

FRONTIER SCHOOL DIVISION

**PLANNING  
REQUIREMENTS  
IN  
SCHOOLS  
AND  
CLASSROOMS  
2011 - 2015**



August 2011

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## Message from the Chief Superintendent

It is my pleasure to provide you with an introduction to this resource document intended to assist schools, area staff, and school committee members with school and classroom planning.

The foundation for school planning within the Division is the Board approved and mandated strategic plan "Charting the Future: Frontier Strategic Plan 2011-2015". This is the document which provides clear direction to schools and areas in developing area and school-based plans. The five strategic planning goals are:

- the seven correlates of effective schools will be evident in all classrooms and schools,
- students will develop the knowledge, skills, strategies and attitudes leading to graduation,
- supporting student success through First Nation language and cultural programming,
- supporting student success by providing students with appropriate educational programming,
- supporting student success by assisting them in developing character, building relationships and developing and maintaining caring, healthy, safe and secure schools.

Within each of the above goals the Division has developed clearly specified actions that are to be reflected in school plans. Each of these actions are designed to move us as a Division in the direction of our stated goals.

The Division has adopted an effective and practical formatting framework for school plans. The framework contains four parts. The action plan component is comprised of outcomes, strategies, indicators, and results. The framework is also clearly linked with the planning and reporting requirements from Manitoba Education.

The Division recognizes the multiplicity of demands being faced by staff. In order to assist in the organization of the work a resource called "Administrative Reporting and Requirements Checklist" is included in this document.

Public accountability is an essential component of the operation of Frontier School Division. Input from school committees, local leaders, and interested parents and community members is to be sought prior to the finalization of school plans.

Frontier School Division meets all provincial requirements for reporting and accountability. In addition, special requirements exist between the Division, First Nations, and Manitoba Hydro in Gillam. These requirements are reflected in formal contracts called Education Agreements that stipulate the provision of education programs, services, and supports including reporting.

Through our planning processes we are working to enhance the educational opportunities for each of the students within our sphere of responsibility. I look forward to working with you in moving toward our goal of success for all.

Thank you.

Ray Derksen

## Legislated Requirements for School Plans

The Public Schools Act states:

*Section 41 Every school board shall:*

(z) *ensure that each school in the school division or district prepares an annual school plan.*

### **An Annual School Plan:**

- is a written document prepared collaboratively
- has input from school staff, parents, students, and community members, particularly school committees
- reflects a school division or district's educational priorities, goals and budget
- responds to a school community's unique strengths and needs.

*Source: School Based Planning: A Resource for Developing and Implementing Annual School Plans – Manitoba Education and Training*

### **School principals:**

- will take the lead in preparing and implementing school plans
- will be responsible for submitting plans to school boards for review and approval
- need to maintain an open line of communication between the school and the board office, and
- ensure that divisional and district priorities and concerns are reflected in school plans.

*Source: School Based Planning: A Resource for Developing and Implementing Annual School Plans – Manitoba Education and Training*

