

April 2026

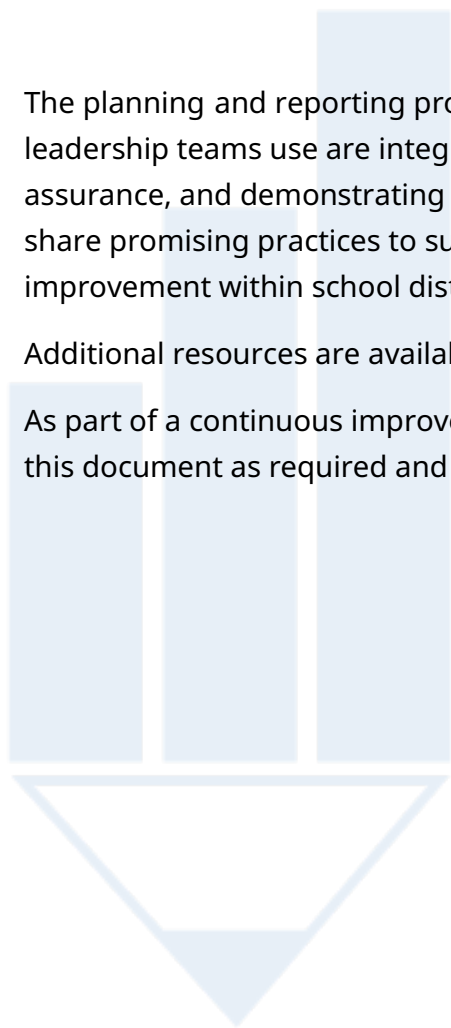
# **A Guide to Effective Planning and Reporting in the B.C. K-12 Education Sector**

## **Outlining Processes for B.C. Boards of Education and District Leadership Teams**

The planning and reporting processes that boards of education and senior district leadership teams use are integral to improving educational outcomes, creating public assurance, and demonstrating accountability. This comprehensive guide is intended to share promising practices to support effective planning and reporting for continuous improvement within school districts.

Additional resources are available on the [Enhancing Student Learning website](#).

As part of a continuous improvement review cycle, the ministry will continue to update this document as required and will communicate revisions to the sector.



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## Introduction

### A Note on Language

**For the purpose of this document, please note:**

“Local First Nation” means a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

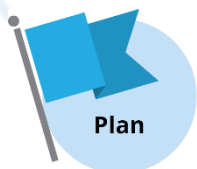
“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the [Framework for Enhancing Student Learning Policy](#).

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

“Education partners” includes staff, students, and parents/caregivers.

### How to Use this Guide

This document is designed to guide boards of education and senior district staff through a complete planning and reporting cycle, beginning with the creation and implementation of a strategic plan and followed by annual processes for continuous improvement and reporting. It is divided into colour-coded sections that correspond to the [Components of a Strategic Planning and Reporting Cycle infographic \(Appendix A\)](#). Boards of education and district staff are encouraged to work through the entire guide during their planning and reporting processes and to use individual sections for reference as needed. Throughout the document, “plan” and “include” flags differentiate between steps to take while planning and compiling information to include in the published plan(s).



This flag denotes recommended steps for boards of education and senior district leadership teams to undertake throughout the strategic planning cycle.



This flag denotes information for boards of education to include within the Strategic Plan and for superintendent and senior leadership teams to include in the district Implementation Plan.

## A Note on Strategic Plans

District Strategic Plans **do not** need to be updated annually to address newly identified areas for growth. The Enhancing Student Learning Report (ESLR) enables district teams to annually adjust/adapt existing strategies and/or objectives to address emerging areas for growth and/or introduce and implement new high-yield, impactful strategies. The reflection and review process is an opportunity for district leadership teams to update the Implementation Plan. The development of a new strategic plan includes the consideration of the new district priorities based on the board of education's planning cycles in collaboration with Indigenous Education Councils (IECs). For more information on Indigenous Education Councils, please see [the policy](#).

## Section A: Background

### Framework for Enhancing Student Learning Policy Vision

In British Columbia's education system, the Education Sector and the Ministry of Education and Child Care (the ministry) share the common goal of continuously improving the quality of public education for all students. Over the past several years, the ministry has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy](#) (the Policy) and the [Enhancing Student Learning Reporting Order](#) (Reporting Order). Collectively, the Policy and the Reporting Order comprise the Framework for Enhancing Student Learning.

The Framework for Enhancing Student Learning was co-developed and is maintained through ongoing collaboration with the First Nations Education Steering Committee (FNESC) and engagement with education partners through organizations including Métis Nation British Columbia (MNBC), British Columbia School Trustees Association (BCSTA), and BC School Superintendents Association (BCSSA). Building on existing planning and reporting practices such as School Plans, district Strategic Plans, Local Education Agreements (LEAs), and Equity in Action Plans, the Framework for Enhancing Student Learning provides the structure and processes to ensure that the B.C. education system continues to improve. The Ministry of Education and Child Care values and is committed to upholding Indigenous ways of knowing by increasing the presence of Indigenous languages, cultures and histories consistent with a Distinctions-Based Approach; and using sector experiences, promising practices, and evidence-informed decision-making to improve student success and equity of learning outcomes for every student in British Columbia. The Framework for Enhancing Student Learning aims to align system-wide efforts while fostering reconciliation, respecting diversity, honouring students, family, and community agency, and acknowledging local autonomy to deliver educational programs. At its core, the Framework for Enhancing Student Learning's shared commitments are to improve:

- Student success; and
- Equity of learning outcomes for every student, with a particular focus on Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The Framework for Enhancing Student Learning adapts to better reflect the needs of the sector as it works to create alignment across the system through continuous improvement.

## Framework for Enhancing Student Learning Guiding Principles

### The Framework for Enhancing Student Learning:

- Creates a system-wide focus on individual student learning to ensure every student in B.C. achieves their full potential, with a particular focus on Indigenous learners, children and youth in care, and students with disabilities or diverse abilities
- Recognizes systemic changes are needed to better support Indigenous (First Nations, Métis, and Inuit) students, and that IECs support boards of education to provide comprehensive and equitable education and support services for Indigenous students
- Continues to build public trust and confidence in B.C.'s education system by ensuring that every student is provided a high-quality learning experience
- Provides a structure to ensure that what is measured and reported is consistent with the focus on student success and in keeping with the goals of education in the province of British Columbia
- Ensures capacity building and a system-wide commitment to continuous improvement and life-long learning
- Focuses on intellectual, career, human and social development for all students
- Recognizes the individual learning needs of students and fosters equitable and inclusive learning environments
- Reflects local and societal contexts, enabling innovative and flexible responses in classrooms, schools and districts with necessary supports from government
- Consistently uses evidence from a variety of sources to ensure responsive and transparent decision-making
- Commits to demonstrating fiscal responsibility and effective stewardship of resources in supporting system and student outcomes

## Section B: Building System-wide Coherence through Alignment with Legislation

The Policy was developed under the authority of the [School Act](#) and draws from and/or aligns with the following legislation, policy, declarations, agreements, and reports:

- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [B.C.'s Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- [Bill 40 – 2023, School Amendment Act](#)
- [Indigenous Education Council Order](#)
- [Indigenous Education Council Policy](#)
- [B.C. Tripartite Education Agreement \(BCTEA\)](#)
- [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [Statement of Education Policy Order \(Mandate for the School System\)](#)
- [Policy for Student Success](#)
- [Distinctions Based Approach Primer](#)

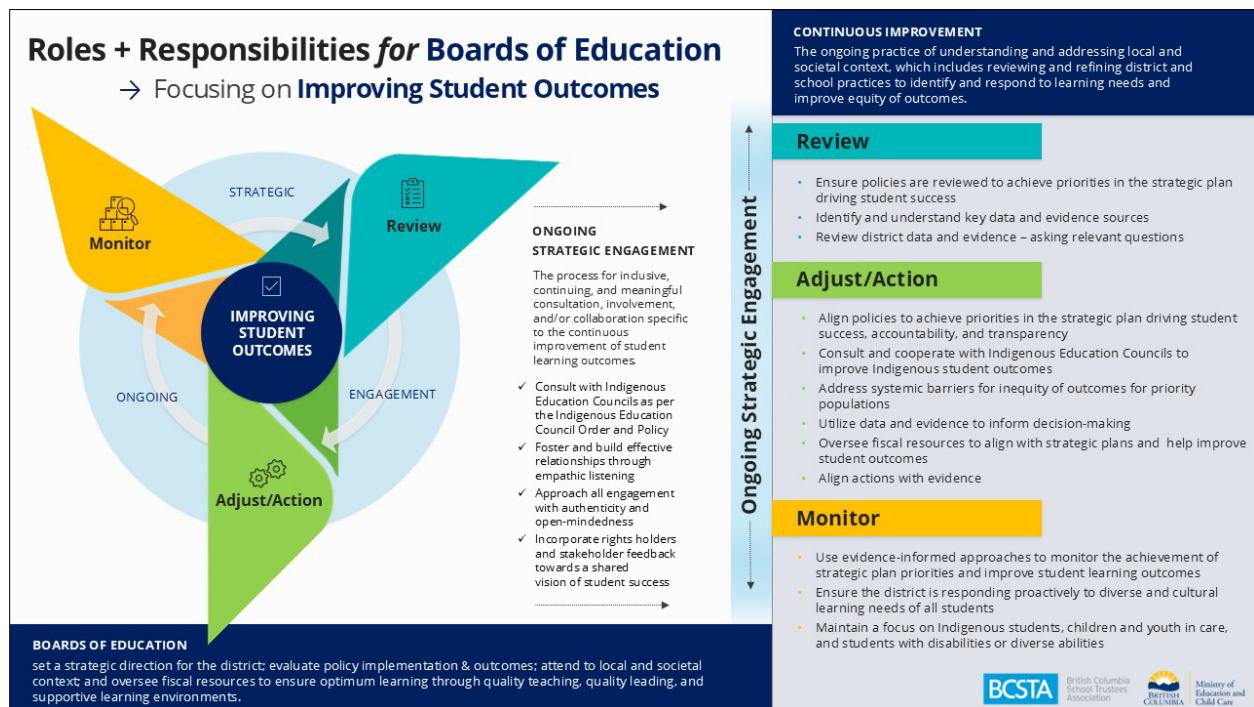
Similarly, provincial, district, and school educational plans will align with legislation, policy, declarations, agreements, and reports.

To ensure system-wide coherence and alignment, district planning and reporting processes will align to the Policy for Student Success, as well as the [Educated Citizen](#) and Goals of Education outlined in the Statement of Education Policy Order (mandate for public education). School Plans then align with the district's Strategic Plan to ensure successful implementation.

# Roles and Responsibilities of Boards of Education within the Framework for Enhancing Student Learning

Under the School Act, boards of education are separate, legal entities that have significant autonomy and are responsible for the governance of their districts. With the implementation of the Framework for Enhancing Student Learning (the program), the ministry, in partnership with FNEESC, BCSTA, BCSSA, and BCASBO, developed an infographic to outline the roles and responsibilities of boards of education within the Framework for Enhancing Student Learning.

For a larger version, please see [Appendix B](#).

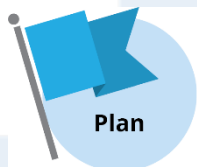


## Section C: Purpose of a District Strategic Plan

Boards of education set a strategic direction for the district; evaluate policy and outcomes; attend to local and societal context; and oversee fiscal resources to ensure optimum learning through quality teaching, quality leading, and supportive learning environments.

As such, school districts are expected to develop multi-year strategic plans which guide the district's operations over several years, illustrate a clear focus on improving student learning outcomes, and reflect the Framework for Enhancing Student Learning's Guiding Principles. The Strategic Plan is updated according to the strategic cycle, which is determined by the board of education. A common strategic cycle in the B.C. education sector is three to five years.

An effective strategic plan is developed based on the analysis of relevant data sets and evidence and the consideration of feedback from a meaningful strategic engagement process.



