



Accepting the Challenge...

BRANDON SCHOOL DIVISION

Year End Progress Report
September 2015—June 2016



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I. MESSAGE FROM THE OFFICE OF THE SUPERINTENDENT

Brandon School Division has a clear focus on student engagement in learning and achievement. The 2015-2016 school year yielded great enthusiasm and growth by all. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress and commitment to learning by our students, staff, parents & guardians and community as a whole.

This report is organized to represent the three interconnected strategic directions of the Brandon School Division Strategic Plan:

Academic Preparedness

Global Citizenship

Health & Wellbeing

all of which support the Division's Master Goal:

**TO ENGAGE ALL STUDENTS ACTIVELY IN THEIR LEARNING
THROUGH THE PROVISION OF EQUITABLE, FAIR ACCESS TO
QUALITY PERSONALIZED LEARNING OPPORTUNITIES.**



II. BRANDON SCHOOL DIVISION PROFILE AS AT JUNE 24, 2016

Students

Elementary:	5,791
Senior High:	<u>2,831</u>
Total:	8,622

French Immersion Students K-8:	654
French Immersion Students 9-12:	140
*Students who have English as an Additional Language:	1342
*Students Bussed:	3545

*Totals Represent Students Kindergarten to Grade 12

Schools

Kindergarten to Grade 6:	2
Kindergarten to Grade 8:	16
Kindergarten to Grade 12:	1
Grades 9 to 12:	3

Plus Neelin High School Off Campus

Staff (# of Persons)

Elementary Principals/Vice-Principals:	27
Elementary Teachers:	424
Senior High Principals/Vice-Principals:	10
Senior High Teachers:	190
Support Staff:	466
Senior Administration:	5
Out-of-Scope Staff	35
Clinicians:	24
Specialists:	9



III. STRATEGIC PLAN 2014-2017 IN ACTION

MASTER GOAL: TO ENGAGE ALL STUDENTS ACTIVELY IN THEIR LEARNING THROUGH THE PROVISION OF EQUITABLE, FAIR ACCESS TO QUALITY PERSONALIZED LEARNING OPPORTUNITIES.



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

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

Ultimate Outcome: Academic Preparedness

Board Objective: Academic Growth & Achievement

Area of Focus: Kindergarten

Actions Planned for 2015-2016

- Sharing authentic play-based learning in K, 1 & 2 (facilitated by the steering committee).
- Rubric development for use by kindergarten teachers (facilitated by the steering committee and our Research & Evaluation Specialist).
- Purchase of Planning for Play, Observation, and Learning in Preschool and Kindergarten by Gaye Gronlund.
- Time provided for kindergarten teachers to visit community Early Learning centers.
- Substitute support for teachers to attend the session for the new support document "A Time for Learning a Time for Joy".

Progress Made in 2015-2016

October 7, 8 and November 26 – Sharing Authentic play-based learning in K, 1, 2. These three days were provided for K, 1, 2 teachers to discuss, share and learn about what authentic play-based and personalized learning looks like in early year's classrooms.

February 9 & 10 – Manitoba Education Professional Learning and release of the support document "A Time for Learning and a Time for Joy".

Ongoing – Opportunities for Kindergarten teachers to visit Early Learning centers in Brandon.

Ongoing – Time for the steering committee to work on developing math rubrics for kindergarten with the help of our Research and Evaluation Specialist (Goal – to develop ELA rubrics next year.).

Area of Focus: Literacy

Actions Planned for 2015-2016

Early Years Comprehensive Literacy Initiative: Year two of this three year initiative will bring school teams together to provide professional learning opportunities and continue the development of a comprehensive literacy plan at each school level. Team members will include 2 Early Years classroom teachers, Early Years and Middle Years literacy support teachers, Reading Recover teacher, Principal or Vice-Principal

Progress Made in 2015-2016

September 24, 2015, January 12, 2016 and April 27, 2016 – Our Early Years and Middle Years Literacy Specialists facilitated these sessions using the resource book "Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System". School teams furthered their work in developing school literacy action plans within their school literacy PLC. The past two years have concentrated on facilitating the teams through a reflective self-assessment of school literacy beliefs and practices, always bringing the teams back to the Balanced Literacy Practices document and the Regie Routman Optimal Learning Model. Year three (2016-2017) will begin to look more closely at how to support and sustain excellent Tier 1 Literacy Instruction within the classroom. It will also continue to support schools in their literacy action plans and goals for the year.

This initiative was intended to support middle year's classroom teachers in Tier 1 classroom instruction. The 2015-2016 school year was the last year of a three year initiative with the second round of teachers in Leadership in Literacy. Round three began their first year, of a three year initiative, with an emphasis on reading and the workshop approach as a path to personalized learning. Round Three will continue next year with the literacy specialist and principal of Valleyview Centennial School facilitating.

There is also a plan to begin a fourth round with teachers from the schools that are willing to participate. This initiative has been very successful in supporting Middle Years teachers in exemplary Tier 1 instruction in their

Leadership in Adolescent Literacy Round Two and Three will continue to support middle year's classroom teachers in Tier 1 literacy classroom instruction.

Writing Continuum and Student Exemplars: To facilitate a divisional writing continuum from Grades 1 to 8 that will include student writing exemplars at each grade level.

Reading Apprenticeship Year Two: A provincial initiative to focus on reading in the content areas at middle years and high school.

Area of Focus: Numeracy

Actions Planned for 2015-2016

Divisional Numeracy Procedures and Best Practices

diverse classrooms through the workshop approach. The strength of the professional learning is based upon the long-term conversations and teachers' support of each other's practice developed as part of a professional learning community.

This year the literacy specialist has been facilitating collaborative work to produce a divisional writing continuum from Grades 1-8 with groups of teachers. This was as a part of the larger assessment initiative at K-8. In addition, student writing exemplars for Grades 1 to 8 have been selected. This work is currently being piloted at four schools. These supports for assessment of writing will be available to all teachers in the fall of 2016. The literacy specialist will be available to schools to facilitate their use of the supports to improve pedagogy and assessment around writing.

Work is also continuing on the creation of more divisional rubrics in the other strands of English Language Arts (ELA) such as viewing, speaking, listening and representing. These rubrics will support the big ideas for assessment of the Language Arts, which will be very valuable as we move toward a new curriculum in this subject area.

It may also be possible to share this work with high school ELA teachers. The goal being to help them to become familiar with the divisional rubrics and exemplars and build a bridge between the middle years and high school practices.

Reading Apprenticeship is a provincial project in which Brandon School Division (BSD) is involved with, along with four other divisions, to work on reading in the content areas. Two schools in BSD are involved in the project: King George and George Fitton. The project focused on reading in the content areas and used such strategies as close reading, text sets and student-led conversation. The Reading Apprenticeship Project has already shown benefits for the classrooms where it is being implemented for the past two years. The project will continue next year, once again funded by the province, and Valleyview Centennial School will be joining the project.

Progress Made in 2015-2016

The main focus area of Conceptual Development and Procedural Skills was addressed this year through a workshop series on Patterning and Algebra. A group of 5-8 teachers met eight times to look at the program called "From Patterns to Algebra" which uses manipulatives and collaborative learning to develop a deeper understanding in this area. In addition, a number of PLC's worked with the Numeracy Specialist and the Staff Development Specialist on the Math Workshop model to help to scaffold numeracy instruction in order to meet the needs of all math learners.

Numeracy Support Leadership Group

This group met three times this year and focused their work on the implementation of guided math, math workshops and activities that could be used when working with small groups. Resources and ideas were shared by group members with a focus on teaching strategies that would allow students to demonstrate a deeper conceptual understanding of concepts and strategies. Learning maps that were created by the Provincial Math Consultants were distributed and discussed.

Numeracy Assessment

With the continued implementation of Students Achieve, many PLC's were working on the classroom use of the numeracy rubrics. Sessions were conducted to help clarify the levels of the rubric and to share strategies that would allow students to demonstrate a deeper level of understanding.



Ultimate Outcome: Global Citizenship

Board Objective: 21st Century Skill Development

Area of Focus: Personal Growth

Actions Planned for 2015-2016

Linden Lanes School – Giving Back to Brandon

Progress Made in 2015-2016

Some of the projects undertaken in this initiative include:

- Grade 1 & 8 classes visited Dinsdale Seniors Home (played games, made crafts, read aloud);
- Volunteerism at Prairie Oasis Seniors Centre and Samaritan House;
- Grade 8 class sets up winter games activity for the entire school;
- Grade 5/6 classes volunteering for a church clean-up, and volunteering in classes around the school, cancer care, Red Cross & Fort McMurray fundraiser;
- 7 & 8 Youth Revolution students cleaning up Linden Kids Club;
- Grade 3/4 class and 5/6 class cleaning up Dinsdale Park
- Kindergartens planting a plant in conjunction with the Green Spot and donating it to random people along with seniors; and
- Grade 3/4 and 5/6 classes growing plants which they donated to the city;

Tell Them From Me (TTFM) data will be examined during the following year to see what long term effects the project had in regards to social and emotional health.

Parents, teachers and students have discussed the importance this initiative had on the creation of positive whole-student learning taking place. More positive discussions occurred in classes observed through teacher student interaction.

Riverheights School – Traditional Games Around the Globe

Traditional Games Around the Globe included 3-4 traditional games from each of the different ethnic student populations at Riverheights School, which resulted in:

- EAL students were noticeably more involved and took a greater leadership role;
- Students expressed verbally that the games were fun;
- Students were seen at recess playing some of the games and lots of excitement and laughter was seen;
- An increase in student (EAL) engagement during other classes.

Area of Focus: Ethical Citizenship

Actions Planned for 2015-2016

École O'Kelly School P.A.W.S-itive Spaces Project – Memorial Gardens

Riverheights School - A Resource Toolkit

École New Era— Celebrating Diversity in Our Classroom

Progress Made in 2015-2016

École O'Kelly School is currently consulting with a landscaping company and anticipates moving ahead with the creation of the Memorial Gardens before the end of June.

A continuum of global citizenship skills that involves the development of interest, attitudes, values, and knowledge has been created for students in Grades K to 6.

A toolkit of educational resources to support the development of global citizenship skills has been developed. These resources include texts, videos, activities, and technology programs, accompanied by suggestions on how to integrate them into existing curricula.

A list of community presenters and guest speakers to support the development of global citizenship has been initiated and will continue to be expanded.

A survey to elicit teacher feedback regarding the usefulness and satisfaction with the resource toolkit has been created and is included in each grade-level toolkit.

Teachers became more aware of online sites and resources that they can access to include more multicultural materials into their teaching (ex. Songs and books in different languages, opportunities to learn about holidays in different countries, looking at different cultural practices around the world, multilingual signs and posters, etc.).

As a Result of this project, students learned:

- about diversity in our classroom where they were able to speak openly about cultural differences and similarities;
- discovered and explored different flags and meaning of its parts;
- saw themselves as valuable members of the classroom; and
- developed a healthy self-identity and the confidence about who they are.

Each month a new language and culture was introduced in the classroom. To interact with that language/culture, we read bilingual books, watched videos about schools around the world, and learned several key phrases in the language.

As a result of this project, students :

- used show and tell strategies to share “something interesting” from their culture;
- listened to their classmates and guests’ unique stories and asked different questions about diverse backgrounds; and

Waverly Park School - Heritage Day

- made links between home and the classroom by talking about extended family members, traditions, etc.

Overall, teachers expressed that they observed the following after their students had participated in this initiative:

- an increase in interest and curiosity about the many cultures represented in the children in the classrooms and in the school;
- an increase in confidence of students regarding who they are and how they are different and the same from their peers; and
- an increase in student's ability to value that cultural differences are what makes our world interesting and beautiful.

Middle Years students participated in research about a country/culture of their choosing. They taught Early Years students through a mini culture day where students went through different activity and food stations. This was a wonderful opportunity for our older students to take on a leadership role within the school. They acquired a deeper understanding of the content as they knew they would be teaching it to the younger students. They enjoyed learning about the cultures and took pride in the fact that many of them got to share about their own culture. The younger students were highly engaged, more willing to try new things (the food made by the older kids), and developed an appreciation and curiosity of other cultures. This was a perfect springboard for the early years students own research projects.

Students were exposed to Aboriginal culture through stories, drumming and dancing by local Aboriginal youth led by Debbie Huntinghawk. Many of our students had never experienced a powwow or seen regalia, Aboriginal drumming or dancing. This was a nice opportunity for our Aboriginal students in our school to connect and take pride in their own culture.

We were able to purchase a variety of contemporary books that focus on Aboriginal people and their culture for our school library. A resource area was created with storybooks, myths, legends, informational texts and novels that were integrated in the K-8 classrooms throughout the school year. Staff and students have appreciated the addition of these new resources to our library.

Betty Gibson School – Heritage Day

Betty Gibson School hosted a Cultural Festival which included food, dance, music, and art from the 20+ cultures represented at their school.

Intended outcomes were to celebrate and educate the school community on the diverse cultures we have. Also, we intended to bring the students, staff, and parents together through our event. These outcomes were realized, as the day was a very positive collaboration of parents and students.

Parent volunteerism was great and the students loved the cultural games, art, dance, and food. Many students commented on how much they learned about other cultures and understanding was shared. Students had an increased sense of pride concerning their parents, personal values, beliefs, and life experiences.

Meadows School – Culture Day

Culture Day at Meadows School is dedicated to exploring a variety of different cultures that are represented in the student population. In preparation for the event students were given various opportunities to develop SECRET skills.

Students led peers, teachers, parents, and special guests through displays and demonstrations that educated them about their chosen cultures.

This year Inuit, Mauritius, Canada, Australia, Mardi Gras, India, Trinidad and Tobago, South Africa, Scotland, and Greece were represented with cultural pavilions. Classrooms were transformed into cultural pavilions with unique experiences and traditional food samples.

Since Culture Day began at Meadows, we have continued to see that EAL students are taking greater pride in their cultures and are willing to take leadership roles.

Celebrating cultural diversity is very evident at Meadows School with the inclusion of all students as well as the physical presence of flags from many countries, multi-lingual signs, and many cultural activities and experiences.

Ultimate Outcome: Health & Wellbeing

Board Objective: Health Promotion

Area of Focus: Emotional & Physical Health

Actions Planned for 2015-2016

The committee requested school plans from each of the 21 schools regarding goals addressing physical health and emotional well-being. School plans were reviewed and common themes were extracted. These included engagement, emotional health, and a sense of belonging/connectedness/relationships. In December 2015, a meeting with the larger community was planned to share themes extracted.

Based on discussions occurring with the larger community committee and information gleaned from school plans, it was decided that health and well-being teams would be invited to a full day session to:

- familiarize BSD staff with resources;
- familiarize BSD staff with community supports; and
- provide school groups an opportunity to meet with community partners; and
- strengthen the programming occurring in their schools in order to be proactive in addressing the needs of their students.

The hope was that the conversations around health and well-being were being supported and encouraged year-round in every school. The committee would support each school by facilitating an opportunity for school teams to share strategies that might further support what is happening in various school contexts.

Ralph Clark and Veronica Adams continued to work on the "Community Resources" list that began the previous school year. A draft was shared with the larger community committee to obtain feedback. Feedback was taken into account and the resource list was updated.

The committee planned to attend a workshop held by the Brandon University on the topic of emotional and social well-being.

Progress Made in 2015-2016

The committee met with the larger community committee in December 2015. The committee shared the themes extracted from school plans. Ideas were discussed in regards to next steps.

In April 2016, school health and well-being teams attended a full day professional development session. In the morning, staff listened to various presentations with the theme of emotional and physical well-being. Speakers included Kevin Lamoureux from the University of Winnipeg, Tracy Rigden (Mental Health), Chris Bromley (Mental Health), Karen Larocque (Community Nutritionist), and Nikki Dean (Health Promotion Coordinator) all with Prairie Mountain Health, and Maxine Schminke with Community Red Cross. In the afternoon, teams were given the opportunity to have conversations with community partners to further develop working relationships and strategies that could be incorporated in school action plans.

The resource list has been finalized and posted on the Brandon School Division website and Staff Intranet Portal. It was also shared with the health and well-being teams in April. In September 2016, it will be emailed to school administrators and student support services clinicians. It will continue to be revised on an annual basis.

On May 9th and 10th, the committee listened to Jennifer Katz and her session on Personal and Social/Emotional Well-Being: Developing Student Sense of Self Worth, Belonging and Connectedness to Others.



SECTION B – SENIOR ADMINISTRATION DEPARTMENT REPORTS

Office of Human Resources

Ms. Becky Switzer, Director of Human Resources

The Office of Human Resources provides online services for employees with regards to leave requests and workshop registrations. Online applications for job opportunities are available for both internal employees and external applicants. These online services provide the opportunity to be paperless and provide information to Principals, employees and applicants in a timely, almost instant, manner. The online services also provide a more timely response to inquiries regarding statistics such as what is listed below.

SUB BOOKING SERVICES:

For the 2015-2016 school year, Sub Booking Services tracked the following statistics:

Average # of Bookings per month

Secretarial/Educational Assistants	=	1217
Custodial	=	171
Teachers	=	1743

***In comparison to the previous year, there was an overall decrease in the number of bookings by approximately 7% for Teachers, 2% for Secretarial/Educational Assistants and for the Custodial services booking increased by 9%.*

Average # of those bookings per month that were same day call in

Secretarial/Educational Assistants	=	578 or 47% of bookings
Custodial	=	85 or 50% of bookings
Teachers	=	588 or 34% of bookings

***In comparison to the previous year, same day call-ins decreased by 4% for Teachers however increased by 4% for Secretarial/Educational Assistants and 6% for Custodial.*

As part of these statistics, average bookings tracked on days of the week were highest for Secretarial/Educational Assistants on Thursday (21%), for Custodial on Friday (23%) and for Teachers on Thursday (23%). This is consistent with the statistics seen in the previous year.

Substitute Bookings are provided for vacant positions short term, professional development, meetings and absences due to paid/unpaid leaves.

EMPLOYMENT SERVICES:

For the 2015/2016 school year, Employment Services tracked the following statistics:

- # of job postings within the 2015/2016 school year = 498 (122 PERMANENT positions)
- # of candidates applying for positions within BSD = 1227 (75% females, 25% males)
- # of applications processed for consideration of employment – 9175

*** This equates to approximately 91,750 pieces of paper that did not need to be produced as the application process is electronic!*

HUMAN RESOURCE SERVICES:

- # of internal workshops scheduled = 733
- Total # of registrations for workshops = 6019

Office of the Secretary-Treasurer
Mr. Denis Labossiere, Secretary-Treasurer

Accounting and Purchasing Services:

With a focus on improving efficiencies and reducing costs, Accounting and Purchasing Services continues to build on past initiatives and development of improved processes for financial transactions. In 2015-2016, 279 vendors were paid by Electronic Funds Transfer (EFT), an increase of 83% over the previous year. Between vendors and employees, 5,369 EFT payments (2,531 in 2014-2015) were processed in the fiscal year, resulting in a reduction in printed cheques, printing costs and reduced postage. The team processed over 17,500 individual vendor invoices, employee reimbursements, and other payment requests.

In 2014-2015, internal audits were performed on school generated fund accounting records for all schools giving management and Trustees assurance that our schools follow proper accounting procedures and policies for school generated funds. The audit was an opportunity not only to review the schools' funds, but to document processes that are followed by each of the schools' administrative staff. A comprehensive guidebook was developed and provided at each school to assist the staff in recording funds effectively and consistently throughout the Division.

In addition to documentation of school funds processing, another guidebook was developed and provided to schools and departmental administrative staff to assist them in the task of tracking financial transactions to meet provincial accounting requirements. The Accounting and Purchasing Services team will continue to document processes and requirements for all financial aspects of the Brandon School Division's operations which will assist in training staff and to improve consistency in data entry/processes.

Operations:

The development of a clear and transparent budget remains a focus of the Division by providing the Board of Trustees with adequate and relevant information to make informed decisions given the economic realities of the current and seemingly future context. In 2015-2016, several capital reserves were established to address short term and long term capital needs. The capital reserves allow the Division to reduce the impact of capital needs on future operating budgets, reduce interest costs and place the Division in a good position in the present and in the future.

Payroll Services:

In 2015-2016, the Division implemented the new contribution deduction method required by the Teachers' Retirement Allowances Fund (TRAF). Also implemented during the year were a new Dental plan for Teachers and a new Health and Dental plan for Non-Union Employees. Payroll Services is continuously focused on improving efficiencies by reviewing and documenting processes and cross training.

Workplace Safety & Health (WPS&H):

During 2015-2016, the Central Workplace Health & Safety Committee developed a refusal to work Investigation form to accompany the "Refusal to work" flow chart. Standardized safe operating procedures for equipment was implemented in all K-8 Vocational and Home Economics classes. Eight (8) different WPS&H training sessions were provided by SAFE Manitoba, MSBA and the Manitoba Teachers' Society to Workplace Health & Safety representatives from BTA and CUPE.

Management of Information Systems and Technology

Mr. Brent Ewasiuk, MIST Director

The 2015-2016 school year started with the deployment of a new grade book in our elementary schools. This initiative has allowed us to electronically generate report cards and collect assessment data that will assist us in future decision making.

Significant technology upgrades were also completed in the Brandon School Division. All of our primary network switching equipment was upgraded at the Division Office and each of our schools. This upgrade allowed us the opportunity to communicate between the Division Office and each of our sites at 10 GBs. Currently the Division Office communicates with each of the high schools at 10 GBs, with 1 GBs still being the standard at the elementary sites. The networking component of our computer infrastructure has also been upgraded to communicate with each of our desktop computers at 1GBs.

The final network upgrade for the year included the deployment of new wireless networking equipment. New access points were installed to enhance our wireless coverage at each of our sites. This improved the speed for wireless devices and increased the number of devices that can be connected at one time.

Five hundred desktop computers were purchased with a minimum of one new computer being installed in every classroom in the Brandon School Division.

During this school year, the camera and security project was initiated. Primary access to each of our sites is granted through the use of a proximity card. This allows us the opportunity to better monitor the access to our buildings. It also allows us to program the automatic locking and unlocking of doors around recess time. In the event of a school lockdown, the school can be secured by the simple push of a button. As part of the security project, exterior cameras at each of our sites have been installed with full visibility on the perimeter of the building and playgrounds. The cameras are motion-activated and record any after-hour activity on the property. This project is 50% complete and is expected to be finalized by January 2017.

Additional Lenovo Yoga computers were deployed to teachers and additional carts of 25 Lenovo Yoga computers were distributed to this year's cluster schools, to support the Personalized Learning – Focus on Technology Implementation Plan. Additional kits of various technologies were also established at the Division Office for teachers to sign out and use with their students in the classroom.

Brandon School Division also hosted the BYTE 2016 (Build Your Teaching Experience) professional development day with this year's focus being on Digital Citizenship. Approximately 900 people attended from our Division and several other neighboring divisions.



Office of Facilities and Transportation
Mr. Mel Clark, Facilities and Transportation Director

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

- Ameresco Asset Planner Software data updated.
- 2015-2016 Facilities Report completed and reviewed.
- Keyscan card lock systems and cameras installed at Betty Gibson, Earl Oxford, George Fitton, Meadows, JR Reid, King George, and Kirkcaldy Heights.
- City Joint Use Agreement proceeded with the redevelopment of the King George main soccer field.
- Valleyview & Riverview gymnasiums where sanded and refinished with new game lines.
- George Fitton received a new Female Staff Washroom.
- Waverly Park had the soundproofing in the Gym, Music and Kindergarten Rooms replaced.
- Administration and Maintenance Offices saw renovations to increase office space to accommodate staff growth.
- Transportation has seen an increase in the number of bussed students from 3,036, Sept. 30, 2015 to 3,535 as of June 1, 2016.
- Transportation has purchased and will be replacing 3 busses utilizing the Provincial Tender. We will now have 8 Propane Units operating in our fleet.
- Transportation moved into our two new bus bays in February 2016.
- Transportation has hired an additional mechanic to better serve the requirements of the fleet.
- New bus bay shop has been certified to perform School Bus Safety Inspections.
- Transportation recently completed a successful Provincial Audit.
- Our Transportation Supervisor made a presentation on our Propane Fleet at the Canadian Pupil Transportation Conference and was an active member of the conference organizing committee.
- Projected \$60,000 cost saving on our 5 Propane busses vs. our fleet average this year.
- Transportation had three drivers retire and trained six new drivers.

Public Schools Finance Board Funded projects completed:

- Vincent Massey had two science labs renovated and brought up to current lab standards.
- Betty Gibson had a new Grooming Room installed.
- Betty Gibson received a new portable classroom.
- George Fitton received two new Kindergarten classrooms which were built in the space vacated by the old gymnasium.
- Meadows received a three classroom addition.
- Waverly Park received a two classroom addition.
- ACC Facility Condition Report was completed and reviewed by BSD & Provincial Administrators.
- Crocus Plain's kitchen area roof replacement has been tendered and awarded with construction to take place during the summer school break.

Public Schools Finance Board Projects in process:

- New Era Grooming Room currently in the design stage.
- Meadows foundation waterproofing currently in the design stage.
- Vincent Massey heating system replacement tendered and awarded. Work to replace the system has begun with completion to follow in October.
- A new school for the South East of Brandon announced by the Premier of Manitoba. Preliminary consultations have begun with the PSFB regarding the design.

Student Support Services

Mr. Greg Malazdrewicz, Assistant Superintendent

Student Support Services staff plays an integral role in consulting and collaborating with school staff and community agencies to support students and their families with learning, social/emotional, sensory, behavioural, physical, cognitive, adaptive, communication and health care needs. Built on a foundation of inclusionary practices, our multi-disciplinary team of professionals and paraprofessionals assists school staff in providing services and programming to students and teachers via a continuum of supports and services including preventative, consultative, diagnostic and intervention.

Each school in Brandon School Division has an assigned team of divisional student support services staff (Psychologist, Speech-Language Pathologist, and Social Worker) to support the school team in providing appropriate educational programming for students. As well, schools may request support from the Aboriginal Education Counsellor, the Aboriginal Elder and/or the Attendance Officer.

Professional Development:

School Psychologists, Social Workers, Speech Language Pathologists, and Specialists facilitated/planned numerous professional development opportunities for professional and/or paraprofessional staff on several topics including: Social Skills from a Social Thinking Perspective; ABC and Beyond, Phonological Awareness; Using Visual Supports; Administration and Interpretation of Assessments; Understanding Social and Emotional Needs: Ways to Develop Relationships with Students; The INCLUDE Strategy; Understanding Learning Differences; How Stress Affects a Learning Brain. The School Psychologists have also completed the production of a webinar entitled Understanding Student Behaviour which will be posted on the division's website.

Non-Violent Physical Crisis Intervention (NVCI) training is provided by trained staff. In the fall, two-day training was provided for professional and paraprofessional staff; in the spring half-day refreshers were provided for previously trained staff.

The development of a Brandon Community Protocol in Violence Threat/Risk Assessment continues to be a goal with planning for training with community partners in October 2016.

Clinicians and Specialists have also attended professional learning activities on various topics such as High Fidelity Wraparound training supported by Manitoba Education, Making Sense of Anxiety, Applied Suicide Intervention Skills Training, Preparing Youth for Successful Adulthood, Augmentative Alternative Communication Systems, Collective Impact, Assessing Suicide in Kids, Working with Students with Autism Spectrum Disorder to name a few.

Community/Divisional Partnerships:

Student Support Services staff continue to maintain involvement with numerous agencies/groups including the Autism Parent Support Group, Brandon Children's Therapy Initiative, Brandon Healthy Families Team, Child Abuse Committee, Community Mobilization, Learning Disabilities Association, St. Amant Applied Behavioural Analysis Program (ABA), Transition in Committee, Suicide Prevention Implementation Network (SPIN), Youth Wellness Day Committee as well as the divisional Mental Health and Wellness Committee (Strategic Plan).

