



<b>PROCEDURE 115</b>	
<b>Adopted</b>	October 6, 2008
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## **SCHOOL PLANNING AND REPORTING**

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### **1. PURPOSE**

School planning and reporting are integral components of system planning. The director of education has developed this administrative procedure to set out district expectations for school planning and reporting.

### **2. SCHOOL PLANNING**

Principals are expected to ensure that each school has plans in place to promote student and staff welfare, including plans to react to emergency situations. Principals are 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.

A vital aspect of school planning and reporting is the principal's educational leadership in promoting clear expectations for student and staff learning. A focus on improvement planning at the school level provides key information about student performance and about the factors that affect this performance. Schools are thus enabled to identify areas of strength and areas requiring attention, and to implement and monitor action plans to enhance student achievement.

### **3. SCHOOL IMPROVEMENT PLANNING**

- 3.1 School improvement plans shall focus on student learning needs as identified through the analysis of valid and reliable data.
- 3.2 Strategies for improvement and opportunities for staff learning must be aligned with identified student needs.
- 3.3 System targets for student learning, as defined in The Achievement in Motion System Plan, will be used to complete all school improvement plans. School plans will clearly state 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.
- 3.4 Each 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.
- 3.5 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, teams of teachers assuming leadership for different goals.

- 3.6 School administrators will ensure that teachers know how to use data effectively; support open sharing and analysis of data; involve the staff in data-driven change; and provide evidence that data is used for programming.
- 3.7 School improvement plans shall include school goals (district and school focus areas); action steps; indicators of success (expected outcomes); measures (data sources); required resources; timelines and responsibilities.
- 3.8 The plan will describe school council and parent involvement in attaining school goals.
- 3.9 As required by Ontario Regulation 298, the principal of a 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 and how the plan will be communicated to the public.
- 3.10 School administrators and staff members are expected to revisit the improvement plan regularly during professional learning community meetings, staff meetings, and divisional or department meetings to maintain and/or modify the focus.
- 3.11 School improvement plans are to be developed or updated and submitted in written form to the director of education as determined on an annual basis.
- 3.12 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 school superintendent.

**Legal References:**

- *Education Act, section 265 Duties of the Principal; section 283 Chief Executive Officer; section 286 Duties of Supervisory Officers*
- *Education Quality and Accountability Office Act 1996*
- Ontario Regulation 298—Operation of Schools, section 11 Duties of Principals; section 20 Duties of Teachers

**District References:**

- Board Policy No. 1 - Board Mission and Goals
- Board Policy No. 5 - Director of Education Job Description
- The Achievement in Motion System Plan
- Administrative Procedure 100 - System Planning
- Administrative Procedure 101 - Director's Annual Report
- Administrative Procedure 109 - Monitoring and Responding to Legislation
- Administrative Procedure 153 - Emergency Response
- An Administrator's Guide to School Improvement Planning K - 8

**Resources:**

- Eaker, R., DuFour, R., DuFour, R., Eds. (2005). *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: National Educational Service.
- Earl, L. M., & Katz, S. (2006). *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Thousand Oaks, California: Corwin Press.
- Education Improvement Commission. (2000). *School Improvement Planning: A Handbook for Principals, Teachers and School Councils*. Toronto: Education Improvement Commission.  
<http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf>

- Education Quality and Accountability Office. (2005). *The EQAO Guide to School and Board Improvement Planning: A Handbook for School and Board Leaders*. Toronto: Education Quality and Accountability Office. [http://www.eqao.com/pdf\\_e/05/05P011e.pdf](http://www.eqao.com/pdf_e/05/05P011e.pdf)
- Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- O' Neill, J. & Conzemius. (2006). *The Power of Smart Goals and The Handbook for Smart School Teams* Bloomington, IN: Solution Tree.