

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 5010

DATE: 2004-11-09

REVISED: 2013-11-19

SUBJECT: **SCHOOL IMPROVEMENT PLANNING PROCESS**

The Board of Education expects that district staff and all School Planning Councils (SPC's) will utilize the attached guidelines and templates as a method for developing school and district growth plans.

1. The intent is to focus attention on improving student achievement.
2. Student achievement includes intellectual, human and social, and career development.
3. The development and implementation of plans at the school level are of primary importance for improving student achievement.
4. School and district plans should reflect the characteristics, values, and needs of the community they serve.
5. Good use of assessment data improves instruction.
6. Targeting the performance of lowest achieving students is important.
7. Improvement plans should be based on multiple data sources including provincial, district, school, and classroom-based measures.
8. A clear focus on a few key areas can promote commitment and more effective use of resources.
9. District plans should arise from and support the successful implementation of school goals and improvement needs, and from an analysis of provincial, district and school data regarding student achievement results.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

GUIDELINES

NO: 5010 G

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REVISED: 2014-11-19

SUBJECT: **SCHOOL IMPROVEMENT PLANNING PROCESS
DISTRICT GROWTH PLAN GUIDELINES**

The focus of the District Achievement Contract (District Growth Plan) is improving student achievement in all areas of school life and student well-being. The Board will prepare a District Achievement Contract annually to be submitted on or before July 15th, to the Minister of Education. The District Achievement Contract will be made available to SD 78 residents via the district website, through school Parent Advisory Councils (PACs) and through the District Parent Advisory Council (DPAC).

In developing its plan, the school district will review how individual schools are performing and how identifiable groups of students are performing through an analysis of school plans and achievement results.

The District Achievement Contract will include strategies to improve the achievement of the lowest performing schools and the lowest performing students.

The Board will determine First Nation/Aboriginal student achievement goals jointly with the aboriginal communities the district serves.

Goals for district achievement will be:

- Specific
- Measurable
- Achievable
- Relevant
- Timely.

The District Achievement Contract will include:

1. A description of the context of the district—its characteristics, strengths, and challenges.
2. Clearly stated goals and the data-based rationale for the selection of the goals.
3. An identification of outcomes, strategies, and measures for improvement.
4. An identification of improvement targets.
5. The progress made in the previous year(s) in moving towards the desired targets.
6. A description of the way in which the district plan is connected to school plans.
7. Specific strategies the district will use to support lower achieving schools.
8. The strategies the district will implement to raise the performance of identified groups of students.

SCHOOL PLANNING COUNCILS

School Planning Councils (SPCs) give parents/guardians, teachers, and principals an advisory process to review school data and to develop and implement school plans aimed at improved student achievement.

Fraser-Cascade School District will tap into provincially sponsored Professional Development for parents/guardians, principals, and teachers to assist them in gaining the knowledge and skills necessary to successfully engage in school improvement planning on an annual basis.

Mandate:

By September 15th, of each year, each school will form a School Planning Council. By May 1st, each school planning council will prepare and submit to the Board of Education a school plan with respect to improving student achievement and other matters contained in the board's accountability contract as these relate to the school.

The SPC, under the principal's leadership and guidance, will, besides developing the school plan, monitor its implementation and review the achieved results.

The SPC will consult with the Parents' Advisory Council during the preparation of the school plan.

The SPC will consult with school and district staff during the preparation of the school plan.

The SPC will determine First Nation/Aboriginal student achievement goals jointly with the aboriginal communities the school serves.

The SPC will not engage in discussion or provide advice regarding:

- Personal/confidential information on students, teachers, parents/guardians or their employees
- Complaints about individuals
- Personnel matters

Structure:

The structure of the SPC is as follows:

- School Principal
- Teacher representative elected by secret ballot from the teaching staff
- Three (3) representatives elected by secret ballot from the school Parent Advisory Council who are parents/guardians of children currently enrolled in the school. (One representative must be an elected officer of the PAC).
- One student representative (Secondary Schools)
- Employees of any School Board in the Province are not eligible for election to the school planning council as parent/guardian representatives.

Responsibilities:

School Board

- Ensure that a school planning council is in place for each school as per Bill 34.
- Determine the District timelines for the School Planning Councils.

- Communicate the proposed timelines and transition strategies to the schools and the PACs
- Consult with SPCs as per the consultative process whereby the board seeks advice from those who may be affected by a decision, considers the advice, and then makes its decision.

Principal

- Notify the school community that the School Planning Council will be formed.
- Communicate to the school community the SPCs purpose, mandate, and timelines as per the board's interim guidelines.
- Assemble the information required to begin the planning process.
- Establish operating principles for problem solving, consultation and decision making to ensure that the plan developed by the SPC represents the school community's shared understandings.

Teachers

- Elect a representative by secret ballot to the School Planning Council.
- Establish a process for the representative to:
 - Receive input and direction from the staff, and
 - Inform staff of the work of the Planning Council.

