) has continued to be an area of further development. From tight school placement/registration processes to ensure effective, successful school placements to the fledgling Upper Deck programming model and the soon to be implemented At-Risk Youth Program support model, student and school needs have been revisited frequently and in detail to provide for a broad, effective spectrum of school services to facilitate student success.

Clinical Services to support students in schools have been undergoing considerable review over the past several years. Social workers have completed a comprehensive overview of our service delivery model in their clinical area this year. Speech language pathologists have further developed and implemented a division wide screening process to support the Division’s Phonological Awareness Screening Test for all of our Kindergarten students this past fall. School psychologists have done significant work in the implementation of the Violence Threat Risk Assessment protocol implementation with social workers, but additionally have begun to explore screening tools based on social emotional learning (SEL) outcomes in an attempt to identify students at-risk of not being successful in school at a much earlier age as well as provide insight into intervention and treatment/response models.

V. School Based Accomplishments

Alexander School

Report Prepared by Ms. Barb Miller Principal, Alexander School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1. To Engage students in assessment practices more effectively and use a variety of assessment tools to capture and record student learning, as a means of improving student achievement.	When students were actively engaged in defining the learning targets, students experienced more success in meeting or exceeding expectations. Most students were able to think more critically about their work and make revisions to improve the quality prior to handing it in. Most students have learned how to give and receive objective and specific feedback to improve their work.	All teachers have involved students in developing assessment tools including rubrics, met/not yet, and checklists. All students are using portfolios to share their learning with parents during student-led conferences. All teachers are providing objective and student specific feedback on report cards.
Quality Teaching 1. To assess every student's writing in six key areas and implement appropriate strategies in order to address the needs identified for each student. 2. To implement art-infused learning across the curriculum at all grade levels.	All students demonstrated progress in all six trait areas using the appropriate continuums/checklists. All students have demonstrated high levels of engagement when given choices as to how they demonstrate their learning. This has been measured by time on task. All students have demonstrated high levels of engagement when actively involved in arts-infused learning opportunities, which has resulted in higher academic achievement levels.	All teachers are using the appropriate writing continuums or checklists to document student progress and plan for instruction in all six areas of writing. All students have writing folders that contain student specific goals for their writing development to address their individual learning needs.
Quality Support Services 1. To hire mentor artists to support the infusion of art and technology across the curriculum. 2. To purchase resources to support guided writing in the K-5 multi-level environments.	All students have had the opportunity to work with mentor artists to enhance their technical skills and build their self-confidence. Many of our students view themselves as artists and are very proud of their accomplishments and want their work displayed. Students in K-5 multi-level groupings have had the opportunity to participate in modeled, shared, guided, and independent practice using various genres to improve their writing skills. This approach has also supported students' understanding of text features of different genres of text.	The students and teachers have had the opportunity to work with mentor artists to address technical skills embedded in authentic learning experiences across the curriculum. The PM writing program (K-4) has been purchased to support a balanced literacy approach to support the reading/writing connection.

Betty Gibson School

Report Prepared by Mr. Phil Vickers, Principal, Betty Gibson School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To maximize student learning in literacy and numeracy with specific focus on the areas of student engagement. EAL, and students of Aboriginal Heritage	<p>BSD Grade 3 data – 2011-12 42 % of students are meeting grade expectations in all areas of reading competencies</p> <p>students meeting grade expectations in each area of writing competencies range from 19-34%</p> <p>BSD Grade 5 Data – 2011-12 students meeting grade expectations in each area of reading competencies range from 40-50%</p> <p>students meeting grade expectations in each area of writing competencies range from 7-31%</p> <p>BG Data – 2011-12 (Fountas & Pinnell) 44% of English as a first language students are at or above reading level</p> <p>67% of English as a first language students demonstrated 1+ years growth in reading</p> <p>45% of English as a additional language students demonstrated 1+ years growth in reading</p> <p>34% of Students of Aboriginal Heritage are at or above reading level</p> <p>62% Students of Aboriginal Heritage demonstrated 1+ years growth in reading</p>	<ol style="list-style-type: none"> Completed year 3 of the three year plan for Indigo Grant to support literacy. Completed year 2 of the EAL co-teaching model which allowed EAL teachers to collaborate with and coach classroom teachers with respect to stage 3 and 4 EAL learners. Continued implementation of EAL Structured English Instruction programming for stage 1 and 2 EAL learners. Completed year 2 of Early Years literacy blocks and year 1 of timetabled guided reading blocks in all Middle Years classrooms. Completed one round of School-Wide Enrichment Model.

<p>Quality Teaching</p> <ol style="list-style-type: none"> 1. Continued implementation of Reading Recovery Professional Growth strategy. 		<p>An additional Grade 1/2 teacher was trained in Reading Recovery as part of their Professional Growth.</p> <p>Two EAL teachers trained in the Sheltered Instruction Observation Protocol (SIOP) model.</p> <p>80% of teachers were involved in the Professional Development School project</p>
<p>Quality Support Services</p> <ol style="list-style-type: none"> 1. To develop a safe and respectful school community. 2. To improve professional learning opportunities for educators through collective inquiry and dialogue. 		<p>Betty Gibson School staff facilitated the Families and Schools Together (FAST) program. This eight week program brought together our community partners from Addictions Foundation of Manitoba, Public Health, and the Elspeth Reid Resource Centre with fourteen Betty Gibson School families.</p> <p>Empower Reading program supported the reading growth of five students</p> <p>Full Day / Every Day Kindergarten was implemented for 34 students</p> <p>We have continued with implementation of monthly Response to Intervention (RTI) meetings involving classroom teachers, resource teacher, and the principal. These meetings enable more rapid identification of students that require interventions or a change to a more appropriate intervention.</p>

Earl Oxford School

*Report Prepared by Mr. Rick Stallard, Principal, and Ian Carkener, Vice-Principal
Earl Oxford School*

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none">1. Increase scores in K-8 Literacy2. Increase scores in K-8 Numeracy	Gr. 3 Reading – 52.2%, Writing - 17.4%. Gr. 5 Reading -10.5%, Writing -0%. Gr. 7 Reading -44.4%, Writing – 46.4%. Gr. 3 Numeracy- 8.7%. Gr. 5 Numeracy-10.5%. Gr. 7 Numeracy-41.7%. Gr. 9 Numeracy- 45.9%	<ul style="list-style-type: none">- PD session on literacy, shared with staff- Begin to implement RTI model- Utilize HALEP and MTY to concentrate on numeracy areas- Staff PD session(s) on Fountas and Pinell assessments
Quality Teaching <ol style="list-style-type: none">1. EY team taking part in literacy Pd in Las Vegas2. EY team working with Divisional Numeracy specialist for strategies3. Begin to implement RTI model		<p>Sharing of ideas and strategies across grades.</p> <p>Literacy block time using all available resources and staff.</p>
Quality Support Services <ol style="list-style-type: none">1. Addition of Vice Principal, HALEP program, MYT, Literacy Support, increased EAL teaching time, Empower Reading program2. To improve professional learning opportunities for educators through collective inquiry and dialogue.	<ul style="list-style-type: none">- Increase in targeted students' scores using a variety of assessment tools- Added supervision and stabilization of Earl Oxford staff and students	

George Fitton School

Report Prepared by Ms. Gail McDonald, Principal, George Fitton School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1. To increase student achievement in literacy and numeracy ongoing professional learning for teachers	Student achievement is below the divisional mean in most areas.	-Early Years teachers focused on Regie Routman in Residence – Reading and Writing Connections – Optimal Learning Model. -“Reading Power “– Adrienne Gear – introduction to book study. -Middle Years teachers participated in Adolescent Literacy Professional Learning -Middle Years teachers explored Literacy Place resource materials -Middle Years teachers worked on Mental Math strategies and developed a resource bank of materials from the Origo resources -All K-8 teachers trained in the facilitation and interpretation of the Fountas and Pinnell Benchmark Assessment.
Quality Teaching 1. To implement “Integrating Aboriginal Perspectives into Curricula” into all K-8 classrooms 2. To improve student achievement of EAL learners 3. To implement a full day every day Kindergarten program for all “At Risk” kindergarten students	Grade 3, 5, & 7 Assessment Results Aboriginal Learners Literacy – Meeting – 38% Numeracy – Meeting 43% Grades 3, 5, & 7 assessment results EAL Learners Literacy - Meeting – 30% Numeracy – Meeting – 78% Currently 90 EAL learners -Kindergarten students have fifth lowest EDI scores in BSD -55% of students are identified as “at risk” by the PAST -2011-2012 June PAST results indicated that 15 out of the 21 students selected for the program were meeting Grade 1 level expectations at the end of the pilot. -Reading Recovery teachers noted	-Developed “indigenous Inquiry Kits” to be used in all classrooms -Increased engagement of First Nations and Métis families in the school – BSSAP program/Finding My Way – First Annual George Fitton Powwow-well attended -Parent Literacy sessions for Kindergarten parents – very well attended -Family activities are ongoing -building to improve co-teaching model with EAL teacher and classroom teachers. -sharing sessions of resources -building dual language library for students -EAL kindergarten students attended full day every day pilot

	significantly stronger abilities by students who were part of the “at risk” pilot when the Observation Survey was administered in September 2011	<p>-March-June 2012 (Brandon University Pre-service teacher and substitute teacher facilitated) all Kindergarten students who scored in the “at risk” level from the results of the PAST (raw score ≤ 15) were brought into the program.</p> <p>-Emphasis on oral language acquisition, phonological and phonemic awareness, and experiential learning were explored.</p> <p>-currently waiting for June 2012 PAST assessment results.</p>
Quality Support Services 1. To increase student achievement by improving student engagement.	<p>Grade 7 Student Engagement Results 2012 – 63 students Student is engaged in his/her learning...</p> <p>11 – Emerging (only sometimes) 20 – Developing (quite often) 22 – Established (nearly always) 9 – Inconsistent</p> <p>“Tell Them From Me Survey Results” - Grades 6-8</p> <p>Students that are Regularly Truant -George Fitton – 16% -Canadian Norm – 5%</p> <p>Students Engaged in School Sports -George Fitton – 60% -Canadian Norm – 69%</p> <p>Students Engaged in School Clubs -George Fitton – 41% -Canadian Norm – 48%</p> <p>Students with a Positive Sense of Belonging -George Fitton – 80% -Canadian Norm – 85%</p> <p>Students with Moderate to High Levels of Anxiety -George Fitton – 23% -Canadian Norm – 15%</p> <p>Students who are Victims of Bullying -George Fitton- 34% -Canadian Norm-23%</p> <p>Advocacy Outside of School -George Fitton-4.9 out of 10</p>	<p>-Administered the “Tell Them From Me” survey on student engagement.</p> <p>-Results used as focus for the 2012-2013 School Plan.</p> <p>-Administered BIMAS Survey on Social and Emotional well-being of students in Grade 5-8.</p> <p>-Effective Behavioural Support (EBS) committee – ongoing activities</p> <p>-Y Revolution</p> <p>-George Fitton Student Leadership Team</p> <p>-HALEP program introduced to George Fitton School.</p> <p>-HALEP Enrichment clusters were established at the grade 7&8 levels.</p> <p>-Ongoing “Finding My Way”/BSSAP Powwow and evening family activities.</p> <p>-Re-established Parent Advisory Council</p>

	Advocacy at School -George Fitton – 5.4 out of 10 Languages Spoken at Home -George Fitton – 18% speak another language other than English Aboriginal Status -George Fitton – 39%	
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Green Acres School

Report Prepared by Mr. Craig Manson, Principal, Green Acres School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning & Quality Teaching 1) The Arts	1) With the introduction of “The Arts” program, at Green Acres School, we have seen student accomplishments. We have completed 10 morning art sessions working with 10 different medium and 10 multilevel groups of age 5 up to age 14. There has been a positive increase in the atmosphere of the school and a sense of community. The program is not only art for the art sake but also infusing art into the various curricula in order to develop critical thinking skills. There are four areas of “The Arts”, those being; Visual, Dance, Music, & Drama. We have started with a focus on the Visual Arts.	1. <ul style="list-style-type: none"> For the past year and the next 2 years we are, as a staff, focusing on “The Arts in the Classroom” to improve student attendance, increase awareness and appreciation of multiple arts across the curricula, and reduce behavioral problems. Staff and students are experiencing the arts through field trips, guest artists, and activities in the classroom. An arts folder in a shared drive has been set up with a list of currently available art resources in the school. Pertinent websites may be added to this folder by staff. A family survey about the arts has been developed and was sent home with the students. This survey determined how important the arts are to our families. Also, the survey asks if there are any family members with expertise in any areas of the arts. Samples of student work was displayed in the school newsletter and on bulletin boards throughout the school. Ability of various aged students to communicate and interact with one another Evidence of establishing a school community Increased awareness and appreciation of multiple arts An attendance and late baseline has been established Family Survey results have been gathered (50/111) <ul style="list-style-type: none"> a) Do you feel that the infusion of arts enhances your child’s education? <ul style="list-style-type: none"> I. Strongly Agree – 24 II. Agree – 25

		III. Somewhat Agree – 1 IV. Strongly Disagree - 0
2) Learning Styles	2) Will be implemented in the 2012/13 school year.	2. For the 2011/12 school year, Level 3 and 4/5 teachers have agreed to participate in the learning style instrument from Learning Styles Network with their students during the 2012/13 school year.
3) “Strong Kids” (Social Emotional Learning Curriculum)	3) A focus on the Green Acres Code of Student Conduct and the newly developed Behavior Matrix will be take place in the 2012/13 school year.	3. <ul style="list-style-type: none"> • There is one general procedure we developed: “Have respect toward people, oneself, and for property!” • A school committee was chosen to develop a draft behavior matrix. This meeting took place for the entire day on April 25, 2012. • Also, Green Acres participated in Behavior Intervention Monitoring Assessment System (BIMAS) at the 5, 6, 7, & 8 levels. This involved a social/emotional screener to identify students who may be struggling socially, emotionally, and behaviorally, such that interventions can be put into place for them.

École Harrison School

Report Prepared by Mr. Craig Laluk, Principal, École Harrison

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning To improve student achievement in all areas of French Language Arts (oral comprehension and production, written comprehension and production) with the outcome of more fluent and competent French Immersion students at the high school level and beyond.	Percentage of students meeting or exceeding grade level expectations in <u>all</u> competencies 2011-2012: <u>Grade 3:</u> Writing – 56.4% Reading – 77.5% Numeracy – 67.5% <u>Grade 4 (Reading in French)</u> 2010-2011 – 53.1% 2011-2012 – 91.3% <u>Grade 5:</u> Writing – 43.8% Reading – 75.0% Numeracy – 74.2%	We have remarked a considerable improvement and increase in the amount of French language used by our students. An assessment tool is being developed by the Bureau de l'éducation française (BEF) to further allow us to demonstrate growth in French oral language competencies. After meeting with personnel from the BEF and discussing further on our school development planning day, we are aiming to put our students in more rich social language situations in 2012-2013. Our French language fine arts programming has been a huge

	<p><u>Grade 7:</u> Writing – 38.5% Reading – 53.8% Numeracy – 44.5%</p>	<p>success for us as a school and we are continuing this programming next year. 'La Beauté d'une Langue' on June 7th was our culminating performance and it was an exceptional showcase of our students' talents and accomplishments.</p> <p>There has been a significant improvement in teacher visibility in the school for the purpose of engaging the students more regularly in the French language and language learning in a more social context.</p>
<p>Quality Teaching To develop the relevancy of our instructional practices and student learning activities in order to promote excellence into the 21st century (speaking to the evolving and relevant setting language of our vision).</p>	<p>Remarkable trending results from Learning Bar survey:</p> <ul style="list-style-type: none"> - 24% and 28% of grade 7 and 8 students responded that they are interested and motivated in their learning. - A similar percentage (28% grade 7 and 24% grade 8) reported that they have someone at school who consistently provides encouragement and advice. - Students in grade 7 and 8 are doing less than an hour a day of moderate physical activity and reading less than 30 minutes a day for fun. <p>Collaborative HALEP units were done in the following classrooms in 2011-2012: Pumpkins (October) Genealogy and Identify (November, December) 1914-1945 and the two World Wars (January, February) Ecosystems and Watersheds (March and April)</p> <p>First implementation enrichment clusters (June 2012): Latin Dance – Lili Jardine Skate Park – Senate Skate Shop Culinary Arts – Crocus Plains Pottery – Fun Time pottery</p>	<p>The Tell Them From Me survey has helped to inform how we are developing our enrichment clusters for into the future, as well as how we structure our school for relevancy.</p> <p>We have had some excellent HALEP units planned and delivered collaboratively by our staff and this will continue in 2012-2013 with our HALEP teacher working on a 0.5 FTE basis. A focus on full implementation of the Schoolwide Enrichment Model is being addressed in the 2012-2013 school year and into the future.</p> <p>We have also had a relatively smooth implementation of mobile technologies into our school. The iPad project and the implementation of laptops has been well-received by our staff. They are beginning to put more thought into how these tools can enrich the classroom content and not be taught in isolation from the learning outcomes.</p>

J. R. Reid School

Report Prepared by Mr. Jason Curtis, Acting Principal, J.R. Reid School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) Increase our scores in K-5 literacy and numeracy	<ul style="list-style-type: none">Gr. 3 Word Choice 43.3%Gr. 3 Conventions 56.7%Gr. 5 Word Choice 28.6%Gr. 5 Reader Understanding 28.6%	<ul style="list-style-type: none">Halep, EAL and MY literacy staff were used to group students of similar ability and assist with guided reading.PD session with T.V. – division specialist.
Quality Teaching 1) EY team participated in Tony Stead workshop. 2) MY staff met with T.V. for strategies and further understanding of JRR results.		<ul style="list-style-type: none">Shared ideas and strategies to use in our classrooms.
Quality Support Services 1) EAL support 2) Halep 3) MY literacy 4) Empowered reading program	<ul style="list-style-type: none">Guided reading program increased our literacy scores within our school.Tremendous gains were achieved in our Gr. 4-6 classes.	

King George School

Report Prepared by Mr. Dave Lim, Principal, King George School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning/Teaching -To develop a safe and positive school community	<p>-100% of our students are involved with EBS activities that help develop and promote positive behaviors.</p> <p>-Students have been exposed to themes of conflict resolution, cultural diversity and anti-bullying.</p>	<p>-Effective Behavior Support program integration of social skills</p> <p>-Trained new staff and refreshed current staff in EBS</p> <p>-Reviewed School Wide Behaviour Matrix</p> <p>-Brought guest speakers to do presentations on social responsibility</p> <p>-Development of EBS House System: worked with cross-grade buddies on a</p>

<p>-To develop a safe and positive school community</p>	<p>-90% of students have been involved in leadership roles.</p> <p>-90% of students have not had office referrals from September 2011 to June 2012.</p> <p>-Greater student engagement, especially in Middle Years.</p> <p>-More opportunities for student activism.</p> <p>-High rate of attendance (less than 5% absenteeism rate) from September 2011 to June of 2012.</p>	<p>monthly basis</p> <p>-Promoted EBS related events: Cultural Day, FCC Food Drive, Environmental Day ...</p> <p>-Infused school wide academic goals in literacy and numeracy</p> <p>-Developed student leadership committees: Healthy Crusaders, Student Council, Climate Committee, Student of the Week, Y Revolution</p> <p>- Provided students with experiential experiences</p> <p>-Full year implementation of Behaviour Matrix</p> <p>-Regular EBS assemblies with planned cross grade activities</p> <p>-Taught and re-taught appropriate behaviours</p> <p>-involved students in planning EBS and HALEP enrichment clusters</p> <p>-Involved lunch supervisors and support staff in EBS planning/expectations</p> <p>-Continued partnerships with the <i>Food for Thought Breakfast Program</i>, <i>Lighthouse Program</i>, <i>EAL After School Program</i>, Shanna Bird (Brandon City Police), Public Health, CP Rail, Manitoba Hydro, Heart and Lung Foundations, Brandon University, Farm Credit Corporation, Apple Canada, S'Cool Life Fund, Artist in the School, and partnership with Chinese teachers from China</p>
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		<p>-Numeracy committee has developed a checklist of Math Continuum of Essential Skills</p> <p>-School team successfully applied for the Indigo Love of Reading Grant and will receive \$67,000.00 to buy library books over the next 3 years</p>
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Kirkcaldy Heights School

Report Prepared by Mr. Bruce Shamray, Principal, Kirkcaldy Heights School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To increase student learning and achievement in numeracy focusing on basic math facts (addition, subtraction, multiplication, division) and communicating strategies utilized. 2) To increase student learning and achievement in literacy focusing on reading strategies, writing strategies and comprehension development. 3) To maintain and improve the level of initiatives in place for an inclusive school.	1) K-2 WRAT results according to Basic Facts, looking at 3% increase from beginning of the year to the end of the year: Kindergarten - yes Grade 1 - yes Grade 2 – yes in 1 class, the other class had 66% increase of 3% 2) K-2 WRAT results according to Reading Strategies, Writing Strategies (There is no writing component for the WRAT assessment section), and Comprehension Development, looking at 3% increase from beginning of the year to the end of the year: Kindergarten - yes Grade 1 - yes Grade 2 – yes 3) 100% new staff was inserviced in EBS in the fall. Monthly paw cards were displayed on bulletin board. Baseline of number of paws handed out was determined (320)	<ul style="list-style-type: none"> • Origo Math Strategies • Brain-Based Strategies explored • SmartBoard • SmartTable • Interactive Games/Manipulatives • Fountas & Pinnell Intervention Kit • Reading Recovery Support • Literacy Support • Daily activities • EAL Support • EBS matrix • PAWSitive cards • Increase the number of cards handed out by 10%

<p>Quality Teaching</p> <ol style="list-style-type: none"> 1) To increase student learning and achievement in numeracy focusing on basic math facts (addition, subtraction, multiplication, division) and communicating strategies utilized. 2) To increase student learning and achievement in literacy focusing on reading strategies, writing strategies and comprehension development. 3) To maintain and improve the level of initiatives in place for an inclusive school. 	<ol style="list-style-type: none"> 1) Monthly themed virtues were highlighted and school wide messages were delivered by teams of early years and middle years students working together. Daily pencil draws highlighting monthly virtues. 	<ul style="list-style-type: none"> • Origo Math Research • Team Planning/Collaboration – with teaching partner • Sharing Resources • Integrating Technology SmartBoards • Interactive Games/Manipulatives –through instruction • Team Planning/Collaboration – with teaching partner • Sharing Resources • Integrating Technology SmartBoards • ¼ day PD session with Brain Based Learning • Attended Balanced Literacy PD • Staff collaboration • Peer teaching/learning • Classroom teaming • 100% of our students received a pencil
<p>Quality Support Services</p> <ol style="list-style-type: none"> 1) To increase student learning and achievement in numeracy focusing on basic math facts (addition, subtraction, multiplication, 	<ol style="list-style-type: none"> 1) Continued use of alternative recess room to address physical aggression, there was 104 visits with 55 students. This equates to 15% of our population. 10% reduction in referrals to 	<ul style="list-style-type: none"> • Class Profile Meetings • Individual Education Plans • Class Profile Meetings • IEPs • Balanced Literacy Training at

<p>division) and communicating strategies utilized.</p> <p>2) To increase student learning and achievement in literacy focusing on reading strategies, writing strategies and comprehension development.</p> <p>3) To maintain and improve the level of initiatives in place for an inclusive school.</p>	<p>office</p>	<p>Division office.</p> <ul style="list-style-type: none"> • Speech Language Pathologist • Literacy Support • EAL Support • Resource Support • E.A Support • Guidance Counsellor • Alternative recess room • Reflection of behavior is encouraged in written or discussion form.
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Linden Lanes School

Report Prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

Goals	Student Achievement Results (to date)	School-Based Developments
<p>Quality Learning</p> <p>1) To engage all students actively in their learning by providing quality learning experiences facilitated by quality teaching.</p> <p>2) To continue to develop a socially responsible and safe school community</p>	<ul style="list-style-type: none"> • Review of Linden Lanes assessment data Grades 3, 5 and 7. • Reading Recovery and Literacy Support data. • Phonological Awareness (PAST) Kgn. • Learning Differences data • Class Profile/Learner Profiles • Classroom based assessments • Effective Behaviour Support (EBS) 	<ul style="list-style-type: none"> • Professional learning in Fountas and Pinnell Benchmark assessment (K to 4) • Professional learning study groups including Autism spectrum disorder and brain research • Balanced Literacy and best practices in teaching and learning continued • Effective Behaviour Support (EBS)
<p>Quality Teaching</p> <ul style="list-style-type: none"> • See above 		<ul style="list-style-type: none"> • Reading Recovery • Literacy Support (Gr. 1 to 8) • Literacy Support model for Gr.1 intervention piloted • Differentiation of instructional strategies • Student engagement – HALEP • EAL co-teaching model • Assistive technology

Quality Support Services <ul style="list-style-type: none"> • See above 		<ul style="list-style-type: none"> • Review and matching of intervention to student need as identified in Class Profiles • Applied Behaviour Analysis (ABA) • Integration of Learning Assistance Class (LAC) • Speech language/phonological awareness programming
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Meadows School

Report Prepared by Ms. Nancy Dane, Principal, Meadows School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none"> 1) To increase the achievement of all students with a focus on engagement in learning. 2) To increase the achievement in the writing domain for K-8 students. 3) To participate and provide leadership in Family Groupings activities, and Enrichment Clusters. 	-We have established some baseline data with the survey about engagement. -writing continues to be a domain that shows below BSD average performance. -evaluation of the activities of the school community wellness committee and enrichment clusters have been 100% positive by staff and students.	-action research based on the work of Regie Routman has been successful. -through observation/student feedback we believe engagement in relevant active learning activities and choice for MY students is critical to increasing engagement, so this will continue to be a focus of our work.
Quality Teaching <ol style="list-style-type: none"> 1) To deepen understanding about learning, instruction, and assessment in the writing domain. 2) To participate in action research to improve student engagement in the Middle Years. 3) To begin PD in the areas of Brain Research, and the Response to Intervention model. 4) To participate in the Tell Them From Me Survey and use the results for school based planning. 5) To facilitate Family Groupings activities, and Enrichment Clusters. 	-Tell Them From Me Survey results: initial data analysis has been completed but this requires further analysis. -information relevant to student engagement is stated above.	-this survey will be completed again in Spring 2013 for analysis and comparison.

