CONTINUOUS IMPROVEMENT HANDBOOK 2026-2027

Prepared For :

BSD ADMINISTRATORS



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CONTINUOUS IMPROVEMENT PLAN

2024 -

CONTINUOUS IMPROVEMENT PLAN

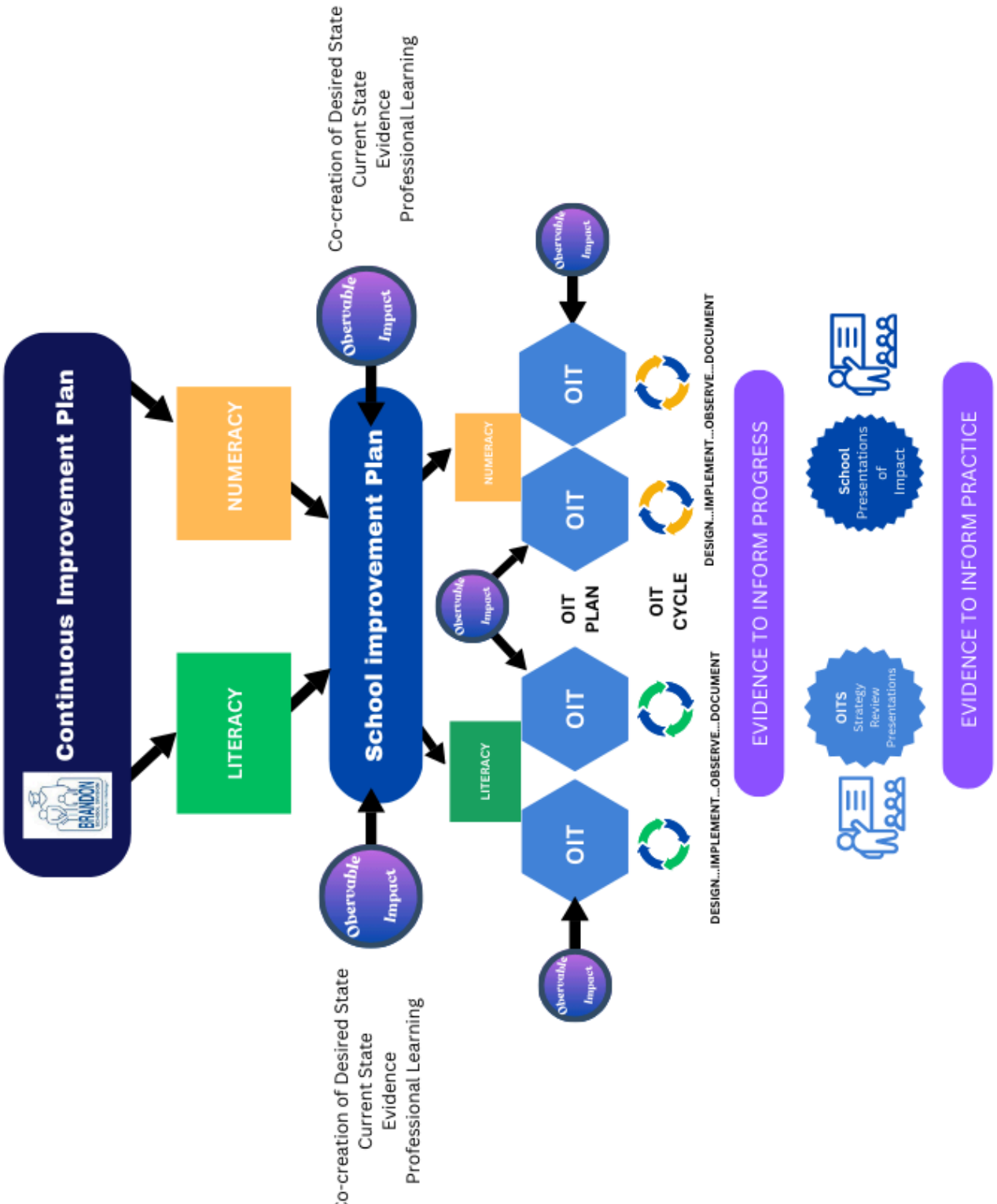


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SCHOOL PLAN

A Quick Overview of the School Plan Process

The school plan outlines each school's continuous improvement blueprint for the upcoming year, guided by the divisional priorities of literacy, numeracy, or both. This working document is updated and refined throughout the year and reflects the following core components:

SECTION #1 - CURRENT REALITY BASELINE

Current Reality Baseline

Outlines the specific data (quantitative and qualitative) that:

- Identifies student learning instructional challenge data patterns
- Reflection the triangulation of data

SECTION #2 INSTRUCTIONAL CHALLENGE STATEMENT

- The school plan's instructional challenge statement will:
- Focus on **either literacy, numeracy, or both**
- Be **clear**, **specific, and measurable**
- Drive the learning for OIT work and PD Days

SECTION #3 - VISION SUCCESS CRITERIA

This section makes the "success criteria" clear by identifying what we would see when the challenge is resolved. The vision paints a picture of the classroom as a result of OIT and PD Day work.

- Criteria are co-constructed with staff throughout the year, not copied from the Vision document (see Appendix B for guidance)
- Observable statements are specific and descriptive
- This is a working document that will evolve based on new learning throughout the year

SECTION #4 - CONTINUOUS IMPROVEMENT CALENDAR

The school plan will include a working copy of the year-at-a-glance calendar. This calendar will highlight the continuous improvement focus for staff meetings, PD Day focus, and SLT and/or Design Team meetings. Its purpose is to support the implementation of school actions and to provide a reference point for SLT/Design Team meetings, as well as check-ins with Senior Administration and Cale Birk.

SECTION #5 -PD DAY PLAN

The School Professional Development Plan outlines how PD Days will be used to build teacher capacity in alignment with the school plan's focus. Each day's specific focus must be clearly identified. The PD Pro Planner document will be used by school leadership or the school design team to design PD Days for maximum impact.

SECTION #6 -SCHOOL PLAN MOMENTUM AND PROGRESS MONITORING PLAN

The School Plan Momentum and and Progress Monitoring Plan will outline the tools that will be used to measure growth over the year.

