

Kootenay Regional School Planning Council Training: Sharing our Resources





Goals for the Session

- *To develop understandings of growth plans, manageable goals, and planning to make a difference to student learning.*
- *To begin to plan/establish norms for the tone and operation of the School Planning Council*
- *To identify future needs at both the school and district levels.*



The Ideal School Planning Council

- 5 - words to describe the ideal Council (individual)
- 3 - words (team)
- 1 - Our team word



Bill 34 - School Amendment Act

- Section 8.1 - Formation of School Planning Council
- Section 8.3 - Board approval of school plans annually
- Section 79.2 - Accountability Contracts - Oct. 31
- Section 171.1 - Appointment of Special Advisor



An Enhanced Focus on Accountability

From

- 6 Year Cycle for School
- School plans
- External review of schools
- Special Advisors for Finance

To

- Annual Review of Data - School and District
- School and District Plans
- External review of districts and some schools
- Special Advisors for Finance and educational issues



District Review Teams: Areas for Focus

- *Goals (Improving districts have a strong instructional focus. This focus is made visible in clear goals for improving student learning.*
- *Rationale (Improving districts have a thorough and connected set of reasons based on evidence for the selection of their student achievement goals.*



District Review Teams: Areas for Focus

- Data (*Improving districts are actively considering at least three sources of evidence including classroom, school and district/provincial levels. The analysis of this evidence has informed the selection of the district goals.*)
- Strategies (*Improving districts have a well-organized, focused improvement plan in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice and innovative thinking*)



District Review Teams: Areas for Focus

- Structures (*Improving districts have aligned structures - resources, time, organizations - to get the results they want. This includes effectively differentiating resources to the areas of highest need for improvement.*)
- Results (*Improving districts get improved student learning results - at the classroom, school and district levels.*)



District Review Teams: Areas for Focus

- Communication - *(Improving districts communicate and make public their improvement goals and the progress being made.)*
- Partnership - District and School Coherence - *(Improving districts have a dynamic and interactive strategy for connecting school and district goals. School uniqueness and school-district direction are both valued.)*



District Review Teams: Areas for Focus

- Partnership - District and Parent Involvement -

(Improving districts work as a team with parents, including specific groups of parents.)

- Leadership/Teamwork

(Improving districts are led by district leaders with a clear vision for, and commitment to, school improvement and improving student achievement. Principals, vice-principals, teacher, parent and student leadership is encouraged and systemically developed - with a focus on improving student learning.)



District Accountability Contract

- Various mechanisms to link to School Growth Plans being used throughout the province.
- In some cases, goals in School growth plans are used to formulate district contract.
- In others, district goals are set and schools are asked to have at least one goal link to district goals.



