

School Planning Report 2009-2010

Step 1	Identification			
	Name of School Division Rolling River School Division	Name of School Erickson Collegiate Institute	Name of Principal Mr. Graham Edwards	Date (yyyy/mm/dd) 2009/10/06

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>		
	Number of Teachers 14.33	Number of Students 140	Grade Levels 7-12
What is your mission statement? - ECI staff is committed to providing a safe and positive learning environment that fosters respect, responsibility, and excellence. We all share a responsibility for creating a school community where the emotional, spiritual, intellectual, and physical well-being of all students and staff is assured. These principles guide our practice: - Schools are for teaching and learning; - Education is a shared responsibility among students, staff, parents and community; - We treat one another with dignity, respect and fairness; - We work within a framework of rights and responsibilities. On the basis of these principles, our school has developed behavioural guidelines that reflect the needs and desires of our school community.			

Step 3	Planning Process			
	Did your planning refer to the school vision/ mission statement?	Yes	<input checked="" type="checkbox"/> No	Year last revised: 2009/2010
	List or describe factors that influenced your priorities. We had a shift in administration this year that prompted a new set of eyes on the school priorities. There is a keen desire among the staff to meet the needs of a diverse set of learners. We continue to strive to ensure that all students at ECI achieve the requirements for high school graduation.			
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? What data was used? Staff reviewed last year's school plan and at a subsequent staff meeting we reviewed the current status of the goals. We discussed what strategies had worked in the past year and which needed to be removed. We discussed the divisional goal of assessment as well as a recent divisional professional development session on differentiated instruction. After a draft plan was completed it went back to the staff for review and change. Decisions were generally reached by consensus following a discussion. Staff was asked to contribute as many ideas as possible to develop an effective and useful school plan. Once the plan has been established, we intend to revisit the plan on a monthly basis to determine where we are at in reaching our outcomes.				

Step 4	School Priorities
	1. To improve the success of all learners.
	2. To provide a safe and positive learning environment.
	3.
	4.
5.	

Previous Years' Successes. Please comment on successes and progress towards meeting previous school plan outcomes		
Expected Outcomes	Results (status, data or anecdotal evidence)	Enter First letter Discontinued Ongoing Met
1. By June 2009, students will maintain or show improvement in academic standing from one reporting period to the next.	Students achieved credits, graduated, increased skills b y using the Success Maker program in the areas of literacy and numeracy. The class size and composition grant allowed us to provide smaller classes at the middle year's level in order to meet the needs of a variety of learners. The Student Support Facilitator continued to be an integral part of the school team by working with individual and small groups of students to assist them with class assignments.	O
2. By June 2009 reduce the number of Code of Conduct incidents by 10%. Ie. improve hallway and classroom behaviour, Increase respect and courtesy	This is an ongoing outcome requiring vigilance and communication among staff members. There has been some improvement in classroom and hallway behaviour as described in anecdotal discussions with staff. However, there is still a feeling that we ought to continue to strive to improve the behavior in the hallways and in the classrooms. We are continuing to encourage respect and courtesy in our students by requesting that they speak to each other and to staff in a respectful manner. We strongly believe that it is our role as educators to teach students how to behave in different situations so we model appropriate behavior and encourage students to try again when they behave in a discourteous way. There is a general feeling that this outcome still requires some work.	O
3. By June 2009, improve communication with the community by 10%.	There is a feeling that we need to continue to work on this outcome although there seems to be a general consensus that communication is moving in the right direction. As with many high schools, it is a challenge to involve parents in their students' education. We have more email addresses of parents than in the past and we continue to use email as a means to reach parents. We published several newsletters last year and will continue this in the upcoming school year.	O
4. By June, 2009 overall student morale will improve as a result of school improvement projects and activities.	A number of art projects around the school were completed to make the school more inviting and appealing for students and visiting parents and community members. A large mural in the front entrance of the school welcomes students. A piece of Aboriginal art painted by a student will be hung in the front foyer. A brightly painted library with comfortable seating is a great place for students to read for pleasure, work on the computer or complete homework. A garbage can was installed outside to encourage students to keep the school grounds clean. A TV was installed in the front area of the school in front of the office to display daily announcements.	O