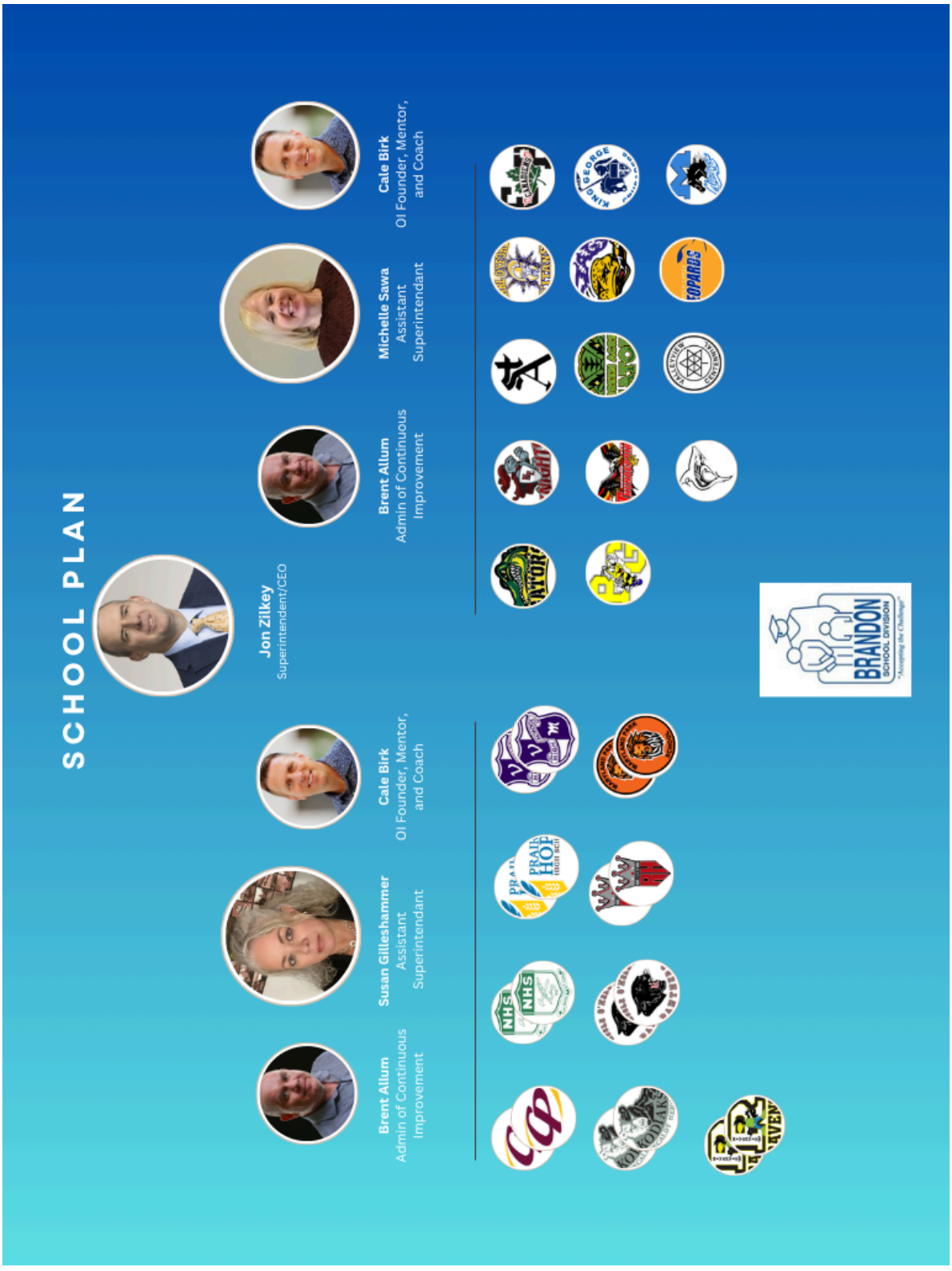
SCHOOL PLAN

School Plan Stakeholders

Stakeholder	Responsibilities
School Administrator	• Collaborate with staff to co-construct the school's instructional focus in literacy or numeracy, grounded in relevant student and teacher data. • Foster purposeful collaboration and co-construction structures to support shared understanding and instructional alignment. • Strengthen staff capacity in data literacy to enhance the use of evidence in planning and instruction. • Create structures that invite staff feedback and co-construction to support ongoing development of the school plan. • Co-create tools with staff to help measure progress toward the goals outlined in the school plan. • Establish regular checkpoints to reflect on data related to both student learning and teacher growth throughout the year. • Engage in classroom visits to gather impact data using the success criteria from the Vision of the school plan's instructional challenge. • Share regular progress updates with staff to reinforce shared ownership and highlight growth and learning. • Use staff input and co-construction feedback to draft the school plan and submit it to Senior Administration by the designated deadline.
Continuous Improvement Coach (CIC)	• Meet regularly with administrators to ensure consistent collaboration and alignment on school priorities, challenges, and next steps. • Facilitate OITs using BSD Continuous Improvement structures and processes. • Support the design team or school leadership team in developing and refining the school plan using BSD protocols. • Access and track school improvement data to inform decision-making. • Support the implementation of the school plan by helping gather quantitative and qualitative data for administrators to use with staff, co-constructing professional learning days, and facilitating components of PD days. • Gather and track OIT-level data to monitor the impact of practices at the team level, enabling mid-cycle reflection and responsive supports. • Coordinate strategy review presentations to provide opportunities for teachers to share their learning and progress with colleagues, reinforcing shared accountability and celebrating growth.
Educators	• Collect data from classroom practice and student learning to contribute to school-wide understanding. • Work alongside colleagues to co-construct interpretations of school data patterns. • Share insights and observations to enrich team learning. • Collaborate with OIT members to identify student instructional challenges and explore ways to address them. • Co-identify and test new adaptive learning strategies or approaches in classroom practice. • Collect artifacts that demonstrate impact and support reflection. • Reflect on new learning and share the impact with colleagues to inform future practice. • Integrate high-yield practices identified in strategy reviews into daily classroom routines.
Students	• Provide feedback through school-based surveys to help shape learning experiences. • Participate in student voice luncheons to share perspectives on teaching and learning.

SCHOOL PLAN

Support Structures



SCHOOL PLAN

CONVERSATION QUESTION BANK

DEVELOPING YOUR SCHOOL PLAN FOCUS:

- Tell me about the process you used to co-create an understanding with your staff around your areas of focus?
  - artifacts that reflect/evidence-pictures, staff meetings, PD days
- Are there other sources that you might need in the future?
- If we were to ask each staff member of their role developing the plan and focus, what might they say?

GUIDING EVIDENCE FOR SCHOOL PLAN FOCUS

- What was the most helpful or influential classroom practice evidence (leading evidence) that you and staff used to select your area of focus? When you did your classroom observations/ teacher evidence analysis, what did you notice?
- What was the most helpful or influential student evidence (lagging evidence) that you and staff used to select your area of focus? When you did your student evidence analysis, what patterns did you notice?

VISION DEVELOPMENT

- If your school plan instructional challenge was solved what would this lead to for students, educators, tasks, and assessments and what has led you to that understanding?
- Given your vision, where do you see your current strengths and challenges of:
  - students?
  - educators ? How are you designing PD to address these challenges?
- Looking at your selected school plan focus, what do you expect to see from students, educators, tasks and assessment and what has led you to that understanding?

PROFESSIONAL LEARNING

- Tell me a little bit about the professional development plan for your staff this year? Tell me how your instructional challenge (s) drove your staff's professional learning plan?
- Tell me how your professional development plan might help close the gap between your Vision criteria and your current state?
- As a leader, what you believe will be the significant learning your staff needs to do this year?
- What is your if...then statement. If your professional development was to be successful this year, what would you hope to see from each of your staff members?
- Because we know how busy as leader, what are some of the ways leveraging/ building capacity in your staff to implement your professional learning plan? Who are some of your key people?
- Tell me how you are planning to get your staff to share successes and close the loop?