Quality Support Services 1) To explore the Response to Intervention model with our clinical and Meadows Student Support team.	-the professional development on this topic was completed by administration and the student support team teachers at Meadows.	-we have moved this initiative to include the entire staff for next year's SDP.
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École New Era School

Report Prepared by Mr. Chad Cobbe, Principal, École New Era School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) iPads in Early Years	It is essential for the 21 st Century student to be proficient in the use of technology. The iPad is definitely a tool which helps our teachers to meet the varied educational needs within their classrooms. Their use has led to an increase student engagement (due to the ability to differentiate), an improvement in basic mathematics skills, and has helped students learning leaders within their own school community	The socio-economic means of many of the families within our school catchment area prevent them from having access to computers or mobile devices such as iPads. It is the goal of our school team to expand this project and have one-on-one mobile computing for every student at École New Era School.
Quality Teaching 1) grade 1/2 Literacy Blocks We have continued to demonstrate a school-wide commitment to Early Years Literacy with the continuation of our Literacy Block Project which involves a group of teachers and support staff dedicated to providing effective reading instruction to all grade 1 and 2 students in our English program during scheduled "blocks" within the timetable. Despite the many changes our school has experienced throughout the year, the Project continues to move forward and is showing encouraging results, thanks especially to teacher leadership involved.	June results: 7% of students grew 1-3 reading levels 22% of students grew 4-6 reading levels 15% of students grew 7-9 reading levels 42% of students grew 10 or more reading levels	For the 2012/13 school year, the school-wide approach to Balanced Literacy in grade 1/2 will include both English and French Immersion programs

Quality Support Services 1) EAL grade 3-8 Social Studies	The impact of this initiative on student learning is encouraging. EAL students have benefited from the content and vocabulary of the social studies curriculum as well as additional English language instruction. As well, this model is perceived as enrichment rather than remediation (i.e. when the students go to Ms. Buehler for social studies, there is no longer a perception from other students that the EAL students are being “pulled out” for extra help).	The EAL social studies model will be continued in the 2012/13 school year with additional staffing included to address our population increase.
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École O’Kelly School

Report Prepared by Ms. Angela Voutier, Principal, École O’Kelly School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Teaching/Learning 1) To improve the Numeracy skills of our students in Kindergarten to Grade 8 in the are of Problem Solving and through the development of a Numeracy Profile 2) To improve the literacy skills of our students in Kindergarten to Grade 8 in the areas of making connections & reflecting when reading, Improved fluency & comprehension, and using conventions & more descriptive words appropriately 3) To Promote Wellness, Positive School Spirit, and Good Citizenship in our students and school community by providing opportunities for student Leadership and Lifelong Recreational	Improved scores on Grade 3, 5, and 7 Numeracy and Literacy Assessments <ul style="list-style-type: none"> • High levels of student engagement in Mathletics and Raz Kids, Word Q supplementary programs for numeracy and literacy • Student participation in school literacy activities, for example poetry coffee house and literacy days • Student led activities such as Healthy Living week, student council activities, and YR dances and other activities • Student Participation in community connected HALEP projects 	<ul style="list-style-type: none"> • Revisited school mission, vision, and goals • K-8 Numeracy Continuum Development • School wide Literacy resources acquisition • Trial/use /implementation of various software applications such as WordQ, Mathletics, RazKids • Early Years Fountas & Pinnel training • Grade 1 implementation of the PAX Good Behavior game • Partial RTI trial implementation

Activities, Providing a warm and welcoming environment in order to maintain a safe and responsible school community, Responding appropriately to the emotional and physical wellness of students, families and staff, and Supporting our multi-cultural families (Aboriginal, EAL, French Immersion)	<ul style="list-style-type: none"> • Student Leadership roles in peer tutors, playground monitors, office workers, lunch program assistance, safety patrols 	<ul style="list-style-type: none"> • Increased interest and participation in school sports programs
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Riverheights School

Report Prepared by Mr. John Minshull, Principal, Riverheights School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none"> 1) To implement the School Wide Enrichment Program 2) To enhance student writing 	<p>Grade Three: 12.9% of students are meeting in all competencies</p> <p>Grade Five: 37.5% of students are meeting in all competencies</p> <p>Grade Seven: 35% of students are meeting in all competencies</p> <p>Grade Nine: 55.2% of students are meeting in all competencies</p>	<ol style="list-style-type: none"> 1. Enrichment clusters were developed in grades 5 – 8 2. Development of the “criteria clothesline” to develop self-assessment strategies in students
Quality Teaching <ol style="list-style-type: none"> 1) To conduct an observation survey blitz with all grade one students 2) To implement school wide writing strategies 3) Literacy specialists providing Professional Development at team meetings 	<p>Grade Three: 12.9% of students are meeting in all competencies</p> <p>Grade Five: 37.5% of students are meeting in all competencies</p> <p>Grade Seven: 35% of students are meeting in all competencies</p> <p>Grade Nine: 55.2% of students are meeting in all competencies</p>	<ol style="list-style-type: none"> 1. Early assessment to enhance the response to intervention 2. Continued power paragraph and double entry journals and introduced inferring strategies 3. Binders of teaching strategies are being developed to enhance consistency across the grade levels
Quality Support Services <ol style="list-style-type: none"> 1) Build an EAL library to support students first language 		<ol style="list-style-type: none"> 1. Students are developing a sense of belonging and becoming more engaged in the life of the school

Riverview School

Report Prepared by Mr. Kelly Braun, Principal, Riverview School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To increase Oral Language Development in Kindergarten beyond the entry levels: - Phonemic Awareness -Sound letter association 2) Students identified through the literacy support program in Gr. 2&3 will increase their Reading Comprehension level to “at level performance”	EY team report an increase in oral language development within the Kindergarten and grade one classes. 65% of students identified in the Literacy Support Program have achieved at least one grade increase in Fountas & Pinnell scores as of March.	Literacy Support teacher and administration work together to introduce the “Animated Literacy” program as part of the revamped EY Literacy Support Program which includes Kindergartens. Introduce modified “EY Literacy Block Model” to all Gr. K-3 teachers
Quality Teaching 1) To increase Early Reading Development in Kindergarten beyond the entry levels: - Build emergent literacy skills 2) 100% of teachers will use the common assessment tools 3) Students identified in the MYTRANS Support Program will demonstrate an increase in text level and comprehension beyond the entry levels to over one full year’s growth	KIP team reports increased growth in literacy skills compared to previous years. PAST scores for end of year not available at this time. All teachers in Riverview School report Fountas and Pinnell scores 3 times a year at report card times. All MY classes (4 to 6) have had a unit of instruction based on the SIOP and HALEP Models. 4 of 6 MY team members have taken the SIOP model training.	The EY Riverview team has created/and refined the Kindergarten Intervention Plan (KIP) By Fall of 2012 all teachers will report their F & P scores through a school wide data tracking System for reading comprehension Restructuring of TL, HALEP, EAL and Lit. Support into “ MY Literacy Block Model” for Fall of 2012 Introduce Sheltered Instruction Observation Protocol (SIOP) Model to Full MYTRANS Team (Gr.4 to 6)

St. Augustine School

Report Prepared by Ms. Betty Howell, Principal, St. Augustine School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Teaching 1) Literacy: St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development and direct tutorial assistance, designed to increase the academic achievement in literacy, of all learners and to accelerate the learning of the less successful learners in our school. 2) Numeracy: St. Augustine Staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the academic achievement in numeracy of all learners and to accelerate the learning of the less successful learners in our school.	2011-2012 Achievement Results: Grade 3 Writing: Ideas – 77% M, 13.6 A, 9.1% N Organization: 72.2% M, 18.2% A, 9.1%N Word Choice: 50% M, 31.8% A, 18.2% N Sentence Fluency: 72.7% M, 18.2% A, 9.1 % N Conventions: 50% M, 36.4 A, 13.6 N Grade 3 Reading: Reflection: 70% M, 25% A, 5% N Comprehension: 75% M, 15% A, 10% N Skills and Strategies: 75% M, 5% A, 20% N Grade 5 Writing: Reader Understanding: 54.2% M, 33.3% A, 12.5% N Word Choice: 54.2% M, 37.5% A, 8.3% N Spelling and grammar: 45.5% M, 45.8 A, 8.3% N. Grade 5 Reading: Comprehension: 83.3% M, 8.3%A, 8.3% N Responds Personally: 45.8% M, 54.2% A Fluency and Expression: 79.2% M, 16.7% A, 4.2% N Grade 7 Writing: Selects and Organizes: 76% M, 20% A, 4% N Word Choice: 76% M, 20 % A, 4% N Spelling and Grammar: 72% M, 24% A, 4% N Grade 7 Reading: Comprehension: 76% M, 16% A, 8% N Responds personally: 84% M, 12% A, 4% N. Fluency and Expression: 84% M,	Literacy 1. Strategies for Reading Comprehension staff development sessions - monthly staff meetings in October, November, December, January; half- day sessions held in January 25 th , Feb 3 rd , May 18 th . 2. Literacy blocks implemented in Grade 1,2,3&4: support personnel from Early Years Literacy Support, Middle Years Literacy Support, EAL, and Reading Recovery scheduled in to one hour blocks to work either in or out of the classroom with identified students and co-teaching of strategies in the class. 3. Response to Intervention model: team formed of intervention teachers – meetings held in September, December, January, and April for full review. Interim meetings with specific classroom teachers. Class profile meetings October and April. 4. Considerable increase in the connections between support services, small group intervention and classroom. Observed many common strategies being used across settings and co-teaching in the classroom during some blocks. Also noted the increase in co-teaching of literacy strategies at the middle years – literacy support teacher worked in the classrooms in blocks of time. 5. All support teachers

	<p>12% A, 4% N.</p> <p>Reading Recovery Results: 14: Total children served in 2011-2012 3: Carryover discontinued 1: Carryover referred 6: Grade One discontinued 1: Grade One referred. 3: Carryover for 2012-2013</p> <p>Literacy Support – Early Years and Middle Years: 46: Total number of students served 11: Grade Two students 7: Grade Three students 8: Grade Four students 6: Grade Five students 6: Grade Six students 3: Grade Seven Students 5: Grade Eight Students Co- teaching of units within the classroom means that more students benefitted from the strategies.</p> <p>Empower: 10: Total number of students in program 1 student – Grade 2 6 students – Grade 3 3 students – Grade 4 4 students completed program this year and showed significant gains in both Empower measures and Benchmark levels. Remaining students progressing and will complete program fall 2012.</p> <p>Grade 3 Numeracy: Patterns: 72.2 %M, 22.7% A, 4.5% N Equality: 18.2% M, 72.2% A, 9.1% N Representing Number: 68.2% M, 13.6% A, 18.2% N Mental Math: 31.8% M, 13.6% A, 54.5% N</p>	<p>participated in the professional learning sessions related to their area: EAL, Reading Recovery, Early Years Literacy, Middle Years Literacy.</p> <p>6. All classroom teachers and support teachers attended the Balanced Early Literacy Document sessions in January/ February, and in May.</p> <p>7. May School planning – Early and Middle years teachers reviewed support services in literacy and made plans for 2012-2013.</p> <p>School Accomplishments:</p> <ol style="list-style-type: none"> 1. Numeracy Support teacher participated in the Math Recovery training dates, in August and October 2011. 2. Implemented the Math Recovery Assessment process – individual video assessments. Analyzed results and implemented instruction and feedback to the classroom teachers. 3. Feb.3: Numeracy teacher facilitated a session with Early Years staff on the Math Recovery assessment. 4. Feb. 3: Teresa Valloton facilitated a workshop of Middle Years Math teachers on the Patterns and Relations strand. 5. Numeracy teacher identified target students from each grade level and worked either within the classroom or in small group pull out sessions in blocks of time. 6. Numeracy teacher participated in the school Response to Intervention meetings of support teachers to coordinate the services. 7. Co-teaching of numeracy strategies occurred across
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	<p>Grade 5 Numeracy: Decimals: 37.5% M, 33.3 % A, 29.2% E Fractions: 95.8% M, 4.2% E Patterns and Relations: 45.8% M, 29.2% A, 25% E Mental Math: 66.7% M, 29.2% A, 4.2% E Place Value: 87.5 M or E, 13.5 A</p> <p>Grade 7 Numeracy: (as compared to Division mean of 50) Total test: 63.0 Number: 57.4 Shape and Space: 71 Patterns and Relations: 61.2 7.Statistics and Probability: 59.1</p>	<p>the grade levels.</p> <ol style="list-style-type: none"> 8. Numeracy teacher developed a group assessment to administer to Grades 4 – 8 to identify areas of need for instruction. Post- test repeated in May. 9. Numeracy teacher attended the professional learning sessions held monthly – facilitated by Teresa Valloton. 10. Increased use of technology and manipulatives – during numeracy sessions increased use of Smartboard , computer programs, and other manipulatives. Trial of Mathletics – several classes will be implementing this next year. 11. Numeracy teacher facilitated a review of the numeracy programming at the May school planning day.
<p>Quality Support Services</p> <ol style="list-style-type: none"> 1) Engagement: To support the engagement of students in their learning through a school-wide enrichment model utilizing enrichment clusters; through HALEP programming and through differentiated instruction in the classrooms. 	<p>Pre and post engagement surveys were conducted by HALEP teacher.</p> <p>Total talent portfolio was completed with the Middle Years students.</p> <p>Anecdotal feedback collected post enrichment clusters to determine the level of engagement and enjoyment during the enrichment clusters. Feedback was very positive for all clusters.</p> <p>Differentiated instruction: EAL teacher offered support to 40 students through either direct service in small groups, or co-teaching.</p>	<ol style="list-style-type: none"> 1. Enrichment clusters formed and block of four sessions carried out in October and November with Grade 5 – 8 students. Involved staff and guest facilitators. Celebration held at the end.Very successful with students and staff. 2. Second block of enrichment clusters – three sessions with Kindergarten and Grade One students in cross grade groups. Exploratory session worked well. 3. Third block of enrichment clusters – 4 sessions with Grades 2 – 4 students cross grade groupings. Also went very well – the age groupings seemed very appropriate. 4. HALEP teacher also worked with classrooms co-teaching units as per the HALEP model in all the Grades 5 – 8 classrooms. Worked with the Early years classrooms under

		<p>the teacher-librarian role developing research skills.</p> <ol style="list-style-type: none"> 5. HALEP teacher facilitated a discussion and review of the HALEP programming at the May school planning. Provided professional development for staff on the School wide enrichment model and the Type 1, 2, & 3 levels of projects. 6. HALEP teacher attended the professional learning sessions for the HALEP teacher; mentoring new HALEP teachers as well. 7. EAL teacher participated in the Response to Intervention team meetings; attended professional learning sessions and provided direct service to groups of students across the grade levels. 8. Integration of EAL and Literacy support for delivery of guided reading in literacy blocks was successful.
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Valleyview Centennial School

Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <p>Intervention Goal: Students who are not meeting grade level outcomes in literacy, numeracy, or social responsibility will be identified, will receive intervention and achievement will be monitored monthly for maximum growth.</p>	<ul style="list-style-type: none"> • Reading Recovery – 11 students • K/1 Literacy – 16 students • Early Literacy – 18 students • Empower – 5 students • Middle Years Literacy – 9 students • Numeracy – 24 student 	<ul style="list-style-type: none"> • Student progress monitored and programming revised through regularly scheduled meetings. • Response to Intervention. • Classroom service projects as part of Halep units.

Quality Teaching Academic Goal: 80% of students will meet or exceed grade level outcomes in literacy, numeracy and social responsibility.	<ul style="list-style-type: none"> Gr 3 Provincial assessments Gr 5 Divisional assessments November, March and June reporting outcomes 	<ul style="list-style-type: none"> Collaborative planning with Halep teacher and each classroom teacher. Co-teaching by classroom teachers and English as an Additional Language teacher. Specialists worked in classrooms in early September and some collaborative teaching initiated later in year. Professional development focus, "What counts in teaching literacy?" Beginning implementation of Response to Intervention made.
Quality Support Services Intervention Goal: Students who are not meeting grade level outcomes in literacy, numeracy, or social responsibility will be identified, will receive intervention and achievement will be monitored monthly for maximum growth.	<ul style="list-style-type: none"> Empower results. Middle Years Transition results. 	

Waverly Park School

Report Prepared by Mr. Bob Lee, Principal, Waverly Park School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) K-8 Staff will work together to increase student literacy achievement for all learners 2) K-8 staff will work together to increase the numerate literacy of all learners	<i>% meeting or exceeding in each area:</i> A - % Approaching in each area: <ol style="list-style-type: none"> Reading Comp. 72% - A - 21% Reading Fluency 68% - A - 24% Writing Tasks 58% - A - 33% Number Operations 78% - A- 17% Math Awareness 75% - A- 19% Problem Solving 65% - A - 28% 	<ol style="list-style-type: none"> All classroom staff trained on the use of Fountas and Pinnell assessments. At risk students participate in SOS (student opportunity with staff) initiative Gr 5-8 Enrichment Clusters introduced this school year Math Centres approach explored

Quality Teaching 1) K-8 Staff will support our “at-risk” learners in the area of literacy 2) ICT infusion through all curriculum	(as above)	1. All staff received PD on Strategies that work for all in the area of literacy with a focus on writing 2. School wireless as of late Feb., 25 iPads and 21 laptops also arrive 3. Staff receive inservicing on aps for iPad and platforms for use with both tools 4. Management of signing new technology out to provide equitable use amongst staff 5. Software purchases - ongoing
Quality Support Services 1) To foster student independence and responsibility	1. Socially Responsible 85% - A – 13% 2. Working to Potential 78% - A – 19% 3. 3. Independent Learner 69% - A – 25%	1. Gr 7 & 8 students participate in Tell Them From Me survey 2. RTI team approach taken for assessing students in the fall 3. Going Green focus on local agriculture events held throughout the year to build responsible citizens 4. Brain Based learning explored and initiated in classrooms

Crocus Plains Regional Secondary School

Report Prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) English as an Additional Language Program – Continue with the implementation of our CPRSS EAL instructional plan that provides EAL learners access to language develop courses and shelter content area courses in the compulsory courses from Grades 9 – 12. 2) Advanced Placement Program – Provide more opportunities for CPRSS students to access enrichment/advanced programs – Advanced Placement Implementation Plan	EAL 11G, 21G, 31G, Language Development classes and shelter content area courses are available for all compulsory courses. Credit completion rates are not available at this time. June 30, 2012 12 AP Calculus Exams and 4 AP Computer Science Exams written in May 2012. Advanced Grade 11 AP courses in Art, English, Chemistry, Physics, Biology and Grade 12 AP Environmental Science in place for 2012 -2013	Homework Club for EAL learners has been established. Team planning sessions in curriculum development. Registered number of students for 2012-2013 AP related courses is solid. New AP Coordinator AP Promotion and Marketing Plan will be designed

Quality Teaching 1) Student Assessment and Evaluation – Develop “Grading Guidelines” that will be approved as school policy for the assessment, evaluation, and reporting of student achievement at Crocus Plains Regional Secondary School.	Grading Guideline document (draft) was completed and presented to staff on May 18, 2012. Grading Guideline document will ensure consistency in assessment, evaluation, and grading practices at CPRSS	2012 – 2013 Implementation Plan – Committee Designed
Quality Support Services 1) Improve the CPRSS On-Track Graduation Rate at each grade level to 90% 2) Student Recognition Program – Design a CPRSS Recognition of Student Excellence and Participation Program for recognizing and celebrating student excellence and participation in the areas of Academic/Vocational Excellence, Athletic Excellence and Participation, Fine and Performing Arts, School and Community Service	Restructured Administration/Student Services Teams – focused on student programming – credit completion data for 2012 – 2013 will not be available until July 2012 CPRSS Student Recognition and Student Excellence (medal and certificate program) has been designed and completed. First stage of implementation is June 2012.	Resource Department and Counselling Department Roles and Responsibilities is being clarified to support new model.

École Secondaire Neelin High School

Report Prepared by Mr. Michael Adamski, Principal, École Secondaire Neelin High School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities. Goal #2: To continue the school-based work on assessment as per policy/procedures 4052. Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process.	1.1 Socio-emotional data as demonstrated from TTFM survey results continue to remain very positive across grade levels in the school and remain above the national norm. 1.2 Student engagement in school sports saw a 6% increase from the previous year while participation in school clubs remained at par with last year's results and above national norms. 1.3 Students continue to demonstrate a very positive sense of belonging to the school. Results from TTFM	1.1 Tell Them From Me Survey was implemented with all students in March 2012. Results from the latest survey implementation have been compared to 2010 TTFM and was used as part of the SDP day in May 2012. 1.2 Timetable this year allowed for sections of sheltered content EAL classes to connect with regular classroom sections within the same subject discipline 2.1 School based assessment team worked on follow up staff session from Damien Cooper presentation – October 2011 3.1 The development of a learning

	<p>remain at par from last year and above national norms.</p> <p>2.1 Significant increase in the number of International Baccalaureate assessments completed by IB students this year (54 assessments written). Student results from May 2012 IB Assessments will be available July 2012</p> <p>3.1 Slight increase in overall intellectual engagement from last year, measures Interest and Motivation, Effort Effective Learning Time, Relevance and Rigor – results continue to remain above national norm</p> <p>3.2 Increase of 6% in the mean population of students – high challenge – and high skills. 51% of Neelin student population- national norm is 46%.</p> <p>3.3 Academic outcomes in the area of Language Arts remains constant and is slightly improved from last year at par at the national level (77%)</p> <p>3.4 Academic outcomes in the area of mathematics have shown a slight increase from last year and remains at par nationally. (75%)</p> <p>3.5 Academic outcomes in the area of science has shown a positive gain and remains at par with national norms (77%)</p> <p>3.6 Students' expectation of success remains very positive and is well above the national norm</p> <p>3.7 Students continue to exhibit a strong desire to complete high school, current indications</p>	<p>resource center for professional staff was created this year providing an opportunity for staff to access current research literature.</p> <p>3.2 Implementation of additional courses that have the potential to add to the IB course offerings, Dance and Visual Art</p> <p>3.3 Completion of the second phase of the IB audit with the IB teaching team – emphasis on assessment and language policies</p>
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	<p>remain above the national norm</p> <p>3.8 A very positive increase in the number of students that aspire to pursue higher education beyond graduation presently at par with the national norm</p>	
<p>Quality Teaching</p> <p>Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities.</p> <p>Goal #2: To continue the school-based work on assessment as per policy/procedures 4052.</p> <p>Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process</p>	<p>1.1 Enrollment numbers for the International Baccalaureate program is very positive for next fall. Consistent promotion of the program within the last two years has played a large impact on this for the school. Biology 32S – 24 students; Chemistry 32S – 11 students; ELA 32S – 18 students; History 32S – 9 students; Mathematics 32S – 13 students; Theory of Knowledge – 25 students.</p>	<p>1.1 Positive student – teacher relationships has shown a slight increase from last year’s TTFM survey results.</p> <p>1.2 Positive learning climates remain consistent across all grade levels throughout the school and remains above the national norms for this indicator</p> <p>2.1 School based leadership team will continue to develop staff p.d. sessions on Differentiated Instruction as a follow up to ASCD session with Maria Molina and Carol Tomlinson.</p> <p>2.2 Continued work with curricular mapping sessions with ELA and Social science teacher. Work to begin with math and science departments</p> <p>2.3 Continual promotion with staff on the connection between brain research and the world of classroom teaching and the understanding of the teenage brain. Sharing of research articles, possible p.d. opportunities, etc.</p> <p>2.4 Math department worked with Teresa Vallotton piloting graphing calculators – an additional p.d. session was held with math department at Neelin – December 2011</p> <p>3.1 Departmental meeting times were formalized this year with the English Language Arts, mathematics, social sciences,</p>

		<p>science departments as well as the International Baccalaureate team.</p> <p>3.2 Manitoba Grants for Innovation in Citizenship Education Grant was received as part of Social Sciences area – departmental work was completed implementing GIS across French Immersion and non Immersion Geography with an Aboriginal perspective</p>
<p>Quality Support Services</p> <p>Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities.</p> <p>Goal #2: To continue the school-based work on assessment as per policy/procedures 4052.</p> <p>Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process.</p>	<p>1.1 Positive student achievement results of those students that populated the 8/9 transitions classroom – %age of credit completion with be known at the conclusion of the school year</p>	<p>1.1. Successful orientation sessions in the spring and fall continue to play a large focus on engaging students early to the school.</p> <p>1.2 TOKTW day 2011 provided an opportunity for current gr. 8 students to experience activities in a high school setting</p> <p>1.3 Regular classroom visitations have been managed this year by student management team as well as grade group sessions i.e. threat assessment presentations, registration, etc.</p> <p>1.4 AFM support staff continues to assist student population with drug counselling opportunities.</p> <p>1.5 Initial planning session with IT Ed. Specialist (Reg Reimer) to consider Moodle application within high school programming</p> <p>1.6 Implementation of the 8/9 Transition model as a planning initiative within the school to better enable student engagement with potentially at-risk learners</p> <p>3.1 Continuous monitoring of students' attendance throughout the school year by student management team</p> <p>3.2 Aboriginal Elder (Kevin Tacan) assisted with Mb. Innovations</p>

		<p>project</p> <p>3.3 Representation on the Canadian Council for Geographic Educators has been a asset in terms of bringing resources, p.d. opportunities back to our Social Sciences department</p>
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Vincent Massey High School

Report Prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none"> 1) To incorporate best practices into unit development, instruction, assessment and evaluation. 2) To improve the engagement of all learners. 3) To develop a socially responsible school community. 	<ul style="list-style-type: none"> • Full year Grade 9 Math finished with 18 complete credits. • • 62 credits have been granted from the Alternative Program with 9 full VMAP and 6 (at least 1 + VMAP classes) students graduating. 	<ul style="list-style-type: none"> • Development of the Full Year Grade 9 Math course. • Develop Empower Reading support for students struggling with basic reading • Development of the Massey Alternative Program.
Quality Teaching <ol style="list-style-type: none"> 1. To incorporate best practices into unit development, instruction, assessment and evaluation. 2. To improve the engagement of all learners. 3. To develop a socially responsible school community. 	<ul style="list-style-type: none"> • Grade 10 Math Extensions finished with 13 completed credits. • Students have access to Chamber of Commerce business experiences. 	<ul style="list-style-type: none"> • Development and implementation of a Mathematics Extension class for second semester. • Viking Vault school store provides practicum experience for students and access to store services. • Dianne Bauman – EAL curriculum, Aga Desjardins – SIOP, Dave Bebbington – French, Kristi Ann Aston – Faculty of Medicine U of M, Suzanne Sullivan – Grade 12 Pre-calc Assessment committee, Ingrid Gross – BSD one-to-one computing, Kelly Cowieson – BU Faculty of Ed, Sukiminder Bath – Grade 12 Applied Math Assessment Committee, Brad Twordik – STEPS program of Applied Science Technology

		<p>Integration Program, Nancy Pitcairn – Provincial Drama Curriculum committee, Ashley Dyson – NSERC grant.</p> <ul style="list-style-type: none"> • 1/ 3 of teachers in Division involved in SIOP training are Massey teachers.
<p>Quality Support Services</p> <ol style="list-style-type: none"> 1. To incorporate best practices into unit development, instruction, assessment and evaluation. 2. To improve the engagement of all learners. 3. To develop a socially responsible school community. 		<ul style="list-style-type: none"> • Grade 8-9 transition support – resource department restructured to reflect RTI philosophy. Reflections from resource teachers, classroom teachers and vice-principals point towards the new structures improving case management clarity, response times and monitoring capabilities. • 12 teachers involved in teacher growth process focusing on Curriculum and Program planning, Instructional Diversity, Student Assessment, School Threat Assessment. • Process implemented and reviewed. • My Blueprint software provides students more accurate information for post-secondary option, learning goals, progress monitoring and resources. • Grade 11 and 12 students volunteer to tutor students monitored by resource.