Clinical Services:

School Psychologists:

During the current year, the School Psychologists have been very active supporting students, parents, and staff in meeting the academic, social, and emotional needs of students within the Brandon School Division. School Psychologists took a primary role in the development of best practices in the field of social skills training for students. Following the implementation of the protocol, Psychologists have played various roles in social skills training in schools. Psychologists also led a committee that developed a File Review Template that will be used division-wide. Some staff has received the High Fidelity Wraparound training supported by Manitoba Education.

Speech - Language Pathologists:

The Speech-Language Pathologists continue to collaborate with teachers and families to plan interventions to support student progress in school. Their work with preschool children and school aged children can focus on various communication areas including language and literacy, speech production and cognition. They continue to be involved in preventative practices focussed on the training and engagement of parents/caregivers in stimulating the development of their children for later success in school. These have included monthly Storytime events at the Shoppers Mall and Preschool Parties at various schools as well as professional development opportunities for parents. The SLP's were very involved in the speech-language screening station at the Preschool Wellness Fair

School Social Workers:

Brandon School Division Social Workers have provided assessment and intervention for students and their families in Kindergarten to Grade 12. Their support to students/school teams include academic as well as behavioural and social/emotional support. These can include Crisis Interventions, Social/Emotional Programming, Bullying Prevention, Restorative Practices, Mediation, Violent Threat Risk Assessment, Non-Violent Crisis Intervention, Suicide Assessment, Trauma Informed Practices and Prevention as well as individual counseling with students and families.



SECTION C – CURRICULUM SPECIALIST REPORTS

Aboriginal Education Learning Specialist – Amie Martin

The Brandon School Division Aboriginal Education Program has implemented a variety of initiatives to support Aboriginal education, students and staff, in alignment with the Division's Strategic Plan on Aboriginal heritage and traditions, cultural teachings and practices, special events and celebrations, treaties, terminology, best practices and linkages to elders, cultural presenters and community agencies for the schools. These initiatives have created awareness in the schools promoting a deeper understanding of Aboriginal perspectives.

Programming and Curriculum are implemented as basic expectations which are defined through Aboriginal knowledge and teaching methods in a classroom, They are then incorporated with the use of Aboriginal Education Curriculum documents and learning resource guides on Aboriginal peoples in Canadian History and legacy of Residential Schools. On-going professional development opportunities are provided to staff to ensure that students are receiving supports in a variety of ways to increase academic success and retention of cultural identity. Building capacity for intercultural understanding, empathy and mutual respect are shared through encouragement, conversations and meetings to help the staff bring Aboriginal perspectives into classrooms.

The three high schools are involved in the Aboriginal Academic Achievement Initiative, which allows schools to support students and encourages understanding of Aboriginal culture through the development of support documents, integration of Aboriginal perspectives in the curricula, provision of opportunities for cultural activities and enhancement of the involvement of the community.

There are nine K-8 schools participating in the Building Student Success with Aboriginal Parents Initiative, which promotes parental engagement activities that aim to improve student's success at school. The staff in this capacity also acts as liaison; strengthening each connection between home and school. They maintain community rooms in schools and promote cultural programs and activities that encourage and support these relationships. As this trend continues, we are looking forward to new possibilities in the next school year through on-going curriculum, staff and program development.



Brandon Community Drug and Alcohol Education Coalition Specialist /Youth Revolution Coordinator – Angela McGuire-Holder

What is the Brandon Community Drug and Alcohol Education Coalition?

Purpose Statement: To mobilize our community to address and reduce the harm of alcohol and drug use for all of our children and youth.

Values and Principles Statement: Through renewed partnership supported education, create a sustainable, safe and healthy environment.

The Brandon Community Drug and Alcohol Education Coalition is made up of representatives from various community agencies and organizations:

Addictions Foundation of Manitoba
Brandon Chamber of Commerce
Brandon Ministerial Association
Brandon School Division
CFB Shilo
Child and Family Services
Community Development Department
Prairie Mountain Health
Teen Challenge

Assiniboine Community College
Brandon Friendship Centre
Brandon Police Service
Brandon University
Child and Adolescent Treatment Centre
City of Brandon
Family Services and Labor
Probation Services

What is Youth Revolution?

Youth Revolution is an initiative of the **Brandon Community Drug and Alcohol Education Coalition**. The Youth Revolution Program strives to create cohesive, spiral support opportunities for students to enhance their resiliency and protective factors against the use of drugs, alcohol and other risk-related behaviour.

Mission: *Emphasis on the prevention of harm from the rise of drugs and alcohol through students' choice of positive lifestyles. This accomplished through education, life-style wellness activities, community outreach and charitable humanitarian endeavors.*



Youth Revolution (YR) is a division wide, student led, health & wellness leadership program that includes students from **grades 5 to 12**. These students work both within their small school YR teams and the larger divisional YR team. The students, along with their teacher leaders and divisional coordinator, design activities and events which promote **healthy lifestyle choices** to reduce risk related behaviour, bullying, discrimination, social injustice, ethical citizenship & global awareness within their schools and the wider community in Brandon, Shilo and Alexander. YR implements programs for children, youth, parents and guardians, in order to create a culture of volunteerism & community involvement. Youth Revolution schools teams are creating a sense of local & global community belonging.

Youth Revolution Statistics for 2015-2016

Projects/Activities (in school YR teams)	YR Student Members	Schools Involved	Community Volunteer Events & Community Partnership Projects
186	580	19	111



- ❖ **YR Promotes Global Citizenship & Helping Students Develop 21st Century Skills**
- ❖ **Help and Inspire others to Become Positive Leaders in the School Community**
Volunteering at school events, running the canteen program, organizing school spirit events, senior YR students teaching younger YR students (e.g. Peer mentoring/tutoring), helping facilitate wellness days.
- ❖ **Develop Positive Relationships & Resiliency Skills in Youth**
Participation in Brandon Chamber of Commerce (e.g. attend luncheons), volunteering in the community, inspiring their peers, promoting anti-bullying strategies. There are several school YR student teams that are currently trained in the *Beyond the Hurt Bullying Prevention program* (Canadian Red Cross).
- ❖ **Develop Engaged Leaders of Today & Tomorrow**
Creating, planning, implementing & evaluating projects in their schools and the community, students take leadership roles at YR events and other functions (e.g. Grade 10 Wellness day, Forum Kickoff, YR Year End Ceremony), YR teams choose social/global activism projects of interest to them.
- ❖ **Creating a Culture of Student Volunteerism & Community Involvement**
Volunteering for various community organizations such as: Samaritan House, Helping Hands Soup Kitchen, local food drives, volunteers for MB Arthritis Society Jingle Bell walk, McHappy Day (Westman Dreams for Kid), Westman Family & Baby Fair, Children's Country Fair, Brandon School Division public budget consultations.
- ❖ **Increase Safety and Reduce Violence**
Teaching school behavioural matrix, anger management workshops, presentations and training in the TADD (MADD) & SWAT programs.
- ❖ **Increase Good Physical & Mental Health**
Zumba sessions, yoga workshops, coping with stress sessions, relaxation techniques, self-esteem sessions, volunteering at Grade 10 Wellness day.
- ❖ **Promote Social Justice/Social Responsibility/Global Awareness**
YR schools teams have adopted a village in Ecuador, raised funds for clean drinking water in schools overseas, helped build a school in Kenya, facilitated cultural events, as well as increased awareness of bullying prevention through their Day of Pink events. Students in the YR program strive to raise awareness & funds through charity events for local & global issues (2015-2016 Goal: Food Sustainability)



English as an Additional Language Specialist – Joanna Ford

Academic Preparedness: Literacy and Numeracy:

The EAL Specialist worked in collaboration with several other specialists this year to offer workshops around topics of differentiated instruction, language and literacy instruction, appropriate assessment practices, and co-teaching and collaboration. Many of these topics were also integrated into the work teachers did in the Design Lab Workshops that were facilitated by various Divisional specialists throughout the school year.

An Early Years initiative started this year was a Kindergarten project that focused on integrating linguistically and culturally appropriate practices into daily routines. The emphasis is on honouring each student's identity, individuality and seeing their languages and cultural heritages from an additive approach. The project centred on helping parents recognize how first language learning plays a role in the development of additional languages. This project encourages family participation in language learning and has elements of cultural awareness, respect for diversity and cultural competency.

Global Citizenship:

Students in schools around the Division were provided with opportunities to interact with one another around topics of diversity and cultural competency, leadership and responsibility, and volunteerism by participating in the Culture Club, Youth Revolution, and afterschool homework clubs. Opportunities such as these help students develop a sense of global and community awareness.

The EAL Specialist delivered several workshops on the topic of working with students from diverse populations. One example of this was a session that focused on working with students from refugee experiences; another was working with EAL students in French Immersion programming.

Health and Wellbeing:

In this area, we have continued to focus on identifying and monitoring EAL students with special educational considerations. Cristina Sanchez Lopez offered a workshop for student support services teachers, EAL teachers, as well as the clinical support team and administrators. This workshop focused on the need for a continuum of services for our EAL students to ensure appropriate and accurate assessment, interventions, and ongoing progress monitoring for both academic, but also emotional health and wellbeing. The Seven Factors Continuum was introduced again as a common practice all Divisional staff should be using to gather and collect information to help better program for student needs.



The Welcome Centre continues to do great work in helping to gather information about EAL and newcomer students. This supportive environment is often a place where families will open up about their children and their social/emotional needs. The Welcome Centre staff makes great efforts to not only collect this data, but to make sure that families are connected to the appropriate services that can provide them with the help and support they may need, and to share relevant information about student health and wellbeing with catchment schools.

Interagency Articulation Specialist – Veronica Adams

The Interagency Articulation Specialist collaborates with divisional committees, community and provincial agencies and organizations who are invested in improving outcomes for youth and families. This role also includes tasks related to the work in Student Services. A sampling of these community partnerships and initiatives include:

Assiniboine Community College

Learning Support Services continues to partner with ACC in conjunction with the Educational Assistant Program by liaising with the schools to provide sites for practicum placements. We have been an active member of the Educational Assistant Program Advisory Committee. BSD also collaborates with the ACC Police Studies Program. As part of their coursework, cadets are assigned to schools to act as in-school mentors. Cadets meet with their mentorship students weekly at the school either individually or in small groups.

Big Brothers & Sisters

Many of our schools partner with Big Brothers and Sisters to provide the In School Mentoring program to students in our division. The In School Mentoring program provides students with a role model and a person to develop a relationship with to talk to and share experiences. Mentors meet with the students once each week during the school year.

Brandon & Area FASD Committee

The FASD committee meets regularly to plan and facilitate events designed to promote awareness and education on the topic of Fetal Alcohol Spectrum Disorder.

Brandon Children's Therapy Initiative

The Brandon Children's Therapy Initiative Business Committee meets four times each year. The provincial Children's Therapy Initiative (CTI) began in 2002 in response to the need to improve the coordination of services of audiology, occupational therapy, physiotherapy and speech-language pathology services for children in our province. CTI is a joint initiative of provincial government funding partners of Education; Family Services; Health, Healthy Child Manitoba and Healthy Living.

Brandon Community Drug and Alcohol Education Coalition

BSD is represented on the community coalition which is comprised of a variety of community representatives. The purpose of the coalition is to develop, implement and assess educational programming for students in grades K-12 to reduce risk related behaviours related to drugs & alcohol as well as increase healthy lifestyle choices. The coalition uses such programs as the Youth Revolution to help support its role in BSD. The Coalition allows its community partners to be aware and involved in this very important issue.

Brandon Festival of the Arts

Brandon School Division encourages participation in the Brandon Festival of the Arts with many of its school entering in several festival areas. The Youth Revolution Coordinator sits on the Festival of the Art board.

Brandon Healthy Families Team (Parent Child Coalition)

With the support of Healthy Child Manitoba, Parent Child Coalitions across the province bring together community strengths and resources within a geographic boundary or community, through partnerships with a variety of child, family and community programs and sectors. This approach promotes and supports community-based programs and activities for children and families, with a priority focus on the early years. BHFT provides grants to various community organizations to provide programming for families and children in our community. In addition to BSD staff, membership includes representation from a variety of community partners that provide service to families and children 0 - 5 years.

Brandon Police Service / School Resource Officers

Brandon School Division has developed a strong partnership with BPS. School Resource Officers are assigned to schools to provide students with information on a variety of topics as well as ensure everyone feels safe in our school communities.

Brandon Public Library

We continue to investigate possible partnerships with the Public Library. This year we were active in sharing library activities with our staff as well as community partners.

Brandon University

Learning Support Services staff and schools have been involved in partnerships with the university. These include presentations made to education students (e.g. English as Additional Language methodologies, Physical Education curriculum), practicum placements for students in the Community Health program as well as special projects within our schools.

Chamber of Commerce

The Brandon Community Drug and Alcohol Education Coalition is a member of the Chamber of Commerce. The Youth Revolution students as well as the coordinator attends Chamber luncheons and chamber events.

Child Abuse Committee

A Social Worker represents BSD at these meetings.

City of Brandon

We assist in the promotion of the many of the City's activities and projects for children, youth and families. The Youth Revolution program is proud to partner with the Community Services–Community Development department on several partnership projects throughout the year.

Community Mobilization

Community Mobilization is a new initiative that began in April 2015. The community mobilization group is comprised of multiple human service providers engaged in regularly scheduled conversations to address situations of acutely elevated levels of risk across multiple disciplines requiring immediate attention. The goal is to remove or reduce, to a manageable point, acutely elevated levels of risk by connecting individuals and/or families with all of the services required and implementing a plan to keep them connected. Our The Social Worker assigned to working with at risk youth through the alternative school programs has been trained and assigned as the lead member with the 2 social workers from Crocus Plains High School having been trained and assigned as the alternates. The Community Mobilization group meets every Tuesday and Thursday from 10:30-12:00 at which time cases are updated and new one's accepted. Each community partner's involvement is determined based on the needs identified, all of the meetings with families are scheduled throughout the week as per family and community partners availability.

Community Partnership Committee for Pregnant and Parenting Youth Inc.

LSS staff as well as a representative from Crocus Plains attends these meetings which focus on programming at Crocus Plains Early Learning Centre.

Healthy Brandon in Motion is a community committee with an emphasis on innovative health promotion and increasing physical activity. The coordination and promotion of events/workshops this year included:

- Family Skate Party
- Walking/Wheeling Wednesdays
- Let's Get Physical Try it For Free
- Safe Cycling/Free Swim/Free Skate/

Healthy Schools

Healthy Schools is Manitoba's school health initiative designed to promote the physical, emotional and social health of school communities. It is based on the belief that good health is important for learning and that schools are in a unique position to have a positive influence on the health of children, youth and their families. Healthy Schools has identified six health topics as priorities within schools which the Brandon Healthy Schools Steering Committee has incorporated as part of their work with school communities.

Learning Disabilities Association of Manitoba – Brandon Chapter

A School Psychologist represents BSD at LDAM. LDAM maintains a lending library that divisional staff can access with a membership. LDAM facilitates a parent support group and holds public information sessions on learning disabilities several times a year.

Milestones Preschool Wellness Fair Community Committee

The Milestones Preschool Wellness Fair was held in Brandon, Manitoba on April 26, 2016; 336 children registered for the Fair. The Wellness Fair has 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 include informational displays, a children's activity centre, children's snack area, and a nutritional display. Families are provided with information so they can connect with the appropriate professional to receive follow-up services for their child if required.

Prairie Mountain Health

Our division has many partnerships with Prairie Mountain Health including the Brandon Children's Therapy Initiative, Child & Adolescent Treatment Centre and Public Health Nurses (health curriculum including topics related to sensitive issues, physical activity and healthy eating). This year BSD and PMH staff met to review and make recommendations of resources for educators in regards to social/emotional health.

Sexuality Education Resource Centre

SERC is a community based organization that promotes sexual health through education. SERC staff continues to provide a variety of resources to our schools, professional development to staff as well as adult support to present information on a variety of topics.

Shoppers Mall

Storytime has been a highly successful partnership with the Shoppers Mall and Coles Bookstore. In collaboration with our partners, divisional Speech-Language Pathologists and the Inter-Agency Articulation Specialist, we have arranged for monthly Storytime events at the mall during the school year. An average of fifty to sixty children attend each month.

Sport Manitoba – Westman Regional Office

BSD continues to disseminate information to schools regarding upcoming events and opportunities for students.

Suicide Prevention Implementation Network (SPIN)

A Social Worker has been trained as a SAFETALK (Suicide Alertness For Everyone) Trainer. As part of the Mental Health and Wellness initiative and the Suicide Prevention Protocol, school teams have been provided training opportunities to increase suicide alertness and suicide prevention for their school teams. The Coordinator for the Community Drug & Alcohol Coalition sits on this board. SPIN also supports the Youth Revolution program with a yearly grant.

Teen Clinic

BSD partners with Prairie Mountain Health to provide Teen Clinics in each of our three high schools throughout the school year.

Transition In Committee

BSD chairs this committee which includes service providers for preschool children who require additional programming needs. This committee has established a process for the early identification of preschool children with additional programming needs that are entering school, as mandated by the provincial government's "Guidelines for Early Childhood Transition to School for Children with Special Needs" (2002) Nineteen children with identified special needs were referred to the Transition In Committee this year and will be entering Kindergarten September 2016.

Westman Immigration Services

Our English as an Additional Language team has been involved in making presentations to staff and new immigrants through the Westman Immigrant Settlement Services.

YMCA

Many of our schools and special programs continue to partner with the YMCA for the purpose of engaging students in physical activity.

Youth Homelessness Committee

BSD continues to be represented on the city's Youth Homelessness Committee that is facilitated by the Brandon Neighbourhood Renewal Corporation.

Youth Wellness Day Committee

A school psychologist and the Coordinator for the Drug & Alcohol Coalition are members of the planning committee for the Youth Wellness Day that is held for grade 9 and 10 students.



Learning & Development Specialist – Linda Jameson

The role of the Learning and Development Specialist was in created in part to establish clarity around the BSD policy 4044.4 Response to Intervention. RTI is a framework for supporting student diversity and building staff capacity in a child-centred and inclusive environment.

GOAL #1: CLUSTER SCHOOL SUPPORT:

- Provided support to cluster school staff regarding planning with the end in mind/co-planning/co-teaching/facilitating PLCs;
- Planned units with teachers – UDL, UbD and including cultural diversity and multiple means of expression;
- Provided PD regarding student engagement;
- Introduced the Design Lab method of professional development. (Well received – will continue this for next year);
- Facilitated along with our English as an Additional Language Specialist, Joanna Ford, and our Technology in Learning Specialist, Kelli Boklaschuk, Cluster School Design Labs throughout the year; and
- Supported school Professional Learning Communities – most schools now have PLC running in some format in their school (this is a goal from last year – extended into this year and ongoing).

Goal #2: PLANNING FOR SLC FOR THE YEAR

- Co-planned all year with our Technology in Learning Specialist, Kelli Boklaschuk, and our Research & Evaluation Specialist, Marnie Wilson, regarding data analysis for SLC

Goal #3: ONGOING SUPPORT FOR ALL TEACHERS:

- Worked with our Numeracy Specialist, Sharon Bartley, regarding planning for math centers with math teams;
- Presented at Brandon University with Numeracy Specialist, Sharon Bartley, regarding intentional planning for math;
- Divisional support with planning and creating rubrics;
- Created template for electronic support for all teachers re: planning, cultural diversity, differentiation, resources for supporting all learners;
- Presented at schools regarding engagement of students; and
- Presented at Brandon University regarding planning and engagement.

Goal #4: BYTE COMMITTEE:

- Facilitated all arrangements for presenters for the BYTE conference (February 2016); and
- Responsible for all communication with presenters.

Goal #4: MONITORING OF PROGRESS:

- Completed interviews with administration and support staff regarding implementation of RTI interventions and monitoring. Extensive report on all 22 schools submitted.



Literacy Specialist – Cory Nevill

Comprehensive Literacy Initiative: The Reading Recovery Specialist and the Literacy Specialist K-12, facilitated the third year of the three year Comprehensive Literacy Initiative. This initiative was designed to support Tier 1 classroom practices in Grades 1-4. The focus for the third year was the reciprocity of reading and writing with a particular focus on the use of mentor texts. The school teams involved in this initiative were comprised of: school administrator, Early Years and Middle Years Literacy Support, Reading Recovery and two classroom teachers to focus on individual school goals and strategic literacy plans. This initiative was very successful. In supporting school literacy goals for classroom practice

Writing Assessment Exemplars: Two teams of teachers, Early Years and Middle Years, have completed the work on a continuum of writing to support the divisional writing rubric. As well as this continuum the two teams chose, evaluated and completed a rationale for the scoring to further support teachers in their assessment of writing. This continuum was introduced to all school teams at the final comprehensive literacy session. This continuum and the students exemplars were piloted with four school groups and will now be brought into a publishable format and made available to teachers from K-8. Teachers involved in the pilot felt that both the continuum and the exemplars work will help them to be more reliable in assessing writing and supporting students in improving their writing.

Leadership in Adolescent Literacy Rounds: The group of teachers involved in the second round of Leadership in Adolescent Literacy completed their three year cycle of professional learning and developing their work implementing the workshop model in their Middle Years classroom.

A new group of teachers have begun in Round 3 of the Leadership in Adolescent Literacy Initiative. They will continue next year in developing their understanding of the workshop. Their work next year will move from an exploration of reading towards writing and the reciprocity of these language arts.

Reading Apprenticeship: This professional learning is a provincial project in which only five divisions are involved in improvising reading practices in content area classrooms. . This was the second year of the project and the school teams developed their understanding and use of text sets, while continuing their skills in close reading and annotation. The third year of the project will begin at the end of August with provincially led professional learning.



Numeracy Specialist – Sharon Bartley

The work of the Numeracy Specialist focused on the following areas:

Staff Development Program:

- Conducted school based professional learning opportunities with Numeracy PLC's, as requested by principals, in response to their school development plans; and
- Conducted monthly professional development sessions for Grade 5-8 teachers on the "From Patterns to Algebra" program.

Curriculum Implementation:

- Facilitated Numeracy Support meetings on a bi-monthly basis;
- Conducted school site and classroom specific visits for planning and observation;
- Supported teachers new to math instruction through site visits, professional development opportunities and co-planning; and
- Participated in school site PLC's.



Numeracy Assessments:

- Teachers completed and submitted provincial assessments in numeracy at the Grade 3 and 7 levels as well as first semester Grade 12 achievement tests in all three math courses; and
- Supported teachers with Grade 7 Provincial Math Assessments.

Implementation of New Math Curricula:

- Electronic and in person communication with provincial colleagues regarding best practices, new resources and professional development opportunities; and
- Shared information from Provincial Math Consultants meetings with Divisional staff.

Divisional Goal – Personalized Learning:

- Collaborated with other Curriculum Specialists and Cluster School teams to implement Personalized Learning during Design Labs.

Support of Research, Assessment and Evaluation Specialist:

- Continued the implementation of Student Achieve, in particular, helping teachers with the use of the Mental Math and Problem Solving rubrics with regards to assessing 3's and 4's; and
- Development of a resource package of Problem Solving Exemplars at the Grade 6-8 level with a committee of divisional teachers.

Physical Education/Health Education Specialist – Ralph Clark

During the 2015-2016 school year, a number of actions were conducted by the Physical Education/Health Education Specialist which aligns with the Brandon School Division Strategic Plan “Health and Well-Being” and incorporates the “Comprehensive School Health” framework.

The ultimate outcome of “Health and Well-Being” was supported through a variety of professional development opportunities to enhance both health and educational outcomes. Sessions such as “Planning Ski and Snowboarding Education Programs”, “Assessment in Physical Education”, and the “Recess Toolkit” were some of the workshops that were offered during the year.

In addition, collaborative work with six Grade 1-8 physical education teachers resulted in the development of a Physical Education Assessment Rubric. By incorporating this common rubric in their assessment of learning outcomes, physical education teachers throughout the division are better equipped to appraise student learning.

Collaborative work with school division staff and community personnel in the area of social and physical environment, led to the improvements of existing facilities and school grounds. Such work included input in the upgrade of school gymnasiums, playgrounds, and physical education equipment. The hope is through these alterations of the social and physical environment, the quality of the relationships among and between staff and students will be enhanced.

In addition, partnerships with Healthy Brandon in Motion, Brandon University, City of Brandon, the Keystone Centre, and various Provincial and National Organizations continued throughout the school year. The supportive working relationship between the Brandon School Division and the various groups and organizations had a common goal to enhance the health and well-being of the students in the school community.

Last but not least, the work associated with the “Health and Well-Being Committee” and the related projects as a result of this work helped schools develop school policy and guidelines incorporating best practices to improve student well-being. School teams were encouraged to embrace their school community and utilize their support to address the physical and emotional needs of their students.



Reading Recovery Specialist – Vanda Mitri

Reading Recovery® is a short-term intervention that provides individually designed and delivered lessons to Grade One students who are struggling in reading and writing. The supplementary support promotes literacy skills and fosters the development of reading and writing. Specially trained Reading Recovery teachers deliver 30-minute lessons daily, which include reading familiar and/or new books, story writing, and assembling stories using cut-up sentences. These daily Lessons are offered for approximately 12–20 weeks. During this short term intervention, the child has two teachers (the classroom teacher and the Reading Recovery® teacher) who work together to help the child accelerate their literacy understanding.

Reading Recovery® teachers receive extensive training and professional support on the design and implementation of Reading Recovery® lessons, the documentation of teaching and learning, and the collection of data to track student progress and inform lesson design and delivery.

Reading Recovery® is offered in every school in Brandon School Division with Grade One students. The goal is to reach 20% of the Grade One populations to boost their literacy skills from the start, but BSD regularly serves more than 20% of Grade one students.



Resource Education Specialist – Marsilah Peirson

The work of the Resource Education Specialist is an ongoing process in supporting and assisting resource teachers and guidance counsellors. This year the work has been a continuation of the work on Appropriate Educational Programming and Equity in alignment with the Strategic Plan.

Resource teachers and guidance counsellors play an integral role in supporting classroom teachers in responding to the diverse learning needs of students. This is accomplished in an inclusive and equitable learning environment.

The work of guidance counsellors, resource teachers, and classroom teachers addresses the diverse learning needs of students in the schools by way of gathering and sharing information, modelling strategies, co-teaching, and supporting the planning for -- and implementation of -- appropriate educational programming. Class Profiles and student profiles are the starting point for classroom teachers, in collaboration with resource and guidance counsellors, to plan for the diverse needs of the students.

Resource teachers and guidance counsellors support and collaborate with classroom teachers in the implementation of Student Specific Programming of students with learning difficulties, as well as social-emotional, behavioral, physical, cognitive, communication and health care needs. When planning for the students with exceptional needs, the emphasis will be on strength-based learning, that is, with a first priority of building up from each student's strengths. The continual stream of support that is given to students is provided through collaboration with the classroom teachers who share by way of co-planning and co-teaching.

This year, the resource teachers' and counsellors' professional learning involved book studies and reviews of research-based articles with a view of beginning from theory and moving into practice. Learning about resources and strategies for supporting teachers has been part of our activities during the monthly professional learning. In addition, professional learning has been provided for Educational Assistants and other support staff.

Also, the Resource Education Specialist provides consultation and collaborative work to school teams to address student-specific programming needs.