School Plan Tasks Requirements Checklist (What do I need to do?)	Assessment Criteria (excellence) What do I need to do to do it well?	Sample Artifacts/Evidence
1. ☐**An** instructional challenge statement is present 2. ☐**Data** connected to instructional challenge is present 3. ☐**Has** a school instructional challenge statement	• Identifies a **specific area** of literacy or numeracy that is **narrow enough to guide:** o professional learning, o classroom observation, o and evidence gathering throughout the year. • Instructional challenge is directly connected to a specific aspect of the Vision of the Literate Learner or Vision of the Numerate Learner. • Plan possesses multiple sources of evidence rather than one isolated data point. o Evidence includes both **lagging evidence**, such as student achievement, student work, and assessment data, and **leading evidence**, such as teacher practice, classroom tasks, observations, and teacher confidence levels. o The school uses several different sources of evidence, including conversations, observations, and products, rather than relying on only one piece of data. • The data gives a clear picture of where the school is currently at in relation to the selected instructional challenge.	• staff meeting agenda • pictures of staff developing goals • staff survey • Exit tickets • Design Team or SLT meeting planning sessions. **Lagging – what we see from our students** • F & P scores • PAST Test • Report card data • School-based surveys • Students work samples **Leading: what we see teacher doing** • Classroom observations data (**current** strategies used in the room, types of tasks • Tasks analysis • Teacher surveys – perceptions of readiness • Heat Mapping
4. ☐**Contains** a co-created vision of the Instructional Challenge	• Vision reflects **on-going co-construction** with staff that shows revisions based on feedback and new learning throughout the year • Vision statements describe what students, educators, and task will look like if the instructional challenge is addressed successfully. • Student and educator observables are specific, descriptive, jargon-free • Task observables describe the design features and some possible examples of tools	**GOAL CONSENSUS** • Agendas of how to do • Inverted Y • Photos of staff doing Y, design team
5. ☐**Identifies** the start and end date of OIT cycle 1 & 2 and strategy review presentations	• Continuous improvement calendar includes **clear timelines** for OIT Cycle 1, OIT Cycle 2, and Strategy Review presentations. • Timelines are realistic and provide adequate time for staff to unpack and test out significant new learning, gather evidence, and reflect on impact.	• Calendar
6. ☐**Possesses** a school-based continuous improvement calendar and professional learning plan that addresses your instructional challenge	• Professional learning priorities are focused on the instructional challenge and are strategic, interconnected, and intentionally build throughout the year so that **each** PD learning experience **connects** to previous and future learning rather than feeling isolated or disconnected. • School leaders can explain how each PD session is intended to **help close the gap** between current reality and vision/desired state. • Calendar includes structures that **maintain momentum**, such as OIT visits, staff meeting updates, design team meetings, classroom observations, and strategy reviews.	• Pro Active Pd Planner • Pictures, PD Artifacts • CIC Monthly Check Ins with Administrator
7. ☐**Identifies** a plan to maintain momentum and monitor progress	• School has a clear plan for **gathering evidence throughout the year**, including when evidence will be collected and who will be involved. • Evidence collection includes a **range of quantitative and qualitative sources** such as classroom observations, student work, conversations, surveys, heat mapping, and other structures used by the school to monitor progress over time. • Monitoring structures focus on the **frequency** and consistency of implementation across classrooms, grades, and teams. • Staff **use evidence** to identify current strengths, inconsistencies, next steps, and areas where additional professional learning or support may be needed.	• Heat Checks • Surveys • Classroom observations • Task Analysis

SCHOOL PLAN

SCHOOL NAME: Mission Middle School

Step #1 - Our Current Reality-Based Data:	***Prompts/what to include***

QUANTITATIVE DATA FINDINGS

Our School Team identified **Numeracy** as the focus after analyzing standardized test data from recent years. In particular, the Grade 3 assessment results have shown a steady decline since 2018.

Grade 3 Provincial Assessment Fall Entry Data

Year	2018	2019	2020	2021	2022
Provincial Data (Meeting)	35.9 %	35.6 %	-	32.6%	34.5%
Divisional (Meeting)	44.1 %	39.0 %	-	44.2 %	42.2 %
School Level (Meeting)	65.0 %	61.9 %	-	50.0 %	22.7 %

The most significant decline occurred in **Fall 2023**, when results revealed both the sharpest drop and the widest gap between our school and the Provincial and Divisional averages. Results during this period were considerably lower than those of both the Division and Province.

To deepen our understanding, we also reviewed report card data from the **June 2023–2024** reporting period, focusing on student performance in *Knowledge and Understanding, Mental Math,* and *Problem Solving*.

A clear trend emerged: the achievement gap widened, with more students receiving a **Level 1 Proficiency** in *Problem Solving*. To complement this data, teachers were surveyed about the

- What specific data have you gathered that indicates your focus is **THE** instructional challenge for 2024-2025. Please provide specific data artifact evidence.
- This will be a data baseline that you can use to measure the degree of growth that has occurred throughout the year?

NOTE:

Quantitative
- information that can be quantified, meaning it can be counted, measured, and expressed numerically
- **Quantitative Examples**
  - Report card data
  - Provincial assessments
  - F&P data
  - Classroom-Based assessments

- **Qualitative**
  - descriptive information that focuses on qualities, characteristics, and concepts rather than numbers or statistics
  - **Qualitative examples**
    - Observations-video, photos
    - Conversations
    - Interviews
    - Teacher feedback

areas of mathematics they find most challenging to teach and where students struggle most. Notably, **87.5%** of Mission teachers indicated that *Problem Solving* was the area of greatest difficulty for students in Numeracy. **QUALITATIVE DATA FINDINGS** **Teachers' Anecdotal Observations** • Students struggle to initiate a strategy when solving a problem. • Students struggle to explain and justify their reasoning. • Students struggle to apply a variety of mathematical processes and strategies. • Students struggle to represent and communicate their problem-solving in multiple ways (concrete, oral, written). **Patterns from Teacher Comments on Numeracy Survey** • Many teachers expressed uncertainty about the distinction between *numeracy* and *mathematics*. • Teachers identified a need for greater clarity between *word problems* and *open tasks*. • The predominant instructional model observed in classrooms was *"I do, We do, You do."* • While manipulatives were readily available, their use varied across classrooms. • Instruction across the school tended to place greater emphasis on symbolic thinking.	
Our staff finds it challenging to: • Meet students' numeracy needs in *problem solving*, specifically supporting them in using evidence to justify their solutions while engaged in open tasks. **Note:** The focus is on open tasks rather than traditional word problems.	• Literacy or numeracy focus • This challenge is selected collaboratively with staff through the triangulation of data. • Process for identifying instructional challenge - See **Appendix A**

VISION OF JUSTIFY THINKING USING EVIDENCE – SEPT OITS **Note:** The vision will have several drafts created throughout the year with the goal of having a final draft developed by the Spring.				***Prompts/what to include***
PSC-S2a - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task.				• This section makes the "**success criteria clear**" (i.e. when our challenge is resolved, this is what we will see). • Observable statements are **specific** and **descriptive** • Vision paints the picture of what we would see in the classroom as a result of the OIT and PD Day work • You are **co-constructing** criteria with your staff **over the year, and not copying and pasting** from the choice board document (**see Appendix B for guidance**) • **This is a working document that will change based on the new learning that occurs throughout the year**
"We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom."				
What will we see students doing and demonstrating?	What will we see educators doing and demonstrating?	What tasks and activities will we see in the classrooms?	What assessment tools will be used to measure growth?	
S1 - doing better with mental math and calculations	E1 - creating five mental math questions at various levels that will be done three times a week	Teacher selected questions from textbook or from teacher make bookl	Tests, assignments	
S2 - showing their work for every question	E2 - modelling how to show work on			
S3 - circling their final answer	E3 - Reflecting on the impact during their presentations of learning.			
S4 - Completing homework questions	E4 – Checking homework questions			

VISION OF JUSTIFY THINKING USING EVIDENCE – OCT PD DAY **Note:** The vision will have several drafts created throughout the year with the goal of having a final draft developed by the Spring.				*Prompts/what to include*
PSC-S2a - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task.				• This section makes the "**success criteria clear**" (i.e. when our challenge is resolved, this is what we will see). • Observable statements are **specific** and **descriptive** • Vision paints the picture of what we would see in the classroom as a result of the OIT and PD Day work • You are **co-constructing** criteria with your staff **over the year, and not copying and pasting** from the choice board document (**see Appendix B for guidance**) • **This is a working document that will change based on the new learning that occurs throughout the year**
"We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom."				
What will we see students doing and demonstrating?	What will we see educators doing and demonstrating?	What tasks and activities will we see in the classrooms?	What assessment tools will be used to measure growth?	
S1 - Sharing possible options on how to solve an open task with another student(s)	E1a -Creating a student interest inventory to find out about student interests to leverage in constructing open tasks E1b - Tweaking or constructing open tasks to be used 2 – 3 times a week. E1c -Changing the layout of their classroom so students can work at vertical non-permanent surfaces E1d - Using random grouping of students at least three times a week	Open Tasks that connect to student's context	Tests, teacher observation checklist	
S2 - Showing their unique thinking using a variety of representations (using manipulatives, drawing it out or with an equation) to gather evidence in trying to solve an open task.	E2 - Providing students with a variety of tools to solve a problem			
S3 - Showing calculations when talking to partner on why they think they have the correct answer.	E3a -Modelling how to use calculations to prove student have the right answer E3b-Providing student with mental math questions to improve this number fluency			
S4 - Doing practice questions independently	E4 -Doing homework checks at the start of class			

VISION OF JUSTIFY THINKING USING EVIDENCE – JAN PD Day **Note:** The vision will have several drafts created throughout the year with the goal of having a final draft developed by the Spring.				*Prompts/what to include*
PSC-S2a - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task.				• This section makes the "**success criteria clear**" (i.e. when our challenge is resolved, this is what we will see). • Observable statements are **specific** and **descriptive** • Vision paints the picture of what we would see in the classroom as a result of the OIT and PD Day work • You are **co-constructing** criteria with your staff **over the year, and not copying and pasting** from the choice board document (**see Appendix B for guidance**) • **This is a working document that will change based on the new learning that occurs throughout the year**
"We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom."				
What will we see students doing and demonstrating?	What will we see educators doing and demonstrating?	What tasks and activities will we see in the classrooms?	What assessment tools will be used to measure growth?	
• **S1** – students working in random team of three sharing their unique thinking on vertical non permanent surface using a **variety of mathematical representation** • **S2** – Student co-creating justification criteria with teacher and peers • **S3** -Students using justification criteria to identify useful evidence to figure out a possible solution • **S4** – Students formally sharing their thinking to another other students using evidence to justify their thinking	• **E1** Educator designing or adapting relevant open numeracy tasks that students **can solve using a variety** of mathematical representations (concrete, pictorial, symbolic). • **E2** Educator co-creates criteria with students about what using evidence to justify a solution looks like and sounds**,** • **E3-** Educator using specific prompts to use criteria to gather evidence • **E4** - Educator plans debrief time at the end of lessons so students can justify solutions with partner	• student working on tasks in random groups of three using vertical non-permanent surfaces to hold their unique thinking while solving a problem • Justification Presentation	• **justification criteria tool** o teacher anecdotal notes o Student flip grid – justification presentations	

VISION OF JUSTIFY THINKING USING EVIDENCE – APRIL PD Day **Note:** The vision will have several drafts created throughout the year with the goal of having a final draft developed by the Spring.				***Prompts/what to include***
PSC-S2a - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task.				• This section makes the "**success criteria clear**" (i.e. when our challenge is resolved, this is what we will see). • Observable statements are **specific** and **descriptive** • Vision paints the picture of what we would see in the classroom as a result of the OIT and PD Day work • You are **co-constructing** criteria with your staff **over the year, and not copying and pasting** from the choice board document (**see Appendix B for guidance**) • **This is a working document that will change based on the new learning that occurs throughout the year**
"We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom."				
What will we see students doing and demonstrating?	What will we see educators doing and demonstrating?	What tasks and activities will we see in the classrooms?	What assessment tools will be used to measure growth?	
• **S1** – students working in random team of three sharing their unique thinking on vertical non permanent surface using a **variety of mathematical representation** • **S2** – Student co-creating justification criteria with teacher and peers • **S3** – Student using justification criteria to identify evidence in their thinking • **S4** – Students building ideas off teacher prompts on how they can use evidence on their whiteboard to justify their solution • **S5**– Students formally sharing their thinking to other students in the class and using evidence to justify their thinking	**E1** Educator designing or adapting relevant open numeracy tasks that students **can solve using a variety** of mathematical representations (concrete, pictorial, symbolic). **E2** Educator co-creates criteria with students about what using evidence to justify a solution looks like and sounds**,** **E3–** Educator using specific prompts to use criteria to gather evidence **E3** Educator prompts students to use (and if necessary, uses and talks about using) evidence to justify a solution during debrief/consolidation time. **E4** - Educator plans debrief and consolidation time at the end of lessons so students can justify solutions with the whole class, in random groups of 3/pairs, and/or individually during conferencing.	• student working on tasks in random groups of three using vertical non-permanent surfaces to hold their unique thinking while solving a problem • Justification Presentation	• **justification criteria tool** ○ teacher anecdotal notes ○ Student flip grid – justification presentations	

STEP #4 - CONTINUOUS IMPROVEMENT CALENDAR 2025-2026

NOTE: See Appendix C for alternate option

SEPTEMBER	OCTOBER	NOVEMBER

STAFF MEETING: September 2
• **School Plan Learning**
  ○ Review of school numeracy data collected to date – patterns identified from school plan day
  ○ Identify missing data information needing to be collected
  ○ Staff feedback
	STAFF MEETING: Oct 1
	• **School Plan Learning**
	  ○ Article on the Numeracy Proficiency Rope –
	  ○ Using Project Zero -Word Phrase, Sentence Project to structure discussion
		STAFF MEETING: Nov 5
		• **School Plan Learning**
		  ○ Share out group share out of one teaching through problem solving practice they tried from the PD Day

CIC MEETING: Sept 9
• Start Up
• Vision data collection
• Evidence suite Training –
  ○ ?? Floating subs for training?
  ○ OIT time??
	CIC MEETING
	• Review of OI Cycle work
	• Questions/Concerns
	• Resources
	• Progress monitoring
		CIC MEETING
		• Update on team progress
		• Success/Challenges
		• Team needs

DESIGN TEAM MEETING – Sept 10 & 23
Sept 29 Planning of Day
• **8:50 am – 11:00 – Consolidate School Plan Focus**
• **11:00 – 3:30 Focus:** Numeracy, Numberacy, and Problem Solving and key practices that support strong problem solvers
 	
DESIGN TEAM MEETING –Sept 23
• Review of OIT data gather around problem solving and how to share this out to staff
• Finalizing details for PD Day
	DESIGN TEAM MEETING
	• Review of exit slip data
	• Looking at planning November pd day
	  ○ Key components – starting the Vision for School Instructional Challenge
	  ○ **Focus**: curricular open tasks & prompting & questioning students
		DESIGN TEAM MEETING
		• Review of PD exit slip feedback
		• Reviewing and compiling first draft of Vision after new learning and what this tells us our next steps are

ADMIN TEAM MEETING: 1st and 3rd week	**ADMIN TEAM MEETING: 1st and 3rd week**	**ADMIN TEAM MEETING: 1st and 3rd week**
OIT START UP – School Plan Work– • 2nd week of September – gathering Vision data from teams	**OIT VISITS:** **Target Visits for the month** • Grade 8 • Grade 1	**OIT VISITS:** **Target Visits for the month** • Grade 4 • Grade 7
ADDITIONAL ITEMS FOR THE MONTH	**ADDITIONAL ITEMS FOR THE MONTH**	**ADDITIONAL ITEMS FOR THE MONTH**
• **Sept 2 - Admin Day – EA's will be attending** • **Sept 22 -26 -Cale Birk Visit** • **Sept 29 – PD Day – EA's will be attending** • Sept 30 -Truth and Reconciliation Day – • DLT -	• DLT #1 - • DLT #2 - • **Oct 1, 2, 3 -Cale Birk Visit** • **Oct 6 – 15 - School Plan Support Visits – Ingrid** • Thanksgiving Day – Oct 13 • **Oct 22 - School Plan Due** • Oct 24 - MTS PD Day • **Oct 31 - Leadership Plan DUE**	• DLT #1 • DLT #2 • **Nov 7 - School Plan Feedback – Sr. Admin** • Tues, Nov 11 - Remembrance Day • **Nov 14 - K-8 PD Day** • **Nov 28 - High School PD Day**