VI. **Our Students' Progress 2011/2012 to Date**

Report Prepared by Ms. Teresa Vallatton, Coordinator of Assessments, Evaluation and Research

The grade 3, 5 and 7 and 9, semester I grade 12 assessments are attached Appendix A2 and Appendix B.

VII. Highlights of Student Accomplishments to Date as of June 11, 2012

Alexander School

Report Prepared by Ms. Barb Miller Principal, Alexander School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To engage students in assessment practices as a means of improving student achievement.	100% of all students have had the opportunity to be actively involved in defining the criteria for the learning targets of specific assignments. 90% of students strive to meet or exceed the learning targets when the criteria are clearly defined.	All students have been actively engaged in defining the criteria for specific learning targets, as a means of improving student achievement.
Quality Teaching 1) To assess every student's writing skills and implement appropriate strategies in order to address the needs of each student.	2011 – 2012 student achievement results Grade 3 – 75% of students meeting expectations - ideas, organizations, word choice, and sentence fluency; 63% of students meeting expectations – conventions Grade 5 – 63% meeting expectations – reader understanding; 50% meeting expectations – word choice, 75% meeting expectations – spelling & grammar Grade 7 – 100% meeting expectations – selects and organizes ideas, word choice, spelling & grammar	All students are being assessed regularly using a writing continuum K- 4 and Putting the Pieces Together writing checklists 5 – 8. All students have demonstrated growth in all 6 traits.
Quality Support Services 1) Students will be engaged in authentic learning experiences through arts-infused learning across the curriculum with the support of mentoring artists.	There were 11 students who had work displayed at the Arts West Council 33 rd Annual Westman Juried Art Show that took place in Hamiota, MB on April 14, 2012. There were 11 students who were invited to have their work displayed at the Pavilion Gallery in Assiniboine Park during the month of September 2012. There were six students who had their work displayed at the AGSM in conjunction with the main gallery exhibition called <i>With Alec in Mind</i> from May 3 – June 9, 2012.	Learning Through the arts project – Dramatic tableaux with Leigh-Anne Kehler Public sculpture project – in partnership with AGSM – artist Chris Cooper – Sculpture to be located on the Alexander School grounds Artist in the School – African dancing and drumming with Jay Stoller and Casimiro Nhussi Music Month Project – Earth Day song writing with Kate Ferris

Note: In addition to our school goal accomplishments, our Youth Revolution group raised \$340.00 through hosting a car wash to donate to the children's wing at the Brandon Regional Health Authority.

Betty Gibson School

Report Prepared by Mr. Phil Vickers, Principal, Betty Gibson School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To maximize student learning in literacy and numeracy with specific focus on the areas of student engagement. EAL, and students of Aboriginal Heritage	<p>School Wide Enrichment clusters were started including crochet, philanthropy, cooking, painting, movie making, business, and glee club.</p> <p>The Stingers demonstration skipping team performed at the Country Fair, the Travelers' Day Parade and at 7 Brandon schools.</p> <p>Cross grade buddies occurred at all levels</p> <p>I Love to Read activities in February included guest readers and our annual school-wide multi-age activity entitled, "I Love to Read Around the World". This activity included four multi-age groupings where students "travel" throughout the school to four different nations.</p>	
Quality Teaching 1) To improve professional learning opportunities for educators through collective inquiry and dialogue.		
Quality Support Services 1) To develop a safe and respectful school community.	<p>Students took part in one of four engaging new EBS Multiage activities that focus on the three aspects of social responsibility (personal attributes, personal skills, cooperation skills)</p>	

George Fitton School

Report Prepared by Ms. Gail McDonald, Principal, George Fitton School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To increase student achievement through engagement.	<ul style="list-style-type: none">• Over 100 students participated in the George Fitton School Science Fair, and 15 students participated in the Westman Science Fair.• 30 students take part in the "Finding My Way" program. This program studies and celebrates First Nations history and culture.• All students participated in the school wide track day as well as many participated in the City Track Day.	
Quality Support Services 1) To increase student achievement through increased engagement.	<ul style="list-style-type: none">• George Fitton Thunderbird Leadership Team taught Yoga for grade 4 students, Hip Hop dance for grade 5 & 6s• Wellness Day for grades 5 & 6s on February 7th• Students attended WEDAY in Winnipeg• Students were part of the Thunderbird Leadership Team (student Leadership team); planned dances for middle years students, worked with EBS, planned assemblies, weekly t-bird token announcements (rewarded students for positive behavior, etc.• New this YEAR ... A.C.C. police Studies students Mentorship program with Brandon School Division Students• 4 students from George Fitton School met with Mentors (ACC police in training). Very positive experience...This was the idea of Shanna Bird-Police Education Officer.	

	<ul style="list-style-type: none"> • Y.W.C.A. Girlspace Program. Run by Katherine Arnold provides a ten session educational, informational forum for girls in grade 7 or 8...to look at, and discuss girls issues, healthy relationships, rights, pressures, etc. etc.. We have at least 8 girls involved in this program (It was thru Kat that we were able to go to WEDAY) • Roots of Empathy being run in two grades...Lamb and grade 7 J. Kyle. • 20 students participated in the Youth-Revolution • BSSAP Coordinator started a beading club that taught aboriginal art. 	
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Green Acres School

Report Prepared by Mr. Craig Manson, Principal, Green Acres School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) The Arts	1) Student Survey about "The Arts": <ul style="list-style-type: none"> • For the most part, did you like the art mornings? (K-2) YES – 57, SOMEWHAT – 32, NO – 15 (3-8) YES – 42, SOMEWHAT – 14, NO – 4 Combined: YES – 99, SOMEWHAT -46, NO – 19 • Did you learn something about art? (K- 2) YES – 42, SOMEWHAT – 47, NO – 13 (3-8) YES – 36, SOMEWHAT – 64, NO – 7 Combined: (K-8) YES – 78, SOMEWHAT 	1. Family Survey Data (50/111) <ul style="list-style-type: none"> • Do you regularly display your child's artwork? YES – 46 and NO – 2 • Do you feel that the infusion of the arts enhances your child's education? STRONGLY AGREE – 24, AGREE – 25, SOMEWHAT AGREE – 1, STRONGLY DISAGREE -0 • 70% of families attended the Green

2) Learning Styles	<p>– 64, NO – 20</p> <ul style="list-style-type: none"> Do you see yourself as an artist? (K-2) YES – 32, SOMEWHAT – 30, NO – 40 (3-8) YES – 36, SOMEWHAT – 18, NO – 6 Combined: (K-8) YES – 68, SOMEWHAT – 48, NO – 46 	Acres Arts Evening.
3) “Strong Kids” (Social Emotional Learning Curriculum)	<ul style="list-style-type: none"> Do you think art is important in school? (K-2) YES – 56, SOMEWHAT – 38, NO – 8 (3-8) YES – 50, SOMEWHAT – 4, NO – 5 Combined: (K-8) YES – 106, SOMEWHAT – 42, NO – 13 	2. For the 2011/12 school year, Level 3 and 4/5 teachers have agreed to participate in the Learning Style Instrument from Learning Style Network with their students during the 2012/13 school year.

École Harrison

Report Prepared by Mr. Craig Laluk, Principal, École Harrison

Goals	Student Achievement Results (to date)
<p>Quality Learning</p> <p>To improve student achievement in all areas of French language arts (oral comprehension and production, written comprehension and production) with the outcome of more fluent and competent French Immersion students (and potentially future teachers) at the high school level and beyond.</p>	<p>June 7 2012: La Beauté d’Une Langue – an exceptional showcase of student talents where the arts and French language were fully integrated and celebrated.</p> <p>Brandon School Division Speech Arts in French: Three of our students won their divisional categories for their speeches and represented Brandon at the Concours d’art oratoire in St. Boniface. Grade 3 and 4 – Alexandra Doyle Grade 5 and 6 – Jordan Adamski Grade 7 and 8 – Rashmini Shunmugam</p> <p>Students at École Harrison are required to have some French language elements in their Science Fair projects, and the amount increases the older they get. We have had some excellent participation at the school level and regional level. 159 students prepared 122 projects that were on display in our school gym and the quality of the projects was exceptional. 80 student projects represented our school at the Western Manitoba Science Fair. One of our students, Rashmini Shunmugam, was runner-up for the WMSF and won a Bronze Medal at the National Science Fair in PEI.</p>

Quality Teaching

To develop the relevancy of our instructional practices and student learning activities in order to promote excellence into the 21st century (speaking to the evolving and relevant setting language of our vision).

Remarkable trending results from Learning Bar survey:

- 24% and 28% of grade 7 and 8 students responded that they are interested and motivated in their learning.
- A similar percentage (28% grade 7 and 24% grade 8) reported that they have someone at school who consistently provides encouragement and advice.
- Students in grade 7 and 8 are doing less than an hour a day of moderate physical activity and reading less than 30 minutes a day for fun.

Open Ended Questions/Responses from Learning Bar (summarized)

1. a) What do you like about your school?

Grades 4,5,6	Grades 7,8
<ul style="list-style-type: none">- gym- technology (iPads/laptops)- music- school is small- dances	<ul style="list-style-type: none">- it's clean- Réveillon- sports- teachers and classmates

1. b) What would make Harrison better?

Grades 4,5,6	Grades 7,8
<ul style="list-style-type: none">- new lockers- to be part of sports teams (floor hockey, soccer, basketball, volleyball)- art club- cheer squad- talent show- more school pride items to purchase such as water bottles etc...	<ul style="list-style-type: none">- new lockers- air conditioning in gym- microwaves- choices for recess (stay in or go out)- more availability of technology- more study time- no more sharing of the gym, specifically G.F.- more choices in projects/class work

2. If you could choose what you could learn about at school, what would that be?

Grades 4,5,6	Grades 7,8
<ul style="list-style-type: none">- art/drama- another language- military- math- space- electronics- computer programming	<ul style="list-style-type: none">- photography- surfing- cosmetology- space- animals- other cultures *- science

	<ul style="list-style-type: none"> - interior design - skateboarding/sports * - animals - baking * - ghosts 	<ul style="list-style-type: none"> - culinary arts * - drama - math - leadership - mythology
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J. R. Reid School

Report Prepared by Mr. Jason Curtis, Acting Principal, J.R. Reid School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) MY Literacy support program – this year was our first year at JRR implementing a Gr. 4-6 Guided Reading Program. Groups of 4-7 students were made based on needs through F & P assessments completed in September.	<ul style="list-style-type: none"> • Students in Gr. 4-6 met every other day for one hour led by the classroom teacher, EAL teacher, Resource and MY literacy teacher. Great strides were achieved in all areas of literacy. 	
Quality Teaching 1) Our Kindergarten class was familiarized with Handwriting without tears.	<ul style="list-style-type: none"> • Our Kindergarten teacher was trained in H.W.T. This program emphasizes the motor skills needed to develop writing skills in the very young. With the help of our Resource teacher, our students received extra guidance in the area of penmanship and fine motor skills. 	
Quality Support Services 1) Middle Years Youth Revolution – we disbanded our student council at JRR for a YR group this year. Student volunteered their time each week to meet and plan activities. They focused on building school spirit, citizenship and a sense of community.	<ul style="list-style-type: none"> • Our YR team is very involved in many school-wide activities from peer helping to organizing activities for both EY and MY students. They successfully ran an EY recess mentorship program where they organized and delivered activities for our early years students. 	

King George School

Report Prepared by Mr. Dave Lim, Principal, King George School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning -To develop a safe and positive school community	-90% of students have been involved with leadership activities. -Y Revolution organized Peak of the Market fundraiser. -Y Revolution won video contest to promote healthy lifestyle choices (\$250.00 first prize). -Decrease in office referrals: 92% of students have not had office referrals from September 2011 to June 2012. -Students raised \$3400.00 for cancer research from Terry Fox Run. -Students collected 865 pounds of food donations for Farm Credit <i>Canada Drive Hunger</i> Away program. -EAL students raised \$435 to donate to Dayanny Nunez Bonilla Memorial Fund.	- Effective Behavior Support program to integrate social skills -Trained new staff and refreshed current staff in EBS -Review of School Wide Behaviour Matrix -Guest speakers did presentations on social responsibility -Development of EBS House System: working with cross-grade buddies on a monthly basis -Promoted EBS related events: Cultural Day, FCC Food Drive, Environmental Day... -Infusion of school wide academic goals in literacy and numeracy -Developed student leadership committees: Healthy Crusaders, Student Council, Climate Committee, Student of the Week, Y Revolution -Incorporated <i>Finding My Way, Circle of Friends</i> and <i>Roots of Empathy</i> programs
Quality Teaching -To maximize learning and achievement in Literacy and Numeracy	-Grade 7 classes volunteer at Samaritan House. - HALEP gardening group students landscaped and beautified the front of King George School. -Y Revolution members attended ceremony in Winnipeg to receive youth volunteer award from the Premier. -Y Revolution organized 2 nd annual talent show. -EAL students hosted 2 nd annual Cultural Days.	-Provided students with experiential learning experiences -Full year implementation of Behaviour Matrix -Regular EBS assemblies with planned cross grade activities -Taught and re-taught appropriate behaviours -Involved students in planning EBS program -Involved lunch supervisors and support staff in EBS planning/expectations

	<p>-Student liaison committee organized choir to sing at BRHA volunteer luncheon.</p> <p>-Students participated in successful Indigo Love of Reading Grant application.</p>	<p>-Continued partnerships with the <i>Food for Thought Breakfast Program</i>, <i>Lighthouse Program</i>, <i>EAL After School Program</i>, Shanna Bird (Brandon City Police), Public Health, CP Rail, Manitoba Hydro, Heart and Lung Foundations, Brandon University, Farm Credit Corporation, Apple Canada, S'Cool Life Fund, Artist in the School and partnership with Chinese teachers from China, Brandon RHA</p> <p>-Involved students in planning HALEP enrichment clusters</p> <p>-Partnership with Indigo Love of Reading Foundation and Coles at Brandon Shoppers Mall</p>
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Kirkcaldy Heights School

Report Prepared by Mr. Bruce Shamray, Principal, Kirkcaldy Heights School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) Artsmarts	<p>Our Early Year's students were involved in an exciting month of art enrichment. We hosted Erica Lowe as our ArtsSmarts artist. The students showcased their learning of a variety of science concepts through various mediums. The environment was the broad theme, encompassing many different cluster outcomes.</p>	<p>All students in grades 1-4 completed a number of artistic representations and artwork. There was a week of display for parents and community members.</p>
2) Science Fair	<p>Kirkcaldy Heights had a very successful science fair. There were entrants from grade 3 to grade 8 in a variety of sciences. One hundred and two projects were entered in our school based fair. Seventy one projects went on the Western Manitoba Science Fair held at the Keystone Center. Five projects received awards, and 15 projects received medals.</p>	<p>School wide science fair, afternoon showcase, visitors welcome. Judges are education students from Brandon University. Students who qualify can attend the Western Manitoba Science Fair.</p>

Quality Teaching 1) Enrichment Clusters	Kirkcaldy Heights completed two sessions of Enrichment Clusters. There were 12 clusters in the second set, ranging from baking to Braille, and 7 clusters in set one. All middle years students, staff and some divisional staff participated. The clusters strive to make the experiences authentic, purposeful with a goal towards social responsibility.	Articles on School wide enrichment model and enrichment clusters were distributed to staff members for reading and discussion. The first set of clusters 2 staff members teamed to provide support for this new initiative. The second set, the staff members individually facilitated a cluster.
Quality Support Services 1) In-service to instructional staff facilitated by Stephane Touzin, Pam Kelso and Kim Dallari	This informational and interactive presentation was to inform the staff of learning difficulties, deficiencies and to offer insight into the recommendations for teaching and learning strategies. The staff was given the opportunity to experience first-hand how difficult learning can be for struggling learners. E.A.L. learners were also highlighted.	Articles and information sheets were given to staff highlighting more common learning difficulties (such as crystallized abilities and working memory) and recommendations for strategies and differentiated instruction for our E.A.L. population and struggling learners.

Linden Lanes School

Report Prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) To engage all students actively in their learning by providing quality learning experiences facilitated by quality teaching. 2) To continue to develop a socially responsible and safe school community	<ul style="list-style-type: none"> Review of Linden Lanes assessment data Grades 3, 5 and 7. Reading Recovery and Literacy Support data. Phonological Awareness (PAST) Kgn. Learning Differences data Class Profile review/Learner Profiles Classroom based assessments Effective Behaviour Support (EBS) 	<ul style="list-style-type: none"> 36 students participated in the Western Region Science Fair winning 25 medals and 7 special recognitions. Student engagement was evident in HALEP units from Grade 5 to 8. Growth in areas of social responsibility and leadership.

Quality Teaching <ul style="list-style-type: none"> • See above 		<ul style="list-style-type: none"> • Presentation on “Right to Play” for school community by Grade 8 class. • Student leadership - many examples from assisting in classrooms, recycling, fund raising for charities etc. • High number of students participating in all sports teams. • Oratorical contest – Gr. 5 to 8 participation. • Student participation in music and band programs.
Quality Support Services <ul style="list-style-type: none"> • See above 		<ul style="list-style-type: none"> • Student involvement in technology - laptops, iPads. • Linden Lanes matrix – Be Respectful, Responsible, Safe – student involvement.

Meadows School

Report Prepared by Ms. Nancy Dane, Principal, Meadows School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none"> 1) To increase achievement. 2) To engage students. 3) To provide leadership opportunities. 	<p>-Academic achievement results have been challenging to analyze with the change from mean to percent – however our results have been the same or slightly lower than other years – the impact of increasing EAL student population, and socio-economic issues is evident.</p> <p>Opportunities for increasing student engagement and student leadership have been a significant focus for MY staff this year – student report a positive attitude and increased school engagement toward these efforts.</p>	<ul style="list-style-type: none"> - Student Council Leadership Team -Y Revolution Leadership Group - Peer Tutors (Reading Partners) - Student Volunteer Group (kindergarten) - Student Involvement in survey - leadership for Family Groupings by students - Charity Drive / Fundraising by students - Library Volunteers/Milk Week/etc. are focused on student leadership opportunities.
Quality Teaching <ol style="list-style-type: none"> 1) Enhance teaching practice in the writing domain. 2) Infuse focus on engagement into all learning experiences. 3) Explore impact of Brain Research on daily instruction 	<p>-Teachers report student engagement in the writing process as significantly improved.</p> <p>-Following the brain research BSD conference many teachers have reported that their students have reacted favourably to infusion of these practices into the classroom.</p>	<ul style="list-style-type: none"> - Students will participate in the analysis of the Tell Them From Me survey for the purpose of improving school life and responding to their needs.

in the classroom.	- results have only had preliminary analysis	
4) Facilitate Tell Them From Me Survey	- we will be doing the survey again in Spring of 2012.	

École New Era School

Report Prepared by Mr. Chad Cobbe, Principal, École New Era School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) MY Ability Groupings Project Grade 7 and 8 teachers developed a plan to assist students who had not mastered specific outcomes in the number concepts and operations strand so that gaps in their learning could be filled to promote future growth. The MY Math Ability Groupings Project involved the MY team assigning all students into three levels according to their math skill levels.	Our MY teachers, as shared during our School Planning Day, report that there is a renewed enthusiasm for numeracy learning among our students as result of these groupings and that the numeracy needs of our grade 7 and 8 students have been more appropriately addressed.	Our school-wide Numeracy Team is expanding this concept into Grades 3-6 for the 2012/13 school year.
Quality Teaching 1. Grade 1/2 Literacy Blocks We have continued to demonstrate a school-wide commitment to Early Years Literacy with the continuation of our Literacy Block Project which involves a group of teachers and support staff dedicated to providing effective reading instruction to all Grade 1 and 2 students in our English program during scheduled "blocks" within the timetable.	Despite the many changes our school has experienced throughout the year, the Project continues to move forward and is showing encouraging results. In fact, well over 80% of the learners have seen growth in reading levels.	For the 2012/13 school year, the school-wide approach to Balanced Literacy in grade 1/2 will include both English and French Immersion programs
Quality Support Services 1. Student Leadership Team To begin this school year, École New Era School moved away from a Student Council model for student leadership and introduced the Student Leadership Team. It consists of student representatives from	The Team has been successful in its work (e.g., school-wide assemblies as well as activities for both EY and MY students) of pulling together our culturally and linguistically diverse student population and creating an environment of belonging.	The Student Leadership Team model will continue for the 2012/13 school year and work in partnership with school-based Youth Revolution initiatives.

each Middle Years homeroom and focuses on <u>citizenship</u> , which includes building student spirit (organizing fun events throughout the year for ALL students), strengthening <u>student voice</u> (having an opportunity to “voice” concerns with and suggestions for improving student life at school), and committing to <u>community service</u> (planning community-minded projects).		
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École O’Kelly School

Report Prepared by Ms. Angela Voutier, Principal, École O’Kelly School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning/Teaching 1) To improve the Numeracy skills of our students in Kindergarten to Grade 8 in the are of Problem Solving and through the development of a Numeracy Profile 2) To improve the literacy skills of our students in Kindergarten to Grade 8 in the areas of making connections & reflecting when reading, Improved fluency & comprehension, and using conventions & more descriptive words appropriately 3) To Promote Wellness, Positive School Spirit, and Good Citizenship in our students and school community by providing opportunities for student Leadership and Lifelong Recreational Activities, Providing a warm and welcoming environment in order to maintain a safe and responsible school community, Responding	<ul style="list-style-type: none"> • Improved scores on Grade 3, 5, and 7 Numeracy and Literacy Assessments • High levels of student engagement in Mathletics and Raz Kids, Word Q supplementary programs for numeracy and literacy • Student participation in school literacy activities, for example poetry coffee house and literacy days • Student led activities such as Healthy Living week, student council activities, and YR dances and other activities • Student Participation in community connected HALEP projects • Student Leadership roles in peer tutors, playground monitors, office workers, lunch program assistance, safety patrols 	<ul style="list-style-type: none"> • Revisited school mission, vision, and goals • K-8 Numeracy Continuum Development • School wide Literacy resources acquisition • Trial/use /implementation of various software applications such as WordQ, Mathletics, RazKids • Early Years Fountas & Pinnel training • Grade 1 implementation of the PAX Good Behavior game • Partial RTI trial implementation • Increased interest and participation in school sports programs

appropriately to the emotional and physical wellness of students, families and staff, and Supporting our multi-cultural families (Aboriginal, EAL, French Immersion)		
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Riverheights School

Report Prepared by Mr. John Minshull, Principal, Riverheights School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning	<ol style="list-style-type: none"> 1) Students participated in the Westman and Area Traditional Christmas Dinner through our multi-aged groups 2) The Community Issues Class developed the CIB (Community Issues Buddy) initiative within the school. 3) The student leadership team worked closely with a variety of school and community groups to benefit the students of Riverheights. 4) Many classes within Riverheights School were involved in working with the Riverheights community to raise funds for the playground structure. 	Social Responsibility
Quality Teaching	<ol style="list-style-type: none"> 1) Student engagement is increasing due to a middle years focus on School Wide Enrichment. 2) Student engagement is increasing as a result of the addition of Laptops and Ipads to the school. 3) The quality of writing samples is improving as a result of a school wide focus on writing strategies 	Student Engagement

Riverview School

Report Prepared by Mr. Kelly Braun, Principal, Riverview School

Goals	Student Achievement/Developments Results (to date)	School-Based Developments/Accomplishments
Quality Learning - Social Justice - Global Citizenship - One Can Make Change - Racism Awareness - Poverty Issues	<ol style="list-style-type: none"> 1) In November the grade 6 class won the Brandon Waste Reduction Challenge (Middle Years). As a result they had their picture taken with the Mayor. 2) In November our safety patrol was the "Patrol of the Month". As a result they had lunch with the Wheat Kings. 3) In December we celebrated our first Riverview Christmas breakfast. This was spearheaded by our LAC class. 4) In "Movember" the LAC class collected paper mustaches for the Canadian Cancer Society. 5) The Raven Voice organized a 'Christmas store' where Riverview students can purchase gifts for their family members for a 25 cent donation to the Samaritan House. 6) February was "I Love to Read Month" and Drew Caldwell (Brandon East MLA) and Mayor Sherri Decter-Hirst read to the students of Riverview. 7) To celebrate "Black History Month", Riverview hosted the Legend Factory presentation of Samuel, the Underground Conductor on February 1st. Several Schools were invited to a multimedia event that depicted the struggles of the American slaves and their journey through the underground railway to Canada. It was presented in both French and English. 8) During the week of Feb.6 to 10 our Artist in the School, Jay Stoller, introduced Riverview to African Drumming techniques. 	<p>From our school based accomplishments the following student driven accomplishments are highlighted:</p> <ul style="list-style-type: none"> - To build awareness we 'kicked off' this project with volunteer trip to Samaritan House - Used Hannah Taylor's Ladybug Foundation "I Can Make Change" Educational program - Guest speakers Ms. Marcia Hamm-Wiebe from the Samaritan House and Ms. Stephanie Lockerby, Homeless Coordinator for the Canadian Mental Health Association, relates poverty issues as they exist in Brandon - Mr. Glen Parker from The Brandon Sun spoke to the class about the creation and design of a newspaper - Mayor Decter-Hirst spoke to the class about social activism. She told the students she will match their fundraising efforts. - The classes went to City Hall to visit the Mayor and collect her "matched" funds. From there they are then delivering the funds and donated items to the Samaritan House. The Brandon Sun did an article. - In May the class partnered with Vincent Massey's <i>Youth In Philanthropy</i> to expose students to long-term opportunities to be active in our community. They created blankets for the homeless. - On March 16th, the grade 5/6 watched the 30 minute video "Kony 2012". The video was created to raise awareness of a specific Social Justice issue in Africa (One person can make a difference). - The Marquis Project came On May 21st to talk on "The International Elimination of Racism Day" which will include classroom activities.

