
Section 5:
The Future of Planning and Reporting

SECTION 5: THE FUTURE OF PLANNING AND REPORTING

Evolution of Planning, Reporting, and Accountability

“Accountability... means taking the information and using it to make judgments — about quality, about how good is good enough and, most importantly, about how to make changes that will enhance and extend student learning, for all children.”

Lorna Earl

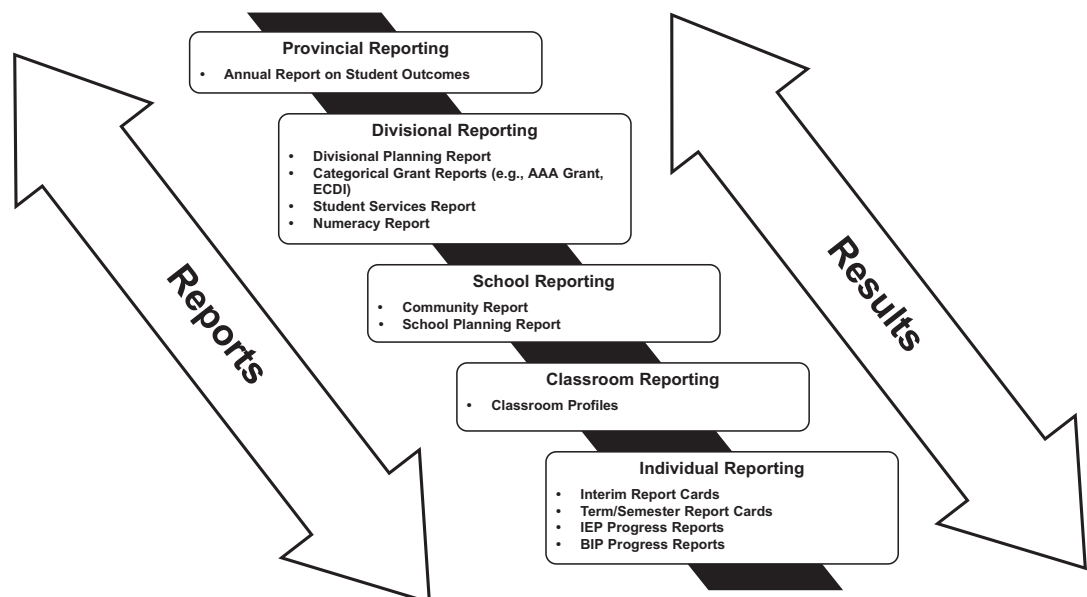
The focus of *Supporting Inclusive Schools: School-Based Planning and Reporting* has been to support first-time planning teams through the initial year of development. This section of the document addresses the growth potential in planning, reporting, responsibility, and accountability.

Over time, school and divisions/districts move from collecting baseline data, defining terms of reference, and reporting on priorities to using data to support future planning, and reporting results. This movement, previously referred to as the ‘phases of the planning cycle’ (Section 2, page 2.10), allows for an integration of processes that encourages cohesive planning and decision making, and that elevates reporting.

One of the key qualities of the maturation of planning over time is the ability of planning to act as a catalyst for all levels of the educational system. By making visible those processes that are frequently left invisible, an increased focus is possible. This increase in focus permits a community awareness and understanding of the responsiveness and proactiveness of schools, while also highlighting the need for further information, funding, resources, and associated issues for people at other levels of the system who may be in a position to support positive change.

Figure 6 illustrates the multi-level reporting processes in Manitoba (see Appendix F on page A19 for reporting templates). This figure mirrors the multi-level planning processes described earlier (see Figure 3 on page 1.11). Although the reporting phase is addressed separately for organizational purposes in this document, planning and reporting are most effective when considered simultaneously.

Figure 6: Multi-Level Reporting



Creating a seamless continuum of planning and reporting takes established procedures and experience. With experience, effective teachers have the capacity to plan, keeping in mind that monitoring and reporting must occur at regular, timely intervals. Effective planning teams have the same capacity. But, just as it takes time to develop as a teacher, it takes time to develop as a planning team. Planning a change, carrying out that plan, monitoring results, reporting on results, adjusting plans based on those results, and reporting on those adjustments sounds straightforward and sequential enough. In practice, however, the process is often much more fluid and holistic.

The Planning Cycle (Figure 7) shows the four components of an early stage of planning and reporting. The Priority Tree (Figure 8) reveals these same components as they appear at a later stage in the various levels of an educational organization.