# Planning for Improvement

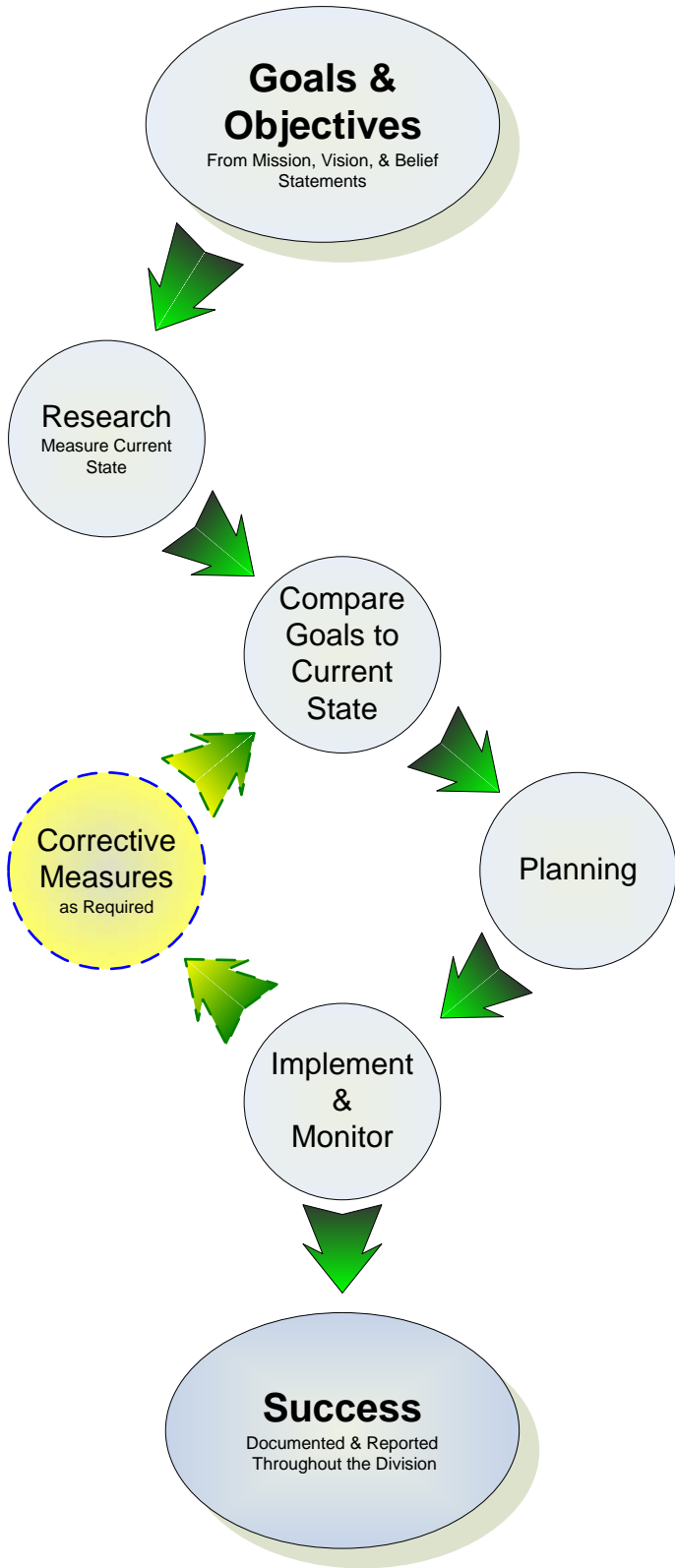
## Principles for Effective School Planning and Improvement

Increasing student achievement and success involves effective planning at both the school and classroom level. All schools are expected to be improving continuously on behalf of students. The following principles provide a focus for improvement plans at the school and classroom levels.

- Have a clear school mission and vision, supported by the entire staff, school committee, and community.
- Focus on student achievement results and take responsibility for measured student achievement.
- Build and enhance relationships with staff, students, parents, school committees and community.
- Ensure a safe learning and teaching environment.
- Focus on creating hope by planning for student success through a balanced offering of activities, programs, and special events.
- Teachers develop and implement classroom/grade/course plans.
- See learning as their prime outcome and use time and staff as the variable to achieve success.
- Use critical evidence and data as the basis for planning.
- Make use of collaborative, professional learning communities to plan for action and provide professional support.
- Maximize the use of human resources such as Area and Division consultants.
- Set clear goals that direct actions and serve as a reference point when tracking improvement.
- Introduce high yield strategies to improve student performance.

The planning model graphic on the next page describes planning for improvement.

# Planning Model – Planning for Improvement



## Expectations for School Plans

The Board-approved strategic plan for the Division is titled “Charting the Future”. This long range strategic plan sets a direction for all schools to follow.

In this strategic plan, the Board identifies mandated goals that all schools are to address for the 2011/12 school year. This document must be referenced in the development of school plans. Each school is expected to make “Charting the Future” relevant to the unique context of the community. Schools may identify additional goals not mandated in “Charting the Future” in order to support student success within the local context.

The school plans should address both immediate and long-term strategies laying out the path for student success within the local context. It is also expected that schools will maximize the use of Divisional resources, resource personnel, and professional learning communities as necessary in the development and implementation of an effective school plan.

School and community input must be sought prior to the finalization of school plans.

Both the province and the Division have specific planning requirements that school and Division staff must address, including:

1. In consultation with parents, staff, consultants/clinicians, and school committees, the Principal will develop a multi-year school plan. This plan is to be focused on improving student outcomes.
2. Schools are expected to utilize the Board-approved Division strategic plan “Charting the Future” in the development of their local plan.
3. Schools may begin developing their school plans utilizing the Frontier four-part format immediately following receipt and review of “Charting the Future”. The final plan following the Frontier format is to be submitted to the Area and Chief Superintendent by **Friday, October 14, 2011**. (*Appendix A*)
4. The Principal must also submit a “School Planning Report” using the required Manitoba Education template. (*Appendix C*) This report is due by **October 31, 2011** and should be submitted to the Chief Superintendent’s office by that date.
5. The school plan is to be reviewed with the staff and school committee on a regular basis throughout the school year.
6. The Principal must complete and distribute an annual Community Report by **Monday, June 11, 2012**. (*Appendix B*).
7. The school plan is to be evaluated by the principal, reported on to the school committee, and a report submitted to the Area and Chief Superintendent by **Friday, June 17, 2011**. This involves final completion of Section 4 plus completion of summative comments.

