		Administrative Procedures 110 **Education Sector Strategic Plan (ESSP)**
SUN WEST SCHOOL DIVISION *Success for all*		**Adopted:** **June 28, 2011** **Amended:** **August 10, 2016**
	External References: • Education Act: Sections 85, 87, 109	**Internal References:** • AP 111 Annual Report • Form 110-1 School Mission & Vision • Form 110-2 ESSP Level 3 Strategic Plan Sample With Instructions • Form 110-3 ESSP Level 3 Strategic Plan Template • Form 110-4 ESSP School Level A3 PLT/Staff Action Plan • Form 110-5 ESSP School Level A3 PLT/SLT Reflection

Background

The Educational Sector Strategic Plan (ESSP) uses the Hoshin Kanri (HK) methodology. It is a structured planning cycle in which goals, plans and measures are set to monitor progress towards these goals realizing that adjustments and changes may occur on a yearly basis. Our provincial ESSP target has been set for 2020 in the areas of Reading, Following Their Voices, FNM Student Engagement and Graduation, At Grade Level, Early Years, Graduation Rates and Operational Spending.

The Provincial Leadership Team (PLT) primarily comprised of the Directors of Education is ESSP (Level 1), School Divisions are ESSP (Level 2), schools are ESSP (Level 3) and the classrooms are ESSP (Level 4).

Planning in public education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for public education are used for optimal results.

The Division has developed an ESSP (Level 2) plan that is aligned with the provincial ESSP. The accomplishments and results achieved provide information to the public and inform the cycle of planning for continuous improvement.

Division goals, priorities and commitments will be reflected in the Division's commitments to learning and the ESSP (Level 2). In addition, identified areas in the effective school practices at the school level are to be planned for by Professional Learning Teams (PLT) using Smart Goals. School planning, assessing, reporting and communicating are integral components to and school-based decision-making.

The elements of the ESSP (Level 2) are inter-related. Information about problems and root-cause analysis is used to develop future state goals and action plans that will move schools toward those goals. Metrics detail the tools that will be used to measure progress and also threshold that will indicate success. Subsets of action plans will include information on which individual or group is accountable for implementation and reporting progress. Engagement planning describes the roles of stakeholder groups in the areas targeted for focused improvement.

Preparing ESSP (Level 3) plans, collecting data and engaging in reflection provide schools the opportunities to work as a team. Collaborating as school staff with School Community Councils and the community is an integral part of the process. Such involvement creates commitment to and understanding of the goals and priorities of the school.

The School Leadership Team takes a lead role in ESSP (Level 3) planning.

Procedures

1. ESSP Level 2 Planning

   1.1 The mandate, vision, mission, guiding principles and goals of the Division will provide strategic direction for system planning.

   1.2 The planning process will recognize priorities identified in the ESSP and by the Board.

   1.3 The actions and endeavours of the Division and its schools must be guided by sound planning processes. The planning process shall provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. “Formal” processes for the system and its schools to develop, revise and extend their ESSP (Level 3) Plans that identify priorities, along with predetermined courses of action, outcomes, measures, strategies and timelines for task completion will be developed each year.

2. ESSP Level 3 Strategic Plan

   An ESSP Level 3 Strategic Plan that meets local needs and fulfils accountability requirements shall be developed and implemented by each school.

   2.1 The ESSP Level 3 Strategic Plan shall be kept current to ensure focused, efficient and effective change and improvements.

   2.2 The ESSP Level 3 Strategic Plan shall be updated annually with provision for ongoing input into the revision process by schools, School Community Councils, parents, teachers, students and community stakeholders.

   2.3 Progress reports on the ESSP Level 3 Strategic Plan will be presented to the Board twice yearly in January and June. Progress reports will include data connected to metrics included in the plan, as well as a summary of stakeholder engagement activities related to the plan.

   2.4 The Director shall:

      2.4.1 Make provision for distribution of the ESSP Level 3 Strategic Plan and its placement on the Division website.

   2.5 The Board shall approve the ESSP Level 2 Plan annually in June.

3. ESSP School Level A3 Strategic Plan

   3.1 Principals are responsible for developing both short and long-range plans that are consistent with Division priorities, the expectations of the Education Sector Strategic Plan (ESSP) and School Community Councils.

   3.2 Principals will identify their School Level A3 Strategic Plan

   3.3 Schools will develop, update and implement their ESSP (Level 3) Plan under the following guidelines:

   3.4 The Principal will seek involvement of stakeholders (students, parents, School Community Councils, Brethren, etc.), as appropriate, in development of their ESSP (Level 3) Plan.

3.5 ESSP School Level A3 Strategic Plans will use a format that identifies:

1.1.1 Problem Statement - Current state and the reason for action.

1.1.2 Root Cause Analysis – What is causing the problem and what evidence can be provided to support the analysis.

1.1.3 Future State – How the situation will be different because of the actions taken to improve it.

1.1.4 Implementation Plan – What high-level actions that will be taken to address the problem within the given timeframe and how the future state will be achieved.

1.1.5 Metrics – How you will know a change has been an improvement.

1.1.6 Engagement – How the plan is informed by the lens of Student First and how children, parents and stakeholders, etc., are engaged in this work.

3.6 ESSP School Level A3 Strategic Plans will be developed and updated annually by August 31 and submitted to the Superintendent of Education.

3.7 Reporting

3.7.1 The Principal and School Community Council will submit a semi-annual ESSP School Level A3 Strategic Plans to the Superintendent of Education with responsibility for school operations in April and October.

3.7.2 ESSP School Level A3 Strategic Plan results will be reported to the Board in November.

3.8 Sun West Initiative for School Improvement/Education Sector Improvement Strategic Plan (SWISI/ESSP) Day

3.8.1 Schools will create a poster providing information on the six statements provided on their ESSP School Level A3 Strategic Plan.

3.9 All teachers in a Professional Learning Team (PLT) - (not necessary for all PLTs to be working on the improvement goal).