

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division Red River Valley School Division	Name of School Rosenort School	Name of Principal Kevin Clace	Date (yyyy/mm/dd) 2011/09/22

<b>Step 2</b>	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 16.06	Number of Students 247	Grade Levels K-12	
	What is your mission statement? The Rosenort School community is a collaborative, safe and engaging learning environment that empowers students to discover their passions and achieve their highest potential.			Year Revised 2010-2011

<b>Step 3</b>	<b>Previous Years' Successes:</b> <b>Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)</b>	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>
	1. By June 2011 Professional Learning Communities will be a foundational culture of how Rosenort School operates.	For the past two years Rosenort School worked hard to establish a culture of collaboration and professionalism among staff that focuses on student learning and achievement. A literacy continuum in writing was established in grade 5-8. Senior Years Teachers implemented an assessment policy and a study hall. The principal in consultation with Student Services implemented monthly Student Achievement Meetings. At the end of the 2010-2011 school year only two students in high school have credits to complete in Credit Recovery. A survey regarding the implementation of PLC's with the staff in Rosenort was administered by the school division. A report is regarding this information is forthcoming by the end of October, 2011. The PLC model is becoming a foundational way of doing business in Rosenort School.
	2. Staff and Students will promote positive citizenship and create a culture of respect, responsibility and empathy.	Three high school students participated in the Superintendents Student Advisory Council. Once Senior student and one teacher attended the Social Justice Conference with the Principal. Rosenort School has an established community of Care committee. Last year this group of staff members fundraised to send a student to a summer basketball camp and purchased groceries for a family in need on several occasions. In Social Studies the grade 7 & 8 students participated in several local projects, a work project with Siloam Mission and fundraised to provide a banana plantation for a community in Uganda.
	3. By June 2011 an ICT continuum and curriculum plan will be developed for K-12	The School Technology Committee met throughout the 2010-2011 school year. They reviewed ICT curriculum from grade 7-12. A curriculum looping plan was established from grade 7 – grade 12 to limit overlap in topics and generate a wide exposure of experiences in ICT.
	4. Community, parents and staff will indicate a strong partnership exists between all stakeholders in the programming and education of our students.	The website and monthly newsletters were kept current and up to date. The website was redesigned to be user friendly and a school face book page was added to the school communication protocol. Additionally, the local paper highlighted three main school events in the community and news sections. The principal met with four parents three times throughout the year. However, the parent group did not feel the need for continued meetings. The idea of a PAC has been put to rest for the immediate future. Dr. Lew Smith met with students from grade 5-12 to discuss what they felt about their school. Data indicated students felt the school was a safe place with many opportunities. It was indicated the school community was very close and sometimes difficult for outside or new students to be included easily. It was also indicated that students in high school and middle school desired more variety in teaching styles among teachers.

