

Step 1	Identification			
	Name of School Division Rolling River School Division	Name of School Erickson Elementary School	Name of Principal Graham Edwards	Date (yyyy/mm/dd) 2011/10/15

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 12	Number of Students 118	Grade Levels k-6	
	What is your mission statement? In partnership with parents and community, provide a quality education by supporting and encouraging individual growth in a positive, respectful, and safe environment.			Year Revised 2011/2012

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2010-10-11)			
	Expected Outcomes		Results (status, data or anecdotal evidence)	
	1. By June 2011, improve school climate by providing leadership and humanitarian opportunities.		Through parental and student comments, we feel that we have made improvements in the school climate. Our divisional survey also supported this. We will continue with this as one of our priorities because we feel this type of opportunity not only lines up with divisional priorities, but provides character building opportunities.	
	2. By June 2011, 90% of k-3 students will be at reading level.		Although we made some growth in this area, this will continue to be a priority.	
	3. By June 2011, 90% of 4-6 students will increase their reading level by a minimum of one grade.		Although we made some growth in this area, this will continue to be a priority.	
	4. By June, 2011 the school will receive positive feedback from parents regarding school-home communication.		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. We have more email addresses of parents than in the past and we continue to use email and planners as a means to reach parents. We published several newsletters last year and will continue this in the upcoming school year. We have also received positive comments on the welcoming atmosphere and how communication has improved. We are currently in the process of erecting a school information sign.	

Step 4	Planning Process (2011-12)		
	List or describe factors that influenced your priorities. The outcomes were chosen to meet the needs of the students in the building. A prime focus continues to be literacy. As per our school mission statement, we want students to feel a sense of ownership and belonging in the school. 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.		
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? At our initial meetings, we had parents, students, and staff giving input to the direction we would like to head. This year, staff reviewed last year's school plan and at a subsequent meeting we reviewed the current status of the goals. We decided that we wanted to make only a few changes to last year's plan, and focus on the same outcomes again this year. We discussed what strategies had worked in the past year and which needed to be removed. 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.		
	How often did you meet? Initially we met 3 times with parents, students, and staff. Discussion of school plan continues at staff meetings.		
	What data was used? For measuring our literacy progress, we looked at the reading levels as determined by Fountas and Pinnell. The other outcomes looked at anecdotal data for the most part.		

Step 5	School Priorities
	1. Literacy with a focus on Reading
	2. School climate
	3. Parent/School communication

2011–2012 Plan <i>For examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</i>				
	Expected Outcomes What specifically are you trying to improve for students learning? (Observable, measurable)	Indicators How will you know that learning is improving?	Strategies What actions will you take?	
Step 6	1. By June, 2012, 100% of k-3 students, excluding those on IEP's, will be at or above targeted reading level. By June, 2012, 100% of students with IEP's will attain their literacy goals.	1. we will see more students reading for pleasure 2. library book circulation will increase 3. during walk-throughs there will be more evidence of students reading and writing at grade level 4. there will be greater student comprehension of curricular outcomes	Display Fountas and Pinnell assessment results on our Assessment Wall. Small group instruction (guided reading) in reading will take place in every classroom daily. Teachers will be using Daily 5. PD Funds, Staff Resources and Budget money will be prioritized for Guided reading expenditures. Teachers will receive financial, emotional and professional development support as they develop and implement literacy centres and guided reading programming in their classrooms. Talk time will be provided for teachers to share experiences with each other. Reading Recovery will work with our at risk grade 1 students Our resource teacher will also providing extra literacy supports for our grade 2 students Divisionally, we have hired a Literacy coach to support our literacy initiatives Use of Literacy Binders	Data Collection By what means will you collect evidence of progress toward learning? Fountas and Pinnell Reading Levels Literacy Wall to display literacy growth for each student Running Records Grade 3 Assessment Observation Surveys Track Library circulation Data will be analyzed and discussed on a monthly basis to determine if literacy goals are being reached
	2. By June 2012, 100% of 4-6 students, excluding those on IEP's, will increase their reading level by a minimum of one grade. By June, 2012, 100% of students with IEP's will attain their literacy goals.	1. library book circulation will increase 2. there will be greater student comprehension of curricular outcomes 3. less stress and more enjoyment for grades 4-6 students as they participate in reading buddies 4. the attitude towards reading will become more positive	Display Fountas and Pinnell assessment results on our Assessment Wall. Small group instruction (guided reading) in reading will take place in every classroom daily. PD Funds, Staff Resources and Budget money will be prioritized for Guided reading expenditures. Teachers will receive financial, emotional and professional development support as they develop and implement literacy centres and guided reading programming in their classrooms. Talk time will be provided for teachers to share experiences with each other. Literacy place is to be used by all teachers Resource teacher will work with students at risk Peer literacy buddies Carry out literacy surveys twice a year	Fountas and Pinnell Reading Levels Running Records Ongoing analysis of reading levels by our grade 4-6 teachers Analyze student survey regarding literacy
	3. By June, 2012 the school will improve communication between school and home.	Parents will give positive anecdotal reports on improved school communications Parents are more involved with child's work at home More parents are visiting the school Higher level of response by parents in student planners	Monthly News Bulletins for school events Seasonal Potluck Dinners Planners are used daily School Website and emails Synvoice used to announce activities & functions at the school	Anecdotal comments from parents tracked Parent Surveys to determine if current communication strategies are working and analyze results as a staff

	<p>4. By June 2012, improve the safe and caring learning environment of the school.</p>	<p>Increased student involvement and positive attitude towards leadership & humanitarian projects More student initiated projects Fewer discipline referrals to the office More students resolving conflicts on their own Higher level of student leadership</p>	<p>Implement a minimum of 3 whole-school leadership opportunities and within each classroom Each classroom is responsible for a minimum of 2 leadership opportunities. Each class is responsible for writing a class created article to be submitted to the South Mountain Press. Celebrate student achievement more often continue with the established leadership/humanitarian opportunities</p> <ul style="list-style-type: none"> - Foster Child - DARE - Jump Rope - WE Day - Ladybug Foundation(K) - Classroom jobs - Care home visits(6) - UNICEF(2) - Community Group leaders(6) - Buddy reading - Patrol(5&6) - Student announcements - Virtue bulletin board - Town clean up - Terry Fox run and fundraising - Rainbow Society(wear green for a dream) - Roots of empathy - Special Person Day <p>Samaritan House Volunteering(4, 5, & 6) Milk program(6) Lunch buddies(6 for K) designate classrooms responsible for certain activities</p>	<p>Anecdotal reports from students, parents and community members which are tracked Anecdotal notes from staff Review and analyze data collected to identify evidence of higher level of student leadership</p>
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A School Planning Rubric and examples are available for schools to consider 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>DUE DATE: OCTOBER 31, 2011</p>	<p>Submitting Completed School Planning Report Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Kim Warelis at <Kim.Warelis@gov.mb.ca>. Phone 204-622-2024 Electronic Submissions are required. 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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