The Strategic Plan and the strategic priorities and objectives are developed by the board of education through evidence-informed decisions and strategic engagement with Indigenous Education Councils and education partners.



The completed Strategic Plan includes the district's mission, vision, and values; learning-focused priorities; timelines; objectives; and the strategic engagement process used to create the Plan.

### A strategic plan includes:

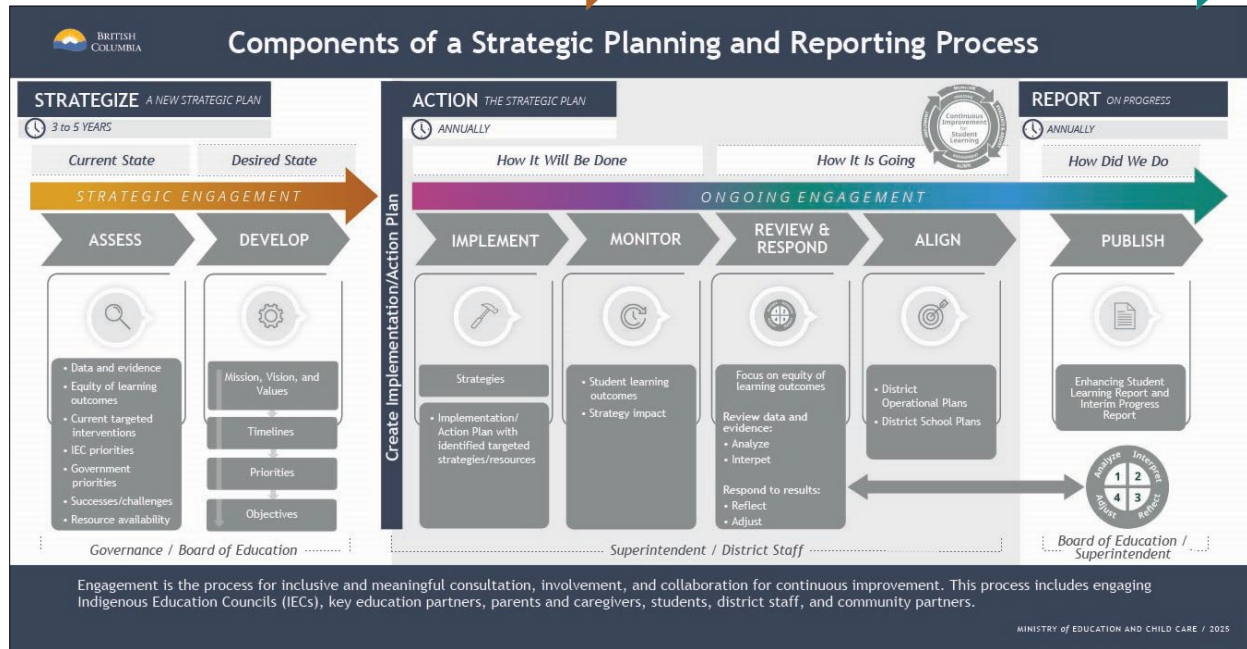
- The district's mission, vision, and values
- The learning-focused priorities for the current planning cycle
- Timelines for the learning-focused priorities
- The objectives the district will set to accomplish these priorities
- The strategic engagement process applied through collaboration with Indigenous Education Councils and meaningful engagement with Indigenous Peoples and education partners, including students, parents/caregivers, and district staff, to create the district's Strategic Plan

## Section D: Components of an Effective Strategic Planning and Reporting Process



An effective strategic planning and reporting cycle is crucial to ensure district efforts are aligned to support learners. In an effective cycle, boards of education determine priorities and objectives for student success; district teams develop strategies for action and work with schools to implement and continuously improve those strategies. This section explores an effective strategic planning and reporting cycle in detail through the components outlined in the above graphic ([Appendix A](#)) and includes questions and steps that boards of education and/or district leadership teams engage in throughout the strategic planning cycle.

# Strategic and Ongoing Engagement

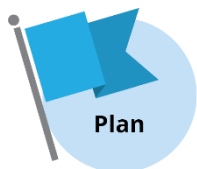


Districts are required to activate inclusive, meaningful engagement throughout the strategic planning and reporting process:

- **Strategic engagement** feedback informs the development of a new strategic plan
- **Ongoing engagement** occurs throughout the continuous improvement cycle to inform and adjust targeted interventions in place within the district

## Activating Meaningful Strategic Engagement

Strategic engagement occurs throughout the development of a new strategic plan to create and refine the priorities identified for inclusion within the new plan. This inclusive engagement process aims to address specific areas for growth, with the goal of improving student learning. The process includes Indigenous Education Councils, staff, student, parents/caregivers, and community partners.



Boards of education must have processes in place to collaborate with Indigenous Education Councils and engage with education partners and the community within the strategic plan cycle.



The Strategic Plan outlines an ongoing, strategic engagement cycle that clearly articulates the frequency of engagement and the communication processes for sharing feedback. These findings are then communicated in timely, meaningful, and effective ways.

### **Strategic plans are:**

- Reflective of existing Local Education Agreements, Equity in Action Plans, and/or Enhancement Agreements to ensure consistent and meaningful support of First Nation and Indigenous learners
- Developed in collaboration with Indigenous Education Councils as per Ministerial Order No. M217
- Developed with meaningful engagement with staff, students, parents/caregivers, and education partners such as District Education Committees, District Parent Advisory Councils, community forums, and other existing committee structures
- Informed by engagement with organizations that support priority populations
- Developed to proactively attend to unique local contexts
- Developed with careful consideration of and be responsive to provincial goals and the local context

Communication about effective strategic engagement informs members of the local community on the value of this information and how it is being used to shape the district's Strategic Plan and district efforts for continuous improvement. Boards of education should publicly communicate the process for collaboration with Indigenous Education Councils and strategic engagement with local education partners, including District Parent Advisory Councils.

### **District communication plans:**

- Exist within the overall engagement strategy of the planning and reporting processes
- Identify who will receive communication about the strategic planning process including Indigenous Education Councils and education partners who have been engaged
- Identify what and how information will be shared and the timeline for the communications
- Share, as a narrative, the aspects of the district's strategic planning for student success
- Share, as a narrative, the aspects of the district's annual continuous improvement cycle to review progress on an annual basis
- Use plain and accessible language

**Note** that while it is not required to publicly share communications plans, these plans are referenced in the Strategic Plan.

### Activating Ongoing Engagement

Throughout operationalization of the Strategic Plan, through the continuous improvement cycle, district teams are expected to continue engagement with Indigenous Education Councils and education and community partners. Ongoing engagement allows district teams to inform members of the community on the progress of the Strategic Plan and gather feedback throughout operationalization of objectives with targeted strategies.

The Enhancing Student Learning Report gives district teams an opportunity to reflect on ongoing engagement and articulate **who** the district team engaged, **how** Indigenous Education Councils and partners were engaged, **what** topics the Indigenous Education Councils and partners were engaged on and **what** feedback was received, and **when** the engagement took place.

### Engaging with Indigenous Education Councils

Guiding Questions
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• How does the district team currently collaborate with the Indigenous Education Council(s)</li> <li>• What current strategies are improving collaboration with the Indigenous Education Council(s)</li> <li>• Does the district team have an engagement policy or strategy for local First Nations and Indigenous parents/caregivers and families</li> <li>• Has the district team considered hosting engagement sessions in welcoming spaces (i.e., Friendships Centres, Indigenous spaces)</li> </ul>
<p><b>Determine:</b></p> <ul style="list-style-type: none"> <li>• Whether the district team has a process for inclusive strategic engagement with the Indigenous Education Council for the development of the Strategic Plan</li> <li>• How the district aligns engagement practices to:               <ul style="list-style-type: none"> <li>○ Local Education Agreements</li> <li>○ Equity in Action Plans</li> <li>○ Enhancement Agreements</li> </ul> </li> <li>• How the district team meaningfully collaborates and cooperates with the Indigenous Education Council in the development of the Strategic Plan’s priorities, objectives, and possible strategies</li> <li>• How will the district team respectfully and reciprocally collaborate with the Indigenous Education Council to identify and access additional approaches towards First Nations student success which could be utilized in a future Strategic Plan</li> </ul>

- How feedback gathered from the engagement process will inform priorities to shape the new Strategic Plan

## Engaging with Education Partners and Community Members

### Guiding Questions

#### Consider:

- Is the district team engaging with:
  1. Students, parents/caregivers, teaching and district staff
  2. Organizations representing and/or supporting children and youth in care and students with disabilities or diverse abilities
- How can the district team respectfully engage with community members and education partners to increase student learning outcomes, particularly for children and youth in care and students with disabilities or diverse abilities
- What specific strategies are improving engagement with organizations who represent and/or support children and youth in care and students with disabilities or diverse abilities to carry forward with a new strategic plan
- What new approaches can the district team implement to further reach and engage education partners and community members

#### Determine:

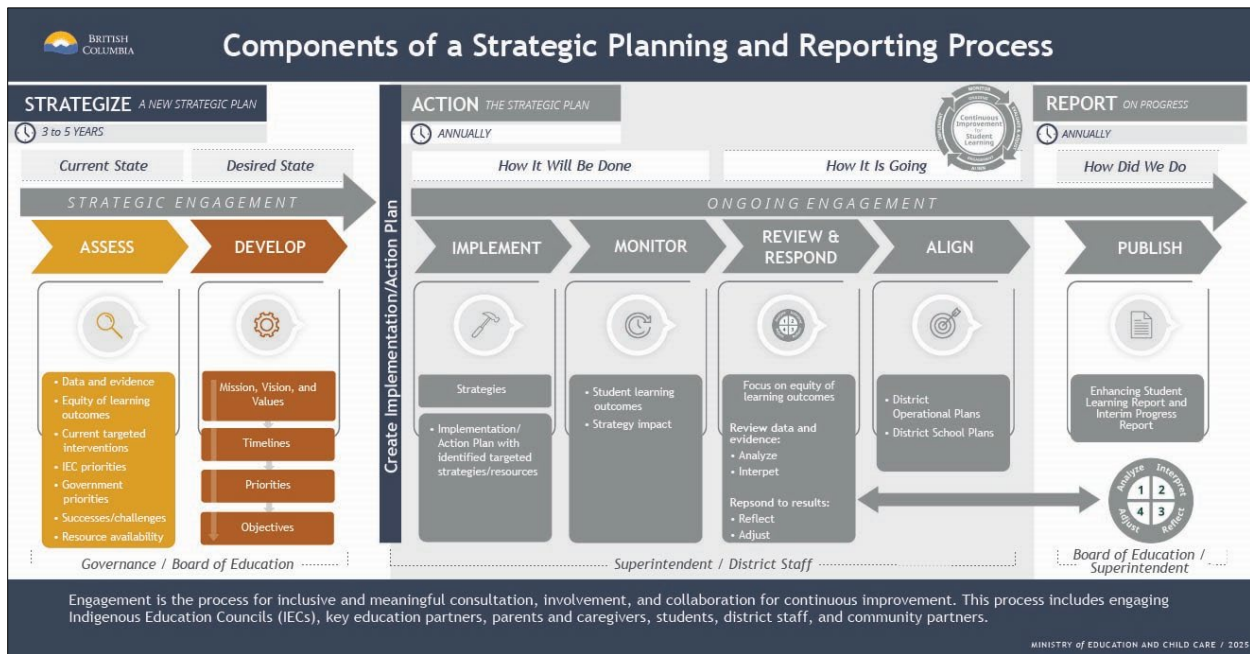
- Which voices/community members are not currently involved, and how the district team will meaningfully engage them
- Whether the engagement process is driving continuous improvement of student learning in the district
- Potential engagement strategies the district team can implement to reach populations that have historically been challenging to engage with
- Whether the district team has a process for inclusive strategic engagement with education partners and community members for the development of the Strategic Plan
- How feedback gathered from the engagement process will inform priorities to shape the new Strategic Plan



#### Dive Deeper with Sector Talk Videos:

- [Engagement in an Urban Setting](#) with Val Windsor

# STRATEGIZE A NEW STRATEGIC PLAN



## CURRENT STATE



### Working Toward Equity

Educational outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities vary significantly, and numerous factors contribute to the level of educational success each student experiences. Additional, focused efforts are necessary to improve educational outcomes for priority populations. These efforts are outlined in the district Strategic Plan and individual school plans.



