Appendices

APPENDIX A: ISSUES IN PLANNING ▬▬▬▬

Below are some additional, significant issues that some school communities have addressed in their School Plans. For some school communities, some of these issues, such as policies dealing with bias or discrimination, may fall under a strategy for providing a supportive learning environment. School communities may choose to address these or other issues of local importance in their Annual School Plans:

- strategies for addressing conflict, safety, and violence
- policies dealing with bias, discrimination, and harassment
- student retention and promotion policies
- student achievement results on division-wide tests
- locally developed curricula
- co-curricular/extracurricular activities

This outline is not intended to be prescriptive or exhaustive.

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   This is a model used for establishing outcomes.

Specific: written in clear, unambiguous language

Measurable: allows achievement to be described, assessed, and evaluated

Achievable: realistic

Relevant: must be meaningful

Time-related: can be accomplished within a specific time period (typically one school year)

Stakeholders   Stakeholders are individuals or groups who may be affected by or have a vested interest in specified outcomes.

Strategies   This is the purposeful interaction of people and activities to move toward the achievement of outcomes.

Statistics   Statistics is the processing of data resulting in numerical information. Statistics are collected and classified systematically.

Vision   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.

APPENDIX C: SCHOOL PLANNING REPORT RUBRIC

The rubric describes the four stages of report-writing development. It may be used for reflection and self-evaluation.

Component	Stage 1	Stage 2	Stage 3	Stage 4
Planning Process	• little or no involvement of school stakeholders (teachers, students, parents, community)	• limited involvement of school stakeholders	• involvement of a variety of school stakeholders	• wide involvement of school stakeholders
	• parents not informed	• parents informed on one occasion	• parents informed on various occasions	• ongoing communication/ reporting to parents/community
	• planning occurred at one point in time	• planning occurred at various points in time but was fragmented	• planning occurred at multiple points in time	• planning occurred in a structured manner at multiple points in time
	• no evidence of planning team	• limited evidence of planning team	• evidence of planning team	• solid school planning team
	Planning process somewhat restricted or lacking team approach		*Planning process includes community involvement and team approach*	
Expected Outcomes	• no evidence of SMART* format	• some outcomes in SMART* format	• most outcomes in SMART* format	• all outcomes in SMART* format
	• outcomes are vague or incompletely developed	• outcomes are general	• achievable outcomes	• solid school planning team
	• no link to priorities	• vague link to priorities	• general links to priorities	• clear links to priorities
	Outcomes are vague/generalized or do not link to priorities		*Outcomes linked to priorities; contain 4–5 components of SMART format*	
Strategies	• vague descriptions of strategies	• general descriptions of strategies	• specific descriptions of some strategies	• specific descriptions of all strategies
	• strategies do not relate to stated outcomes	• few strategies relate to stated outcomes	• most strategies relate to stated outcomes	• all strategies relate to stated outcomes and each other
	• achievement unknown, based on overall plan	• achievement is questionable, based on overall plan	• achievement possible, based on overall plan	• achievement likely, based on overall plan
	Strategies do not link directly to outcomes		*Strategies link to outcomes*	
Indicators	• description of anticipated results	• description of anticipated results	• description of general indicators as measures of results	• description of specific indicators as measures of results
	• description of strategies	• achievement and/or accessibility is questionable	• accessible and achievable	• accessible and achievable
	• unclear relationship between outcomes and strategies	• relationship evident between outcomes and strategies	• relationship evident among outcomes, strategies, and indicators	• high level of congruence among outcomes, strategies, and indicators
	Descriptions of anticipated results (no evidence of indicators)		*Recognition of indicators as evidence of results*	
Data Sources (Tools)	• description of results or strategies	• description of results	• general tools to measure results of strategies	• description of specific tools to measure results of strategies
	• unclear link between indicators and tools	• general link between indicators and tools	• achievable relationship among strategies, indicators, and tools	• high level of congruence among strategies, indicators, and tools
	Descriptions of anticipated results (limited or no recognition of data sources)		*Recognition of data sources as measurement tools*	

* SMART: specific, measurable, achievable, relevant, time-related

APPENDIX D: SAMPLES OF SCHOOL PLANNING REPORTS (EXCERPTS)

The excerpts of reports in this Appendix are scored using the rubric in Appendix C. The highlighted areas relate to the descriptors in the School Planning Report Rubric.

Sample 1: The Planning Process

Stage 4 Planning

✓ wide involvement of school stakeholders

✓ ongoing communication/ reporting to parents/community

✓ planning occurs in a structured manner at multiple points in time

✓ solid school team planning time

Planning Process: Describe the planning process and the involvement of students, families and the community.