Highlights of the 2015 – 2016 Academic Year:

Academic Preparedness:

- Provision of professional learning as Differentiated Instruction strategies to enhance students' engagement and achievement. Differentiated professional learning has been provided for resource teachers and EAL teachers, focusing on students who are struggling academically with the goal of improving engagement and achievement.
- Professional learning provided in collaboration with the EAL Specialist. This is grounded in Universal Design for Learning, differentiated instruction, adaptations, and individualized programming -- all of which can be used to implement appropriate educational programming.
- Ongoing professional learning with regard to developing effective student-specific programming, concentrating on precise learning goals and targeted interventions. Emphasis has been on access to all curriculum for students who need adaptations and modification.
- Provision of collaborative professional learning sessions with Literacy Specialists, focus on reading analysis and linking the reading and writing continuum for students who need adaptation and individual goals in this learning domain.
- Provision of professional learning for educational assistants. This is to promote an understanding of learning differences, inclusive education practices, and the importance of fostering independence when providing support for students with exceptional needs. Practical strategies for implementation have been provided in this professional development activity.

Global Citizenship:

- A succession of professional development experiences for resource teachers, guidance counsellors and educational assistants. This is specifically with regard to skill development such as communication skills, social interaction, critical thinking, and problem-solving skills.
- Advocating for students' needs through collaborative work, involving resource teachers and counsellors to ensure that appropriate programming is implemented for students who are in need of additional, explicit learning and teaching.
- Also, addressing the importance of teaching *all of* the essential learning and skills that these students need to be independent and successful in their social and communication skills.

Health and Wellbeing:

- Provision of professional learning when working and supporting students who have experienced interrupted schooling, anxiety, and trauma.
- Collaborative work with EAL specialists to support schools with interventions that address the particular requirements of EAL learners
- On-going, deep learning and reflective practices regarding inclusive education. This advocates equity in social and academic inclusion practices.
- Implementation of strategies that focus on the social-emotional learning challenges of students who experience anxiety and other emotional issues.



Technology in Learning Specialist – Kelli Boklaschuk

The 2015-2016 School Year saw new and continued initiatives in the areas of Personalized Learning and Technology in Learning. 2015-2016 was year two of the Personalized Learning Cluster School model implementation. Three elementary schools, Meadows, Alexander and Valleyview, and one High School, Vincent Massey were involved in year one and continued very successfully into year two. These schools are moving in to more of a mentorship role in 2016-2017. Year two schools that joined in the cluster in 2015-2016 were Green Acres, J.R Reid, St. Augustine and Riverview. Two new elementary schools will join in the cluster in 2016-2017.

Each school worked on collaborative planning and integrating technology as one tool to support personalized learning opportunities for students. In addition, each school looked at developing 21st century skills (SECRET) that are integral parts of daily life including those skills needed to effectively participate in student voice and choice projects.



Each cluster school classroom teacher was provided with a laptop (convertible to a tablet) to support the diverse needs in the classroom and beyond. Teachers were provided with professional learning regarding a variety of programs including some that are part of the new student software package that has been installed on each teacher and student computer in the school division. Where possible, the software titles are free for download at home as well to support students' diverse needs.

Cluster schools also received an additional cart of laptops for student use to support anywhere, anytime learning in the cluster schools.

This year, the Kit/Project Committee developed numerous technology in learning kits to support the diverse needs and interests of students and staff beyond what is currently offered in BSD schools. Some of the new developments this year include Claymation, electronics, Osmos, digital microscopes, BreakOUT Edu and Circuit Scribes.

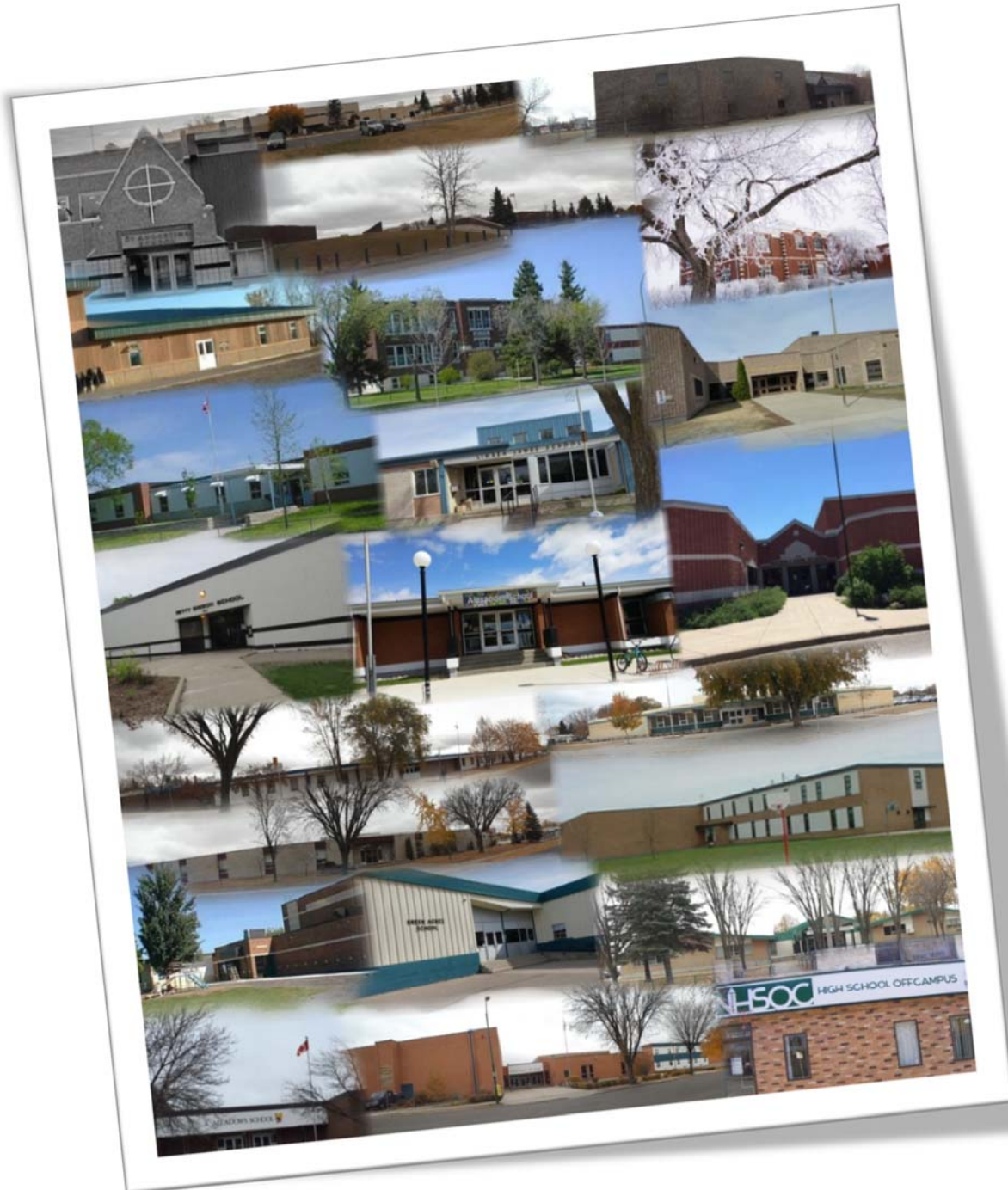
The Personalized Learning Committee also had a successful year. Membership grew and involved many BSD Schools. The year began by setting some lofty goals all of which were completed by year end. The committee spent much time looking and developing the SECRET skill (21st Century Skill) school wide roll out plan. Teachers collaboratively developed lessons and units as well as a year-long implementation plan for the skills. These plans have been put into place in the cluster schools and will roll out formally in 2016-2017. The committee also took part in a book study. (Learning Personalized). The year culminated by developing a SECRET Skill continuum of expectations for K-8. This all leading into the roll out of such skills in BSD High Schools (Vincent Massey in 2016-2017).

During 2015-2016, many technology in learning professional development opportunities were provided to staff. These sessions included engagement with programs such as OneNote and other productivity tools that support developing a student tool box of options to use to create and show their learning.

In the area of Technology in Learning, we focus on voice and choice, student engagement, SECRET 21st century skill development and opening up the world to our students while educating them in digital citizenship and promoting global citizenship.

IV. School Year End Progress Reports

Brandon Schools take great pride in their school progress and achievements. The following section allows each school the opportunity to provide their own detailed progress report for the 2015-2016 school year.





Alexander School

An Innovative School in a Progressive Community

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Email: alexander@bsd.ca

Enrolment
115

Grade Distribution
K-8

Principal
Shelley Cords

Administrative Assistant
Charlotte Kelbert

Website: www.bsd.ca/schools/alexander



Principal's Message:

Once again it has been another successful year at Alexander School. We continue to provide quality teaching and learning experiences for our children as they embrace and celebrate the multiple ways they can acquire knowledge and skills. Alexander School continues to place a major emphasis on providing students with experimental learning opportunities that are relevant and meaningful. We are able to promote the multiple ways students construct and apply knowledge by providing the "Learning with the Arts" program. Students have the opportunity to work with mentoring artists, within the context of curriculum, to explore learning in creative and engaging ways. Alexander School continues to be a part of the Technology and Learning Cluster Schools. By having the opportunity to be a cluster school, we can infuse technology with our arts program as well as the core curriculums. Literacy and numeracy acquisition and student specific targeted interventions are also significant areas of focus.

Our distinguishing feature is the infusion of arts into the curriculum to enhance student learning and engagement. Students are given the opportunity to explore, learn, and present information and experiences in multiple ways. There is a greater emphasis on the process of learning through this experiential methodology. In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. They are encouraged to find ways of learning that help them understand concepts, analyze experiences, and develop positive attitudes. We are very excited at Alexander School to have this successful program for our students. This is a great opportunity for our school and community to work together and provide excellent education for all students.

This is my last year as principal at Alexander School. I would like to thank all the students, teachers, parents, and community members for giving me such a positive and memorable experience. I will always cherish the memories and have a special place in my heart for Alexander School.

Parent Advisory Council Chairperson's Message:

It has been another successful year for our Parent Council. We are so fortunate to have such a committed group of parents as they play a vital role in the education system. The parent council raised enough money to expand the playground area and place a brand new play structure for our students. Participating in Parent Council is an opportunity for people to make a difference in their child's education. Please feel free to join us for the 2016-2017 school year.

Vision Statement	Mission Statement
We have adopted the Brandon School Division's vision statement, which is to be a center of educational excellence, built on community partnerships, effective leadership and exemplary practices.	It is our mission to engage students socially, emotionally, intellectually, physically, and artistically through quality learning experiences in a multi-age environment.
Learning Beliefs	Contextual Description
<p>At Alexander School we believe:</p> <ul style="list-style-type: none">• meaningful learning infuses arts and technology into the curriculum;• communication and collaboration between home and school is a vital link that supports student learning;• learning is best achieved in a safe and supportive environment, which nurtures self-confidence, self-esteem, and mutual respect;• students need to be actively engaged in learning that provides them with the opportunity to explore and present information, share experiences, and make real world connections using their multiple intelligences;• students need opportunities to make choices regarding their learning and their behavior to become responsible citizens;• learning is a process that may take many paths to arrive at the learning outcome; and• differentiated instruction is key to supporting student learning and promoting success for all students.	<p>Alexander School is a K–8 facility located in the heart of the community of Alexander, which is 25 kilometers west of Brandon, Manitoba. The Brandon School Division Board of Trustees endorsed “The Learning with the Arts” concept as a programming option in the Division and made transportation available to students wishing to participate in this unique learning opportunity. Alexander School is experiencing an enjoyable enrollment increase because of the “Learning with the Arts” Program. Our student population is comprised of 115 students from the catchment area, as well as students who have chosen to attend our school because of the programming that is available. Thank you to the Brandon School Division for this wonderful program.</p> <p>We strongly believe that students learn best when placed in multi-age groupings and have the opportunity to learn in a dynamic environment. The Manitoba curriculum is implemented in all curriculum areas and it is enhanced by infusing art and technology. There is a strong emphasis placed on student growth and achievement within a safe, supportive, and respectful school environment.</p>
Main Areas of Focus in School Development for 2015-2016	
<ul style="list-style-type: none">• To engage all students socially, emotionally, physically, intellectually, technologically and artistically in their learning through the provision of equitable, fair access to quality personalized learning opportunities.• We will achieve this by: Co-teaching, Collaborating, Respecting Diversity, Individualized Learning, Differentiated Instruction, and Universal Design for Learning.	
School Goal #1	
By June 2016, 10% more of our students will meet end-of-grade level in literacy.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none">• Students in K-8 explore the relationship that exists between reading and writing. During regular instruction writers craft will be infused with reading instruction.• Teachers in K-8 continue to use the Balanced Literacy Approach which allows the students to practice writing in the areas of ideas, organization, language use, and conventions.• Individual and small group reading and writing interventions are provided to help support students that are experiencing difficulty with reading comprehension and writing. There has been significant growth noted as a result of these interventions.	<ul style="list-style-type: none">• We have at least 85% of our students (grade 1 to 8) decoding and comprehending at grade level or beyond using the Fountas and Pinnell reading assessment.• We have at least 80% of our Kindergarten students decoding Level A at an instructional level or higher using the Fountas and Pinnell reading assessment.• All of our students who are not reading and/or comprehending at grade level are receiving literacy intervention at their level.• All of our students are able to connect the relationship between reading and writing.
School Goal #2	
By June 2016, 10% more of our students will report being emotionally connected and positively engaged in our school community.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none">• All students had the opportunity to engage in learning that addressed the multiple ways they can learn through the infusion of art and technology.• All students were provided with a variety of learning opportunities to complete assignments/projects over the course of the year in all multi-level classrooms.• All students had the opportunity to work with professional artists that visited the school to help support the infusion of the arts and technology.	<ul style="list-style-type: none">• Students have developed the ability to be creative and strengthen their skills through art and technology as they work with teachers and mentoring artists.• Students are able to identify their learning strengths through the Multiple Intelligences.• All students are engaged in a variety of learning experiences that include creativity, problem-solving, collaboration, and communication.

<ul style="list-style-type: none"> • All students had the opportunity to participate in art enrichment workshops and off-site activities to enrich their learning experiences. • All students engaged in conversations about their multiple intelligences to demonstrate their learning through differentiated instruction that is facilitated by the teachers. • Students have the opportunity to “Personalize” their learning. 	<ul style="list-style-type: none"> • All students are exposed to and expected to attempt tasks that extend their abilities. • We have a beautiful art gallery of student work visible as you walk through the hallways at the school. • Students in grades 2 to 8 had the opportunity to work with the Genius Hour Program.
School Goal #3	
By June 2016, 80% of our students will be meeting grade level numeracy competencies and the other 20% will show personal improvement.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Students in K to 8 are exploring the relationships that exist between Patterns, Equality, Representing Numbers, and Mental Math strategies. • Teachers in K to 8 continue to use the Balanced Math Approach which allows the students to work on specific math outcomes. • Small group math interventions are implemented to support students who are not meeting grade level expectations. • Learner profiles are being used to track students’ progress from year to year. 	<ul style="list-style-type: none"> • Class profiles are used for classroom programming and provide additional supports needed from school-based and divisional resources. • Teachers are implementing the Response to Intervention Model. • Students’ needs are being discussed and appropriate interventions are in place to support ongoing student growth. • We have at least 80% of our students meeting grade level expectations in Patterns, Equality, Representing Numbers, and Mental Math Strategies. • Math Recovery has been implemented at the grade one level to help strengthen math concepts.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • Alexander School Patrols received 3rd place for Brandon School Division as they continue to keep everyone safe while crossing the street. • Artist in the School program provided African Drummers to spend time with our students as they learned to drum, dance, and experience the African Culture. • The Royal Conservatory of Toronto provided artist Crystal Nielson to spend time with our students as we continued to paint all the doors inside the school to create a community of “Belonging”. • We had two students receive awards from the “Juried Art Show”. • Our Youth Revolution Group continues to promote anti-bullying and provide wellness activities to create a positive school climate. 	



Betty Gibson School

Family and School – Learning and Growing Together

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 Fax: 204-729-3969
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Enrolment 316 Grade Distribution K-8

Principal Blaine Aston Administrative Assistant Nancy Cameron

Website: www.bsd.ca/schools/bettygibson



Principal's Message

Betty Gibson School is proud of its continued commitment to work in partnership with families and the community. Its goal is to provide a safe, respectful learning environment where all students are encouraged to reach their academic potential within a multiage classroom setting. The parents, students and staff celebrate the development and growth of the school's quality of instruction and learning opportunities for all students. The strong family focus strengthens partnerships within the school community.

Parent Advisory Council Chairperson's Message

The Betty Gibson Parent Council has an excellent rapport with the Principal and Staff of Betty Gibson School. We look forward to assisting them as they implement new initiatives in order to achieve their goals for safety and education for all the students.

Mission Statement

The mission of Betty Gibson School is to provide, in partnership with family and community, a safe learning environment that nurtures individuality, cultural diversity, physical wellness, independence, social emotional, and academic growth.

Learning Beliefs

At Betty Gibson School we believe:

- In a world of difference, learning is a common ground.
- Learning is a lifelong process, enhanced by a safe environment where risk-taking is encouraged.
- Learning is an active process, fueled by the learner's needs where that learner is given responsibility and choice.
- Learning happens in different ways, at different rates.
- A reciprocal relationship exists between learning and self-esteem.

Contextual Description

Betty Gibson is an open area concept school organized in multiage classrooms. Approximately 320 students attend this K-8 inner city school. English as an Additional Language students account for 37% percent of the school population. The Manitoba Education Curriculum for Instruction is followed along with a multiage philosophy of teaching and learning.

The school has a strong focus on Literacy, a safe and respectful school environment, English as an Additional Language, and quality physical education. A wide range of intramural activities take place as well as many family/school events.

School Goal #1

By 2017, 80% of students will report having a positive sense of belonging at Betty Gibson School and 80% of grade 7/8 students will report aspirations to complete high school.

Actions Taken towards Goal #1

- Day Three school wide health assemblies
- EBS students
- Enrichment clusters
- Class based activities like star student designed to increase self-esteem.

Indicators of Progress regarding Goal #1

2016 Tell Them From Me Survey Data

- Students planning to finish high school - 71%
- Students with a positive sense of belonging -Grade 4-6 -76% and Grade 7/8 -69%

<ul style="list-style-type: none"> Talent shows – to celebrate student achievements beyond school Class based activities like star student designed to increase self-esteem. 	2015 Tell Them From Me Survey Data <ul style="list-style-type: none"> Students planning to finish high school - 78% Students with a positive sense of belonging -Grade 4-6 -87% and Grade 7/8 -51%
School Goal #2	
From June 2014-June 2017, 90% of Grade 1-8 students initially reading at an A-X level will demonstrate at least 1-year's growth in Fountas & Pinnell reading level, with 80% of the students who were initially 'Not Meeting' reading level showing more than one year's growth.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Development of school-based Literacy committee Classroom based Guided Reading Embedded word study and word work Implement UDL Model Scheduled common prep time – to facilitate grade level PLC meetings. Literacy/EAL/ Resource Teacher will join monthly Literacy PLC meeting. 	<ul style="list-style-type: none"> 2016 - Reading Data from Students Achieve (3 or above) - K-8 – 49% Fountas and Pinell start and end of year data 2015 Results - 56% of students demonstrated at least one-year growth. 44 % of students were meeting grade level expectations.
School Goal #3	
From June 2014-June 2017, 80% of our students will score a 3 or above in the area of Mental Math and Estimation.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Development of a school-based Math committee Explore/Pilot math programs such as SumDog Promote teachings of David McKillop A collaborative approach will be facilitated with the purpose of further strengthening daily classroom practice Daily Mental math instruction. 	2016 results from Students Achieve Mental Math and Estimation K-8 54% Grade 3 54% Grade 5 50% Grade 7 50%
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> Betty Gibson partnered with Brandon University Education Department hosting a Family Math Night and a Math Blast. These events provided students and their families an opportunity to learn math concepts in a fun way, The Betty Gibson School Stingers Demonstration Skipping Team presented nine performances this year. They performed in the Brandon Travelers' Day Parade and the Country Fair. They Stingers also shared their skills in Winnipeg, Douglas and Boissevain. Betty Gibson received a grant from the Child's Nutrition Council of Manitoba that provided students a health fruit or vegetable snack three times a week for the whole school year. 	



Earl Oxford School

Believing Everyone Succeeds Together

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 Phone: 204-729-3270
 Email: earloxford@bsd.ca

Enrolment
 331

Grade Distribution
 K-8

Principal
 Bradley Twordik

Vice-Principal
 Ian Carkener

Administrative Assistant
 Nicole White

Website: www.bsd.ca/schools/earloxford



Principal's Message

The 2015-2016 school year was one of transition at Earl Oxford as we gave a fond farewell to Mr. Stallard. We would like to thank him for all his hard work and planning that went into making our school an inviting, caring environment that fosters learning for all students. This year we focused on literacy, numeracy and positive school climate. The students were given the opportunity to learn through various activities and presentations. This positive learning environment has been beneficial for students and has given everybody an opportunity to succeed.

At this time I would like to thank our Parent Council, parent volunteers, and our Lunch Program Coordinators who provided a large amount of time, and support to the Earl Oxford community. Also, I would like to thank the staff and students for making my first year as principal a positive experience!

Parent Advisory Council Chairperson's Message

The Parent Council of Earl Oxford School is a dedicated group of talented and enthusiastic people! Once again, we had a very successful year! We raised significant funds through various fundraising events and several Hot Lunch days. These profits were used to support classroom teachers, the Christmas Store, the Christmas Dinner and the Grade 8 Graduation. Most importantly, we achieved our goal of increasing our Playground Fund to \$30,000. This will ensure a new structure can be installed by the targeted date of Fall 2017!

I would like to thank all the parents involved for their hard work and commitment throughout the 2015/2016 school year. It has been a pleasure working with you all!

Vision Statement

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

Mission Statement

We expect the members of our community to try their best at all times. We have an inviting environment in which all members of the learning community will support the following:

- academic and personal growth;
- respect and responsibility;
- safety;
- diversity; and
- communication.

Learning Beliefs		Contextual Description	
At Earl Oxford we believe: <ul style="list-style-type: none">• We learn best through our strengths in a variety of ways and in different learning environments;• Staff and students value diversity and treat one another with honesty, dignity and respect; and• Parents, students, teachers and community share the responsibility for student achievement.		Earl Oxford student population consists of current Divisional catchment area students. The current population for the 2015-2016 school year is approximately 330 students. Earl Oxford’s professional staff total 30. Earl Oxford also houses three Divisional Programs with three Practical Arts Labs (Industrial Arts, Home Economics and Textiles Labs) that are not only available to Oxford students but also to classrooms throughout the Brandon School Division. In addition, we house the East Side Band Program.	
Main Areas of Focus in School Development for 2014-2015.			
Our focus for this past year has been mainly Literacy Supports and implementation and planning of the Response To Intervention Model (RTI). Universal Design has been another area of discussion and will be aligned with our goals for the 2017 School Year, where it then will be revisited. As we move into the next segment of our planning, Earl Oxford School will focus on Goals that include and align with the Brandon School Division Strategic Planning. Our planning will revolve around Academic Preparedness, Global Citizenship and Health and Well Being.			
School Goal #1			
To implement quality teaching and quality learning in Literacy.			
Actions Taken towards Goal #1		Indicators of Progress regarding Goal #1	
<p>Use of Classroom based assessment tools:</p> <ul style="list-style-type: none">• PM Benchmarks• Fountas and Pinell Reading System• Jerry Johns• WISC Achievement• Woodcock Johnson 3• Running Records• Words Their Way• BURT Word Reading Tests• Individual Student Learner Profiles• Classroom summaries and Observations• Transition Sheets.• Classroom Profile Forms <p>Other assessments tools:</p> <ul style="list-style-type: none">• Early Development instrument (“EDI”) Results• Grade 3 Provincial Assessments• Grade 5 Brandon School Division Formative Assessments• Grade 7 Brandon School Division Assessments		<ul style="list-style-type: none">• Assessed scores and collected, analyzed, synthesized, evaluated and reported to school and parents.• Students informed and familiarized with the assessment process and testing expectations.• Cross grade dialogue and meetings to focus on results and outcomes occurred.• Collaboration amongst staff to investigate and trial teaching strategies e.g. Middle Years Initiative, continued to restructure Middle Years Timetable and Instructional Practices	
School Goal #2			
To implement quality teaching and quality learning in Numeracy.			
Actions Taken towards Goal #2		Indicators of Progress regarding Goal #2	
<ul style="list-style-type: none">• Increased focus regarding Mental Math.• Shared ideas, concepts, and professional development activities directed towards teaching strategies and instructional practices.• Focused on individual student’s weaknesses in math and strengths.• Implemented use of Origo Math kits to increase algebraic reasoning and number sense.• Developed a resource package of remedial resources to increase student achievement in our lower achieving students.		<ul style="list-style-type: none">• Increased knowledge of addition and subtraction facts by focusing on improving repeating and growing patterns.• Extended grade eight learning by allowing students to study the senior one curriculum and challenge the senior one course for credit if the student is read.	
School Goal #3			
To nourish and enhance a positive school climate at Earl Oxford School in order to strengthen our learning.			
Actions Taken towards Goal #3		Indicators of Progress regarding Goal #3	
<ul style="list-style-type: none">• Continued to implement Earl Oxford BEST Program.• Informed community and parents at Parent Council meetings about situations and expectations.		<ul style="list-style-type: none">• Developed class summaries that focus on overall student achievement, academic needs, social emotional needs, and behavioral needs.	

<ul style="list-style-type: none"> • Daily announcements. • Circumstances and knowledge of transient students. • Informed parents and sent home healthy food choice memos. • Created a Leadership group within school population. • Created a Student Volunteer program for lunch program kids. • Continued to embrace student council initiatives in building community. 	<ul style="list-style-type: none"> • Reviewed class transition forms. • Reviewed individual student transition forms. • Collated classroom incidents month to month. • Reviewed student record data. • Analyzed, evaluated and planned for the future using the data received from the Tell Them From Me survey.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • Collaboration occurred amongst staff in planning for math and several types of literacy groupings across several different grades. These groups were fluid with students moving to different levels through the year. This embracing of RTI strategies is the first step to full implementation of RTI ideals. • Collaboration between the HALEP teacher and the student leadership council saw Earl Oxford students involved in working to assist students during lunch breaks, working at the Helping Hands, engaging with seniors in the community, volunteering time and energy assisting other members of the community and by celebrating Canadian heritage and choosing healthy lifestyles. • Staff and students were involved in the planning of a Christmas feast for the community, a spring breakfast, a Christmas store, and several major recycling projects and several celebrations of school community. • Investigation and Ongoing Professional Development in areas of Professional Learning Communities. • Teacher focus on Student Achieve and Assessment Practices within the classroom. 	



École Harrison

le respect, la responsabilité, la fierté

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Enrolment
360

Grade Distribution
K-8

Principal
Craig Laluk

Administrative Assistant
Caroline Mullins

Website: www.bsd.ca/schools/ecoleharrison



Principal's Message

2015-2016 was our sixth year as a Single Track French Immersion School and it was a very successful year for our students, staff and parents. We have been able to make continued progress towards addressing our mission and vision for the school in terms of our relevancy and our French language excellence. Our students are comfortable using the French language in more practical and spontaneous communication with staff and with one another. This is a natural occurrence within a Single Track setting and this has extended beyond the classroom. We are very impressed with the overall development of our students' language skills, particularly at such a young age.