The completed Strategic Plan includes priorities and objectives that demonstrate the district team's focus on equity and outlines efforts to improve education outcomes for every student, with a particular focus on Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

## Guiding Questions

### Consider:

- What provincial direction, such as the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#), [School Amendment Act](#) (2023), and the [B.C. Tripartite Education Agreement](#), might be relevant
- Which promising practices have been discovered through networking with other districts
- What are the impacts and successes of the district team's implemented strategies from the Equity in Action Plan specific to each of the four Equity in Action Framework quadrants:

#### 1. Policy and Governance

The district is:

- accountable to the community
- coherent and aligned
- committed to action

#### 2. Learning Environment

The district has:

- implicit bias and privilege-awareness
- high and motivating expectations for all students
- confident learners with a sense of belonging and identity

#### 3. Pedagogical Core

The district is:

- culturally relevant
- inclusive of Indigenous worldviews and perspectives
- connected to family and communities

#### 4. Learning Profile

The district has:

- personalized and evidence-informed practices
- timely supports and responses
- a culture of reflective practices

### Determine:

- Stories the data and evidence reveal about the current approaches taken by the district team to support priority populations
- Whether the district team's approach for supporting Indigenous learners reflects commitments in existing agreements with local First Nations, Métis Chartered communities, and Indigenous communities, including:
  - Indigenous Education Councils (IECs) Terms of Reference
  - Local Education Agreements (LEAs)
  - Equity in Action Plans

- Aboriginal Education Enhancement Agreements (Enhancement Agreements)
- Whether the district team has educational priorities and objectives focused on Indigenous learners that have been jointly determined with Indigenous Education Councils and the board of education
- How the district team allocates budget in the Multi-Year Budget Plan to work towards equity
- Which targeted interventions the district team will continue to action and which will not be renewed

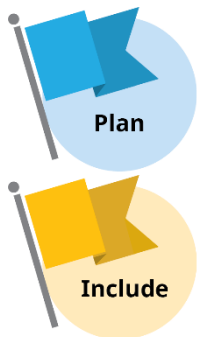
#### Dive Deeper with Sector Talk Videos:



- [Improving Outcomes for Indigenous Students](#) with Jo Chrona
- [Advocating for Children and Youth in Care](#) withCarolynn Schmor and Jody Shaw
- [Inclusive Education Best Practices](#) with Shaune Gowe

### Using Evidence-informed Planning

Boards of education are expected to use data and evidence to assess the current state, determine desired state, and identify relevant priorities, objectives, and success measures. The use of data and evidence allows boards to monitor progress in meeting district strategic priorities, track progress in student growth and achievement, and identify systemic inequities.



Boards of education utilize data sets and evidence to identify key areas for growth for the district and set relevant priorities and objectives for the Strategic Plan.

The completed Strategic Plan provides a description of how evidence, data, and stories informed and shaped the selection of new strategic priorities.

#### An evidence-informed strategic planning process:

- Uses meaningful data and evidence to inform district objectives with respect to students' intellectual, human and social, and career development. This includes, but is not limited to:
  - ✓ Results for First Nations students, living on- and off-reserve or Treaty Lands
  - ✓ Results for Métis and Inuit students
  - ✓ A comparative review of graduation quality data sets, including:
    - Dogwood Certificates, Adult Dogwood Certificates, and Evergreen Certificates

- Students requiring skill and course upgrading for post-secondary institution admissions
- Shows areas for growth and potential priorities based on the data and evidence review
- Draws from provided district data sets in conjunction with locally collected evidence to inform local planning efforts and decision-making (district data sets are available using the ministry's [K-12 Education Data Portal](#) (sign-in required))
- Identifies aspirational student learning outcomes to be accomplished at the end of the strategic plan cycle
- Allocates resources to successfully implement strategies identified through the data and evidence review

### Data and Evidence Components to Consider During Planning:

- A comparative review of data sets for diverse cohorts of students disaggregated where possible for:
  - Indigenous learners
  - Children and youth in care
  - Students with disabilities or diverse abilities.
- A comparative review of disaggregated data to consider:
  - How students within the district are doing compared to previous years (improvement over time), including all students and cohorts of priority students
  - How students within the district are doing compared to the provincial average, including all students and cohorts of priority students
- A review and analysis of provincial data, such as:
  - FSA and Graduation Assessment
  - Student Learning Survey
  - Completion rates
  - Post-secondary transitions

- A review and analysis of a variety of examples of local evidence, such as:
  - Qualitative and quantitative data from:
    - Local Education Agreements
    - Equity in Action scanning
    - student forums etc.
  - Student assessments/progress reports
  - Disaggregated attendance data
  - Enhanced student, teacher, caregiver, and community surveys (i.e., BC Adolescent Health Survey, “Tell Them from Me” survey)
  - Early Development Instrument (EDI)/Middle Years Development Instrument (MDI)/Youth Development Instrument (YDI)
  - Competency-based student assessment tools
  - School portfolios that communicate evidence in a variety of ways and can be readily updated as new information becomes available
  - Locally developed assessments
- Triangulation with multiple sources of evidence, both provincial and local, as well as trends over time

### Guiding Questions

#### Consider:

- What diverse research describes characteristics of highly effective school districts and schools
- What successes and challenges emerged from the previous Strategic Plan
- What resources are available and how might these resources be allocated to action Strategic Plan priorities and objectives to improve student learning outcomes

#### Analyze:

- What the trends in the data and evidence are, and what these trends highlight for the district
- What qualitative/quantitative data sets are prioritized by:
  - Local First Nations leadership
  - Indigenous families and students
  - Organizations that advocate for families of children and youth in care and students with disabilities or diverse abilities
- What these prioritized data sets reveal about district team practices and student outcomes
- When possible, how the district team has disaggregated the data sets to view the outcomes for priority populations
- If the disaggregated data sets illuminate any inequities

- If multiple points of data were considered when assessing the abilities and learning needs of Indigenous learners. (I.e., Are ministry, district, school, and classroom assessments considered together?)
- If the district team has triangulated the qualitative and quantitative sources of data and evidence where applicable
- If the district team has analyzed cohort data sets where applicable

#### **Determine:**

- The existing district challenges that the data and evidence reveal
- Which district challenges need further clarification or are confirmed by the review of data and evidence
- Whether the data sets highlight any emerging areas for growth that are not already being addressed
- What stories the data and evidence reveal about the district team's current approaches to equity in learning for priority populations
- As outlined in the Reporting Order, what the data and evidence reveal about the district team's approaches for:
  - Intellectual Development, including:
    - Literacy
    - Numeracy
    - Grade-to-Grade Transitions
  - Human and Social Development, including:
    - Students Feel Safe, Welcome, and Cared For
    - Two or More Adults Who Care About Them
  - Career Development, including:
    - Achieved Dogwood in 5 Years
    - Achieved Adult Dogwood in 5 Years
      - District team approaches for over-representation of priority populations within this cohort
    - Post-Secondary Transition



#### **Dive Deeper with Sector Talk Videos:**

- [Authentic Voice as Evidence](#) with Leona Price
- [Alignment Across the System \(Data Triangulation\)](#) with Sandra Herbst
- [Research Foundations](#) with Linda Kaser

## DESIRED STATE



### DEVELOP

#### Establishing a Clear Focus on Student Outcomes

A strategic plan focuses on student learning, and its implementation leads to stronger learning outcomes for each student, with an emphasis on ensuring equity of learning outcomes for all students.



The completed Strategic Plan outlines priorities and objectives that clearly focus on improving student outcomes.

#### Strategic Plans:

- Build on the goals in the [Policy for Student Success](#) by aiming to support students in the following areas:
  - ✓ Intellectual development
  - ✓ Human and social development
  - ✓ Career development (including skills development and transitions to post-secondary education)
- Focus on student growth and achievement by improving educational outcomes for every student regardless of place of residence in the province
- Focus on achieving equity of learning outcomes for priority populations
- Expand focus on achieving equity of learning outcomes for students regardless of ancestry, place of origin, race, skin colour, diverse abilities, medical diagnoses, religion, physical or mental disability, academic ability, family status, sex, sexual orientation, gender identity, or gender expression

### Guiding Questions

#### Consider:

- From the data and evidence review, what evidence-informed information will lead to enhancing learning and success for each student
- What do the trends/patterns that emerged within the Student Performance Data Analysis reveal about student learning outcomes
- What areas for growth are identified through the interpretation of the data
- How will the district team address identified areas for growth and continue promising practices
- Are there practices and decision-making processes that demonstrate a value shift from equality to equity

### Determine:

- How the district team will address the inequities revealed in the data and evidence review
- The learner strengths identified from the data and evidence review and how the district can build upon these to continue improving student outcomes
- How/if the district team's current approaches to improving student outcomes need to be modified based on new or existing areas for growth identified in the data and evidence review



### Dive Deeper with Sector Talk Videos:

- [Adapting Systems for All Student Outcomes](#) with Lisa McCullough
- [Learning and Teaching in an Indigenous World](#) with Lorna Williams

### Establishing Timelines

Strategic Plans have established timelines that are reasonable and in line with the scope of the district's overall planning cycle. These timelines include an annual results review process as part of a [continuous improvement cycle](#).



The completed Strategic Plan outlines timelines for the implementation and achievement of priorities and objectives, within the board's planning cycle.

### Strategic plans:

- Have an established timeline for the achievement of identified priorities and the accomplishment of objectives based on the board of education's strategic cycle.

### Examples of strategic plan cycles include:

3-Year Planning Cycle		4-Year Planning Cycle		5-Year Planning Cycle	
<b>YEAR 1</b>	Implement new Strategic Plan	<b>YEAR 1</b>	Implement new Strategic Plan	<b>YEAR 1</b>	Implement new Strategic Plan
<b>YEAR 2</b>	Continued implementation	<b>YEAR 2</b>	Continued implementation	<b>YEAR 2</b>	Continued implementation
<b>YEAR 3</b>	Final year of implementation  New plan development with superintendent, senior leadership, Indigenous Education Councils, and education partners	<b>YEAR 3</b>	Final year of implementation	<b>YEAR 3</b>	Continued implementation
		<b>YEAR 4</b>	Final year of implementation  New plan development with superintendent, senior leadership, Indigenous Education Councils, and education partners	<b>YEAR 4</b>	Continued implementation
				<b>YEAR 5</b>	Final year of implementation  New plan development with superintendent, senior leadership, Indigenous Education Councils, and education partners