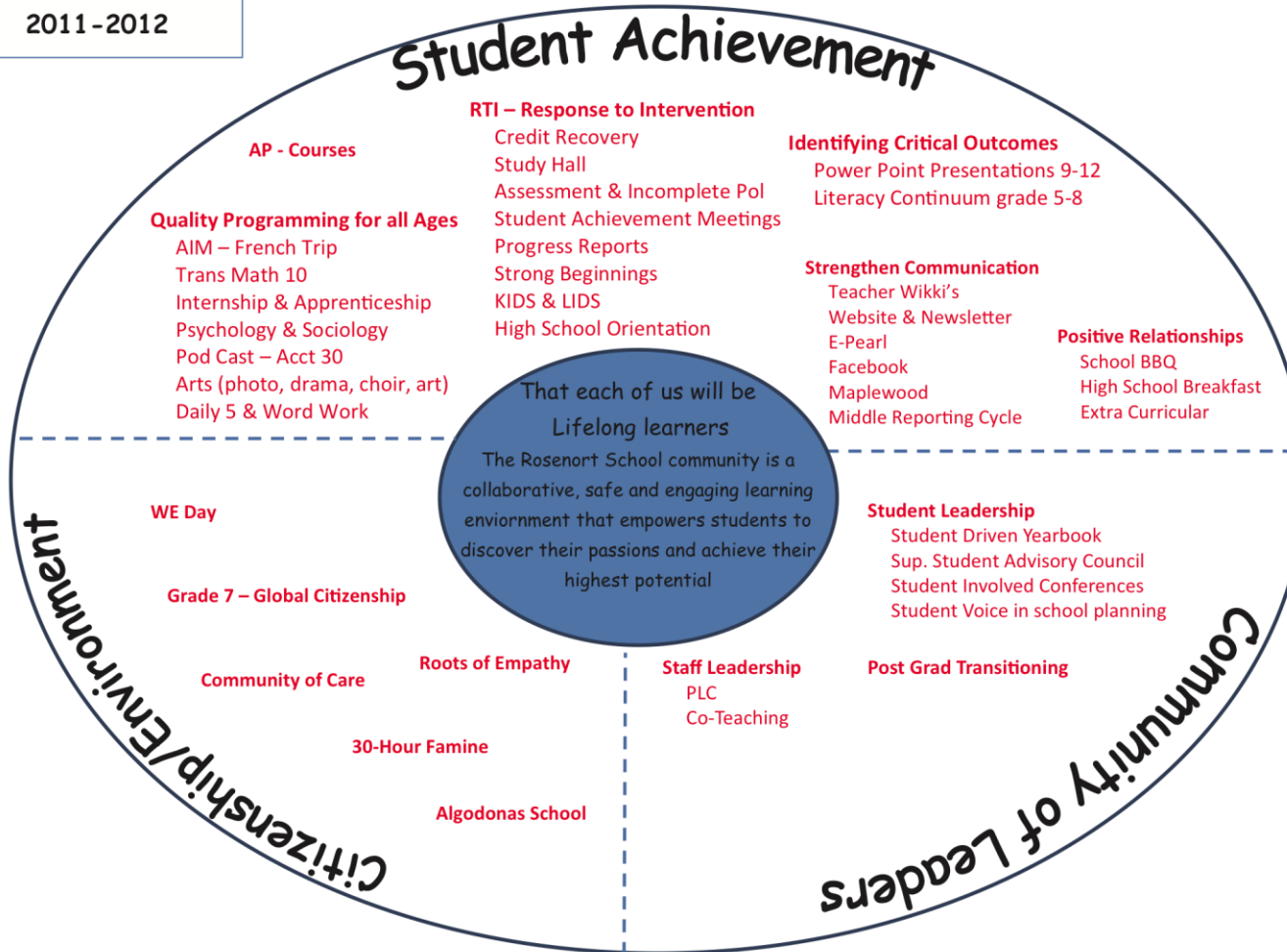
<b>Step 4</b>	<b>Planning Process (2011-12)</b>
	List or describe factors that influenced your priorities. In the past three years the staff at Rosenort School have focused their attention on expanding programming and replacing outdated courses with more relevant options. As the school ha developed with these areas there has been a critical engagement with staff in the process of developing as a professional learning community. As teachers have engaged school planning through the professional learning community model there has been a shifting focus in who we are as a school and why we exist. Student voice has also directly influenced the planning and programming options offered in the school. For the past two years the principal has surveyed every student in high school regarding the course options the view as relevant for their futures. Additionally, parent involvement has been a priority as we seek to have more ideas, feedback and involvement from community members.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? All students and high school parents were surveyed about the course options they would like to see in high school over the next two years. Teachers met in 2009-2010 to work through critical questions about who we are as a school, why we exist, and to identify critical issues within our learning community. At the beginning of the 2011-2012 year each professional learning community met to identify current needs and begin annual planning. The school priority areas were adjusted and tweaked as we develop clearer understanding regarding the differences between priorities, objectives and strategies
	How often did you meet? PLC planning teams currently meet twice per month for one hour.
	What data was used? Parent & Student Survey, Data from Credit Recovery, Data from Internship Program EDI, Data collected from PLC's & the School Division Plan.

<b>Step 5</b>	<b>School Priorities</b>
	1. Student Achievement : Teachers will make decisions and develop programming that focuses on sustainable and continuous improvements in Student Achievement for all.
	2. Community of Leaders:
	3. Citizenship & Environment : Staff and students will promote positive citizenship and create a culture of respect, responsibility and empathy.

