



83Learns!

Engaging Learning in School District 83

STUDENT ACHIEVEMENT GROWTH PLANNING RECOMMENDED SCHOOL & DISTRICT PLANNING PROCESS - 2016/17

I. Issue

To develop a process for the school and district growth planning in according with the guidelines of the provincial [Framework for Enhancing Student Learning](#).

II. Background

On July 1, 2015 what was known as the *Accountability Framework* underwent significant changes as Achievement Contracts, Superintendent's Reports on Student Achievement, District Literacy Plans, and School Planning Councils are no longer mandated by the Ministry of Education. The *Framework for Enhancing Student Learning* replaces the former Accountability Framework.

Each district is being asked to submit a school and district planning process by the end of March 2016 with the following elements (a more complete description can be found on the provincial website):

- A system-wide focus on intellectual, human, and social, and career development.
- Meaningful and effective planning for continuous improvement.
- Effective communication of evidence, reported at least annually, by districts and the province.
- System-wide capacity building through team-based supports focused on continuous improvement.
- Linkages with existing local agreements (e.g., Aboriginal Education Enhancement Agreements) to ensure consistent and meaningful support of Aboriginal students.

III. 2016 Growth Conversations

The process for school and district planning in School District 83 is initiated with the annual Growth Conversations. These conversations are annually held at each school in the first part of the calendar year and are representative of all stakeholder groups and have the focus of celebrating growth around current goals, focusing on areas to revise or change for the following year, and to inform the district about important themes to improve student learning across the district. A summary meeting is held to develop themes arising from the meetings at each school.

On February 29, 2016 a growth conversation summary meeting was held with teacher, principal and vice principal, trustee and senior management participation. The following is summary of the main themes arising from the three growth conversation questions:

1. How do you know that what you are doing is working for all students?
2. What are the elements of a meaningful growth plan process for schools?
3. What are the elements of meaningful growth plan process for the district?

Summary of Growth Conversation Themes:

- Literacy program is working. Literacy as existing strength – current assessment tools are working (PM benchmarks, Performance Standards)
- Numeracy needs to become a district focus
- Time for collaboration, to work on school goals is needed
- Schools should have a small number of goals. Goals should be multi-year and should remain until the behaviours methods become ingrained (become “part of our culture it is who we are”). E.g. Lisa Coombs quote on reading at HPE
- Emerging strength is self-regulation focus in schools
- Reporting –new report cards a concern, wonder at many schools
- Growth plan timing - should come with budget/coordinate with budget timelines (Ed Funding, etc.)
- Technology questions and issues
- Teachers health and wellness
- Goals should be revisited multiple times over the year, staff meetings etc. School’s that have the most effective growth plans have this on every staff meeting agenda
- Schools want more feedback throughout year on school goals (should it be a regular p/vp agenda item?)
- Schools with common goals could get together to discuss ideas, methods, etc.
- Should incorporate a family of schools’ conversation
- Authentic identified needs at the school level drive the process
- District should group district goals, list school goals as part of in a coordinated way (e.g. all schools with Literacy goal)
- District plan should connect with district values and mission (e.g. engagement)
- District plan should be a plan of support for schools plans (including pro-d plan that supports school and district goals). The district plan will include a list of all the school goals which will be grouped by category to the greatest extent possible
- Data/Information –part of the story is data, but part needs to be the school telling their story (want freedom to how that is done). Need to balance this.
- Need to have flexibility to create full plan in Spring or Fall depending on staffing and consistency of school staff.
- Growth plan needs to involve all our partners, teachers, PVP, parents (PAC), support staff, aboriginal education, itinerants, students (elementary liked addition of student this year to conversation)

IV. Guiding Questions for Growth Planning:

The Guiding Questions for Growth Planning were adapted from provided sample questions from SD 44, North Vancouver and represent current discussions on the important elements of an effective school and district growth planning process. These will serve to continue to guide discussion in the district about the important components of a growth planning process.

Schools will have flexibility to tell their learning story in a variety of ways including such examples as posters, pictorial, video evidence to both present their goals and report on progress. While quantitative evidence gathered will remain an important part of tracking progress toward student growth, schools will be encouraged to find qualitative evidence that reflects growth and development of the whole child. One recommendation will be to include stories of learning from a real student to provide a connection between the school goals and the actual experience of students.