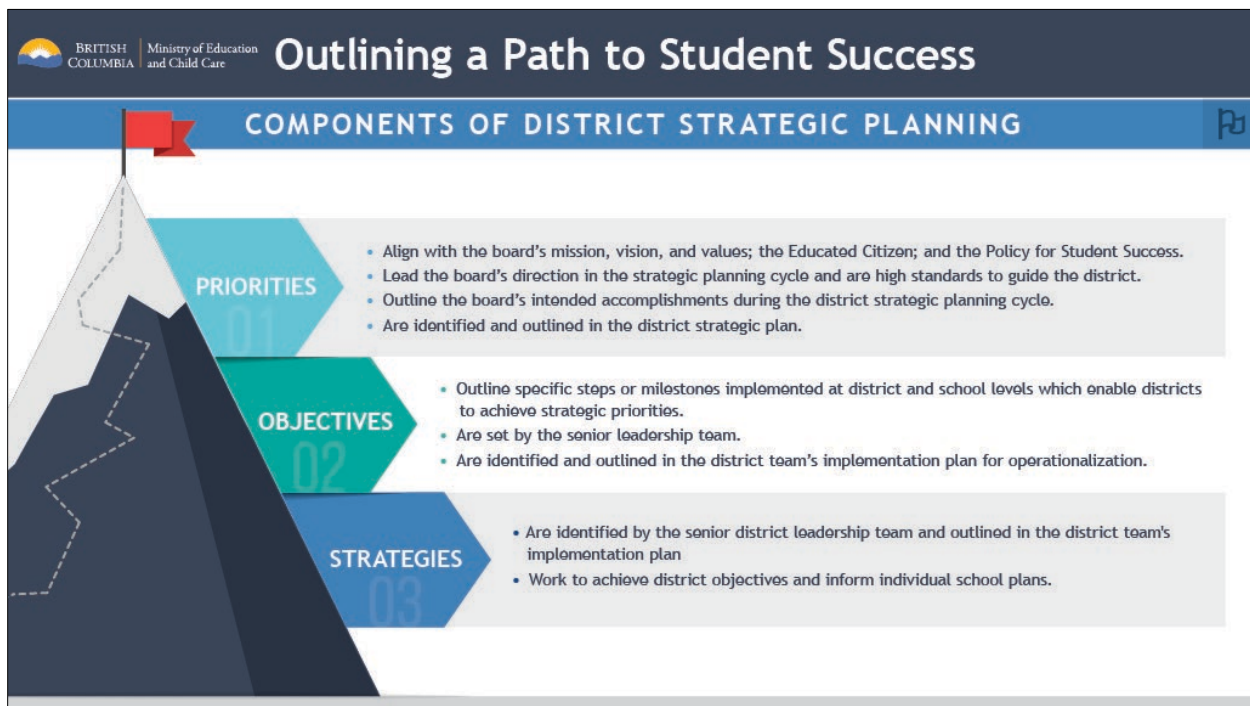
## Setting Aspirational Priorities and Measurable Objectives

**Strategic plans** include the identified district priorities with clear and attainable objectives. In some cases, districts may choose to include some identified, targeted strategies. **Priorities** guide the district direction for the Strategic Plan cycle and act as high standards to pursue. **Objectives** are specific steps or milestones that will enable districts to achieve these priorities. Objectives may evolve year to year based on successful completion and on a district's continuous improvement cycle. It is the responsibility of the superintendent, along with the senior leadership team, to create the Implementation Plan to successfully operationalize the Strategic Plan. School Plans are then created in alignment. The Implementation Plan identifies targeted strategies to meet objectives and achieve strategic priorities; strategies can then be implemented at the district level and through the School Plans.



The completed Strategic Plan articulates evidence-informed priorities cascading into objectives to outline the path to success for the district's strategic planning cycle.

This infographic depicts how priorities, objectives, and strategies cascade into one another to create an effective structure for strategic planning:



### Strategic plans:

- Align with the broader provincial priorities
- Reflect other key commitments in place to establish coherence, such as commitments to Indigenous Education Councils, Local Education Agreements, Equity in Action Plans, and Enhancement Agreements
- Outline success measures which, together with the senior leadership team, will be used to monitor the implementation of strategies and the success of the Strategic Plan

### Priorities:

- Align with the [Educated Citizen](#) and the [Policy for Student Success](#)
- Advance the Indigenous Education Council's priorities
- Align with the [First Peoples Principles of Learning](#)
- Aim to create momentum and a future-planning and growth mindset
- Be informed by using data, evidence, and feedback from meaningful engagement

### Objectives:

- Are specific, attainable, measurable, and responsive to local needs
- Are designed to accomplish the district priorities set out in the Strategic Plan
- Include measures pertaining to student success at district and school levels

## Guiding Questions

### Consider:

- Which current strategies have improved student learning outcomes from the previous Strategic Plan
- What existing and/or emerging areas for growth has the district team identified
- What relevant feedback has been gathered through the district team's engagement processes with the Indigenous Education Council
- What are challenges identified through Local Education Agreements, Equity Scans, and Enhancement Agreements
- What are the board of education's mission, vision, and values, and the Ministry of Education and Child Care's guiding policies and curriculum
- How can the district team build on learners' strengths
- How does the district plan a continued focus on priority populations

### Determine:

- What trends were noticed while reviewing student learning data and evidence
- What feedback from the district's strategic engagement processes is relevant and informative for the selection of new priorities
- The learning priorities and objectives to address inequities and enhance learning for every student

- Whether the priorities and objectives are informed by relevant evidence, data, and stories such as:
  - Equity in Action Plans
  - Current context
  - Research regarding deeper learning
  - Broad, inclusive engagement to identify potential areas of focus
- Whether the objectives are transformative in nature by being:
  - Student-centred
  - Equitable and forward-thinking
  - Holistic and core-competency focused, and/or
  - Focused on personalization

### Writing and Publishing for Accessibility

District strategic plans are public documents. Boards of education in British Columbia must ensure these documents are **easily accessible to all local community members**.



The completed Strategic Plan is a public document, accessible to all audiences to clearly convey information. Language is respectful, considers local context, and clearly describes what the board of education has prioritized for the strategic planning cycle.

### Strategic plans:

- Acknowledge the traditional territories on which the district and schools operate
- Are accessible and available on a variety of platforms
- Incorporate elements such as visuals, bullet points, heading, spacing, etc. for ease of readability
- Are written in plain and accessible language
- Demonstrate coherence by aligning all key district documents to the Strategic Plan

When possible, boards of education might consider providing key aspects of the plan in languages common in the community.



### Dive Deeper with Sector Talk Videos:

- [Setting Meaningful Goals](#) with Lisa Carson
- [The Enhancing Student Learning Report's Role in a Board's Strategic Planning](#) with Stephanie Higginson

# ACTION THE STRATEGIC PLAN



## District Continuous Improvement Cycle

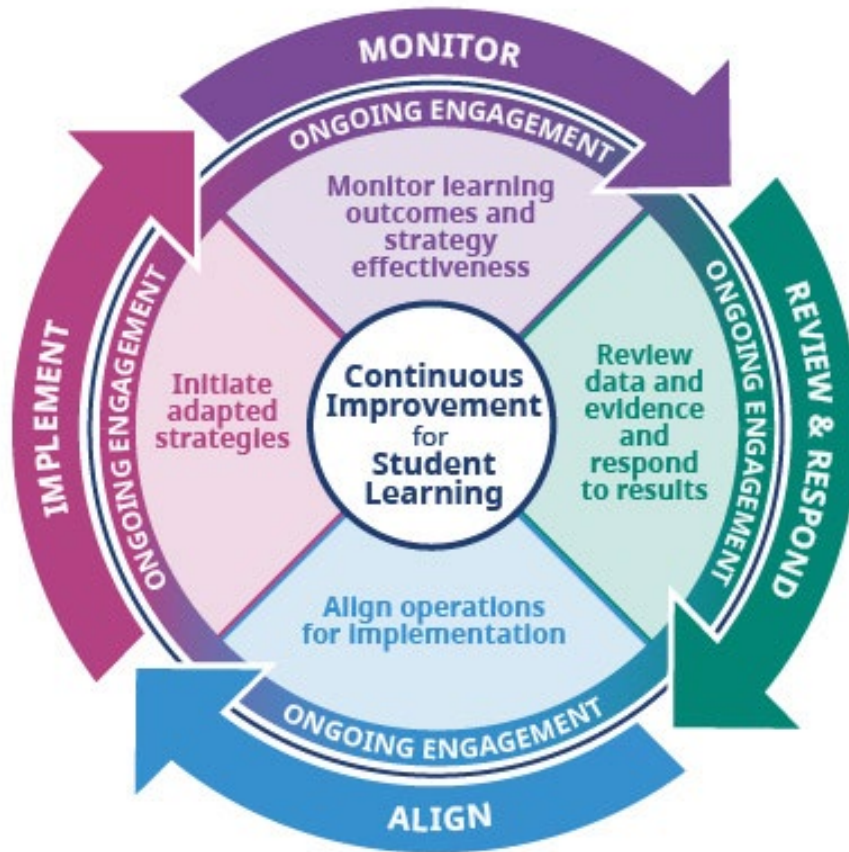
A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance. District continuous improvement cycles are developed by the senior team to maintain effective and efficient district operations and ensure a sustained focus on the educational success of every student. The district team actions the continuous improvement cycle annually to ensure the **successful implementation and ongoing refinement of targeted strategies** to improve student learning outcomes.

The annual Enhancing Student Learning Report fits into the continuous improvement cycle by providing a public summary of the district's **review** of and **response** to data and evidence; it also allows a yearly touchpoint for the district to **reflect** and **plan** between iterations of the long-term Strategic Plan. This annual reporting helps establish and maintain robust planning cycles that continuously improve student learning while providing and maintaining public confidence.

### A comprehensive approach to a continuous improvement cycle includes:

- Reviewing, analyzing, monitoring, interpreting, and reflecting on student learning outcomes in the district
- Reviewing, analyzing, monitoring, and reflecting on the district team's strategies intended to improve student success and address inequities in student learning
- Collaborating with Indigenous Education Councils
- Engaging with education partners

- Aligning district operational plans to implement the adjusted plan based on findings that emerged from data and evidence review and engagement with all education partners



## HOW IT WILL BE DONE

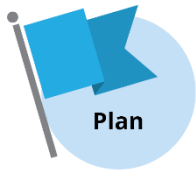


### IMPLEMENT



The district's board of education creates the Strategic Plan which is then operationalized by the superintendent within the district. This operationalization is done through the Implementation Plan.

While boards of education set strategic priorities and objectives within the Strategic Plan, **the selection, implementation, and monitoring of targeted strategies are the responsibility of the superintendent.** To ensure the strategic priorities are successfully accomplished, the superintendent, along with other senior district leaders, will develop and action an implementation plan.



Implementation is the responsibility of the superintendent and is not included in the Strategic Plan document. It is the superintendent's responsibility to develop an implementation plan and operationalize selected, targeted strategies to meet the objectives, and therefore the priorities, outlined in the Strategic Plan.

To successfully achieve the priorities in the Strategic Plan, superintendents and school district staff are expected to create an implementation plan. The Implementation Plan allows the senior district team to ensure that School Plans, district operational plans (district departmental plans), Equity in Action Plans, and multi-year budgetary plans all align towards achieving the Strategic Plan priorities. Implementation plans are adjusted annually based on the outcomes of a reflective process and the district's approach to continuous improvement. The Enhancing Student Learning Report is part of this yearly reflection and reporting cycle.

### Implementation plans:

- Describe and outline the district team's process to implement identified, targeted strategies to meet the objectives outlined in the Strategic Plan
- Outline the processes used to align School Plans and operational/district department plans to meet the district objectives
- Include specific strategies the district team will implement to achieve student learning outcomes, including focused strategies to improve equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

- Assess and ensure the efficacy of strategies and operations through the reflective process of an annual continuous improvement cycle
- Outline performance measures to track progress
- Allocate adequate resources to successfully implement strategies
- Designate team members responsible to carry-out and monitor the implementation and effectiveness of targeted strategies

### Selecting Effective Targeted Strategies

The Implementation Plan identifies targeted strategies that demonstrate how the district team will meet each objective from the district's Strategic Plan. Boards of education may choose to include/highlight some key targeted strategies in the Strategic Plan that have been developed by the superintendent and the senior district team from feedback received during engagement (i.e., Indigenous Education Council and other education partners).



The Implementation Plan includes research-informed strategies that work towards successfully meeting the objectives outlined in the Strategic Plan.