Within communities governed by Educational Agreements with the First Nation or Manitoba Hydro, additional planning and reporting requirements may be specified in communities.

The Division has produced a resource document “First Nations Exercising Treaty Rights to Education through Education Agreements with Frontier School Division (March 2010)” identifying these Bands. Area Superintendents will identify specific reporting requirements specified by the agreements within their areas.

## **Expectations for Classroom Plans**

Effective plans at the classroom level are essential for student success. Frontier School Division has a clear expectation that teachers at all levels will develop appropriate and effective short- and long-term plans for their students taking into account provincial curriculum, the requirements of Appropriate Education, sound assessment strategies, and the Divisional commitment to student learning within the local context.

The Division’s expectation is that all teachers have appropriate classroom or course level plans in place no later than the end of September for each school year. This includes planning for substitute teachers, for both anticipated and unanticipated absences. These plans should be reviewed with the principal, and where appropriate, the Area Superintendent. Consultants are available to play a support role in the development and implementation of these classroom level plans.

It is the Division’s intent that professional learning for staff is provided to support the classroom plan and school plan. As “Charting the Future” provides clear direction for school plans, so do school plans provide clear direction and focus for professional learning at the school and classroom level. In order to support professional learning at the school and classroom level further, each school is to establish a professional learning community. In essence, this group will be a steering committee for professional learning in each school. A prime responsibility of this community is to develop a school-based professional learning plan for the educational staff working within that building. The intent of both the school and professional learning plans is to increase student achievement and success. Early in the school year, the Area Superintendent will review both the school plan and the related professional learning plan with the principal and all other staff.

## **School Planning Process: Roles and Responsibilities**

Noted on the next page are the main roles and responsibilities for the positions of principal, teacher, consultant, and area superintendent. Clarifying the roles and responsibilities of these positions will assist educational staff in developing more effective school and classroom plans in support of student learning.

## **Principals:**

- Take the lead in preparing and implementing school plans.
- Responsible for submitting plans to school boards and superintendents for review and approval.
- Maintain an open line of communication between the school, Area and Division.
- Ensure that Divisional and local priorities and issues are reflected in school plans.
- Chair staff meetings and focus educational leadership in the classroom and school.
- Use an increased variety of meeting formats.
- Review and revise curriculum, assessment, and time allocations locally and with area superintendent approval, and emphasize improvement plans.
- Analyze provincial and Divisional assessment results.
- Support school and classroom planning.
- Support and implement intervention plans, program, and activities.
- Coach instructional strategies.
- Support “learning to read” skills.

## **Teachers:**

- Develop and implement classroom, course, and grade plans.
- Plan for differentiated instruction.
- Work collaboratively with their colleagues and consultants.
- Focus on planning for minimally the four core subjects or senior level courses.
- Use Divisional and provincial assessment planning in senior years.
- Use Divisional and provincial assessment results in planning.
- Use continua and templates for ELA and Math.

## **Consultants:**

- Analyze provincial and Divisional assessment results.
- Support school and classroom planning.
- Support development and implementation of intervention plans, programs, and activities.
- Coach instructional strategies.
- Support and coach “learning to read” skills.









## **Superintendents:**

- Review and approve curriculum, assessment, and time allocations locally with Principal and with emphasis on improvement plans.
- Include a standing focus upon educational leadership at monthly meetings of superintendents.
- Review educational leadership at principal meetings at area level.