The planning process has included the professional staff, support staff, and the *Advisory Council* for School Leadership (parents, principal, staff). A series of planning meetings were held for professional and support staff in order to solicit input from them as to the priorities they wanted to see included in the plan. The draft plan was made available to staff and parents to recommend changes to improve the plan. These changes were considered and adopted by the staff as a whole.

✓
✓

✓

✓

✓

✓

✓

School Planning Reports— Sample 2: Literacy

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.1: Improve Outcomes for Less Successful Learners	By the end of June 2003 80% of all students in K - 3 will demonstrate at-level reading skills ✓	• K-3 teachers will use: Guided Reading Instruction; ✓ Literacy Portfolio Assessment in Nov, March, and May; Cross-grade Reading Buddies; and Differentiated Instruction strategies. • Teachers will also access reading intervention programs; Early ✓ Success; Accelerated Reader; Precision Reading; Familiar Reading; Reading Recovery; JRW Program; Book Bags; and CAL.	• Instructional level (90-95%) for reading fluency and comprehension ✓ • Supplement this assessment in Nov, March, and May ✓	▪ Level assessed by the PM Benchmark Reading Assessment ✓ tool. ▪ Use Portfolio Progress Summary Reports as ✓ supplement ▪ Precision Reading Summary Log; Alberta Diagnostic; ✓ and Brigance.

Stage 4 Outcomes

✓ Outcomes written in SMART:
  Specific
  Measurable
  Achievable
  Relevant
  Time-related
✓ Clear evidence of achievable and timely outcomes
✓ Outcomes clearly linked to priorities

Stage 4 Strategies

✓ Specific descriptions of all strategies
✓ All strategies relate to stated outcomes
✓ Strong linkages among strategies
✓ Effective and achievable strategies, based on overall plan

Stage 4 Indicators

✓ Description of specific evidence to monitor the status of outcomes
✓ Accessible and achievable
✓ High level of congruence between outcomes, strategies and indicators

Stage 4 Data Sources

✓ Description of specific tools to measure results of strategies
✓ High level of congruence between strategies, indicators and tools

School Planning Reports— Sample 3: Bullying

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.6: Link Policy to Practice in Research and Evidence *Steps to Respect: An Anti-Bullying Program*	By the end of June 2003, 75% of all students in Grades 3-6 will demonstrate 75% of the skills and outcomes in the *Steps to Respect: An Anti-Bullying Program* ✓	• The program will be reviewed at a September Staff meeting. ✓ • Classroom teachers in Gr. 3-6 will teach the program outcomes to their classes for two periods, per six-day cycle until completion. ✓ • Throughout the year, teachers will periodically review the Program's outcomes with their students. ✓	• Students in Gr. 3-6 will demonstrate and apply 75% of the outcomes of the *Anti-Bullying Program* ✓	• Measure success by observation, checklists, incident reports ✓

Stage 4 Outcomes

✓ Outcomes written in SMART:
Specific
Measurable
Achievable
Relevant
Time-related
✓ Clear evidence of achievable and timely outcomes
✓ Outcomes clearly linked to priorities

Stage 4 Strategies

✓ Specific descriptions of all activities
✓ All strategies relate to stated outcomes
✓ Strong linkages among strategies
✓ Effective and achievable a strategies, based on overall plan

Stage 4 Indicators

✓ Description of specific evidence to monitor the status of outcomes
✓ Accessible and achievable
✓ High level of congruence between outcomes, strategies and indicators

Stage 4 Data Sources

✓ Description of specific tools to measure results of activities
✓ High level of congruence between strategies, indicators and tools

School Planning Reports — Sample 4: Community Involvement

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.1, 1.2, 1.6, 2.3, 3.2 Improve parenting skills to improve student Kindergarten entry skills	• Children: improved socialization, language, self-help, cognitive and motor skills. ✓ • Parents: Shifts in beliefs and skills in parenting, improve nutritional practices, better ability to cope and be an active learning partner between child and school. ✓	• A program will be offered on two morning/cycle in the Kindergarten room, for 4 year-olds in the catchment area. Two supper meetings for parents and children 0-4 years old in the local community. ✓ Training sessions for volunteer parents and training to other parents. High school students provide babysitting and activities ✓ for children as parents attend sessions. High school students also attend sessions for 4 year-olds at the elementary school. Students receive Human Ecology credit at the high school, as well as volunteer hours. ✓	• Acceptance of program by the community ✓ • Observed positive changes in abilities of students entering Kindergarten. ✓ • Students not in the project serve as a control group.	• Observations and surveys of parents ✓

Stage 3 Outcomes

✓ Most outcomes written in SMART:
Specific
Measurable
Achievable
Relevant
Time-related
✓ Achievable outcomes
✓ Evidence of link to priorities

Stage 4 Stratgies

✓ Specific descriptions of all strategies
✓ All strategies relate to stated outcomes
✓ Strong linkages among strategies
✓ Effective and achievable strategies, based on overall plan

Stage 4 Indicators

✓ Description of specific evidence to monitor the status of outcomes
✓ Accessible and achievable
✓ High level of congruence between outcomes, strategies and indicators

Stage 3 Data Sources

✓ Description of specific indicators (tools to measure results of strategies)
✓ Accessible and achievable
✓ General congruence between outcomes, indicators, and tools

APPENDIX E: SAMPLE YEARLY PLANNER ━━━

Planning and Reporting

Note: Important dates for schools can be added as needed.