2009–2010 Plan For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html				
Expected Outcomes What specifically are you trying to improve for students? (Observable, measurable)	Indicators How will you know that you are making progress?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress?	
Step 6	1. By June 2010, students will show improvement in academic standing from one reporting period to the next.	<ul style="list-style-type: none"> - Students are achieving attempted credits - Increased number of students receiving honour roll standing and exemptions Having opportunities for achievement contests - Increased attendance - Decreased number of drop outs 	<ul style="list-style-type: none"> - Continue offering SDL courses - Continue with Success Maker program - Maintain Alternative programming - Exploration and Expansion of Food Services program - Implementation of the Nutrition policy - Promote academic contests and programs - Group/Individual Guidance Sessions - Increase instructional materials with RRFN funds - Appropriate Programming via Adaptation/Modification - BSSAP Program (cultural enrichment) - Tutoring program and summer school program at RRFN - All teachers attended the divisional professional development workshop in September 2009. - Teachers may use one of the techniques from the workshop to try in the classroom - Teachers may access Doug Buehl's <i>Classroom Strategies for Interactive Learners</i> which is available in the ECI library. - Teachers may use strategies from <i>Success for all Learners</i> - There will be opportunities at staff meetings/grade group meetings to report on the success of different strategies with different students 	<ul style="list-style-type: none"> - Number of credits achieved - Track attendance using Maplewood - Success Maker gains - Teachers will indicate that various strategies are working with students (anecdotal)
	2. By June 2010 there will be a 50% reduction in behaviour incidents in the hallways and in the classrooms.	<ul style="list-style-type: none"> - Reduced numbers of absences from classes and fewer students in the halls - Increased courtesy and respect - Less inappropriate behaviour in the hallways - Decreased number of suspensions - Students demonstrate mature behaviour - Less vandalizing - Students feel a sense of community and belonging - Increased student engagement - Fewer incident sheets to the office - Fewer students in the hallways during class time 	<ul style="list-style-type: none"> - Continue to offer incentives to students who exhibit positive behaviour in the halls/classrooms - Increase staff/administration presence in the hallways before school, at lunch and at breaks - Reinforce to students where they need to be when they have work periods (canteen/library) - Maintain consistency on rule enforcement - Emphasize/teach/model courteous behaviour - Continue to hang sports/activity banners - TADD Program promotion 	<ul style="list-style-type: none"> - Incident sheets - Suspension reports - Anecdotal data from staff - Staff/student surveys
<p>Comment on why you chose the outcomes.</p> <p>The outcomes were chosen to meet the needs of the students and staff in the building. As per our school mission statement, we want students to feel a sense of ownership and belonging in the school, hence, the student led art and beautification projects. As well, we desire that all students achieve high school graduation so we continue to strive to meet the increasingly diverse needs of our student body. We believe that if we can improve the communication in and out of the school then we will have more time and opportunity to work on some of the other outcomes. We all want to work together so we need to put some things in place to allow us to do that.</p>				

Step 7	Healthy Child Healthy Schools Survey Information. Schools are required to develop and report upon Nutrition Policies. Please complete the short survey below.	Fully in Place	Partially in Place	Under Development	Not applicable
	Do you have a written school nutrition policy?				
	A) At the school Level?	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B) At the division level?	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No		
	Does the school have a representative committee or group that addresses school nutrition issues?	x	<input type="checkbox"/>		
	Have you utilized the Manitoba School Nutrition Handbook?	x	<input type="checkbox"/>		
Have you adopted the Manitoba Guidelines for Foods Available at School?	x	<input type="checkbox"/>			

A Rubric is available at www.edu.gov.mb.ca/k12/specedu/pie/index.html.

<p>Direct inquiries about the <i>School Planning Report</i> to: Larry Budzinski Phone: (204) 572-5117 Email: lbudzinski@gov.mb.ca</p>	<p><i>DUE DATE:</i> <i>OCTOBER 30,</i> <i>2009</i></p>	<p>Submitting Completed School Planning Report</p> <p>Please submit completed <i>School Planning Reports</i> to your division office. Divisions please send the reports to Kim Warelis at: Email: Kim.Warelis@gov.mb.ca or Fax: (204) 622-2260 or Mail: Program and Student Services, Room 411, 27-2nd Ave. S.W., Dauphin MB R7N 3E5 Electronic Submissions are preferred. Schools and Divisions wishing to participate in the school and division report database project are asked to submit their plan using the link from our website.</p>
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