	<p>Our week was culminated into a concert which included students and staff performing for the community.</p> <p>9) During the week of Feb. 21st to 23rd our Grade 4 to 6 students participated in a HALEP unit which focused on social justice issues surrounding poverty locally and globally.</p>	<p>From this, students created a project where they could “Make Change.”</p> <p>These included:</p> <ul style="list-style-type: none"> - A Bake Sale – completely organized and run by three classmates who raised over \$100.00 - A Picture/Poster Sale – where a student sold hand-made pictures and posters made by the student and classmates. This raised over \$ 13.00. - A Newspaper which had an editor and graphic artist create and compile a 10 page newspaper! The newspaper was sold within the school and raised over \$10.00. Complimentary copies were delivered to the Mayor and Mr. Parker. The Minister of “Housing and Community Development” Kerri Irvin-Ross brought a copy of the newspaper back to her committee to share. - Numerous students collected money within the school. - Several students drafted letters and approached the community for financial donations. One student has already donated over \$ 110.00 to the Samaritan House. - Another student has created donation bins at Riverview and Massey to collect socks, adult shoe, and non-perishable food items for the Samaritan House. - One student drew and scripted a graphic novel regarding poverty. - Two students produced a skit addressing the difference between “hand-up” verses a “hand-out.” - Two students created a web-page reflecting their learning about the issues of homelessness and hunger
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St. Augustine School

Report Prepared by Ms. Betty Howell, Principal, St. Augustine School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning	<p>Musical Accomplishments</p> <ul style="list-style-type: none"> Students participated in musical events such as the Children's Orff day and the Winnipeg Symphony Orchestra project, the choir festival. Grades 3, 4, 5&6 classes put on a school musical "The Golden Rule" which was entirely written by the Grade 7 students. The Grade 7 class also prepared backdrops and acted as student directors. <p>Athletic Accomplishments:</p> <ul style="list-style-type: none"> Athletic teams represented our school well in volleyball, basketball, badminton, track and field. 	
Quality Teaching 1) Literacy: St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development and direct tutorial assistance, designed to increase the academic achievement in literacy, of all learners and to accelerate the learning of the less successful learners in our school.	<ul style="list-style-type: none"> Increases noted across all benchmarks at Grade 3, 5, &7 in the level of reading comprehension. Students are demonstrating more consistent use of strategies that have been introduced – in relation to deeper comprehension strategies – within, beyond and about the text. 9 Students successfully completing Reading Recovery and returning to their classroom within the average band. 2 referred for further assessment and 3 in carry-over to Grade Two 20 students demonstrated significant gains of Benchmark levels in the Literacy Support program. 10 students received 	<ul style="list-style-type: none"> Staff professional learning in administration of the Fountas and Pinnell Benchmark assessment – all K- 8 staff. Staff professional learning sessions focusing on reading comprehension development have brought greater cohesion across grade levels. The team of intervention teachers has gained knowledge about the Response to Intervention framework. The increased integration of support services has resulted in more consistency for the students and reduced fragmentation of classroom instruction through shared strategies.

<p>2) Numeracy: St. Augustine Staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the academic achievement in numeracy of all learners and to accelerate the learning of the less successful learners in our school</p>	<p>instruction in Empower reading and demonstrated gains in phonetic knowledge and in application to reading tasks as indicated by increase in Benchmark levels.</p> <ul style="list-style-type: none"> Numeracy results across Grade level benchmarks 3, 5&7 showed improvements in most strands assessed. 28 students from Grade 1-4 and 22 students from Middle Years participated in numeracy support groups and showed improvements in specific skills assessed. 	<ul style="list-style-type: none"> Staff professional learning in the integration of technology into Math instruction. Implementation of Mathletics from Grade 2 – 8 for 2012 -2013 school year. Increased understanding of introducing algebraic thinking. Focus on Mental Math strategies will be part of planning for 2012-2013
<p>Quality Support Services</p> <p>1) Engagement: To support the engagement of students in their learning through a school-wide enrichment model utilizing enrichment clusters; through HALEP programming and through differentiated instruction in the classrooms.</p>	<ul style="list-style-type: none"> Students in grades 5 – 8 presented at the Celebration of Learning a display of their accomplishments in the enrichment clusters. Kindergarten and Grade One students had an informal sharing day, so that students could see what each of the clusters offered. 	<ul style="list-style-type: none"> Staff professional learning in regards to the School-wide Enrichment model

Valleyview Centennial School

Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School

Goals	Student Achievement Results (to date)	School-Based Developments
<p>Quality Learning/Quality Support Services</p> <p>Intervention Goal: Students who are not meeting grade level outcomes in literacy, numeracy, or social responsibility will be identified, will receive intervention and achievement will be monitored monthly for maximum growth.</p>	<ul style="list-style-type: none"> 22 participants in school science fair. 12 participants in divisional science fair - 2 gold - 2 silver - 3 bronze 	<ul style="list-style-type: none"> Early Years Choir participation at Festival Remembrance Day program Christmas assembly Volunteer assembly

Waverly Park School

Report Prepared by Mr. Bob Lee, Principal, Waverly Park School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) K-8 staff will work together to increase student literacy 2) K-8 staff will work together to increase the numerate literacy of all learners	1) Students in Grade 4-8 participated in speeches. Divisional champions in Grade 4 and Grade 5/6 events. 2) Grade 3 math club held after school for all grade 3 students 3) Mathletics software program used by students in school & at home	1) Best practice for communication / speaking 2) Math opportunities in game / centers setting 3) Utilization of many different apps and software programs for home and school
Quality Teaching 1) K-8 Staff will support our “at-risk” learners in the area of literacy 2) ICT infusion through all curriculum	1) At-risk learners progressing in literacy development 2) Enrichment clusters introduced in Grade 5 & 6 with 2 clusters involved with “movie making” on iPads	1) Development of school model to best address at risk youth 2) Enrichment cluster timetabling exploration and in place for 5-8
Quality Support Services 1) To foster student independence and responsibility	1) Field trips to local hutterite colony held K-8 with appreciation for local produce and culture awareness 2) Heritage Pot Luck – building appreciation for other cultures 3) Enrichment clusters building student independence	1) School wide theme of global citizen developed 2) Student leadership group formed to facilitate the promotion of global citizen 3) Facilitating Type 2 & 3 learning opportunities for all students

Crocus Plains Regional Secondary School

Report Prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning 1) Technical – Vocational Education Program 2) Athletics 3) Fine and Performing Arts 4) School Service	<u>Technical-Vocational</u> F1 Competition National Team Champions (2010 – 2011) competed in F1 Worlds F1 CPRSS (2011 – 2012) Team won Provincial	Student and Program successes are highlighted on CPRSS Website – CP Pride Two CPRSS Celebration of Excellence assemblies are held to publically recognize students and programs – December and June

	<p>Championship – competed in Nationals in Toronto in May 2012.</p> <p>Manitoba Skills Competition – 14 medal placements with 3 gold medal winners</p> <p>National Skills Competition – 3 medal placements</p> <p><u>Athletics</u> Successful athletic seasons in all MHSAA sports – highlighted with Varsity Girls in MHSAA “AAAA” Volleyball Championship – Provincial Finalists and Crocus Plains Hockey Team in Westman High School Hockey League Championship series – League Finalists.</p> <p><u>Fine and Performing Arts</u> Successful Major Production – “Grease”</p> <p>Choir program growth in quality and community performances – New Choir teacher</p> <p>Successful music program concerts – Christmas and June concerts for all programs – band, guitar, jazz, choir, and marching band in community parade (June 2012)</p> <p><u>School Services</u> Successful school year for Student Council, Teens Against Destructive Decisions, Youth in Philanthropy, and Youth Revolution</p>	<p>New Student Recognition of Excellence Program was designed – Medals and Certificates to systemically recognize student accomplishments in academics, athletics, fine and performing arts, and school and community service.</p>
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École secondaire Neelin High School

Report Prepared by Mr. Michael Adamski, Principal, École secondaire Neelin High School

Goals	Student Achievement Results (to date)	School-Based Developments
<p>Quality Learning</p> <p>Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities.</p> <p>Goal #2: To continue the school-based work on assessment as per policy/procedures 4052.</p> <p>Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process.</p>	<p>1.1 Top four scholarship winners of grad class 2012 - Tyson Fisher receives the H.L. Crawford, Canexus, Maple Leaf and Total Eyecare scholarships as well as an entrance scholarship to the University of Manitoba; Rhys Naylor receives the Sunrise Credit Union, Reg Helwer, Maple Leaf and the Royal Bank scholarships; Amber Schroeder receives the Polish Gymnastic Association Sokol Award, Homellfe Realty, Maple Leaf and Canadian Parents for French (Immersion) scholarships; Nathan Grills receives the Brandon-Assiniboine Kiwanis Club, Guild Insurance Brokers, Maple Leaf and Canadian Parents for French Core) scholarships. 23 other students are also being recognized as well for their scholarly accomplishments.</p> <p>1.2 Jessica Clemons, dual registered student at CP and Neelin will receive the CPRSS photography award. Jessica also received a silver medal this year at Skills Manitoba</p> <p>1.3 Three Neelin students were recognized for their abilities in the Manitoba Skills competition in the area of Geographic Information Systems (GIS). Sam Waters (gr. 9) received the gold medal; Joey Waters (gr.9) silver medal and Nathaniel Delbridge (gr. 10) also received silver.</p>	<p>1.1 Development of two new course offerings for fall 2012 in the area of Dance and will train a staff person to implement Visual Art as an IB Group 6 course. These two additions will provide further opportunities for students to enroll in IB courses in different strands.</p> <p>1.2 Potential exists to bring the Dance courses in as an IB Group 6 offering.</p>

	<p>1.4 Four students, Carrie Bergen, Annie Munro, Shakti Shunmugan and Rhys Naylor were successful in competing in the Begbie Canadian History Contest</p> <p>1.5 Journalism club continues to be a popular group activity at our school. Taylor Foxon (gr. 9); Aven Glufka (gr. 11); Nathan Grills (gr. 12); Rikki Bergen (gr. 9); Milaine Lacerte (gr. 12), Alison Poppel (gr. 11) and Carrie Bergen all contribute articles throughout the school year to the Brandon Sun.</p> <p>1.6 17 Grade 12 Chemistry students participated in the Chemistry week this year at Brandon University.</p> <p>1.7 Neelin students once again presented their Major Production. This year's production was a Broadway musical titled <i>Urinetown</i> during the month of April.</p> <p>2.1 <u>Fifty-four</u> International Baccalaureate examinations were written in May 2012 shared between <u>18</u> grade 12 students—results will be made available to students and staff in July 2012</p> <p>2.2 Nathan Grills completed three Dual credit courses with Brandon University this year as a grade 12 student. He received an 87% in Fundamentals of Politics; 95% in What is Religion? and 94% in a Critical Thinking course,</p> <p>3.1 18 students (Geographie 40S & Geography 40S) participated in the Appreciating your Region – What's in Your Backyard? Endeavour as part</p>	
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	<p>of the Innovations Citizenship project – strong focus on Aboriginal perspectives was present as part of this activity.</p> <p>3.2 15 Students enrolled in the Geographic Information Systems (GIS) course at Neelin attended ACC for a day to learn and participate with the latest software connected to this field of study.</p> <p>3.3 23 International Baccalaureate students in year 1 of their IB program attended the Great Escape enrichment activity held at the University of Manitoba in March.</p> <p>3.4 18 Neelin students attended the YETII Conference – Marquis Project in February 2012.</p>	
<p>Quality Teaching Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities.</p> <p>Goal #2: To continue the school-based work on assessment as per policy/procedures 4052.</p> <p>Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process</p>	<p>1.1 A number of grade 12 students, both in the Immersion and non-Immersion ranks served as judges at science fairs throughout the Division in February. Excellent teaching and learning experience for all students.</p> <p>1.2 8 gr. 12 Neelin students were invited to Meadows School to share their expertise and teach Improvisation as an enrichment activity.</p> <p>1.3 9 students, Sam Frederickson (gr. 11), Aurora Huber (gr. 10), Cody Oliver (gr.10), Sarah Babin (gr. 12), Deanna Cluett (gr. 12), and Taylor Shurb (gr. 9) served as members of the Students Working Against Tobacco Use (SWAT) and took the message to a number of Middle years schools and students in our Division.</p>	<p>2.1 School Recognition and Awards has begun to and will continue to review the process related to recognizing academic accomplishments of our students</p> <p>2.2 Manitoba Grant for Innovation in Education and Teaching was received and implemented this past year by two of our social sciences teachers, Rob Langston and Melissa Stoesz.</p> <p>3.1 Vernissage (Grade 11 & 12) Art show was once again held at Neelin this spring. This year students from Green Acres and Betty Gibson worked alongside high school students as part of this Art Literacy endeavour.</p>

<p>Quality Support Services</p> <p>Goal #1: To continue to increase student engagement and foster the importance of inclusion for all students at Neelin to enhance quality learning opportunities.</p> <p>Goal #2: To continue the school-based work on assessment as per policy/procedures 4052.</p> <p>Goal #3: To continue to maintain a consistent focus in the development of literacy and numeracy skills across all subject disciplines with the infusion of technology as an integral part of the teaching and learning process</p>	<p>1.1 11 Neelin students participated at this year's Track & Field provincials in Selkirk, MB. Keegan Herberger received a bronze medal for javelin; Riley Peyachew received the silver for 400 m. School reps. also returned with a bronze in the 4 x 100m relay and silver in the JV boys medley relay. (Riley Peyachew, Keegan Herberger, Tyrell Medwid and Brandon Lalonde).</p> <p>1.2 Bryce Eakins challenged the student body of Neelin this year to raise funds in support of the Cerebral Palsy Association. Neelin students raised more than \$1000.00 dollars in support of Bryce.</p> <p>1.3 Student Representative Council (SRC) organized a school dance to raise funds in support of the victims of the Slave Lake forest fire from 2011. Over \$1000.00 was sent to this organization.</p> <p>1.4 Student members of the SRC accompanied the Life Skills students to their regular bowling activity as part of their appreciation week within the school.</p> <p>1.5 Five students, Raelene Sawatsky-Dyck (gr. 12), Jordan Michelsen (gr. 10), Brendan McKibbin (gr. 9), Shania Fischer (gr. 10) and Emila Paz (gr. 10) participated in the Manitoba Regional Envirothon in May.</p> <p>2.1 31 students were randomly selected to participate in the Programme for International Student Assessment (PISA) in the area of mathematics during May.</p>	<p>1.1 Implementation of Girls fastball to Neelin provided the opportunity for other students not typically involved in the traditional school sports to play for their school.</p> <p>3.1 Implementation of a Career Day at Neelin (February 2012) was developed this year for all students to have the opportunity to hear from individuals and their careers.</p>
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Vincent Massey High School

Report Prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

Goals	Student Achievement Results (to date)	School-Based Developments
Quality Learning <ol style="list-style-type: none"> 1) To incorporate best practices into unit development, instruction, assessment and evaluation. 2) To improve the engagement of all learners. 3) To develop a socially responsible school community. 	<ul style="list-style-type: none"> • Reach For The Top – Provincial Champions, National Finalists (12th in Canada). • Katie Hersley played in the All Star Rugby Game in Winnipeg. • Cody Gallant was named top defenseman in the Westman High School Hockey League. • Olivia Pieroni and Katherine Lee, 3rd at Provincial in Ladies Double Badminton. • Annie Pickering was placed with Dr. Bill Payton for Career Development and wrote an article that was published in the Canadian Society of Environmental Biologists Publication. 	<ul style="list-style-type: none"> • Student participated in University of Waterloo Chemistry Exam – our highest scoring student scored in the the top 7%. • 12 students wrote AP European History last year with the students scoring above the international average. • AP Bio students participated in the U of T National Bio Competition – at the team level VM scored 16th out of 300 teams. • 87 VM students wrote the University of Waterloo Math Contest – with students ranking from 1st in the province to scores in the top 25%. • VM Media Arts students launched VMTV News – newscasts are recorded daily over lunch offering students the opportunity to be engaged in hand on media production.
Quality Teaching <ol style="list-style-type: none"> 1) To incorporate best practices into unit development, instruction, assessment and evaluation. 2) To improve the engagement of all learners. 3) To develop a socially responsible school community. 	<ul style="list-style-type: none"> • The Chamber Choir (in its inaugural year) participated in Choral Fest in November in Winnipeg. • The Chamber Choir and Concert Choir tied for first place in their class at Brandon Festival of the Arts in February. • Youth Revolution implemented 10 projects in the school to promote over 30 projects in other schools and the community. 	<ul style="list-style-type: none"> • 990 hours of community service hours were completed by individual students to give them the Community Services Credit. • 7 students at VM have earned AP Scholar Awards in recognition of their exceptional achievement on AP exams. • 7th Annual Heritage Days – a celebration of the rich cultural diversity of our school community.
Quality Support Services <ol style="list-style-type: none"> 1) To incorporate best practices into unit development, instruction, 	<ul style="list-style-type: none"> • Varsity Girls Volleyball – Charity Volleyball Clinic – raised \$600 to Westman Womens Shelter. They also 	<ul style="list-style-type: none"> • Major Production – Millie – 41 in cast, 87 on crews and over 20 staff leading various departments and crews (

<p>assessment and evaluation.</p> <p>2) To improve the engagement of all learners.</p> <p>3) To develop a socially responsible school community.</p>	<p>volunteered at various charities throughout the year - Funds for Furry Friends, Humane Society, Westman Dreams for Kids.</p> <ul style="list-style-type: none"> • City Champions in Varsity, Junior Varsity and freshmen boys volleyball. • EAL students at VM organized a Pizza fundraiser for the "Dayanny Nunez Memorial Fund". • Latin American Dance Club performed 3 times in the school and delivered over 13 workshops in the community and the different school. 	<p>132+ participants).</p> <ul style="list-style-type: none"> • Noon hour fitness program that sees the fitness center open every day to students in the building as well as the gym open every day for free play and structured activities. • 22 Givers Campaign – students collected food, toys and clothing to donate to Samaritan House. • The Youth in Philanthropy (YIP) Club of VM held a "Chuck a Puck" fundraiser – all proceeds donated to Brandon Area Community Foundation YIP Endowment Fund. The aim of YIP is to introduce youth to the working of philanthropy and what it means to be actively involved in decision making at a significant level.
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VIII. Community Connections

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas. Important developments, to date this year, include:

Brandon Community Drug and Alcohol Education Coalition –

On June 6, 2012, the Youth Revolution had the year-end ceremony to celebrate the accomplishments of the Youth Revolution and to thank the partners and sponsors. As of June 20, 2012, 18 Youth Revolution schools and over 400 members have implemented over 220 projects in the schools and the community from October 2010 and they have also won the 2011-2012 Premier's Volunteer Service Award. The Brandon School Division Superintendent, Dr. Donna Michaels and Her Worship, Shari Decter Hirst thanked all the Y-R members and recognized them for their exceptional accomplishments that are taking our community in the right direction.

Some of the project objectives were:

- ❖ Help and inspire others by being positive leaders in the schools and the community
- ❖ Develop positive relationships in the schools and the community

- ❖ Educate and mobilize the community through events and positive relationships
- ❖ Create new partnerships
- ❖ Give back to the community by volunteering
- ❖ Increase good physical and mental health in the community
- ❖ Educate students about the consequences of drugs and alcohol use
- ❖ Promote social justice
- ❖ Support the less fortunate in our community
- ❖ Promote the Youth Revolution in the community by sending press releases, participating in community events and through sponsorships

Some sample projects were:

- ❖ Dance workshops in the schools to promote good physical and mental health
- ❖ Drum Café to promote mental health, adopt a village and support the local food bank
- ❖ Pink day to promote positive relationships and reduce discrimination
- ❖ Fundraising events to support other groups such as the Children's Hospital, Free the Children and many more
- ❖ Volunteer for different organizations such as: Brandon in Motion, Healthy Brandon, Assiniboine Kiwanis, Westman Dreams for Kids, YWCA, Helping Hands Kitchen, the Summer Fair and many more
- ❖ Gathering food for the local food bank

Some of the partnerships are:

- ❖ Brandon Festival of Arts
- ❖ Brandon in Motion
- ❖ Healthy Brandon
- ❖ John Howard Society
- ❖ SPIN Committee – Grade 10 wellness day
- ❖ Youth for Christ
- ❖ YWCA

The focus in the 2012-2013 year will be:

- ❖ Extend the program to the parents
- ❖ Deliver some sessions to enrich the health curriculum
- ❖ Have the three high schools working together to support the K-8 schools
- ❖ Look for more partnerships in the community

Milestones Preschool Wellness Fair

The Milestones Preschool Wellness Fair has been held in Brandon, Manitoba on April 17, 2012. Milestones have become well-known as an opportunity for families to have their preschool children screened in five key developmental areas: dental, speech and language, developmental, vision and hearing. Other activities included

informational displays, a Children's Activity Centre, children's snack, nutritional display, and pre-kindergarten immunizations. Families are provided with information so they can connect with the appropriate professional to receive follow-up services for their child if required.

Formal Memorandum of Understanding with Assiniboine Community College

On February 24, 2012 the Brandon School Division (BSD) and Assiniboine Community College (ACC) formalized a long-standing working relationship through the signing of a Memorandum of Understanding (MOU). The significance of the MOU is the public recognition and the public commitment ACC and BSD bring to the essential nature of educational partnerships between a public school system and a post-secondary community college. By working together to develop new and innovative partnerships students and the community benefit immeasurably.

IX. Conclusion

In the Brandon School Division we are working well on providing ALL of our students with equitable access to Quality Learning, Quality Teaching, and Quality Support Services.

