

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division Rolling River School Division	Name of School Cool Spring School	Name of Principal Ron Shewchuk	Date (yyyy/mm/dd) 2011/09/30

<b>Step 2</b>	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 2.5	Number of Students 35	Grade Levels K-11	
	What is your mission statement? To provide a safe and positive learning environment for all students.			Year Revised 2011

<b>Step 3</b>	<b>Previous Years' Successes:</b> <b>Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)</b>	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>
	1. Students at Cool Spring School will be reading at grade level	This goal generally has been reached with the older students. Since English is their second language, this goal pertains more to the Grade 5-8 level, as the young learners are catching up and filling the gaps in their skill levels.
	2. Students at Cool Spring School will be at grade level in terms of numeracy.	Number facts and problem solving skills have increased greatly. This is substantiated by test scores.
	3. Students at Cool Spring School will become more independent learners.	Through the use of check-lists for problem-solving techniques, the amount of adult help required for students has diminished greatly. Students, through the use of a point system, increased their self-awareness of strengths and weaknesses.
	4. Teachers will continue to develop their understanding and use of various assessment techniques.	Through professional literature readings, division in-services and weekly professional dialogues the teachers increased their understanding of assessment.

<b>Step 4</b>	<b>Planning Process (2011-12)</b>
	List or describe factors that influenced your priorities. We are an EAL school that requires students to be immersed in as much English language development as possible to increase their literacy and numeracy (problem solving) skills. Because of the multi-levels, independence is a key factor in classroom management.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Discussion with teachers, parents of students, Colony leadership, and German School teacher.
	How often did you meet? We met on 3 separate occasions with staff and the German School teacher who is responsible for assisting us in the planning. We also involved our student services coordinator and our resource teacher.
	What data was used? Grade 3 Assessments, results of the DIAL program and running records assessment, and DRA testing. We also used feedback from our Pro-active Surveys.
	Other highlights We have the benefit of very consistent communication with colony members. We use good old-fashioned face-to-face communication techniques.

<b>Step 5</b>	<b>School Priorities</b>
	1. To improve literacy.
	2. To improve numeracy.
	3. To develop independent learners.

<b>2011–2012 Plan</b> For examples, see the Planning in Education website at <a href="http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html">http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</a>				
<b>Expected Outcomes</b> What specifically are you trying to improve for students learning? (Observable, measurable)	<b>Indicators</b> How will you know that learning is improving?	<b>Strategies</b> What actions will you take?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?	
<b>Step 6</b>	1. By June 2012, the students will improve a minimum of one grade level in literacy ability.	<ul style="list-style-type: none"> <li>➤ An increase in the number of books read.</li> <li>➤ Students will move along the Fountas and Pinnell continuum.</li> <li>➤ An increase in the quality and quantity of writing samples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regular analysis of data collection.</li> <li>➤ Consistent guided reading strategies.</li> <li>➤ Running records with the results of the individual students influencing the reading lessons.</li> <li>➤ Writing samples will be accumulated and analyzed throughout the year.</li> <li>➤ Rubrics will be developed and utilized to analyze writing samples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Running records will be analyzed in the fall, mid-year, and spring using benchmarks from Fountas &amp; Pinnell.</li> <li>➤ Writing samples will be analyzed.</li> <li>➤ A tracking system to monitor the number of books read.</li> <li>➤ A reading wall will be developed for the K-3 students.</li> </ul>
	2. By June 2012, the students will improve a minimum of one grade level in numeracy ability.	<ul style="list-style-type: none"> <li>➤ Test scores will increase.</li> <li>➤ The students will see increased abilities in mental math and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The use of consistent resource types (texts) throughout the grades.</li> <li>➤ Computer programs for developing specific skills.</li> <li>➤ Provide resources for struggling and gifted students.</li> <li>➤ Staff to regularly share or demonstrate successful strategies for teaching numeracy.</li> <li>➤ Assessment of daily work for learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Grade 3 Provincial Assessment</li> <li>➤ Pre-testing, on-going testing, and unit testing,</li> <li>➤ Compile a list of successful strategies for teaching numeracy.</li> </ul>
	3. By June 2012, the students will become more independent learners.	<ul style="list-style-type: none"> <li>➤ The number of students seeking adult help will decrease.</li> <li>➤ The number of student-to-student interactions dealing with assigned tasks will increase.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Check lists out-lining problem solving techniques will be posted.</li> <li>➤ Teachers will discuss with students the alternatives for asking for help</li> <li>➤ Teachers will read and discuss inquiry based learning techniques for implementation</li> <li>➤ Sharing of data and information about gains and trends in students' independent learning</li> <li>➤ Students will assess their own strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily journals indicating class by class activities and individuals' productivity.</li> <li>➤ Check lists of student-to-student and student-to-teacher interactions.</li> <li>➤ Anecdotal notes regarding student independent learning.</li> </ul>

A School Planning Rubric and examples are available for schools to consider at [www.edu.gov.mb.ca/k12/specedu/pie/index.html](http://www.edu.gov.mb.ca/k12/specedu/pie/index.html).

<p><b>Direct inquiries about the <i>School Planning Report</i> to:</b></p> <p>Larry Budzinski  Phone: 204-572-5117  Email: <a href="mailto:lbudzinski@gov.mb.ca">lbudzinski@gov.mb.ca</a></p>	<p><b>DUE DATE:</b></p> <p><b>OCTOBER 31,</b></p> <p><b>2011</b></p>	<p><b>Submitting Completed School Planning Report</b></p> <p>Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Kim Warelis at <a href="mailto:Kim.Warelis@gov.mb.ca">&lt;Kim.Warelis@gov.mb.ca&gt;</a>.  Phone: 204-622-2024  <b>Electronic Submissions are required.</b>  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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