Our commitment to developing the bilingual learner is extending further by our involvement in other learning opportunities beyond the regular curriculum. The continued use of our B.I.F. (Bureau d'instigation du français) system to encourage French speaking within the school has been very effective and we intend to continue this into the future. The integration of Arts programming into our French and English language learning has been an asset for all of our students.

Our parent population at École Harrison is exceptional. Our parents have challenged us to continue to provide quality educational experiences for their children and we have responded to this challenge in developing our school-wide enrichment model to engage our students in learning that is relevant to them and to the world. We have had incredible parent-run and community-run enrichment clusters for our students to help support their learning at our school. Students at our school have diverse learning opportunities and we are thankful that our school community supports learning both inside and outside of the school.

We have grown as a school and we will be occupying all of our spaces to their fullest capacity in 2016-2017 as our overall population has grown once again. This is a nice challenge for us but it also keeps us mindful of our need to provide quality over quantity and using our spaces effectively. Our School Development Plan for 2016-2017 will continue to work towards making our vision a reality for our students and we look forward to contributing to the development of a new strategic plan that is inclusive of specific goals for the advancement of French Immersion learning into the future. Merci beaucoup!

Parent Advisory Council Chairperson's Message

I would like to thank you all for coming out to our meetings this past year. I feel like we had a successful year thanks to the great support from our parents and amazingly gifted staff. You have all made my second and final year as chairperson go smoothly. Your commitment to our school and children is directly reflected in our school's wonderful culture that I feel proud to be a part of. I am grateful for all the time and goodwill you all invest in our school.

Last year, our parent council submitted a resolution to MAPC that requested the Manitoba Association of Parent Councils to call for the Minister of Education and Advanced Learning to take a proactive approach and develop a strategy to help in the staffing process for all French Immersion schools in the province of Manitoba. The request asked the Minister of Education to come up with a comprehensive strategy, short term and long term, to attract and retain French speaking teachers, educational assistants, and support staff across the province. This resolution was approved at the MAPC AGM. This year we hosted the MAPC Breakfast meeting at our school and we look forward to working with them into the future.

Parent council was able to organize a couple of fun events for our families this year. We were able to have a family movie night and we have an outdoor family fun night planned for June 16th. Parent council has struck a committee for additional playground development into next year that I am looking forward to. We will be looking to our school community for feedback on this.

Vision Statement	Mission Statement
We envision École Harrison as an evolving and relevant school that nurtures proud, independent, bilingual citizens who are immersed in French culture, and that promotes academic, social and physical excellence.	At École Harrison, our commitment is to be a unique community of respectful, responsible and proud bilingual learners.
Learning Beliefs	Contextual Description
<p>At École Harrison we believe:</p> <ul style="list-style-type: none"> • in learning and speaking French; • students benefit from learning an additional language; • our school community must maintain high expectations of behaviour and learning; • in meeting individual learning styles and needs; • in preparing our students for the challenges of a changing world; and • in fostering a safe, nurturing and caring environment. <p>Nous croyons...</p> <ul style="list-style-type: none"> • à apprendre et à parler le français; • que les élèves bénéficient de l'apprentissage d'une autre langue; • que notre communauté doit maintenir de hautes attentes de comportement et d'apprentissage; • à répondre aux besoins et styles d'apprentissage individuels; • à préparer nos élèves pour les défis d'un avenir en évolution; et • à offrir un environnement sûr et encourageant. 	<p>Established in September 2010, École Harrison is a Single-Track French Immersion school of 375 students and 25 staff members. It is the first school of its kind in Brandon. At École Harrison, students learn primarily in French, but also learn English during English Language Arts. All school interactions, such as assemblies, announcements and hallway conversations take place in French. The use of French is also encouraged on the playground. This provides students with authentic, real-life experiences using the French language.</p> <p>Établie au mois de septembre 2010, École Harrison est une école immersion française à voie unique. Nous comptons 375 élèves et 25 membres du personnel. C'est la première école immersion à voie unique à Brandon. À École Harrison, les élèves apprennent pour la plupart en français, mais apprennent aussi l'anglais durant les cours de "English Language Arts." Tous les interactions à l'école (assemblées, annonces et conversations dans les couloirs) se font en français. L'utilisation du français est aussi encouragée au terrain de jeux. Ceci donne aux élèves des situations authentiques où ils peuvent se servir de leur deuxième langue.</p> <p>We deliver quality learning and teaching opportunities through a very competent professional staff that is committed to high standards of French Immersion learning.</p>
School Goal #1	
To improve literacy achievement in French Language Arts (French reading and Oral Language)	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Ongoing monitoring of reading results at the month of November and June using our GB+ reporting system to Mme Cox, our resource teacher. Discussions about these results happen during RTI meetings and class profile meetings. We are also monitoring our results that are submitted through StudentsAchieve to inform our literacy instruction. • We bolstered our classroom resources in French literacy in order to support specific grade levels and help them reach and exceed grade level expectations. • Educational Assistants were trained by our RTI team to provide intervention in speech and language and French literacy support to further what was learned from classroom teachers, resource and literacy support teachers. • Daily Five literacy interventions in both French and in English and the use of Raconte-moi des sons and Au village des sons to support oral language development. • Integration of Beaux Arts into French language learning has been increasing through Artists in the School commitments in theatre, song writing, dance, and drumming (September 2016). 	<ul style="list-style-type: none"> • 80% of our students are meeting or exceeding grade level expectations at the Grade Four provincial French reading assessment. This is a six-year average of results. • 74% of our students from the 2014-2015 school year were at or above grade level expectations in the French GB+ reading assessment that is conducted for grade two to eight students at our school. • Our goal for 2015-2016 school year was to be at 76% at or above grade level expectations. We are currently at 80% at or above grade level expectations.
School Goal #2	
To increase the level of student interest and motivation in learning at and beyond École Harrison.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Regularly timetabled student-initiated clusters on every day 6 for grade 7 and 8 students. Examples of these clusters are: Art, self-choreographed dance, TouchDevelop (computer coding), Khan Academy math, Spanish, cartooning, music, chess, Minecraft, Yoga. 	<ul style="list-style-type: none"> • An average of 60% of our students report being interested and motivated in their learning (48% in grade seven and eight, 71% in grades four to six). • The Canadian norm for these levels is 37% for grade seven and eight, 71% for grades four to six (An average of 54%)

<ul style="list-style-type: none"> • Parent-led clusters happen at least three times per school year to engage our parents in student learning and allow them to share their expertise with our students. Examples of these clusters are Lip Sync battle, Pokemon, Lego club, Art, Website design, cup stacking, tennis, running club, ACC Field To Fork, and pottery. • Minecraft Server. Using Minecraft.edu students participate in connected learning opportunity of design and play. • Youth Revolution involvement in the promotion of the BIF French-speaking system, character/virtues education and House system. • There was also a significant focus in 2015-2016 on anti-bullying initiatives, Day of Pink and support of our local Helping Hands Soup Kitchen and Samaritan House Ministries to connect learning to our community. 	<ul style="list-style-type: none"> • While we are above the Canadian norm for a comparable school, we seek to increase the number of students reporting being interested and motivated in their learning to 75% by June of 2017.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • The School-wide Enrichment Model that allows for student choice, academic rigour and parent involvement in learning opportunities that are relevant and exciting for our students has been incorporated into our school timetable. Student-initiated and parent-led clusters have helped increase student motivation and interest in learning both inside and outside of the school. This has been tremendously rewarding for our entire school. • The use of Literacy Blocks involving our educational assistants, classroom teachers, Resource Teacher, Literacy Support teacher and Teacher-Librarian have really advanced literacy achievement in both French and in English. An additional EA position will be used at the Middle Years level in 2016-2017 to assist with Tier One intervention in these specific classrooms. • 80% of our students are meeting or exceeding grade level expectations at the Grade Four provincial French reading assessment. • 84% of our students are meeting or exceeding grade level expectations in reading in English according to our Fountas and Pinnell reading assessment. 	



École New Era School

Linguistically Diverse, Culturally Rich, Educationally Strong

527 Louise Avenue
Brandon, MB R7A 0X1
Phone: 204-729-3161
Email: newera@bsd.ca

Enrolment
485

Grade Distribution
K-8

Principal
Phil Vickers

Administrative Assistant
Shannon Leachman
Lindsay Cowling

Vice-Principal
Lena Boisjoli

Vice-Principal
Curtis Gray

Website: www.bsd.ca/schools/newera



Principal's Message

École New Era School continued its commitment to work in partnership with families and the community. Our goal is to provide a safe, respectful learning environment where all students are encouraged to reach their academic potential within a multiage classroom setting. The parents, students and staff celebrate the development and growth of the school's quality of instruction and learning opportunities for all students. The strong family focus strengthens partnerships within the school community. I am excited to continue serving as Principal of École New Era School and wish continued success to the school community for the future growth of this unique school.

Parent Advisory Council Chairperson's Message

Once again, the work of our committed Parent Council was much appreciated. The annual Welcome Back BBQ in September was well attended, as was the Family Movie Night in January and the Family Picnic in June. PAC members and the Student Leadership Team ran another successful Pancake Breakfast fundraiser at Applebee's in April raising \$473 which was split evenly and donated to The Samaritan House and the Brandon Humane Society. Made possible by their ongoing fundraising efforts, the PAC generously gave back to the École New Era students and staff in the form of \$800 for the purchase of new books, as well as funds for t-shirts to all Kindergarten students.

Vision Statement

We envision a school where there is a safe, respectful, and inclusive environment, and where parents, community, and staff encourage and support students to reach their potential.

Mission Statement

We will continue to establish high standards of learning for all students in both French and English languages by focusing on exemplary instructional practices, individual needs and curricula; working in partnership with the community to develop lifelong learners; and developing responsible citizens who respect and value diversity.

Learning Beliefs

École New Era School believes that in order to advance the shared vision and mission of our school we will:

- Provide a warm, inclusive classroom environment for all students with clear, consistent expectations and academic goals.
- Help students achieve their potential by addressing their individual needs and learning styles.
- Collaborate (including colleagues, parents, students and community) so that we can achieve our collective goals.

Contextual Description

As the school division's only dual track K-8 school, New Era finished the 2015-2016 school year with approximately 490 students, including more than 275 students in French Immersion and 125 students designated as EAL learners in our English program. In addition, our school continued to be home to the division's English as an Additional Language Welcome Centre. Of note, our French Immersion program has grown from 150 students in 2010-2011 to 275 students in 2015-2016.

<ul style="list-style-type: none">• Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their children.• Demonstrate our commitment to ongoing professional development and continuous improvement.• Promote a positive, multicultural school climate by modeling the qualities; and characteristics that we hope to instill in our students.													
Main Areas of Focus in School Development for 2015-2016.													
Based on BSD’s Strategic Plan framework, under <u>Health and Wellbeing</u> we focused on both physical and emotional health (physical activity levels and diet as well as belonging), under <u>Global Citizenship</u> we focused on ethical citizenship (respect for diversity, sense of community involvement, and volunteerism), and under <u>Academic Preparedness</u> we focused on literacy (reading and oral language) and numeracy (representing number and mental math).													
School Goal #1													
By 2017, 80% of students will report having a positive sense of belonging at École New Era School and 80% of grade 7/8 students will report aspirations to complete high school.													
Actions Taken towards Goal #1 <ul style="list-style-type: none">• School Spirit Days – celebrating being a part of our school;• Spirit Buddies – class based community building;• Choir – Grade 3-6;• Sports teams;• Reading buddies with other classes;• Student Leadership Team;• French Immersion Assemblies;• Patrols;• Suzuki Violin Program;• Celebration Assemblies – Pow Wow, jump rope;• Wellness and Health Committee – establish school wide activities that support positive climate.	Indicators of Progress regarding Goal #1 <p>Tell Them from Me Survey data over the past three years:</p> <p>All Students - with a positive sense of belonging:</p> <table><tr><td>2015-2016</td><td>2014-2015</td><td>2013-2014</td></tr><tr><td>63%</td><td>62%</td><td>56%</td></tr></table> <p>All Students - feel safe attending this school:</p> <table><tr><td>2015-2016</td><td>2014-2015</td><td>2013-2014</td></tr><tr><td>58%</td><td>51%</td><td>58%</td></tr></table> <p>Behaviour Slip Data Collected - Summary of results From Feb 1 – May 27: 504 behaviour slips were issued.</p> <p>74% of students had 0 slips 22% of students had 1-4 slips 1% of students had 5-9 slips 4% of students had 10 or more slips</p> <p>After four months - Observations:</p> <ul style="list-style-type: none">• 96% of students had less than five slips.• 97% of students averaged less than 1 slip per week.• Only 16 students (3%) received 35% of the behaviour slips. <p>Positive Effects to date:</p> <ul style="list-style-type: none">• As reported by parents, students are more aware of the school wide behaviour expectations due to explicit instruction and conversations with students regarding expectations.• Staff are more aware of the specific behaviour concerns and are better able to address them.• Communication between all staff has improved.	2015-2016	2014-2015	2013-2014	63%	62%	56%	2015-2016	2014-2015	2013-2014	58%	51%	58%
2015-2016	2014-2015	2013-2014											
63%	62%	56%											
2015-2016	2014-2015	2013-2014											
58%	51%	58%											
School Goal #2													
From June 2015-June 2017, 90% of Grade 1-8 students initially reading at an A-X level will demonstrate at least 1-year’s growth in Fountas & Pinnell reading level, with 80% of the students who were initially ‘Not Meeting’ reading level showing more than one year’s growth.													
Actions Taken towards Goal #2 <p>One of our three year goals at École New Era School is “From June 2015-June 2017, 90% of Grade 1-8 students initially reading at a A-X level will demonstrate at least 1-year’s growth in Fountas & Pinnell reading level, with 80% of the students who were initially ‘Not Meeting’ reading level showing more than 1-year’s growth.” This accelerated growth goal will require numerous approaches to be achievable.</p>	Indicators of Progress regarding Goal #2 <p>Results for 2015-2016, which will help to drive our work in guided reading in both Early Years and Middle Years in 2016-2017, are as follows:</p> <p>Did students grow as readers? 98% of students demonstrated growth(1+ levels)</p>												

<p>Last year a significant amount of in-school professional development was dedicated to helping early years' teachers to strengthen their understanding and delivery of oral language and phonological awareness in each classroom. Continuing with our Comprehensive Early Years Literacy Plan, we started professional development in the area of guided reading.</p> <p>This year, students in many of our middle years' classrooms set reading goals for the whole year. In order to support students in reaching these goals, it was important that we matched books to readers. This included locating reading materials that our students would be engaged in. In collaboration with the Brandon Public Library, five of our classrooms were able to receive their own public library cards and were able to sign out new and engaging books. This is an initiative that we would like to continue into the next school year with more students at New Era having the opportunity to receive library cards. The proximity of our school to the Public Library gives us the opportunity to sign-out different books on a regular basis. We also hope that because the Public Library is in our neighbourhood, students will visit there throughout the summer and continue to read the books that they love!</p>	<p>How many students are at or above grade level? Results indicate that 62% of our students are meeting grade level reading expectations currently (that's 74% of French Immersion students and 48% of English track students)</p>								
School Goal #3									
<p>From June 2015-June 2017, 90% of Grade 1-6 students initially numeracy at a A-U level will demonstrate at least one-year's growth on the Math Continuum, with 80% of the students who were initially 'Not Meeting' Mental Math level showing more than one-year's growth.</p>									
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3								
<ul style="list-style-type: none"> Data collected from our "Math Facts Continuum" assessment instrument (administered twice per year) shows that we need to continue our work with our students in foundational skills. We will continue to staff the Numeracy Support position due to the evidence of exceptional growth in Early Years. Through the course of the year, various combinations of guided math approaches have evolved including both "push in" and "pull out" models. 	<p>Results of our Math Facts Continuum assessment are as follows:</p> <p>Students at or above level in Early Years:</p> <table> <tr> <td>English</td> <td>65%</td> </tr> <tr> <td>French Immersion</td> <td>65%</td> </tr> </table> <p>Students in at or above level Middle Years:</p> <table> <tr> <td>English</td> <td>63%</td> </tr> <tr> <td>French Immersion</td> <td>60%</td> </tr> </table>	English	65%	French Immersion	65%	English	63%	French Immersion	60%
English	65%								
French Immersion	65%								
English	63%								
French Immersion	60%								
School Accomplishments of Note for 2015-2016									
<p>Pre-school Parties - Preschool children from the school community were invited to attend parties at our school to listen to a story, do a follow up activity (a craft, a game, songs, etc.) and have a snack. The story was read by one of the staff members so that the children become acquainted with some of the individuals they would come into contact with upon entering school. These parties are an attempt to familiarize preschoolers with "their school" prior to their arrival in kindergarten. At times, in order to ensure attendance, older siblings were invited to assist younger children and were helpful in ensuring that their families came for the activities. The concept was a "win-win" situation as the preschool children became familiar with the people and places in their school while listening to stories and participating in child-centered activities. Parents had language literacy activities modeled for them while participating in the fun. The school personnel were then able to offer support to families (preschool children and parents) by accessing services (CTI, social worker, medical, mental health) while building better connections/relationships within the community.</p> <p>BSSAP Pow Wow - On Wednesday, June 1, 2016 eight Brandon schools that currently participate in the "Building Student Success with Aboriginal Parents" (BSSAP) Program joined forces with École New Era School to present the BSSAP Spring Powwow. Three performances occurred, two held during the day for Brandon School Division Students and Staff and an evening performance where the public was able to attend. The powwow featured seven Aboriginal drum groups and approximately 50 dancers including Brandon School Division students.</p> <p>Student Leadership - Once again, the École New Era School Student Leadership Team (SLT) exuded school spirit, kindness, and hard work. They supported our school by strengthening school spirit through assemblies, dances, spirit days, and a gym blast. The SLT also promoted leadership in positive ways by holding events such as Terry Fox fundraising activities, organizing and running a Christmas Store (this store is run by students for students), and running Day of Pink activities. In addition to this, in collaboration with our Parent Advisory Council and Applebee's Restaurant, the SLT ran a pancake breakfast with proceeds going toward the Samaritan House and the Humane Society. Again this year, our SLT students offered their time during lunch hours, recesses, after school, and in the community to promote cooperation and unity. Our Student Leadership Team continues to be a powerful presence in our school and we are very proud of their accomplishments.</p>									



École O'Kelly School

Home of the Panthers

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Enrolment
232

Grade Distribution
K-8

Principal
Angela Voutier

Administrative Assistant
Cathleen Finn

Website: www.bsd.ca/schools/okelly



Principal's Message

We work as a School Response to Intervention Team to use the School Development Plan to provide for the growth of our school's quality of instruction and learning opportunities for all students. The main purpose is to affect the improvement of student achievement. The development of this school plan has taken into account the learning needs of our students, and the characteristics of our students, school, and community.

Parent Advisory Council Chairperson's Message

The O'Kelly Parent Advisory Council (OPAC) has focused its energy on raising funds to support the work of the O'Kelly students, staff and school community and in promoting O'Kelly School in the military community and the larger Brandon area. We have been involved and consulted in the planning process and hope to see continued progress toward maximizing achievement and opportunity for every student.

Vision Statement

We envision a partnership with our community to achieve a positive, safe, caring, and respectful learning environment that focuses on the needs of students, staff, and our community family.

Mission Statement

With our community, we will establish and promote high standards of personal and academic growth for all. We will work together to develop responsible citizens by enabling each child to realize their full potential in adapting to a diverse and ever changing society.

Learning Beliefs

École O'Kelly School believes:

- Every child has the right to and must be provided with the opportunity to learn in a safe environment;
- Learning is child-based, child-centered and developmental and needs to be nurtured;
- Recognize different learning styles and make adaptations to provide constructive, hands-on activities;
- Incorporate goal setting with positive feedback;
- Maintain effective communication to foster empathy and compassion in our school community;
- prepare students for their futures by teaching them lifelong academic skills and how to be responsible and productive members of their community;
- work together as a collaborative team; and
- model expected behaviors and practices.

Contextual Description

École O'Kelly School is a dual-track K-8 English and K-4 French Immersion school located on the military base at Canadian Forces Base Shilo, about 30 kilometers east of Brandon. Our catchment area also consists of rural property, subdivided acreages and two trailer park areas within seven kilometers of the school. This includes the community area of Sprucewoods that is just outside the north gate of the Base.

Our school was built in 1957. The two-story concrete block building structure with stucco and brick facade is typical of many schools on military bases across Canada. It is part of a two-building school complex, the Crerar and O'Kelly buildings. Originally administered by the Department of National Defence, in 1994 the three school buildings in Shilo became part of Brandon School Division. Due to declining enrollment, only the O'Kelly building is currently being used by BSD for classes.

The ethnic, socio-economic and cultural mix of students at the school has been changing. In 1994, fewer than 20 students, or 4.6% of the school population, were transported to the school from the outlying acreages and the community of Sprucewoods. The number of families who have no association with the military is at 25, representing 15% of the student body. This trend is expected to continue as the Sprucewoods Trailer Park continues to turn over families on month-by-month leases, and further

	land is subdivided for small acreages. Another change has been a gradual increase in the number of First Nations students attending the school (24) who now comprise approximately 10% of the student body compared to 1994 when there were no Aboriginal students in the school. We also have 20 EAL students who speak French and German.
Main Areas of Focus in School Development for 2015-2016	
The ultimate purpose of our activity is the enhancement of students' Academic Preparedness in Numeracy and Literacy by developing their Global Citizenship, and mental and physical well-being. To this end, we have developed goals and action plans in the areas of literacy, numeracy and school environment, based on identified school-wide need and the Divisional Strategic Plan. While the goals are intended to benefit all of the students as a whole, there are actions within each goal area that are intended to improve the well-being and skill levels of our at-risk/low performing students.	
School Goal #1	
Between September 2014 and June 2017, the percentage of our students meeting each of the critical competencies in writing will increase by 10%. The increase will be based on the average of current scores for Grades 3, 5, and 7.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
Tier 1 Interventions: Balanced Literacy (CAFE/Daily 5/5 Star etc.) including: Guided Reading, Integrated Spelling (e.g. Words their Way, etc.), Writing Workshop, TUSC, Word Q, Quick Writes, Portfolios, Enrichment Clusters, and Collaborative Planning time. Tier 2 Interventions: PAST groups, Guided reading/Writing groups, Reading Recovery, EYMY Lit Support, Panther Pals Peer Tutoring.	<ul style="list-style-type: none"> Improved scores on school based and Provincial assessments, (Fountas & Pinnell, PM Benchmarks). Improved student engagement in reading and writing. Improved use of conventions in writing. Increased student confidence and participation in writing activities.
School Goal #2	
Between September 2014 and June 2017 the percentage of our students meeting each of the critical competencies in numeracy will increase by 10 %.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
Tier 1 Interventions: Guided Math Stations, Mathletics, Individual white boards, human abacus, Task Cards (Think Tanks), Math Log, Math Continuum, observation checklists, formal and informal work samples, oral assessments, i.e. assessing number strands/counting, collaborative planning, and Flexible Ability Grouping. Tier 2 Interventions: RTI intervention from Resource Teacher and Counselor for Math Station development and implementation, Numeracy Support, Panther Pal Peer Tutors.	<ul style="list-style-type: none"> Improved ability of students to understand, create and solve word problems. Overall student achievement will improve towards the Divisional average in problem solving tasks of the Divisional and/or Provincial numeracy assessment. Learner profile, portfolio, and/or Celebration of Learning evidence (work samples, presentation, etc.). Students show more engagement and productivity during math time. Students show progress and achievements through the learner profile continuum.
School Goal #3 and Goal #4	
Between September 2014 and June 2017, the academic and extra-curricular engagement level of our grade 5-8 students will increase by 10%. Between September 2014 and June 2017, the percentage of the grades 5-8 students at our school with a positive sense of belonging and low levels of depression will increase by 10%	
Actions Taken towards Goals #3 & #4	Indicators of Progress regarding Goal #3 & #4
<ul style="list-style-type: none"> Classroom Learning Communities with student. Specialists; computer buddies, spirit buddies. Celebration of Learning in Fall and Spring. YR/PLG, monthly assemblies and class projects will community and real world connections. School Wide Initiatives, PLG, Patrols, Peer Tutors, School beautification, Extra-curricular opportunities. Enrichment Clusters, guest speakers/presenters. Cross grade/curricula project planning. Career Trek/Career Cruising Programs with relevance to curricular areas. 	<ul style="list-style-type: none"> Youth Revolution initiatives in school. More physical activity at recess. More enthusiasm within the school. Higher school involvement in all activities. Higher academic achievement: active, healthy students are more productive! Increased participation in special days and week recognition such as anti-bullying, Autism awareness, National Aboriginal Day etc. Increased engagement of students from all socioeconomic and cultural groups.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> Improved school wide achievement results in Literacy and Numeracy. Regular Youth Revolution participation and Panther Leadership Group participation. School Response to Intervention team development resulting in increased collaboration. Professional Learning Communities work continued to support the implementation of Tier 1, Best Practices included balanced literacy practices and Math stations for differentiation in Numeracy. Successful Peer Tutoring Program Implementation. 	



George Fitton School

Learning Together, Growing Together

1129 – 3rd Street
Brandon, MB R7A 3E7
Phone: 204-729-3220

Email: georgefitton@bsd.ca

Enrolment
483

Grade Distribution
K-8

Principal
Gail McDonald

Acting Vice-Principal
Sherry Baker

Website: www.bsd.ca/schools/georgefitton



Principal's Message

2015-2016 has been a very productive year at George Fitton School! One of our school goals, in the area of *Health and Wellbeing*, was to enable students to feel a positive sense of belonging and a connection to school. This was an area of concentration for our school and a number of actions were achieved. We were fortunate to have the *Food for Thought Breakfast Program* added to our school and currently have over 75 students enrolled in the program.

George Fitton started a "Walking School Bus" which was staffed by our Home School Liaison and trained parent volunteers. The program encourages families to have their children walk to school on a daily basis under the supervision of an adult. This program has been very beneficial in getting students to and from school safely and with appropriate supervision.

A number of staff provided activities during the lunch hour that were engaging and motivational for our students; Card Club, Gamers Unite, Intramurals – volleyball, basketball, badminton, cross country run, Kids for Saving Earth, Girl's Space, Lego Club, – were all very popular noon hour events. We wish everyone a wonderful summer and look forward to seeing everyone in the fall!!

Parent Advisory Council Chairperson's Message

Parent Council had a busy year this year. We started the school year off by hosting a "Welcome Back" barbeque for all families. We had a wonderful turnout. It was a great way to start the new school year. Our first fundraiser of the year was a gift card fundraiser. There was a lot of interest and participation from family and friends. Our second fundraiser for the year was a family event, where we hosted a "Winter Wonderland Family Dance" in early December. The interest and support was incredible! This event included supper, a silent auction, a raffle and dancing. Based on the attendance and feedback from those who attended, this will be a yearly event. Money raised through these two fundraisers goes towards field trips for all students in the school. Throughout the winter, the Parent Council provided nutritional breaks for the Grade 7/8 wellness day. As always, we are happy to be involved in daily activities at the school. Parent Council attended the Welcome to Kindergarten event at the school to meet and greet the new students and families that will be a part of the George Fitton family next year. This is always a fun event! As the school year is coming to a close, Parent Council is proud of everything that we have accomplished this year. As always, we look forward to the new school year and giving back to the school in any way that we can!

Vision Statement

To provide a student centered learning environment that strives to meet the diverse needs of each individual.

Mission Statement

At George Fitton we strive to enable each student to achieve maximum intellectual, emotional, social and physical growth.

Learning Beliefs

At George Fitton School we believe:

- Learning is individual, developmental, progressive, and a lifelong process, that is enhanced by a positive self-image.
- Learning is best achieved when the basic needs and abilities of the student are considered and addressed in a positive, safe environment.
- Learning involves taking risks and experiencing success through a wide variety of active and challenging opportunities.

