

School Planning Report 2011-2012

Step 1	Identification			
	Name of School Division Rolling River School Division	Name of School Deerboine Colony	Name of Principal Shannon Kent	Date (yyyy/mm/dd) 2011-10-25
Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 1.5	Number of Students 20	Grade Levels K-12	
	What is your mission statement? To provide a safe and positive learning environment for all students			Year Revised 2011
Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)			
	Expected Outcomes		Results (status, data or anecdotal evidence)	
	1. By June 30, 2009 all students will be reading at grade level			
	2. Develop and follow a school fitness plan			
	3. An increase in positive student to student interactions		As I have only been teaching and principal at Deerboine for 2 months, I feel this is the only outcome I can comment on. I have observed that students are generally quite respectful of each other and are willing to assist each other when necessary in a multi-level, multi-grade setting.	
Step 4	Planning Process (2011-12)			
	List or describe factors that influenced your priorities. The students' first language is German, so Deerboine is essentially an EAL school. This is especially so in early years. Because of this, we have made literacy and numeracy a priority.			
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Teachers, EA's, students			
	How often did you meet? Once with my students, and twice with my staff (one teacher and one EA), although some of the data was also gathered through informal discussions and observations			
	What data was used?			
	Other highlights			
Step 5	School Priorities			
	1. To improve literacy			
	2. To improve numeracy			

Step 6	2011–2012 Plan For examples, see the <i>Planning in Education</i> website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html			
	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?	Data Collection By what means will you collect evidence of progress toward learning?
	1. Improvement in reading & writing one full grade level or more from established benchmarks	-Benchmarks will improve one full grade level at the end of each year -More demand for books to read by students -Improvement in mechanics of writing -More pride in their writing	-On going formative assessments of writing samples. Using guided reading, running records. Fountas and Pinnel testing in fall, mid year, and spring.	-Summative assessment of writing samples. -Regular analysis of Fountas and Pinnel testing -Collection of staff observations
2. Improve numeracy and problem solving skills one grade level from established benchmarks	-Students will improve in outcomes in numbers strand by end of each year -Increased enthusiasm for math	-Formative assessment of daily work. Math Trek (grade 1-4). Numeracy Nets	-Summative assessment of outcomes. -Regular discussion about Math Trek scores with recommendations for moving forward. -Collect Numeracy Nets data	

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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