**K – 12 Board Improvement Plans Should Improve Teaching, Leading and Learning**

**Needs Assessment**

Use the needs assessment to identify focused SMART goals that will have significant impact on improving student learning and achievement.

Consider the following:

- Student subgroup achievement data
- School trends identified through school self-assessments or district reviews
- Indicator data e.g. EQAO results, credit accumulation, mark distribution etc.
- Demographic data

**SMART Goals**

Should offer specificity and measurability to priorities; they provide direction, define desired results, and communicate expectations for improvement.

- Specific
- Measurable
- Ambitious and Achievable
- Results-Oriented
- Time Bound

**Targeted Evidence-Based Strategies/Actions**

- Should be grounded in sound, research-based, effective school practices
- Specify the student subgroup or schools targeted by the intervention
- Can be implemented deeply and can be supported with monitoring and feedback
- Should indicate how each will be measured and monitored to ensure effective implementation
- Focus on what should happen in classrooms

**BOARD IMPROVEMENT PLAN**

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**Evaluation**

- Compare planned with achieved outcomes - What is different for students?
- Describe how results will be communicated to stakeholders
- Describe how lessons learned will be applied to the next cycle of improvement planning

**Responsibility**

- Identify who is responsible for monitoring each part of the BIP

**Monitoring**

- Describe mid-course correction opportunities
- Outline explicit dates/weeks for monitoring
- Articulate the type of data to be collected and analyzed

**Professional Learning**

- Focus on job-embedded professional learning
- Strategically sequence coaching/mentoring strategies to support the transfer of new learning into proficient classroom practice

**Resources**

- Differentiate human resources based on school need
- Differentiate financial resources based on school need