

APPENDIX B: GLOSSARY OF TERMS

Accountability	Accountability is the act of being responsible to one's public.
Action Plan	This is a detailed account of the necessary steps to undertake an initiative or process.
Annual School Plan	This is a written document prepared collaboratively by school staff, students, family, and community members. The plan guides the development and maintenance of an effective learning environment and academically challenging programming that strengthens learning opportunities and outcomes for all students. It also serves to communicate key information to parents and community members.
Annual School Planning Report	This is an annual status report, based on the Annual School Plan, presented in the form of an expandable template. The annual School Planning Report is submitted to the division/district and Manitoba Education, Citizenship and Youth for review. (A web-based template is available online at: www.edu.mb.ca/ks4/sdds/pie/03-04/school_plan .)
Audience	The audience comprises the direct and/or indirect recipients of programs and/or reports. For a report to be effective, the audience should be clearly identified and its needs taken into account.
Baseline	Baseline is the evidence or facts about the condition of a program upon which all things are subsequently measured or compared.
Community Report	This is an annual report to the school community that celebrates the success of students, monitors school growth, informs parents, and contributes to continual school planning.
Comprehensive School Plan	This is a multi-year document prepared collaboratively by school staff, parents, students, and other stakeholder groups. The plan provides a detailed summary of divisional and school priorities, goals, budget over time, as well as issues essential to the day-to-day operation of the school.
Context	Context is the social and economic characteristics that affect a given environment. A comprehensive understanding of specific contextual factors is necessary to appreciate how organizations/schools utilize opportunities and overcome difficulties to promote ongoing success. Examples include population trends, social trends (e.g., poverty and drug/alcohol use), regional biases, education levels, social network), economic trends, school culture, and so forth.

Data	Data are information or evidence collected through a systematic method of selection, observation, or analysis. Data are based on some phenomenon of interest, using quantitative or qualitative methods.
Data Analysis	This is the process of looking for meaning, and recognizing relationships between parts and the whole of previously collected information (data).
Inclusive Education	Through inclusive education, students are provided the supports and opportunities they need to become participating students and members of their school community.
Indicator	This is a specific item of information that tracks and measures the success of a program/initiative in meeting outcomes. Indicators are observable and measurable.
Mission Statement	This is a clear, concise description of the organization's overall purpose and role. It provides focus to programs and services.
Outcomes	(School planning/reporting) These are descriptors for the impact or benefits to participants of an initiative, program, or policy.
Profile	A profile is a collection of data compiled at the individual student and/or school and/or community and/or organizational level. The profile can be considered a work-in-progress at all times, and there should be ample opportunities to add more information or provide more detailed analysis as the planning and reporting process evolves.
Qualitative Data	Qualitative data are the basis of information communicated in descriptive terms, such as environmental change or successful counselling programs.
Quantitative Data	Quantitative data are the basis of information communicated numerically, such as number of absences or percentage of students in a specific program.
Reporting	Reporting is the process of clearly communicating the information based on data collected through assessment and evaluation to various educational stakeholders. Reports may take the form of a progress report or a final report, depending on the stage of the project. It can be done formally or informally. Through the process of reporting, open dialogue is encouraged and, with subsequent reporting, sustained.

SMART Outcomes	<p>This is a model used for establishing outcomes.</p> <p>Specific: written in clear, unambiguous language</p> <p>Measurable: allows achievement to be described, assessed, and evaluated</p> <p>Achievable: realistic</p> <p>Relevant: must be meaningful</p> <p>Time-related: can be accomplished within a specific time period (typically one school year)</p>
Stakeholders	<p>Stakeholders are individuals or groups who may be affected by or have a vested interest in specified outcomes.</p>
Strategies	<p>This is the purposeful interaction of people and activities to move toward the achievement of outcomes.</p>
Statistics	<p>Statistics is the processing of data resulting in numerical information. Statistics are collected and classified systematically.</p>
Vision	<p>A vision is a statement about the future. It is often idealistic in nature and may encompass a number of goals that suggest different paths of action.</p>
