



CONTINUOUS SCHOOL IMPROVEMENT

GOVERNANCE POLICY

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1.0 PRINCIPLES

- 1.1. The South Shore Regional Centre for Education (SSRCE) believes that:
 - 1.1.1 all schools must engage in continuous school improvement.
 - 1.1.2 the work of continuous school improvement is a shared responsibility of all partners in education.
 - 1.1.3 school goals must be based on data that demonstrates an improvement focus.
 - 1.1.4 student and staff learning, student achievement and instructional improvement must be the focus of the improvement planning through ongoing teacher collaboration.
 - 1.1.5 performance data related to school climate and culture must be considered.
 - 1.1.6 the needs of all learners must be met within a socially just and equitable environment
 - 1.1.7 respect for equitable access, diversity, abilities, and partnerships is essential for improving quality of life.
 - 1.1.8 all students and staff have the right to learn and work in a healthy school/work environment.

2.0 POLICY FRAMEWORK

- 2.1 This policy complies with the Education Act and other related provincial acts and policies.
 - 2.1.1 A Comprehensive Framework for Continuous School Improvement (EECD), June 2013
 - 2.1.2 Nova Scotia Department of Education and Early Childhood Development (EECD) Continuous School Improvement Framework (September 2012)
 - 2.1.3 Nova Scotia School Advisory Council Handbook EECD (2011)
 - 2.1.4 Action Research: Improving Schools and Empowering Educators (by Craig Mertler, 2012)
 - 2.1.5 Report of the PLC Study Committee: Building Professional Learning Communities in Nova Scotia Schools (EECD May, 2011)

3.0 AUTHORIZATION

The Regional Executive Director is authorized to issue procedures in support of this policy.

CONTINUOUS SCHOOL IMPROVEMENT

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1.0 PROCEDURES

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1. PROCEDURES

1.1. School Improvement Planning

- 1.1.1. A model of continuous school improvement in the SSRCE will include support from Regional Office staff, data supports related to student achievement and school performance, and other resources to ensure consistent quality within a streamlined process. Possible sources of data and evidence are: classroom data, including summative and formative assessments, common assessments, provincial achievements, SSRCE-based assessments, Race Relations Cross Cultural Understanding and Human Rights (RCH) data, comprehensive school health data, surveys collected from students, teachers and parents (for example *Tell Them From Me*).
- 1.1.2. School improvement goals may be school-wide, within grade levels, or curriculum-based. In general, schools should work on two goals related to student achievement, or a goal related to student achievement and a goal related to creating a healthy setting for student learning (for example, student engagement, social- emotional learning).
- 1.1.3. School improvement goals should align with SSRCE's strategic plan objectives and teacher professional growth plans.
- 1.1.4. The school administrator(s) will involve school staff and the School Advisory Council (SAC) in the school improvement planning, including data analysis, and to the extent possible engage members of the broader school community.
- 1.1.5. The School Improvement Plan (SIP) will be completed by the school administrators in collaboration with school staff and the SAC.
- 1.1.6. The SIP must focus on the key instructional strategies that foster teacher professional growth and improved instruction for that school year.
- 1.1.7. The school administrator(s) will encourage a culture of inquiry with a focus in student learning and achievement with ties to teacher instructional strategies during Collaborative Learning Team time.
- 1.1.8. The SSRCE requires all SACs to play a meaningful role in the development of a SIP.
- 1.1.9. The SIP should be posted in a timely manner on the school's website.
- 1.1.10. Every school's improvement plan will be reviewed by a staff member at the SSRCE Office, and then approved by the Regional Executive Director.

1.2 Annual Reporting

- 1.2.1 The SSRCE requires each principal to submit an Annual Report on school improvement by June 1st of each school year. The Report should be formally approved by the SAC, either at their last meeting of the current school year.

- 1.2.2 The Annual Report will be completed by the principal, in collaboration with the school staff and the SAC in the spring of each year. The report must focus on the school's improvement efforts that include student performance results for that school year.
- 1.2.3 The Annual Report will be based on these central areas:
 - 1.2.3.1 School goals
 - 1.2.3.2 Data sources and results
 - 1.2.3.3 Professional Learning
 - 1.2.3.4 Continuous school improvement
- 1.2.5 Each school's Annual Report will be reviewed by a staff member at the SSRCE Office, and then approved by the Regional Executive Director.
- 1.2.6 Once approved by the school staff, the SAC and the SSRCE Office, the Annual Report should be posted on the school's website by October 1st of each school year.

3.0 RESPONSIBILITIES

It shall be the responsibility of the Regional Executive Director to ensure these administrative procedures are followed.