Date	Task	Level
September 30 September 30	• Enrolment and workload survey • Refine Annual School Plan • Refine IEPs, BIPs, AEPs •	School School
October	• Annual School Planning Report to School Division • •	School
October 31	• Annual School Planning Reports to Department • Annual Division/District Reports to Department • Annual Student Services Report to Department Include the following as appropriate: • Early Childhood Development Initiative (ECDI) • Aboriginal Academic Achievement Grant (AAA) • Early Literacy Intervention Initiative [Program Plan and Evaluation Report due] • Early Numeracy Grant	Division School Division
November	• •	
December	• •	
January	• •	
February	• •	
March	• •	
April	• •	
May	• •	
June 5 June 15	• Individualized Education Plans developed • Community Report (copy to the Department via the school division/district) • •	School School

Template for Planning and Reporting Timeline

School		School Division		Education, Citizenship and Youth	
Planning	**Reporting**	**Planning**	**Reporting**	**Planning**	**Reporting**
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:

Sample Planning and Reporting Timeline

School		School Division		Education, Citizenship and Youth	
Planning	**Reporting**	**Planning**	**Reporting**	**Planning**	**Reporting**

April/May
• evaluate previous year
• generate goals: main/new
• consider planning team
• consider grant needs
• consider other reports (AAA, et cetera)
• consider school division/ Department priorities
		By March/April
		• inform schools of available grants, share school division goals, identify resources to support planning process
		By May
		• format of School/ Division Planning Report to communities
				• feedforward (use data from School/ Division Planning Reports to inform provincial planning)	• feedback on reports
					  - to schools
					  - to divisions

September • refine School Plan	June/September • report to communities • present plan/last year's plan profile	Ongoing • revisit plan • celebrate successes	June/September • submit Division Planning Report to community with School Planning Report		• Annual Provincial Report Student Learning
October/April • implement/ review plan • revisit plan • celebrate successes • make adjustments • back to top of page	October • submit planning report to school division	October • 'critical friend' review • feedback on School Plans: goals, implementation	October • submit all planning reports to Department	• review report rubrics	• return report results
		March/April/ May • 'critical friend' review • feedback on results • future goals			

APPENDIX F: TEMPLATES ▰

Manitoba Education, Citizenship and Youth provides support to schools and school divisions/districts in the planning and reporting process. One type of support is the electronic availability of templates to be used as guides for schools and school divisions/districts in their reporting processes.

Requirements and templates are updated annually. Please visit the Manitoba Education, Citizenship and Youth website at: <http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html> for the most current guidelines.

Appendix F contains five samples:

- Student Services/Division/District Planning Report
- Early Literacy Intervention Initiative Report
- Aboriginal Academic Achievement Grant Report
- Early Childhood Development Initiative
- School Planning Report

Reporting templates are useful models for planning teams organizing important information related to their priorities, outcomes, strategies, indicators, data sources, and results. The first four samples are divisional in scope. One way of streamlining the reporting process is to combine reports by appending information. The School Division Planning Report is combined with the Student Services Report in Sample 1. Samples 2 through 4 could be appended to the Student Services Report to create one document, since these initiatives, grants, and projects are planned at the divisional level and involve students who are usually receiving support from student services professionals.

The School Planning Report (Sample 5) is the only report that is created by the planning team solely at the school level. Although the report may directly link to the priorities and outcomes of the school division/district, it is unique to only one school and therefore stands independent of other reports.

Sample 1: Student Services/Division/District Planning Report
(includes Student Services Report)

Step 1 — Identification

Name of School Division/District	Name of Superintendent	Name of Student Services Administrator	Date (yyyy/mm/dd)

Step 2

(Complete the following using FTE.)

Number of Teachers	Number of Students	Grade Levels	Program(s) *(With the mouse or X key, select all that apply.)*
			☐ English ☐ Français ☐ Immersion ☐ Vocational

Student Services Profile *(Provide the following information regarding Student Services in your Division/District. Complete using FTE.)*

Number of Occupational Therapists	Number of Physiotherapists	Number of Psychologists	Number of Reading Clinicians	Number of Speech-Language Pathologists	Number of Social Workers

Number of Resource Teachers

with Special Education Certificate	without Special Education Certificate

Number of Counsellors

Elementary	Middle	Senior

Number of Paraprofessionals	Other Student Services – list position title and number (e.g., Nurses – 1)
	1.
	2.
	3.

