

THE PLANNING PROCESS

PLANNING FOR STUDENT SUCCESS

The purpose of school planning is to link school, division and department planning processes. Benefits include:

- Involvement of stakeholders in decision making
- Decisions based on data
- Greater acceptance of change
- Improved communication
- Improved student outcomes

The planning process is a key element in addressing students' needs. The general planning process has 10 key steps:

- Establish a planning team
- Establish the focus for planning
- Establish a vision
- Develop a mission statement
- Establish strategic goals and objectives/key questions
- Develop an action plan
- Implement and communicate the action plan
- Monitor and evaluate the plan
- Reflect and celebrate

The planning process will not always follow these steps in order and the number may depend on circumstances. Changes occur as unexpected problems or opportunities arise.

Explanations are provided for four levels of planning: divisional, school, classroom and individual.

DIVISIONAL PLANNING

Planning for students at the division level will address the system needs for the complete school division. The team involved in the planning should have wide representation from within and outside of the division. As well, the data may be obtained from a variety of community agencies, e.g. police, family services, youth corrections, etc.

Division planning might address:

- Divisional code of conduct
- Student services policies
- New programs or services, e.g., early intervention programs
- Handbooks, protocols or guidelines
- Staff training plans
- Review of special education services and/or programs

PLANNING AT THE SCHOOL LEVEL

Planning at the school level should involve a team of appropriate stakeholders. This team should select a planning process that matches the problems or issues to be addressed.

School planning should address:

- Positive school climate
- School-wide plans for improving academic success
- School rules or a school code of conduct
- School procedures
- Staff training

PLANNING AT THE CLASSROOM LEVEL

The classroom teacher usually initiates planning at the classroom level. Teachers might involve parents/guardians, other teachers and/or paraprofessionals to assist in the classroom. Classroom planning should also provide opportunities for student input. The teacher can involve students through meetings, discussions, surveys, etc.

Planning at the classroom level typically occurs prior to or at the beginning of the school year. While it may not be necessary or practical for teachers to complete the entire general planning process, decisions should be data based.

Classroom planning might address:

- Student needs (academic, behavioural, social physical)
- Positive climate
- Rules
- Procedures
- Routines
- Contact with parents/guardians when behavioural or academic challenges are noticed
- Individual strategies and interventions for students with unique needs

Teachers need to collaborate with last year's teachers, support staff, in-school support team and clinicians to determine the needs of the students who will be in the classroom for the coming year.

Based on this information, teachers determine which students require interventions for academic or other concerns. For example, some students might require:

- Curricular supports or adaptations
- Courses that are modified or enriched
- Programs that are individualized
- Specific behaviour interventions
- Specific interventions related to English as an Additional Language

TMSD FORMS: Classroom Profile Needs Survey

Learner Profile Grades 4-12

Student Services: Clinician Referral Forms