

Step 1	Identification			
	Name of School Division Rolling River	Name of School Minnedosa Collegiate Institute	Name of Principal Martin Ingemney	Date (yyyy/mm/dd) 2011/10/06

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 11	Number of Students 201	Grade Levels 9-12	
	What is your mission statement? Minnedosa Collegiate is committed to providing quality learning opportunities for our community within a safe environment.			Year Revised 2011

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2008-09-10)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	<p>1. Literacy with ICT</p> <p>2. Outcome Based Assessment</p>	<p>a) All staff has had the opportunity to request additions to the existing technology in their classrooms.</p> <p>b) Students have been familiarized with the available portable technology (ipods, ipad, netbooks, laptops) and the locations of wireless access within the school.</p> <p>c) All students have been required to access the Division's First Class email accounts as part of at least 1 class.</p> <p>d) Power School access was granted to all students and parents. This allowed them to be aware of up-to-date assessment data online.</p> <p>e) All grade 9 students were required to use ePearl to create electronic portfolios within their ELA and Social Studies classes.</p> <p>f) Many of the MCI staff have robust websites that are updated frequently with information and assignments.</p> <p>a) In semester 2, MCI teachers ensured that students were aware of core curricular outcomes by highlighting those expectations on course outlines and assignments.</p> <p>b) This is a division wide initiative, which involved subject area specialists within the division beginning the process of identifying essential learning outcomes.</p> <p>c) As of February 2011, MCI marks are outcome based and students were expected to meet deadlines. Tracking incomplete assignments through First Class made it possible for teachers to identify students at risk and intervene. All Grade 9 and 10 students are involved in the Connect 4 Success program, where learning strategies are shared through peer and teacher mentoring.</p> <p>d) Differentiated instruction continues to be implemented by teachers. A wide range of summative assessments are being used to encompass the various learning styles, such as oral presentations, inquiry based research, graphic aids, critical reflection, and the use of technology to enhance their performance. Students may be given the opportunity to re-do assignments to ensure understanding of outcomes.</p> <p>e) Standardized adaptation plans are used to communicate the methods of assessment to assist with individual student learning. In February 2011, Power School enabled parents and students to track individual student progress through the internet.</p> <p>f) Specific course exemplars of student work are being completed so students have clear understandings of expectations.</p> <p>g) Teachers continue to meet every week to address student progress, and are developing a mechanism to monitor and report learning behaviours to parents. The student support team meets regularly to address the identified concerns with strategies and monitor progress toward success.</p>

Step 4	Planning Process (2011-12)
	<p>List or describe factors that influenced your priorities.</p> <p>Discussions with students, staff, parents and community members helped to guide our decision making process. Many of our students and staff are developing a strong sense of citizenship and engagement in community and global issues. We wanted to sustain this effort as it is a key aspect of our mission, vision and value system. It was determined that becoming a We School would enable us to engage even more students through the resources and the energy that this Free the Children program provides. MCI was selected in 2010-2011, by the Department of Education, as a Reading Is Thinking pilot school. This greatly impacted our literacy priority.</p> <p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <p>The key players were the school administrators and lead teacher Tanis Barrett. They took the initiative to register as a We School, and then by consulting other teachers, and using a core group of students we were able to further engage the student body. Meetings and announcements ensured that the message was communicated widely and repeatedly. The first step of the program was to get student commitment to the idea, and then to engage in them in attending meetings and commitment to the We Day Conference in Winnipeg and to being part of school based activities to follow. The core group of 50 CHANGE students is involved in the program, but 80 students have signed agreements committing to becoming involved. MCI applied to become a Reading is Thinking pilot school with the support of all staff and senior administration.</p>

	How often did you meet? The Sustainability Committee meets once per month. The Reading is Thinking Committee has met as a Provincial group four times and as a school group meets every month.
	What data was used? We Day registrations to measure interest among students, and review of historical data relating to accomplishments of student organization (CHANGE)
	Other highlights