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

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

2011-12 BSD Achievement Results Summary

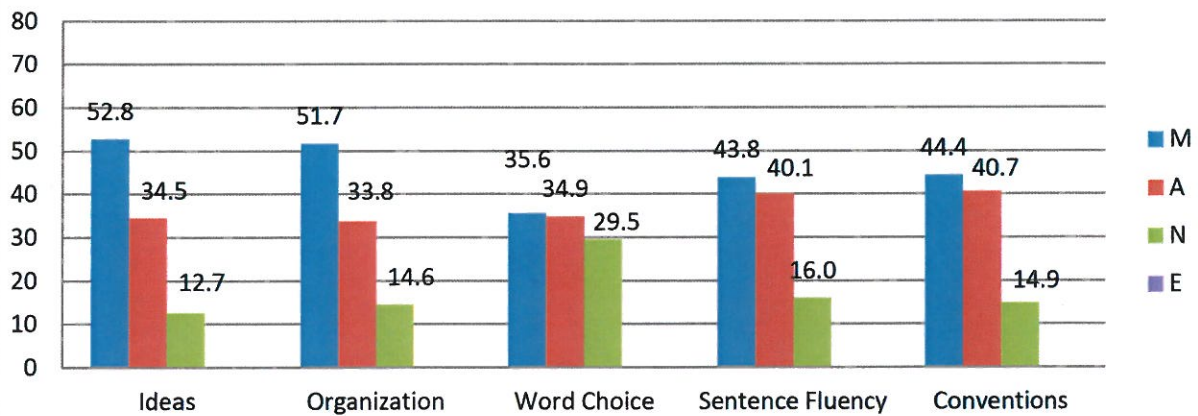
Grades 3, 5, 7 and 9

Teresa Vallotton

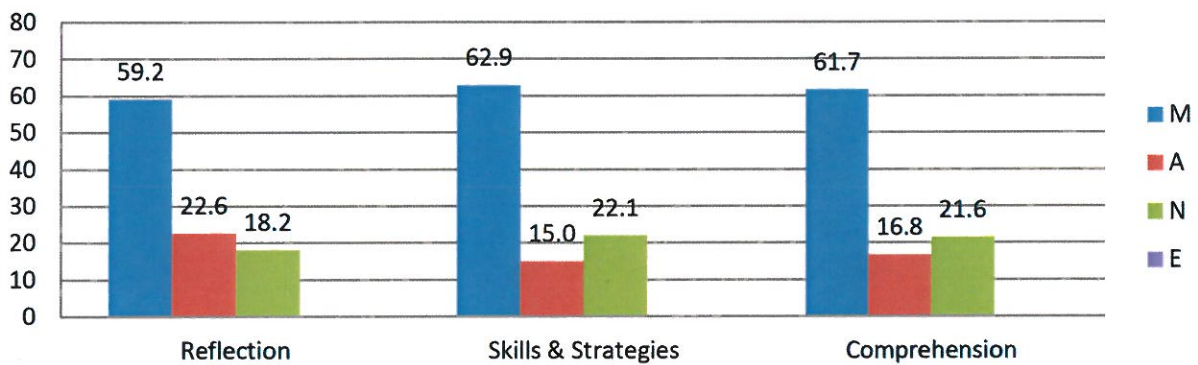
Research & Evaluation Services

June 5, 2012

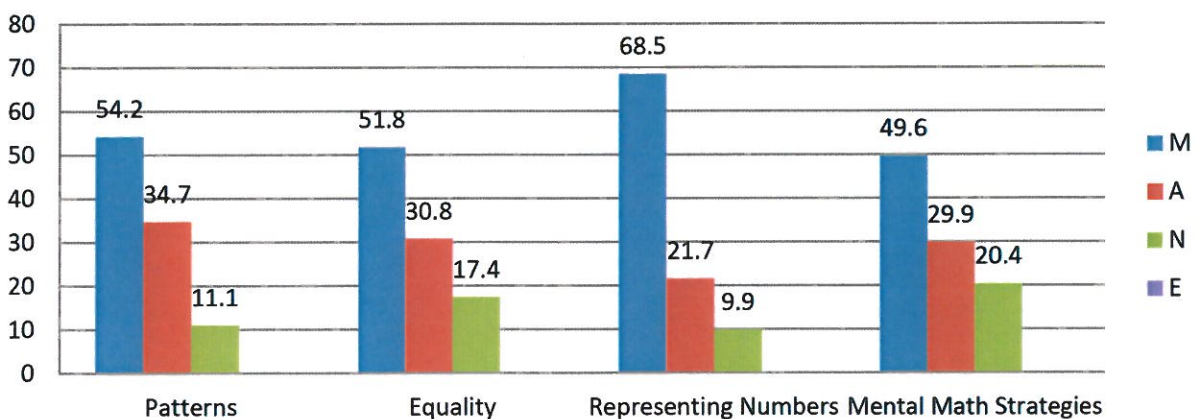
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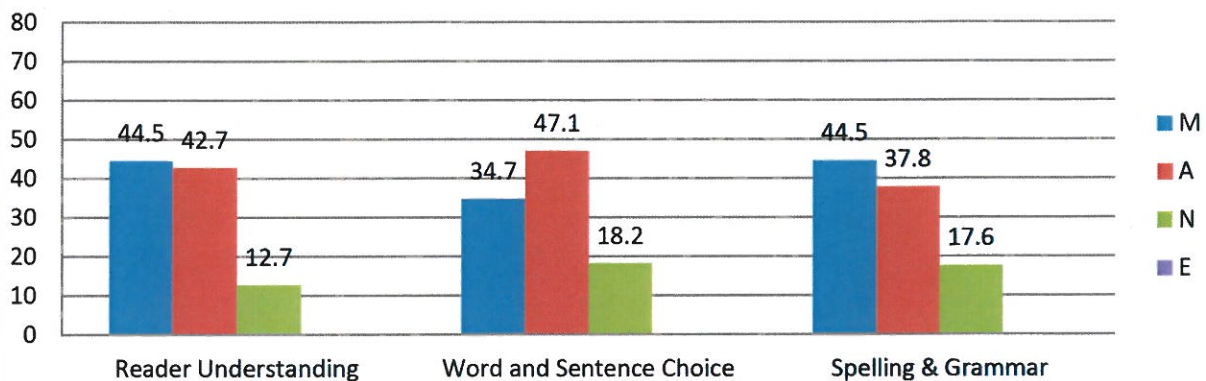
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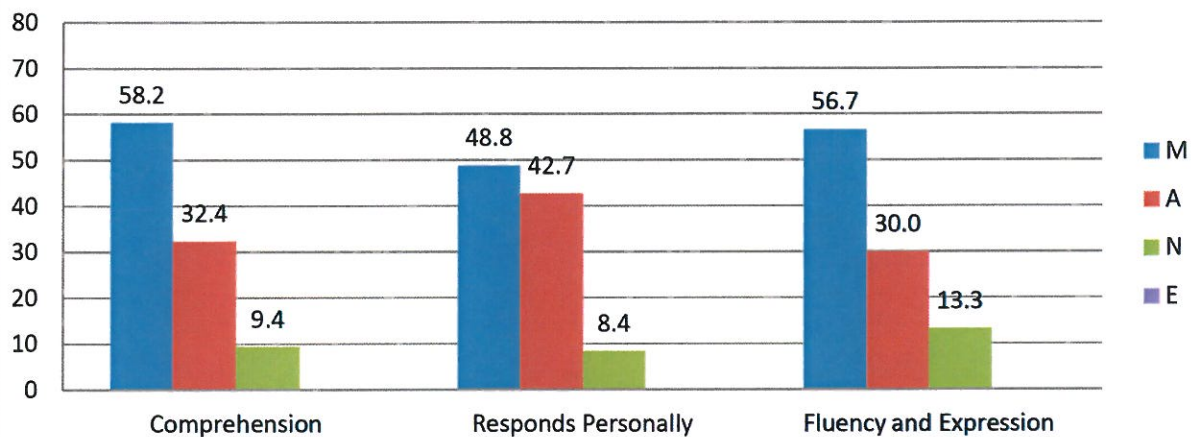
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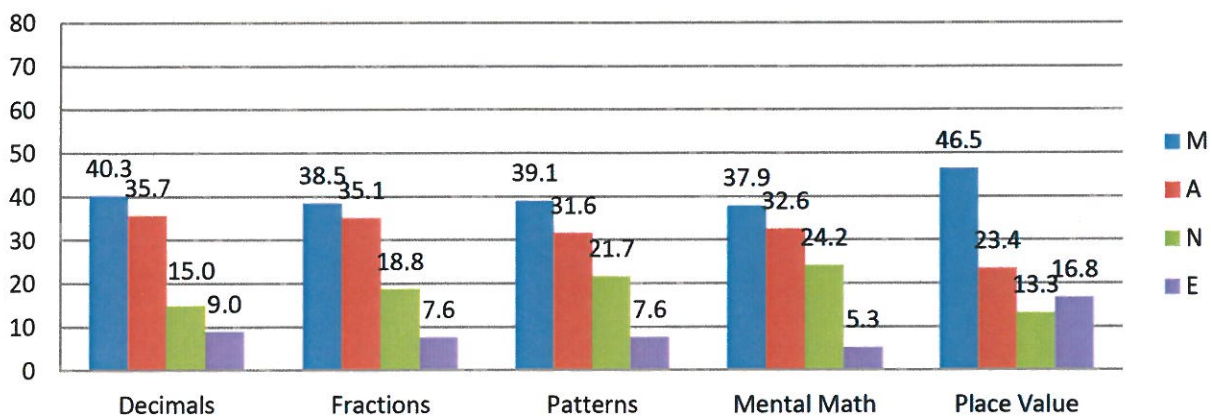
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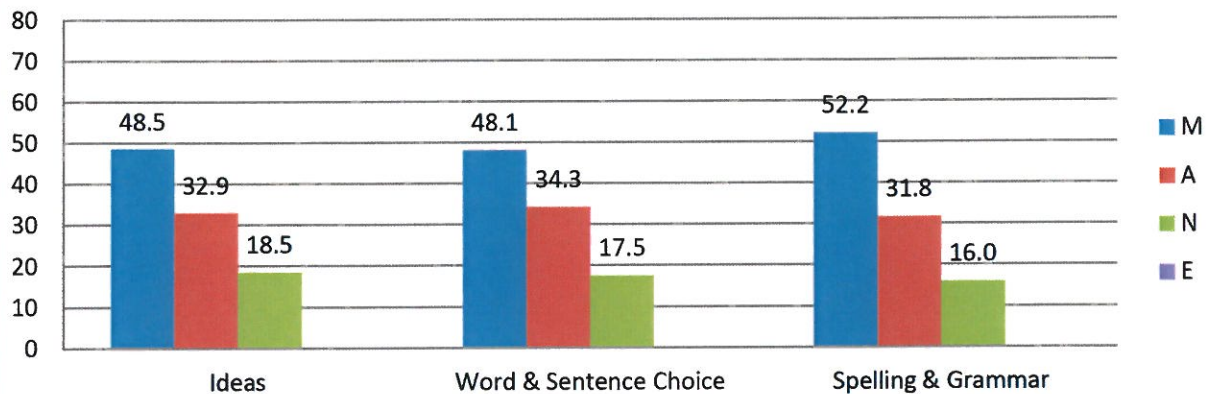
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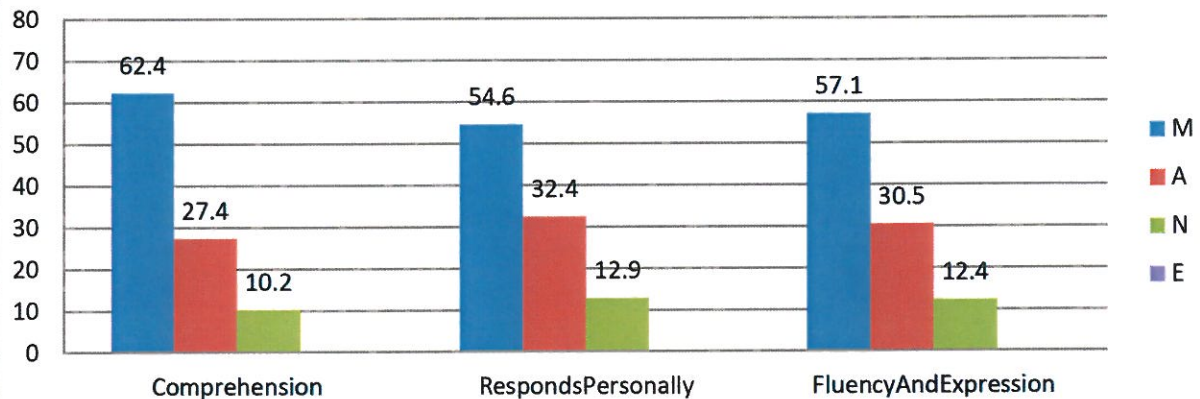
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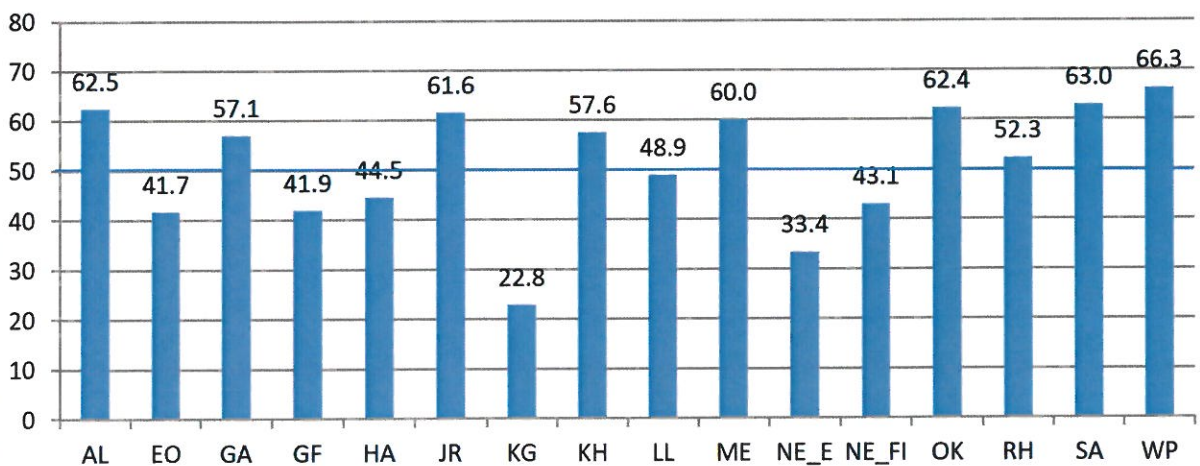
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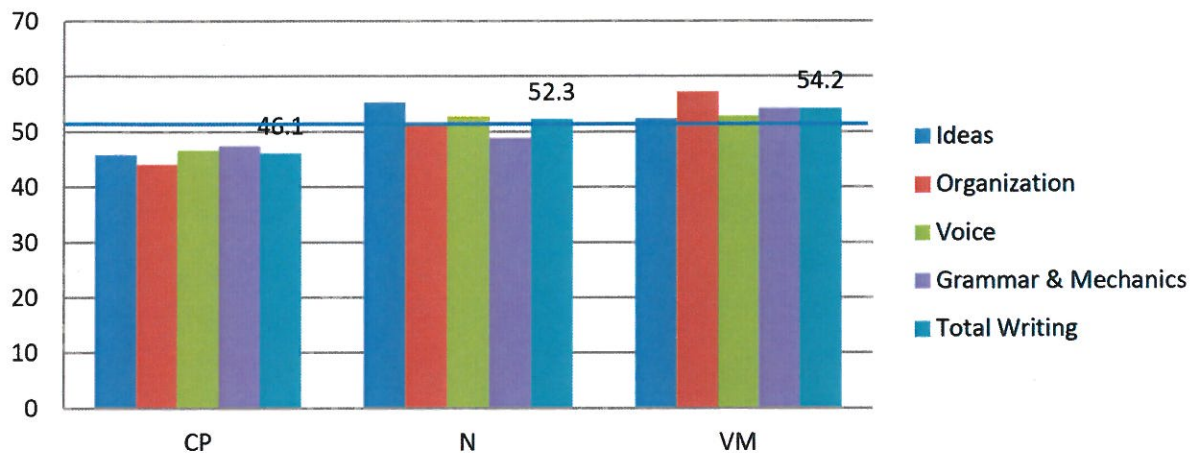
2011-12 BSD Grade 7 Reading Percent of Students by Score



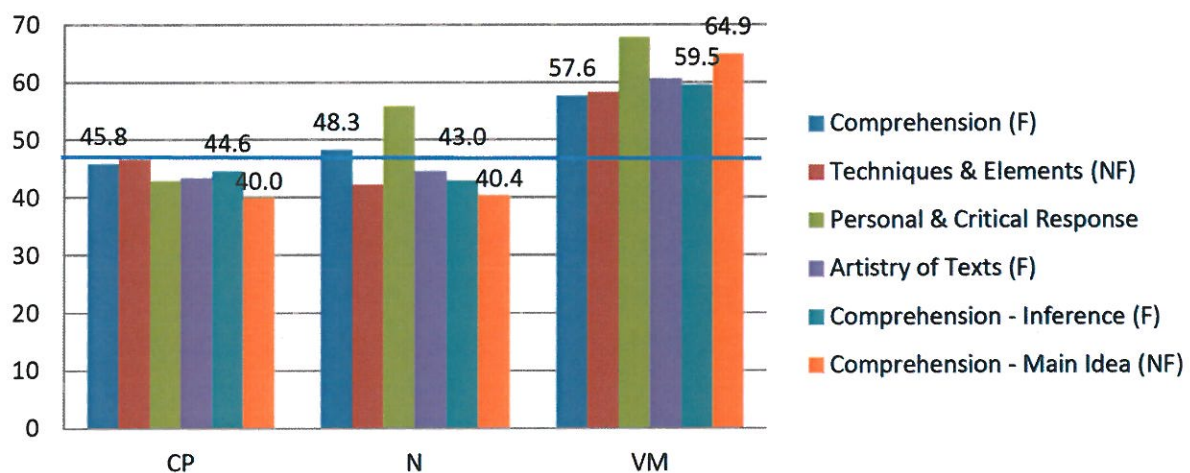
2011-12 Grade 7 Numeracy Assessment Standardized Scores



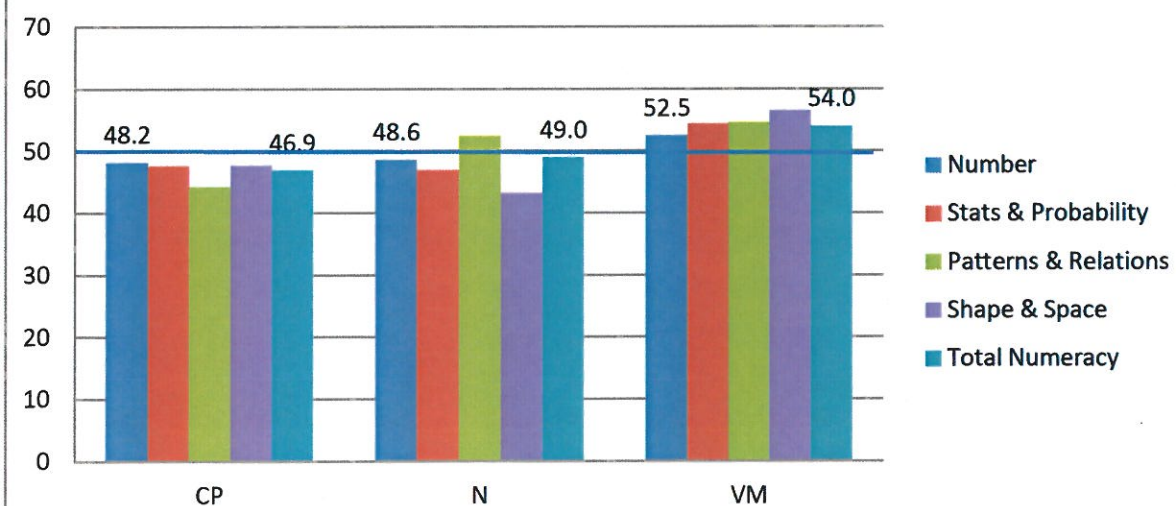
2011-12 Grade 9 Writing Assessment



2011-12 Grade 9 Reading Assessment



2011-12 Grade 9 Numeracy Assessment



Brandon School Division

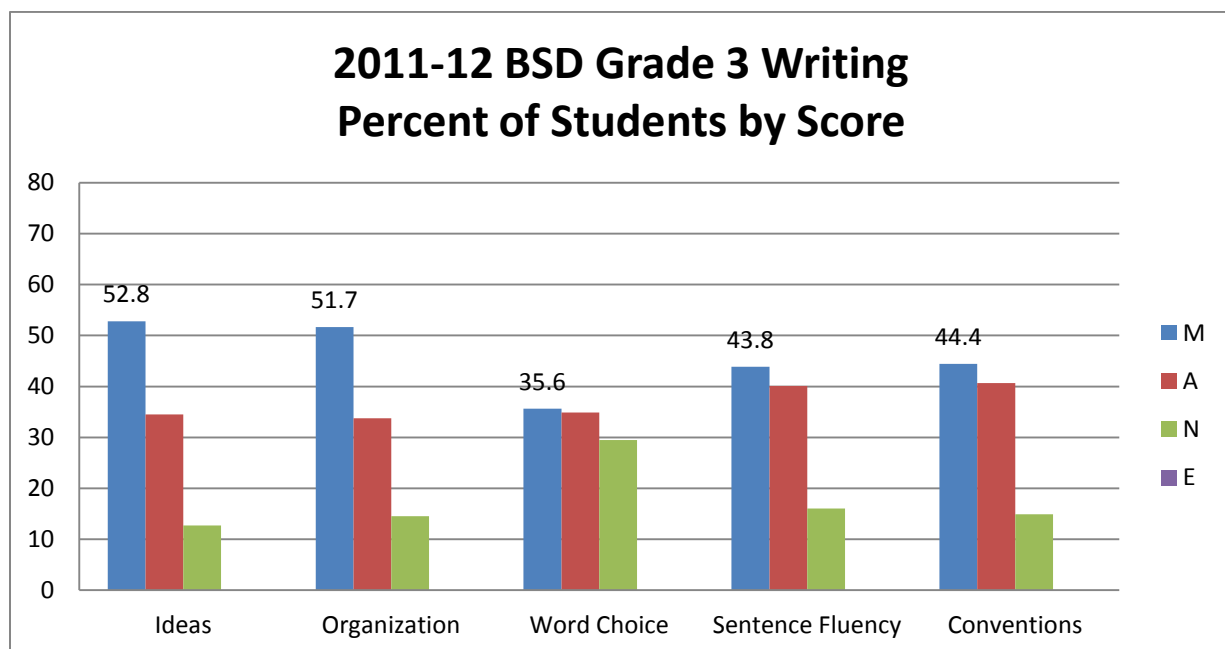
2011-12 Grade 3 Assessment

Divisional Summary

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1/31/2012

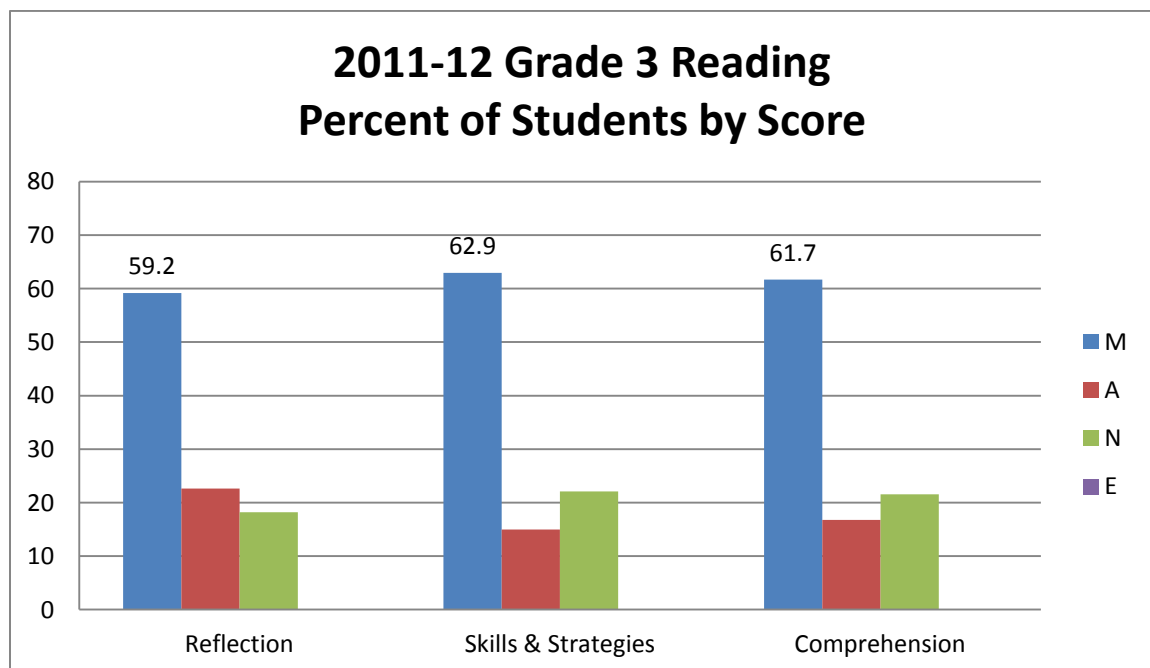
2011-12 Grade 3 Writing Assessment

	Total Number of Students	% M in Ideas	% M in Organization	% M in Word Choice	% M in Sentence Fluency	% M in Conventions	% M in all competencies
AL	8	75.0	75.0	75.0	75.0	62.5	62.5
BG	26	34.6	30.8	19.2	23.1	34.6	15.4
EO	23	52.2	52.2	43.5	39.1	26.1	17.4
GA	22	54.5	59.1	40.9	63.6	18.2	13.6
GF	51	31.4	31.4	13.7	19.6	37.3	7.8
HA	39	59.0	64.1	59.0	64.1	69.2	56.4
JR	30	70.0	70.0	43.3	73.3	56.7	33.3
KG	18	38.9	38.9	33.3	22.2	44.4	16.7
KH	33	39.4	42.4	24.2	45.5	54.5	24.2
LL	35	82.9	77.1	62.9	60.0	60.0	42.9
ME	43	32.6	34.9	27.9	32.6	39.5	20.9
NE_E	16	56.3	56.3	25.0	37.5	25.0	12.5
NE_FI	22	59.1	45.5	18.2	50.0	36.4	9.1
OK	23	56.5	56.5	39.1	43.5	60.9	34.8
RH	31	35.5	35.5	16.1	32.3	41.9	12.9
RV	22	27.3	22.7	0.0	4.5	4.5	0.0
SA	22	77.3	72.7	50.0	72.7	50.0	40.9
SV	4	50.0	50.0	50.0	25.0	25.0	25.0
VV	23	60.9	60.9	34.8	39.1	47.8	17.4
WP	45	80.0	73.3	60.0	55.6	53.3	37.8
Grand Total	536	52.8	51.7	35.6	43.8	44.4	25.0