Contextual Description

George Fitton School is a Kindergarten to Grade 8 facility, located in the southeast corner of Brandon at 1129 – 3rd street. George Fitton is designated as an Inner City School with a multi-cultural population (32% First Nations and Metis, 21% English as an Additional Language) of approximately 485 students. Manitoba Education Citizenship and Youth curriculum documents determine the Grades K-8 program.

<ul style="list-style-type: none"> Learning occurs when students, families, friends, school and community provide meaningful experiences. 	
School Goal #1	
80% of students will show a positive trajectory of one growth level in the area of Mental Math.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> Math grouping developmental and enrichment. Implementation of Mental Math in all classrooms. Daily focussed Mental Math practise in all classrooms. Mental Math strategy sharing in all grade groups and across grades. Look at all classroom instruction through the lens of Response to Intervention – good classroom teaching is first intervention. School wide session regarding available math resources and the use of each. Co-planning/co-teaching with resource and classroom teachers. Brandon School Division resource personnel (Jameson & Bartley) provided professional learning sessions on developing math centres for Grades 4-6. 	<ul style="list-style-type: none"> Daily focussed Mental Math practise in all classrooms. Grades 3-8 students in developmental/enrichment math groupings. Essential learnings continuum developed for all strands in K-8. Mental math activities implemented in all classrooms. Classroom instruction appropriate for all developmental groupings. PLCs in place to discuss Grade 3-8 math strategies and student achievement. Professional Learning Communities (PLCs) formed – all teachers K-8 belong to PLC and attended 4 sessions throughout the year.
School Goal #2	
60% of students currently with a “ND”, “1”, or “2” will show a positive deflection of one growth level in the area of writing.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Daily writing. Teachers to model the purpose of writing (I do it, we do it, you do it) – gradual release of responsibility. Enable student Voice and Choice in writing projects. Staff PD “Writing Power” – by Adrienne Gear. Build on student’s experiences. Make writing purposeful and authentic. Writing for a purpose across the curriculum. PLCs to share exemplars for writing using EY and MY writing rubrics (C. Nevill – Literacy Specialist – Facilitator). 	<ul style="list-style-type: none"> Writing modelled in all classrooms using gradual release of responsibility. A variety of genres in writing were explored by all grade levels. Purposeful, authentic writing for the monthly newsletter. Professional Learning communities focussed on writing in both Early Years and Middle Years.
School Goal #3	
90% of students will feel a positive sense of belonging or a connection to school	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Personalized letters to all students introducing teacher and providing information about open house - mailed out in mid-August. Host BBQ on Open House Day to meet families. Monthly meetings of the attendance committee to discuss attendance/late concerns and devise an intervention plan. Classroom teachers make initial contact with parents when attendance/late concerns arise. Establish Breakfast Program, Walking School Bus, Noon Hour Activities/Clubs to engage students with school. 	<ul style="list-style-type: none"> Welcome letters will be sent home from each teacher to their students in July or August welcoming them to their classroom and telling them a little about themselves. Parent Council will host a Welcome Back BBQ in conjunction with Open House on September 15th from 5:00 – 7:00 p.m. Monthly attendance meetings have provided further direct contact to parents through home visits. Breakfast Program Established. Kindergarten Pre-school Parties to engage new parents and children (2). Kindergarten sessions throughout the year involving parents and promoting engagement with school – “Come and Play”, Library, “Stay and Play”. Noon hour intramurals/Gamer’s Unite Club, Card Club, Kids for Saving Earth Club, Genius Hour activities. Making “authentic” and “real Life” connections with students. Grade 7/8 Wellness Day Family Fun Night/BBQ/Movie Night/BINGO. Winter Family Dance (Family Pictures Taken).
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> School Wide Breakfast Program established in September 2015 Walking School bus implemented in September 2015. 	



Green Acres School

Working Together as a Caring Community

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Enrolment

192

Grade Distribution

K-8

Principal

Jaime Lombaert

Administrative Assistant

Shelly Bortis

Website: www.bsd.ca/schools/greenacres



Principal's Message

The School Development Plan outlines the development and growth of a school's quality of instruction and learning opportunities for all students. The main purpose is to affect the improvement of student achievement. The development and implementation of our school plan has taken into account the learning needs of our students and the characteristics of our students, school, and community.

Parent Advisory Council Chairperson's Message

The Green Acres Parent Council has been busy this year with several projects. They were able to have hot Spirit Lunch Days, Family Night and a Family Dance, enabling us to send the students on field trips. Parent Council sponsored patrol incentives and local art performances. They also acted as a liaison between the school and parents. Next year, the Parent Council will continue its commitments to the betterment of the school.

Vision Statement

To work together and provide quality education in helping each student develop his/her individual academic, social, emotional, and physical potential.

Mission Statement

To work together as a respectful community by encouraging and developing an awareness of self and others, within a safe and positive learning environment, that is based on a foundation of good learning.

Learning Beliefs

At Green Acres School we believe:

- Engagement supports learning.
- We all have different styles of learning.
- Learning is lifelong and developmental.
- The family and community contribute to the learning environment.
- We work as a team for all students.

Contextual Description

Green Acres School is an English program K-8 school located in the southeast area of Brandon known as Green Acres. Our catchment area boundaries are 1st Street to the West, the CNR train tracks to the North, the Industrial Park to the East, and Richmond Avenue to the South. In September, 2015, there were 195 students (10 classes) from 118 families attending our school. Green Acres has 14.50 full time staff.

Main Areas of Focus in School Development for 2015-2016

- Professional Learning Communities - a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- RTI - a multi-tier approach to the early identification and support of students with learning and behavior needs.
- Literacy and Numeracy.
- Student and Family Engagement.

School Goal #1	
Literacy (Academic Preparedness) – By June 2017, 75% of Green Acres students will be meeting grade-level expectations in reading.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Create literacy blocks for early and middle years (Guided Reading). Involve support teachers in literacy blocks i.e. resource, literacy support, etc. • Professional Learning Communities Focus on Reading. Both Early and Middle Years. Time for planning. • Backwards Planning with Professional Learning Communities. • All teaching staff involved and engaged in Professional Learning Communities. • Response to Intervention Training for all teaching staff. 	<p>Fountas and Pinnell – assessment used to collect student reading levels. Data is collected from students achieve.</p> <p>2015 – School Goal 65% Actual 65% 2016 – School Goal 70% Actual 73%</p>
School Goal #2	
Literacy (Academic Preparedness) – By June 2017, 75% of Green Acres students will be meeting grade-level expectations in writing.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Create literacy blocks for early and middle years (Writing). Involve support teachers in literacy blocks i.e. resource, literacy support, etc. • Professional Learning Communities Focus on Writing. Both Early and Middle Years. Time for planning. • Writing Professional Development for all teachers. • Backwards Planning with PLCs Professional Development. • All teaching staff involved and engaged in PLCs. • Response to Intervention Training for all teaching staff. 	<p>Divisional Writing Rubric is used to assess individual students writing levels. Data is collected from students achieve.</p> <p>2015 – School Goal 65% Actual 62% 2016 – School Goal 70% Actual 72%</p>
School Goal #3	
Numeracy (Academic Preparedness) - By 2017, 75% of Green Acres students will be meeting grade-level expectations in mental math.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Professional Learning Communities Focus on Math. Both Early and Middle Years. Time for planning. • Opportunities to visit other classrooms both at Green Acres and other divisional classrooms. • Guided Math Professional Development for three teachers (train the trainer model). • Guided Math Professional Development for all staff. • Increase Math manipulatives, resources and thus math pedagogy (use the symbolic, pictorial, abstract model). • Develop a math assessment or continuum to help program and meet the needs of all learners. • All teaching staff involved and engaged in PLCs. • Response to Intervention Training for all teaching staff. • Math Recovery Training for 1 teacher (train the trainer model). 	<p>Mental Math Rubric is used to assess individual student's mental math levels. Data is collected from students achieve.</p> <p>2015 – School Goal 65% Actual 67% 2016 – School Goal 70% Actual 75%</p>
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • The creation of literacy blocks in the early years. • Planning and preparation for building of new gym addition. • 2 Professional Learning Communities have continued (Middle Years PLC and Early Years PLC). • 3 enrichment Clusters in Grades 5-8 were implemented to increase students engagement. • The Personalized Learning philosophy was implemented in all middle years' classrooms. 	



J.R. Reid School

TEAM - Together Everyone Achieves More

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 Phone: 204-729-3955
 Email: jrreid@bsd.ca

Enrolment
 277

Grade Distribution
 K-8

Principal
 Shawn Lehman

Administrative Assistant
 Sylvie Konkin

Website: www.bsd.ca/schools/jrreid



Principal's Message

The 2015-2016 school year was a great success for all J.R. Reid stakeholders. Our school was very busy with student centered activities and personalized learning activities used to enrich our students' experience. Personally, I would like to thank the students, staff, parents, community members, and volunteers for making our J.R. Reid TEAM (Together Everyone Achieves More) the BEST (Believing Everyone Succeeds Together) school in Brandon.

Parent Advisory Council Chairperson's Message

Activities organized by the J.R. Reid Parent Council this year included: Welcome Back BBQ, 2 Movie Nights, Several Food events, Juice, Staff Appreciation and a Walk-A-Thon. Funds raised by the Parent Council went towards the following: Numeracy, EAL and Sensory Resources, Grade 6 Winnipeg Symphony trip and Festival Du Voyageur trip, Enrichment Clusters, library funding, classroom funds, field trips, and Youth Revolution Day of Pink Shirts. 2015-2016 was another successful year for the J.R. Reid PAC. We are a small but dedicated group of parents who enjoy partnering with some amazing staff to help create a unique family environment for our children.

Vision Statement

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

Mission Statement

J.R. Reid School welcomes families to a safe, caring, learning environment with a strong academic focus committed to fostering the development of EACH child to his/her greatest potential and developing in each a curiosity and love of learning.

Learning Beliefs

At J.R. Reid School we believe:

- each student is a unique individual with an innate capacity to learn;
- learning is lifelong developmental process, which varies in progression, rate and motivation of the individual;
- the role of language is primary and critical;
- learning occurs within the affective, cognitive and psychomotor domains; and
- self-esteem, confidence, realistic self-assessment and cooperative decision-making are important to learning.

Contextual Description

J.R. Reid School is located in the west central part of the city of Brandon. The school's enrollment is 270. The majority of our students live within the catchment area which is predominantly residential. The J. R. Reid community is relatively small and tightly knit. The school hosts a Parent Run Lunch Program serves approximately 125 students. The YMCA Before and After Program provides daily care to a handful of students starting at 7:30 am until 5:30 pm both before and after school hours.

School Goal #1							
To increase our student achievement in Literacy							
Actions Taken towards Goal #1			Indicators of Progress regarding Goal #1				
<p>Response to Intervention level 1 – Grades 1 to 3 guided reading groups took place within the classroom. PLC meetings were possible due to the common prep schedule created.</p> <p>A continued book study focusing on the 6 plus one traits of writing was experienced and focused consistent writing strategies in ELA from K-8. We had a focus on Conventions and the writing process. All students have taken a keen interest in reading and writing (quick writes daily).</p> <p>Our literacy team led a session this year, where all of us worked together and did a Fountas and Pinell assessment. From here we compared and contrasted the similarities and differences in all teachers’ assessments, promoting consistent assessment practices and expectations.</p>			Writing Conventions’ Results:				
				4	3	2	1
			K-8	37 17%	117 54%	58 27%	6 3%
			The above scores represent our writing data. For Conventions, 71 % of our students were at or above level.				
We would like to increase this to 80% or greater.							
School Goal #2							
To increase our school’s achievement in Numeracy.							
Actions Taken towards Goal #2			Indicators of Progress regarding Goal #2				
<p>This year, we had a numeracy support position that pushed in for 0.25 FTE within our classes and worked with challenged learners in closing the gap in their numeracy skills.</p> <p>A School wide problem solving initiative was developed, where we challenged multiage groups of learners (K-2, 3-5, 6-8) in working together and individually on leveled, challenging problems. As well a focus on Mental Math and consistent strategies and language was developed for the school.</p>			The numeracy team diagnosed and studied the math curricula at all levels and created a J.R. Reid Numeracy assessment that was initiated in January and June. We will use these results to monitor our progress and data, to inform our instruction for math groupings. Below are our problem solving results for the school year:				
				4	3	2	1
			K-8	26 11%	133 57%	60 26%	14 6%
			The above data shows that we have 68% of our kids at or above level in Mental Math. We would like to increase this to 80% or greater.				
School Goal #3							
To continue to monitor the social-emotional health of our students, community members, staff = TEAM.							
Actions Taken towards Goal #3			Indicators of Progress regarding Goal #3				
<p>The social emotional team came up with positive activities throughout the year for our school to celebrate and participate. We had spirit days, gym blasts, day of pink, parent evenings on the importance of play, Youth Revolution led activities, chess club, games’ club, culture club, etc.</p>			Our school’s specific goal was to improve and raise our TTFM results above the Canadian standard/norm in all areas of the survey. We were below the standard in clubs this past year, and responded by implementing and creating a games club, culture club, and a chess club for our students. Lastly, to ensure our importance of play goal, we have changed our daily bell times to create and extend new recess times from ten minutes to fifteen minutes. The kids are excited about the change, to say the least.				
School Accomplishments of Note for 2015-2016							
<ul style="list-style-type: none">• This year our middle years’ students had the opportunity to once again be involved in Enrichment Clusters for Grades Five to Eight.• Our Youth Revolution members consisted of 28 of our student leaders and were involved in community activities throughout the year.• As a school we recognized and celebrated the Anti-Bullying Day of PINK, purchasing pink t-shirts for all staff members and students.• We organized more clubs for our students this year. We had a games club, culture club, recycling club, games’ club and archery club.• This year our J.R. Reid became a Personalized Learning Cluster School within the Division.							



King George School

Crusaders Strive for Excellence

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 Email: kinggeorge@bsd.ca

Enrolment
 286

Grade Distribution
 K-8

Principal
 Barbara Miller

Home School Liaison
 Shelly Gurr

Administrative Assistant
 Deanna Morgan

Website: www.bsd.ca/schools/kinggeorge



Principal's Message

At King George School, we believe that each student has the right to access quality learning experiences that support the acquisition of both knowledge and skills in a nurturing and dynamic environment. Therefore, quality instruction must address the diversity that exists amongst our learners by providing authentic, relevant, and meaningful learning experiences, which address the different ways students learn. We must strive to develop the whole child by providing a variety of learning opportunities that target their academic, social, and emotional development, within the school and the community. We are proud of our students' accomplishments and recognize their unique gifts and talents during the many activities and celebrations that occur over the course of the school year. We know that a collaborative partnership, between the family and the school, is an essential element in supporting the success of each child. We want to thank our families for working with us to support our students' growth and development through this collaborative endeavor. We look forward to continuing this strong partnership into the future.

Parent Advisory Council Chairperson's Message

Parent Council encourages all parents to join us for our monthly meetings to discuss topics that directly impact the educational opportunities that are available to our students and get more information about what is going on in our school. As a Parent Council, we have supported a variety of activities within the school and in the community through financial contributions and many volunteer hours. We hosted three family movie nights and look forward to continuing to host these school/community events in the upcoming school year. Thank you to our families who participated in our basket draws during the Christmas concert. The Parent Council is proud to say that we provide a very necessary and affordable lunch program for any family that requires lunch supervision for their child (approximately 75% of our student population utilize the program). We also co-hosted the Family Fun Night that was held in June and the Hot Lunch program that occurred throughout the year. In addition, Parent Council has supported other activities that occurred throughout the school year including field trips, cultural activities, and the year-end activities for our students. Our parent council executive has continued to grow and we look forward to participation from more families in the fall. We look forward to seeing you in September!

Vision Statement

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

Mission Statement

The partners in learning at King George School, students, staff, parents and community are committed to providing a safe environment that promotes lifelong learning in a climate of mutual respect and cooperation.

Learning Beliefs	Contextual Description
<p>At King George School we believe...</p> <ul style="list-style-type: none"> • In creating a trusting, nurturing, and secure learning environment that fosters growth and the development of all students. • Students need to have a variety of experiences that support their ongoing growth and development as respectful, responsible, and informed citizens. • Students need to have developmentally appropriate learning experiences that address their learning styles and preferences. • Students need to be engaged in meaningful and relevant learning experiences that build student success through active involvement. 	<p>King George School is a K-8 school, which is tucked away in the East end of Brandon. Within our school community you will find a mixture of residential, business, and industrial dwellings. We are fortunate to have a student population of approximately 290 students who come to us from rich multi-cultural and diverse socio-economic backgrounds.</p> <p>Our K-6 students come to use from a smaller, local catchment area, as well as being bused from the south-end of the city. At the Grade 7-8 level, our catchment area expands to include students from our neighboring K-6 school, which is Riverview.</p> <p>Our students benefit from participating in the Kiwanis Terrific Kids Program, the Food for Thought Breakfast Program, the Westman Immigration Services EAL After School Program, the Lighthouse After School Program, Literacy Groups, and our parent-run lunch program. These outside programs and services provide additional supports for our students and families.</p> <p>We have developed partnerships with businesses in the area, as well as long-term relationships with the senior citizen complexes and the Brandon Regional Health Centre, which are located close to our school. We have a good working relationship with the Brandon Friendship Centre, Brandon University, Assiniboine Community College, City of Brandon, Brandon Neighbourhood Renewal Corporation, and Westman Immigration Services. These partnerships enhance our ability to provide a wider range of programs and support for our students and staff.</p>
Main Areas of Focus in School Development for 2015-2016	
<ul style="list-style-type: none"> • Reading strategies to decode and comprehend level appropriate text; • Written expression; • Mental math strategies; and • Student Engagement. 	
School Goal #1	
<p>To teach all students how to use a variety of reading strategies to decode and comprehend text within their instructional level.</p> <p>To increase the achievement levels of all students in the area of written expression.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • All staff (K-8) received professional development in area of reading (decoding and comprehension) strategies. • All teachers used the Fountas and Pinnell Benchmark Assessment Kit to capture a reading level in September/October and May/June for students who were meeting grade level expectations. If students were not meeting grade level expectations their progress was formally monitored in February/March as well. • Literacy Blocks were implemented (K – 5/6) using additional support to address students' literacy needs through flexible small group intervention. • There were leveled guided reading sets, text sets and individual texts purchased and made available for classroom use. This gave students great access to a range of reading material within their instructional level. • Teachers are using the 4 point scale rubric provided by BSD to assess the four keys areas of writing. 	<ul style="list-style-type: none"> • All students are receiving explicit instruction in the use of a variety of decoding and comprehension strategies. • Fountas and Pinnell assessments were completed for every student in accordance with the school plan expectations. This information was used to reallocate resources to address the greatest needs areas in our school. • There was significant progress made by each of students in the areas of decoding and comprehension. • Students (K-5/6) worked in small flexible groupings to target their specific learning needs with a trained adult. • Teachers are modeling good writing in the four key areas, providing shared and guided practice opportunities, and giving students lots of time to independently practice their writing skills. There has been growth noted in all four areas for most students.

School Goal #2	
To increase the number of students meeting expectations in the area of mental math.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> All teachers have been working with students to develop mental math strategies that have been identified at each grade level and a tracking sheet is being used to capture year-end progress. All teachers participated in three professional development sessions to support their understanding of mental math strategies and explore ways to engage students in learning mental math strategies appropriate for their grade level. Additional math manipulatives and resources have been purchased to support students learning as they move from concrete to abstract. 	<ul style="list-style-type: none"> All teachers have a copy of the mental math strategies identified in the curriculum that are expected at each grade level. Teachers are using this checklist to assess students' mental math strategy acquisition at the end of June. This data will be contained in the student's learner profile. All teachers know what mental math strategies need to be taught and practiced at each grade level. These strategies are being explicitly taught within each multi-level grouping. Students have access to a variety of manipulatives to support their mental math learning.
School Goal #3	
To engage students actively within their learning environment	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Peer Pals has been implement in most of our classrooms EBS monthly themes relate to respectful, responsible, and safe behavioural expectations and students are acknowledged and expected behaviours are reinforced Social emotional programming has been implemented in all of our classrooms and during our middle years wellness day to address social emotional challenges that our students experience. The school social worker has been working with families, divisional supports, and outside agencies to address chronic attendance challenges. Several staff members have participated in Jennifer Katz's workshops about Respecting Diversity and Universal Design as a means of providing appropriate programming opportunities for all students. The HALEP teacher has co-planned and co-taught several units with middle years teachers that target differentiation and active engagement. 	<ul style="list-style-type: none"> Most of our classrooms have introduced and practiced the concept of Peer Pals as a means of promoting and supporting meaningful connections between students. All students have had some programming support around social emotional and self-regulation skill development. We have had an increase in attendance with our families who have worked with our social worker to address the barriers to regular attendance. Teachers are familiar with how and why they need to differentiate instruction to meet the diverse needs of all students. Therefore, students are beginning to have more ownership in their own learning. Several teachers have attended UDL workshops and they are coming back to our school as teacher mentors in this area. All of our middle years students were able to choose and participate in two sets of enrichment clusters that focused on an area of interest. Students were able to define their own learning goals and access outside experts and experiences that enhanced their learning.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> Our students participated in the largest national recording of O'Canada that included students from all across Canada to recognize and celebrate the 50th anniversary of our flag. All of our students had the opportunity to participate in cultural activities and our grade 3/4 - 7 classes attended a pow wow celebration that promoted and celebrated cultural diversity. We had one student who danced in the pow wow and many students who showcased their cultural talents during our cultural evening. Our Youth Revolution group actively participated in several local and global activities to support various causes throughout the year. The Youth Revolution students made and delivered cards to our local seniors' complexes, and some members volunteered at the local soup kitchen. All of our students participated in a neighbourhood clean-up effort during Earth Day activities. Several Grade 5/6 students attended the <i>Red Cross Beyond the Hurt</i> training and will act as leaders in our building next year to promote bullying prevention strategies and activities. Our school has established a student leadership team who have had input into school decision making. The student leadership was instrumental in raising funds for the purchase of a second water fountain/water fill station to place in our middle years area of the school. 	



Kirkcaldy Heights School

Safety Is Your Right And Kindness Is Your Responsibility

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Enrolment
363

Grade Distribution
K-8

Principal
Nancy Hamilton

Vice-Principal
Nicole Warwaruk

Administrative Assistant
Sue McNamee

Website: www.bsd.ca/schools/kirkcaldyheights



Principal's Message

The purpose of the Annual School Year End Report is to let our community know about the ways in which we improved the education of our students through specific goals and actions in the 2015-2016 School Development Plan. We believe we achieved our goals through the implementation of our school plan along with established supports for students, which are detailed within this report.

As we end the 2015-2016 school year we can reflect on the learning opportunities, challenges, and many successes that we have experienced over the past ten months. Our school community continues to focus on meeting individual learning needs while developing each student as a responsible citizen of our community. We are very proud of all the successes of every one of our students!

Parent Advisory Council Chairperson's Message

Kirkcaldy Heights Parent Advisory Council is dedicated to providing supports, resource, and community for our school and students to make their learning experiences enjoyable for all. Over the 2015-2016 school year PAC has supported the school in a number of ways: drums for the music room, contributed to sending students to the Westman Science Fair, supporting Award and Grad celebrations, the Library Memorial fund donation, field trips for each classroom, and contributed to building community by hosting a Family Dance and Movie night and end the year off with a family fun event. We hope to see families out to the PAC meetings next year as your input is very important. We have several new PAC executive members who are looking forward to a successful year for 2016-2017.

Vision Statement

"To be a child-centered educational facility built on community partnerships, effective leadership and exemplary practices to meet the academic, social, physical and emotional needs of each child".

Mission Statement

- To provide a safe environment for learning and teaching;
- To provide programs and services which facilitate the development of students as healthy contributing members of society.
- To facilitate ongoing communications amongst students, parents and community.

Learning Beliefs

Kirkcaldy Heights School believes:

- Learning is an open-ended, continuous; developmental process that involves the whole student;
- Learning is more effective when the learner is actively involved;
- Learning occurs when it has a significant impact on the learner;

Contextual Description

Kirkcaldy Heights School is an inclusive Kindergarten to Grade 8 school with close to 360 students enrolled. We offer all curricula as mandated by the Education Department of Manitoba. Our population is composed of students from urban and rural areas, along with representation of many different cultures. This year we had 27 teachers as well as a large contingent of support staff. Within these numbers our school offers the services of physical education and music specialists, a teacher librarian, a counsellor, resource teachers, literacy support teachers, an EAL

<ul style="list-style-type: none"> • Learning occurs in different ways & and at different rates & for different reasons for each learner; and • Learning requires internal and/or external motivation involving successive experiences. 	<p>teacher, a High Ability Learners Teacher, an Empower Reading teacher, and Reading Recovery teachers. Kirkcaldy Heights School offers Band, Home Economics, and Industrial Arts programming for the grades 7 and 8 students. We offer a Basic French program to grades 4 to 8. We maintain partnerships with the City of Brandon, Brandon Fire Department, and Brandon Police Service to provide additional programs to compliment the provincial curriculum. Kirkcaldy Heights School has a snack program, supports a lunch program, and there is a daycare facility, Fuzzy Bears, in our building.</p> <p>School programs which students are actively involved in are peer helpers, Y Revolution, anti-bullying program, recycling program, student council, canteen, and a wide variety of extra-curricular activities is offered throughout the school year.</p>
Main Areas of Focus in School Development for 2015-2016.	
<ul style="list-style-type: none"> • To support and enhance the development of positive character traits in our students along with increasing their physical activity throughout the school day as it relates to brain development. • Increase achievement in mathematics via Guided Math strategies through action research by teachers and implementation of those ideas within the classroom. • Increase achievement in literacy via Writing Power strategies through action research by teachers and implementation of those ideas within the classroom, and school-wide implementation of the Words Their Way Spelling Program. 	
School Goal #1	
To support and enhance the development of positive character traits in our students along with increasing their physical activity throughout the school day as it relates to brain development – that improves the academic, social, emotional, and physical health of our students.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • A continued Book study and action research initiative focused on the book “Lost At School” which encompassed all staff as participants in the second year. Focused professional development on the philosophy and the Plan B strategies within this book for all staff was implemented. • Implementation of these Plan B strategies was initiated, and a one page Plan B fact sheet was completed. • Increase in “movement breaks” within the classrooms as it relates to positive impact on brain development. • Continued focus on the “WITS” program, character development programming, Bystander/Bullying programs, and opportunities for leadership, and increasing connections and involvement of our students with the school and community. 	<p>Our staff reports very strong positive attitudes toward the Plan B strategies and philosophy of the “Lost At School” book. Teachers worked on implementation of these Plan B strategies in our classrooms and with specific students. Infusing movement breaks within the school day for each classroom has been successful and has helped students to re-energize to increase their learning capacities and focus.</p> <p>Students along with our school community have shown strong engagement in our activities related to building positive character traits in our students. The results of the Tell Them From Me survey were very encouraging in terms of the level of engagement in their learning that our students expressed. The students involved in leadership activities have shown strong development in leadership skills, and have supported the learning of other students more hesitant to interact at this level. The involvement of our parents as team members in developing positive character traits with their children, along with a high level of collaboration when any behavioural issues arise has been a focus of our work this year.</p>
School Goal #2	
Increase achievement in mathematics via Guided Math strategies through action research by teachers and implementation of those ideas within the classroom.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Professional development workshops regarding Guided Math strategies and implementation whenever possible at the division level • Professional development workshops attended by teachers throughout the school year. • In the second year of this goal, teachers have initiated Guided Math strategies within their classrooms when appropriate. • Continue to attain resources needed for implementation of Guided Math strategies. 	<p>Our staff reports high levels of engagement of students when exposed to Guided Math philosophy and strategies. Certainly the teachers understanding of these strategies has increased and we have moved to deeper implementation of Guided Math in our personalized learning classrooms this year. Collection of needed resources will continue to support this goal. Teachers have found Guided Math practices supportive of the multi-age classroom configurations.</p>

<ul style="list-style-type: none"> Focus on Response to Intervention and developing the process of attaining necessary supports for students is ongoing. 	
School Goal #3	
Increase achievement in literacy via Writing Power strategies through action research by teachers and implementation of those ideas within the classroom, and school wide implementation of the Words Their Way Spelling Program.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Implementation of philosophy and strategies based on Writing Power within the classroom was the focus for this year's work. Implementation of Words Their Way spelling program is school wide and has been designed to meet the need of each child. Focus on Response to Intervention and developing the process of attaining necessary supports for students is ongoing. 	<p>Our teachers have increased the depth of their understanding about the philosophy and strategies contained with the "Writing Power" book. They have reported that implementation of these strategies have been successful and supportive within the personalized learning classroom. Implementation of the Words Their Way program from K-8 has been viewed as positive. Each teacher has designed the program to meet the needs of their diverse students, and the developmental spelling needs of specific grade levels. The individualization offered by this program has been very effective.</p>
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> Comprehensive referral process for Response to Intervention has been refined, improved, and continues to be effective. Tier 1/2/3 levels of intervention have become more seamless and our service delivery to students was enhanced in terms of swift response to student needs in all areas. Engagement Clusters in grades 5-8 were highly successful this school year, and students express high levels of interest in these activities. Professional development opportunities throughout the school year were connected to the beginning of our Professional Learning Communities (PLC's) related to: Words Their Way, Guided Math, Writing Power, Lost at School, and the Multilevel Approach 20-month planning for the betterment of the personalized learning for our students. At the PLC for each multi-level grouping the needs of students were discussed and collaborative problem solving was the fundamental premises for supporting students with challenges. 	