### The Implementation Plan includes strategies that:

- Are research-informed and demonstrate effectiveness to improve student outcomes
- Address biases through an equity lens (e.g., [Gender-Based Analysis Plus](#))
- Are jointly developed through collaboration with the Indigenous Education Council, specifically for First Nations students
- Are informed by ongoing collaboration with the Indigenous Education Council and engagement with education partners
- Address existing and/or emerging areas for growth as determined through evidence-informed planning

## Guiding Questions

### Consider:

- Which district strategies are currently having a positive impact on student learning based on the review of data and evidence
- Which research-based, strategies are currently showing positive impact on achieving priorities and objectives in the district Strategic Plan
- What high-yield, strategies offer a continued focus on improving inclusion and equity based on the [Educated Citizen](#) and align with the B.C. curriculum
- Are the proposed strategies and measures proactively attentive to meeting objectives for improving learning outcomes for priority populations
- Do the suggested strategies include evidence-informed approaches for intellectual, human and social, and career development, such as:
  - First Peoples' Principles of Learning
  - Trauma-informed approaches
  - Building of identity
- How the intended strategies enhance the daily, lived experience of the students and enrich their learning
- How do the strategies and measures align with and reflect the Indigenous Education Council's priorities, in addition to Local Education Agreements, Equity in Action Plans, and Enhancement Agreements
- What current, leading research can the district team draw from to inform strategy selection
- Are the strategies transformative in nature by being:
  - Student-centred
  - Equitable and forward-thinking
  - Holistic and core-competency focused
  - Focused on personalization
- How does the district team currently ensure alignment to the Strategic Plan's priorities through the Implementation Plan
- How does the district team ensure system-wide effort towards the common goal of continuous improvement for equity of learning outcomes for every student, particularly for priority populations

### Determine:

- Which effective strategies the district team will continue, and which ones will be let go
- The new targeted strategies to address the identified areas for growth revealed in the data and evidence review
- Which strategies the district team will implement to improve equity of learning outcomes for priority populations

- Which strategies require ongoing and evidence-informed professional learning to build collective efficacy of staff and leaders at both the district and school levels
- Whether the district team’s planned interventions will improve student learning and wellness by involving community organizations that support children and youth in care and students with disabilities or diverse abilities
- Whether the district team utilizes Equity in Action Plans involving Indigenous communities, to identify actions to improve student learning and wellness



**Dive Deeper with Sector Talk Videos:**

- [Strategic Planning Cycles](#) with Korleen Carreas
- [Applying Research to Identify High-Yield Strategies](#) with Stephen Petrucci

**Planning for the Future**

Long-term planning is an essential component of achieving and sustaining strategic alignment.

**School districts will consider creating the following long-term plans together with the Strategic Plan:**

- Capital Plan (Long Term Facilities Plan or Long-Range Facilities Plan)
- Information Technology Plan (IT Plan)
- Human Resources Plan
- Financial Plan



## MONITOR



District teams must monitor learning outcomes and strategy impact throughout the continuous improvement cycle. Through the monitoring process, district teams will assess which strategies will be continued, discontinued, adapted, or introduced to address inequities and areas for growth. Monitoring allows district teams to ensure the Implementation Plan is on track to achieve the district’s Strategic Plan priorities within the current strategic planning cycle.

### **An effective monitoring process guides district decisions and actions to assess implementation.**

#### **Throughout the monitoring process, district teams will track:**

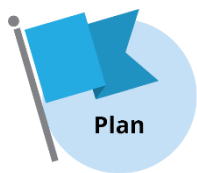
- Clear indicators that show progress
- Results to inform actions
- Engagement feedback received

At the core, monitoring is about **using data and evidence to track strategic progress.**

District teams monitor:

- implementation (i.e., was the action done? To what extent?)
- impact (i.e., did the action address the intended area? To what extent?)

This continuous improvement process ensures resources are used wisely to bring about a positive impact on student learning outcomes.



Monitoring is the responsibility of the superintendent and senior team and is not included in the Strategic Plan. It is the superintendent’s responsibility to develop and implement systemic monitoring processes to track and review data and evidence to understand strategic progress on an annual basis.

### **Monitoring Strategy Impact**

Monitoring occurs continuously through systematic processes established within a district. District teams should monitor on an annual basis, at minimum, to ensure they understand how strategies are working to achieve district priorities.

For monitoring processes to activate change within a district, processes for alignment must also be in place. Through monitoring, district teams **understand how** strategies are impacting student learning outcomes and achieving strategic priorities. When alignment processes are in place, district teams can **take action** to continue, discontinue, adapt, and

implement strategies to target learning gaps and areas for growth. For example, school plans identify goals that work to achieve the strategies outlined in the Implementation Plan at the school-level. Through a monitoring process, the district team is able to assess to what extent a school is meeting the goals outlined in the School Plan. Through the monitoring process, the district team can understand what this means (i.e., what is not working) and how to adjust accordingly to improve outcomes and meet the goals outlined in the School Plan. This process allows district teams to update, adapt, and align strategies to improve student learning outcomes.

Monitoring can occur through different tools, such as the Reflect and Adjust chart ([Appendix C](#)) utilized in the Enhancing Student Learning Report. This chart can be used as the guiding document for a monitoring process. Within this chart, district teams are prompted to list the district Strategic Plan priorities, the objectives/goals associated with it and to connect to the current strategies in the Implementation Plan. This chart then guides district teams to identify:

- the gap/area(s) for growth the strategy targets for a specific cohort of students
- the impact of the strategy based on a data and evidence review
- how a strategy will be continued, discontinued, adjusted, or introduced/implemented to address a gap or area(s) for growth

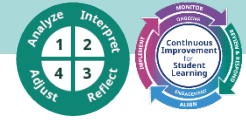
A document such as the Reflect and Adjust chart can be utilized in reporting. This document can be useful year-to-year to allow district teams to share how strategies previously performed and how the strategies were adjusted based on evidence-informed decisions.

Guiding Questions
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Does the district team have a system in place to monitor strategy impact</li> <li>• If not, what will this process look like when it is developed</li> </ul>
<p><b>Determine:</b></p> <ul style="list-style-type: none"> <li>• <b>Who</b> the monitoring process will involve</li> <li>• <b>What</b> indicators will the district team track in to effectively monitor progress</li> <li>• <b>When</b> and how frequent the process will occur</li> <li>• <b>How</b> the findings will inform decision making</li> </ul>

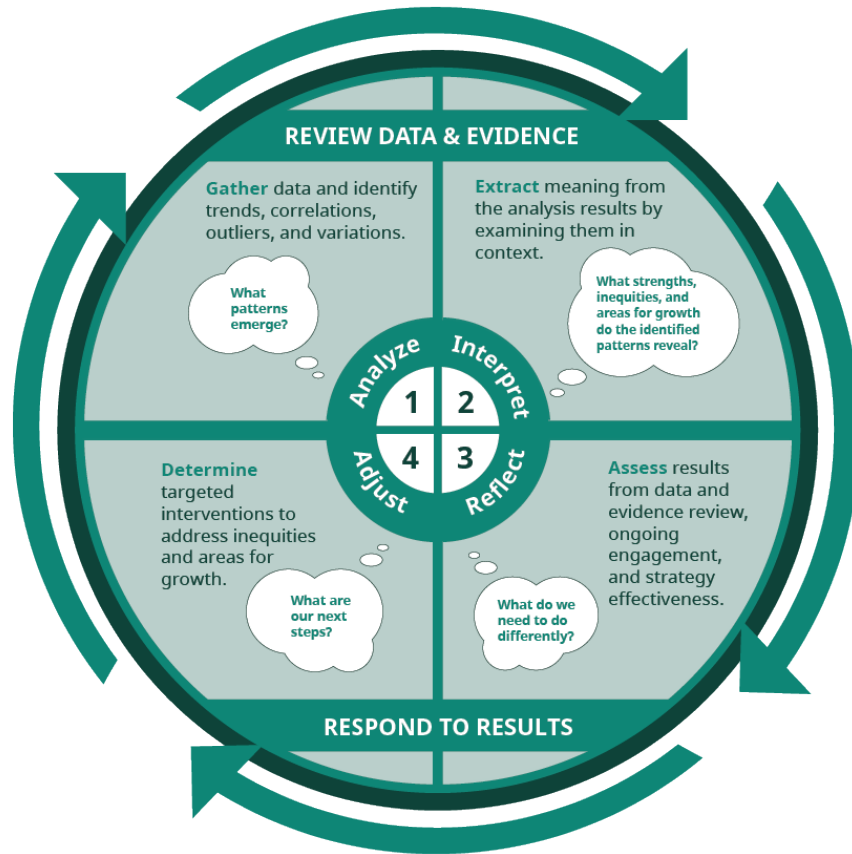
# HOW IT IS GOING



## REVIEW & RESPOND



District teams must evaluate and adjust strategies, objectives, and resource allocation to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the evaluation of district data and evidence. The [Review and Respond Cycle](#) outlines the process:



## Reviewing Data and Evidence

As part of an evidence-informed review, district teams need to analyze and interpret data on an ongoing basis. **Analysis** is the first step in the data and evidence review process. It is the systematic process of gathering relevant data from multiple sources and manipulating it with statistical techniques to identify trends, correlations, outliers, and variations. **Interpretation** is the second step in the data and evidence review process. The interpretation process transforms the analysis results into meaningful information to bring about curiosities and draw conclusions. This transformation occurs through the contextualization of identified patterns, trends, and relationships. The interpretation's results then inform actionable insights, support decision making, and validate curiosities. Based on interpreted data, district teams identify areas for growth and begin to make recommendations for improvement.

Data analysis and interpretation occur throughout the year. The annual process of completing the Enhancing Student Learning Report allows district teams to synthesize the results of the data and evidence review and present a summary of key findings along with visual representations of data to ensure public accessibility, transparency, and assurance.

District teams can access the [K-12 Data Education Portal](#) (sign-in required) for provincial data and the [MyEducation B.C.](#) (sign-in required) portal and [Education Insights](#) (sign-in required) for local data.

### A thorough data and evidence review considers:

- A comparative review of data sets for diverse cohorts of students, including data sets on, disaggregated where possible for:
  - Indigenous learners
  - Children and youth in care
  - Students with disabilities or diverse abilities
- A comparative review of disaggregated data to consider:
  - How students within the district are doing compared to previous years (improvement over time), including all students and cohorts of priority learners
  - How students within the district are doing compared to the provincial average, including all students and cohorts of priority learners
- A review and analysis of provincial data, such as:
  - FSA and Graduation Assessment
  - Student Learning Survey
  - Completion rates
  - Post-secondary transitions

- A review and analysis of a variety of examples of local evidence, such as:
  - Qualitative and quantitative data from:
    - Local Education Agreements
    - Equity in Action scanning
    - student forums etc.
  - Student assessments/progress reports
  - Disaggregated attendance data
  - Enhanced student, teacher, caregiver, and community surveys
  - Competency-based student assessment tools
  - School portfolios that communicate evidence in a variety of ways and can be readily updated as new information becomes available
  - Locally developed assessments
- Triangulation of multiple sources of evidence, both provincial and local, as well as trends over time

### Guiding Questions

#### **Consider:**

- What are the current successes for the district team
- What challenges are addressed in the current Strategic Plan
- Which priorities from the Strategic Plan is the district team currently addressing
- What stories do the data sets and evidence reveal about the approaches in the district to supporting teaching and learning
- What stories do the data sets and evidence reveal about the current approaches in the district to equity of learning for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities in the district? Districts may choose to further disaggregate data by First Nations, Métis, and Inuit populations

#### **Analyze:**

- What the trends in the data and evidence are, and what these trends highlight for the district
- What qualitative / quantitative data sets are prioritized by:
  - Local First Nations leadership
  - Indigenous families and students
  - Organizations that advocate for families of children and youth in care and students with disabilities or diverse abilities
- What these prioritized data sets reveal about district practices and student outcomes
- When possible, how the district team has disaggregated the data sets to view the outcomes for priority populations
- If the disaggregated data sets illuminate any inequities

- If multiple points of data were considered when assessing the abilities and learning needs of Indigenous learners. (I.e., Are ministry, district, school, and classroom assessments considered together?)
- If the district team has triangulated the qualitative and quantitative sources of data and evidence where applicable
- If the district team has analyzed cohort data sets where applicable

**Determine:**

- What trends emerged from the data analysis
- What do these trends highlight for the district
- Which inequities of learning outcomes do the disaggregated data sets illuminate

### Responding to Results

Once the district has completed the data and evidence review, it is time to respond to the results: to **assess** the results and **determine** targeted interventions to determine which strategies are working to improve learning outcomes and achieve the priorities outlined in the Strategic Plan.