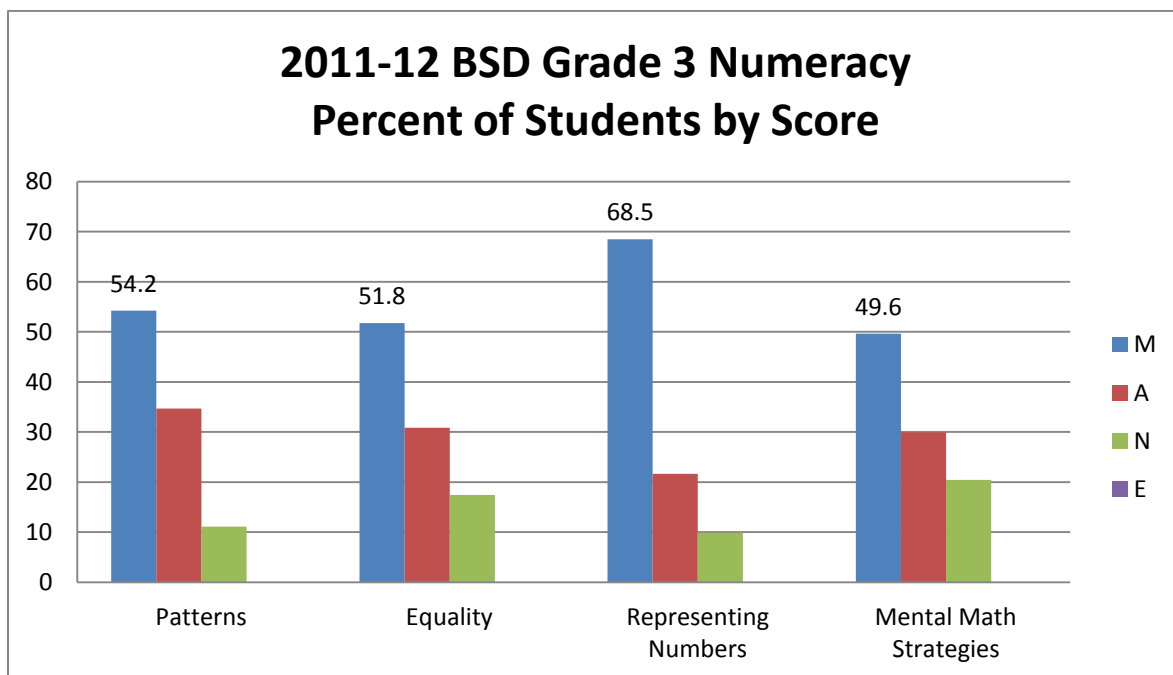
2011-12 Grade 3 Reading Assessment

	Total Number of Students	% M in Reflection	% M in Skills & Strategies	% M in Comprehension	% M in all competencies
AL	8	87.5	100.0	100.0	87.5
BG	31	41.9	41.9	41.9	41.9
EO	23	69.6	56.5	52.2	52.2
GA	22	50.0	50.0	59.1	36.4
GF	52	44.2	51.9	51.9	36.5
HA	40	87.5	77.5	77.5	77.5
JR	31	61.3	74.2	71.0	48.4
KG	19	84.2	42.1	52.6	36.8
KH	34	41.2	61.8	50.0	32.4
LL	36	97.2	75.0	75.0	69.4
ME	43	39.5	67.4	53.5	34.9
NE_E	31	0.0	35.5	35.5	0.0
NE_FI	23	73.9	73.9	73.9	73.9
OK	24	75.0	75.0	83.3	70.8
RH	27	70.4	74.1	74.1	66.7
RV	22	27.3	36.4	36.4	27.3
SA	20	70.0	75.0	75.0	60.0
SV	4	75.0	75.0	75.0	75.0
VV	26	53.8	53.8	61.5	50.0
WP	45	77.8	80.0	73.3	71.1
Grand Total	561	59.2	62.9	61.7	50.1



2011-12 Grade 3 Numeracy Assessment

	Total Number of Students	% M in Patterns	% M in Equality	% M in Representing Numbers	% M in Mental Math Strategies	% M in all competencies
AL	8	75.0	87.5	75.0	87.5	75.0
BG	31	45.2	61.3	71.0	51.6	29.0
EO	23	52.2	30.4	65.2	39.1	8.7
GA	22	31.8	59.1	86.4	54.5	18.2
GF	52	38.5	32.7	57.7	48.1	15.4
HA	40	85.0	75.0	90.0	75.0	67.5
JR	31	64.5	80.6	87.1	74.2	51.6
KG	19	36.8	42.1	52.6	21.1	15.8
KH	34	44.1	41.2	64.7	35.3	17.6
LL	36	72.2	63.9	75.0	52.8	50.0
ME	42	26.2	35.7	42.9	33.3	14.3
NE_E	31	35.5	16.1	45.2	9.7	6.5
NE_FI	23	73.9	60.9	52.2	47.8	39.1
OK	24	79.2	66.7	79.2	58.3	41.7
RH	35	65.7	65.7	82.9	48.6	37.1
RV	22	22.7	27.3	31.8	22.7	4.5
SA	22	72.7	18.2	68.2	31.8	13.6
SV	4	75.0	75.0	75.0	75.0	75.0
VV	25	76.0	56.0	84.0	72.0	52.0
WP	44	52.3	70.5	84.1	75.0	43.2
Grand Total	568	54.2	51.8	68.5	49.6	31.3



Brandon School Division

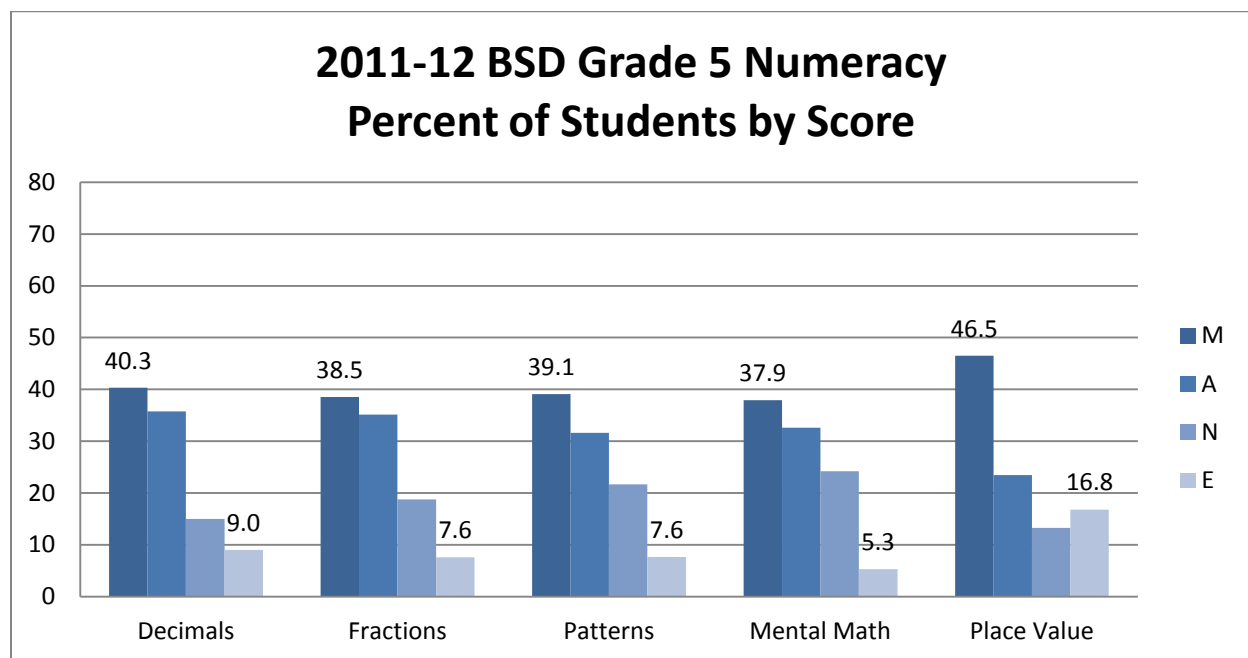
2011-12 Grade 5 Assessment

Divisional Summary

Teresa Vallotton
1/30/2012

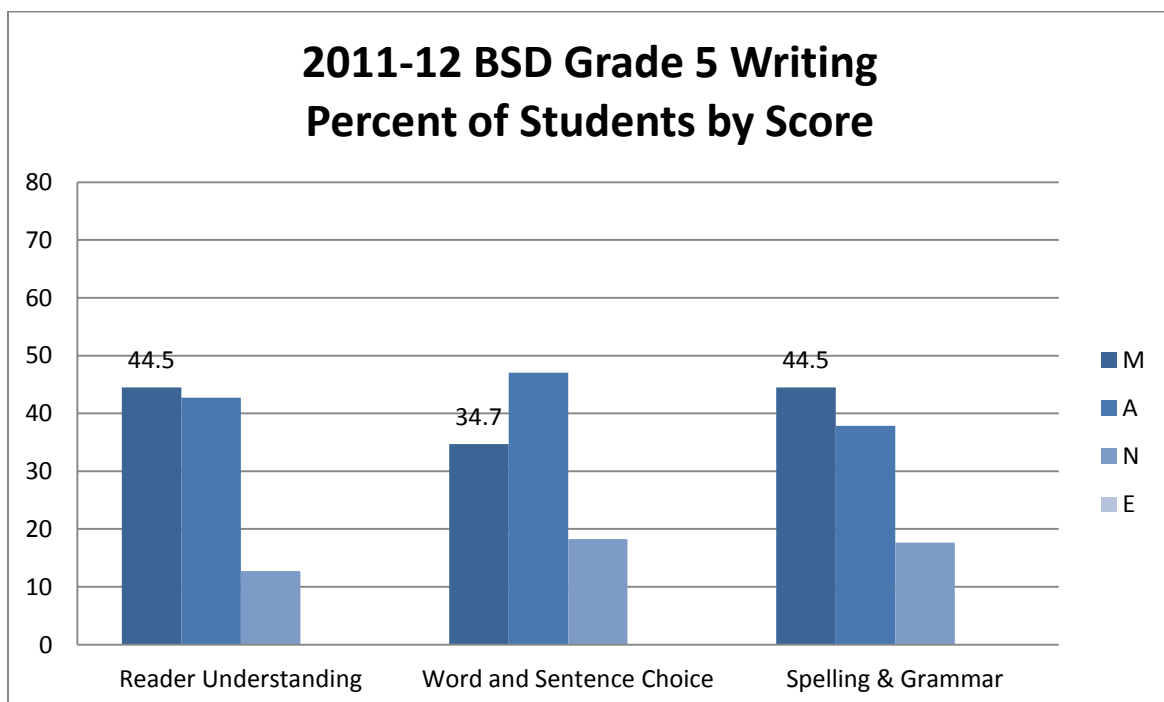
2011-12 Grade 5 Numeracy Assessment

	Total Number of Students	% M or E in Decimals	% M or E in Fractions	% M or E in Patterns	% M or E in Mental Math	% M or E in Place Value	% M or E in all competencies
AL	8	87.5	87.5	87.5	75.0	87.5	75.0
BG	38	13.2	31.6	0.0	7.9	42.1	0.0
EO	19	63.2	15.8	31.6	15.8	52.6	10.5
GA	20	40.0	25.0	20.0	30.0	55.0	15.0
GF	40	17.5	2.5	5.0	5.0	15.0	0.0
HA	31	74.2	83.9	100.0	96.8	100.0	74.2
JR	22	54.5	54.5	54.5	54.5	68.2	54.5
KG	23	60.9	65.2	65.2	65.2	73.9	52.2
KH	36	77.8	50.0	55.6	27.8	80.6	8.3
LL	33	0.0	15.2	78.8	78.8	81.8	0.0
ME	37	75.7	81.1	64.9	78.4	67.6	51.4
NE_E	28	17.9	14.3	39.3	25.0	53.6	10.7
NE_F	9	55.6	33.3	44.4	33.3	66.7	33.3
OK	14	42.9	42.9	28.6	28.6	50.0	21.4
RH	42	45.2	42.9	28.6	21.4	50.0	21.4
RV	26	15.4	15.4	11.5	15.4	26.9	11.5
SA	24	66.7	100.0	70.8	70.8	87.5	58.3
VV	22	86.4	50.0	59.1	27.3	68.2	22.7
WP	40	72.5	67.5	70.0	72.5	95.0	52.5
Grand Total	512	48.2	45.1	46.7	43.2	63.3	27.5



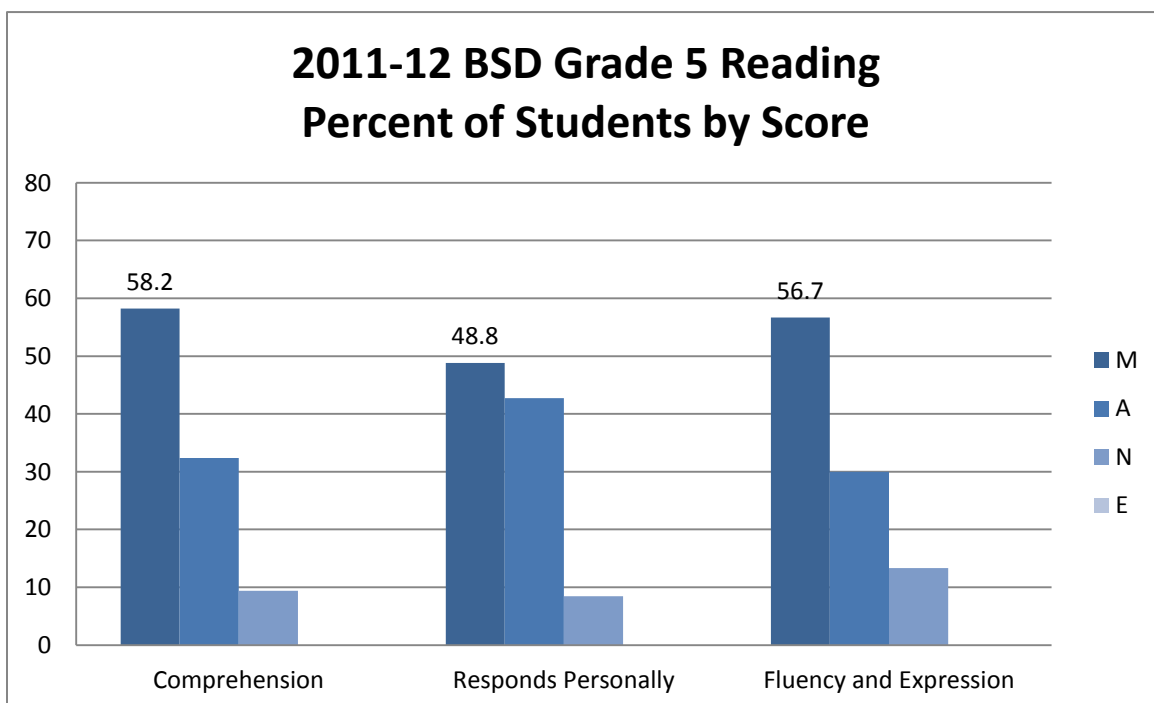
2011-12 Grade 5 Writing Assessment

	Total Number of Students	% M in Reader Understanding	% M in Word & Sentence Choice	% M in Spelling & Grammar	% M in all competencies
AL	8	62.5	50.0	75.0	50.0
BG	42	31.0	7.1	23.8	2.4
EO	19	15.8	10.5	5.3	0.0
GA	19	31.6	36.8	31.6	26.3
GF	38	31.6	18.4	26.3	15.8
HA	32	56.3	43.8	84.4	43.8
JR	21	28.6	28.6	42.9	28.6
KG	22	40.9	31.8	40.9	27.3
KH	35	60.0	51.4	54.3	31.4
LL	33	42.4	45.5	51.5	36.4
ME	38	42.1	23.7	23.7	15.8
NE_E	27	33.3	14.8	33.3	11.1
NE_FI	9	88.9	77.8	88.9	77.8
OK	14	35.7	64.3	42.9	21.4
RH	40	50.0	45.0	65.0	37.5
RV	26	38.5	23.1	42.3	23.1
SA	24	54.2	54.2	45.8	37.5
VV	21	57.1	38.1	52.4	28.6
WP	42	64.3	47.6	52.4	38.1
Grand Total	510	44.5	34.7	44.5	26.7



2011-12 Grade 5 Reading Assessment

	Total Number of Students	% M in Comprehension	% M in Responds Personally	% M in Fluency	% M in all competencies
AL	8	75.0	87.5	62.5	62.5
BG	42	50.0	40.5	47.6	26.2
EO	19	31.6	31.6	52.6	10.5
GA	19	52.6	47.4	57.9	47.4
GF	38	47.4	44.7	44.7	28.9
HA	32	78.1	75.0	75.0	75.0
JR	21	57.1	47.6	38.1	38.1
KG	22	54.5	45.5	45.5	40.9
KH	35	60.0	51.4	74.3	45.7
LL	33	48.5	45.5	72.7	39.4
ME	38	68.4	31.6	42.1	28.9
NE_E	27	51.9	48.1	18.5	14.8
NE_FI	9	55.6	55.6	66.7	44.4
OK	14	21.4	21.4	57.1	14.3
RH	40	70.0	57.5	65.0	47.5
RV	26	53.8	34.6	42.3	26.9
SA	24	83.3	45.8	79.2	41.7
VV	21	66.7	71.4	66.7	61.9
WP	42	61.9	59.5	69.0	45.2
Grand Total	510	58.2	48.8	56.7	38.6



Brandon School Division

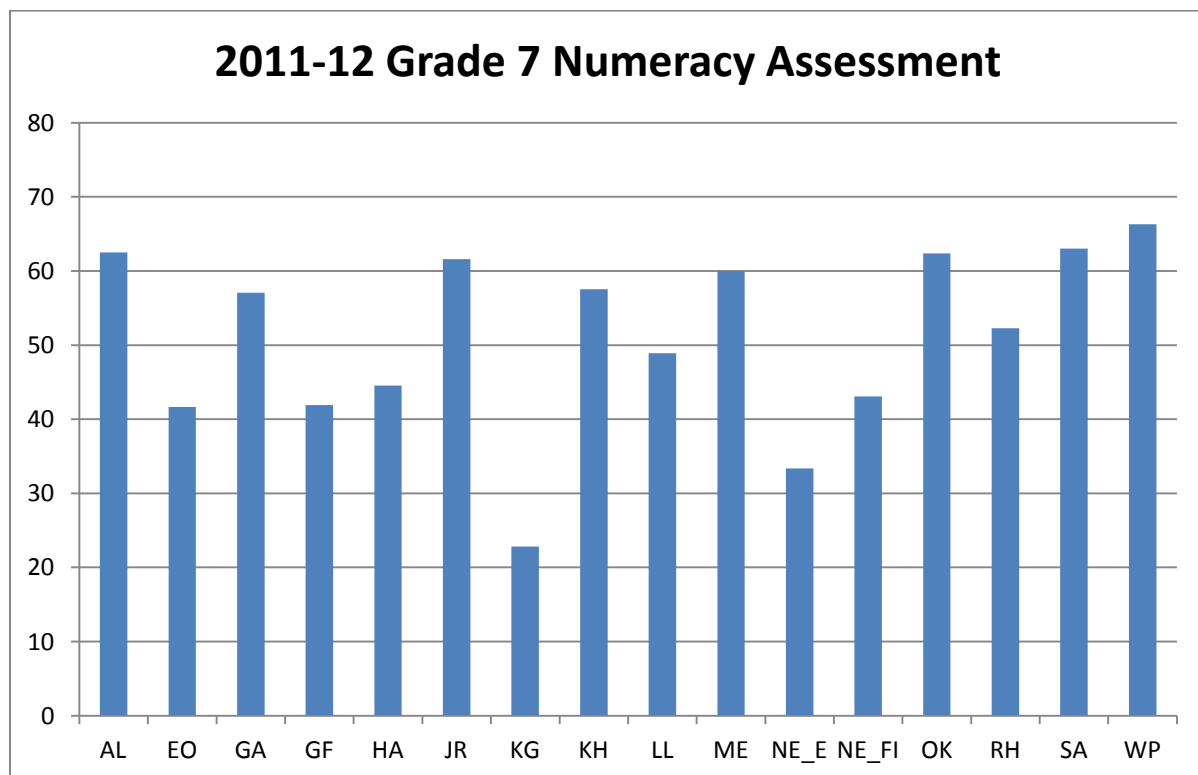
2011-12 Grade 7 Assessment

Divisional Summary

Teresa Vallotton
1/25/2012

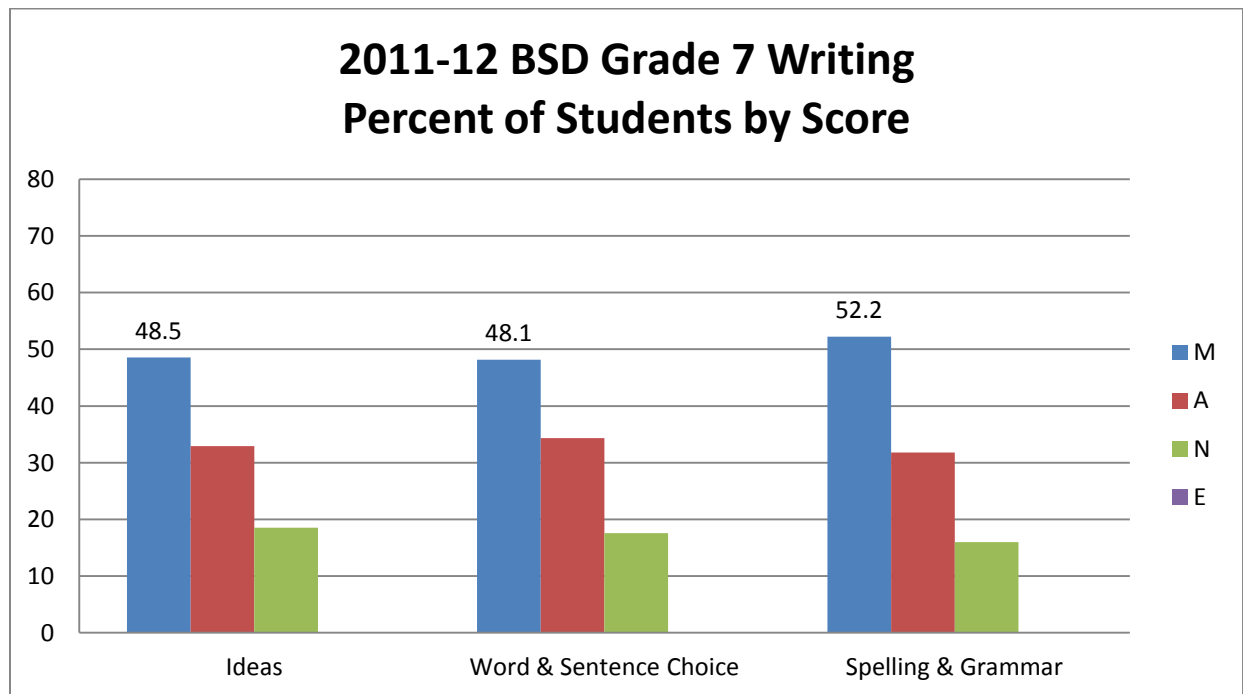
2011-12 Grade 7 Numeracy Assessment

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Numeracy
AL	5	68.9	60.6	52.3	66.3	62.5
EO	70	35.8	47.6	43.5	38.3	41.7
GA	19	56.6	57.4	58.9	55.3	57.1
GF	55	42.0	41.0	44.0	41.3	41.9
HA	27	38.7	40.1	60.4	46.1	44.5
JR	28	63.4	53.2	64.1	72.6	61.6
KG	36	24.1	23.5	25.4	15.8	22.8
KH	40	56.6	60.1	56.6	55.2	57.6
LL	42	57.0	39.2	49.3	53.0	48.9
ME	56	58.6	62.6	55.4	62.9	60.0
NE_E	24	33.3	33.8	38.1	27.1	33.4
NE_FI	7	51.5	33.9	44.1	44.7	43.1
OK	10	65.3	66.8	48.6	63.8	62.4
RH	40	55.3	51.1	44.2	58.6	52.3
SA	24	57.4	71.0	61.2	59.1	63.0
WP	39	70.1	66.1	62.3	64.1	66.3
Grand Total	522	50	50	50	50	50



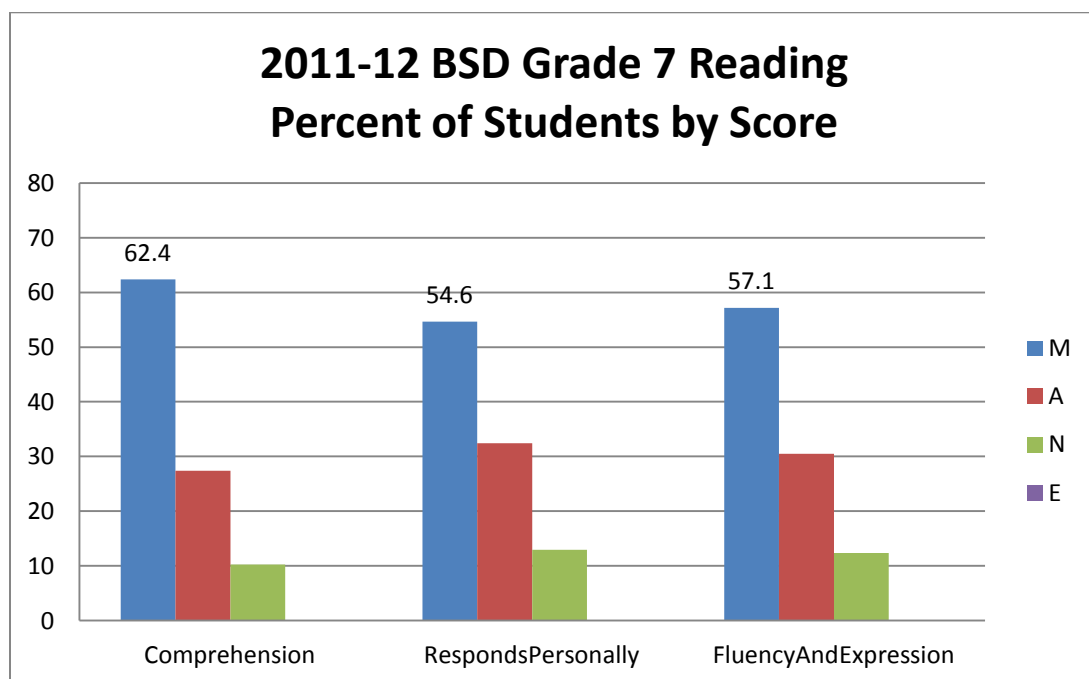
2011-12 Grade 7 Writing Assessment

	Number of Students	% M in Ideas	% M in Word Choice	% M in Spelling & Grammar	% M all competencies
A	4	100.0	100.0	100.0	100.0
EO	73	56.2	56.2	50.7	38.4
GA	13	53.8	30.8	23.1	15.4
GF	55	49.1	32.7	30.9	20.0
HA	26	76.9	84.6	42.3	38.5
JR	29	17.2	24.1	41.4	13.8
KG	28	21.4	21.4	53.6	17.9
KH	39	41.0	53.8	59.0	41.0
LL	42	50.0	52.4	76.2	42.9
ME	55	49.1	41.8	47.3	30.9
NE_E	28	21.4	17.9	25.0	14.3
NE_FI	7	57.1	57.1	57.1	42.9
OK	10	40.0	40.0	20.0	20.0
RH	40	37.5	45.0	55.0	35.0
SA	25	76.0	76.0	72.0	72.0
WP	39	69.2	74.4	89.7	69.2
Grand Total	513	48.5	48.1	52.2	35.7



