



SCHOOL DISTRICT NO. 93 (CONSEIL SCOLAIRE FRANCOPHONE)

PRESIDENT: Patrick Gatien

SUPERINTENDENT: Michel St-Amant

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: We noticed that the district included quantitative and qualitative sources of information and evidence in the Enhancing Student Learning Report.

SUPPORTING EVIDENCE: Examples of this are: Forum Fusion, Foundation Skills Assessment, "How are we doing?" Report, Competency levels – report cards, Review of School Improvement Plans, and data emerging from the CSF Equity in Action program, (MDI, Fusion, student learning survey, consultation with school principals, consultation with students). Enhancing Student Learning Report (pg. 9-15).

CONSIDERATION: An area for consideration might be to demonstrate how information (evidence, data, and stories) collected through engagement with local communities, Indigenous Peoples, and First Nation communities, Metis and Inuit informs the district's strategic planning process.



SUPPORTING EVIDENCE: The Enhancing Student Learning Report does not clearly indicate how the information gathered from this engagement influences the development of the Strategic Plan.

ADDITIONAL CONSIDERATION: An area for further consideration is for the district to clarify its approach to reviewing, analyzing, and interpreting results from the Strategic Plan Scorecard to determine areas of focus for the annual implementation plan.

ADDITIONAL SUPPORTING EVIDENCE: The Enhancing Student Learning Report does not reference data from the Strategic Plan Scorecard.

MEDIATIVE QUESTION: *How might the district fully consider disaggregated data to understand inequities, with special attention to Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: The District engaged students, stakeholders, Indigenous peoples and communities and other community members in the strategic planning process.

SUPPORTING EVIDENCE: The documentation of the strategic planning process references 1,700 responses to multiple survey processes.

ADDITIONAL DISTRICT STRENGTH: The district engages students to have their voices inform the priorities and orientations set out in the Strategic Plan.

ADDITIONAL SUPPORTING EVIDENCE: The Enhancing Student Learning Report indicates student engagement is achieved through an annual forum (Student Involvement - pg. 6).

CONSIDERATION: An area for consideration is to adjust the cycle of improvement, as represented by the diagram in the Enhancing Student Learning Report (pg. 22) so that it



indicates steps to consult, collaborate and communicate with Indigenous peoples and communities, Metis, Inuit and other community members at appropriate points in the cycle

SUPPORTING EVIDENCE: The continuous cycle of improvement diagram does not reflect different steps of engagement as part of the design.

MEDIATIVE QUESTION: *How might the district demonstrate an ongoing strategic engagement and communication approach with Indigenous peoples and communities, Metis, Inuit, community partners, families, staff, and students?*

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board’s Strategic Plan.

DISTRICT STRENGTH: We noticed that the district embedded Operational Plan objectives (Financial, Human Resources, Information Technology) within the Strategic Plan. This alignment demonstrates that there is a connection between operational planning and student learning goals.

SUPPORTING EVIDENCE: As indicated within Goal Three - Operational Excellence (pg. 12) and Goal Four - Optimal learning environments (pg. 14).

ADDITIONAL DISTRICT STRENGTH: We noticed that the district has utilized their annual review, analysis, and interpretation of findings to align school plans and operational plans with district goals and to maintain clear alignment with Local Education Agreements and the Enhancement Agreement.

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 9).

CONSIDERATION: An area for consideration is for the district to clearly articulate its approach to allocating resources to support the priorities of the implementation plan, in response to their annual review, analysis, and interpretation of findings.



SUPPORTING EVIDENCE: While an intention to review how identified priorities inform future budgets is stated within the continuous cycle of improvement (pg. 22), the process is not clear.

MEDIATIVE QUESTION: *What are some additional strategies that the district could employ to clarify how it intends to monitor and adjust budgets through ongoing assessment?*

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca