

The Framework for Enhancing Student Learning formalizes the planning and reporting expectations for school districts and requires provincial alignment of K-12 accountability and evidence-informed practices to enhance inclusivity, student learning, and equity of student outcomes. The Framework also reflects a public commitment by Indigenous rightsholders and Indigenous peoples, education partners, and communities to work together to continuously improve student learning in the areas of intellectual, human and social, and career development.

Working Together to Develop Descriptive Statements

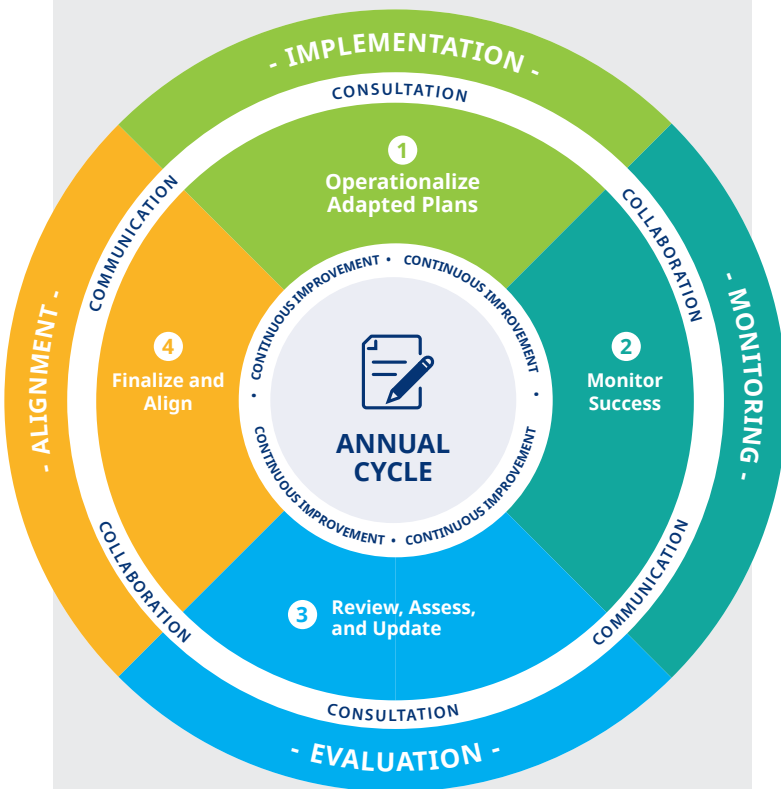
The Ministry of Education and Child Care would like to acknowledge the participation of sector volunteers from FNEsc, MNBC, BCSTA, BCASBO, BCPVPA, and BCSSA in the co-development of quality descriptive statements for effective strategic planning and continuous improvement cycles. These statements are intended to be used as a formative guide for ongoing reflection and planning to enhance student learning for all students. These descriptive statements will continue to be adjusted over time as we reflect and learn more about effective strategic planning and continuous improvement together.

Adopting a Distinctions-based Approach

We are learning to do our work with a distinctions-based approach to ensure that the unique rights, interests, priorities, and circumstances of First Nations, Metis, and Inuit peoples are acknowledged, affirmed, and implemented. In these documents and through our work, we are striving to acknowledge the distinct histories, interests, and priorities of Indigenous populations. We understand this distinctions-based approach is an evolving conversation. We are committed to listening, seeking to understand, and seeking mutual consent as we continue to learn.

Throughout our documents, the terms Indigenous peoples and communities are defined as including First Nations living on reserve, Métis, Inuit, urban Indigenous populations, and First Nations members who live in B.C. and whose Nation is outside of B.C.

Annual Cycle



1

Operationalize Adapted Plans

Implement the adapted strategies/tactics within district annual operational/implementation plans and communicate the adjustments.

2

Monitor Success

Monitor and reflect on the effectiveness of district strategies for improving student success.

3

Review, Assess, and Update

Review, analyze, and interpret results using the district annual review to determine areas of focus to update annual plans and strategies.

4

Finalize and Align

Use district annual review, analysis, and interpretation of findings to align all operations for successful implementation.

Communication, Consultation and Collaboration

Active engagement occurs throughout the district's continuous improvement cycle

Operationalize Adapted Plans

Implement the adapted strategies/tactics within district annual operational/implementation plans and communicate the adjustments to ensure:

1

Plans have a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities;

2

Ongoing alignment of operational plans and strategic plan priorities; and

3

The district has activated the strategic engagement plan and communication approach with local First Nations, Metis and Inuit communities, families, staff, students, and other community partners throughout this phase of the continuous improvement cycle.

Monitor Success

Monitor and reflect on the effectiveness of the strategies for improving student success by ensuring:

- 1** The district engages in a process of iterative cycles of reflection and revision of all operational and school plans each year;
- 2** Progress toward achieving student learning goals through implementation of the strategies; and
- 3** The district has activated the strategic engagement plan and communication approach with local First Nations, Metis and Inuit communities, families, staff, students, and other community partners throughout this phase of the continuous improvement cycle.

Review, Assess, and Update

Review, analyze, and interpret results using the district annual review to determine areas of focus to update annual plans and strategies, ensuring:

1	Disaggregation of the data to understand inequities, with special attention to Indigenous students, children and youth in care, and students with disabilities or diverse abilities;	6	Current contextual information (e.g., current research, provincial direction such as Truth and Reconciliation, etc.) is considered;
2	Data sets include evidence from Local Education Agreements, Enhancement Agreements, and Equity Scans;	7	Consideration has been given to validity, reliability, completeness, consistency, and relevance;
3	The inclusion of quantitative and qualitative sources of information;	8	A description of the district's data and evidence analysis including the identification of existing or new focus areas for the updated plan is included;
4	Provincial, district and classroom-level evidence is used, including the data specific to the Framework for Enhancing Student Learning Policy;	9	A continued focus on improving inclusion and equity based on the Educated Citizen using high-yield research-based strategies that are consistent with the Provincial curriculum; and
5	Trends over time and cohort data are analyzed;	10	The district has activated the strategic engagement plan and communication approach with local First Nations, Metis and Inuit communities, families, staff, students, and other community partners throughout this phase of the continuous improvement cycle.

Finalize and Align

Use district annual review, analysis, and interpretation of findings to align operational plans/strategies to:

- 1 Adequately allocate new or existing resources for successful implementation of the annual adapted plan to achieve strategic priorities;
- 2 Maintain a clear focus on improving equity and inclusion to show a clear link to evidence of student learning;
- 3 Support progress toward goals identified in the Ministry of Education and Child Care's Policy for Student Success;
- 4 Maintain a clear alignment with Local Education Agreements and Enhancement Agreements;
- 5 Reflect and support local contexts at the school and district level;
- 6 Include a supporting professional learning plan to build the collective efficacy of staff and leaders at both the district and school levels;
- 7 Include a description of how resources are being allocated and adjusted for successful implementation; and
- 8 Demonstrate that the district has activated the strategic engagement plan and communication approach with local First Nations, Metis and Inuit communities, families, staff, students, and other community partners throughout this phase of the continuous improvement cycle.