2011-12 Grade 7 Reading Assessment

	Total Number of Students	% M in Comprehension	% M in Responds Personally	% M in Fluency	% M in all competencies
A	5	80.0	80.0	100.0	80.0
EO	72	61.1	55.6	54.2	44.4
GA	13	38.5	38.5	30.8	23.1
GF	55	45.5	40.0	45.5	30.9
HA	26	96.2	69.2	61.5	53.8
JR	29	69.0	58.6	48.3	44.8
KG	32	50.0	43.8	43.8	25.0
KH	39	61.5	59.0	69.2	53.8
LL	42	78.6	61.9	71.4	50.0
ME	56	55.4	50.0	62.5	39.3
NE_E	28	32.1	25.0	25.0	14.3
NE_FI	7	57.1	57.1	57.1	42.9
OK	10	80.0	50.0	40.0	30.0
RH	40	55.0	40.0	52.5	30.0
SA	25	76.0	84.0	84.0	72.0
WP	39	87.2	84.6	76.9	71.8
Grand Total	518	62.4	54.6	57.1	43.1



Brandon School Division

2011-12 Grade 9 Assessment

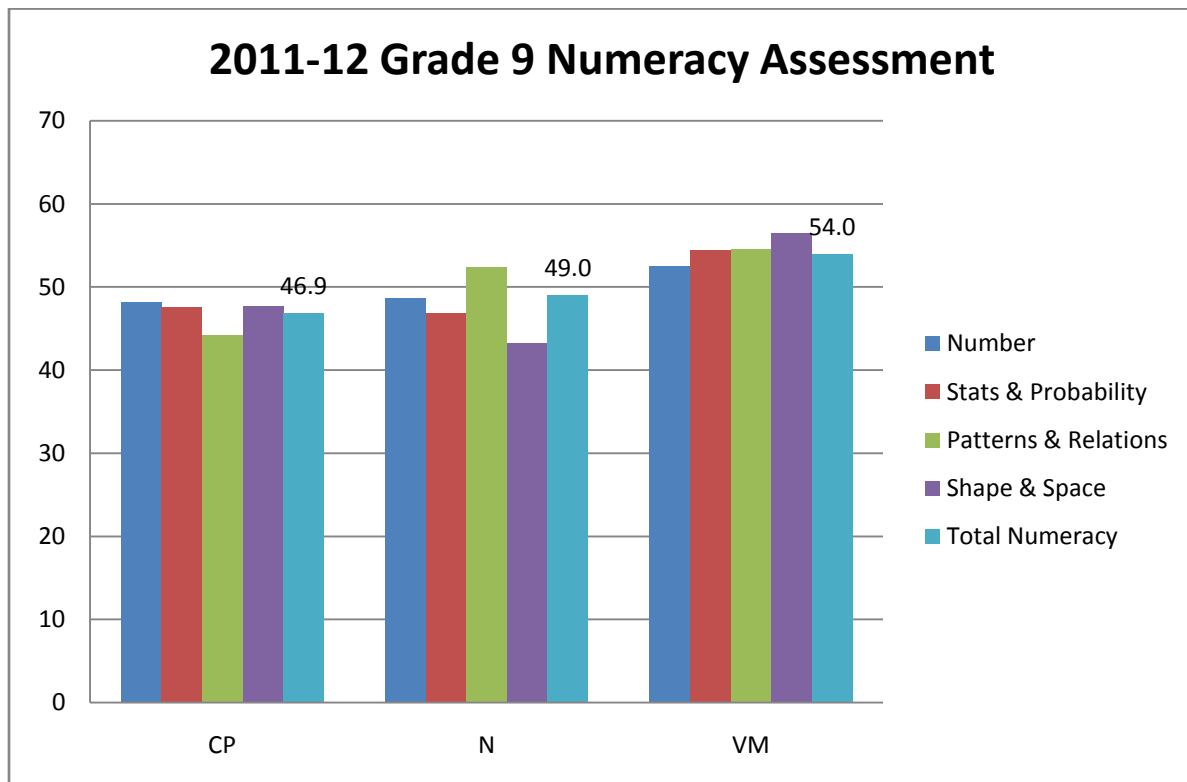
Divisional Summary

Teresa Vallotton
3/20/2012

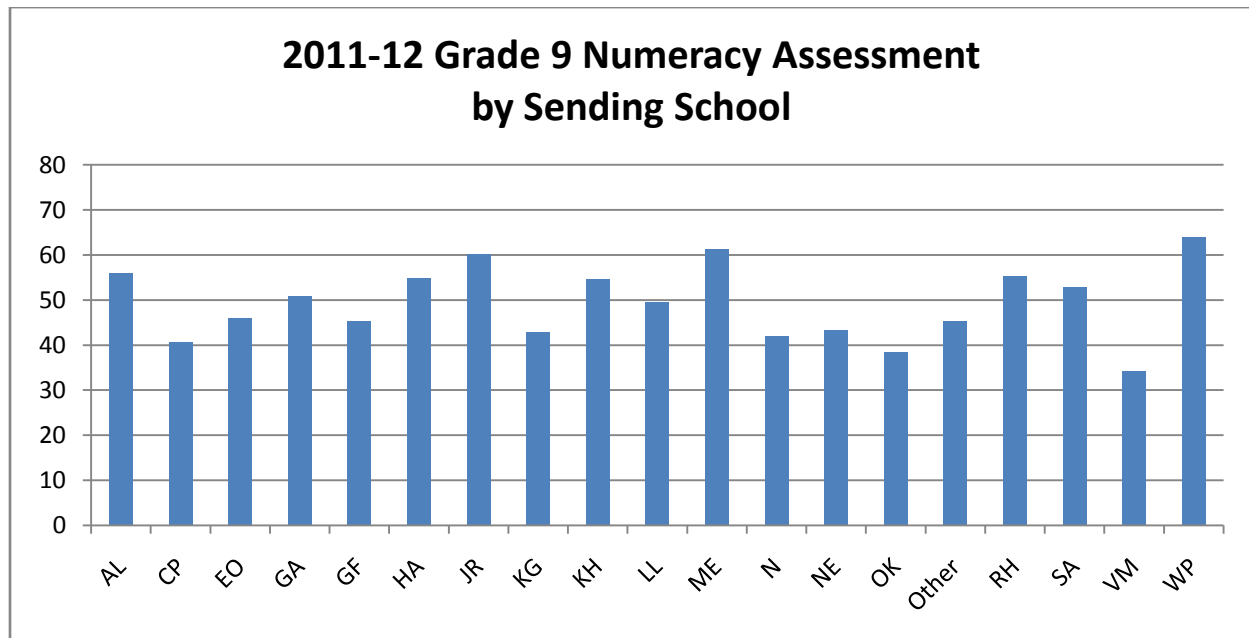
2011-12 Grade 9 Numeracy Assessment

Grade 9 School

	Number of Students	Number	Stats & Probability	Patterns & Relations	Shape & Space	Total Numeracy
CP	219	48.2	47.6	44.3	47.7	46.9
N	117	48.6	46.9	52.5	43.2	49.0
VM	200	52.5	54.4	54.6	56.5	54.0
Grand Total	536	50	50	50	50	50



	Number of Students	Number	Stats & Probability	Patterns & Relations	Shape & Space	Total Numeracy
AL	7	51.3	66.4	63.1	45.9	55.9
CP	14	42.8	42.7	39.5	34.0	40.6
EO	58	48.3	43.4	44.3	44.5	46.1
GA	14	49.5	54.6	48.6	56.2	50.9
GF	38	44.8	35.0	47.5	47.8	45.3
HA	27	54.6	62.4	57.4	44.8	54.9
JR	26	54.8	64.5	59.5	72.9	60.1
KG	37	46.5	32.3	43.8	37.2	42.9
KH	34	54.1	59.8	52.6	57.1	54.7
LL	35	45.5	58.6	48.8	56.1	49.5
ME	44	59.8	62.8	58.5	68.8	61.2
N	16	44.4	35.3	48.1	24.9	41.9
NE	9	45.4	46.1	40.1	40.6	43.2
OK	9	43.7	44.3	34.1	27.1	38.3
Other	69	45.7	44.2	45.9	42.4	45.2
RH	35	52.6	56.7	55.8	62.7	55.2
SA	23	52.5	44.8	51.4	61.7	52.9
VM	16	41.7	33.2	28.4	25.3	34.2
WP	25	60.4	70.1	68.8	58.1	63.9
Grand Total	536	50	50	50	50	50



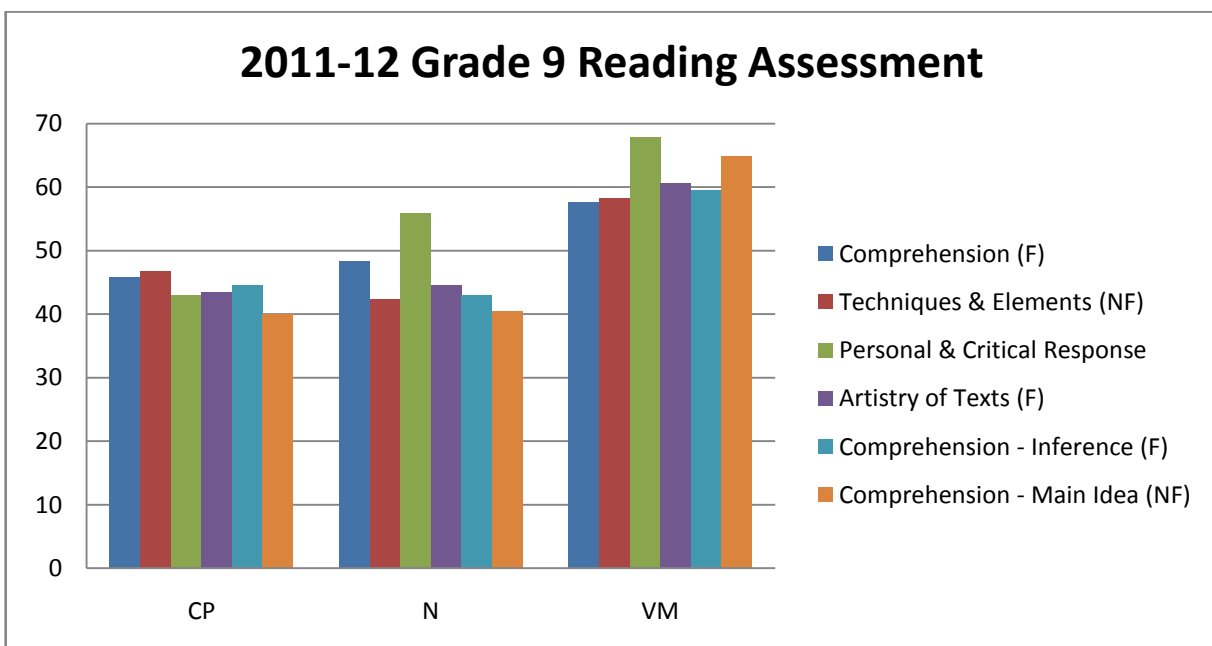
2011-12 Grade 9 Reading Assessment

Grade 9 School: Includes all students who completed any part of the Reading assessment.

	Number of Students	Comprehension (F)	Techniques & Elements (NF)	Personal & Critical Response	Artistry of Texts (F)	Comprehension - Inference (F)	Comprehension - Main Idea (NF)	Total Reading
CP	264	45.6	40.6	51.8	30.2	29.7	24.6	43.6
N	101	47.4	33.1	29.4	31.9	30.0	27.4	40.3
VM	162	58.8	60.0	45.8	56.5	55.7	61.6	66.5
Grand Total	527	50.0	45.2	45.6	38.6	37.8	36.5	50.0

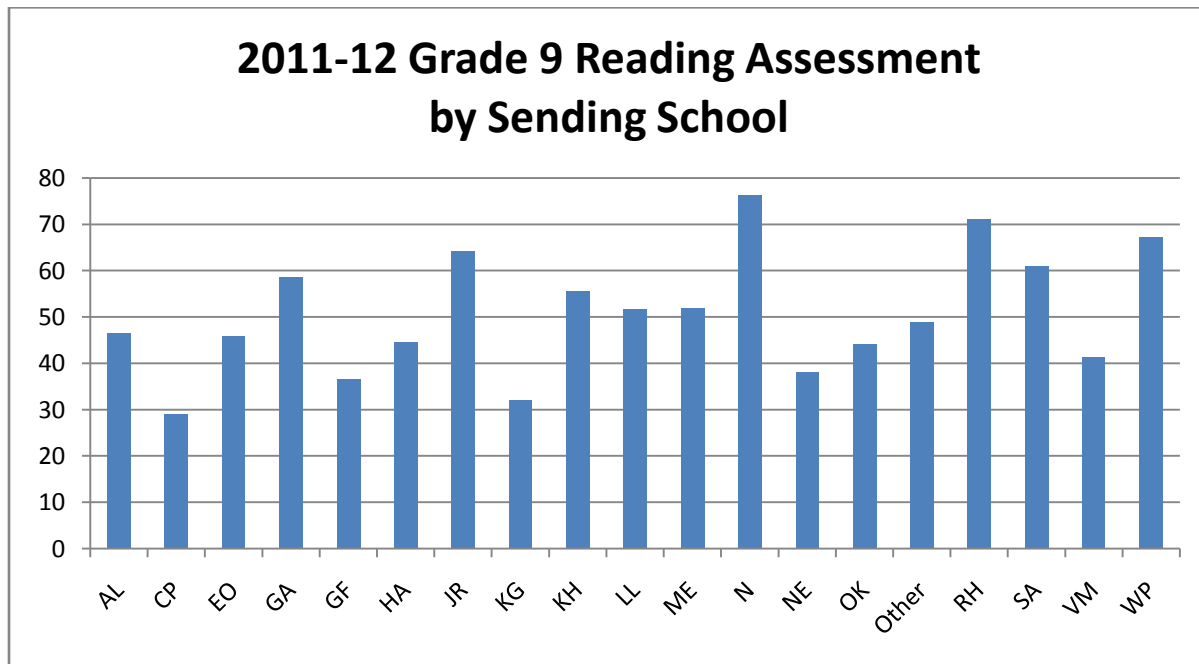
Grade 9 School: Includes students who completed each specific competency of the Reading assessment.

	Comprehension (F)		Techniques & Elements (NF)		Personal & Critical Response		Artistry of Texts (F)		Comprehension - Inference (F)		Comprehension - Main Idea (NF)	
	<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>	
CP	254	45.8	160	46.6	204	42.9	145	43.4	152	44.6	128	40.0
N	96	48.3	55	42.3	34	55.8	57	44.6	61	43.0	54	40.4
VM	160	57.6	116	58.3	70	67.8	119	60.6	131	59.5	121	64.9
Grand Total	510	50.0	331	50.0	308	50.0	321	50.0	344	50.0	303	50.0



Sending School: Includes all students who completed any part of the Reading assessment.

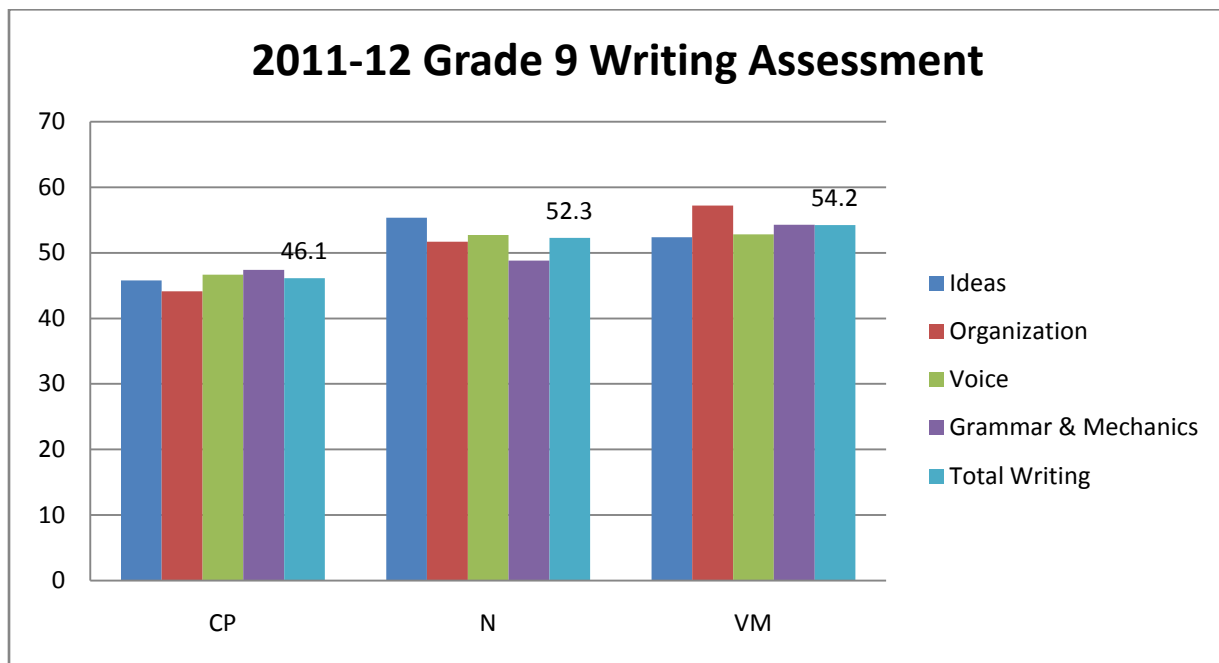
	Number of Students	Comprehension	Techniques & Elements (NF)	Personal & Critical Response	Artistry of Texts (F)	Comprehension - Inference (F)	Comprehension - Main Idea (NF)	Total Reading
AL	8	46.9	19.0	49.2	52.0	34.7	31.5	46.4
CP	25	39.5	18.2	39.9	18.7	13.9	13.1	29.0
EO	54	48.3	34.9	42.0	32.2	37.3	35.9	46.0
GA	17	55.1	53.6	58.7	36.7	47.6	47.4	58.6
GF	41	43.6	37.8	42.8	18.4	25.4	16.6	36.6
HA	27	53.0	46.2	44.8	35.6	24.0	21.5	44.6
JR	26	58.3	74.8	52.4	51.0	47.2	47.5	64.3
KG	35	40.9	26.1	33.7	19.3	19.2	19.4	32.0
KH	41	55.3	48.9	53.1	46.3	41.8	37.5	55.7
LL	38	48.0	36.0	34.2	43.8	48.7	49.1	51.8
ME	44	53.1	44.9	55.0	38.4	42.1	30.4	52.0
N	3	56.8	40.5	80.7	86.6	69.4	58.8	76.2
NE	11	46.5	30.4	27.5	18.9	25.2	38.9	38.1
OK	11	44.9	24.9	55.0	40.2	37.9	20.6	44.2
Other	60	46.6	44.1	45.9	42.0	36.3	34.9	48.9
RH	32	60.7	69.3	62.4	56.9	52.1	65.4	71.2
SA	25	51.8	71.7	32.7	50.9	49.1	56.4	61.0
VM	3	56.8	40.5	0.0	17.3	30.9	50.4	41.3
WP	26	56.4	72.5	48.9	60.0	53.4	55.2	67.2
Grand Total	527	50.0	45.2	45.6	38.6	37.8	36.5	50.0



2011-12 Grade 9 Writing Assessment

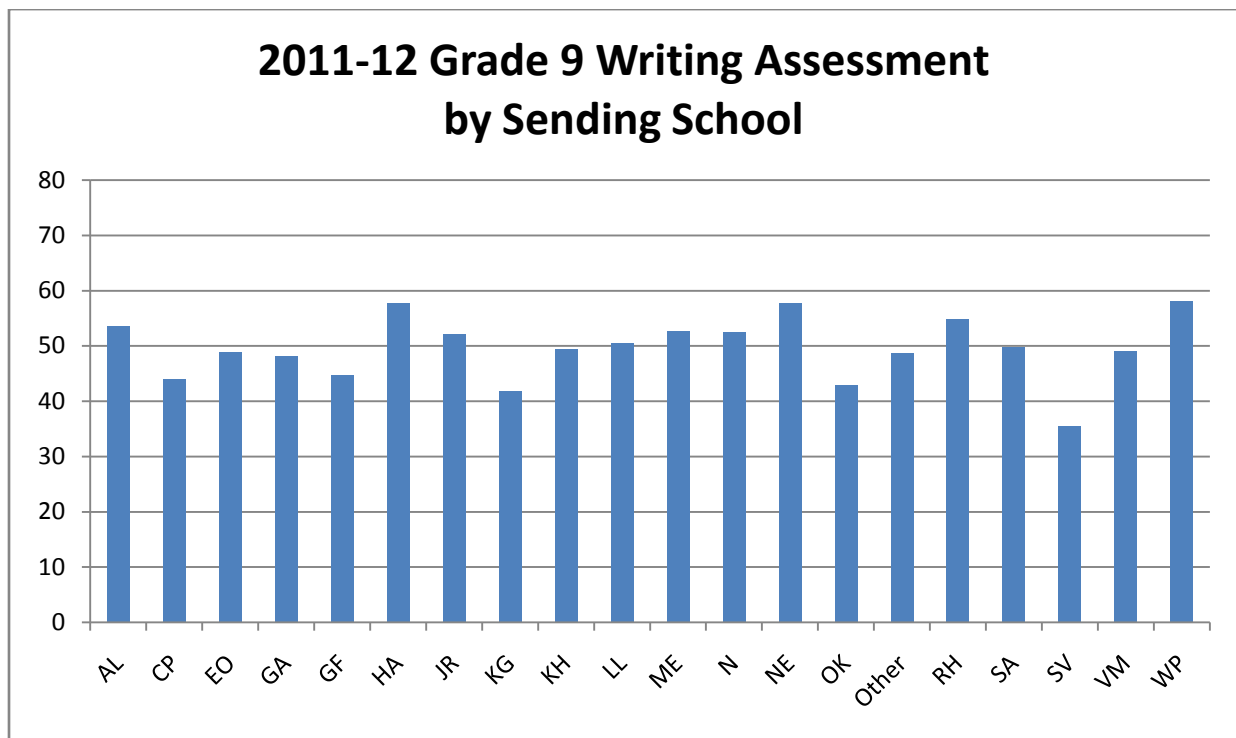
Grade 9 School

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
CP	235	45.8	44.1	46.7	47.4	46.1
N	103	55.4	51.7	52.7	48.8	52.3
VM	161	52.4	57.2	52.8	54.3	54.2
Grand Total	499	50	50	50	50	50



Sending School

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
AL	8	46.9	53.6	58.8	54.5	53.6
CP	20	43.7	42.0	44.7	45.2	44.0
EO	53	49.8	48.2	49.2	47.6	48.8
GA	16	45.9	49.4	45.5	51.6	48.2
GF	37	46.0	43.2	46.3	42.9	44.7
HA	28	60.3	55.9	58.5	55.6	57.7
JR	26	48.7	55.8	50.2	53.9	52.2
KG	30	43.2	39.0	41.4	43.1	41.8
KH	39	48.1	48.6	48.6	51.9	49.4
LL	34	48.2	53.3	49.1	51.3	50.5
ME	41	51.4	53.1	53.6	52.4	52.7
N	3	57.3	54.9	50.5	46.7	52.4
NE	10	59.4	59.3	56.1	56.1	57.8
OK	11	46.9	40.4	44.1	39.6	42.9
Other	61	50.2	47.5	48.7	47.5	48.6
RH	30	52.6	57.1	54.1	55.0	54.8
SA	24	48.8	49.4	48.7	51.9	49.8
SV	1	31.2	33.0	30.3	46.7	35.4
VM	2	46.9	49.4	53.1	46.7	49.1
WP	25	59.4	59.3	57.6	55.4	58.0
Grand Total	499	50	50	50	50	50



Research & Evaluation Services

Grade 12 Provincial Standards Tests

Multi-year summary of results: 2002-03 to 2011-12

Teresa Vallotton
8-May-12

Grade 12 Provincial Standards Tests

Multi-Year Summary of Results: 2002-03 to 2011-12*¹

Executive Summary

Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been closely monitored and analyzed since the 2002-03 school year. They are administered in January and June of each school year to accommodate the semester schedule and include the Grade 12 Language Arts, Pre-Calculus Mathematics, Applied Mathematics, and Consumer Mathematics assessments developed by Manitoba Education.

Brandon School Division results have, on average, demonstrated at, or better than, provincial mean scores over the past nine years on all assessments.

English Language Arts

Vincent Massey and Neelin high schools have demonstrated consistently strong Language Arts scores.

Pre-Calculus Mathematics

Vincent Massey has demonstrated a very strong trend of high Pre-Calculus scores throughout the nine-year period, with score above the provincial mean score in every year since 2002-03.

Applied Mathematics

All 3 high schools show strong Applied Mathematics results compared to the Manitoba average across the nine-year period of analysis. This trend was not seen in the 2011-12 first semester results. Results from both semesters will provide a more complete understanding of any potential shift in overall achievement trends and further analysis will be completed once the June 2012 achievement results are available.

Consumer Mathematics

Consumer Mathematics scores were initially quite strong compared to the provincial average, however more students were encouraged to register for the more demanding Applied and Pre-Calculus courses when these trends were noted. This was an intentional initiative beginning in 2003-04 carried out by all three Senior High schools. In the first semester of 2011-12, BSD students were scoring below the provincial average as an aggregate and at each individual school site. The first semester gap between BSD and the provincial average is the largest seen since 2001-03.

¹ This report included results from the January 2012 assessment. June 2012 assessment results will be available in the fall of 2012. In the pages that follow, a * has been used to remind the reader that the results are from one semester.