### Guiding Questions

**Consider:**

- What processes and strategies were effective and successful in the past year
- Which processes and strategies were unsuccessful and will be discontinued
- Does the data indicate any emerging areas for growth that are not already being addressed
- What might be addressed in the coming year
- What can the district team most effectively tackle in the next few weeks, months, or year

**Determine:**

- How can the district team address the inequities identified in the data and evidence review
- How can the district team build on learners' strengths
- How will the district team adjust strategies to focus on improving learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities
- How can the district team also engage with Indigenous communities, including Métis Chartered Communities, to identify and access additional approaches towards Indigenous learner success
- What emerging areas for growth does the district team plan to address in the coming year

- What new strategies does the district team plan to adopt to address these areas for growth
- How will current strategies be adjusted based on information gathered through the analysis and interpretation of data and evidence
- How will current strategies be adjusted based on information gathered through the monitoring process, including assessing the impact of strategies
- Which effective strategies will the district team continue with for now



## ALIGN



### Aligning School Plans (Vertical Alignment)

School plans are required by Section 8.3 of the School Act:

- (1) In each school year, a board must approve a school plan for every school in the school district
- (2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school

School plans align with strategies outlined in the Implementation Plan and work to accomplish objectives outlined in the district's Strategic Plan at a school level. School plans are created by school administrators/principals and school staff in alignment with the Implementation Plan. School plans are part of a district-modelled process of continuous improvement that occurs in each school within the district. This model includes data and evidence review, engagement, identification of areas for growth, and the selection of targeted strategies.

#### School plans are:

- Reviewed each year as part of the district's Continuous Improvement Cycle and in preparation for the Enhancing Student Learning Report
- Aligned to implement and achieve strategies outlined in the Implementation Plan
- Evaluated and recalibrated annually for relevance, impact, and sustainability
- Realistic in terms of what resources are available to achieve success

### Guiding Questions

#### Consider:

- How does the district team review school plans annually
- How are school plans directly aligned to the Implementation Plan to achieve strategies

**Determine:**

- A process for school plan development and ongoing review with students, parents/caregivers, and the community to ensure coherence and that it is:
  - developed collaboratively
  - focused on achieving student learning priorities
  - structured using objectives, targets, and evidence-informed approaches
  - aligned with Local Education Agreements, Equity in Action Plans, and Enhancement Agreements
  - developed in collaboration with district annual operational plans
  - aligned with school budgets to action

**Aligning Operational/Departmental Plans (Horizontal Alignment)**

Operational/department plans also align to meet the Strategic Plan objectives. To build coherence and create alignment, the district team implements processes to review, reflect, and adjust existing operational plans to ensure each one supports the eventual achievement of the Strategic Plan priorities. The Enhancing Student Learning Report process provides superintendents with the opportunity to reflect and adjust practices to achieve stronger district coherence and alignment based on outcomes from the previous year.

**District operational plans are:**

- Reviewed each year as part of the Enhancing Student Learning Report process for continuous improvement
- Evaluated annually for relevance, effectiveness, impact, and sustainability
- Refined and recalibrated annually
- Created with awareness of what resources are available to achieve success
- Reviewed to prioritize specific students to ensure equitable opportunities for success (e.g., [Indigenous Education Targeted Funding Policy](#) and [Special Education Target Funding Policy](#))

**Guiding Questions****Consider:**

- What is effective and ineffective about the district team's current alignment processes
- Does the district team reflect on and revise all operational plans each year to align with the Implementation Plan
- How does the district team review and assess operational/department plans each year
- What process does the district team undertake and what data and evidence are considered in the revision process

- How the operational/department plans reflect and support the implementation of targeted strategies to meet objectives and achieve the Strategic Plan priorities
- How do operational/department plans support principles of equity and inclusivity and consider individual students' needs, cultures, and experiences
- How are budgets monitored and adjusted through the annual review of operational and school plans? Are budget decisions informed by data and evidence within the district to target the successful implementation of strategies
- Does the district maintain alignment with:
  - Local Education Agreements
  - Equity in Action Plans
  - Enhancement Agreements
- What [plans and processes](#) are currently in place in the district? For example:
  - School plans, Operational plans (e.g., IT plans, HR plans, financial plans), Equity in Action Plans, Multi-Year Budgetary plans
- Does the district have and support professional learning to build the collective efficacy of staff and leaders at both the district and school levels? How do these plans reinforce alignment with the district Strategic Plan

#### **Determine:**

- Whether the district's operational plans leverage existing resources in an efficient and effective manner to support the Strategic Plan's success
- Whether the operational plans demonstrate innovative and creative solutions in the re-allocation of resources
- How the district team aligns and builds district operational plans to implement strategies to meet objectives and achieve Strategic Plan priorities

#### **Show:**

- A priority-focused budgeting process, including:
  - ✓ The evaluation of the effectiveness of targeted funding allocations (e.g., Indigenous Education Targeted Funding Policy, K-12 Funding – Inclusive Education)
  - ✓ Joint sign-off with Indigenous Education Councils on the spending plan for the targeted funding for First Nations and Indigenous learners
  - ✓ A focus on improving educational outcomes for priority populations

## Using Resources Strategically

Objectives and strategies are realistic and practical in terms of what resources are available to achieve success. Superintendents should allocate resources in collaboration with the district Secretary Treasurer.

### Financial Operational Plans (budgets):

- Are developed in consultation with Indigenous Education Councils and utilize Equity in Action Plans, Enhancement Agreements, and Local Education Agreements to determine priorities for Indigenous learners
- Identify appropriate resources to implement strategies to meet district objectives
- Adhere to existing ministry and district policies
- Include evidence of financial and other operational planning to support resourcing of strategies
- Leverage existing resources which may require re-allocation
- Leverage and adhere to multi-year budget plan resource allocation
- Target specific cohorts of students to ensure equitable opportunities for success (e.g., [K-12 Funding – Indigenous Education](#) and [K-12 Funding – Inclusive Education](#))

### Guiding Questions

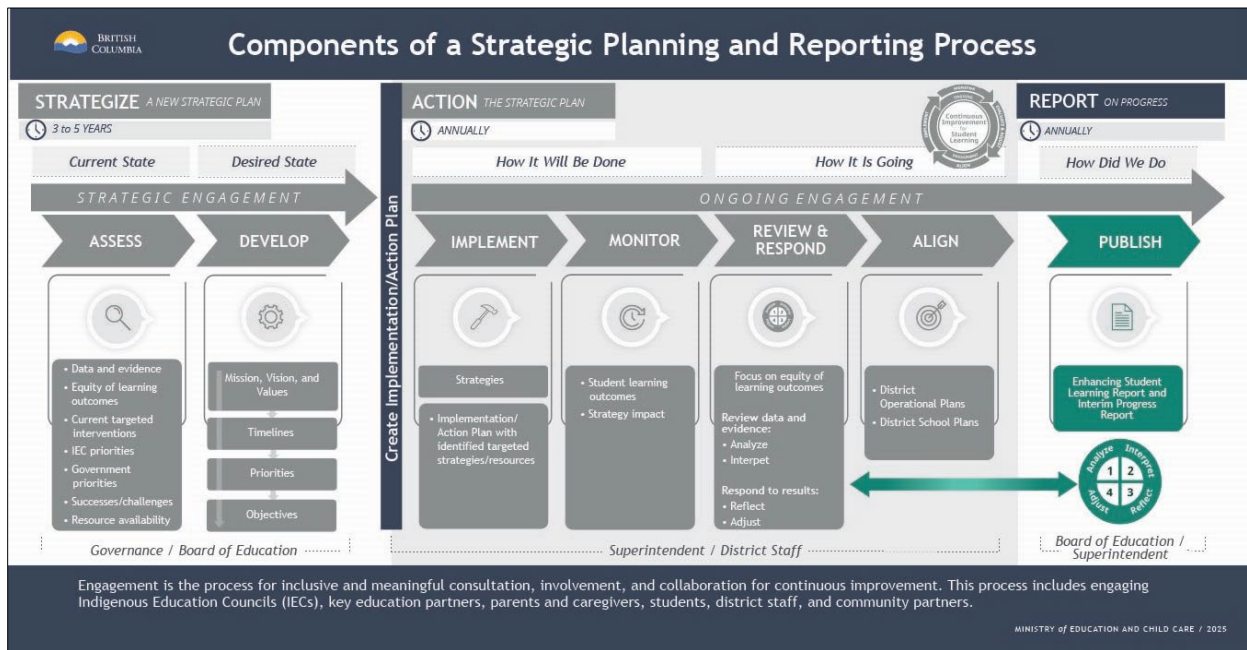
#### Consider:

- What is the annual and multi-year budget development process that is driven by the Strategic Plan priorities
- Does the district have policy or agreements in place that reflect a dedication to equity in budgets, employment/hiring, and specific services for priority populations

#### Determine:

- How the district team will allocate resources throughout the strategic planning cycle to improve student learning outcomes and achieve strategic priorities
- How the data and evidence inform resource allocation
- Whether the district operational/department plans leverage existing resources in an efficient and effective manner to support the success of the Strategic Plan
- Whether the operational plans demonstrate innovative and creative solutions in the re-allocation of resources

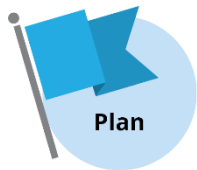
# REPORT ON PROGRESS



## HOW DID WE DO



The Enhancing Student Learning Report (annual report) is a progress report that provides public assurance on the progress of the district Strategic Plan. It allows districts to reflect and adjust strategies and/or introduce and implement new, high-yield, impactful interventions within the existing district Strategic Plan after a thorough data and evidence review. As per the 2024 [Indigenous Education Council Policy](#), a board of education must consult the IEC on reporting for the Framework for Enhancing Student Learning.



Prior to writing the Enhancing Student Learning Report, senior district leadership teams review data and evidence, engagement feedback, and strategy impact.



The completed Enhancing Student Learning Report includes identified areas for growth and adjustments to targeted strategies outlined in the Implementation Plan.

## Enhancing Student Learning Reports:

- Analyze and interpret the required data sets, as outlined in the Reporting Order
- Reflect on and adjust strategies and/or introduce and implement new, high-yield, impactful strategies to address areas for growth. (This can be done through the [Reflect and Adjust Chart](#).)
- Reflect on equity of learning for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities and reflect, adjust, and/or implement strategies to improve student learning outcomes for these priority populations
- Use plain and accessible language and are published on the district website for public access and accountability

## Writing the Annual Enhancing Student Learning Report

The Enhancing Student Learning Report is required under sections 81 and 168 (2) (t) of the School Act. As outlined in the [Enhancing Student Learning Report Order](#), Enhancing Student Learning Reports:

(2) A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

### a) Intellectual Development

- **Educational Outcome 1:** Students will meet or exceed literacy expectations for each grade level
- **Educational Outcome 2:** Students will meet or exceed numeracy expectations for each grade level

### b) Human and Social Development

- **Educational Outcome 3:** Students will feel welcome, safe and connected to their school

### c) Career Development

- **Educational Outcome 4:** Students will graduate
- **Educational Outcome 5:** Students will have the core competencies to achieve their career and life goals

(5) The report completed under section 2 will also include information relating to the board's approach to continuous improvement of student achievement.

The progress and information relayed through the annual report is previously identified inside a district's continuous improvement cycle where a district team annually implements, monitors, reviews and responds, and aligns strategies and resources to achieve the goals outlined in the district Strategic Plan. The annual evaluation and

adjustment occur through the Review and Respond Cycle. **The Enhancing Student Learning Report then articulates this information for the public.**

**In 2025, a three-year submission was introduced. Within this cycle, district teams submit the:**

- Enhancing Student Learning Report for one year
- Interim Progress Report for the other two years

As per the Policy, all 60 district reports will be reviewed annually by the ministry.