Guiding Questions:

1. What should be the role and purpose of a plan and a planning process?
 - Makes very clear the relationship between beliefs and practices of the school & district
 - Creates the steps to achieve learning goals
 - Addresses the whole student (intellectual, human, and social, and career development)
 - Each goal should have enough time and length so that it becomes a part of the school culture

2. What values and beliefs should guide the development of a growth plan? (From Thompson-Okanagan Enhancing Student Learning workshop, Dec. 7)
 - Reflects school culture
 - Meaningful collaboration with ALL community stakeholders (students included!)
 - Flexibility in time lines, time needed to follow process
 - Focus on Students needs as learning in the system, including aboriginal, students with special needs and children in care
 - Strength based, focus on inquiry, passions and sound research

3. What would an ideal growth planning process and plan look like?
 - Inclusive: Opportunity to hear all voices in the school community
 - Flexible Timelines: There will be flexibility for either a spring or fall timeline, but full plans need to be in by September 30.
 - Annual Review Cycle: the planning cycle includes goal development, ongoing feedback, and an annual revision
 - Options for Presentation: schools will have flexibility in how the components can be presented. i.e. posters, pictorial, video evidence
 - Continuous Adjustment: should reflect ongoing learning and adjustment based on feedback

4. What components and sections would an ideal growth plan contain?
 - Goals: should be multi year and few in number – two is ideal, no more than three.
 - Rationale: What is the information and sources that the goals are based on?
 - Story: Includes real evidence from and about real students – tells a story of learning for students who are doing well and students who are struggling
 - Information: How will progress of identified goals be measured? Should include an appropriate blend of meaningful qualitative and quantitative information.
 - Strategies: What approaches/strategies are included to ensure that all student needs are being met?

V. Recommended Growth Planning Process:

The Recommended Process for School and District Planning describes what is to be posted on the district website about the school and district growth planning process. This document contains the timeline and components of the annual growth planning cycle at the district and school level including annual reporting on student achievement to the board of education.

The district looks forward to the new planning process and the focus on connecting these learning goals to the daily work of teachers, support staff and principals & vice principals in the district.

The growth planning process should **support all members of the learning community** as follows:

- Students should be the focus of school and district learning goals and each student should be aware of the learning goals of their school and have appropriate input into developing school goals.
- Parents should have a clear understanding of school and district goals and have a role in developing plans and goals. The contributions and roles of partner groups such as aboriginal communities, inter-ministerial agencies, and community groups should be included and recognized in school and district plans.
- Teachers and support staff should have a clear role in developing and feel a sense of ownership regarding the learning goals of the school.
- Aboriginal communities should have a voice throughout the process and be informed about the progress of the students in their communities.
- The Board of Education should regularly be informed of the learning progress of students according to the approved learning goals of the district.
- Schools should have clear goals for improving student learning and a variety of ways of tracking student progress and different ways to tell their learning story in order to make school goals come to life for the whole school community.
- District plans should reflect and support the learning goals of schools and describe district efforts to support student and professional growth toward learning goals.

School District 83 Proposed Timeline & Process:

Timeline	Process
January – March:	<p>Growth Conversations held at each school:</p> <ol style="list-style-type: none"> 1. Purpose is to: <ol style="list-style-type: none"> a. celebrate growth around current year goals; b. ensure ongoing and continuous growth planning for next school year; c. provide guidance to district for support and the creation of the District Student Achievement Growth Plan. 2. Process will be for the: <ol style="list-style-type: none"> a. School principal, as educational leader, leads the discussion with a representative school team gathering; b. Representatives to include teachers, support staff, aboriginal education, parent, students, North Okanagan Shuswap Teachers Association, and Trustees will be invited to send a representative.
March (after completion of Growth Conversations)	Growth Conversation summary meeting with representation from all PVPs, teacher representation, support staff rep, Aboriginal Education rep, parent rep, student rep (secondary). NOSTA, and Trustees.
April	Board updated on themes and preliminary district plan.
April/May:	School Growth Planning Day (0.5). Schools begin to develop and revise growth plans. Provide <u>draft goals only</u> to district by end of May. *Option: schools may choose to provide entire plan if completed at this time.
July	District Student Achievement Plan: Publish initial district plan in 2016/17 & timeline for final district student achievement plan.
<u>September Growth Plan day (0.5)</u>	Further work on school plan and identification of strategies.
September 30	Final School Plan posted & submitted on school website by September 30.
November	Annual reporting to the Board of Student Achievement progress according to District Student Achievement Plan.