Step 1 — Identification

Name of School Division	Name of School	Name of Principal	Date (yyyy/mm/dd)
Rolling River School Division	Erickson Elementary	Laurie Bachewich	2014/06/30

Step 2 — School Profile *(Complete the following using FTE as of Sept 30th.)*

Number of Teachers	10 FTE	Number of Students	121	Grade Levels	K-6

What is your mission statement? Erickson School's mission:
"In partnership with parents and community, provide a quality education by supporting and encouraging individual growth in a positive, respectful, and safe environment."

Year Revised
June 2014

Step 3 — Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2011-12, 2012-13, 2013 -14). (Attach a data file with results if convenient.)

Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results if needed.
1. . By the end of June 2014, 100% of students from K-6 in the regular and/or adapted program will be at or above reading level. By the end of June 2014, 100% of students with IEP's will meet their literacy goals.	At the end of June 2014, 76.1% of students in the regular program were at level, 92.3% of students on IEP's were meeting their reading goals, 81% of our students made one year's growth in their reading and 99% made continued growth. We based this data on our data from Fountas and Pinnell assessments. This year we participated in a literacy block from grade K-4 which included the implementation of daily 5, guided reading and small group instruction and on -going assessment. Students were able to work at their level throughout the year. There were regular literacy meetings every Friday with the team to discuss the program, challenges and next steps. We also displayed our Fountas and Pinnell assessment wall to have discussions around student achievement; we took part in professional development as a staff through the divisional literacy coach; budget was used for guided reading materials and daily 5 resources; Reading Recovery; Resource teacher provided extra literacy support for early and middle years students; literacy binders and regular team meetings where literacy was discussed.
2. By June 2014, 100% of all students, staff and parents will identify EES as a safe, caring school community.	In the fall of 2013, we had on average 18 office referrals with 25% involving physical aggression. By June of 2014 we had 8 referrals with none involving physical aggression. This continued to be about the same numbers of office referrals as last year. In our data, we have seen that most of our referrals involve minor below the line behaviors – refusal to comply, verbal dis respect or mis understandings with friends. The data shows an increase in students' awareness of our school beliefs, that we fix things when we make a mistake rather than getting punished and students able to problem solve their own issues. These things alone have ultimately contributed to our school having a more caring and safe culture. We participated in or created the following to assist in our success: a well-developed code of conduct; collaborative team approach for all referrals to the office; the practice of restitution and discussing our beliefs; preventative guidance presentations; community groups and special events; increased communication with community and parents; Grade 6 leadership opportunities; peer mediator program; breakfast program; Free the Children involvement; spirit days; team approach for planning for student's success; community involvement and volunteering, student conferences, cultural day, guest presenters who discussed topics such as goal setting, decision making, friendships, being a good citizen and the importance of a healthy lifestyle. We have also entered into a three school, four community project with the help of MSIP to develop strong relationships between the youth in this area. This project brings individual classes from different schools together as well as all three schools together at different times.
3.	
4.	
5.	

Step 4 — Planning Process (2014-15)

List or describe factors that influenced your priorities.

Every year we look at: demographics; student needs; community needs; literacy data; behaviour data; teacher needs and teachers' areas of strength; parent suggestions and goal; cultural needs and differences as well as vision and our school mission. These are things that influence our priorities.

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved? Students are involved – discussing what they believe their school should look, sound and feel like. Students also make decisions on causes, projects or ideas they have to make their school a better place. Parents are consulted during PAC meetings as well as through the school newsletter. At these meetings, goals and priorities are discussed and questions about the direction that parents want to take are asked. All input is taken to the staff in their discussions. Staff meetings are used as the forum for planning goals and setting direction. We consider previous goals and their results, look at data, discuss input from students and parents, consider divisional and provincial priorities and subsequently create our goals. For this year, we have decided to simplify the plan. We have created two main priorities that we felt were most important to our school, strategies to get there and ways to assess how we are doing. Once we created our two goals, we posted our work in the staff room for the entire staff to see and to add to. Those goals will remain visible for the year so we can continue to track progress as the year goes on.

How often did you meet?
School goals were discussed at every staff meeting to determine our growth. We discussed where we were at, how we are doing and where we are going.
These meetings happened once a month. (approximately 8 meetings)
We also discuss literacy at every lit block meeting and are in constant reflection and always evaluating what we are doing.

What data was used?
Observation, surveys, data on referrals to office, literacy testing results, provincial assessments, pre and post assessments of projects and discussions with parents and students.

Other highlights

Step 5

School Priorities

1.	Literacy
2.	Safe and Caring School Community
3.	
4.	
5.	NOTE : Looking at developing a goal in numeracy for the following year.

Step 6

2014–2015 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 the end of June 2015, 100% of students from K-6 in the regular and/or adapted program will be at or above reading level. By the end of June 2015, 100% of students with IEP's will meet their literacy goals.	Students engaged in books, reading for pleasure and showing a genuine interest in reading Increase in Library use and request for books Students and Teachers engaged in the Literacy Block and guided reading See movement of students on the literacy wall Students asking questions and taking ownership for their reading Students reading more independently	Literacy Block Balanced Day Guided Reading Literacy Place Daily 5 Literacy Support Reading Recovery Home Reading Program Literacy Binders/Profiles Summer reading program Buddy Reading	Fountas and Pinnell reading assessments Literacy wall data Running records Grade 3 assessment Observation Anecdotal records Tracking library use Reading recovery data *Data will be analyzed monthly to determine growth and direction.