<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?
	<p>1.1 All students will display sustainable and continuous improvements in their achievement in numeracy and literacy.</p> <p>1.2 Students in high school will display a high engagement level in their course work and school community.</p>	<p>Student's marks will show a continuous growth in achievement from September until June in Numeracy and Literacy.</p> <p>There will be a decrease in the number of students needing Credit Recovery in High School from 2010-2011.</p> <p>There will be an increase in the number of students entering pre-cal math and completing the course in grade 10 over the next three years.</p> <p>There will be an increase in the number of high school students completing optional courses and graduating with more than the minimum 30 credits over the next three years.</p> <p>In PLC groups teachers will develop and complete at least 2 smart goals that will positively affect student achievement.</p>	<p><b>Development of Quality Programming</b></p> <ul style="list-style-type: none"> <li>Trans Math 10 will be implemented as a mandatory grade 9 course.</li> <li>Daily 5 &amp; Word Work will be implemented in K-4.</li> <li>Grade 9-12 staff and school administration will research AP courses as an enrichment option</li> </ul> <p><b>RTI – Response to Intervention</b></p> <ul style="list-style-type: none"> <li>A teacher in K-4 and a teacher in 5-8 will participate in a divisional RTI project related to literacy interventions.</li> <li>Monthly Student Achievement Meetings will take place for all high school courses between teachers, student services and administration.</li> </ul> <p><b>Strengthen Communication</b></p> <ul style="list-style-type: none"> <li>Middle Years Reporting cycle will be improved to provide more consistent feedback to parents and students regarding student achievement.</li> <li>Teachers will communicate to students and parents through the use of school wiki's</li> <li>Grade 9-12 will implement Maplewood software as an additional communication tool to report consistent feedback about student achievement and behavior to parents.</li> </ul> <p><b>Development of Quality Programming</b></p> <ul style="list-style-type: none"> <li>Sociology 30 will be developed and added to the grade 11 &amp; 12 course options.</li> <li>A High School orientation will be developed and implemented for all grade 9 students and new students to the high school.</li> </ul> <p><b>Strengthen Communication</b></p> <ul style="list-style-type: none"> <li>School Administration will communicate about school events and celebrations through the school web page, school face book page and local media.</li> </ul>	<p>Student Progress Reports</p> <p>Student Report Cards</p> <p>Middle Years Assessment</p> <p>Strong Beginnings Data</p> <p>High School Orientation Data</p> <p>Minutes from Student Achievement Meetings</p> <p>SMART Goals</p> <p>Course Registration Data</p>

<p>2.1. Teachers are empowered as key leaders by school administration. There will be an increase in teachers taking on a leadership role within the school and community.</p> <p>2.2 Students are empowered as key leaders by teachers and school administration. There will be an increase in students taking on a leadership role within the school and community.</p>	<p>Rosenort School staff and students will view themselves as a community of leaders who have an active voice in their school and community.</p> <p>Teachers have an active leadership role all aspects of the school community.</p> <p>Students have an active leadership role in their learning and the school community.</p>	<p><b><u>Student Driven Year Book</u></b> Rosenort School yearbook will be driven by a committee of students. This includes its development, marketing, printing, sales and distribution.</p> <p><b><u>Sup. Student Advisory Council</u></b> Three Rosenort Students will participate in the divisional Superintendent's Student Advisory Council,</p> <p><b><u>PLC</u></b> Teachers will develop 1 SMART goal in their professional learning communities that positively affects student leadership.</p> <p><b><u>Student Voice in School Planning</u></b> High school students will be consulted with by school staff in determining what courses are offered for the 2012-2013 school year.</p> <p><b><u>Leadership Survey</u></b> Students and Staff will complete a leadership survey at the end of the school year. The survey will provide data regarding staff/students attitudes, beliefs and behaviors regarding their role in the leadership of the school community.</p>	<p>School Year Book Executive Summary from Sup. Student Advisory Council SMART Goals from PLC Minutes from school planning meeting Staff Leadership Survey Student Leadership Survey</p>
<p>3. The behaviors and attitudes of staff and students will demonstrate a culture of respect, responsibility and empathy for their school, community and world.</p>	<p>Rosenort School staff and students will view themselves as valuable global citizens by responding to school, community and global needs.</p>	<p><b><u>Professional Learning Communities</u></b> In PLC groups teachers will develop 1 smart goal to accomplish with their students in the 2011-2012 school year.</p> <p><b><u>WE DAY</u></b> Rosenort School will participate in the provincial WE day event.</p> <p><b><u>Adoption of Global Initiative</u></b> Rosenort School Student council will work with Rosenort School Staff to identify and adopt 1 long term global initiative to participate in the for the next three years.</p> <p><b><u>Community of Care</u></b> Rosenort Staff will implement a community of care team. The mandate of the team is to provide support for under privileged and/or families in crisis that are a part our school community.</p>	<p>School Calendar Resources Raised Community Report Student Council Minutes SMART Goals Data from SMART Goals</p>

Education For A Sustainable Future - "Guided by strong core values, develop thinkers who have the ability to learn, unlearn and relearn in order to meet the needs of the present while looking out for the future."



School Values

*Initiative & Ownership*

*Respectfulness*

*Self Discipline*

*Responsibility*

*Global Citizenship*

*Care for Others*