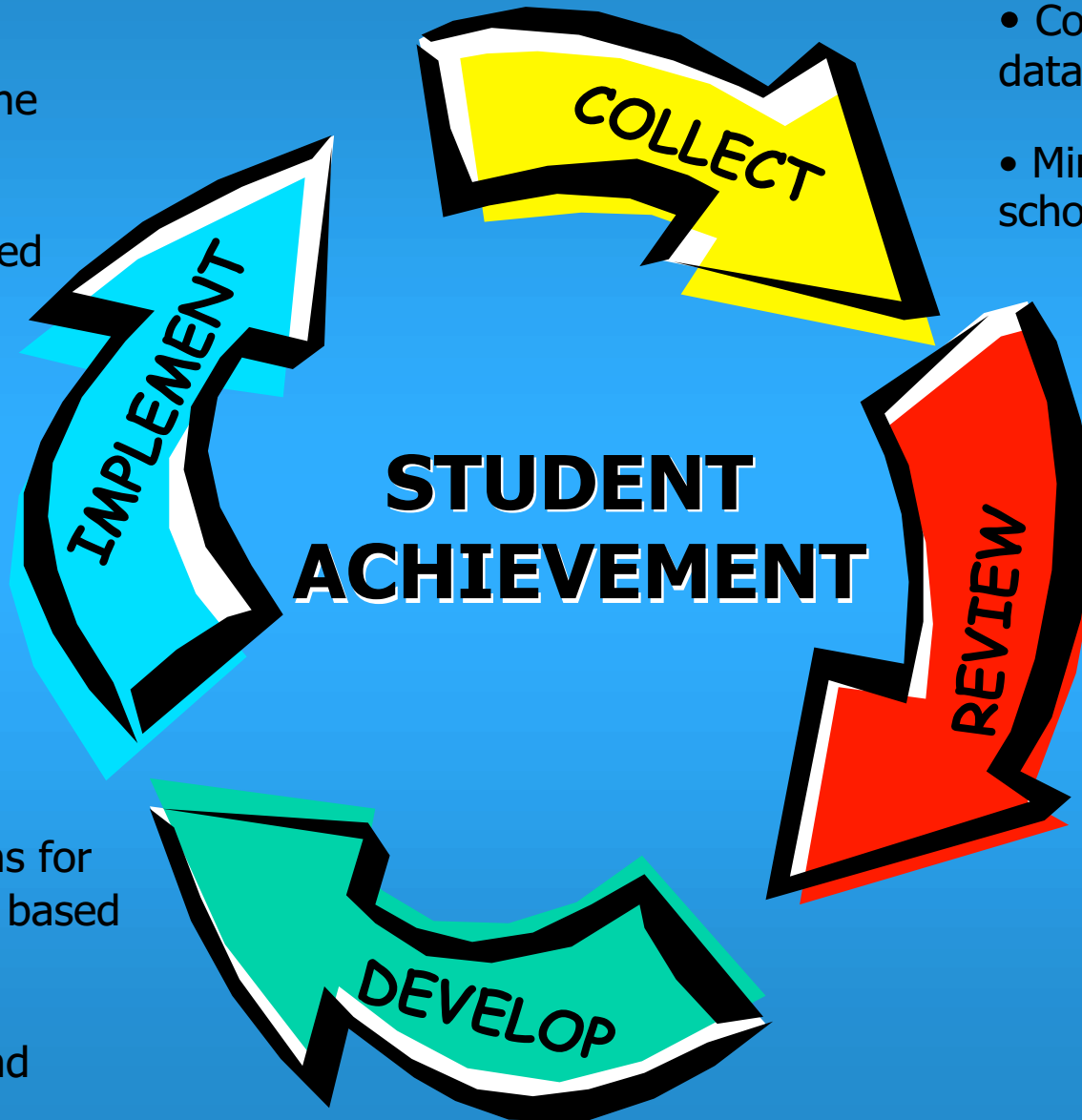
Achievement for All

- Canadians are searching for certainty in our public institutions. Canadians are less interested in the ranking of schools than they are in knowing that all schools could achieve five stars.
 - Bricker and Greenspon, 2001

ACCOUNTABILITY CYCLE

- Implement the plan, monitor the work, and revise as needed

- Collect and analyze data
- Ministry, district and school



- Develop plans for improvement based on goals, measurable objectives, and strategies.

- Review information and report findings



Accountability Cycle

In Bill 34

- Every district submits accountability contract by October 31
- Every school develops a school growth plan
- Special advisors may be appointed by the minister

Practices in B. C.

- 1/3 of districts visited by Deputy annually
- 1/3 of districts have an external review annually



SCHOOL PLANNING COUNCILS

- A key component of the annual accountability cycle
- Council to be established in every school in B. C.
- Parents elected by PAC



Mandate for School Planning Council

- “By a date specified by the Board, a School Planning Council must prepared and submit to the board a plan for the school in respect of improving student achievement and other matters contained in the Board’s accountability contract relating to the school., (8.3(2))



School Planning Council

- “A school planning council must consult with the parents’ advisory council during the preparation of the school plan., (8.3(3))



School Planning Council

- Rationale: formally acknowledges the importance of parental involvement in improving student achievement.
- Main Responsibility: Consult with the school community in developing, monitoring and reviewing schools plans for improving student achievement.




