Section 4:
Reporting for Inclusive Schools

SECTION 4: REPORTING FOR INCLUSIVE SCHOOLS ▬▬

Preparing an Annual School Planning Report

School Planning Report

Principals submit their annual School Planning Reports to school boards for review and approval in October. Some school divisions/districts may require submission of the Annual School Plan in addition to its report. Board-approved reports of school and division or district plans are directed to Manitoba Education, Citizenship and Youth by October 31.

Using Reporting Template

A reporting template has been designed as a guideline to help schools to summarize their larger Annual School Plan into a more manageable format and has the capacity to focus schools on priority areas and associated implementation plans. Schools will likely use the information from their School Planning Reports as reminder notes for upcoming activities.

The Department uses the information from annual School Planning Reports to identify issues and trends that affect current and future operations of schools. This information helps to improve service delivery targeting.

Templates are designed as organizational guidelines. The template structure also offers schools a visual outline of the linkages among priorities, outcomes, indicators, data sources, and results. The design of the template assumes that schools have created solid plans that are inclusive of the needs of all learners. For this reason, the Student Services Planning Report (see Appendix F, page A19) may act as a reminder when completing the School Planning Report. The School Planning Report by itself cannot serve the function of a School Plan and is used only as a piece of a much more comprehensive document. To ensure that all stakeholders understand the Annual School Plan, the School Planning Report is used in conjunction with the more detailed annual plan. The School Planning Report template on pages 4.4–4.5 reflects the structure in place for schools during the 2003–2004 school year. Samples of excerpts from completed templates are provided in Appendix D (page A11). Helpful templates for associated planning and reporting are provided in Appendix F.

School Planning Report
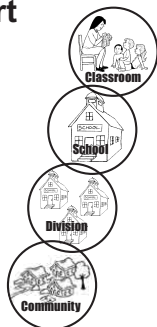
Most information that summarizes an Annual School Plan falls into seven broad categories
- Identification
- School Profile
- Planning Process
- Division/District Priorities
- School Priorities
- Previous Year's Report (outcomes and results)
- Current Year's Plan (expected outcomes, strategies, indicators, data sources)

To assist schools in creating a summary report for their annual school planning, the Department provides a pre-organized template as an organizational guideline (available electronically at <http://www.edu.gov.ca/ks4/sdds/pie/03-04/school_plan>).
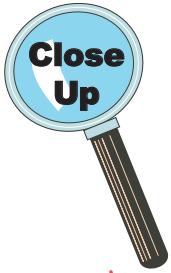
School Planning Report

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

example

*
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 6

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

Expected Outcomes	Results
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.	

Step 7

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)
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. |

Close Up

Case Study: Golden Prairie School

September 15: The Planning Committee met one last time to review the final Annual School Plan, the School Planning Report, and to celebrate their achievements. The report was structured by the template provided at <http://www.edu.gov.mb.ca/ks4/sdds/pie/ index>.

Focus: School Planning Report

Preparing a Community Report

7

Drafting the Community Report

Perhaps the most important consideration in reporting is knowing the audience. With that information, customizing the report is simplified.

Purpose of Community Reporting

All schools provide reports to their parents and community to

- celebrate the success of students within their learning environment
- monitor school growth (strengths and weaknesses)
- involve and inform parents and communities
- contribute to continual school planning

Developing a Community Report

In the initial year of reporting, schools create a brief report that provides a baseline of information to their community. Much of the data required to create a Community Report can be found in local school records and municipal information. Much of the expertise in constructing a visually appealing, parent-friendly report can be found among a school's staff.

Given that schools experience frequent changes in situations and personnel, an implementation plan is created to describe the tasks in the Annual School Plan that are to be accomplished within one year. The implementation plan specifies

- tasks to be completed
- the strategies needed to accomplish the tasks
- realistic target dates for task completion
- person(s) responsible to complete each task
- resources necessary to accomplish the tasks, including professional development resources
- evidence or criteria that will be used to assess the success of the tasks

Strategy selection for the implementation plan is enhanced by using a research base to ensure that the best educational practices are used. Persons who are expected to implement or carry out a task or strategy agree to accept these new responsibilities.

Monitoring and Evaluation

Once the implementation plan is initiated, the planning team and school staff jointly monitor and evaluate the extent to which priorities and outcomes are being carried out and achieved. Monitoring and evaluation help school communities to assess intended and unintended results, revise priorities and outcomes and their order of importance, and design new strategies to respond to those priorities and outcomes. To assist in this process, milestones or interim activities that check the progress of priorities and outcomes before the end of the year may be created. Evaluation activities also help to regenerate the planning process.

