



## Administrative Procedure 1050

# *System Goals and Continuous Improvement*

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**Board Governance Policy Cross Reference:** 1, 2, 4, 5, 12, 13, 14

**Administrative Procedures Cross Reference:**

**Form Cross Reference:**

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**Legal/Regulatory Reference:**

K-12 Framework for Continuous Improvement

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**Date Adopted:** June 2010

**Amended:** December 2017

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The Brandon School Division aspires to be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices. We strive to enable each student to achieve maximum intellectual, emotional, social and physical growth and accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.

To these ends, the Division has established the following System Goals.

- Recognize each student as a unique individual who requires a positive learning environment that is safe, secure, and free from harassment and bullying;
- Provide equity where each student receives an education that maximizes opportunities to develop their knowledge, skills and attitudes to achieve maximum intellectual, emotional, social and physical growth.
- Support partnerships with parents, businesses and community;
- Practice responsible management of financial, human and physical resources;
- Assume responsibility of directing the process by which the educational needs of students are met;
- Respect, honour and protect the rights of each child without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, national or ethnic origin, religion, language, sex, gender identity, sexual orientation, socio- economic status, physical/social/emotional/intellectual ability and beliefs.

The Division will consider the following key indicators when measuring its System Goals.

- Maximized student achievement and socio-emotional well being as measured through a variety of assessment indicators;
- Student participation in citizenship initiatives and activities;
- High school completion rates;
- Level of student, staff, parent and community engagement and satisfaction.

The Division will accomplish its System Goals through a continuous improvement process that supports coherence to the division foundations and goals, capacity building, evidence-informed decision making and shared responsibility for student achievement and well-being.

As part of the Annual Planning Cycle, the Division has established a Continuous Improvement Plan (CIP) that articulates priorities, outcomes, strategies, indicators and resources within a specified time frame. The Continuous Improvement Plan is aligned with Manitoba Education's K-12 Framework for Continuous Improvement.

### **Brandon School Division Continuous Improvement Plan (2017 – 2020)**

Guiding Principle: “The effective school (Division) is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population.” Lezotte, L. W., & Snyder, K. M. (2011)

Four Ultimate Outcomes:

1. Improved Literacy Achievement
2. Improved Numeracy Achievement
3. Decreased Indigenous Achievement Gap
4. Decreased English as an Additional Language Achievement Gap

Five Priority Areas:

1. *Responding to Diversity*: Our Schools will effectively utilize system supports through the Response to Intervention (RTI) framework.
2. *Best Practices*: Increased consistency in the implementation of Divisionally identified and prioritized Best Practices in Literacy and Numeracy.
3. *Early Learning*: Decreased gap in observable foundational literacy skills among Indigenous and EAL students upon school entry.
4. *School-Family Relationships*: Increased positive interactions with our more vulnerable families.
5. *Sense of Belonging*: Increased Indigenous students reporting a positive sense of belonging.