School Planning Councils

- Support the development and implementation of school plans
- Should consider the performance of significant groups within the population (e.g. Gender, Aboriginal/non-Aboriginal, Special Needs)



School Planning Councils

- Consider the district and school goals in the development of school plans
- “Inherit,, current school growth plans, the 2001 annual progress report and any accreditation plans.

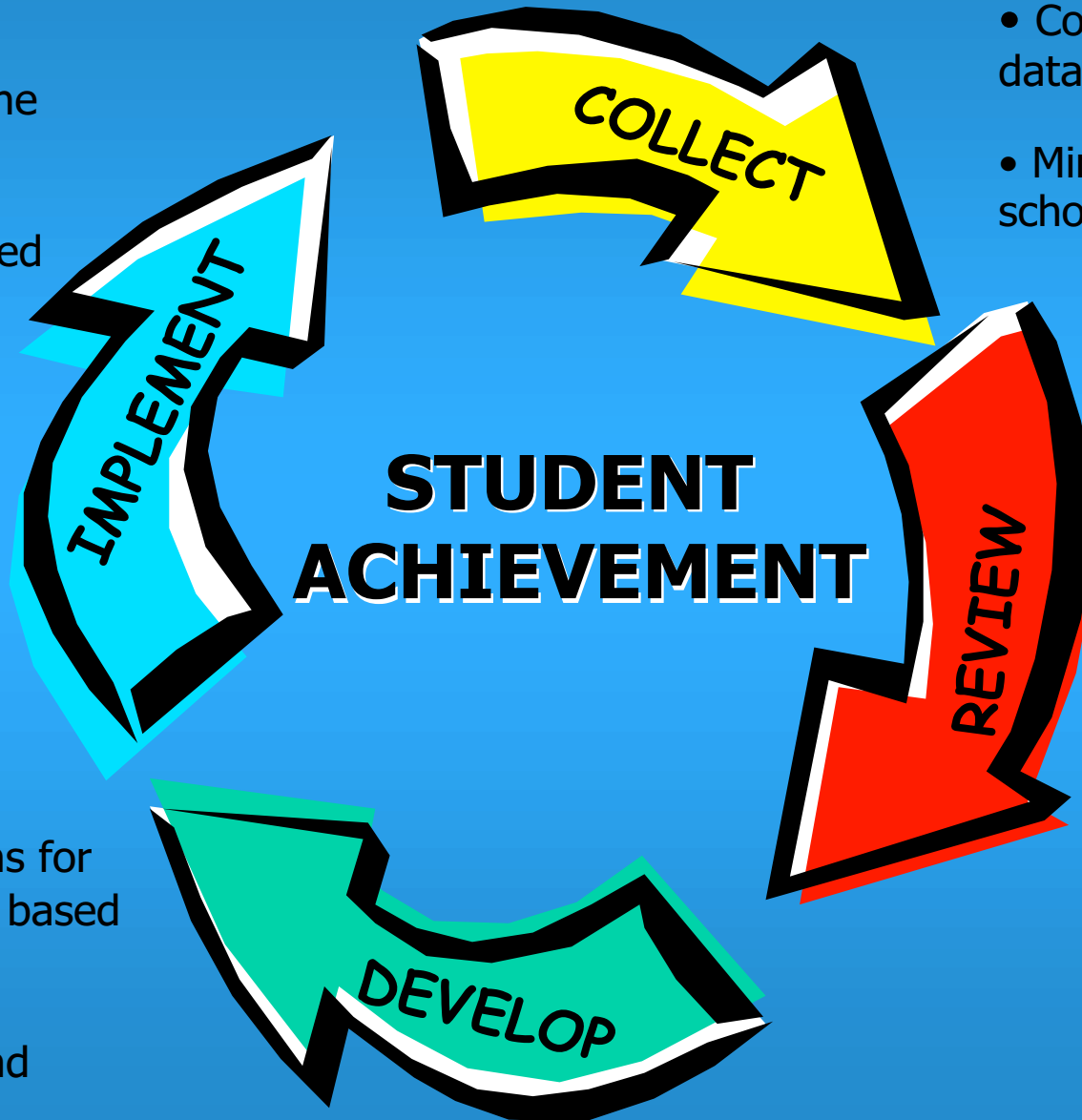


Importance of “Assessment Literacy,,

- The capacity to:
 - Examine student performance data and make critical sense of them.
 - Know good work when you see it
 - Develop action plans based on data analysis
 - Contribute to the political debate about the uses and misuses of data