**The Interim Progress Report was introduced to:**

- Reduce burdens for both the ministry's reviews and district reporting requirements
- Allow more time for strategies and targeted interventions to enact change between full Enhancing Student Learning Reports

### **Providing Templates and Resources for the Enhancing Student Learning Report and Interim Progress Report**

The ministry provides templates and resources to assist district teams with the compilation of the annual Enhancing Student Learning Report and Interim Progress Report.

**Available templates for the reports are:**

- **Part 1: Review Data and Evidence** – Pre-Populated Provincial Data Template
- **Part 2a: Respond to Results** – Enhancing Student Learning Report
- **Part 2b: Respond to Results** – Interim Progress Report

**Additional available resources include:**

- **Reflective Tool for District Processes:** As an optional guide for district teams to reflect on processes and practices internally
- **Reflect and Adjust Chart ([Appendix C](#))**
  - This chart is included in the Part 2: Respond to Results templates
- [Guidelines for Addressing Masked Data in the Enhancing Student Learning Report](#)

### **Part 1: Review Data and Evidence – Pre-Populated Provincial Data Template**

The template for Part 1 provides district teams with pre-populated graphs of provincial data for each measure in the Reporting Order. For each measure, district teams are prompted to articulate an analysis and interpretation. Completion of Part 1: Pre-Populated Provincial Data Template is **required** every year for **all districts, every cycle year**. This section will be added to the [district SharePoint](#) (sign-in required) in June each year for district access. District teams will receive a notification when it is added to SharePoint.

## Part 2: Respond to Results

There are two variations of the Part 2: Respond to Results template:

- Part 2a: Respond to Results – **Enhancing Student Learning Report**
- Part 2b: Respond to Results – **Interim Progress Report**

These templates should be utilized by a district team depending on where they are in their submission cycle for review.

**Part 2a: Respond to Results – Enhancing Student Learning Report** should be used in cycle years when district teams are submitting a full Enhancing Student Learning Report. This template articulates the district team’s approach to continuous improvement to introduce and/or adjust strategies to address gaps and areas for growth that were identified in Part 1. Part 2a: Respond to Results outlines what information district teams should include in their report. While Part 2a: Respond to Results is an **optional** template for district teams, it is **recommended** that district teams consult the template for guidance.

Criteria for what the review team will be looking for when reading and reaching consensus for an Enhancing Student Learning Report is on the [Enhancing Student Learning website](#) and in [Appendix D](#) of this guide.

**Part 2b: Respond to Results – Interim Progress Report** should be used in cycle years when district teams are submitting an Interim Progress Report. This template articulates the district team’s adjustments to implemented strategies to address gaps and areas for growth identified in Part 1. This template is **required** by all districts submitting the Interim Progress Report. Criteria for what the review team will be looking for when reading and reaching consensus for an Interim Progress Report is on the [Enhancing Student Learning website](#) and in [Appendix E](#) of this guide.

### Reflective Tool for District Processes

The Reflect Tool for District Processes is an additional resource found on the [Enhancing Student Learning website](#) for district teams to use internally. This optional tool is intended to guide a formative reflection of the district team’s annual continuous improvement processes. It is an opportunity for district teams to assess processes as they summarize their findings for the Enhancing Student Learning Report/Interim Progress Report each year or can be used as a tool for focused conversations with senior leaders.

## Reviewing the Enhancing Student Learning Reports

As per the Framework for Enhancing Student Learning Policy, the Ministry of Education and Child Care reviews all 60 Enhancing Student Learning Reports and Interim Progress

Reports in an annual review using the above 3-year cycle. The review team uses the criteria ([Appendix D](#) and [Appendix E](#)) to guide their reading and consensus. The outcomes of these reviews inform capacity building initiatives by the Framework for Enhancing Student Learning program area to best support the sector and target areas for growth.

## Conclusion

The development of a strategic plan and implementation plan takes time, commitment, and reflective consideration. This document is designed to guide boards of education and senior leadership teams through the components of an effective planning and reporting cycle.

The Enhancing Student Learning Report is part of the annual reflection cycle that enables districts to adjust practices within a strategic planning cycle. Strategic and implementation plans do not need to be changed after this annual reflective process; however, the reflections in the Enhancing Student Learning Report allow districts to adjust strategies based on the results from data and evidence from the previous year. This practice ensures continuous improvement.

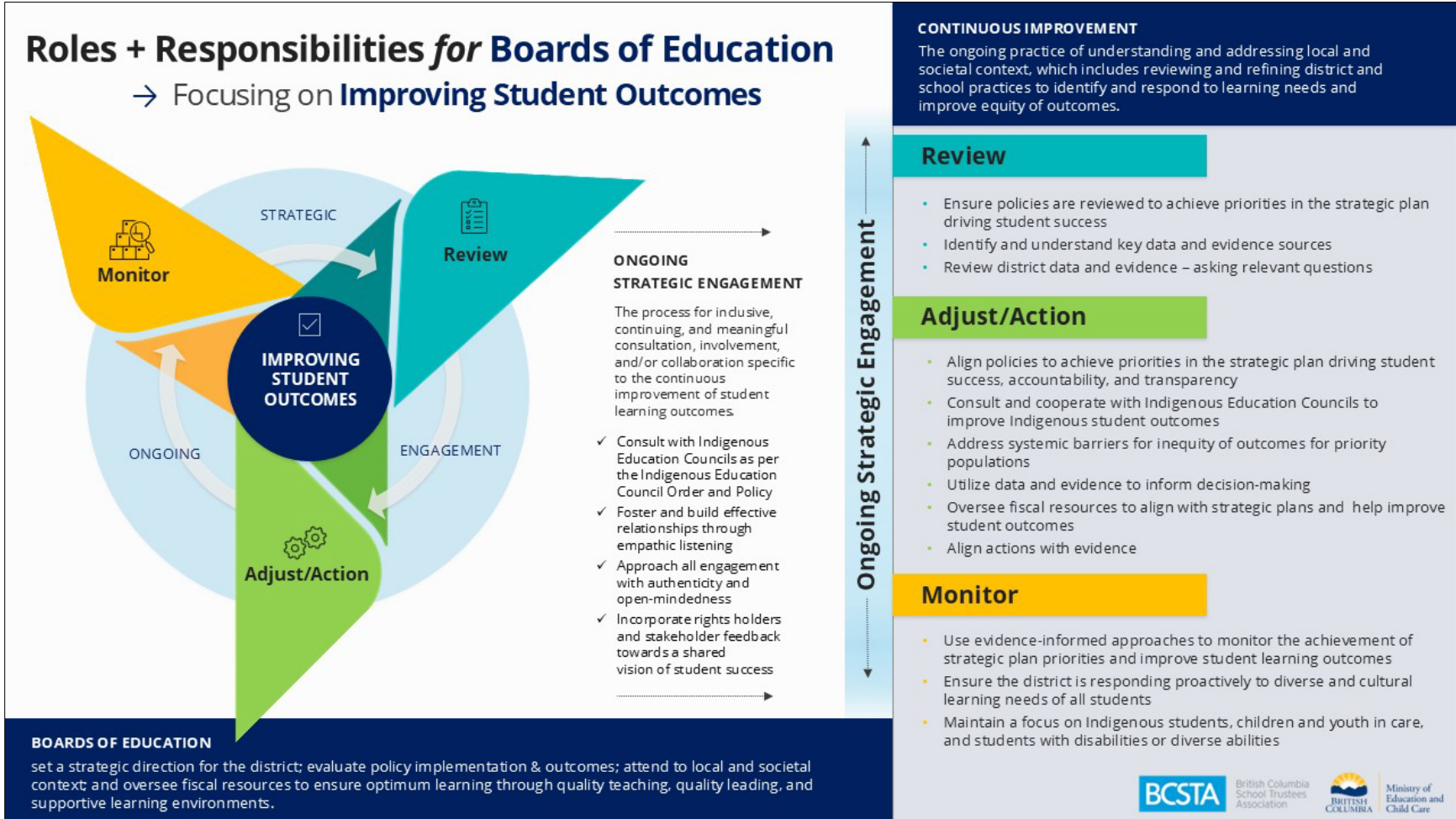
Additional resources on strategic planning are available on the [Enhancing Student Learning website](#), including a closer look at [continuous improvement cycles](#).



# Appendix A: Components of a Strategic Planning and Reporting Process



# Appendix B: Roles and Responsibilities of Boards of Education



## Appendix C: Components of a Strategic Plan Lists

The lists below are a compilation of the characteristics of a strong strategic plan identified in each section throughout this document. The list are compiled before in one place for ease of use.

### Overview

#### **A strategic plan includes:**

- The district's mission, vision, and values
- The learning-focused priorities for the current planning cycle
- Timelines for the learning-focused priorities
- The objectives the district will set to accomplish these priorities
- The strategic engagement process applied through collaboration with Indigenous Education Councils and meaningful engagement with Indigenous Peoples and education partners, including students, parents/caregivers, and district staff, to create the district's Strategic Plan

### Ongoing Strategic Engagement

#### **Strategic plans are:**

- Reflective of existing Local Education Agreements, Equity in Action Plans, and/or Enhancement Agreements to ensure consistent and meaningful support of First Nation and Indigenous learners
- Developed in collaboration with Indigenous Education Councils as per Ministerial Order No. M217
- Developed with meaningful engagement with staff, students, parents/caregivers, and education partners such as District Education Committees, District Parent Advisory Councils, community forums, and other existing committee structures
- Informed by engagement with organizations that support priority populations
- Developed to proactively attend to unique local contexts
- Developed with careful consideration of and be responsive to provincial goals and the local context

### Assess

#### **An evidence-informed strategic planning process:**

- Uses meaningful data and evidence to inform district objectives with respect to students' intellectual, human and social, and career development. This includes, but is not limited to:
  - ✓ Results for First Nations students, living on- and off-reserve or Treaty Lands

- ✓ Results for Métis and Inuit students
- ✓ A comparative review of graduation quality data sets, including:
  - Dogwood Certificates, Adult Dogwood Certificates, and Evergreen Certificates
  - Students requiring skill and course upgrading for post-secondary institution admissions
- Shows areas for growth and potential priorities based on the data and evidence review
- Draws from provided district data sets in conjunction with locally collected evidence to inform local planning efforts and decision-making (district data sets are available using the ministry's [K-12 Education Data Portal](#) (sign-in required))
- Identifies aspirational student learning outcomes to be accomplished at the end of the strategic plan cycle
- Allocates resources to successfully implement strategies identified through the data and evidence review

## Develop

### Strategic plans:

- Build on the goals in the [Policy for Student Success](#) by aiming to support students in the following areas:
  - ✓ Intellectual development
  - ✓ Human and social development
  - ✓ Career development (including skills development and transitions to post-secondary education)
- Focus on student growth and achievement by improving educational outcomes for every student regardless of place of residence in the province
- Focus on achieving equity of learning outcomes for priority populations
- Expand focus on achieving equity of learning outcomes for students regardless of ancestry, place of origin, race, skin colour, diverse abilities, medical diagnoses, religion, physical or mental disability, academic ability, family status, sex, sexual orientation, gender identity, or gender expression
- Have an established timeline for the achievement of identified priorities and the accomplishment of objectives based on the board of education's strategic cycle
- Align with the broader provincial priorities
- Reflect other key commitments in place to establish coherence, such as commitments to Indigenous Education Councils, Local Education Agreements, Equity in Action Plans, and Enhancement Agreements
- Outline success measures which, together with the senior leadership team, will be used to monitor the implementation of strategies and the success of the Strategic Plan

- Acknowledge the traditional territories on which the district and schools operate
- Are accessible and available on a variety of platforms
- Incorporate elements such as visuals, bullet points, heading, spacing, etc. for ease of readability
- Are written in plain and accessible language
- Demonstrate coherence by aligning all key district documents to the Strategic Plan

# Appendix D: Reflect and Adjust Chart



This chart is intended for district teams to use during an evidence-informed planning cycle. As a planning resource, it provides a structure for checking that each strategy currently in place is intentional, effective, and aligned with district strategic priorities. It can also be utilized for the Reflect and Adjust focus area of the Enhancing Student Learning Report to share district successes and provide public assurance that areas of growth are being addressed.