Parent Advisory Council

- Elect three (3) representatives (one of whom must be a member of the PAC executive) by secret ballot to the School Planning Council.
- Establish a process for the representatives to:
 - Receive input from the PAC and the parent/guardian community.
 - Consult with and inform the PAC of the work of the Planning Council.
 - Work with the principal to establish effective, broad-based communication links between the school community and the School Planning Council.

SCHOOL PLANS

Guidelines:

School Plans need to be focused on specific areas of student achievement. Student achievement includes intellectual, human and social development, and career development.

School Planning Councils are to consider district goals in the development of their school plans.

School plans should reflect the context and needs of the school relative to:

- The allocation of staff and resources at the school;
- Matters contained in the District Growth Plan as they pertain to the school;
- Educational services and educational programs at the school; and
- Other pertinent quality of education and school governance issues.

School plans are considered a consultative document for the Board of Education.

The Board of Education will either accept the school plan as developed by the SPC, return the plan with suggested modification or instruct the school principal to develop an alternate plan.

The Board will base its decision on the plan's relevance, achievability, measurability, and affordability.

Schools will consider the following data sources in the development of their plans:

- Graduation rates
- Grade-to-grade transitions
- Foundation Skills Assessment data
- Provincial Exam Results and participation rates
- Parent/guardian student and staff survey results
- Attendance data
- Behavioral information
- Report card data
- Other relevant data

School plans will address the performance of subgroups such as gender, First Nation/Aboriginal, non-Aboriginal, English Language Learner (ELL), Special Needs, etc., as per the population of the school.

School plans should have a few (2 or 3) key goals. Teamwork around a few key goals creates a positive impact on school improvement. Goals should be

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Timely**

Content:

School Plans will include:

- Clearly stated goals, outcomes, strategies, measures and achievement targets.
- Data-based rationale for the selection of the goals.
- A description of the way the school intends to meet the achievement needs of subgroups of concern to the school.
- Indication of progress made with respect to previously stated school goals.
- A budget that reflects revenues and expenditures

PLANNING CYCLE:

Phase One: Collection and Interpretation

All relevant public information about the school should be made available to the School Planning Council. This information should be interpreted by the council to develop a common understanding of its meaning.

Phase Two: Review, Analyze and Report

The information should be reviewed to identify areas of strength and areas of improvement. These findings should be shared with staff, the PAC and the school community.

Phase Three: Developing The Plan

Using information from phases one and two, and the feedback received from staff, PAC, the First Nation/Aboriginal community and the school community in general, the school growth plan is developed.

After consultation with the PAC, Staff, and School Community, the completed plan is submitted to the School Board for review. The School Board may accept the plan, return the plan for revision or instruct the principal to develop an alternate plan.

Phase Four: Implementation and Monitoring

The School plan is put into practice and monitored for effectiveness.

FUNDING:

The district and schools will work cooperatively to develop district professional development and curriculum implementation plans. District funding is available for district and school level professional development and curriculum implementation planning and development.

Professional development opportunities for parents/guardians and staff to successfully engage in the school planning will be made available through provincial educational partner groups that have been funded for this purpose.

The Board of Education has budgeted funds for the purpose of school growth planning and implementation. Schools will be funded for this purpose as follows:

TREC/ACE	\$ 500.00
Boston Bar Elementary Secondary	\$1,000.00
Coquihalla Elementary	\$1,500.00
Kent Elementary	\$1,500.00
Harrison Hot Springs Elementary	\$1,500.00
Silver Creek Elementary	\$1,500.00
Hope Secondary	\$2,500.00
Agassiz Elementary Secondary	\$2,500.00
District Growth Planning	\$5,500.00

PARENT ADVISORY COUNCILS

PACs are encouraged to amend their constitutions to include the following enabling clauses:

- Three parents/guardians will be elected annually to fill three positions on the School Planning Council.
- An executive member of the Parent Advisory Council will hold one of the three positions.
- Voting will be done by secret ballot.
- Employees of any school board in the Province are not eligible for election as a parent/guardian representative on the School Planning Council.

Repealed

TIMELINES

School Board/District Staff	Yearly	School Planning Councils
Begin analyzing data to report on progress regarding growth plan goals.	September	
Report on progress and consult with partner groups to update district growth plan	September-October	Establish School SPCs. Submit previous school year's progress report to Superintendent.
Review draft district growth plan with partner groups	September-December	Review school growth plans with SPCs, collect and analyze data, and monitor results Review draft district growth plan to examine linkages and to provide input.
Submit Superintendent's Report on Student Achievement	December 15	
	December-March	Continue to collect and analyze data to identify growth areas
Report interim progress on three-year district growth plan goals. Review district growth plans	January-March 31	Consult with staff, PAC and First Nation/Aboriginal communities to develop school growth plans
Visit schools to discuss draft school plans	March-April	Complete school growth plans and review with the Superintendent/Assistant
	May 1	Submit plans to district
Begin consultations with educational partners to update district plan	May-June	Present school plans to the Board of Education for review
Review and approve school growth plans	June	
Submit district growth plan	July 15	
	Fall	Monitor implementation of school plans until new SPC is formed.