A Sample Community Reporting Organizer

Most information that relates to school planning, priorities, and successes falls into five broad categories:

*   school context
*   school and community resources
*   expected outcomes
*   strategies
*   results

The categories link together the school planning process and the community reporting process. Shaping the Community Report involves many of the same strategies that schools used when selecting priorities for the school year, making implementation plans, School Plans, and planning a school newsletter or prospectus. Pages 4.9 and 4.10 illustrate a sample Community Report Organizer and a Community Report.

Linking School Plans Data to the Community Report

The data collection system and indicators used to create and report on school planning are the same items that may be shared with the community in the Community Report. Reformulated into parent-friendly language and a visually appealing format, the Community Report brings the Annual School Plan to life for parents and the broader community.
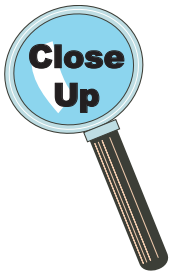
The Community Report Organizer

Just as being as inclusive as possible during the school planning team phase is important, it is equally important that schools build subcommittees of participants to assist in the creation and writing of the Community Report.

When forming the Community Report subcommittee, have one member of the planning team take responsibility for ensuring that an open line of communication exists among the various groups within the school community (e.g., parents, staff, and students). The planning team may have ongoing discussions with the school community throughout the drafting and reviewing process.

The table below is a handy organizer for the creation of roles for the Community Report subcommittee. It lists the most frequent activities that participants complete and the skills required for those roles.

Table 5: Community Report Roles

Name(s)	Role	Description
	Researcher/Data Collector	Locates and compiles information from sources (e.g., vice-principals, community members, administrative staff)
	Contributors	Supply specific data from their areas of specialization (e.g., department heads, counsellors, principals, trustees, parents, student council)
	Writer	Ensures the writing style of the report is consistent, reader-friendly, visually attractive, and in plain language (e.g., language arts teacher, community member)
	Technologist/ Computer Publisher	Creates pie-charts, graphs, icons, word processes document (e.g., computer technology teacher, secretary, parent, student)
	Proofreader	Checks report for correct spelling, grammar, spacing, titling (e.g., language arts teacher, community member)
	Editorial Team	Reviews report prior to release to consider its effectiveness, accuracy, and usefulness (e.g., group of colleagues, parent council members, students, teachers, superintendent)

Close Up

Sample Community Report Organizer

Close Up

Our Community School

School Context—demographics, programs, age/grade range, number of FTE staff members, et cetera...

available from School Planning Report
School Profile

Our Priorities for the Current Year

Include acknowledgement of linkages to divisional/departmental priorities, and elements of School Plan that reflect top three priorities.

1.

2.

3.   *available from School Planning Report*
    Priority # and Expected Outcomes

Our Mission Statement

available from School Handbook

Our Community

School and community resources.

available from
School Planning Report
School Profile

Results of Initiatives and Strategies for Success for the Previous Year

Include initiatives, strategies, and results.

available from
School Planning Report
Results from Previous Year

Strategies for Success for the Current Year

Include activities, strategies, anticipated results.

available from
School Planning Report
School Indicators, Outcomes,
Strategies, and Tools

Principal: Mr. Robert Dyck
Telephone: 736-2282
E-Mail: jacuddy@rrvsd.mb.ca

J.A. Cuddy Elementary School
2002-2003 Report to the Community

Red River Valley School Division

Our Mission

Our school attempts to foster a healthy, wholesome learning environment, which is friendly, organized, consistent, and academically challenging.

About J.A. Cuddy

- We believe that the environment in our school allows for the development of happy, well-adjusted, productive learners. Students are encouraged, through their actions, to show respect for the rights and dignity of others and themselves.

- We are a K–8 school with a total of 241 students enrolled. 51% of our students are females and 49% males. While 93% of our students come from the Sanford and Brunkild catchment areas, we also have "Schools of Choice" students from LaSalle and Winnipeg.

- Our instructional staff consists of over 12 full-time equivalent teachers, along with four educational assistants. Besides classroom teaching, several of our teachers specialize in areas such as music, P.E., resource, the Reading Recovery Program and counselling. Divisional clinicians (psychology and speech/language) also pay regular visits to our school.

- A full-time librarian and our office and custodial staff provide support to our students and staff.

- J.A. Cuddy students and staff have access to an up-to-date computer network and a 25 station lab (with high-speed Internet access) and a well-organized and stocked library.