Step 3 — Planning Process

Did planning include review of the division/district mission statement? ☐ Yes ☐ No   Year last revised:

How are Student Services priorities reported?
☐ Integrated in the division/district priorities (page 2)
☐ Separately as Student Services priorities (page 3)

Describe division/district activities (curricular, extra-curricular) that you would like to highlight.

Describe any additional information that impacted your priorities.

Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made?)

Step 4 — Division/District Priorities

	Indicate if division/district priorities link with Department priorities*. *(Insert X in box.)*					
E.g., Improve School Climate	☒ 1	☐ 2	☐ 3	☐ 4	☒ 5	☐ 6
1.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
2.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
3.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
4.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

*Department Priorities:
1. Improving outcomes especially for less successful learners
2. Strengthening links among schools, families and communities
3. Strengthening School planning and reporting.
4. Improving learning opportunities for educators.
5. Strengthening pathways among secondary schools, post-secondary education and work.
6. Linking policy and practice to research and evidence.

2003–2004 Report
End of year status, data or anecdotal evidence

Step 5

Expected Outcomes	Results
E.g., By the end of June 2004, we will establish baseline data regarding incidents of bullying occurring in our division.	*We completed surveys (students & staff) and collected discipline referral forms.* *After analysis we established a Positive Divisional Climate Team (Administration, Teacher, Student, Parent) to make recommendations for the 2004-05 school year.*
1.	
2.	
3.	
4.	

2004–2005 Plan
For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html.

Step 6

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
E.g., By the end of June 2005, all schools will have formed school positive climate teams that will work with the divisional climate team to establish division and school outcomes.	➤ Teams will be established at September Staff Meeting ➤ Divisional meetings will be held monthly. ➤ Schools will periodically review the Program's outcomes	➤ All schools will have school-wide behaviour plan by 2004/2005 school year ➤ Increased focus on positive school climate ➤ Division and School behaviour planning is integrated	➤ Observation, checklists ➤ School Plans ➤ Other assessment tools
1.			
2.			
3.			
4.			
5.			

Direct inquiries about the *Division/District Planning Report* to:

Research and Planning Branch
101–800 Portage Avenue
Winnipeg MB R3G 0N4
Phone: (204) 945-0350
Email: bhenderson@gov.mb.ca

DUE DATE:
October 31, 2004

Submitting Completed *Division/District Planning Report*

Please submit completed *Division/District Planning Report* to: Brenda Henderson at:
Email: bhenderson@gov.mb.ca or
Fax: (204) 945-8843 or **Mail:** School Support Unit, Room E140, 1970 Ness Avenue, Winnipeg MB R3J 0Y9.

Student Services Planning Report 2004-2005

Optional – Use only if student services priorities are separate from the division/district priorities on page 2.

2003–2004 Report
End of year status, data or anecdotal evidence

Expected Outcomes	Results
1.	
2.	
3.	
4.	

Step 7

Indicate if division/district priorities link with Department priorities*. (Insert X in box.)

example

E.g., Improve School Climate

	☒ 1	☐ 2	☐ 3	☐ 4	☒ 5	☐ 6
1.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
2.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
3.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
4.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

*
1. Improving outcomes especially for less successful learners.
2. Strengthening links among schools, families and communities.
3. Strengthening School planning and reporting.
4. Improving learning opportunities for educators.
5. Strengthening pathways among secondary schools, post-secondary education and work.
6. Linking policy and practice to research and evidence.

Step 8

2004–2005 Plan

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
1.			
2.			
3.			
4.			
5.			

Step 9

Sample 2: Early Literacy Intervention Initiative Report

Contact Person: _____

Phone #: _____   **Fax #:** _____

Email: _____

Report Date: _____   **Program Name:** _____

Manitoba Education, Citizenship and Youth Priorities:

1. Improving outcomes especially for less successful learners
2. Strengthening links among schools, families and communities
3. Strengthening School planning and reporting
4. Improving learning opportunities for educators
5. Strengthening pathways among secondary schools, post-secondary education and work
6. Linking policy and practice to research and evidence

Indicate if divisional priorities link with Department priorities (Insert X in box)

School Division Priorities Pertaining to Early Literacy Intervention Initiative

Describe the process used to select students for the Early Literacy Intervention Program. (Identify assessment tools used and characteristics of students not included in the program.)