Number of BSD Students with Valid Test Score Results

GRADE 12 Language Arts	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	479	213	79	187
2003-2004	525	237	80	208
2004-2005	487	207	67	213
2005-2006	475	215	53	207
2006-2007	464	182	92	190
2007-2008	409	174	55	180
2008-2009	410	155	71	184
2009-2010	396	154	79	163
2010-2011	381	146	81	154
2011-2012*	294	124	69	101

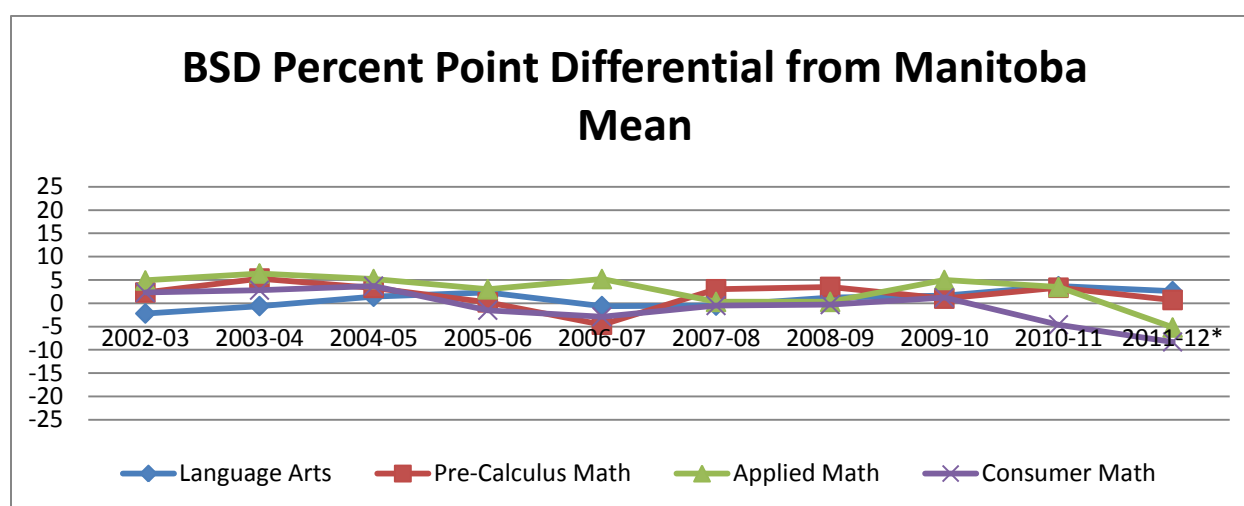
GRADE 12 PreCalculus	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	148	53	7	88
2003-2004	187	84	13	90
2004-2005	163	65	6	92
2005-2006	176	57	20	99
2006-2007	185	70	23	92
2007-2008	176	64	26	26
2008-2009	157	50	18	89
2009-2010	131	45	16	70
2010-2011	158	68	17	73
2011-2012*	42	12	21	9

GRADE 12 Applied Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	135	63	12	60
2003-2004	188	69	22	97
2004-2005	210	89	32	89
2005-2006	190	73	40	76
2006-2007	210	71	36	103
2007-2008	192	78	30	84
2008-2009	204	73	42	89
2009-2010	186	88	35	63
2010-2011	170	80	28	62
2011-2012*	67	33	19	15

GRADE 12 Consumer Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	185	115	40	30
2003-2004	184	137	47	0
2004-2005	118	90	28	0
2005-2006	124	101	23	0
2006-2007	148	73	27	48
2007-2008	143	73	32	38
2008-2009	122	80	15	27
2009-2010	153	68	32	53
2010-2011	120	60	23	37
2011-2012*	51	32	19	0

Grade 12 Provincial Standards Test Mean Score Results: All BSD Schools (2002-2012*)

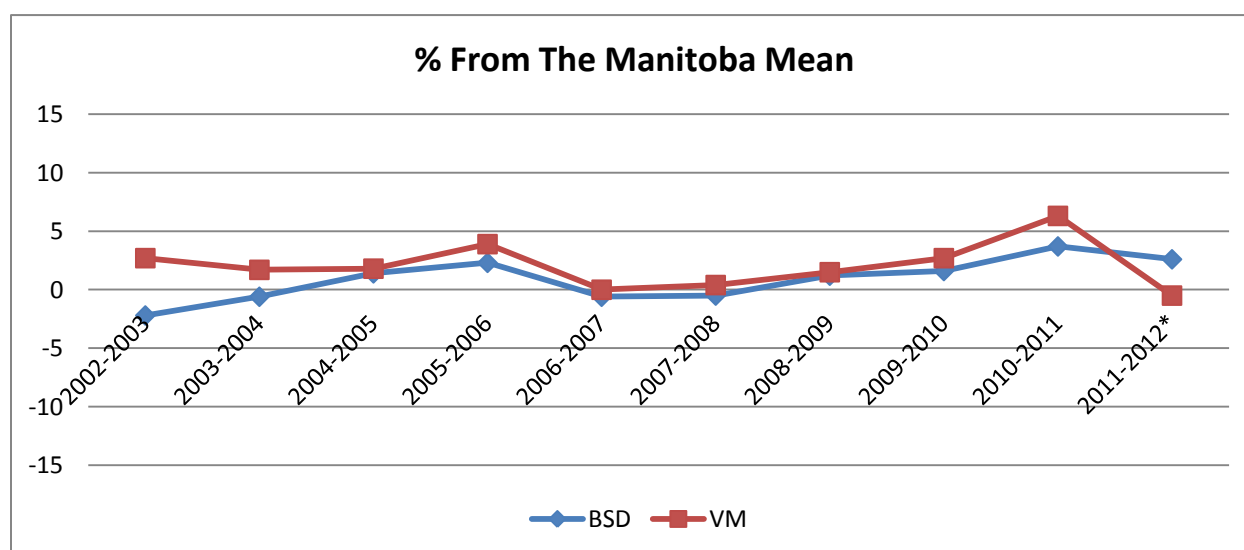
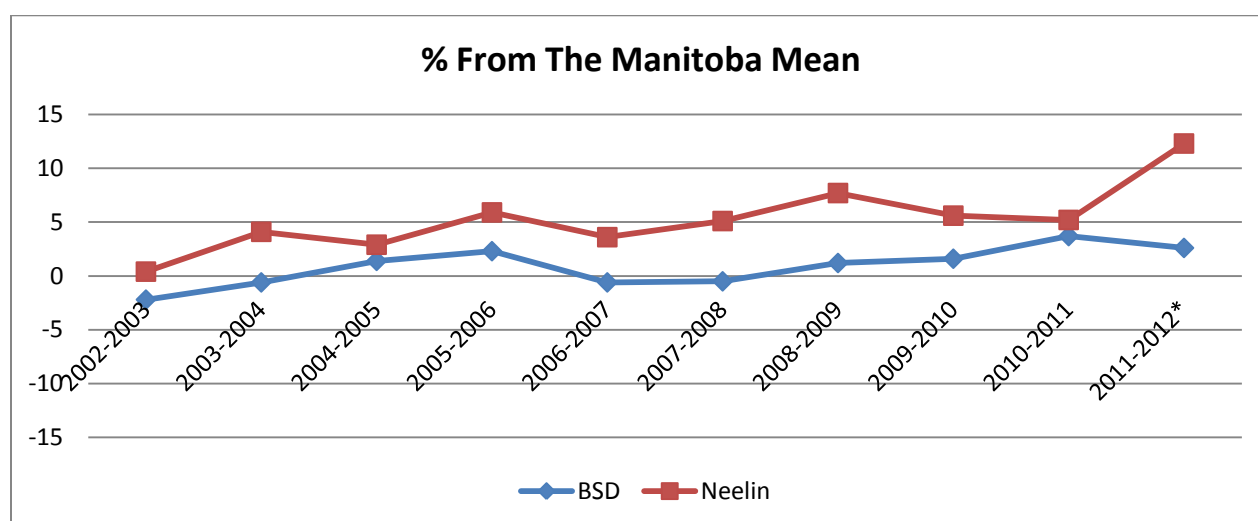
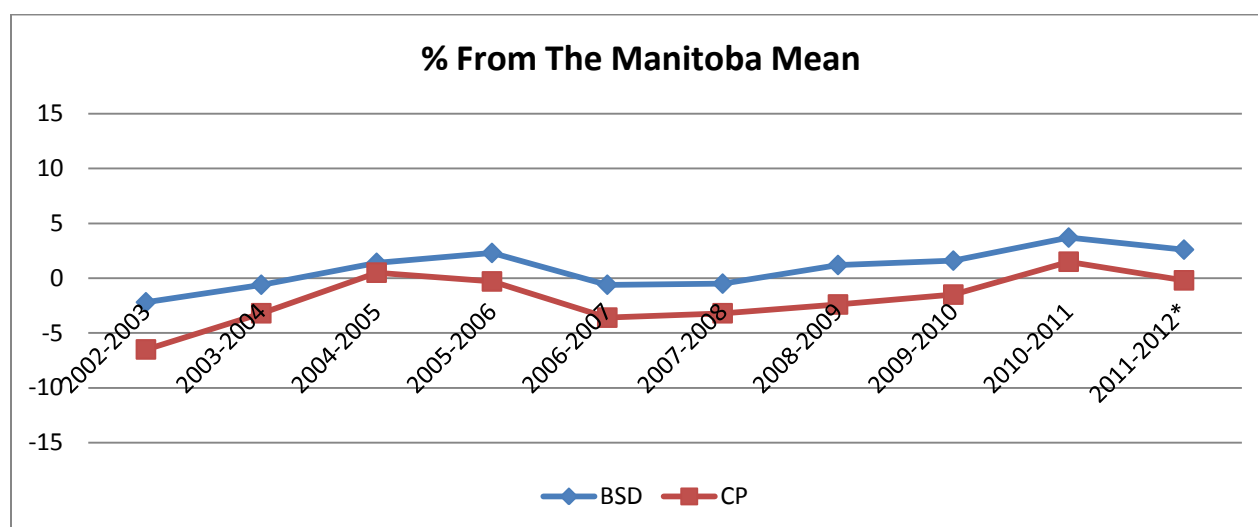
BSD Results	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12*
Language Arts	-2.2	-0.6	1.4	2.3	-0.6	-0.5	1.2	1.6	3.7	2.6
Pre-Calculus Math	2.3	5.3	3.3	0.2	-4.6	3	3.5	1	3.3	0.7
Applied Math	4.9	6.4	5.2	3	5.2	0.3	0.3	5	3.5	-5.2
Consumer Math	2.3	2.8	3.7	-1.5	-2.9	-0.5	-0.3	1.2	-4.6	-8.3



Grade 12 Language Arts Provincial Standards Test

Summary of Mean Test Score Results

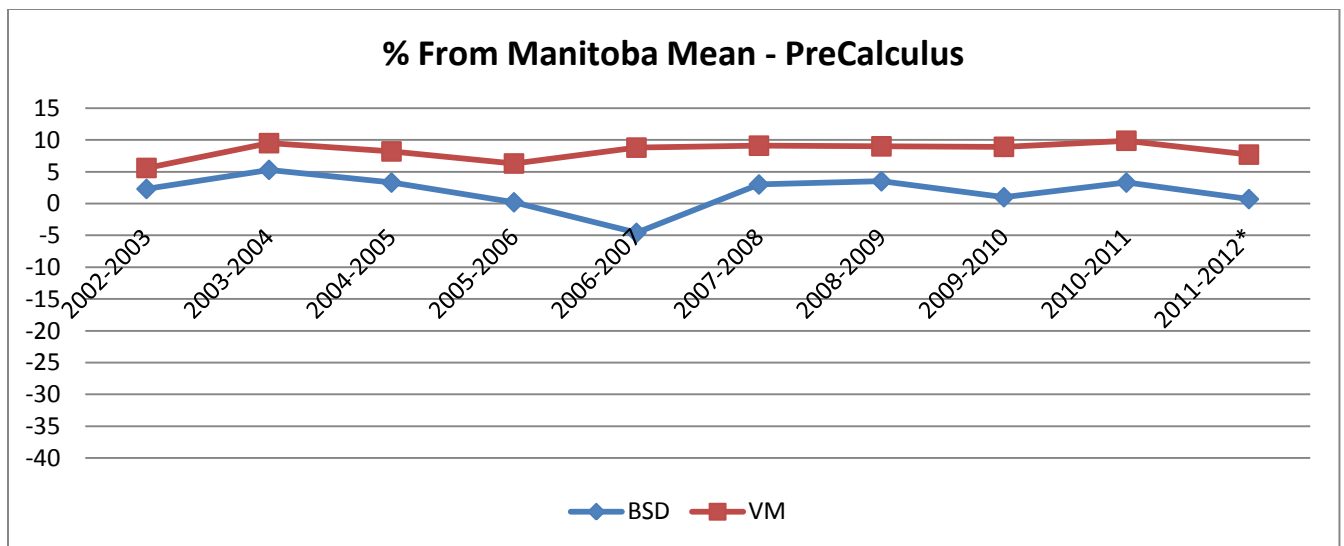
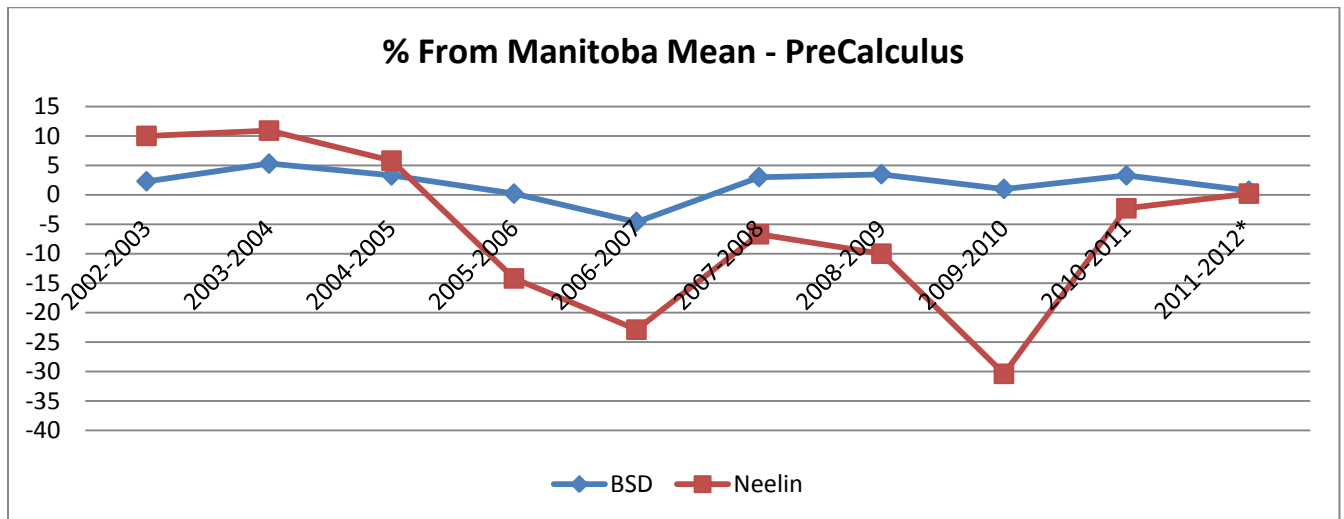
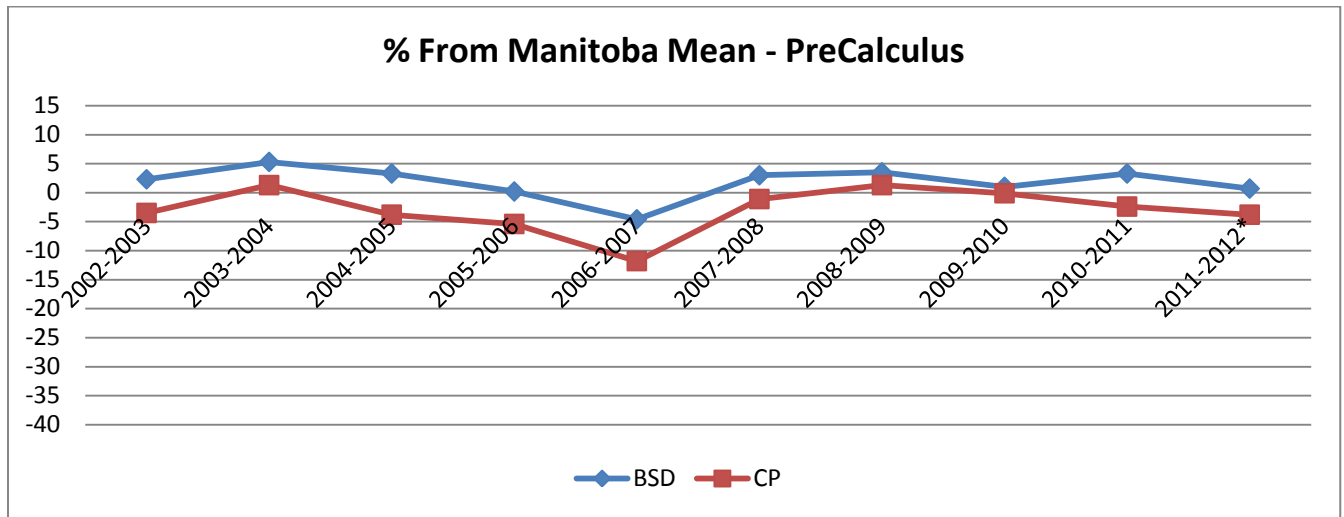
Year	BSD	CP	Neelin	VM
2002-2003	-2.2	-6.5	0.4	2.7
2003-2004	-0.6	-3.2	4.1	1.7
2004-2005	1.4	0.5	2.9	1.8
2005-2006	2.3	-0.3	5.9	3.9
2006-2007	-0.6	-3.6	3.6	0.0
2007-2008	-0.5	-3.2	5.1	0.4
2008-2009	1.2	-2.4	7.7	1.5
2009-2010	1.6	-1.5	5.6	2.7
2010-2011	3.7	1.5	5.2	6.3
2011-2012*	2.6	-0.2	12.3	-0.5
Mean	0.9	-1.9	5.3	2.1



Grade 12 Pre-Calculus Provincial Standards Test

Summary of Mean Test Score Results

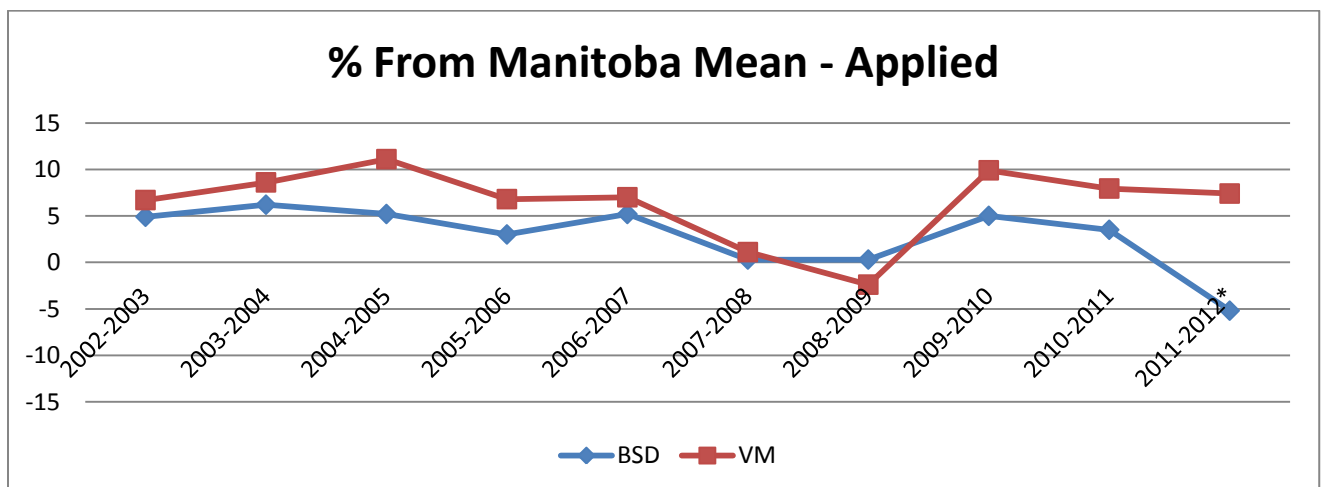
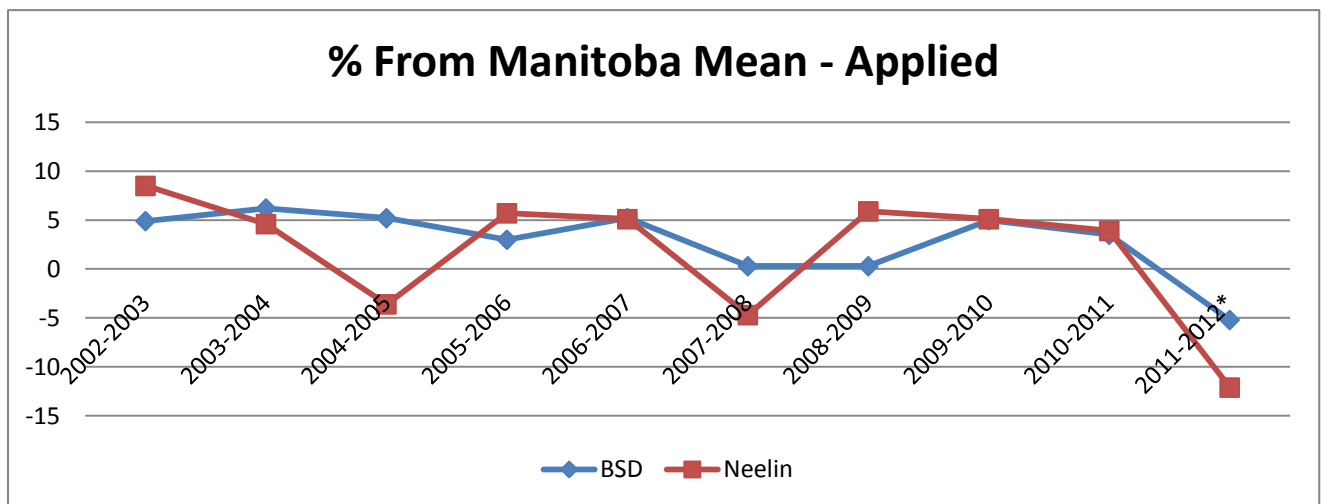
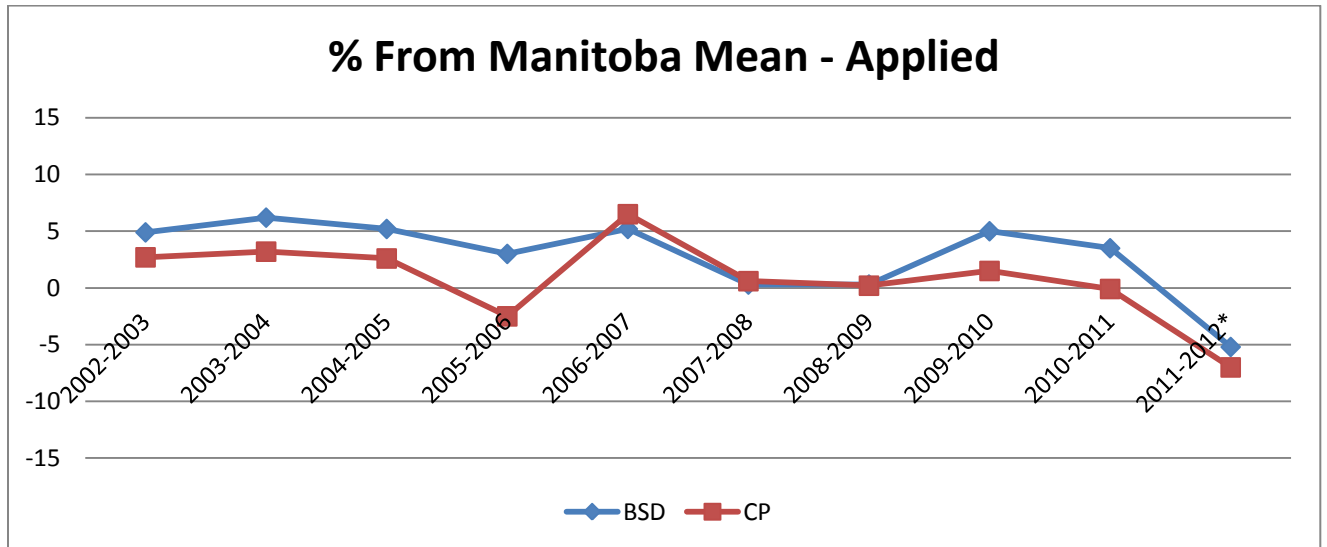
Year	BSD	CP	Neelin	VM
2002-2003	2.3	-3.5	10.0	5.6
2003-2004	5.3	1.3	10.9	9.5
2004-2005	3.3	-3.8	5.8	8.2
2005-2006	0.2	-5.4	-14.2	6.3
2006-2007	-4.6	-11.8	-22.9	8.8
2007-2008	3.0	-1.1	-6.7	9.1
2008-2009	3.5	1.3	-10.0	9.0
2009-2010	1.0	-0.1	-30.4	8.9
2010-2011	3.3	-2.4	-2.3	9.9
2011-2012*	0.7	-3.8	0.2	7.7
Mean	1.8	-2.9	-6.0	8.3



Grade 12 Applied Mathematics Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	4.9	2.7	8.5	6.7
2003-2004	6.2	3.2	4.6	8.6
2004-2005	5.2	2.6	-3.6	11.1
2005-2006	3.0	-2.5	5.7	6.8
2006-2007	5.2	6.5	5.1	7.0
2007-2008	0.3	0.6	-4.7	1.1
2008-2009	0.3	0.2	5.9	-2.4
2009-2010	5.0	1.5	5.1	9.9
2010-2011	3.5	-0.1	3.9	7.9
2011-2012*	-5.2	-7.0	-12.1	7.4
Mean	2.8	0.8	1.8	6.4



Grade 12 Consumer Mathematics Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	2.3	2.8	4.6	-2.0
2003-2004	2.8	5.0	-4.4	
2004-2005	3.7	4.5	1.0	
2005-2006	-1.5	-0.9	-7.0	
2006-2007	-2.9	-0.4	-0.7	-8.0
2007-2008	-0.5	0.4	-3.9	0.3
2008-2009	-0.3	1.7	-5.6	-1.7
2009-2010	1.2	-1.6	3.0	3.8
2010-2011	-4.6	-1.9	-3.8	-9.3
2011-2012*	-8.3	-10.6	-4.5	
Mean	0.0	1.1	-1.9	-2.8