Linden Lanes School

Respectful, Responsible & Safe

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Enrolment 367 **Grade Distribution** K-8

Principal Kathy Brigden **Vice-Principal** Mike Kendzierski

Secretary
 Kim Castle

Website: www.bsd.ca/schools/lindenlanes



Principal's Message

Linden Lanes School is proud to provide exemplary programs with emphasis on student achievement and student engagement in learning. We work as a community of learners dedicated to provide the best possible learning experience for each student. We value the partnerships with families and our school community and celebrate many successes throughout the school year.

Parent Advisory Council Chairperson's Message

On behalf of the Linden Lanes Parent Council, we would like to express how pleased we are to support the students and staff at Linden Lanes. The purpose of our Parent Council is:

- To promote a sense of community within the school by organizing events to bring students and families together;
- To raise funds for activities or the purchase of items for use by the students of the school; and
- To facilitate communication and understanding between the school and students, parents/guardians.

Membership is open to all parents and guardians of children attending Linden Lanes. We would like to encourage as many people as possible to join us for the meetings.

Vision Statement

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

Mission Statement

Utilizing a team approach Linden Lanes School and community will provide a safe, challenging and supportive environment that will facilitate learning for all individuals.

Learning Beliefs

Linden Lanes School believes that all people are capable of learning. The statements that follow are reflective of what we believe about how people learn.

- We learn:
 - through our senses;
 - through social and environmental interaction;
 - when we achieve success, which in turn enhances self-concept/self-esteem;
- We learn and develop at different rates.
- We have different styles of learning.
- Learning is enhanced:
 - when our body is rested and well nourished;
 - when multiple intelligences are recognized and fostered;
 - when the learner has input and ownership.

Contextual Description

Linden Lanes School is a Kindergarten to Grade 8 school with a current enrollment of approximately 370 students. The Manitoba Education Citizenship and Youth curriculum is followed at all grade levels.

A strong emphasis is placed on student achievement and engagement in learning within a safe, supportive and respectful school environment.

<ul style="list-style-type: none"> • Emotional growth, resulting from a caring and supportive emotional climate, enhances all learning. • Learning is best achieved through a process-oriented approach. • Language is integral to learning. • Learning is Life-long. 	
Main Areas of Focus in School Development for 2015-2016	
The main area of focus was on student achievement and engagement in learning within a safe, supportive and respectful school environment.	
School Goals	
<ul style="list-style-type: none"> • To increase the achievement of all students in literacy and numeracy through curriculum planning, assessment and engagement in learning. • To develop in all students the skills related to global citizenship. • To develop in all students the skills related to health and wellbeing. 	
Actions Taken towards Goals	Indicators of Progress regarding Goals
<ul style="list-style-type: none"> • School achievement data was collected and analyzed in relation to student achievement, planning for instruction and to use during the reporting periods. • Students participated in self-reflection, goal setting, and shared their accomplishments during a Celebration of Learning and Student/Parent/Teacher conferences. • Teachers participated in professional development (PLC's) in areas of assessment, writing development, literacy, numeracy, technology, and student engagement. • Literacy and numeracy skills and competencies remained a strong focus across all curricular areas. • Differentiated learning opportunities were implemented with a focus on student engagement. This was a strong area of emphasis in HALEP and EAL unit planning as well as during enrichment clusters at the Grade 5 to 8 level. • Literacy Support at both the early and middle years assisted with the acquisition of literacy skills and strategies. • Various anti-bullying presentations and strategies were used throughout the school. (Day of Pink, Wellness Day). • Middle year's students (Grades 4 to 8) participated in the "Tell Them from Me" survey. • Student Leadership and social responsibility were fostered by various projects and charity fundraising events in conjunction with Youth Revolution. • Students participated in various community volunteer activities to support and give back to the community as part of a Global Citizenship initiative. • A Healthy Schools initiative saw students in Grades 3 to 6 participate in The Language of Friendship (UR Strong) to empower their friendship skills. A very successful event was also held for parents in the community. • The commitment to maintain a safe and caring school environment that promotes and fosters tolerance and respect was emphasized in all areas. 	<ul style="list-style-type: none"> • Benchmarks for student achievement data showed strong, consistent growth in all areas of literacy and numeracy. • A comprehensive Learner Profile was completed for all students. This information was compiled in a school wide profile and used to track individual student growth and for program planning as part of Response to Intervention. • Review of class profiles showed a strong percentage of students at all grade levels reaching targeted growth in literacy and numeracy. • Student responses from enrichment clusters showed positive engagement in learning. • Increase in student engagement in learning and school activities. • Increase in examples of student demonstrated aspects of social responsibility. • Students with a positive sense of belonging and students who were interested and motivated to learn remain "at" or "above" the national norm as measured by the "Tell Them from Me" survey. • Students who felt safe at school were "at" or "above" the national norm while students who experienced bullying were well "below" the number indicated for the national norm as measured by the "Tell Them from Me" survey.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • Youth Revolution and Student Leadership Team – Both of these groups worked together to promote the Day of Pink and anti-bullying activities as well as various events throughout the school year including a Wellness day (Grade 7 & 8), fundraising events for charities and community service projects. • Student participation was high in all school sports and activities including intramurals, soccer, volleyball, basketball, badminton, cross country, track and field. • All middle years students participated in Enrichment Clusters as well as Genius Hours in each classroom. • All students (K to 8) participated in Summer Smarts Enrichment Cluster Day facilitated by many community volunteers. • Artist in the School – all grades participated in the Artist in the School Program featuring storytelling and filming. • School Patrol Team – the Linden Lanes School Patrol Team placed first in the city as top Patrol of the Year for 2015-2016. 	



Meadows School

Home of the Mustangs

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Enrolment 456 Grade Distribution K-8

Principal Dave Lim Vice-Principal Marcy Roziere

Administrative Assistant
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Website: www.bsd.ca/schools/meadows



Principal's Message

This has been another amazing school year as it is my third year as principal at Meadows School. I would like to thank everyone for making the 2015-2016 such a positive and memorable school year. Meadows School is blessed to have teachers, support staff, students, parents and community members who are committed to our school community. Our students love coming to school and continuously attempt to be positive role models. Our extensive co-curricular and extra-curricular programs provide studies with opportunities for self-expression, creativity and learning. Our school is very unique and we are very proud of our accomplishments and level of commitment.

I would also like to thank our Parent Council for their continued support. Their fundraising efforts have really allowed us to improve technology support, library resources, music programs and field trips for our students. The events that they help coordinate are important to our school community in demonstrating positive values and opportunities.

The School Development Planning is a collaborative process undertaken by the school community to ensure that all students receive quality education in terms of both holistic and academic development. It has provided our staff with an opportunity to look at the achievement data within our school and to respond to those needs in a focused manner. Our goal committee found this exercise worthwhile and utilized our time to discuss and make plans to meet the needs of the Meadows School Community.

Parent Advisory Council Chairperson's Message

As another school year draws to a close, Meadows Parent Council would like to thank parents, staff and students for their ongoing support of Parent Council initiatives. Parent Councils provide a forum through which parents and other members of the school community can contribute to improving student achievement and school performance. Through Parent Council this year we have supported classroom field trips, science fair, music festival, artist in the school, school awards, playground equipment and indoor recess supply purchases. Through our funding we were able to purchase an additional water fountain station this year which will be installed at the main floor bathrooms which will be installed over the summer.

Meadows is more than a school, it is also a community and we were pleased to host two movie nights through the year as well as four food event days for students to enjoy. The volunteer parents and staff that help run these are invaluable to their success. As a celebration to the end of the school year, students will enjoy a freezie day before the end of the school year on behalf of Parent Council. We'll make sure it's a nice hot day in June for freezie day. Meadows Parent Council meets once per month at 7:00 pm and free childcare is provided for all who attend the meetings. Please feel free to join us on September 21, 2016 for our first meeting of the new school year.

Vision/Mission Statement	
Our vision & mission at Meadows School is to create a safe environment where children can achieve their potential, become responsible citizens and life-long learners, and appreciate and adapt to the diversity of our society.	
Learning Beliefs	Contextual Description
<p>Meadows School will:</p> <ul style="list-style-type: none"> Promote a positive school climate by modeling the qualities & characteristics that we strive to instill in our students; Provide an inviting classroom & school environment with clear expectations, & consistent consequences; Help all students achieve the essential outcomes of the curriculum by addressing their personalized learning needs; Work together in developing instructional & assessment strategies that enable us to monitor & assist the learning of individual students; and Involve parents in the education of their children by keeping them informed of student progress, offering suggestions for assisting their children, and engaging parents in the school planning process. 	<p>Throughout the 2015-2016 school year Meadows enjoyed an enrollment of approximately 460 students. Meadows offers all curricula as mandated by the Education Department of Manitoba. Our population is composed of urban, rural, Aboriginal, and English as an Additional Language (EAL) students, many of whom are bused to school. We have 38 teachers as well as a large contingent of support staff. Within these numbers our school offers the services of physical education and music specialists, a teacher librarian, a counsellor, resource teachers, literacy support teachers, EAL teachers, a High Ability Learners teacher, Empower Reading teacher, and Reading Recovery teachers. Meadows School offers Band, Home Economics, and Industrial Arts programming for the grades 7 and 8 students. We offer a Basic French program to grades 4 to 8. The multi-cultural environment of our school provides a unique and rich experience for our school community members. We are very happy to have for the first time a BSSAP coordinator at Meadows School.</p>
Main Areas of Focus in School Development for 2015-2016	
<ul style="list-style-type: none"> To increase achievement of all students with emphasis on engagement in personalized learning. To develop and promote global citizenship and social responsibility in all students. To promote health and well being. 	
School Goal #1	
To increase achievement of all students with emphasis on engagement in personalized learning.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> HALEP teacher collaborated with Middle Years classroom teachers in Sept. 2015 to develop class profiles using a Multiple Intelligence Survey to determine student learning styles. Teachers will plan lessons with personalized learning for their students in mind. To promote Personalized Learning all classroom teachers implemented the Secret Skills Model with their students. Implementation of 21st Century classrooms with innovative furniture and seating plans. School wide implementation of personalized learning themes such as Genius Hour, Passion Projects, Hour of Code and online Athletics programs. Development of consistent Learner Profiles and student portfolios for K - 8 students. Development of a Fountas and Pinell Benchmark Assessment and Students in Support Services (RR, EY Lit, MY Lit, EAL, Empowered Reading) Charts that tracks every students' growth at Meadows School from Grade 1-8. Infusion of the multi-age teaching model. Teachers have participated in multi-age PDs and collaborative team planning for essential outcomes. Teachers are using common language, common understanding and common strategies for teaching multi-age classrooms. Scheduled timetable to allow for Grade 1/2, Grade 3/4 and for the first time this year also Grade 5/6 Literacy Blocks. Scheduled Block PLC time so teachers can meet once a 6 day cycle to collaborate and plan. HALEP teacher organized Middle Years Enrichment Clusters on 3 separate occasions as well as monthly Lunch 	<ul style="list-style-type: none"> Higher rates of attendance and student engagement because teachers are personalizing instruction using information from Multiple Intelligences Surveys and the Secret Skills model. (Our student truancy rate is 6% lower than the Canadian norm for Gr. 4-8 students) Becoming leaders of Personalized Learning within BSD hosting visits with educators from over ten schools from BSD and other divisions. 75% of all Grade 1 to 8 Meadows students assessed are meeting grade level expectations in Literacy: reading, listening & viewing, writing, speaking & representing and critical thinking. 73.7% of all Grade 1 to 8 Meadows students assessed are meeting grade level expectations in Numeracy: math knowledge and understanding, mental math & estimation and problem solving. All students from grades 1-8 have been assessed in Fountas and Pinnell, significant (average one year) growth in reading comprehension has been shown by each individual student. 75.7% of our students are reading at grade level or within a year of grade level. 92% of students in Meadows School were interested and motivated in their learning. The Canadian norm was 71% All K-8 students have common student portfolios and learner profiles. Students involved with Reading Recovery, Empowerd Reading, Literacy Support and EAL programs have shown significant individual growth in all areas of literacy development. 97% of students at Meadows School valued school outcomes. 60% of our Kindergarten students going into Grade 1 are reading at their PAST grade level.

<p>and Learn workshops as well as teaching a High Ability Grade 7/8 math class.</p> <ul style="list-style-type: none"> Hosted Welcome to Kindergarten evening on June 1st, 2016 RTI teams meet to on regular basis and a template was developed this year to constantly monitor student progress to ensure appropriate programming is being implemented. 	<ul style="list-style-type: none"> Improved communications, goal setting, strategy implementation and evaluation of student's Adaptation Plans, IEP's , BIP's, and teacher PLCs by using RTI model.
School Goal #2	
To promote global citizenship and social responsibility in all students.	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> The school-wide behaviour expectations were reviewed with students. Cross-grade, multi-aged activities were planned to assist in developing positive relationships throughout the school. Youth Revolution activities had a high level of visibility in our school with students, staff and community partner involvement. We had an elected Student Council to give students a voice in our Meadow's School Community. The Meadows school community has embraced and celebrated our multi-cultural diversity. 40% of our student population is EAL or declared Aboriginal. We have partnered up with Westman Immigration Services to provide an EAL After-School Program for our students twice a week. Our new BSSAP worker has worked closely with staff, students and community members to bring a stronger Aboriginal perspective into our student's education and school community. Regular school-wide assemblies were held for celebrations of learning and for promoting positive behaviors with Multi- media presentations which highlighted the Meadows School Community. Meadows School has identified staff and student educational leaders. Participated in programs such as: Project 11, Caring Clover Club, Truth and Reconciliation awareness, Student of the Week, Terry Fox Run, Terrific Kids, CP Water Festival, Day of Pink, Bullying Awareness Week, Beyond the Hurt, Fort McMurry Disaster Relief Fundraiser, Westman Cerebral Palsy Stationary Bike Race for Maddy, The Fourth R, Free the Children Initiatives, We Change, We Day, We Scare Hunger, , Helping Hands Soup Kitchen, Samaritan House, Roots of Empathy, Cross grade buddies and Kindergarten helpers. Positive, pro-active and visible administration and staff in the Meadows school community. Teachers were given an opportunity to voice their opinions on how they felt the 2015-2016 school year went on the School Development Planning day on May 20th, 2016. 	<ul style="list-style-type: none"> 96% of students have been involved in leadership roles. Youth Revolution and Meadows students donated over 650 food items for the We Scare Away Hunger Campaign for Samaritan House. Decrease in office referrals: 96% of students have not had office referrals from September 2015 to June 2016. Students raised \$2,800 this year for The Terry Fox Run for Cancer. Meadows School hosted our third annual Culture Day on Feb. 25th, 2016 showcasing 10 cultural pavilions. Meadows hosted our first annual Aboriginal week from May 27th to June 1st. Tipi Joe and Preston McGillvary taught the students valuable lessons on Aboriginal Culture and Tipi making. Also all Meadows students and staff attended the first annual BSD BSSAP Pow Wow on June 1st, 2016. Erle Einarsson a member of Manitoba Living History Society made presentations on Aboriginal history and culture to our students in Oct. 26th & 27th 2015. Student Ambassador Program and Friendship Groups to help give students skills to deal with bullying. Tremendous community building activities with Brandon Fire Department, Brandon Police Service and the Milk Board during Milk Week celebrations. Teacher Val Arthur was Awarded Manitoba "Moover of the Year" by the Manitoba Milk Council in 2015. Out of 434 entries throughout Canada, Meadows School was the only school in Manitoba to be awarded the Microsoft Canada "Thank You Teachers" contest. Because of their commitment to student engagement through technology and personalized learning, Meadows School was awarded a Teacher Appreciation Package valued at over \$5,000.00. Meadows Grade 7/8 students spend an average of 0.4 hours per week day on Volunteer Work. The Canadian norm for these grades is 0.2 hours. 88% of MY Meadows students feel our school does things to help our community and other communities in the world Consensus from staff was that there is a very positive image in the community, very progressive, on the cutting edge of professional learning, high morale, and excellent collaboration amongst staff members, supportive and visible leadership and wonderful students attending Meadows School. Staff also strongly feel that we are a "KID friendly school", putting students first and always advocating for our students.

School Goal #3	
To promote health and well being.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Meadows School continued our Breakfast Program in partnership with Food for Thought serving 20-35 students on a daily basis. January, 2016 Meadows School again secured \$2,400 funding from the Nutrition Council of Manitoba to run a daily snack program. Formation of a Health and Well-being Committee at Meadows School Sept. 2015. Continued partnership with Food for Thought Breakfast Program, Nutrition Council of Manitoba, Lighthouse, After School Program, Westman Immigration EAL After School Program, Career Trek, CATC, Jason Richard of Brandon City Police, etc. Meadows Programs to Promote Health and Well-being: <ul style="list-style-type: none"> Project 11 Beyond the Hurt Program M.Y. Wellness Day Day of Pink April 13 – Stand Up to Bullying Bullying Awareness Week Activities Free the Children We Day in Winnipeg Roots of Empathy We Scare Away Hunger Campaign Social Responsibility/Social Justice Cluster Friendship/Social Skills groups with BSD social worker Crystal Fleury and School Counsellor Barb Murphy. Classroom presentation from community partners: Brandon City Police, AFM, Elspeth Reid, CATC, RHA, Heart, Amy Martin and Lung Manitoba Nutrition Council etc. 	<ul style="list-style-type: none"> Some of these students had chronic late or absenteeism issues are now showing up consistently at 8:30 am at school for a nutritional breakfast. We are providing snacks for 20 to 30 students per am and pm recess. MY Wellness Day, May 27, 2016 workshops included: CATC stress/anxiety, AFM drugs/alcohol, Samaritan House anger management, Red Cross healthy relationships and ABC Fitness workshops Lorrie Lavoie our BSSAP coordinator working closely with our targeted most at risk group of students. 76% of Grade 7/8 students had a high rate of participation in sports; the Canadian norm for these grades is 58%. 97% of students in this school valued school outcomes. 82% of M.Y. students from Meadows had a high sense of belonging (feeling accepted and valued by others at school) while the Canadian norm is 78%. 81% of Grade 7/8 Meadows students had high self-esteem: the Canadian norm for these grades is 79%. In Meadows School, 91% of students always displayed positive behavior; the Canadian norm was 87%. Students feel they have someone at school who consistently provides encouragement and support. At Meadows School the students rated Advocacy at School at 6.2 out of 10; the Canadian norm is 4.9 out of 10.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> On Oct. 2nd, 2015, Meadows School was one of the 80 schools selected in Canada to participate representing our hometown in a new recording of O Canada. This historic project sponsored by the Ministry of Canadian Heritage and recorded Hometown Music will feature over 20,000 young Canadians from 10 provinces and 3 territories singing our national anthem. On Oct. 13th Meadows School hosted a Federal Election Leader's Debate featuring incumbent Larry Maguire (PC) and candidates: Jody Wyman (Lib), Melissa Wastasecoot (NDP) and David Neufeld (Green P). Out of 434 entries throughout Canada, Meadows School was the only school in Manitoba to be awarded the Microsoft Canada "Thank You Teachers" contest. Because of their commitment to student engagement through technology and personalized learning, Meadows School was awarded a Teacher Appreciation Package valued at over \$5,000.00 on Dec. 15th, 2015. On February 25th, 2016 Meadows School celebrated our third annual Culture Day by hosting 10 cultural pavilions representing the cultures of: India, Mardi Gras, Trinidad & Tobago, South Africa, Scotland, Greece, Australia, Canada, Mauritius and the Inuit People. As a way of initiating and infusing Aboriginal Education at Meadows School our new BSSAP coordinator Lorrie Lavoie helped organized some key events: Erle Einarsson a member of Manitoba Living History Society made presentations on Aboriginal history and culture to our students in Oct. 26th & 27th 2015. Meadows also hosted our first annual Aboriginal week from May 27th to June 1st. Tipi Joe and Preston McGillvary taught the students valuable lessons in Aboriginal Culture and Tipi making. All Meadows students and staff attended the first annual BSD BSSAP Pow Wow on June 1st, 2016 at New Era School. 	



RIVERHEIGHTS SCHOOL

The Heights of Learning

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Email: riverheights@bsd.ca

Enrolment
539

Grade Distribution
K-8

Principal
John Minshull

Vice-Principal
Marty Jordan

Administrative Assistant
Dorothy Ryan

Website: www.bsd.ca/schools/riverheights



Principal's Message

Riverheights School is proud to provide all students with exemplary programming which supports and challenges all students. Our School Development Plan provides us with the opportunity to set our direction as we move further into 21st Century teaching and learning. We are very proud of the achievements that our students continue to experience, and as a learning community, will look to celebrate these accomplishments as our students continue to grow.

Vision Statement

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

Mission Statement

Riverheights School Community has an ongoing commitment to develop individual potential in a safe and positive learning environment, and to promote responsible citizenship through programming that supports excellence in teaching and learning.

Learning Beliefs

At Riverheights School:

- we value the celebration of individual differences;
- we value a safe and positive learning environment;
- we value the inclusion of all stakeholders;
- we value excellence in teaching and learning; and
- we value responsible citizenship.

Contextual Description

At present, there are 540 students attending our school. Unique to Riverheights School is the Life Skills Program supported by the Brandon School Division. The Life Skills students are bussed to Riverheights School from a variety of areas across the city. Riverheights School offers the regular English K - 8 program using the Manitoba Education and Training curricula. Kindergarten is offered as a full day, every day program. Basic French is taught in Grades 4-6. Options at the Grade seven and eight level include French or Community Issues, and Art or Band. Grade seven students attend Home Economics, and grade eight students attend Industrial Arts.

School Goal #1

To increase individual student achievement in Numeracy.

Actions Taken towards Goal #1

- Direct teaching of problem solving strategies;
- Small group teaching of specific skills;
- Continued focus on appropriate Professional Development sessions for teachers;

Indicators of Progress regarding Goal #1

- The implementation of problem solving and mental math rubrics has supported the teaching of these skills;
- The use of manipulatives across Kindergarten to Grade 8;

<ul style="list-style-type: none"> Mental math focus – Kindergarten to Grade 8; and Continued support from our Numeracy Support specialist. 		<ul style="list-style-type: none"> During pull out sessions, the focus on mental math has assisted with the students conceptual understanding of “number”; Students are engaged in “numeracy conversations” as they problem solve together mentally; and The transfer of knowledge from Professional Development sessions to the classroom is evident.
School Goal #2		
To increase individual student achievement in Literacy.		
Actions Taken towards Goal #2		Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Direct reading instruction at all levels; Focus on writing strategies: Sentence fluency and Writing Production; Focus on a school wide literacy plan; Fountas and Pinnell assessment once per year, completed by the end of May; and Professional Learning sessions for Middle Years staff with regard to the “Literacy Best Practice” document. 		<ul style="list-style-type: none"> Teachers have reported that the Literacy Blocks have provided for a more positive, consistent environment for literacy Literacy P.L.C.<div style="display: inline-block; vertical-align: top;"> <div>Guided Reading Grade 4/5</div> <div>Writing Grade 2/3 and 3/4</div> </div> <p>All students have shown growth with regard to literacy which is based on the concentrated effort of classroom guided reading, as well as the appropriate literacy supports in place.</p>
School Goal #3		
To increase students’ knowledge, understanding and feeling of well-being, both physically and emotionally		
Actions Taken towards Goal #3		Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Focus on student leadership; Peer tutoring program; Classroom presentations regarding anxiety and social issues; Community volunteer work in the community; Utilization of the “democratic classroom” approach with some students; Continued development of the Youth Revolution Team; Participation in the BSD PowWow; and Participation in Project 11. 		<ul style="list-style-type: none"> Many staff conversations around students emotional well-being; Positive student survey results from Project 11; Class presentations have resulted in a greater understanding of the supports in place for our students that require emotional support; There has been an increase in parent communication with regard to “mindfulness” and “relaxation” strategies for students; and Counselor visits have increased which shows a greater level of comfort in “reaching out” for support.
School Accomplishments of Note for 2015 - 2016		
<ul style="list-style-type: none"> Development of our Professional Learning Community work to enhance the teaching and learning process; Youth Revolution Team – continued work in supporting Riverheights School and the Brandon School Division; Increased support for our Aboriginal students through our BSSAP program; and Artist in the School - Drumming. 		



Riverview School

Home of the Riverview Ravens

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Enrolment 190 Grade Distribution K-6

Principal Kelly Braun Administrative Assistant Heather Kryshewsky

Website: www.bsd.ca/schools/riverview



Principal's Message

This has been a successful year for our Riverview community of learners. Riverview staff and students, with the help of parents, worked hard to achieve the goals that were set in our School Development Plans for the 2015-2016 school year. This report briefly reflects the work completed at Riverview School utilized to achieve these goals. Areas targeted for improvement included literacy and Numeracy skills. We have continued to see growth in each one of these goals. Riverview School is committed to work in partnership with parents and the community in a safe learning environment for the total development of each child through quality education. I would like to thank the Riverview Parent Council for their hard work and dedication. The quality of education improves in our classrooms with the resources they provide to us each year. Also, I would like to thank all the parents who came out and made our school-community events very successful. At this time, we would like to say "goodbye" to some of our colleagues and students who will be leaving us and moving on. We wish everyone well! We will be saying "Hello" to new staff members and new students in September. We've had a great year! Thanks to each and every parent, family member and community friends of Riverview School for their continued strong, valued support.

