

School Planning Report 2010-2011

Step 1	Identification			
	Name of School Division Rolling River	Name of School Minnedosa Collegiate Institute	Name of Principal Martin Ingemney	Date (yyyy/mm/dd) 2010/12/01

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 12	Number of Students 221	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 2010

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)
	1. English as an Additional Language (EAL)	<ul style="list-style-type: none"> a) 4 different countries are represented in our expanding EAL Program with 7 students. b) Staff participated in 2 school based professional development sessions on EAL. c) Conversational English among EAL students is improving. In June, EAL student progress was assessed by the school team. These results will serve as a base-line or data collection for next year. d) An EAL initial reception assessment package has been completed. This will allow us to assess new students as they are coming into MCI and making sure they are placed in the appropriate classes and to help track their progress in the future. e) EAL students are becoming more involved in school activities. This year they participated in several events and have already expressed an interest in teams and extra-curricular activities for next year. f) MCI's Resource program has dedicated funds for technology to support EAL learners (notebooks, iPod, word q, kindle reader, Kerswell software and an iPad)
	2. Literacy with ICT	<ul style="list-style-type: none"> a) All classrooms have Smartboards b) iPods were integrated into some math courses c) Increased use of teacher designed websites to increase communication with students and parents d) Online course for Grade 11 Health (Respect in Sport) e) CDX online textbook integrated into Power Mechanics f) Pasco lab sensors and probes used for data collection in science courses g) Met goal of 2 teachers using first class workspaces/email for student assignments h) Staff is committed to "paper-lite" initiative and are reducing the amount of photocopying and using First Class tools and classroom websites – a 30% reduction in copy paper use was realized in 2009-2010 i) TV was purchased for the common area of the school to communicate upcoming events and important dates paperlessly j) E-Pearl portfolios are used in Grade 9 ELA for all students k) Majority of staff are using class websites to post course outlines, work, notes, due dates l) Java applets are used to deliver visuals to aid learning in science courses
	3.	
	4.	
	5.	

Step 4	Planning Process (2010-11)
	List or describe factors that influenced your priorities. The Provincial and RRSD direction regarding assessment had a great influence on our priorities. It provided MCI with a need and the resources to make it a school priority.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? The staff met at regularly scheduled staff meetings. Students were included in the process and have chosen to address as environmental goal which will not be articulated in the plan but still addressed.
	How often did you meet? Once a month
	What data was used? None
	Other highlights

Step 5	School Priorities
	1.
	2.
	3.
	4.
	5.

Step 6	2010–2011 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, student learning will be evaluated using essential curricular outcomes.	a) Student and Staff will be aware of all essential learning outcomes and these will be reflected in course outlines. b) Staff will adapt to individual student learning styles to ensure that students meet all essential outcomes. c) Assessments will address a variety of learning styles.	i. Identify essential learning outcomes in all courses by June 2012. ii. Staff will attend divisional inservicing aimed at identifying essential outcomes. iii. Sharing our essential outcomes with parents and learners. iv. Assessment methods employed by teachers will incorporate a variety of methods (eg. not all tests; not all multiple choice). v. Teachers will adapt essential curricular outcomes to as required by individual learners.	<ul style="list-style-type: none"> • Report card marks • Progress reports • Creation of a separate “learning behaviours” report • Course outlines reflecting assessment policy and including essential curricular outcomes • Power school reports of student achievement

			<ul style="list-style-type: none"> vi. By September 2012, behaviour-based assessment (eg. lates, not handed in) will be recorded separately from course grades. vii. Develop reporting methods that reflect both achievement of curricular outcomes and learning behaviours. viii. Several school staff will attend a PD session with Damien Cooper in Winnipeg. ix. Continue to schedule all Grade 9 and Grade 10 students into the Connect 4 Success program. x. Specific course exemplars of student work will be developed. xi. Weekly grade group meetings – to review student progress. xii. Student support meetings once each school day cycle. 	
2.	To foster critical and creative thinking and improve student learning by effectively utilizing the technology available in our school where appropriate – Literacy with ICT.	<ul style="list-style-type: none"> a) By June 2011 all staff will have access to the technology tools they require to improve student learning. b) By June 2011 all students will be aware of the tools available to air their learning. c) By June 2011 all student in the school will have been required to use First Class email for receiving/submitted course materials for at least 1 course. d) By June 2010 at least 2 staff members will be using First Class workspaces with their students. e) By June 2011 all Grade 9 ELA students will have been introduced to the ePearl interface for their portfolios. f) By February 2011 all staff will have a website with their course outlines and student reference material on it. 	<ul style="list-style-type: none"> i. Purchase of relevant staff development training with EAL software for classroom inclusion. ii. PD for teachers – incorporation of relevant strategies in teachers' lesson plans. (see lesson template) iii. Overcome infrastructure issues (network) regarding student owned technology (ie iTouch, notebook computers, etc) and access to the MCI LAN iv. Integration of E-Books and iTouches into the Math 10F classroom v. Power Mechanics classroom will integrate the CDX online textbook 	<ul style="list-style-type: none"> • Technology survey of staff and students • Review PD requests to identify relevant PD experiences for staff to share at staff meetings • Review of staff professional growth plans as appropriate
3.				
4.				
5.				

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, 2010</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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