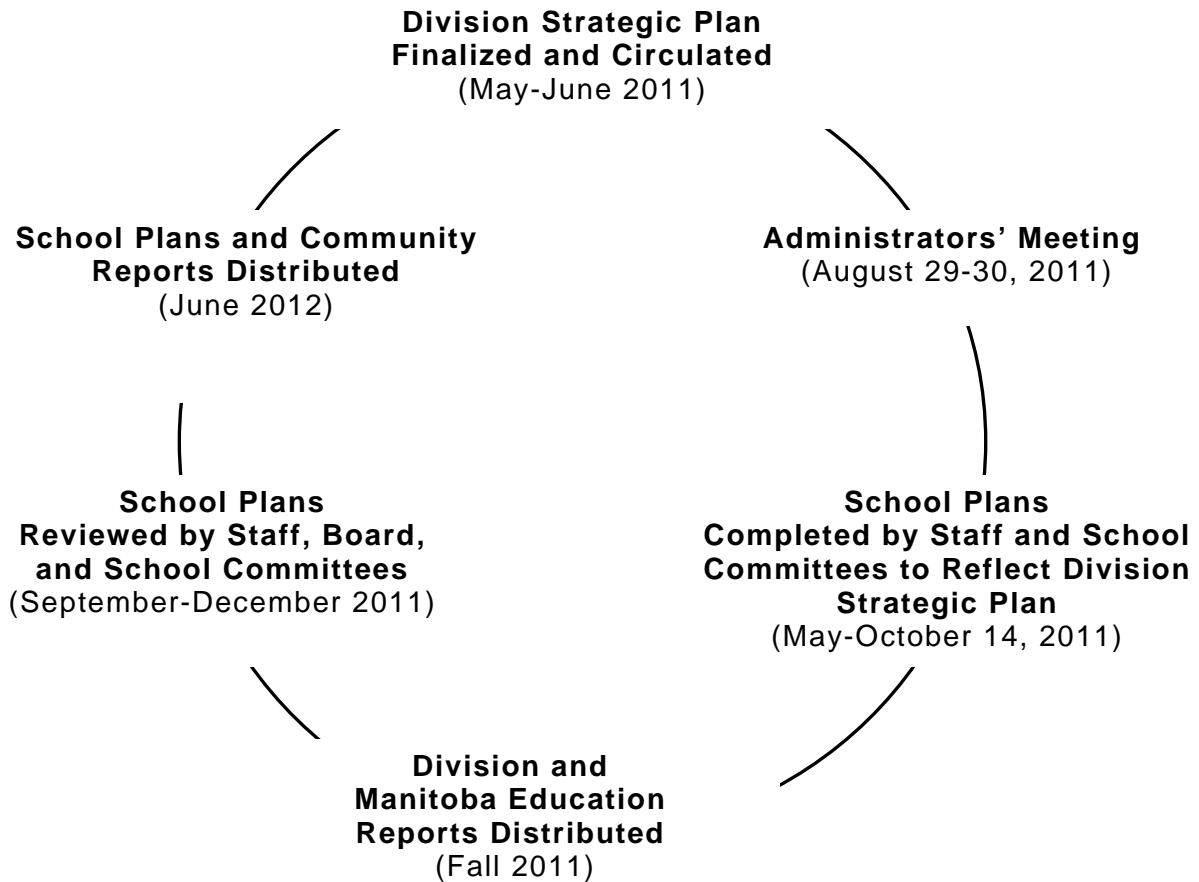
## TIMELINE FOR IMPLEMENTATION

### Planning, Communication, and Accountability Through School Plans

School plans continue to be a requirement for all schools in the Division. Details regarding reporting requirements are noted on Page 5 and 6 of this document.

EVENT	TIMING and KEY DATES
<p> <b>Division Strategic Plan.</b> The Board-approved strategic plan is distributed to all partners.</p>	<p>•May-June, 2011</p>
<p> <b>School Plans Completed.</b> Superintendents, principals, consultants, and school committees use the strategic plan to shape the school plan for the next school year.</p>	<p>•May-October 14, 2011</p>
<p> <b>Administrators' Meeting.</b> A two-day leadership and professional development session is held for all principals, vice-principals, consultants, superintendents and trustees.</p>	<p>•August 29-20, 2011</p>
<p> <b>Manitoba Education (ME) Planning Report.</b> Each school completes and submits the ME required report to the Division office.</p>	<p>•Due by October 31, 2011</p>
<p> <b>Division Report.</b> An annual report for the previous school year is presented to the Board by staff with divisional program responsibilities. The annual report focuses upon data, results, student achievement/success, and addresses the themes of communication and accountability. The Division report is distributed to school committees, parents, staff, chiefs and councils, mayors and councils, and other partners.</p>	<p>•Fall 2011</p>
<p> <b>School Plans Reviewed.</b> Board, school committee, and staff review all school plans and provide feedback and direction to principals.</p>	<p>•September-December, 2011</p>
<p> <b>School Plan Report.</b> Staff prepares an annual report to review and bring closure to all school plans. The report is presented to school committees and shared with community leaders and copied to Area Superintendents and the Chief Superintendent.</p>	<p>•Due by June 11, 2012</p>
<p> <b>Community Report.</b> The local report required by ME is completed by each school, distributed locally, and copied to the Area Superintendent, Chief Superintendent, the Board, and Manitoba Education.</p>	<p>• Due by June 15, 2012</p>

# Planning, Communication and Accountability Through School Plans



## **SCHOOL PLAN COMPONENTS**

The school plan is comprised of four (4) components and is explained in the following materials. The school plan is an on-going cyclical process that should span several years as well as addressing yearly outcomes.