Parent Advisory Council Chairperson's Message

2015-2016 was financially a good year for our PAC. We had some very successful fundraisers such as Peak of the Market Vegetables and Cookie Dough sales. These fundraisers allowed us to help enhance the programs offered by the school as well as the opportunities that want to be offered by the school. We helped with funding for class trips and essential equipment and tools that help out in the classrooms, just to name a few. Our school population continues to grow and it is exciting to see the diversity of cultures that now attend Riverview School. Next year we continue to look forward to our faithful PAC member's contributions in order to equal the amount that we were able to provide the school with this year. Our PAC meets on the second Tuesday of each month at 7:00 pm at the school. We welcome any community members and parents that would like to come out and join us for our meetings to see what Riverview Parent Council is all about. Riverview Parent Council will continue to strive to be an active part and huge supporter of Riverview School.

Vision Statement	Mission Statement
<p>"To be a center of educational excellence, which serves all children in our community with high quality education by providing a safe and caring learning environment, intellectually stimulating teaching practices and strong partnerships with parents."</p>	<p>"Riverview School is committed to the total development of each child through quality education."</p>
Learning Beliefs	Contextual Description
<p>Riverview School staff believes that all students are capable of learning. The statements that follow are reflective of what we believe about how students learn:</p> <ul style="list-style-type: none"> • Learning is enhanced when our physical, social and emotional needs are met by home, school and community; • Learning should be a meaningful experience in which learners are actively involved; 	<p>Riverview is a K-6 School in Brandon's east end, housing approximately 198 students. The school community encompasses the area from the west side of Douglas Street to 17th Street East and South of the C.P.R. tracks to Victoria Avenue. We deliver an outcome based program as outlined in the Manitoba Education and Training Curriculum documents for each grade level. We are excited to have the "All Day Every Day" Kindergarten program and have two full time kindergarten classrooms.</p>

<ul style="list-style-type: none"> Learning occurs at different rates and in a variety of styles; and Learning is a lifelong process that extends beyond the school. 															
Main Areas of Focus in School Development															
<ul style="list-style-type: none"> To engage "ALL" students actively in their learning through the provision of equitable, fair access to quality personalized learning opportunities through quality planning, instruction and assessment. 															
School Goal #1															
By 2016 75% of students will meet grade level outcomes in each of the core Literacy competencies															
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1														
<ul style="list-style-type: none"> Collaborative planning and co-teaching with EAL, HALEP teachers Introduction of "Words their Way" program Introduction of the "Animated Literacy" program to early years teachers. Introduction of "Hand writing without tears" program In-serviced all teachers in balanced literacy. Review of "Literacy Place" as a cornerstone resource and how it fits into the guided reading. Use of computer generated school wide tracking of F % P results. 	Percent of Students Meeting Grade Expectations: <table> <tr> <td>Literacy</td><td>2015-2016</td></tr> <tr> <td>Reading</td><td>60%</td></tr> <tr> <td>Writing</td><td>70%</td></tr> <tr> <td>Listening & Viewing</td><td>68%</td></tr> <tr> <td>Critical Thinking</td><td>65%</td></tr> <tr> <td>Speaking & Representing</td><td>78%</td></tr> <tr> <td>Average</td><td>70%</td></tr> </table>	Literacy	2015-2016	Reading	60%	Writing	70%	Listening & Viewing	68%	Critical Thinking	65%	Speaking & Representing	78%	Average	70%
Literacy	2015-2016														
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Writing	70%														
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Speaking & Representing	78%														
Average	70%														
School Goal #2															
By June of 2016 75 % of Riverview students will report high Levels of engagement and ownership of their learning.															
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2														
<ul style="list-style-type: none"> Introduce 21st Century Skills Introduce Rubric Writing Skills Introduce "Genius Hour" Introduce to RV staff the Planning process: <ul style="list-style-type: none"> Inclusion Enduring Understandings- Big Questions Engagement/Authentic teaching Students as part of the planning process 	<ul style="list-style-type: none"> TTFM- Engagement and inclusion questions from "Tell Them For Me" survey used as a base line as of 2015-2016; 78% of students have a positive sense of belonging. (Inclusion); 78% of students are interested and motivated in their classes (Engaged). 														
School Goal #3															
By 2016 75% of students will meet grade level outcomes in each of the core Numeracy Competencies.															
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3														
<ul style="list-style-type: none"> All classroom teachers received a copy of "Glance across the grades; Developed a Numeracy resource lab; Develop package of remedial resource materials for lower achieving students; Introduced various programs and manipulates to CT; Explored Origo Math; Introduced effective strategies to increase student's knowledge of basic facts; Introduced teacher resources: BSD Math Newsletter, strategy chart, common language; Introduces various software supports for instruction; and Introduced K-6 continuum of skills and strategies. 	Percent of Students Meeting Grade Expectations: <table> <tr> <td>Numeracy</td><td>2015-2016</td></tr> <tr> <td>Knowledge & Understanding</td><td>86%</td></tr> <tr> <td>Mental Math & Understanding</td><td>56%</td></tr> <tr> <td>Problem Solving</td><td>68%</td></tr> <tr> <td>Average</td><td>70%</td></tr> </table>	Numeracy	2015-2016	Knowledge & Understanding	86%	Mental Math & Understanding	56%	Problem Solving	68%	Average	70%				
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School Accomplishments of Note for 2015-2016															
<ul style="list-style-type: none"> This year our middle years students had the opportunity to be involved in Enrichment Clusters for Grade 5-6. Our Youth Revolution members consisted of 24 student leaders who actively participated in several local and global activities to support various cause throughout the year. As a school we recognized and celebrated the Anti-Bullying Day of Pink. All our students participated in a neighborhood clean-up effort for Earth Day. All our students participated in the Artist in the School program featuring pottery making and painting. 															



St. Augustine School

Learning in His Spirit

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Enrolment
 201

Grade Distribution
 K-8

Principal
 Chris Czarnecki

Administrative Assistant
 Colleen Langlois

Website: www.bsd.ca/schools/staugustine



Principal's Message

During the 2015-2016 school year, the staff provided supports to students to address our school goals in the areas of literacy, ethical citizenship, and physical health. Teachers were then able to implement a combination of school wide initiatives, in-class supports, small group work, and personalized support in these areas.

This year in the area of Literacy Support Services, St. Augustine School continued to use the Response to Intervention model of student support service by having scheduled Professional Learning Community (PLC) meetings with classroom teachers every six-day cycle. With the continued provision of Early Years and Middle Years Literacy support, EAL teacher support, the Teacher Librarian, Reading Recovery and Empower Reading, our students are progressing towards meeting their individual literacy goals.

Through the development of the St. Augustine Leadership Team (SALT), parish community activities, school clubs, and volunteerism, the school supported the development of ethical citizenship. Through these initiatives students were given the support to increase their sense of belonging, community involvement and volunteerism.

To increase the physical health of the students a school-wide model was led by our Physical Education teacher to encourage students to be active, eat healthy foods and get involved in school sports. The extracurricular sports activities included volleyball, golf, basketball, badminton, and track and field; in addition to intramural programming. Winter outdoor education was facilitated through the purchase of new cross-country skis and snowshoes.

With the support of our HALEP/Academic Support teacher, technology such as 3D Printing, Arduino, Coding and Makey Makey have begun to develop 21st Century Learning Skills and Digital Citizenship. Classes have used Skype to connect with educators in Africa, Serbia, Belarus, and throughout the United States to learn about various topics.

Brandon Catholic School Board Chairperson's Message

Brandon Catholic School Board continues to work for the renewal of the school building through the capital improvement plan. The major project to be completed this summer will be two new playground structures. Future prospects include the insulation of the second floor ceiling to prevent heat loss which leads to ice melt and water damage, and new exterior stucco on the school's west wall.

The Board also continues to support the provision of an additional lunch supervisor and operates the non-profit before and after school program. BCSB also provides enrichment for students through financing religious retreats, transportation to the Catholic Spirit Day in Winnipeg and through materials that support religious education programming and the Worship Band.

The Brandon Catholic School Board also brings families together by providing services and resources to the students. All fundraising profits are used to purchase resources to support programming in the classrooms and these materials are used directly by the students. These materials are well utilized and very much appreciated by the students and staff!

Vision Statement

"Learning in His Spirit."

A Christian attitude, a Catholic school atmosphere, respect for others, child centered education, commitment to changing lives,

Mission Statement

St. Augustine School seeks to provide a safe educational environment for all students which will allow growth academically, physically, socially, emotionally and spiritually. A school

preparing students to engage productively in a democratic society.	environment is created in which a belief in God's teachings are integrated into the school program and stressed as a way of life.
Learning Beliefs	Contextual Description
<p>The learning beliefs of St. Augustine School are reflected in the following statements:</p> <ul style="list-style-type: none"> Fostering a Christian attitude; Creating a Catholic School atmosphere; Promoting respect for others; Focusing on child-centered education and commitment to changing lives; and Preparing students to engage productively in a democratic society. 	<p>St. Augustine School has an enrolment of 202 students, with one class of each grade from Kindergarten to Grade 8. Our school community is a school of choice drawn from across the Brandon School Division. A full complement of academic programs is provided, and optional programs in Grades 7 & 8 include Band, Industrial Arts and Home Economics, which are offered off-site and Art and French offered at the school. The students are instructed in a Catholic religious education program by teachers using a common curriculum, and supplemented by additional activities within the parish.</p>
Main Areas of Focus in School Development for 2015-2016	
<p>The areas of focus for 2015-16 included:</p> <ul style="list-style-type: none"> Continued development of a S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) Learning Commons Makerspace in the school library to develop 21st Century Learning Skills and Digital Citizenship; Continued development of the St. Augustine Leadership Team (SALT), parish community activities, school clubs, and volunteerism; Increase the physical health of the students using a school-wide model; Integration of EAL and Literacy needs; Continued provision of literacy support, Reading Recovery and Empower Reading; Regular meetings of literacy support team and classroom teachers using the RTI model to ensure common strategies are in place; and Development of playground by constructing two new playground structures. 	
School Goal #1	
<p>Literacy: By 2016, 75% of all St. Augustine School students will be meeting grade-level expectations in each of the core literacy competencies.</p>	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> Fountas and Pinnell Benchmark assessments used for Early Years and Middle Years Literacy assessment of reading level and reading comprehension. Words Their Way spelling assessment in Grade 5- 8. Classroom assessment based on either Fountas and Pinnell or PM Benchmarks. Empower Reading pre and post assessments administered to measure phonological growth. Fountas and Pinnell Benchmark to measure the growth in Reading level for Empower students. Classroom teacher summative assessment. 	<p>Fountas And Pinnell Benchmark assessment results % of students meeting grade-level expectations:</p> <p>St. Augustine School – 68%</p> <p>Kindergarten – 60%</p> <p>Grade 1 – 60% Grade 2 – 80%</p> <p>Grade 3 – 80% Grade 4 – 76%</p> <p>Grade 5 – 47% Grade 6 – 72%</p> <p>Grade 7 – 60% Grade 8 – 76%</p> <p>Some classes have over 25% EAL – students have demonstrated consistent improvement in all grades.</p> <p>Year End Grade 8 Fountas and Pinnell results:</p> <p>76% of students are reading at Level Z and higher.</p> <p>Reading Recovery Results 2015-2016:</p> <p>Total Students Served – 8</p> <p>Accelerated Progress – 2</p> <p>Substantial progress recommended for support from classroom teacher – 3</p> <p>Limited progress – recommended for long term support – 3</p> <p>Carryover substantial progress recommended for support - 0</p> <p>Carryover for 2016-2017 - 1</p> <p>Carryover accelerated progress - 0</p> <p>Empower Results 2015 -2016 :</p> <p>Total Students - 12</p> <p>Grades 3-5 – 6 Students</p> <p>Grades 7-8 – 6 Students</p> <p>Student Improvement demonstrated by all students in the areas of Letter Sounds, Sound Combinations, Transfer Words and Challenge Words. Improvement by all Empower students in Fountas and Pinnell results – some by as many as 3 reading levels.</p>

School Goal #2	
Ethical Citizenship: To support the development of ethical citizenship by increasing students' sense of school belonging, community involvement and volunteerism, by 2016, 85% of Grade 4 – 8 St. Augustine School students will report a "Sense of Belonging" at school, 85% will volunteer at school at least once a month and 75% will report being involved "Involved in school clubs".	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Establishment of St. Augustine Leadership Team (SALT) which will plan school based events and activities to increase student sense of belonging. Religious education activities, School and Class Masses and Religious retreat. Guidance Counselor, Home School Liaison – work with individual students and small groups on encouraging participation in school activities. SALT team and Youth Revolution (YR) students will volunteer their time to support school, parish and community events. School clubs / activities organized to encourage students' sense of belonging. Survey all Grade 4 – 8 students. 	<u>Tell Them From Me Results</u> <ul style="list-style-type: none"> Students reporting a positive "Sense of Belonging": Grade 4- 77% Grade 5 – 90% Grade 6 – 50% Grade 7 – 72% Grade 8 – 79% Students reporting a positive involvement in their school community: Grade 4-6 – 83% Grade 7 & 8 – 76% Students volunteering once a month or more: Grades 4-6 – 91% Grades 7 & 8 – 89% Students involved in school clubs: Gr. 4-6 – 91% Gr. 7 & 8 – 45%
School Goal #3	
Physical Health: By 2016, no more than 5% of Grade 4 – 8 students will report being inactive, and 90% of Grade 4- 8 students will be involved in at least one school sport, and 95% of students will be involved in intermural activities.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Physical Education teacher to gather and submit data at specified intervals. Last Fridays of each month will be called "Final Friday Fun Fit Fact" days; students will be taught the benefits to body / organs of being active. St. Active Days – students will participate in activities planned for recesses that will get students moving. Moving for Money where students will earn "Sabre Bucks" for being active and earning extra gym time / rewards if targets are realized. Stand –up desks were placed in every classroom. School sports for Grade 4- 6 – Cross Country and Track and Field. School sports for Grade 7 & 8 – Golf, Volleyball, Basketball, Badminton, Cross Country, Track and Field. Intermural sports for Grades 4- 8. 	<u>Tell Them From Me Results</u> <ul style="list-style-type: none"> Grade 4-6 students reporting being inactive: 7% Grade 7 & 8 students reporting being inactive: 9% <u>Students involved in at least one school sport</u> <ul style="list-style-type: none"> Grade 4 – 6 - 100% Grade 7 – 40% Grade 8 – 79% <u>Students involved in intermural sports</u> <ul style="list-style-type: none"> Grade 4 - 100% Grade 5 – 96% Grade 6 - 100% Grade 7 – 92% Grade 8 – 100%
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> S.T.E.A.M. Learning Commons Makerspace development continued in school library with accentuated learning environment furniture. Weekly student volunteering to assemble food hampers for some of Brandon's disadvantaged citizens, and acts of service for St. Augustine Church. A St. Augustine School Grade 7 student and St. Augustine School staff were selected by the Canadian Red Cross as a recipient of the RBC Pink Hero Award for efforts to support the prevention of bullying. A second St. Augustine School Grade 7 student received several Western Manitoba Science Fair Special Awards for a project entitled "Throwing Caution to the Wind" in which the student designed and tested his own wind turbine prototype. The student was the winner of the Manitoba Hydro Energy & You Award, the ACC Communications Engineering Technology Award, the Brodie Davis Alumni "Think Green" Award, Engineering Geoscientists of Manitoba Award and the Charlee McLaughlin-Ventnor Alumni Award. A St. Augustine School Grade 5 student was the recipient of the Colin Mailer Memorial Scholarship for the Brandon Festival of the Arts Solo Spoken Poetry category. 	



Valleyview Centennial School

Together Everyone Achieves More

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 Email: valleyview@bsd.ca

Enrolment 156 Grade Distribution K-6

Principal Sandy Harrison Administrative Assistant Jodi Haynes

Website: www.bsd.ca/schools/valleyview



Principals Message

Valleyview is a warm welcoming school that is dedicated and committed to educating all of our students. The 2015-2016 school year was another positive year full of growth for all students, teachers and parents alike. We are teaching 21st Century Skills through our work with Dan Buckley's SECRET skills, teaching the children to take ownership over their own behavior and learning. We have begun to employ Personalized Learning through a variety of activities such as Showcase Fair, Genius Hour, Enrichment Clusters and Universal Design Learning in the content areas. We achieve success through the dedication of hard work by our students, staff and parents.

Parent Council

The Parent Council exists to support the teachers and students at Valleyview School. We plan to continue to support classroom activities, field trips and the Artist in the School through the use of the parent council fees. We are proud of having successfully fundraised for our new play structure which was installed in June 2015. Thank you to all the volunteers and people who contributed to the success of this huge project.

Vision Statement

To be a center of educational excellence, built on community partnerships, effective leadership and exemplary practices. (Brandon School Division)

Mission Statement

Valleyview Centennial School strives to provide life-long quality learning experiences within a safe, supportive, and respectful school community. Students, staff, parents, and community members collaborate as a team in an effort to meet the academic, physical, and social wellbeing of students and staff.

Learning Beliefs

Valleyview Centennial School believes:

- Learning is enhanced when home, school and community meet our physical, social and emotional needs;
- Learning be authentic and purposeful;
- The learner needs to be actively involved in his/her learning;
- Student input and responsibility is essential to learning;
- Learning styles and strengths are respected;
- Comfortable learning environment which fosters risk taking;
- Appropriate resources to maximize learning; and
- Learning extends beyond the school. It is a lifelong process.

Contextual Description

At present, there are 160 students attending Valleyview Centennial School in Kindergarten through Grade 6. The school boundary extends west from 26th Street to 34th Street and north from Victoria Avenue to McDonald Avenue. The school's staff includes 17 teaching staff and 9 support staff.

Main Areas of Focus in School Development for 2015-2016

To engage ALL students actively in their learning through the provision of equitable, fair access to quality personalized learning opportunities through quality planning, instruction and assessment

School Goal #1	
By 2017 80% of students will meet grade level outcomes in each of the core literacy competencies	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> • Monthly RTI meetings; • School wide implementation of literacy blocks; • Collaborative planning and co-teaching with Literacy Support, EAL, HALEP teachers; • Fountas and Pinnell Assessments; • Professional Development: Universal Design of Learning; • All teachers work with literacy specialist on writing exemplars; • School Based Early Years Literacy workshops; • Enrichment Clusters twice with Grades 3-6; • Family Movie Night/Family Literacy Night; • Analysis of various assessments; and • Showcase Fair 	<ul style="list-style-type: none"> • Meetings are specific and assist in informing decisions about programming. • Explicit teaching of the skills and strategies to improve students' level of competencies. • Common preps for grade partners and pertinent support teachers. • To confirm strategies used and to focus on areas of required instruction. • To implement best practices of instruction. • Divisional rubrics. • Units co-planned and co-taught. • Consistent attendance and community involvement.
School Goal #2	
By 2017, 50% of students will report volunteering monthly and 80% will report feeling involved in their community	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> • Build school community through assemblies that celebrate students and school accomplishments; • Clothing swap to fill needs within the community and use students/parents as volunteers; • Access Samaritan House training center for students to learn how they can help in the community; • Give students volunteer opportunities within the school and community (Valleyview Care Center, Samaritan House, soup kitchen, community events); • Accessing the resource building on Westaway Bay for the families in that area; and • Accessing grants that fall within the realm of healthy living. 	<ul style="list-style-type: none"> • A number of assemblies were held to showcase student accomplishments such as Showcase Fair, Celebration of Learning, Talent Show, Improv Acting led by our Artist in the School. • A number of students and parents were able to find some "new to them clothing" A grade 6 student volunteered the entire day at the Clothing Swap. • All grades went at least once to the Valleyview Care Center, mainly at holiday time and read, made crafts and visited with the residents. • The sewing cluster made tie blankets and donated 3 to the Woman's' Shelter and 2 to Valleyview Care Center. • A number of information centers were offered at The Resource Center from budgeting to crock pot cooking. • We received a \$2000.00 grant which afforded VV to host an after school club for 12 weeks with 3 areas for the children to join, physical fitness, Arts, Games and Nature Studies. • Lighthouse Program was re implemented 1 day a week with the other day being held at the Resource Center on Westaway Bay.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> • The entire school was privileged to be a part of No Stone Left Alone Ceremony at the Brandon Cemetery remembering our Fallen Soldiers and honoring our Military. • Students from Grades 1-6 went on a Winter Day field trip to Spruce Woods where we tobogganed, skated, curled and skied. • Our middle year's choir participated in the Festival of the Arts and won first place. • We hosted a Made in Manitoba Breakfast which all staff and students participated in. 	



Waverly Park School

Ride the Wave to Success

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 Brandon, MB R7B 3X2
 Phone: 204-729-3250
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 Email: waverlypark@bsd.ca

Enrolment 416 Grade Distribution K-8

Principal Richard Stallard Vice-Principal Tracy Ramsey

School Administrative Assistant
 Susan Harper

Website: www.bsd.ca/schools/waverlypark



Principal's Message

The 2015-2016 school year was another successful year full of growth and opportunity for students, teachers and parents alike. Our School Goals align with the Brandon School Division Strategic Plan for 2014-2017 in Academic Preparedness, Global Citizenship and Health and Well Being. Our goals in relation to these were in the areas of Literacy, Numeracy and Positive School Climate. Parent Council, parent volunteers, and our Lunch Program Coordinator provided a tremendous amount of support to the Waverly Park community both with volunteering and supporting school initiatives. I am very proud of the hard work of students, teachers, support staff, and parents at Waverly Park School.

Parent Advisory Council Chairperson's Message

The Waverly Park School Development Plan and its progress have been shared with Parent Council at our regular monthly meetings. Parents have been approached to have direct input into the plan and at this point have relied on staff and students to set the direction of the school plan. Waverly Park Parent Council is supportive of the goals, outcomes, and actions presented in the Waverly Park school development plan and look forward to any innovation or improvement in student performance and achievement that the plan may generate.

Vision Statement	Mission Statement
The Waverly Park School and Community strive to provide a safe, engaging environment promoting high achievement allowing each individual to recognize their full potential.	Working with our community to develop responsible, caring knowledgeable and informed citizens.
Learning Beliefs	Contextual Description
<p>Waverly Park School believes we must strive for high achievement, engaged learning time, focused teaching and a positive, safe environment where all involved feel a strong sense of belonging and:</p> <ul style="list-style-type: none"> • Learning should be an adventure and will involve hard work; • There must be fairness to access of programs for everyone; • We will recognize and respect culture, heritage and individual differences; 	The school continues to have a relatively stable student population. Students new to the school generally compensate for our discrepancy between students entering and exiting. Our EAL percentage sits at 11 percent of our total student population. Our current population is 421 students, 231 early years and 190 middle years. Currently, the area surrounding the school is experiencing significant development.

<ul style="list-style-type: none">School should be a place where all can succeed, set attainable goals and develop a wholesome yet realistic self-concept;Change is a constant in our society, therefore, flexibility creativity and innovation in thinking and problem solving is required to adapt and succeed in our changing world;School is an extension of the home;It takes a whole community to raise a child; andParents and teachers are partners who will collaborate to provide opportunities for our students to:<ul style="list-style-type: none">Be clear and effective communicators;Be self-directed and life-long learners;Be creative and practical problem solvers;Be collaborative and quality workers; andBe integrated and informed thinkers.																																																																																																															
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It will be the direction of Waverly Park to embrace UDL and designate professional development dollars toward co-planning and providing opportunities for professional learning.																																																																																																															
<ul style="list-style-type: none">Literacy: By 2017, there will be a 10% per year increase in students meeting grade-level expectations in each of the core literacy competencies.By 2017, there will be a 10% per year increase in students meeting grade-level expectations in each of the core numeracy competencies.By 2017, 70% of grade 5-8 students will report volunteering in the school community and/or community. By 2017, 80% of 5-8 students will report feeling involved in their community. By 2017, there will noticeable increase in healthy lifestyle practices.																																																																																																															
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<ul style="list-style-type: none">Implement best practices/balanced literacy in all instruction;Response to Intervention (RtI) process to address at risk and challenged learners;Provide for interventions in areas of highest need;Provide Professional Development opportunities to support above noted instructional practices;Infuse technology into instruction to further engage students;Classroom visits;Participated in the Jennifer Katz one day workshop;Co-planning opportunities;Early Years Literacy Team;Professional Learning Community groupings; andFountas & Pinnell Assessments for Grades 1-8	<p>Assessed scores and collected, analyzed, synthesized, evaluated and reported to school and parents.</p> <ul style="list-style-type: none">Students informed and familiarized with the assessment process and testing expectations.Cross grade dialogue and meetings to focus on results and outcomes occurred. <p>2015 Sustainability results indicate that we have the following percentage of students meeting and approaching grade level outcome in literacy.</p> <table><tr><th>Category</th><th>4</th><th>3</th><th>2</th><th>1</th><th>ND</th><th>IN</th><th>Number Assessed</th><th>Missing Data (Blank, NA, left BSD)</th><th>Assessment Rate</th></tr><tr><td>Reading</td><td>147</td><td>167</td><td>55</td><td>7</td><td>0</td><td>1</td><td>377</td><td>7</td><td>98%</td></tr><tr><td></td><td>39%</td><td>44%</td><td>15%</td><td>2%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Listening & Viewing</td><td>117</td><td>199</td><td>51</td><td>9</td><td>0</td><td>1</td><td>377</td><td>7</td><td>98%</td></tr><tr><td></td><td>31%</td><td>53%</td><td>14%</td><td>2%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Writing</td><td>106</td><td>191</td><td>68</td><td>8</td><td>1</td><td>1</td><td>375</td><td>9</td><td>98%</td></tr><tr><td></td><td>28%</td><td>51%</td><td>18%</td><td>2%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Speaking & Representing</td><td>114</td><td>203</td><td>52</td><td>7</td><td>0</td><td>1</td><td>377</td><td>7</td><td>98%</td></tr><tr><td></td><td>30%</td><td>54%</td><td>14%</td><td>2%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Critical Thinking</td><td>111</td><td>201</td><td>53</td><td>10</td><td>0</td><td>1</td><td>376</td><td>8</td><td>98%</td></tr><tr><td></td><td>30%</td><td>53%</td><td>14%</td><td>3%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr></table>	Category	4	3	2	1	ND	IN	Number Assessed	Missing Data (Blank, NA, left BSD)	Assessment Rate	Reading	147	167	55	7	0	1	377	7	98%		39%	44%	15%	2%	0%	0%				Listening & Viewing	117	199	51	9	0	1	377	7	98%		31%	53%	14%	2%	0%	0%				Writing	106	191	68	8	1	1	375	9	98%		28%	51%	18%	2%	0%	0%				Speaking & Representing	114	203	52	7	0	1	377	7	98%		30%	54%	14%	2%	0%	0%				Critical Thinking	111	201	53	10	0	1	376	8	98%		30%	53%	14%	3%	0%	0%			
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<ul style="list-style-type: none">Staff members attend Professional Development opportunities;Staff embedded Professional Development – two half daysUse similar vocabulary/stages of problem solving among all grades;Incorporate problem of the week;Infuse technology into instruction to further engage students;Numeracy Support position; andFocus on essential skills/critical competencies in Numeracy.	<p>2015 Sustainability results indicate that we have the following percentage of students meeting and approaching grade level outcome in numeracy.</p> <table><tr><td>Math Knowledge & Understanding</td><td>145</td><td>188</td><td>39</td><td>4</td><td>0</td><td>1</td><td>377</td><td>7</td><td>98%</td></tr><tr><td></td><td>38%</td><td>50%</td><td>10%</td><td>1%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Mental Math & Estimation</td><td>127</td><td>182</td><td>55</td><td>11</td><td>0</td><td>1</td><td>376</td><td>8</td><td>98%</td></tr><tr><td></td><td>34%</td><td>48%</td><td>15%</td><td>3%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr><tr><td>Problem Solving</td><td>103</td><td>190</td><td>66</td><td>15</td><td>0</td><td>1</td><td>375</td><td>9</td><td>98%</td></tr><tr><td></td><td>27%</td><td>51%</td><td>18%</td><td>4%</td><td>0%</td><td>0%</td><td></td><td></td><td></td></tr></table>	Math Knowledge & Understanding	145	188	39	4	0	1	377	7	98%		38%	50%	10%	1%	0%	0%				Mental Math & Estimation	127	182	55	11	0	1	376	8	98%		34%	48%	15%	3%	0%	0%				Problem Solving	103	190	66	15	0	1	375	9	98%		27%	51%	18%	4%	0%	0%																																																					
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School Goal #3	
To nourish and enhance a positive school climate at Waverly Park School in order to strengthen our learning.	
Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> Promote student independence and engagement through regular HALEP units, enrichment clusters and ICT initiatives; Student Leadership Team to plan and run school wide activities; Creation of Health and Well-being committee; Youth Revolution Activities and Events; Student Leadership meetings and organized events within school; and Presentations and Enrichment Clusters that celebrate Cultural Diversity. 	<ul style="list-style-type: none"> Developed class summaries that focus on overall student achievement, academic needs, social emotional needs, and behavioral needs. Reviewed class transition forms. Reviewed individual student transition forms. Reviewed student record data. Analyzed, evaluated and planned for the future using the data received from the Tell Them From Me survey, 50% of middle years students were active participants in student Leadership Team activities - social responsibility and participation involvement. <p>According to the TTFM survey</p> <ul style="list-style-type: none"> 92% of Grade 4-6 students and 87% of Grade 7-8 students feel that they are at least somewhat involved in their school community. 63% of Grade 7 students and 6% of Grade 8 students played participated in school sports.
School Accomplishments of Note for 2015-2016	
<p>The following events/accomplishments took place in our final term. Term 1 and 2 accomplishments were previously reported to the division.</p> <ul style="list-style-type: none"> Grade 5-6 Oratorical competition and divisional winner Saad Hayat – Speech on How To Survive a Horror Movie Grade 2's participated in a UDL Water unit with Crocus Plains. Created Health and Well Being School Committee. This Team will address Tell Them From Me Survey Results for our school, and organize activities reflected from the outcomes of these results. 	