It is suggested to fill out a copy of the chart for each Strategic Plan objective; however, district leaders can modify the chart as needed to fit their purposes.

**Please note:** If the district’s current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

[Insert Strategic Plan Priority]			
[Insert Strategic Plan Objective]			
Strategy	Area for Growth	Strategy Impact	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue</li> <li>• Discontinue</li> <li>• Adapt</li> <li>• Introduce and implement</li> </ul>

<b>[Insert Strategic Plan Priority]</b>			
<b>[Insert Strategic Plan Objective]</b>			
<b>Strategy</b>	<b>Area for Growth</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptions</b>

# Appendix E: Enhancing Student Learning Report Criteria

## Enhancing Student Learning Report Enhancing Student Learning Report Criteria

March 2026

The Enhancing Student Learning Report is an annual opportunity for district teams to reflect on the progress made toward achieving the district Strategic Plan priorities in the previous school year. After a review of data and evidence, district teams can adjust strategies based on evidence-informed decisions to address areas for growth and improve student learning outcomes.

**Please note:** The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency may differ based on district enrollment and community context and will take this into account during the review process.

### Part 1: Review Data and Evidence - Pre-Populated Provincial Data Template

#### Review Data and Evidence



**To demonstrate proficiency, district teams must show evidence of analysis and interpretation by having gathered data and identified trends, correlations, outliers, and variations. They will have extracted meaning from the analysis results by examining them in district context.**

**To demonstrate proficiency, the Report should include:**


- Visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities, as provided in

the Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template). To reflect the [Educated Citizen](#), provincial data is organized into three pillars:

- Intellectual Development,
- Human and Social Development, and
- Career Development.
- Concise, reflective analyses of all presented data for each measure, including a brief overview of:
  - Clarifying information (i.e., masked data acknowledgements, participation rates/cohort sizes, demographic notes, and/or Provincial Online Learning School enrollment)
  - Notable trends (i.e., trends over three or more years, trends for the priority populations)
  - Relevant comparison (i.e., provincial averages/typical range, specific cohorts of students)
- Concise, reflective interpretation of presented data for each measure, including:
  - What new information emerged when comparing the provincial data with relevant local data?
  - What strengths and areas for growth were uncovered?
  - What inequities for the priority populations emerged?
- Identified areas for growth that are:
  - Connected to the data and evidence review
  - Identified for all priority populations
  - Focused on student learning outcomes and not implementation or capacity building
  - Distinguished as either existing or emerging
- As needed, concise, reflective triangulation that compares local data sets to provincial data sets and highlights notable trends and includes priority populations. (Where district teams are faced with lower FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps.) Local data sets may include:
  - Additional student performance data (e.g.: How Are We Doing Reports, attendance data, report card data, results from local assessments);
  - Middle Years Development Instrument (MDI)/ Youth Development Instrument (YDI)/Early Development Instrument (EDI);
  - BC Adolescent Health Survey (from McCreary Centre Society);
  - “Tell Them from Me” survey; and
  - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).



What patterns emerge?



What strengths, inequities, and areas for growth do the identified patterns reveal?

## Part 2a: Respond to Results - Enhancing Student Learning Report

### District Context for Continuous Improvement



**To demonstrate proficiency, district teams must show that they have actioned a continuous improvement cycle, including ongoing engagement, allowing them to monitor, implement, review and respond, and align implemented strategies to improve student learning outcomes. The continuous improvement cycle should be operationalized through an implementation/operational plan.**

**To demonstrate proficiency, the Enhancing Student Learning Report should include:**

- Clear evidence that the district team is demonstrating continuous improvement by responding to the results of student learning outcomes as identified in the provincial data (i.e., literacy, numeracy, completion rates) by addressing:
  - gaps or areas for growth with intentionality through targeted interventions; and
  - inequities of student learning outcomes revealed in the data and evidence review.
- A brief overview of the district team's approach to continuous improvement, including how the district team:
  - **Aligns** district implementation/operational plan to strategic priorities and school plans and operations to implement adapted strategies specific to student learning outcomes
  - **Reviews** and **responds** to data and evidence;
  - **Monitors** the effectiveness of implemented strategies and the school planning process;
  - **Implements and adjusts** strategies accordingly;
  - **Engages** with the Indigenous Education Council (IEC) and education partners.
- Clear evidence that feedback from the previous year's review has been considered during district planning.
- A brief description of the district team's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
  - **Who** the district team engages, including:

- District Indigenous Education Council;
  - First Nations and Indigenous parents/caregivers and students;
  - Students and parents/caregivers;
  - District committees (i.e., employee groups, DPAC); and
  - The local community.
- **How** the district team engages the Indigenous Education Council and education partners. (This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.)

## Reflect and Adjust



**To demonstrate proficiency, district teams will show evidence of reflection and adjustment by assessing results from the data and evidence review, ongoing engagement, and strategy impact on student learning outcomes. District teams will have determined targeted interventions to address inequities and areas for growth.**

**To demonstrate proficiency, the Report should include the following for each identified strategy:**

### Strategy Selection

- An explicit connection between the priority in the district's Strategic Plan and the area for growth.
- An explicit connection between the area for growth (from the data and evidence review) and the selected strategy.
- An explicit connection between the selected strategy and the targeted learner (i.e., all learners, priority population)
- Includes universal (Tier 1) and targeted (Tier 2 and 3) strategies for cohorts of learners
- Strategies are evidence-based for impact on student learning
- Strategies are intentional

### Strategy Impact

- An explicit description of how effectively the strategy addresses the identified area(s) for growth to improve student learning outcomes, including:
  - Quantitative data: results from an assessment that shows the impact of the strategy on the identified area for growth for student learning (e.g., FSA, local assessments, etc.)

What do we need to do differently?

- Qualitative data: feedback received from ongoing strategic engagement that shows impact on student learning (e.g., IEC, student voice, teaching staff)

### Adjustments or Adaptations

- An explicit description of the district team’s next steps and targeted interventions to address inequities, including determining which strategies the district team will:
  - Continue
  - Discontinue
  - Adapt and/or adjust (e.g., how), and/or
  - Introduce and implement



## Create Alignment to Enhance Student Learning



**To demonstrate proficiency, district teams will identify necessary updates to the district’s Implementation Plan to achieve the district’s Strategic Plan priorities.**

**District teams will show evidence of:**

- vertical alignment of school plans and identified, targeted strategies within the implementation/operational plan (continuous improvement cycle) to operationalize the district strategic plan priorities (strategic plan)
- horizontal alignment of district operational plans to reflect the district’s strategic priorities.

**To demonstrate proficiency, the Report should include:**

- A concise description of vertical alignment within the district, including:
  - Links to all current school plans
  - Evidence of connection between district priorities and identified strategies

## Improve Equity of Outcomes for Priority Populations

**To demonstrate proficiency, district teams will show intentional focus and specific, targeted interventions to improve student learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.**

**To demonstrate proficiency, the Report should include:**

- Descriptions of how the district and school teams use data to track and support cohorts of priority learners, including cohorts represented in masked data sets.
- A description of the district and school teams' approach to address inequities in learning outcomes for identified priority populations, including:
  - Targeted, evidence-informed strategies implemented to address areas for growth for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
- Descriptions of how the district team monitors the impact of implemented strategies on student learning outcomes and adjusts accordingly.
- Descriptions of how the district team incorporates ongoing engagement feedback into decision-making to address inequities for priority learners, including Indigenous Education Councils, education partners, student voice, parents/caregivers, and staff.

# Appendix F: Interim Progress Report Criteria

## Enhancing Student Learning Report – Interim Progress Report

### Interim Progress Report Criteria

March 2026

The Interim Progress Report is an annual opportunity for district teams to reflect on the progress made toward achieving the district Strategic Plan priorities in the previous school year. After a review of data and evidence, district teams can adjust strategies based on evidence-informed decisions to address areas for growth and improve student learning outcomes.

**Please note:** The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency may differ based on district enrollment and community context and will take this into account during the review process.

## Part 1: Review Data and Evidence - Pre-Populated Provincial Data Template

### Review Data and Evidence



**To demonstrate proficiency, district teams must show evidence of analysis and interpretation by having gathered data and identified trends, correlations, outliers, and variations. They will have extracted meaning from the analysis results by examining them in district context.**

**To demonstrate proficiency, the Report should include:**

- Visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities, as provided in

the Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template). To reflect the [Educated Citizen](#), provincial data is organized into three pillars:

- Intellectual Development,
- Human and Social Development, and
- Career Development.
- Concise, reflective analyses of all presented data for each measure, including a brief overview of:
  - Clarifying information (i.e., masked data acknowledgements, participation rates/cohort sizes, demographic notes, and/or Provincial Online Learning School enrollment)
  - Notable trends (i.e., trends over three or more years, trends for the priority populations)
  - Relevant comparison (i.e., provincial averages/typical range, specific cohorts of students)
- Concise, reflective interpretation of presented data for each measure, including:
  - What new information emerged when comparing the provincial data with relevant local data?
  - What strengths and areas for growth were uncovered?
  - What inequities for the priority populations emerged?
- Identified areas for growth that are:
  - Connected to the data and evidence review
  - Identified for all priority populations
  - Focused on student learning outcomes and not implementation or capacity building
  - Distinguished as either existing or emerging
- As needed, concise, reflective triangulation that compares local data sets to provincial data sets and highlights notable trends and includes priority populations. (Where district teams are faced with lower FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps.) Local data sets may include:
  - Additional student performance data (e.g.: How Are We Doing Reports, attendance data, report card data, results from local assessments);
  - Middle Years Development Instrument (MDI)/ Youth Development Instrument (YDI)/Early Development Instrument (EDI);
  - BC Adolescent Health Survey (from McCreary Centre Society);
  - “Tell Them from Me” survey; and
  - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).

What patterns emerge?

What strengths, inequities, and areas for growth do the identified patterns reveal?

## Part 2b: Respond to Results - Interim Progress Report

### Reflect and Adjust



**To demonstrate proficiency, district teams will show evidence of reflection and adjustment by assessing results from the data and evidence review, ongoing engagement, and strategy impact on student learning outcomes. District teams will have determined targeted interventions to address inequities and areas for growth.**

**To demonstrate proficiency, the Report should include the following for each identified strategy:**

#### Strategy Selection

- An explicit connection between the priority in the district's Strategic Plan and the area for growth.
- An explicit connection between the area for growth (from the data and evidence review) and the selected strategy.
- An explicit connection between the selected strategy and the targeted learner (i.e., all learners, priority population)

#### Strategy Impact

- An explicit description of how effectively the strategy addresses the identified area(s) for growth to improve student learning outcomes, including:
  - Quantitative data: results from an assessment that shows the impact of the strategy on the identified area for growth for student learning (e.g., FSA, local assessments, etc.)
  - Qualitative data: feedback received from ongoing strategic engagement that shows impact on student learning (e.g., IEC, student voice, teaching staff)

What do we need to do differently?

#### Adjustments or Adaptations

- An explicit description of the district team's next steps and targeted interventions to address inequities, including determining which strategies the district team will:
  - Continue
  - Discontinue
  - Adapt and/or adjust (e.g., how), and/or
  - Introduce and implement

What are our next steps?

## Improve Equity of Outcomes for Priority Populations

**To demonstrate proficiency, district teams will show intentional focus and specific, targeted interventions to improve student learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.**

**To demonstrate proficiency, the Report should include:**

- Descriptions of how the district and school teams use data to track and support cohorts of priority learners, including cohorts represented in masked data sets.
- A description of the district and school teams' approach to address inequities in learning outcomes for identified priority populations, including:
  - Targeted, evidence-informed strategies implemented to address areas for growth for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.