### **Part 1 School Mission Statement**

A mission statement is a general description of purpose that reflects a school community's educational values and beliefs. As the foundation of the school plan, it serves to focus and guide school initiatives. A school's mission statement should reflect the Division's mission statement. You may use the Division mission statement in the school plan if no school mission statement is available. Schools must have a clear mission and vision statement.

### **Part 2 School and Manitoba Education Priorities**

School priorities are annual statements that identify areas requiring further development, improvements or changes during the school year. They are derived from the Divisional strategic plan "Charting the Future" and may also reflect other priorities as defined by the local context. They should address major issues related to student learning, program effectiveness, parental involvement, and community support. They also need to be mutually compatible, attainable, observable, and measurable.

Manitoba Education requires all schools to report upon both priorities and outcomes. The format of school plans, as outlined in the Division's resource document, is easily applied in meeting this planning and reporting requirement. Principals should review with their Area Superintendents the most effective way to link school plans with Manitoba Education requirements.

### **Part 3 Plan of Action**

A plan of action is an outline of the specific tasks that need to be done to achieve outcomes. The plan of action outlines how the school will accomplish major goals and address annual priorities. Plans of action must be relevant to the identified issue or priority, they must make effective use of available resources, and they must pass the sanity test. They must identify the person(s) responsible for carrying out the tasks. There are four sections to plans of action that must be submitted to the Area and Chief Superintendent. These sections are outlined below.

- A. **Outcomes** (what we want) are the benefits for participants (usually students) in the annual school plan during or after involvement in the specified action plans. Outcomes may relate to knowledge, skills, attitudes, values, behaviour, condition, or status. Outcomes should be specific, measurable, achievable, relevant and time related, (SMART) and long-term.
- B. **Strategies** (what we will do) are broad statements that describe how the organization's resources will be deployed to achieve the mission, goals, and objectives. They describe the specific activities designed to accomplish goals and achieve desired results. Strategies often have several specific steps. These steps also identify the person(s) responsible and the timeframe for start and completion of the strategy.
- C. **Indicators** (what we measure) are specific items of data or information that track and measure the success of a program or initiative or strategy in meeting outcomes. They are measurable and observable. Data may be qualitative (anecdotal) or quantitative (numbers). The nature of the indicators must be appropriate to the outcome.
- D. **Results** (what we achieved) are the actual achievements directly related to outcomes and strategies. Results should be related to actual data collected regarding stated outcomes. Analysis of this data could reflect both an objective and subjective perspective. Reporting on data assists in the development of future plans. This section is done later in the school year after completion of the action steps for the appropriate strategy. It is a major step in closure to the annual plan.

## **Part 4 Results and Reporting**

Schools and the Division currently complete annual reports, usually in late May or early June. Schools, in communities where the Division and the local First Nation have an Education agreement, are required to complete an annual report for the First Nation. Completion of the report involves two (2) parts.

The first part is completion of the results column in the action plan. These results relate directly to identified outcomes and strategies. Reflection upon the success and effectiveness of the school, through evaluation of the school plan, is an important aspect of the school planning process. It is a way to improve plans for the next year and to bring closure to the current plan, including completion of a brief annual report for the current year.

The second part providing closure to the school plan is an anecdotal or summative comments section. This section is more subjective and text based and also reflects upon success in achieving identified priorities, outcomes, and strategies. In the late spring, the principal, staff, and school committee shall reflect upon and evaluate the 2011/12 school plan. Specifically, this reflection addresses the results aspect of the action plan (section 4) plus completion of summative comments. These summative comments address results and major achievements for the year, priorities that still require attention, and possible new priorities for the school plan for next year.

By **June 11, 2012**, all schools are required to complete these two sections of the report on the school plan and submit a copy to the school committee, Area Superintendent, and Chief Superintendent.