		Professional Development/ Grade Groups In school team meetings School Budget to purchase guided reading materials as well as on line materials Literacy Coach Early intervention for students who have significant regression in their reading levels Literacy evening for parents and students I love to read month A more organized library program		
2. By June 2015, 100% of all students, staff and parents will identify EES as a safe, caring school community.	Involvement by parents, students and staff in the creation of a code of conduct and set of school beliefs. Increased student involvement and engagement. Fewer discipline referrals to the office. Sense of trust has been developed (between students, staff and parents). Students and parents approaching staff/leaders in the building when they need assistance. Parents and students will feel welcome. Parents and students feel that staff are approachable and will deal with issues	Well- developed and implemented code of conduct Well – developed and implemented school wide beliefs Referral process to the office for behavior incidents (that includes involvement of staff and student.) Referral process to the guidance counselor Restitution Guidance presentations Team approach to developing BIP goals – includes the students Community Groups and student leaders Peer mediator program for the playground Regular contact with parents and community Contact with community and parents through newsletters, newspapers and website Grade 6 leadership opportunities WE Day Foster Child Program Breakfast Program Lunch/Kindergarten buddies Reading buddies School spirit days Planning for student success (IEP's, BIP's, etc.) Regular Team meetings to discuss student success Regular assemblies that are student led Community involvement and volunteering Regular student meetings with Admin to discuss changes or how things are going in the school. Moving towards teaching problem solving strategies (proactive vs. reactive) Zones of Regulation program MSIP project – working with a consultant Cultural Days	Observation Anecdotal notes Tracking system for referrals to the office (type, when, where, who) Staff , team and individual meetings to discuss student behavior, trends in incidents and analyzing them and finding solutions Parent and student survey about beliefs, goals and restitution practices (done in the fall and spring)	

3. Will be developing a numeracy continuum for K-6. This will help to support the development of a numeracy goal in the 2015-16 school year. .			

Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD)
Survey Background
Manitoba Education and Advanced Learning is encouraging all schools to have an ESD school plan by 2015. This could be accomplished by embedding ESD as one of the school priorities annually or as a separate ESD school plan. A resource to assist with this is the Guide for Sustainable Schools in Manitoba <http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf>
Manitoba Education and Advanced Learning also encourages a whole school system approach to ESD. This approach encourages sustainability principles being considered in all aspects of the division/school: local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and school grounds are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. A resource to assist with this is the Domain Framework for Whole System Approach to ESD http://www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf
In particular, a system approach covers the following 5 domains:
- A. **Governance:** Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.
- B. **Curriculum, Teaching and Learning** - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem–solving in a local and global context.
- C. **Capacity Building** - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.
- D. **Facilities and Operations** - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.
- E. **Partnerships** Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.

1. a.   Our school has an ESD school plan in place?   Yes   No ξ

   b.   Our school has an ESD school plan in place that incorporates all aspects of the 5 domains listed above.   Yes   No ξ

2. Our school has integrated elements of the 5 domains (outlined above) into our ESD school plan.   Yes   No

3. Our school has integrated the following ESD activities into our school plan: (list all that apply)

   a.   Student social justice projects   ξ

   b.   Environmental stewardship   ξ

   c.   Sustainable changes to facilities and operations   ξ

   d.   Connecting ESD to curricular outcomes   ξ

   e.   Community partnerships for sustainability   ξ

   f.   Other (please specify) _____

4. Our school is: (list all that apply)

   a.   Just beginning our work in ESD   ξ

   b.   Has implemented ESD policies _____

   c.   Has a well-integrated ESD/sustainable school plan and philosophy

   d.   Reporting and communicating ESD initiatives

   e.   Evaluating ESD progress

5. Our school would welcome support in: (list all that apply)

    a.   PD for staff   ξ

    b.   Developing an ESD school plan or including ESD into the existing school plan   ξ

    c.   Curriculum and resource support   ξ

    d.   Other (please specify) ——

6. Comments and Suggestions

We apply for social justice and equity and sustainable development grants for school and community based projects in this area. While we are always doing different projects, we are working towards embedding this philosophy in the way we teach and live.

A School Planning Rubric and examples are available for schools to consider at www.edu.gov.mb.ca/k12/specedu/pie/index.html.

Direct inquiries about the *School Planning Report* to: **Larry Budzinski** **Phone: 204-572-5117** **Email: <lbudzinski@gov.mb.ca>**	**DUE DATE: OCTOBER 31, 2014**	**Submitting Completed *School Planning Report*** **Please submit completed *School Planning Reports* to your division office. Divisions please email the reports to Doreen Rothery at <Doreen.Rothery@gov.mb.ca>. Phone 204-945-8867** **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.**