Step 5	School Priorities
	1. Sustainability- We School program to ensure citizenship, leadership and global mindedness are key aspects of our school culture

Step 6	2011–2012 Plan For 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 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. By June 2012, 100% of MCI students grow in their understanding of sustainable development focusing on the social justice pillar. It is our expectation that our students participate in citizenship, leadership and global mindedness activities to foster their application in and outside of the school.	<ul style="list-style-type: none"> a) By June 2012, all students will have had the opportunity to participate in a social justice event. b) By June 2012, there will be a 10% increase in male participation in the CHANGE group, addressing a gender imbalance. c) By May 2012, all students in the school will have been invited to attend a leadership and community involvement seminar. d) By May 2012 at least 2 staff members will be integrating the WE School resources into their curriculum. 	<ul style="list-style-type: none"> i. relevant staff development training with We Day tools and support (Tanis Barrett and Sandra Enns were trained on Oct. 4th, 2011) ii. Weekly group meetings to review progress on We School goals with the CHANGE group. Events in planning include attending the WE Day conference in Winnipeg on November 23rd, holding an Operation Christmas week of giving in late November, Aboriginal awareness in Feb, and the March community benefit, and spring school Wake a thon in conjunction with the CHANGE group. iii. Encourage male staff and community members to talk about their community mindedness, philanthropy and leadership experiences. iv. Have the WE day participants present to the student body about their conference, targeting the audience of boys and young participants 	<ul style="list-style-type: none"> • Social justice survey of staff and students to determine current levels of understanding to develop base-line data • Attendance at specific events ie. CHANGE fundraisers, WE-Day, Day of Silence • Survey monkey data collection to identify areas of interest for students so programs can be designed appropriately. • Staff discussions and follow up on student participation with analysis of qualitative data.
2. To enhance literacy skill in all content areas	<ul style="list-style-type: none"> a) By Dec 2011 all teachers/classrooms will be promoting the Reading is Thinking Program. b) Walkabouts will reveal evidence of literacy skills promotion and implementation. (Ex. Classroom conversations; classroom visuals; literacy integration) c) Students will actively participate in their literacy development through self-awareness and literacy profiles. d) Students in Grades 9 and 10 will participate in Standard Reading Assessments at the beginning middle and end of the school year – marks will demonstrate increase literacy skills. e) Student assessment on comprehension in core courses will reflect 	<ul style="list-style-type: none"> i. By June 2012, all students will be introduced to the Reading is Thinking culture of the school. ii. By June 2012, all students in Grades 9 and 10 will be introduced to at least 2 strategies in a core subject area that is taught to increase their understanding in that subject. iii. Reading is Thinking posters through-out the school. iv. Strategies introduced through Connect for Success and used in Grade 9 Science and Grade 10 Geography. (Think Alouds) 	<ul style="list-style-type: none"> • Survey monkey – reader profiles • Teacher surveys – What literacy looks like in your room • Strategies “binder” – what works where – finding the right strategy for the right discipline • Evidence of a Reading is Thinking Culture in ALL classrooms; anecdotal notes, staff conversations • Improved literacy scores on SRAs and as demonstrated in Think Alouds 	

		positive literacy practices	<ul style="list-style-type: none"> v. Students in Connect 4 Success will create a literacy profile (to be developed by the Reading is Thinking team). vi. Standard Reading Assessments for all grade 9 and 10 students. (3 times/year). Review assessments as a class following each SRA session. vii. Staff development (inservices – Nov 7th, staff meeting discussions – what’s happening in literacy). viii. Staff assessments – what does Literacy look like in your classroom. 	<ul style="list-style-type: none"> • Running Records • Library circulation
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A School Planning Rubric is 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 30, 2011</p>	<p>Submitting Completed School Planning Report</p> <p>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</p> <p>Electronic Submissions are required.</p> <p>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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