The reporting of results from the school plan is an essential accountability step. In summary there are four main aspects to the reporting of the results related to student achievement and success. These four points are summarized below:

1. Each principal, with involvement of school staff, is to complete column four of the Action Plan as well as the summative comments section of the overall school plan. This report is to be submitted to the school committee, area superintendent, and Chief Superintendent.
2. In appropriate communities, the same report as noted in section one above needs to be provided to the local First Nation. This report will be provided each year to the Chief and Council directly or to a person designated as a representative of the local First Nation. As well, a report will be provided to Manitoba Hydro representatives in Gillam. The principal and area superintendent are to clarify the manner in which this report will be provided to the First Nation and Manitoba Hydro.
3. Annually, each school provides a Community Report to the local community. This requirement is mandated by Manitoba Education (ME) and the Division. A standard template or format is used for this Community Report and is noted in Appendix B. In addition, an electronic copy of the format for this report is available on the Division's website.
4. The ME reporting on the school plan requirement will be completed in October of each year. A standard template mandated by ME is used and is noted in Appendix C in this document. In the intervening two years, schools and Divisions will submit a list of current educational priorities and outcome areas.

Accountability to the local community, First Nation partners, Manitoba Hydro, the Division, and Manitoba Education is achieved by completion of the above four reports. As much as possible, Division and ME requirements and resources are aligned in order to make completion and submission of these reports as effective as possible. If required, principals should seek clarification from their Area Superintendent with respect to meeting the above requirements for reporting upon results related to student achievement and success.

## APPENDICES – TEMPLATES

### Appendix A - School Plan

See Appendix A attached. An electronic copy is also available on the Division's web site at [www.frontiersd.mb.ca](http://www.frontiersd.mb.ca)

### Appendix B - Community Report

See Appendix B attached. An electronic copy is also available on the Division's web site at [www.frontiersd.mb.ca](http://www.frontiersd.mb.ca)

### Appendix C - Manitoba Education Reporting on School Plan

See Appendix C attached. An electronic copy is also available on the Division's web site at [www.frontiersd.mb.ca](http://www.frontiersd.mb.ca) or the Province of Manitoba Education web site at <http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html>

### Appendix D - Administrative Reports and Planning Requirements Checklist

### Appendix E - Web link for Sample Classroom, Grade and Course Plans

### Appendix F - Sample templates for ELA and Math planning

### Appendix G - Planning in Education (Manitoba Education)

An electronic copy is available at the Province of Manitoba website at <http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html>

Key publications include:

*Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports.*

*Manitoba K-S4 Education Agenda for Student Success: 2002-2006.*

### Appendix H - Library Services link for effective schools material

[www.frontiersd.mb.ca/programs/library](http://www.frontiersd.mb.ca/programs/library)



**Frontier School Division**  
Partners in Learning  
*School Plan*

School Year:	
Principal:	
School:	
Town:	

**Elements of School Planning**

**Part 1 – School Mission Statement**

**Part 2 – School and Manitoba Education Priorities**

**Part 3 – Plan of Action**

<b>OUTCOMES</b> (What we want)	<b>STRATEGIES</b> (What we will do)	<b>INDICATORS</b> (What we measure)	<b>RESULTS</b> (What we achieved)

**Part 4 – Results and Reporting**



# Community Report June 2012 (Your) School

**Year at a Glance** (This section would be an overview of the year.)

**Attendance** (This section would provide information the attendance of the whole school in comparison to the previous two years and in comparison to Division attendance figures.)

The following chart illustrates the total school attendance for the last three years.

Year	School	Division
2011-12		
2010-11		
2009-10		

(your school).

(address)

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Fax: (204)

Email:

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**School Plans** (This section would provide a brief commentary on the school's annual plan.)

**Successes over the year** (This section would describe some of the successes experienced by the students.)

## Challenges for Next year

(This section can describe some of the improvements the school would like to achieve next year.)

## APPENDIX C

# School Planning Report 2011-2012

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division	Name of School	Name of Principal	Date (yyyy/mm/dd)

<b>Step 2</b>	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers	Number of Students	Grade Levels	
	What is your mission statement?			Year Revised

<b>Step 3</b>	<b>Previous Years' Successes:</b>	
	Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>
	1.	
	2.	
	3.	
	4.	

<b>Step 4</b>	<b>Planning Process (2011-12)</b>	
	List or describe factors that influenced your priorities.	
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved?	
	How often did you meet?	
	What data was used?	

<b>Step 5</b>	<b>School Priorities</b>
	1.
	2.
	3.
	4.
	5.

<b>Step 6</b>	<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?
	1.			
	2.			
	3.			
	4.			
5.				