PD DAY PLANS NOTE: Pro-Active PD Planner will be used to support PD DAY Design – See APPENDIX D	
SCHOOL -BASED PD DAYS	**Specific Focus**
September 29	• Using Pro-active PD Planner • **Focus:** Numeracy, Numberacy, and problem solving including key practices that support strong problem solvers • **Presenter:** Kim Bererzka • **8:50 a.m. – 11:00 a.m. – Consolidating School Plan Focus** • **11:00 a.m. – 3:30 p.m. -** Numeracy, Numberacy, and problem solving: key practices that support strong problem solvers
November PD Day	• AM – Developing the Vision of Justification using Evidence • PM – Kim Berezka & staff: Using BTC to integrate curricular tasks, prompting, and questioning strategies with students
Jan 31 PD Day	• Strategy Review Presentations • Revising and adding to the Vision of Justification Using Evidence
March or April PD DAY	• AM – To be announced (TBA) • PM – Solidifying the best working draft of the Vision
May PD Day	• Using the Vision of Justification Using Evidence criteria, staff assesses where current students and staff progress • Reviewing data to inform next steps

School Plan Momentum and Progress Monitoring Plan	**Prompts/what to include**
Design Team Meeting (monthly) • Conversations and products **Heat Mapping of Classrooms based on criteria identify by admin team** (monthly) • Principal – Odd number grades • Vice Principal – Even number grades **PD Day Exit Tickets** **Strategy Reviews** **Staff Meeting Exit Tickets**	• Tools to measure progress ○ Presentations of Impact/Strategy Reviews ○ Classroom observation forms/checklists ○ Surveys ○ Pre and Post data ○ Agenda and minutes from OIT Meetings ○ Heat Mapping Other: _____

DLT DESIGN TEAM

The DLT Design Team will play a key role in shaping the professional learning experiences of our Divisional Leadership Team (DLT) workshops for the 2025–2026 school year.

Purpose and Responsibilities
The committee will assist in developing DLT workshops that build instructional leadership capacity, with a focus on two key areas:

- School Planning
- School Leadership Development
-

Committee members may also be asked to co-facilitate sessions or identify critical friends to deliver targeted capacity-building sessions. In addition, the team will evaluate the impact of DLT workshops by gathering feedback from participants and strengthening confidence and fluency in the use of Observable Impact tools.



Krista Adams



Shane Baranyk



Shelley Cords



Amanda Cummings



Lindsay Filewich



Susan Gilleshammer



Brent Allum



Krystal Tillie



Nicole Warwaruk

SCHOOL PLAN

EVIDENCE - LEADING & LAGGING

SCHOOL -BASED DATA

- Analysis of teacher tasks - task analysis
- Staff Surveys
- Student Surveys
- Student work samples
- OIT work
- Anecdotal Observations
- Report Card Data
- Interviews
- Collective Teacher -Efficacy Survey
- Evidence Suite data

DIVISIONAL DATA

- Provincial Assessments
- **Evidence Suite**
  - Gr 1 & 3 Writing
  - Grade 2 & 4 Numeracy
- F & P Assessments

Lagging Indicators

- student growth
- student achievement



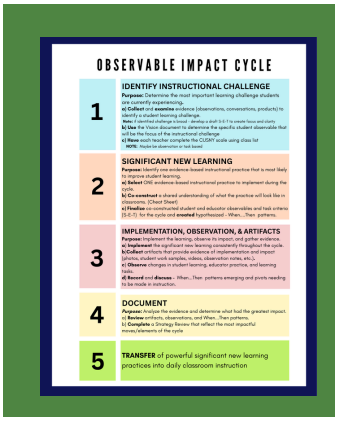
Leading Indicators

- educator tasks
- educator dispositions



OBSERVABLE IMPACT TEAMS (OITS)

Quick Overview of the OIT Process



An Observable Impact (OI) Cycle consists of **five stages** and is designed to support deep, adaptive learning within school teams. Typically, the school administrator determines the start date of each OI Team (OIT) cycle.

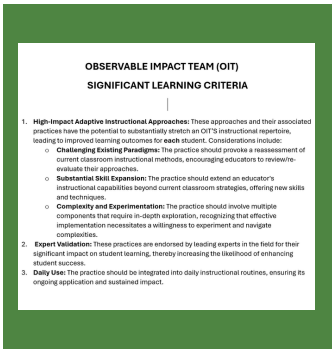
Each school is expected to conduct two OI Cycles per year, with the option of additional cycles if time permits. Following the completion of each cycle, OITs share their learning and impact with colleagues through a Strategy Review.

Depending on a team's placement on the Observable Impact Cycle Learning Continuum, the Continuous Improvement Coach (CIC) supports the team in moving from technical adjustments toward adaptive learning—where significant shifts in understanding and practice occur. While technical adjustments may provide short-term solutions, they seldom bring about lasting changes in teacher practice. For this reason, each cycle is most effective when rooted in adaptive learning. The shift from technical to adaptive work can naturally generate discomfort or push-back among staff; however, this stage plays an essential role in fulfilling the purpose of Observable Impact—changes in classroom practice that are observable and lead to improved outcomes for both students and teachers.



It is important to acknowledge that implementing new learning will inevitably involve messy moments. While these moments may be frustrating, they are also essential to meaningful and lasting growth. Not every strategy or practice will lead to high impact; however, the emphasis is on what the team learns from the experience, particularly in relation to the observed degree of impact.

Throughout the cycle, teams typically document their journey using photos, videos, reflections, and artifacts. These capture both the strengths and challenges encountered during implementation. High-impact practices that emerge from an OI Cycle are intended to be integrated into daily classroom instruction and monitored over time to assess sustainability and continued impact.



Essential OI Cycle Templates:

- OI Cycle Agenda
- Vision Document with CUSR Scale
- Cheat Sheet (for practice reference)
- Team Impact Plan
- Strategy Review Template

OBSERVABLE IMPACT TEAMS (OITS)

Quick Overview of the OIT Process



OBSERVABLE IMPACT TEAMS (OITS)

OBSERVABLE IMPACT TEAM (OIT)

SIGNIFICANT LEARNING CRITERIA

1. **High-Impact Adaptive Instructional Approaches:** These approaches and their associated practices have the potential to substantially stretch an OIT'S instructional repertoire, leading to improved learning outcomes for **each** student. Considerations include:
    - **Challenging Existing Paradigms:** The practice should provoke a reassessment of current classroom instructional methods, encouraging educators to review/re-evaluate their approaches.
    - **Substantial Skill Expansion:** The practice should extend an educator's instructional capabilities beyond current classroom strategies, offering new skills and techniques.
    - **Complexity and Experimentation:** The practice should involve multiple components that require in-depth exploration, recognizing that effective implementation necessitates a willingness to experiment and navigate complexities.
2. **Expert Validation:** These practices are endorsed by leading experts in the field for their significant impact on student learning, thereby increasing the likelihood of enhancing student success.
3. **Regular Use (at least 3 times a week):** The practice should be integrated into regular instructional routines, **(a minimum of three time/week),** ensuring its ongoing application and sustained impact.