Figure 7: The Planning Cycle

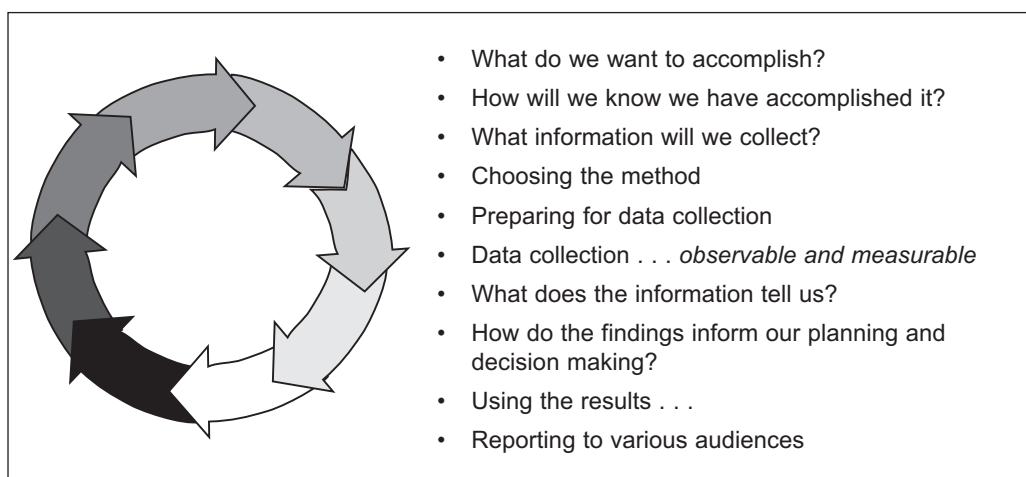


Figure 8: The Priority Tree—Strengthening School Planning and Reporting

Department Level		
Academic Indicators Outcomes. Measured/reported by	Climate Indicators Perceptions. Measured/reported by	Behaviour Indicators Expectations. Measured/reported by
<ul style="list-style-type: none"> • Reports from regional sessions • Provincial scores on reporting rubric • Level of queries related to support document and number of requests for further information related to planning and reporting • Number of voluntary submissions of exemplar plans and reports 	<ul style="list-style-type: none"> • Degree of collaborative planning • Amount of positive feedback at regional sessions • Increased sharing of resources • Increased networking across classrooms, schools, and divisions/districts 	<ul style="list-style-type: none"> • Submission of School Planning Reports using Department template • Submission of Division Planning Reports using Department template
<i>Growth measured annually, over time, by mandated reports and sampling at the division/district level</i>		
Division/District Level		
Academic Indicators Outcomes. Measured/reported by	Climate Indicators Perceptions. Measured/reported by	Behaviour Indicators Expectations. Measured/reported by
<ul style="list-style-type: none"> • Reports from regional sessions • Provincial scores on reporting rubric • Level of queries and number of requests for further information related to planning and reporting • Linking of school plans with division priorities, classroom plans, IEPs • Number of voluntary submissions of exemplar plans and reports 	<ul style="list-style-type: none"> • Degree of collaborative planning • Anecdotal school reports re: planning and reporting process • Number of requests for extension of due dates • Amount of positive feedback at division/district and stakeholder meetings 	<ul style="list-style-type: none"> • Submission of Division Planning Reports using Department template
<i>Growth measured annually, over time, by mandated reports and sampling at the division/district level</i>		

School Level

Outcomes. Measured/reported by	Perceptions. Measured/reported by	Expectations. Measured/ reported by behaviour data.
<ul style="list-style-type: none"> • Reports from grade level/subject area/staff/planning meetings • Provincial scores on reporting rubric • Level of queries related to support document and number of requests for further information related to planning and reporting • Linking of school plans with division priorities, classroom plans, IEPs • Number of voluntary submissions of exemplar plans and reports 	<ul style="list-style-type: none"> • Discussions at grade level/subject area/ staff/planning/ town hall meetings • Provincial scores on reporting rubric • Level of queries related to support document • Number of requests for further information related to planning and reporting • Number of voluntary submissions of exemplar plans and reports • Anecdotal observations • School-developed surveys • Focus groups 	<ul style="list-style-type: none"> • Engagement in learning and increase in independence • School profiles • Level of participation in cooperative learning • Level of participation in co-curricular activities, especially struggling, at-risk, special-needs students • Attendance

Growth measured annually, over time, by sampling at the division/district level

Classroom Level

Outcomes. Measured/reported by	Perceptions. Measured/reported by	Expectations. Measured/ reported by behaviour data.
<ul style="list-style-type: none"> • Report Card information at regular intervals • Updates to IEPs, parent-team meetings, and progress reports • Scores on provincial standards/ divisional/school/ classroom tests, portfolios, interviews and assignments (as applicable) 	<ul style="list-style-type: none"> • Anecdotal observations • Classroom-developed surveys/interviews • Focus groups • Meetings with parents and support team 	<ul style="list-style-type: none"> • Engagement in learning and increase in independence • Classroom profiles • Level of participation in cooperative learning • Attendance

Growth measured quarterly, over time, by sampling at the classroom level

The Priority Tree: Adapted from Dr. W.E. Demming, with permission from Quality Leadership by Design, LLC (2001).

**Supporting and
Mentoring Positive
Reporting and
Planning**

Do the planning and reporting practices in a particular classroom, school, or division/district have the potential to assist other planning teams?

As educators, we all hold within us the capacity to teach others and learn from others. Networking among teachers, schools, and division/district planning teams provides essential mentoring and support, reduces frustration, and facilitates positive change.

Notes

SUPPORTING CHANGE

Support to schools and school divisions and districts relating to the information in this document is available by contacting:

Director
Research and Planning Branch
School Programs Division
Manitoba Education, Citizenship
and Youth
101-800 Portage Avenue
Winnipeg MB R3G 0N4

Telephone: (204) 945-0350
Toll free: 1 800 282-8069, ext. 0350

Director
Educational Support Services Branch
Bureau de l'éducation française
Division (BEF)
509-1181 Portage Avenue
Winnipeg MB R3G 0T3

Telephone: (204) 945-6919
Toll free: 1 800 282-8069, ext. 6919

Critical Friends

Many schools have created school and/or division-based implementation teams to plan the implementation of new policies and curricula and to organize and lead ongoing staff development and support activities within the school and/or school division. These teams may also help to inform the local community about the changes taking place in schools as new policies and curricula are introduced.

Ideally, school and/or division-based implementation teams include teachers, administrators, counsellors, student services personnel, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and division/district levels. Some divisions/ districts have established implementation committees to help co-ordinate the work of the team.

Manitoba Education, Citizenship and Youth supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