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> Larry Budzinski Phone: 204-572-5117 Email: <a href="mailto:lbudzinski@gov.mb.ca">lbudzinski@gov.mb.ca</a></p>	<p><b>DUE DATE: OCTOBER 31, 2011</b></p>	<p><b>Submitting Completed School Planning Report</b> 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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## SCHOOLS - ADMINISTRATIVE REPORTS AND REQUIREMENTS CHECKLIST

ITEM	DEADLINE	REPORT SENT TO:	MB ED	DIVISION	COMPLETED
<b>ASSESSMENTS (PROVINCE/DIVISION)</b>					
Provincial Grade 3	November	Area 1 Superintendent to MB ED	<input checked="" type="checkbox"/>		
Provincial Grade 7	January/February	MB ED online	<input checked="" type="checkbox"/>		
Provincial Grade 8	January/February	MB ED online	<input checked="" type="checkbox"/>		
Provincial Grade 12	January/June	MB ED	<input checked="" type="checkbox"/>		
Division ELA- Assessment Data	November	Area 4 Superintendent		<input checked="" type="checkbox"/>	
Division ELA – Continua Data	May/June	Area 4 Superintendent		<input checked="" type="checkbox"/>	
<b>ATTENDANCE DATA</b>					
Monthly Attendance Report (Grades 1-8)	Three days after the end of each month	Chief Superintendent department		<input checked="" type="checkbox"/>	
<b>EDUCATION AGREEMENTS</b>					
Report to First Nation	Varies for individual First Nations	Area Superintendent for First Nation		<input checked="" type="checkbox"/>	
Budget Proposals	Varies for individual First Nations	Area Superintendent for First Nation		<input checked="" type="checkbox"/>	
Input on School Plan	Varies for individual First Nations	Area Superintendent for First Nation		<input checked="" type="checkbox"/>	
<b>EIS DATA COLLECTION/FB REPORTING - MECY</b>					
Enrollments - Enrollment Reporting and School Division Enrollment Summary (As of September 30) (EIS Cert, FB 113A)	October 7	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
Technology Education – Eligible Credit Units, Approved Program Support, Approved program support for Business Education and Marketing Education (As of September 30) (Principals of Schools with Grades 9 or Higher) (FB 115A, FB 115C, FB 115D)	October 7	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
Technology Education – Eligible Unit-Credits – Second Semester (As of February 28) (Principals of Schools with Grades 9 or Higher) (FB 115B)	March 10	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
Verification of Attendance [Nominal Roll Counts] (As of November 30 EIS Code 300) (FB 113D)	November 30	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
Request for Addition of a New Manitoba Resident Pupil (As of November 30) (FB 113N)	November 30	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
Summary of School Days Closed (FB 114S)	Last day of school	Division Office Secretary-Treasurer department	<input checked="" type="checkbox"/>		
<b>FINANCE/BUDGET</b>					
Small Schools Grant	Mid-June	Area Superintendents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Aboriginal Academic Achievement Report	May 31	Area 4 Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Budget Consultations and Proposals – D-Grants, other	Mid-December	Area Superintendent Secretary-Treasurer		<input checked="" type="checkbox"/>	
Purchasing/Requisitions	End of June	Purchasing department		<input checked="" type="checkbox"/>	
Budget sent out	Draft - December Final - April	Area Superintendents		<input checked="" type="checkbox"/>	