TECHNICAL LEARNING	ADAPTIVE LEARNING

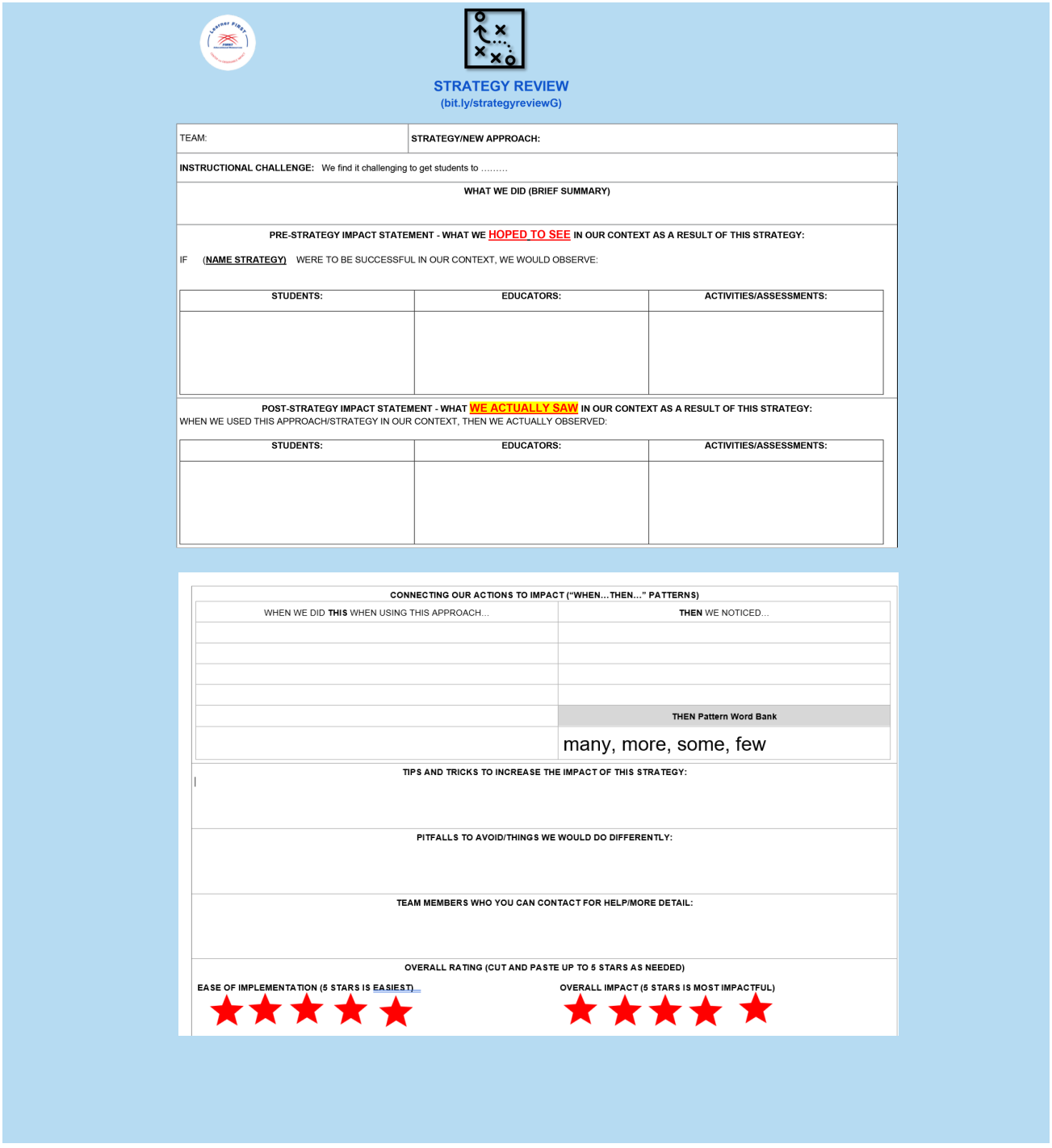
• Often can be solved by using a tool
  • (e.g. cheat sheets, checklists hamburger paragraph graphic organizer, textbook questions, flash cards, game, worksheet, smartboard notes, Teacher-Pay-Teacher resource, note-taking framework during a lecture etc.)
	• Requires changes in ***approaches*** and ***beliefs***
	• **Examples Adaptive Approaches:**
	  • Writing Workshop
	  • Teaching Through Problem-Solving
	  • Reading Workshop
	  • Balanced Literacy
	  • Problem-based learning

• Requires change in just *one* or *two* places and can be implemented quickly	• Requires team to **experiment,** make **new discoveries**, and **takes time** – results in a **significant shift** in practice to meet the needs of **every** learner in the class
• Single use	• Used as an **ongoing** approach in the classroom

OITS - STRATEGY REVIEW

PURPOSE:

This tool supports a departmental, “Trip Advisor-style” review of a strategy or approach to consolidate the team observations and learning from an impact cycle. A minimum of two strategy reviews will be completed in a year.



STRATEGY REVIEW
(bit.ly/strategyreviewG)

TEAM:	STRATEGY/NEW APPROACH:

INSTRUCTIONAL CHALLENGE: We find it challenging to get students to .....

WHAT WE DID (BRIEF SUMMARY)

PRE-STRATEGY IMPACT STATEMENT - WHAT WE HOPED TO SEE IN OUR CONTEXT AS A RESULT OF THIS STRATEGY:

IF (NAME STRATEGY) WERE TO BE SUCCESSFUL IN OUR CONTEXT, WE WOULD OBSERVE:

STUDENTS:	EDUCATORS:	ACTIVITIES/ASSESSMENTS:

POST-STRATEGY IMPACT STATEMENT - WHAT WE ACTUALLY SAW IN OUR CONTEXT AS A RESULT OF THIS STRATEGY:
WHEN WE USED THIS APPROACH/STRATEGY IN OUR CONTEXT, THEN WE ACTUALLY OBSERVED:

STUDENTS:	EDUCATORS:	ACTIVITIES/ASSESSMENTS:

CONNECTING OUR ACTIONS TO IMPACT (“WHEN...THEN...” PATTERNS)

WHEN WE DID **THIS** WHEN USING THIS APPROACH...	**THEN** WE NOTICED...
	THEN Pattern Word Bank
	many, more, some, few

TIPS AND TRICKS TO INCREASE THE IMPACT OF THIS STRATEGY:

PITFALLS TO AVOID/THINGS WE WOULD DO DIFFERENTLY:

TEAM MEMBERS WHO YOU CAN CONTACT FOR HELP/MORE DETAIL:

OVERALL RATING (CUT AND PASTE UP TO 5 STARS AS NEEDED)

EASE OF IMPLEMENTATION (5 STARS IS EASIEST) ★★★★★

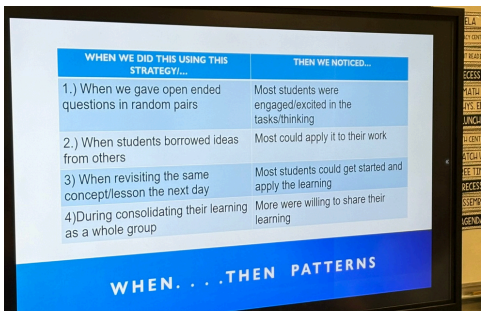
OVERALL IMPACT (5 STARS IS MOST IMPACTFUL) ★★★★★

OITS - STRATEGY REVIEW

SCHOOL NAME

STRAGEGY REVIEW AUDIENCE PROTOCOL

'WARMS' - IDEAS THAT ARE IMPORTANT OR RESONATE WITH ME:
'WONDERS' - QUESTIONS FROM THE PRESENTATION
CONNECTIONS I MADE TO MY LIFE, SCHOOL, RELATIONSHIPS...
'TAKEAWAYS' THAT WE CAN APPLY TO OUR OWN CONTEXT:

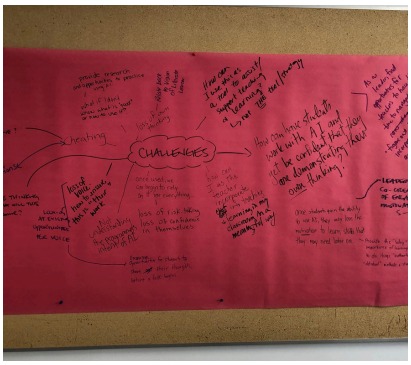




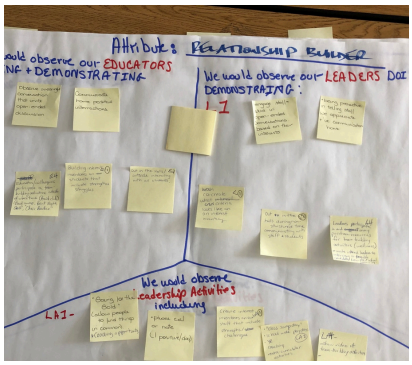
LEADERSHIP PLAN

Quick Overview of the Leadership Plan Process

- The goal of the leadership plan is to support leaders in building their capacity through the Vision of a Leader document.
- Each school leader will develop a leadership plan.
- Copies of the Vision of a Leader document will be available in the BSD Continuous Improvement TEAM – School Channel (File Area).
- Cale Birk will hold four check-ins with administrators to support the implementation of the leadership plan.
- School principals will submit their leadership plans to Senior Administration by the last week of November.
- Senior Administration will provide feedback in early December.
- Each administrator's leadership presentation will take place at the end of May or the beginning of June.