Describe the Early Literacy Intervention Program(s):

Results (2003 – 2004) Results related to success indicators: Identify impact on schools/school division as a result of implementing ELI programs	Expected Outcomes (2004 – 2005) Identify expected outcomes for students included in program for 2004-2005	Strategies (2004 – 2005) Identify schools and teaching time that will be provided in each school for 2004-2005	Indicators (2004 – 2005) Identify tools used to measure success of students and expected levels of achievement: short-term and long-term

Please direct inquiries about ELI template completion to:
Irene Huggins, Phone: 204-945-4687,
Email: ihuggins@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 204-945-8843
DUE DATE: October 31, 2004

Sample 3: Aboriginal Academic Achievement Grant Report

Name of School Division:

Contact Name:

Telephone #: _____ **Fax #:** _____

Email:

Report Date:

Targeted Grades: (Indicate all applicable grades)

1. EARLY YEARS

K	1	2	3	4

MIDDLE YEARS

5	6	7	8

SENIOR YEARS

S1	S2	S3	S4

Manitoba Education, Citizenship and Youth Priorities:

1. Improving outcomes especially for less successful learners
2. Strengthening links among schools, families and communities
3. Strengthening School planning and reporting
4. Improving learning opportunities for educators
5. Strengthening pathways among secondary schools, post-secondary education and work
6. Linking policy and practice to research and evidence

Indicate if divisional priorities link with Department priorities (Insert X in box)

School Division Priorities Pertaining to AAA						

Focus of 2004 – 2005 Planning: Brief description of plan.

Planning Process for 2004 – 2005: Describe the planning process and how parent/community involvement will be an integral part of your program.

Expected Outcomes (2004 – 2005) *Identify specific, measurable, attainable, relevant, timely (SMART) outcomes matched to your program plan.*	Strategies (2004 – 2005) Identify program strategies to achieve outcomes and address family/community involvement.	Indicators (2004 – 2005) Identify indicators of academic achievement.	Results for 2003–2004 programming.	Indicate how family/community involvement was achieved through programming.

Please direct inquiries about AAA template completion to:
Norbert Mercredi, Phone: 204-945-6830, Email: nmercredi@gov.mb.ca
Glen Rosse: Phone 204-677-6775, Email: grosse@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 204-945-8843
DUE DATE: October 31, 2004

Sample 4: Early Childhood Development Initiative Report

Contact Person: _____ Address: _____

Phone #: _____ Fax #: _____

Email: _____ Report Date: _____

Targeted Age Range of Children: (Indicate all applicable years)

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

Manitoba Education, Citizenship and Youth Priorities:

1. Improving outcomes especially for less successful learners
2. Strengthening links among schools, families and communities
3. Strengthening School planning and reporting
4. Improving learning opportunities for educators
5. Strengthening pathways among secondary schools, post-secondary education and work
6. Linking policy and practice to research and evidence

School Division Priorities Pertaining to Early Childhood Development

Indicate if divisional priorities link with Department priorities (Insert X in box)

1.	2.	3.	4.	5.	6.

School Priorities Pertaining to Early Childhood Development (Optional)

Indicate if school priorities link with Department priorities (Insert X in box)

1.	2.	3.	4.	5.	6.

Focus of 2004 – 2005 Programming: Provide a brief summary of programming being implemented.

Planning Process for 2004 – 2005: Describe the planning process and the nature of involvement of intersectoral, educational, parent and community partners.

Expected Outcomes (2004 – 2005) — Identify Program Outcomes and Developmental/Readiness Outcomes for children involved in ECDI programming.	Strategies (2004 – 2005) — Identify program strategies being implemented to achieve program and developmental/readiness outcomes.	Indicators (2004 – 2005) — Identify measurable indicators being used to track achievement of program and developmental/readiness outcomes.	Results (2003-2004) — State results of 2002-2003 ECDI programming related to identified success indicators and achievement of expected outcomes.

Please direct inquiries about ECDI template completion to:
Marilyn Robinson, Phone: 204-945-6875,
Email: marobinson@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 945-8843
DUE DATE: October 31, 2004

Sample 5: School Planning Report

Step 1 — Identification

Name of School Division/District	Name of School	Principal Name	Date (yyyy/mm/dd)

Step 2 — School Profile *(Complete the following using FTE.)*

Number of Teachers	Number of Students	Grade Levels

Program(s) *(With the mouse or X key, select all that apply.)*
☐ English ☐ Français ☐ Immersion ☐ Vocational

Step 3 — Planning Process

Did planning include review of the school mission statement? ☐ Yes ☐ No   Year last revised:

Describe school activities (curricular, extra-curricular) that you would like to highlight.

Describe any additional information that impacted your priorities.

Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made? Refer to example provided for guidelines.)

Step 4 — Division/District Priorities

1.
2.
3.
4.

Step 5 — School Priorities

Indicate if school priorities link with Department priorities*.(Insert X in box.)