2002 - 2003 Priorities

Improving Literacy Outcomes

Expected Outcomes:
- Improved K–4 reading levels—supporting data will demonstrate:
  – That most students are reading text at/beyond grade level
  – That most students' reading comprehension levels are at/beyond grade level
- Increased enjoyment of literature and free reading from K-8

Successes:
- Improved Grade 1 random sample literacy survey compared to last year—now in line with divisional and provincial averages
- Greater use of balanced literacy strategies by teaching staff
- Improved availability of suitable/levelled instructional materials
- Increased number of school-wide reading events (e.g., World Reading Day, Scholastic Book Fairs in fall and spring)

Strengthening School Planning and Reporting

Expected Outcomes:
- An established planning cycle and process, involving all stakeholders, to be in place by the end of the school year
- Basing targeted areas for improvement on the results of data collection

Successes:
- Staff had significant input in the shaping of the final 2002/03 School Plan, as well as being involved in 2003/04 planning
- Parents were involved in school planning through regular meetings of the Parent Advisory Council, as well as through surveys conducted in connection with changing Arts option programming for 2003/04
- Extensive disciplinary data collection, on 2002/03 referrals to the office, took place to aid in planning for both individual student and school-wide disciplinary challenges
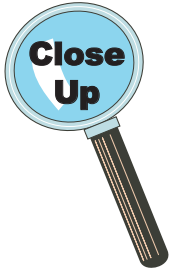
Strengthening School and School Family Relationships

Expected Outcomes:
- Greater awareness on the part of parents and community regarding school events, programs, and objectives
- School, parents, and community to see J.A. Cuddy School as an inviting place to visit, volunteer, and ask questions/offer feedback

Successes:
- Newsletters featuring events, programs and accomplishments were sent home to all school families on a monthly basis
- Excellent turn-out at all school community events (concerts, parent-teacher, and other special events)
- An effective Parent Advisory Council which collaborated well with administration and staff (gave excellent support and advice)
- An expanded volunteer program with a significant number of parents assisting with staff and school programs as well as student-run initiatives

J.A. Cuddy Elementary School Report to the Community: Used with permission of David Schmidt.

Close Up

## Case Study: Golden Prairie School

June 3: The planning subcommittee assisted Principal Miller in determining which components of the Annual School Plan parents would be interested in seeing in the Community Report, and importing that information into the draft Community Report. The professional development plans for the new year, the parental and community initiatives, and the strategies for creating a supportive learning environment were the focus of the conversation, in addition to key successes that the school had experienced academically and co-curricularly.

A subgroup was assigned the task of co-writing, formatting, and editing the first draft of the Community Report based on the School Plan, and distributing the draft to the document reviewers. Prior to the next meeting of the committee, the subgroup would create a final version of the report.

*Focus: Drafting the Community Report*

Sharing the Draft Community Report and Finalizing the Report
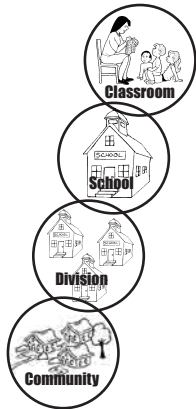
Similar to the school planning process, once the draft Community Report has been reviewed by the planning team, presentation of the draft to a pre-selected range of staff and community members for feedback is again critical. The following guidelines for an effective draft document review process may assist planning teams in obtaining helpful feedback in an organized manner.

1. Pre-select diverse members of staff and the community who are willing to act as reviewers.

2. Inform reviewers of important guidelines:

   a) Timelines for the distribution of the draft and the return of the draft are final. No late reviews will be considered.

   b) Reviewers' feedback will be considered in the writing of the final version of the document.

   c) Complete revisions are not possible.

   d) Feedback on formatting must be focused on readability for a diverse population and visual appeal.

   e) Feedback on data must be focused on presentation of information that inhibits misunderstanding or misuse. Check for context.

Once feedback has been reviewed and editing has been completed by a subcommittee of the planning team, the Community Report should be considered final.

Close Up
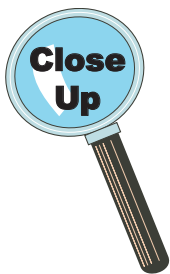
Case Study: Golden Prairie School

June 10: The planning subcommittee met to review and finalize the Community Report, and to celebrate its achievements.

Principal Miller took responsibility for the duplication and distribution of the report to all homes in the community and the local coffee shop, and for posting it on the school's website.

Focus: Sharing the Draft Plan and Finalizing the Report

Further Reading

Robinson, Viviane. "The Link Between Accountability and Improvement in the Care of Reporting to Parents." *Peabody Journal of Education 2000* 75.4 (2000).

Sergiovanni, Thomas. *Building Community in Schools.* San Francisco, CA: Jossey-Bass Publications, 1994.