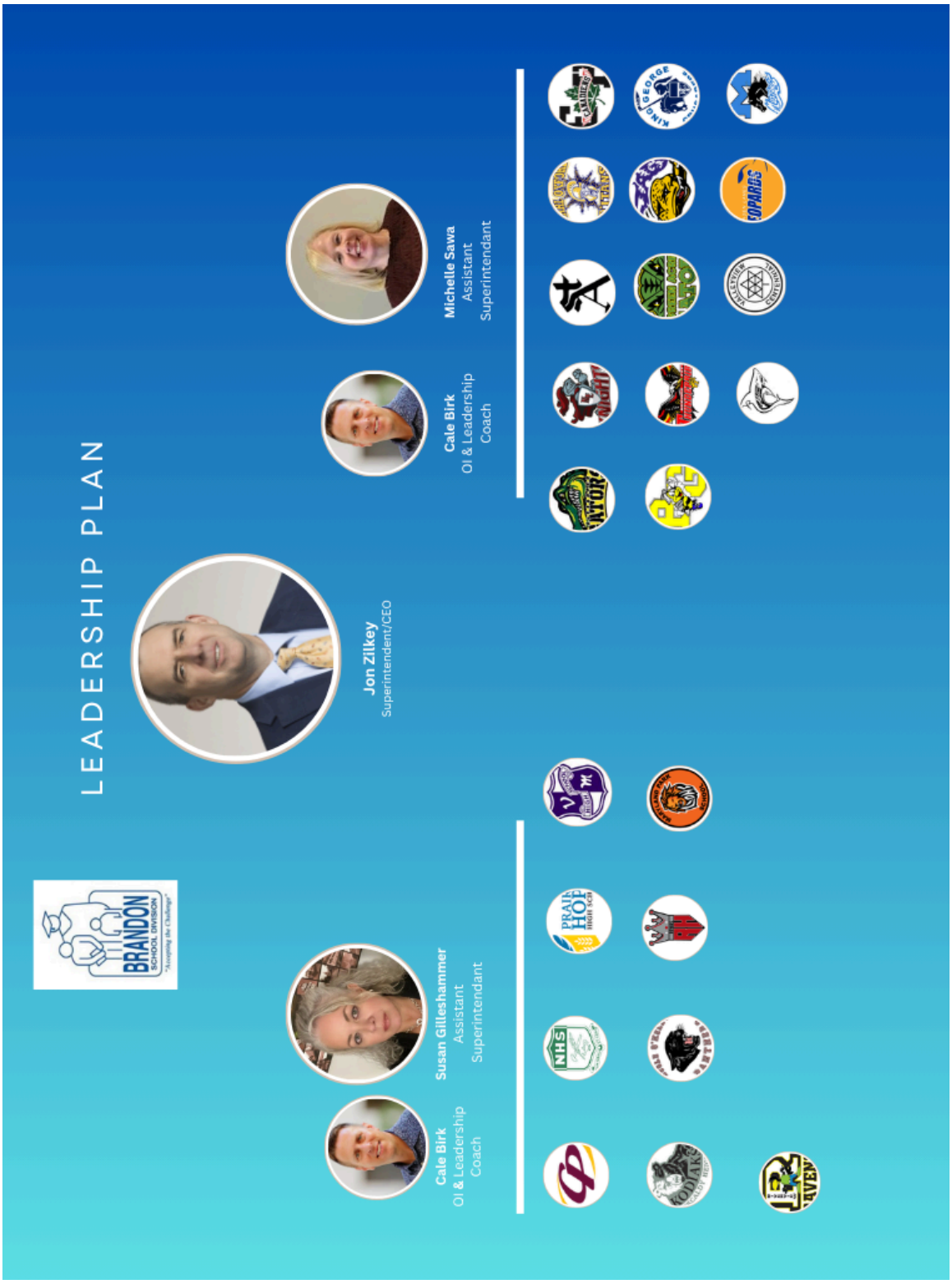






LEADERSHIP PLAN

Support Structures



LEADERSHIP PLAN

Leadership Plan Process

The purpose of the leadership plan is to provide each administrator with the opportunity to “sharpen the saw” in one of three critical areas of leadership: capacity building, collaboration, and building relationships. It is a working document. Each administrator will identify a leadership area from the Vision of a Leader document that their plan will centre on and a specific observable that will be the key driver of the plan. Submission of the plan will occur in mid-November, and administrators will be provided with ongoing support throughout the year. A Leadership Presentation of Impact will occur at the end of May/ beginning of June.

BSD VISION OF A LEADER – CAPACITY BUILDER

SELECT LEADER ATTRIBUTE: _____

STEP 2: Considering your current context, how frequently do you see these attributes being demonstrated? Use the text highlighter to highlight a descriptor from the CUSR scale below.	**STEP 1:** What would we observe (i) educators and (ii) leaders DOING and DEMONSTRATING, as well as the enabling leadership activities, structures/supports when leaders were demonstrating this attribute at the highest level of proficiency?	**STEP 3:** Where do we NEED TO GO in this area to help us observe this attribute at a high level of proficiency?
FREQUENCY OF OBSERVATION Choose One	**(E) EDUCATORS WOULD BE .....** **CB**-E1 – educators can **identify** and **articulate** specific and observable goals/areas of need/instructional challenges in their classrooms.	
Choose One	**CB**-E2 – educators can **assess** and **specify** current student and educator strengths and challenges and **use** evidence and research to support their assessment.	
Choose One	**CB**-E3- educators can **co-create** research-informed professional learning plans (PD days, OIT plans) that use expertise within and beyond their OIT team and school and connect to school goals.	
Choose One	**CB**-E4 – Educators **design, implement, observe**, and **document** the use of new/not tried before in that context, evidence-based strategies in school goal areas of focus.	