School Priorities	1	2	3	4	5	6
E.g., Improve School Climate	☒1	☐2	☐3	☐4	☒5	☐6
1.	☐1	☐2	☐3	☐4	☐5	☐6
2.	☐1	☐2	☐3	☐4	☐5	☐6
3.	☐1	☐2	☐3	☐4	☐5	☐6
4.	☐1	☐2	☐3	☐4	☐5	☐6

*
1. Improving outcomes especially for less successful learners.
2. Strengthening links among schools, families and communities.
3. Strengthening School planning and reporting
4. Improving learning opportunities for educators
5. Strengthening pathways among secondary schools, post-secondary education and work.
6. Linking policy and practice to research and evidence.

example

2003–2004 Report
End of year status, data or anecdotal evidence

	Expected Outcomes	Results
Step 6	E.g., By the end of June 2004, we will establish baseline data regarding the incidents of bullying in our school.	We completed surveys (students and staff) and collected discipline referral forms. As a result of this we established a Positive School Climate Team (Administration, Teacher, Student and Parent) to make recommendations for the 2004–2005 school year.
	1.	
	2.	
	3.	
	4.	

2004–2005 Plan
For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html.

	Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
Step 7	E.g., By the end of June 2005, 75% of all students in grades 3–6 will demonstrate 75% of the skills and outcomes in the *Steps to Respect: An Anti-Bullying Program.*	➤ The program will be reviewed at September Staff Meeting ➤ Classroom teacher in grades 3–6 will teach the program outcomes to their classes for two periods per six day cycle ➤ Teachers will periodically review the Program's outcomes	➤ Fewer discipline referrals ➤ Reduced number of recess reports ➤ Increased positive interactions amongst students ➤ Students in grades 3-6 demonstrate and apply 75% of the Anti-Bullying Program skills	➤ Observation, checklists ➤ Incident reports ➤ Other assessment tools
	1.			
	2.			
	3.			
	4.			
	5.			

| Direct inquiries about the *School Planning Report* to:

Research and Planning Branch
101-800 Portage Avenue
Winnipeg MB R3G 0N4
Phone: (204) 945-0350 | **DUE DATE:**
OCTOBER 31,
2004 | **Submitting Completed *School Planning Report***

Please submit completed *School Planning Reports* to your division/district office. Divisions/Districts send the reports to Brenda Henderson at: **Email:** bhenderson@gov.mb.ca or **Fax:** (204) 945-8843 or **Mail:** School Support Unit, E140–1970 Ness Avenue, Winnipeg MB R3J 0Y9. |

F:\www\mcontext\ks4\sdds\pie\03-04school_plan.doc

APPENDIX G: SAMPLE COMMUNITY REPORTS ▬

Virden Junior High School
Community Report 2002-03

Each school in Fort La Bosse has created a "Community Report" to strengthen links among Fort La Bosse schools, families, and communities.

This initiative is province-wide and focuses on sharing some "school profile" information, as well as various school-based priorities and some of the action plan currently under way at each school. The final page of each school's report highlights some common information from the school division as a whole. Please take the time to read over the report. Should you have any questions or comments about any information contained in the report, please contact the appropriate school or division personnel. Your opinions on how Fort La Bosse School Division is "preparing students for the future" are important to us.

Cliff Chutskoff, Superintendent of Schools

Virden Junior High School Mission Statement

Virden Junior High strives to provide excellence in education by preparing students to achieve personal fulfillment and to reach maximum potential.

Recognizing that our students are in a distinct period of human development, our mission is:

- The development of personal responsibility.
- Fostering positive interaction among students, teachers, parents/guardians, and our community.
- Enabling growth of students academically, emotionally, physically, morally, and creatively.

School Profile

- 269 Middle Years students in Grades 5–8
- 17.8 educators
- 10 educational assistants
- 1 secretary / 1 librarian / 12.2 custodians

Programs (beyond the 4 regular core subjects)

- Band/Music, French/Dakota,
- Art/Outdoor Education
- Business Entrepreneurial Program
- Keyboarding, Computer
- Agriculture, Family Life
- Physical Education
- Resource Program, Life Skills

Facilities

- Modern Gym, Science Lab
- Science Classroom, Music/Band Room
- Student Service Center, Life Skills Suite
- Upgraded Playground, Chevron Rink
- Art Room, Canteen Area
- 2 Networked Computer Labs
- all 80 computers in the building are networked

School Population (3 year projection)
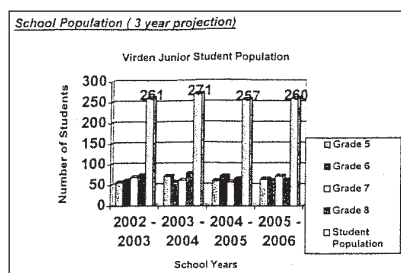
(continued)

School Priorities 2002–03

School Priorities for 2002–03 School Year

- To further instill in students a pride in their country.
- To continue to enhance student's desire to achieve to the best of their ability in a fun-orientated environment.
- To further enhance the school's code of conduct policy.
- To continue to refine the student and staff leadership models.
- Advisory Council Priority – To continue to enhance playground facilities.