ACCOUNTABILITY CYCLE

- Implement the plan, monitor the work, and revise as needed



- Collect and analyze data
- Ministry, district and school

- Develop plans for improvement based on goals, measurable objectives, and strategies.

- Review information and report findings



Planning Process: School Growth Plans

- Establish “SMART,, goals
 - Specific
 - Measureable
 - Achieveable
 - Relevant
 - Timely



Success School Improvement Planning

- Read the article Up and Away by Mike Schmoker
- Complete the 3-2-1 worksheet
- Discuss with your SPC



Criteria for Growth Plans

■ GOALS

- Do we have only 1 or 2 goals?
- Are our goals specific enough to focus our improvement efforts?

■ DATA

- Do we have at least 3 windows into the goal area (data sources)?
- Is there data that we all commit to collecting?



Criteria for Growth Plans

■ DATA

- Is our data aligned with our goals?
- Is there data which is not aligned and may be clouding the picture?

■ KNOWLEDGE BUILDING AND SHARING

- Do we have a process to share best knowledge, practice, and research about our identified goal area?



Criteria for Growth Plans

- KNOWLEDGE BUILDING AND SHARING:
 - Are we working from a common learning and planning model?
 - Do we have strategies to continuously build and share knowledge?
- DATA ANALYSIS AND MONITORING
 - Do we have a process to continuously gather and monitor data?



Criteria for Growth Plans

- ENGAGEMENT AND MONITORING
 - Are we utilizing strategies with staff and our Council to engage them in data analysis and making sense of data?
 - Do we have evidence of actions that are making a difference to students



Sample Growth Plan

- Review the sample growth plan.
- Discuss, as an SPC, how well it:
 - meets the criteria for a good growth plan
 - Addresses the key points/ideas made in Schmoker's article,
 - Then....Make some suggestions for improvement!



Your Plan or Sample Plan

- What are the goals?
- What data are being collected?
- What is being done to improve on results?
 - Focus on improvement:
- How might the goal(s) be reworded to be as specific as possible?
- What other data might be collected?



SOME DATA SOURCES

- **School level:** attendance data, behavioural information, school-wide assessments (e.g. Performance Standards)
- **Classroom level data:** performance standards, information on report cards, teacher observation
- **District and Ministry data:** Provincial exams, FSA, government exams, participation rates, parent, staff and student surveys, grad rate.



Group Dynamics

■ Creating trust:

- Comments which show respect to another point of view
- Statements which allude to common goals
- Upholding rules, agreements and deadlines
- Self-disclosure
- Sincere tone
- Acknowledging areas of agreement
- Non-verbal behaviour: body language
- Descriptive statements
- Appropriate emotions



Successful Meetings and Work

- Work as an SPC to answer the questions entitled “Establish the School Baseline,, in relation to:
 - Parents
 - Staff
 - Students
 - Planning
 - Communication.



Summarizing/Evaluating Activity

- Think about what you learned, discussed and thought about throughout today and since becoming part of your school's SPC
- Complete the Got It! Need It! Worksheet as a team
- Identify one area where the district might assist with further training.



Accountability

- It is irresponsible for a school to mobilize, initiate, and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect.
 - Carl Glickman



SCHOOL AND DISTRICT IMPROVEMENT

- The challenge is to create a culture for accountability that is based on professional standards of mutual respect, collegial learning and regular, open, honest conversations about student learning.

- Anne Conzemius, 1999