

## 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

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

#### 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

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)
<p>1.1: Improve Outcomes for Less Successful Learners</p>	<p>By the end of June 2003 80% of all students in K - 3 will demonstrate at-level reading skills</p>	<ul style="list-style-type: none"> <li>• K-3 teachers will use: Guided Reading Instruction; Literacy Portfolio Assessment in Nov, March, and May; Cross-grade Reading Buddies; and Differentiated Instruction strategies.</li> <li>• Teachers will also access reading intervention programs; Early Success; Accelerated Reader; Precision Reading; Familiar Reading; Reading Recovery; JRW Program; Book Bags; and CAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional level (90-95%) for reading fluency and comprehension</li> <li>• Supplement this assessment in Nov, March, and May</li> </ul>	<ul style="list-style-type: none"> <li>• Level assessed by the PM Benchmark Reading Assessment tool.</li> <li>• Use Portfolio Progress Summary Reports as supplement</li> <li>• Precision Reading Summary Log; Alberta Diagnostic; and Brigance.</li> </ul>

**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 ✓	<ul style="list-style-type: none"> <li>The program will be reviewed at a September Staff meeting. ✓</li> <li>Classroom teachers in Gr. 3-6 will teach the program outcomes to their classes for two periods, per six-day cycle until completion. ✓</li> <li>Throughout the year, teachers will periodically review the Program's outcomes with their students. ✓</li> </ul>	<ul style="list-style-type: none"> <li>Students in Gr. 3-6 will demonstrate and apply 75% of the outcomes of the Anti-Bullying Program ✓</li> </ul>	<ul style="list-style-type: none"> <li>Measure success by observation, checklists, incident reports ✓</li> </ul>

**Stage 4 Data Sources**

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

**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 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 Outcomes**

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

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	<ul style="list-style-type: none"> <li>Children: improved socialization, language, self-help, cognitive and motor skills.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of program by the community</li> <li>Observed positive changes in abilities of students entering Kindergarten.</li> <li>Students not in the project serve as a control group.</li> </ul>	<ul style="list-style-type: none"> <li>Observations and surveys of parents</li> </ul>

**Stage 3 Outcomes**

- Most outcomes written in SMART:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-related
- Achievable outcomes
- Evidence of link 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 3 Data Sources**

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