The above priorities are five of the school's 10 priorities, of which nine were developed by the school staff and one by the school's advisory council. From these priorities, staff developed plans of action, expected outcomes, and activities. These priorities were also matched with priorities of the school division and the Department of Education. Some positive results would include: various school activities that enhanced student appreciation of how *lucky* they are to live in Canada, improved student Canadian Achievement Test scores, even better student attendance rates, a revised code of conduct policy that included the opportunity for student merits, the development of a formal teacher leader model and more opportunity for students to develop their leadership *skills,* and formal school playground plans being developed and some degree of fundraising for the project.

VJH 2002–03 Canadian Achievement Test (CAT) Results

(Students should be at their grade level plus 8 months)

Grade 5: 6.3 (5 months above Canadian average)

Grade 6: 7.5 (7 months above Canadian average)

Grade 7: 8.2 (4 months above Canadian average)

Grade 8: 10.4 (16 months above Canadian average)

Peer Helpers

Virden Junior High has a 20-year record of having a student peer helper program, which involves formal training so that students may assist other students either academically or with personal problems. The students are available to listen to the problems of classmates and point them towards agencies within the school.

VJH Student Attendance

We are pleased that the students who attend this school have an attendance rate of 95.6%. VJH Students must like their school.

Extra Curricular Events

The students at Virden Junior High were exposed to many opportunities, which included drama, volleyball, music, basketball, art, badminton, Track & Field, leadership, and participaction activities to name a few. The staff members at Virden Junior High are firm believers in the Middle Years philosophy. This philosophy emphasizes participation and cooperation rather than the "got to win at all costs" mentally.

If you have any questions, comments, or ideas in regards to this Community Report, or any aspect of your community school, please feel free to call the school any time at 748-1932.

Parents are always welcome!

Virden Junior High School Community Report: Used with permission of Mark Keown.

"Preparing students for the future"

Fort La Bosse

www.flbsd.mb.ca

The Fort La Bosse School Division is committed to working together with our communities to prepare students for the future by providing quality education and fostering lifelong learning in caring environments while making the best possible use of resources.

Fort La Bosse Division Profile

- Annual budget of 12.8 million dollars (2003–2004)
- 2500 sq. kilometres in area in Fort La Bosse
- 1550 full-time equivalent students
- Buses travel over one million kms./yr. on 36 daily routes
- 11 schools – over 275,000 sq. ft of space
- Approximately 500 full- and part-time employees
- Over 750 computers in the division
- A broad range of Academic, Business, and Vocational Programs
- 15.8 to 1 Pupil/Classroom Teacher Ratio (Division Average)

Priorities/Initiatives

1. Efforts to address staffing shortages through recruitment fairs, enhancements for substitutes.
2. Responding to declining student enrolment by participating in Virden & Area Education Initiative to promote post-secondary learning opportunities and regional development.
3. Addressing "At Risk" learners through Early Literacy intervention, Social Skills/Counselling Programs, Aboriginal Academic Achievement grant support, Healthy Schools Project initiated at VCI, developing an Early Numeracy initiative, Threat Assessment inservicing and policy development, and the Alternate Classroom at VCI.
4. Communication through pre-budget consultation meetings with community, developing graduating student "exit surveys", and publishing our first annual "Community Report Card".
5. Technology: extensive integration inservicing of staff, high-speed wireless network in place, and the expanding of S1–S4 online course delivery.
6. Facility & Safety Infrastructure: new Workplace Safety and Health program/policy in development, playground safety enhancement initiatives, and major facility improvements at various schools.

Division Enrollment Patterns
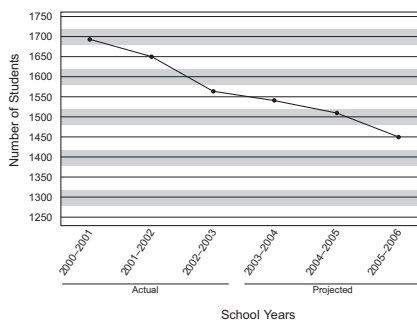
Student Assessment and Evaluation

- Division policy based on the Canadian Principles of Fair Assessment
- Belief that the most authentic assessment is classroom-based
- Participation in mandated provincial standards tests
- 2003 Grade 3 Assessment results:
  - Literacy: 85% of students either independently or with limited assistance met or exceeded expectations.
  - Numeracy: 91% of students either independently or with limited assistance met or exceeded expectations.
- Jan. 2003 Senior 4 Pass Rate & Division Average:
  - ELA: Pass Rate 93.5% & 69.6% (aver.)
  - Pre Calc.: Pass Rate 74.3% & 61.2% (aver.)
  - Consumer Math: Pass Rate 97.9% & 75.9% (aver.)

