

Step 1	Identification			
	Name of School Division Rolling River	Name of School Rapid City School	Name of Principal Mr. Mike Keith	Date (yyyy/mm/dd) 2008/09/30

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>		
	Number of Teachers 5.75	Number of Students 78	Grade Levels K-8
What is your mission statement? We, the partners in education, strive to maximize learning and promote wellness and respect for all.			

Step 3	Planning Process		
	Did your planning refer to the school vision/ mission statement?	<input checked="" type="checkbox"/> Yes No	Year last revised: 2008
	List or describe factors that influenced your priorities. We looked at school results (data) and also outside research to find what is best for our students.		
Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made? Refer to <i>Supporting Inclusive Schools: School-Based Planning</i> for examples) The planning process continues to involve meetings/questions etc to promote feedback and input in the school action plan. They took place in the spring and fall of 2008 and included staff, students and parents. Decisions were made using consensus and data.			

Step 4	School Priorities		
	1. Improve overall literacy and numeracy for all students		
	2. Enhance respect for each other		
	3. Becoming an healthy, safe and environmentally friendly place (promoting wellness)		
	4. Better access to and use of technology, music and phys. ed. specialists and equipment		
5.			

Step 5	Previous Years' Successes. Please comment on successes and progress towards meeting previous school plan outcomes.		Enter First letter Discontinued Ongoing Met	
	Expected Outcomes	Results (status, data or anecdotal evidence)		
	1. Early literacy/numeracy skills will be increased allowing more children to meet grade level standards or IEP objectives.	We have worked within school and divisional guidelines to implement math pilots, divisional ELA programs, and other initiatives on an individual class basis. Our students have continued to show growth through reading inventories, and other formal assessment strategies as well as through the Successmaker program.		O
	2. Our students will respect themselves, others and the environment in a way that shows an understanding of the different challenges faced in today's world.	We have had fewer and fewer referrals to the office over the last couple of years using restitution and other programs that allow children to take responsibility for their own actions and the addition of a guidance counsellor has appeared to have a positive affect on this process.		O
	3. We will continue to do more with less.	Our phys ed. program was becoming more fluid but the time has been cut for this year. Our music program continues to flourish and we have continued to find money for materials and support for staff to try new things.		O
	4.			
5.				

Step 6	2008–2009 Plan For more 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? (Observable, measurable) (Observable, measurable)	Indicators How will you know that you are making progress?	Strategies What actions will you take ?	Data Collection By what means will you collect evidence of progress?
	1. Each child in regular programming will increase one grade equivalency from Sept 08 to June 09 in both Math and ELA.	We will use formal assessments, IRI's, running records and exit slips and other assessment strategies to track the children's progress in the areas of literacy and numeracy.	We will use a multitude of best practices based on research to provide opportunities for the children to meet their individual or class goals as set forth by school or provincial documents(UDL, adaptations, small group, individualized learning, chunk and check, etc.)	Progress will be shown by assessment in these areas, both formal and informal.
	2. Our students will show an increased awareness through their actions of what it means to be healthy, respectful and responsible citizens in the world between the months of Sept 08 and June 09.	There will be fewer office referrals, a cleaner playground and community, more acts of kindness without thought of extrinsic reward, more children able to peacefully resolve conflict and fix their own mistakes after self or small group reflection.	The students will participate in school wide restitution activities, recycling program, other health initiatives, special event days, classroom programs and community programs.	Some of the activities will be recorded, others will be discussed at meetings (anecdotal) and some will be charted in the office.
	3. Technology will continue to be integrated into our classrooms and other school activities between Sept 08 and June 09.	The staff will be meeting the requirements of ICT and the students will be provided with more and more opportunities to make decisions about how they will learn and show learning in their classrooms. Teacher's plans will reflect more opportunity for different learning styles.	We will use the divisional tech support to provide new opportunities for the children. We will continue to do professional development in this area and we will continue to purchase materials for our school.	Day planners will reflect different teaching strategies and so will questions based on walk throughs and teacher observations.
	4.			
	5.			
Comment on why you chose the outcomes. These outcomes were chosen based on the children's needs, divisional and provincial priorities and research that says this is what the children need. They were chosen as well because they are outcomes which we believe will help our children grow into caring, productive members of society in the near future but also in the distant future.				

Step 7	Healthy Child Healthy Schools Survey Information. K-6 schools are required to develop and report upon Nutrition Policies. Please complete the short survey below.	Fully in Place	Partially in Place	Under Development	Not applicable
	Do you have a written school nutrition policy?				
	A) At the school Level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B) At the division level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes	No		
	Does the school have a representative committee or group that addresses school nutrition issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Have you utilized the Manitoba School Nutrition Handbook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Have you adopted the Manitoba Guidelines for Foods Available at School?	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

A Rubric is available at www.edu.gov.mb.ca/k12/specedu/pie/index.html.

Direct inquiries about the <i>School Planning Report</i> to: Larry Budzinski Phone: (204) 622-2254 Email: lbudzinski@gov.mb.ca	DUE DATE: OCTOBER 31, 2008	Submitting Completed School Planning Report Please submit completed <i>School Planning Reports</i> to your division office. Divisions please send the reports to Kim Warelis at: Email: Kim.Warelis@gov.mb.ca or Fax: (204) 622-2260 or Mail: Program and Student Services, Room 411, 27-2 nd Ave. S.W., Dauphin MB R7N 3E5 Schools and Divisions wishing to participate in the school and division report database project are asked to contact Larry Budzinski at lbudzinski@gov.mb.ca or (204) 622-2254 for details.
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