

# WHO ARE THE MEMBERS OF SCHOOL AND BOARD IMPROVEMENT PLANNING TEAMS AND WHAT DO THEY DO?

## School Improvement Planning

School Improvement Teams (SITs) are responsible for the creation of the School Improvement Plan (SIP). These teams should include the collaborative work of teachers, students, parent council, and school administrators.

SIP planning, implementation, monitoring, and refining should include all staff.

Plans are a result of the analysis of the current needs assessment, which is based on a variety of data sources (e.g., perceptual, demographic, program, achievement).

The plan communicates student achievement progress and targets to parents and school community (e.g., newsletters, school council agendas, school website).

The SIT supports the principal/staff to collaboratively develop and monitor the SIP goals and complete the School Self-Assessment, based on the School Effectiveness Framework.

In the classroom, planning, instruction, and assessment align with SIP goals. Students and educators should work together to build collaborative and safe learning environments.

Students should play an active role in their learning through engagement in the learning process, providing input on a continuous basis so their voices are heard.

*(For more information, see The School Effectiveness Framework, Component 2 School and Classroom Leadership, Indicator 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning and Component 3 Student Engagement, Indicator 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs)).*

## Board Improvement Planning

- Board Improvement Planning teams can include various people<sup>1</sup>, including but not limited to,
  - Directors of Education
  - Associate Directors of Education
  - Superintendents
  - Assistant Superintendents
  - Learning Supervisors
  - Program Coordinators
  - Curriculum Coordinators
  - System Coordinators
  - Learning Coordinators
  - Principals
  - Vice-Principals
  - Support Staff (e.g., researchers, IT)
  - Teachers
- Collaboration is key and it is important to include as much representation from the district as possible.
- School networks (e.g., Family of Schools, Community of Schools) and principal networks are great avenues for sharing best practices and providing support within the district.
- Some districts have a sub-committee that meets regularly to construct the plan and then they share it with the larger group for conversation and feedback. Some districts meet as a larger group throughout the entire process, creating and discussing the plan as a group.
- Districts are always exploring new and innovative ways to create plans. There is no "right" way to create a plan. Districts need to choose a process and format that works best for their community (see examples of Board Improvement Plans in the toolkit).

---

<sup>1</sup> Terminology may vary depending on the district.