Senior Administration

Cliff Chutskoff, Superintendent

Bob Findlay, Supervisor of Operations

Kent Reid, Secretary Treasurer

Craig Russell, Chairman

Jim Skelton, Vice Chair

Fort La Bosse Board of Trustees

Brent Cook, Garry Draper, Yvonne Sheane, Margaret Walker, Dawna Jamieson,
Bob Cochrane, Carl Johnas

School Information

Box 1510
447 Princess St. W
Virden, Manitoba
ROM 2C0

Phone: 748-1932

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Email: vjhadm@flbsd.mb.ca

HOME OF THE SAINTS

Fort La Bosse School Division Report: Used with permission of Mark Keown.

Niverville Collegiate Institute

Community Report 2002–2003

Our Mission Statement

Niverville Collegiate's staff and students are committed to working co-operatively within the community to develop well-rounded, lifelong learners in a safe, respectful, and positive learning environment.

About Us

We have 20 teachers and three support staff working with one administrator in a Grade 7 to 12 setting that provides a multi-faceted education for 334 students. NCI offers both the French and German language options. All Jr. High students take both Tech. Ed. & Home Ec. for three periods/cycle in alternating semesters during the school year. We have 74% of our school's population enrolled in the Band Program. Jr. High non-band students are enrolled in Study Skills (Gr. 7), Lion's Quest (Gr. 8), or Transitional Math (Gr. 9). Our Resource Teacher works alongside the classroom teachers to program for nine level-1 students and nine ESL students, as well as our less successful learners. The E.A.'s assist in implementing the programs. Enrichment opportunities are also available. All three Math streams (Consumer, Applied, & Pre-Calculus) are timetabled at NCI. Business & Technology courses continue to be in demand in our school. Two computer labs facilitate these courses. Our SIC courses this year included Publishing & Journalism (Gr. 10) and Media Literacy (Gr. 9). The IITV Lab offered eight courses to our Senior students, which might not be offered locally. Our organized Intramural Program & competitive House League (Gr. 7 & 8) allowed students to practice skills learned in the Phys. Ed. Class. The Student Council acted as a liaison between staff and the student body. It provided opportunities to develop skills in leadership and committee participation. An extracurricular club produced the school yearbook for release in June. We worked closely with the Parent Advisory Council, Band Boosters, Town Council, and Church Groups.

2002 - 2003 Priorities

We will strengthen public understanding of who we are and what we do by consistent open communication and cooperation with the community.

> **Successes:** Various records and statistics will help us to track responses to school communications on paper and on the web.

All teachers will implement five diversified instructional strategies to incorporate into the learning process.

> **Successes:** In staff meetings and one-on-one sessions with the resource department, teachers have begun to understand and implement principles and procedures of differentiated instruction in order to reach more students more effectively.

We will continue to make our school more attractive and appealing as a place in which to work and learn.

Successes: With the help of student council, parents' input, and the efforts of the faculty and staff, we have implemented a number of positive programs and innovations in the physical setting and procedures of Niverville Collegiate Institute.

We will have remained fiscally responsible and accountable at the school level for any computer-related purchases.

Successes: The Maplewood database software is streamlining and speeding up the reporting of attendance, marks and credits, and library usage.

Our school will have finished implementing the new science curriculum.

Successes: The new provincial curriculum, including Grade 7 – Senior 2 *Science Power* textbooks, is in place; professional development will continue to aid in the implementation and success of the new curriculum.

We'd need a whole booklet just to list our highlights this year, but here's a quick capsule:

Student council did amazing things this year, like the Twelve Days of Christmas including a rollicking talent show, and making some stylin' NCI-wear available to the students.

Music continued to be a strength as the bands all did well at the Christmas Concert and at the Optimist Festival; the Senior Band trip was the most successful ever.

The Princess Bride was an incredibly successful and enjoyable dramatic achievement.

School planning and effective discipline processes were staff focuses this year, as a team attended Effective Behaviour Support seminars and worked on SMART school planning procedures.

Student activities like field trips and the "Mitch Dorge: In Your Face and Interactive" sessions provided non-classroom learning experiences.

Parent activities continue to be crucial to school life, as demonstrated by the completion of the north-side portion of the ongoing beautification project, the purchase of a computer projector, two laptop computers, and many other examples of PAC contributions.

Niverville Collegiate Institute Community Report: Used with permission of Ken Klassen.