Crocus Plains Regional Secondary School

Home of the Plainsmen

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Enrolment 1044 Grade Distribution 9-12

Principal Chad Cobbe Vice-Principal Elaine McFadzen

Vice-Principal Brent Richards Vice-Principal Robert Tomlinson

Website: www.bsd.ca/schools/crocus



Principal's Message

In the short time that I have had the privilege to serve as Principal, I have learned that Crocus Plains Regional Secondary School is a very safe environment for students, offering a supportive climate that fosters a sense of belonging as well as positive relationships. Safety and belonging are critical to our progress. CPRSS is very clearly an “outward-facing” school in how it accepts and embraces diversity, and in how it so generously serves the people of Brandon. Improvement in student achievement is strengthened through our quality teaching initiatives that focus on professional growth activities in the areas of curriculum planning, instructional diversity, and assessment. In addition, student engagement is paramount in achieving our goals; Crocus Plains has employed its own engagement survey this year to ensure that student voice is genuinely reflected in our ongoing work. I have greatly enjoyed my first year at CPRSS and look forward with great anticipation to next year and what we can accomplish.

Vision Statement

To create an environment that facilitates personal growth through educational excellence.

Mission Statement

The purpose of our school is to assist in the development of each student to his/her potential. We will encourage educational and social growth in our students so that they become responsible, contributing citizens who respect themselves, others, and the environment. To that end, we will provide an environment that fosters independent thinking, a positive attitude toward learning, and a feeling of self-worth. We will promote literacy and communicative skills in all subject areas. Our goal is to have students acquire the work ethics and values they will need to function in an ever-changing technological world.

Learning Beliefs

The Crocus Plains Regional Secondary School staff believe:

- Students learn from a skilled, consistent, and enthusiastic teacher acting as a positive role model;
- Students learn through practical experience, observation, and social interaction;
- Relevance is fundamental to more meaningful learning;
- Learning is influenced by each student’s sense of self-worth and should be recognized by the teacher; therefore, positive reinforcement and success are necessary to motivate the learner;
- Communication skills are important to learning;
- Learning takes place when quality is expected and encouraged;

Contextual Description

Crocus Plains Regional Secondary School, an academic/vocational school, provides students in the City of Brandon and in the southwestern region of Manitoba, an opportunity to attain both an academic and vocational technology education and diplomas. In addition to the full range of English, Mathematics, Science, Social Studies, Physical Education, French, Art, Band, Choir, and Guitar, our school offers vocational programs in the following areas:

- | | |
|--------------------------------|-------------------------|
| • Automotive Technology; | • Electronics; |
| • Carpentry; | • Family and Community; |
| • Business Education; | • Health Care Aide; |
| • Collision Repair Technology; | • Hairstyling; |
| • Graphic Design; | • Photography; and |

<ul style="list-style-type: none"> Students learn when encouraged to use skills they have acquired to solve problems and to think freely; Students learn with different styles, rates, and at different levels; Learning happens in an environment where goals and expectations are clearly defined and evaluated; Self-discipline improves learning; Learning is enhanced in a secure environment where students are free from discrimination and harassment; Students need to recognize that they are responsible for their own learning; and Learning is life-long. 	<ul style="list-style-type: none"> Culinary Arts; Drafting and Design Welding Technology.
Main Areas of Focus in School Development for 2015-2016.	
<ul style="list-style-type: none"> We have a responsibility to meet the needs of <u>all</u> students to the best of our ability. We have a responsibility to improve our <u>craft</u> in <u>all areas</u> of teaching and learning. We have a responsibility to create positive relationships with our stakeholders to support the learning of all students (new in 2015-16). 	
School Goal #1	
To engage students socially, academically, and intellectually through curriculum planning, engagement, and assessment.	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> Department planning in the areas of curriculum implementation, instructional diversity and assessment. Implementation of assessment and reporting strategies. Continued work in our "Response to Intervention" model. Continued work in our collective effort to establish and nurture positive relationships, and to build a positive school climate. Introduction of a school-based student survey instrument that will help guide our work in student engagement. 	<ul style="list-style-type: none"> Staff Development Specialist worked with English, Science, EAL, and Hairstyling in areas of curriculum implementation, instructional diversity, and assessment. EAL language development model continues to evolve in its use of balanced literacy, guided reading, and diagnostic assessment practices. Student Services structures reorganized. SOS system implemented for timely monitoring. Case management system and fluid teaming processes implemented. Tiered responses reflected in monitoring and supports for students. Significant decrease in suspensions from 2014-2015 to 2015-2016. Social Responsibility volunteer initiatives by curricular and extracurricular groups including: Choir, Band, Drama, Guitar, Hairstyling, Culinary Arts, Football, Basketball, English classrooms, Youth Revolution, and Horticulture. Continued to effectively use website and video monitors around school to promote communication, improve climate, and celebrate diversity. Fitness center and Intramural programs continued to be open at noon to provide alternative activities for students. Breakfast and lunch programs continued/expanded for students. Administered a school-initiated student survey to collect feedback on instructional effectiveness in the following areas: relevance, feedback, clear expectations, differentiation, availability, choice/variety, and encouragement. Tutoring program continued with student volunteers.
School Accomplishments of Note for 2015-2016	
<ul style="list-style-type: none"> Skills Manitoba success: 5 medals earned this year, including: 3 gold, 1 silver, 1 bronze. Land and Water Festival: Growing from a one-day to a five-day event that hosted 650 Early Years students from 14 different schools. Thriving student leadership groups, including our Student Council (Robb Nash Project/Elephant in the Room initiative), Youth Revolution (Day of Pink – April 2016), and Gay/Straight Alliance (Pride Walk – May 2016). Awarded \$220,000 in funding from Skills Strategy Equipment Enhancement Fund towards upgrades in Design Drafting, Culinary Arts, Graphic Design, Automotive Technology, Photography, and Hairstyling. This year's dinner theatre production, <u>Bubble Boy</u>, involved well over 100 students, multiple school departments, 30+ staff volunteers, and entertained 800 patrons over 6 performances. In addition, we are preparing for the conversion of our Family and Community program to Early Childhood Education (ECE) during the 2016-2017 school year. 	



École secondaire Neelin High School

Home of the Spartans

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Enrolment
495

Grade Distribution
9-12

Principal
Michael Adamski

Vice-Principal
Veronica M. Adams

Administrative Assistant
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Administrative Assistant
Janice Monin

Website: www.bsd.ca/schools/neelin



Principal's Message

École secondaire Neelin High School has experienced another year of successes and accomplishments. Neelin continues to be a school community that focuses on providing educational opportunities for students centered on a theme of pride and excellence. The driving force, energy and enthusiasm from all of our stakeholder groups within our school's learning community is once again greatly appreciated. As principal of Neelin, I am very pleased with the continued progress that our students demonstrate and the levels of support all members of our entire school staff provide towards the academic achievements of our students. As we bring the curtain to a close for this current school year and as we anticipate and plan for the 2016-2017 school year, we will continue to see Neelin as a high school setting that provides for a safe and secure learning environment. With this foundation in place, it will allow all students to continue to receive a quality education. The level of commitment exemplified by the Neelin staff will continue to address the inclusive needs of all students and will ensure the goals of our school plan continue to be met.

As we continue to concentrate on the commitments from our school development plan, we recognize the impact and importance within that of our school's breakfast club. It remains an integral part of our school and continues to play a key role in ensuring all of our students have a healthy start to their school day.

As principal of Neelin, I continue to be impressed with the level of citizenship demonstrated by our student population, Grades 9 through 12, each time they travel beyond our school division boundaries and represent the green and white of their home school. This commitment comes either on an individual basis or as part of a larger cohort; the goal nevertheless remains the same. The young people that call Neelin their home high school are truly amazing kids who continue to demonstrate individual growth on their way to becoming responsible young adults and contributing members of our greater global community. As a school, we will remain focused with our primary goal, we will continue to challenge our students to do and be the best they possibly can.

Our school's commitment as we move forward into the 2016-2017 school year and finalize our school's three-year school plan is to endeavour to provide the supports for our kids to ensure they are all challenged to reach their fullest potential and continue to receive a quality education.

As an educational leader in this school division, it remains my personal commitment to ensure not only Neelin but all schools within our Division are places where students will continue to learn and whereby staff will continue to be supported in their daily efforts to teach and work with our students. I am quite confident that as the new administration team comes into place at Neelin, the 2016-2017 school year will continue to bring forth accomplishments similar to those witnessed this past year.

Parent Involvement

Neelin continues to once again have a very active parent community involved in a variety of activities afforded to the students of our school. This past year saw a number of parents connect to the school in a variety of different ways. Neelin parents often choose to remain involved with their son or daughter's education through their individual participation in parent teacher evenings, meetings or through Home Logic. The Home Logic access point to the school's database provides the home front an opportunity to remain in contact with the school affording real time updates on attendance, daily assignments and progress. This year our school launched Career Cruising as another means of providing parental access with the course The use of emails as a method of communicating between the school and home continues to be a popular form of home/school communication and allows for information to be shared in a very timely and efficient manner.

The 2015-2016 school year saw another very busy year not only for our students but for our parent community as well. The variety of clubs and programs made available to our students throughout the year continue to be the primary access points taken by parents to contribute to the overall climate of our school. We continued to see parents volunteer their time and support the daily operation of our school, a number of our large projects this year could not have been accomplished had it not been for the support of our school's parent community. The collective efforts by our support group of parents and caregivers at Neelin continues to be very visible, strong and greatly appreciated.

As we conclude this current school year and preparations are underway for the 2016-2017 school year I encourage our parent community to remain involved in all aspects of school life at Neelin—your commitment truly does make a difference with all of our shared successes.

Vision Statement	Mission Statement
To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.	To provide opportunities for students to acquire skills, knowledge, and attitudes which will enable them to grow and thrive.
Learning Beliefs	Contextual Description
<p>We believe that for students to learn, École secondaire Neelin High School must:</p> <ul style="list-style-type: none"> • Promote and maintain a positive teaching/learning climate throughout the school; • Develop and maximize academic opportunities for students; • Encourage students and staff to strive for excellence in every pursuit; • Provide opportunities for students to develop into mature and responsible citizens; • Provide opportunities for students and staff to develop leadership skills and assume leadership roles in the school; and • Support individuals in their quest to become whole persons. 	<p>Neelin provides academic programming at two facilities within the Brandon School Division. The main campus, a traditional high school facility, offers a majority of academic courses available to students similar to those offered at the other two high schools within the Division. Neelin's main campus houses the high school component of the school division's French Immersion program as well as the International Baccalaureate Diploma program. Neelin is also home to the school division's Senior Years' Special Education Program, commonly referred to as our Life Skills program.</p> <p>Neelin provides alternative programming at its second academic site typically referred to as the Neelin High School Off Campus location. This approach to flexible academic programming continues to provide an opportunity for students to re-connect at an academic site in order to complete their high school education journey.</p> <p>In total, both academic sites provide school services to a population of students located at two separate learning venues. The main campus includes a student population of approximately 485 students while the downtown offsite campus is currently home to approximately 220 students.</p> <p>In response to the province's Bill 13 legislation, the Brandon School Division also provides academic programming for those students deemed at risk for attendance, academic and behavioural issues. As a result, the Upper Deck program, located on the second floor of the downtown Neelin Off Campus site, continues to strive to meet the needs of these individual student learners.</p>
Main Areas of Focus in School Development for 2015-2016	
To build relationships between students and staff that will create an environment where students grow and thrive to become their personal best.	
<ol style="list-style-type: none"> 1. <u>Emotional Health & Well-Being</u> <ul style="list-style-type: none"> • By 2017, we will have raised the sense of belonging for all students attending our school. 2. <u>Global Citizenship</u> <ul style="list-style-type: none"> • By 2017, all students and staff will be able to identify two actions they take part in to aid sustainability. • By 2017, all students and staff will understand what healthy digital use of technology tools is as opposed to overuse of technology • By 2017, students will be encouraged to personalize their learning through teacher facilitation/critical thinking will be encouraged • By 2017, community involvement growth within our school population will be recognized 3. Academic Preparedness <ul style="list-style-type: none"> • By 2017, all Neelin students will be meeting grade-level expectations in all classes 	

School Goal #1	
<u>Emotional Health & Well-Being:</u> <ul style="list-style-type: none"> By 2017, we will have raised the sense of belonging for all students attending our school. 	
Actions Taken towards Goal #1	Indicators of Progress regarding Goal #1
<ul style="list-style-type: none"> The continuation of our school's breakfast club to support students with a positive healthy start to their day Healthier food options continue to be made available within our school's canteen The Physical Activity Centre (PAC) continues to remain open over the lunch hour and after school Monday through Friday until 5 p.m. Support from the RHA through the Teen Health Clinics continued to be available to students each month Club opportunities (i.e. GSA, Aboriginal student council, S.W.A.T., YIP) Wellness day for our Grade 9 & 10 students took place this year in March On-site Social Worker continues to provide emotional support for individual students as well as groups School resource officer 	<ul style="list-style-type: none"> The breakfast club continued to have a very positive impact with our students and staff ensuring a healthy start to the school day each morning Continue to financial support through grant initiatives and possible community/business sponsorships for the breakfast club into the 2016-2017 school year As students opt to stay for lunch and access the canteen it will be necessary to continue to avail healthy food alternatives Work out club for the school – continue to promote the healthy living challenge with students and staff Students continue to access the Teen Clinic and demonstrate a level of comfort between students and the Teen Clinic team Mental health professionals continue to remain available to the school setting at least for presentation purposes – focus on anxiety & depression concerns Continued presence with school resource officer in the building to meet with students, staff and to conduct presentations as necessary Continued involvement with students and staff with club opportunities will continue to look to advertise and involve more students and staff
School Goal #2	
<u>Global Citizenship</u> <ul style="list-style-type: none"> By 2017, all students and staff will be able to identify two actions they take part in to aid sustainability. By 2017, all students and staff will understand what healthy digital use of technology tools is as opposed to overuse of technology. By 2017, students will be encouraged to personalize their learning through teacher facilitation/critical thinking will be encouraged. By 2017, community involvement growth within our school population will be recognized. 	
Actions Taken towards Goal #2	Indicators of Progress regarding Goal #2
<ul style="list-style-type: none"> Eco-club – recycling program initiatives; Continued to maintain the Neelin's composting program; Neelin's Community Clean Sweep initiative-neighbourhood clean-up campaign was successfully implemented in mid-May; The Day of Life event that was planned for students by staff was a huge and popular success during February; Career development students once again volunteered at the Christmas Cheer Registry and at the CNIB Christmas Gift Wrapping center in the Brandon Shoppers Mall during the holiday season; Neelin's volunteer club merged with the Youth in Philanthropy team and assisted in supporting a number of local charities; and Eco-club continued to work on the school's court yard and were successful in adding a beautiful bench as well as a number of plantings. 	<ul style="list-style-type: none"> Continues to be a level of pride and respect shown on how students and staff interact with the school and school custodial team both inside and outside with respect to graffiti and litter; Raised level of awareness for recycling, i.e. locker cleanups managed at least three times throughout the year with an emphasis on recycling and reusing; Positive community impact regarding neighbourhood clean-up campaign-lots of positive feedback received and shared with students and staff; The education connected to the school's composting program-continues to be a positive impact with the school community; Students continue to take an active role as part of the school's Eco-club promoting environmental issues within the school throughout the year-it will be imperative to continue to promote this club and all clubs that will see club participants graduate; In-school television monitors continue to promote environmental facts and positive messages and reminders to all staff and students; The school saw a wide variety of SRC activities this year connected to school engagement i.e. exam cram, wake-a-thon, Neelin breakfast club; Students and staff as well as members of the community were involved in a new event this year called The Day of Life-very positive day for many that accepted the challenge; and Earth Day/Earth Week – student planned activities which were well received by the school community
School Goal #3	
<u>Academic Preparedness:</u> <ul style="list-style-type: none"> By 2017, all Neelin students will be meeting grade-level expectations in all classes 	

Actions Taken towards Goal #3	Indicators of Progress regarding Goal #3
<ul style="list-style-type: none"> • Neelin's Learning Centre continues to be accessed; • Full year math option for Grade 9 students; • WIN reports; • Low mark reports generated weekly; • Accelerated Grade 10 courses and the IB program; • Grade 9 ELA thematic unit; • Skills Canada – GIS competition; • Math contests; • Exam cram activity continued once again and was quite popular with students during both the January and June sessions; and • Honour roll and academic awards – recognition. 	<ul style="list-style-type: none"> • Students continued to access the Learning Centre at the school and received academic assistance in areas of literacy and numeracy; • Continue to see students attend groups, extra initiatives, and enrichment opportunities offered at the school; • Attendance reports – low mark reports; • Learning math packages continued to provide support; • Number of scholarships and academic awards presented to graduating students; • Large number of students attended three exam crams this year – one at the conclusion of each semester; • Moved the under-graduate academic awards activity to September 2015; • Number of students asking questions as it pertains to honour roll • Credit recovery approach versus taking courses as a full SDL option; • Students continue to access the Learning Resource Centre independently; • Learning Resource centre made available to students at 8 a.m.; and • Positive role models within the school including members of the SRC as well as staff – supportive staff for the exam cram across the disciplines in both English and French.
School-Community Connections of Note for 2015-2016	
<ul style="list-style-type: none"> • Career Development students also volunteered at the Christmas Cheer Registry and at the CNIB Christmas Gift Wrapping centre in the Brandon Shoppers mall during the holiday season; • Grade 9 Immersion students attended Universite St. Boniface as part of their local language forum held in April 2016; • The “Day of Life” initiative this year proved to be a very popular event for students and staff as well as members of the community that volunteered as presenters and session leaders; • Neelin's student council members attended the Canadian Student Leadership Conference in Halifax; • Students participated in a Take Action project as part of their Global Issues course and volunteered at Rotary Villas with seniors; • Neelin's S.W.A.T. (Students Working Against Tobacco Use) team conducted presentations for students once again this year at various BSD K-8 schools; • Neelin students in collaboration with Canadian Geographic and Riding Mountain National Park completed a field study activity in conjunction with Open Water and the Bio-Blitz initiative; • Neelin's musical production of Disney's <i>The Little Mermaid</i> was a huge success; • Neelin's volunteer club once again assisted this year at Helping Hands and the Samaritan House and merged with the school's Youth in Philanthropy club; • Neelin students once again volunteered their services this year as part of the Physio First Annual Food Drive held in late May-close to ten thousand pounds of food was collected to help support the food bank over the summer months; • Neelin student body were active in a number of BSD school trustee feedback forums-both trustees and students enjoyed the experience; • Neelin students attended the Champions of Aboriginal Awards luncheon; • Neelin choirs were prominent throughout the city, province and western Canada, performing at seniors' complexes prior to Christmas, participating at Choral Fest and concluding with a trip to Vancouver in May; • Neelin's travel club ventured to Spain over the spring break; • Neelin's choir performed locally at the Brandon Armouries for their Battle of the Atlantic ceremony; • Neelin students attended the Me to We Day – Sacred Circle Leadership training program; • Neelin's Life Skills students had a very busy year and will conclude their year with a camping trip to Sprucewoods. 	



Vincent Massey High school

Home of the Vikings

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Enrolment
904

Grade Distribution
9-12

Principal
Bruce Shamray

Administrative Assistant
Leah Smith

Vice-Principal
Sean Brown

Administrative Assistant
Barb Gribben

Vice-Principal
Ken Seekings

Administrative Assistant
Valerie Smith

Website: www.bsd.ca/schools/vincentmassey



Principal's Message

Vincent Massey High School strives to create a community, focused on success and excellence for students and staff in the areas of social responsibility and student achievement. The efforts of students, parents and staff in accomplishing these goals are highly valued.

Creating a safe environment for students is of primary importance. A supportive climate that fosters a sense of belonging and positive relationships is essential in establishing a strong foundation for school progress in all areas.

Improvement in student achievement is strengthened through Quality Teaching Initiatives that focus on professional growth activities in the areas of curriculum planning, instructional diversity and assessment. In addition, student achievement student engagement is paramount in achieving the school's goals.

Social responsibility and striving for excellence are infused into everyday life at Vincent Massey High School in academics, athletics, the arts and student groups. We are proud to be part of the Vincent Massey community and look forward to our continued efforts towards reaching our goals.

Mission Statement

Our mission is to build a community of engaged, respectful and socially responsible teachers and learners striving for excellence and success in academics, athletics, the arts and citizenship. By community, we mean a sense of belonging, a caring atmosphere, positive relationships, feelings of connectedness and a sense of shared purpose. By engaged, we mean the active, involved and committed participation of teachers and learners. By respect, we mean the respect of self, for others, and for property. By socially responsible, we mean that we place value on the following traits and skills:

PERSONAL ATTRIBUTES

Honest and trustworthy (honourable), fair and equitable, respectful, peaceful, compassionate, considerate, empathetic, kind, thoughtful, generous, unselfish, forgiving, open minded and integrity and loyalty, hardworking, optimistic, courteous.

PERSONAL SKILLS

Actively aware of events and issues; life-long learning, goal oriented, forward-looking, dedicated and passionate, proactive and assertive, patient, with self-restraint.

COOPERATION SKILLS

Awareness of social rules and attentive to moral obligations, law abiding within a democratic contest of social change, celebrates diversity; is nonjudgmental, understands the impact of one's behavior on community and environment, cooperative, team player, mediator, reliable, prepared, accountable, volunteers skills and time; is community focused. **Adapted from the Brandon School Division Social Responsibility Teacher Rating Scale.*

By teachers and learners, we mean to include all staff, students, parents and members of the greater community – we are all teachers and learners. By excellence and success, we mean providing meaningful and authentic opportunities for all to reach their potential.

Contextual Description

Vincent Massey is a school with a student population of over 900 students and a teaching and support staff of 80. To meet the needs of students, Vincent Massey offers a wide variety of courses and programs. The staff is dedicated to ensuring that students achieve a high academic standard and to providing opportunities for students to pursue diverse interest areas. Vincent Massey has served the needs of its students since 1960 and is committed to continuing the tradition of excellence.

In addition to standard academic programs, Vincent Massey High School offers the range of business courses required for students to achieve a Manitoba Diploma in Academics and Technical/Vocational (Business and/or Marketing Education). Vincent Massey also awards a Fine and Performing Arts Certificate in Instrumental Music, Visual Arts, Dramatic Arts or Choral/Vocal Arts. The Advanced Placement Program at Vincent Massey High School offers students the opportunity to earn university recognized credits through the internationally recognized Advanced Placement Program in Calculus, Biology, Chemistry, Physics, European History, World History, English Literature and Composition, English Language and Composition and Psychology.

Vincent Massey High School's culture of social responsibility is strengthened through students' collaborative engagement in school based groups such as Youth in Philanthropy, Environment Club, Peer Tutors, Heritage Days and Student Council.

Main Areas of Focus in School Development for 2015-2016.

1. Academic Preparedness;
2. Global Citizenship; and
3. Health and Well Being.

School Goal #1

To improve access to and monitoring of targeted tier interventions to support students.

Actions Taken towards Goal #1

1. Inclusive planning strategies, implemented focusing on skill acquisition
2. Differentiated instructional practices
3. Authentic formative and assessment practices.

Indicators of Progress regarding Goal #1

1. Credit completion.
2. TTFM Survey results analyzed.
3. External testing and results.

School Goal #2

To build a community of engaged, respectful and socially responsible learners striving for excellence and success in academics, athletics, the arts and citizenship.

Actions Taken towards Goal #2

1. Review current use of teacher advisor groups to facilitate more current student issues and incorporation of SECRETS; and
2. Prepare teachers for facilitators for such topics of anxiety and depression.

Indicators of Progress regarding Goal #2

1. Feedback from student on relevancy.
2. TTFM Survey results analyzed.
3. Measure number of students involved in volunteerism and community.

School Goal #3

To increase student awareness of their own others' mental and physical health.

Actions Taken towards Goal #3

1. Through Teacher Advisory Group topics presented to students regarding mental and physical health
2. Student activities planned school wide to enhance relationships and feeling of belonging

Indicators of Progress regarding Goal #3

1. Feedback from student on activities and relevancy.
2. TTFM Survey results analyzed.
3. Measure students' knowledge of community supports.

School Accomplishments of Note for 2015-2016

- Students of Vincent Massey who take AP Biology have the opportunity to participate in a National Biology Competition sponsored by the University of Toronto. Initially it was a Canadian contest but it now attracts attention from international schools as well. Out of the 16 Massey students that wrote the contest exam, 14 of them received scores higher than the Canadian average. Most notably, three of those were amongst the top 100 student scores out of approximately 3,200 Canadians that competed. This earned each of them the title of "National Biology Scholar".
- Five students were required to form a team. As a result of the AP program, Vincent Massey is able to compete for the team awards. This year Vincent Massey placed 9th out of 263 Canadian teams. This team score placed Vincent Massey first in the province. Well done!
- The school participated in the Canadian Association of Physicist's Prize Examination. Out of 115 of the Province's best Physics students we had 2 students place 1st and 10th. This is the third time in the past 10 years since we began AP Physics that we have had a student place 1st in the province.

VI Conclusion

In the Brandon School Division, we strive to ensure that we provide all of our students with equitable, fair access to quality personalized learning opportunities. We have a very strong emphasis on academic preparedness, global citizenship and health and well-being. We are very pleased with our growth in these areas during the 2015-2016 school year.

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





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