ITEM	DEADLINE	REPORT SENT TO:	MB ED	DIVISION	COMPLETED
<b>HIGH SCHOOL/ ADULT EDUCATION</b>					
SIC Course registration (High School Principals)	September 15 December 15	Division Office Career Studies dept.	<input checked="" type="checkbox"/>		
Student Marks - EIS Data Collection	June 30	Division Office Tech. dept. – Help Desk Analyst	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Graduate Diplomas	Mid-late May	Chief Superintendent's department to HSs/AEs		<input checked="" type="checkbox"/>	
<b>PROGRAMS/CURRICULUM</b>					
Fine Arts – Plan	October	Area 3 Superintendent		<input checked="" type="checkbox"/>	
Fine Arts – Non-Fiddling Support	End of June	Area 3 Superintendent		<input checked="" type="checkbox"/>	
Science Survey	End of June	Area 5 Superintendent		<input checked="" type="checkbox"/>	
Social Studies/Native Studies Survey	Every 2 <sup>nd</sup> year in May	Area 5 Superintendent		<input checked="" type="checkbox"/>	
Healthy Foods Committee	End of September	Assistant Superintendent, Careers		<input checked="" type="checkbox"/>	
<b>SAFETY</b>					
Review of Codes of Conduct and Emergency Response Plans	Early September	Area Superintendent Chief Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Bus Evacuation Drills	September April	Transportation Coordinator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Bus Ridership Training	September/Oct.	Transportation Coordinator	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fire Safety drills	Once every month (10/year)	Area Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Workplace Safety and Health Committee – (meetings held including minutes)	4/year	Area Office Division Coordinator Manitoba Labour Board		<input checked="" type="checkbox"/>	
<b>SCHOOL PLANS</b>					
School Plan Developed	End of October	Area Superintendent Chief Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
School Plan Results (Summative comments)	Before end of June	Area Superintendent Chief Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Community Report	Before end of June	Community Area Superintendent Chief Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Aboriginal Academic Achievement Plan	End of October	Area Superintendents Area 4 Superintendent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>STAFF</b>					
Supervision for Growth for Teachers	October 15	Area Superintendent		<input checked="" type="checkbox"/>	
Support staff evaluation	Dependent upon anniversary date	Human Resources department		<input checked="" type="checkbox"/>	
<b>TOURS</b>					
Out of province tours	4 weeks before tour	Area Superintendent to Chief Superintendent to Board		<input checked="" type="checkbox"/>	
Out of country tours	6 weeks before tour	Area Superintendent to Chief Superintendent to Board		<input checked="" type="checkbox"/>	
<b>EMERGENCY CLOSURES</b>					
Report of school closure during school year	Within 24 hours of closure	Chief Superintendent to MB ED Area Superintendent	<input checked="" type="checkbox"/>		
<b>OTHER ITEMS</b>					
	DEADLINE	REPORT SENT TO:	MECY	DIVISION	COMPLETED

## **APPENDIX E**

### **WEB LINK FOR SAMPLE CLASSROOM, GRADE AND COURSE PLANS**

The following web link will assist with sample classroom, grade and course plans.

<http://www.edu.gov.mb.ca/k12/specedu/planning.html>

GRADE	<input style="width: 90%;" type="text"/>	TEACHER	<input style="width: 90%;" type="text"/>	MONTH	<input style="width: 90%;" type="text"/>	ELA COMPOSING ELA COMPREHENDING MATH	<input style="width: 90%; height: 20px;" type="text"/>
							<input style="width: 90%; height: 20px;" type="text"/>
							<input style="width: 90%; height: 20px;" type="text"/>

### USING DIVISIONAL ASSESSMENTS TO PLAN FOR MY CLASS

CLASSROOM STRENGTHS (from data)

GENERAL CONCERNS (from data)

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GROUP 1

GROUP 2

GROUP 3

OUTCOME: \_\_\_\_\_

OUTCOME: \_\_\_\_\_

OUTCOME: \_\_\_\_\_

NAMES: \_\_\_\_\_

NAMES: \_\_\_\_\_

NAMES: \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

POSSIBLE STRATEGIES TO REACH OUTCOMES:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

SCHOOL <input style="width: 90%;" type="text"/>	GRADE K-4 <input style="width: 40%;" type="text"/>	FALL <input style="width: 40%;" type="text"/>	ELA COMPOSING <input style="width: 40%;" type="text"/>
	5-8 <input style="width: 40%;" type="text"/>	WINTER <input style="width: 40%;" type="text"/>	ELA COMPREHENDING <input style="width: 40%;" type="text"/>
		SPRING <input style="width: 40%;" type="text"/>	MATH <input style="width: 40%;" type="text"/>

**USING DIVISIONAL ASSESSMENTS TO PLAN FOR THE SCHOOL**

GENERAL STRENGTHS (from data)

GENERAL CONCERNS (from data)

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FALL OUTCOME(S)

WINTER OUTCOME(S)

SPRING OUTCOME(S)

1 \_\_\_\_\_

1 \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

2 \_\_\_\_\_

2 \_\_\_\_\_

POSSIBLE STRATEGIES TO REACH OUTCOMES:

1 \_\_\_\_\_

1 \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

2 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

3 \_\_\_\_\_

3 \_\_\_\_\_

## APPENDIX G

### PLANNING IN EDUCATION

The following web link will take to the department's web site on Planning in Education.

<http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html>

The following web link will take you to the department's web site on Curriculum Development and Implementation.

<http://www.edu.gov.mb.ca/ks4/cur/index.html>

## **APPENDIX H**

### **LIBRARY SERVICES LINK FOR EFFECTIVE SCHOOLS MATERIAL**

The following link will take you to the Division Office Library department where you can access information on the various publications for effective schools.

[www.frontiersd.mb.ca/progs/library](http://www.frontiersd.mb.ca/progs/library)

Please contact the Winnipeg office, Attn: Library Department at (204) 775-9741 for assistance.