

**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

<b>ADMINISTRATIVE PROCEDURE NO. 115</b>	
Effective	
Revision Date	

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## **SCHOOL PLANNING AND REPORTING**

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### **PURPOSE**

School planning and reporting are essential components of the most important responsibilities of the Board and staff. This administrative procedure sets out system expectations for school planning and reporting

### **PROCEDURES**

#### **1. General Planning**

- 1.1. The principal is expected to ensure that the school has plans in place to promote student and staff welfare, including plans to react to emergency situations.
- 1.2. The principal is responsible for planning the effective functioning of the school as it affects the students, staff, parents, and the community as set out in the *Education Act*, Regulations and other legislation. Principals must plan for good organizational, personnel, and fiscal management.

#### **2. School Improvement Planning**

- 2.1. The principal's educational leadership in promoting clear expectations for student and staff learning is a vital aspect of school planning. Improvement planning at the school level provides key information about student performance and about the factors that affect this performance. The school is thus enabled to identify areas of strength and areas requiring attention, and to implement and monitor action plans to enhance student achievement.
- 2.2. School improvement plans shall focus on student learning needs as identified through the analysis of valid and reliable data.
- 2.3. Strategies for improvement and opportunities for staff learning must be aligned with identified student needs.
- 2.4. System targets for student learning, as defined in the Board's Strategic Directions and Key Priorities, will be used when completing school improvement plans.
- 2.5. School plans will state clear goals that relate current levels of student achievement to expected achievement levels and specify measurable changes to the current teaching and learning environment that will be necessary to foster increased learning.

- 2.6. The school shall develop a coherent plan for school development that includes attention to instructional leadership, improvement of classroom instruction, professional learning and collaboration, and parent engagement.
- 2.7. School plans, results, and reports must be prepared by the principal in collaboration with the staff, school council, and where appropriate, students. There will be clear evidence of staff ownership of the plan; for example, teachers working together to assume leadership for the school goals.
- 2.8. School administrators will ensure that teachers know how to use data effectively. They will support open sharing and analysis of data; involve the staff in data-driven change; and provide evidence that data is used for instructional decisions.
- 2.9. School improvement plans shall include:
  - a) the school goals (the areas of focus);
  - b) planned action steps;
  - c) indicators of success (expected outcomes);
  - d) measures (data sources);
  - e) required resources;
  - f) timelines; and
  - g) staff responsibilities.

The plan will also describe school council and parent involvement in attaining school goals.

### **3. School Council Involvement**

- 3.1. As required by Ontario Regulation 298, the principal of the school shall solicit the views of the school council with respect to the school plan for improvement, based on the Education Quality and Accountability Office's reports on tests of students, and how the improvement plan will be communicated to the public.
- 3.2. School administrators and staff members are expected to revisit the improvement plan regularly during school council meetings, staff meetings, and divisional meetings to maintain and/or modify the focus.

### **4. Reporting Expectations**

- 4.1. School improvement plans are to be developed or updated and submitted in written form to the supervisory officer as determined on an annual basis.
- 4.2. Each fall the previous year's school improvement plan, complete with student achievement data that provides evidence of growth toward or attainment of the school goals will be shared with the supervisory officer.

## 5. Reflection and Collaboration

- 5.1. School improvement efforts are most successful when school and system staff members work together in a spirit of inquiry.
- 5.2. The Ministry of Education developed the *K-12 School Effectiveness Framework* to support professional collaboration for school improvement and student success. The framework is designed with two key processes in mind:
- a) *The School Self-Assessment Process* is a thoughtful inquiry that helps to identify strategies that will leverage improvement and inform implementation of the school improvement plan. The School Self-Assessment considers the following questions:
    - Are we reaching our student learning and achievement goals?
    - How do we know? What is the quantitative and qualitative evidence that supports this?
    - What actions will we take to ensure continuous improvement?
  - b) *The District Review Process* is to be carried out with integrity and transparency for the purpose of promoting reflection, collaborative inquiry, and ultimately improved student learning. The steps in the District Review include:
    - review of data and progress from the School Self-Assessment;
    - determination of the scope of the review;
    - collection, data analysis, and preparation of a summary report with recommendations;
    - support for school planning and implementation of improvement strategies; and
    - capacity building for the professional learning community in the school.

## REFERENCE DOCUMENTS

### **Legal References:**

*Education Act, section 264 Duties of Teacher: Cooperation of effort among staff*

*Education Act, section 265 Duties of the Principal: Report on progress of pupils*

*Education Act, section 283.1 Chief Executive Officer: Responsibility for student achievement*

Ontario Regulation 298 Operation of Schools, section 11 Duties of Principals: Supervise instruction and assist teachers

Ontario Regulation 298 Operation of Schools, section 11 Duties of Principals: Solicit the views of school council on school action plans for improvement

Ontario Regulation 298 Operation of Schools, section 20 Duties of Teachers: Responsibility for effective instruction and evaluation of the progress of pupils

*Education Quality and Accountability Office Act 1996*

**Board References:**

Board Policy GOV-01 Vision, Mission, and Values  
Board Policy GOV-02 Strategic Directions and Key Priorities  
Board Policy GOV-03 Role of the Corporate Board  
Board Policy GOV-04 Role of the Supervisory Officer  
Board Policy GOV-11 Parent and Community Relations  
Administrative Procedure 175 School Council

**Resources:**

*The K-12 School Effectiveness Framework: A support for school improvement and student success. 2013.*

<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>