LEADERSHIP PLAN

Leadership Plan Process

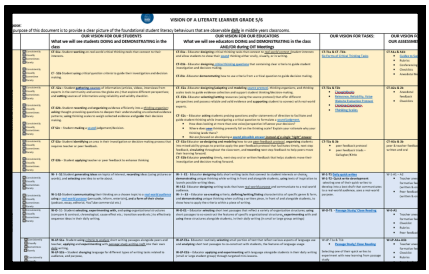
CURRENT REALITY - LEADERSHIP PLAN EVIDENCE BASELINE		
From your selected leadership observable, what we are observing in those you lead that tells us this is an area of leadership challenge?		
LEADERSHIP IMPACT STATEMENT – If I……. (insert leadership actions, professional learning actions)		
LEADERSHIP IMPACT STATEMENT: IF I …….	**THEN WE WILL OBSERVE OURSELVES AS LEADERS *DOING* AND *DEMONSTRATING*: LEADERSHIP PLAN OBSERVABLES**	
	L1.	+ −
	L2.	+ −
	L3.	+ −
AND WE WILL OBSERVE (LA) LEADERSHIP TASKS/ACTIVITIES/ASSESSMENT THAT:	**AND FROM OUR ASSESSMENT TOOLS OUR DATA/EVIDENCE WILL SHOW…**	
Tasks activities / Assessments	1.	
1. 2. 3. / 1. 2.		
AND AS A RESULT, I WILL EDUCATORS *DOING* AND *DEMONSTRATING*:		
E1		+ −
E2		+ −
E3		+ −

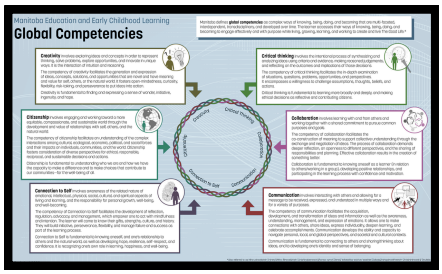
2024-2025 LEADERSHIP CALENDAR				
AUGUST	**SEPTEMBER**	**OCTOBER**	**NOVEMBER**	**DECEMBER**
❖ August 26 –Kick Off to - Leadership Plan Development	❖ SEPT 16 – 27 - Cale Birk School Visits - Leadership Plan Support	❖ DLT- Leadership Plan Development Check Point	❖ MID-NOV: Cale Birk Virtual meetings ❖ NOV 22: LEADERSHIP PLANS DUE TO SR. ADMIN	❖ DEC 13: Sr. Admin Feedback on Leadership Plan
LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH
	☐Selection of leadership instructional challenge from the following menus: • Capacity Builder • Relationship Builder • Collaborator ☐Selection of Leadership Check-In Buddy ☐Dates for Leadership Check-ins with buddy ☐Dates for Senior Admin Meetings	☐Creation of Leadership Plan Document	☐Submission of Leadership Plan to Senior ☐Admin and to BSD CI TEAM- School Channel-Leadership Plan folder	
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**	**MAY**
❖ DLT – Leadership Plan Check Point – 4S HeatCheck and Artifact Collection ❖ Mid-January Administrator Leadership 1-Day Academy Workshop	❖ FEB 17 – 26 - Cale Birk School Visits	❖ DLT - Leadership Plan Check Point - 4S Heat Check	❖ DLT – Leadership Plan Presentation Development Time ❖ APRIL 22 –25- Cale Birk virtual meetings	MAY 29 – Leadership Presentations
LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH	LEADERSHIP PLAN ACTIONS FOR THIS MONTH

VISION DOCUMENTS

Quick Overview of the Vision of Literate and Numerate Learner Process

The purpose of the Vision of the Literate and Numerate Learner documents is to provide observable Impact Teams (OITS) with a straightforward, concise menu of essential learning observables for each respective discipline that teachers can use to identify their 911 instructional challenge, as well as reflecting the core competencies outlined in the Manitoba Framework for Learning document..





The Vision documents are working documents. Divisional Specialists will gather educator feedback every 2-3 years to identify strengths and challenges. The respective Vision teams will adjust the documents based on feedback that reflects research-informed practices. The implementation and feedback timeline for each document is located below.



EVIDENCE SUITE

Quick Overview of the Evidence Suite

PURPOSE:

- To measure the growth of each student in alignment with the Vision of a Literate and Numerate Learner and provincial curriculum
- To provide baseline and longitudinal data that informs responsive instruction and supports school, classroom, and divisional planning
- To ensure instructional coherence and equity, helping educators and leaders monitor progress and adjust strategies accordingly

The evidence suite is grounded in our shared Vision of a Literate and Numerate Learner, aligned with provincial curriculum, and intentionally designed to focus on growth—not achievement. The goal is not to capture a fixed score at a single point in time, but to understand how each student is progressing and use that insight to inform responsive instruction and planning at the classroom, school, and divisional level.

IMPLEMENTATION HIGHLIGHTS:

Implementation Team Composition:

- Each school team includes: two grade-level educators per grade identified by the school leader.

Training for School-based Implementation Teams:

- Fall (September): Literacy (Grades 1 & 3) and Numeracy (Grades 2 & 4)
- Winter (January): Continued training and support for all Grade 1–4 teams

School-based Training

- Training of additional Grade 1–4 team members will occur within schools following the divisional training sessions.
- Participating teachers and CIC will share key information, materials, and updates with colleagues to support consistent implementation.

Assessment Windows:

- Fall: End of September - Mid-November
- Winter: End of January - Mid - March

Data Submission Deadlines:

- Fall: mid-November
- Winter: mid-March

School-based and Division Data Review

- School leaders and Grade 1–4 teams should examine data, identify patterns, celebrate strengths, determine next-step instruction, consider adjustments to scope and sequence documents, and inform future planning.School leaders will determine the date and time of these meetings.

EVIDENCE SUITE

COMMONLY ASKED QUESTIONS

1. **Who attends divisional training?**
   - Each school team includes: two grade-level educators per grade, identified by the school leader.
   - The Grade 1, Grade 2, Grade 3, and Grade 4 teams will each attend training on different days, as outlined in this handbook.

2. **Do all teachers attend the Divisional Training?**
   - No. Only the implementation team attends the Divisional Training. They are responsible for training others in their school.

3. **Who covers substitute costs?**
   - The Division will pay for all substitutes related to the Divisional Training. Substitutes may be booked in Atrieve beginning the last week of August.
     - When booking, please select "**Professional Development**" rather than "**Meeting**."

4. **How long is the training?**
   - New TeacherOne full day per grade-level team.

5. **How do teachers submit results?**
   - Educators will submit results by the following deadlines:
     - **November 3 (Fall)**
     - **February 27 (Winter)**
   - **Submission requirements:**
     - Literacy or Numeracy Assessment Excel Data Collection Sheet (email evidencesuite@bsd.ca)
     - **Literacy**: Three student book samples (*Meeting, Approaching, Needs Help*) with corresponding conferring notebook notes (send via Divisional Mail)

6. **Are students who are on a CMP or are EAL included in the assessment?**
   - EAL: Yes. Responses may be in student's home language with the help of translators or technology.
   - CMP: Almost all students with a CMP will be able to engage with all or parts of the assessment, depending on their individual needs and strengths.
   - Note: If you have questions about a student who is on a CMP and their ability to complete the tasks, please first consult with your school's resource teacher. If further support is needed, the resource teacher may then connect with Courtney Forsythe, Administrator of Student Services.

7. **What if a student misses parts of the assessment?**
   - Submit whatever portion is completed and note attendance dates.
   - If a student is chronically absent, use the code CA (Chronic Absenteeism)

8. **Who is responsible for submitting the data?**
   - Classroom educators are responsible for submitting their data to the Division using one of the approved submission methods outlined in this handbook.

9. **When will school administrators receive data?**
   - Fall data: Available November–December
   - Winter data: Available March–April

IMPACT ROUNDS

Quick Overview of the Impact Rounds Process

Impact Rounds provides the opportunity for teachers, leaders, and divisional leaders to be invited by schools to observe their classrooms and their educators using strategies to work through an instructional challenge in their context.

In an Impact Round, a host school determines their instructional challenge/area of focus and a short set of focus questions to guide classroom observations. For example, a school may be working on ‘reading comprehension strategies’, ‘guided reading’ or ‘problem solving.

The host school then invites a team of educators and leaders to observe volunteer classrooms using those focus questions as a lens. This team acts as “extra sets of eyes” for the school, making specific, descriptive, and non-judgmental observations. Their role is crucial, as they help the host school develop patterns to inform their practice and drive their learning in their focus area. By the end of the day, members of the school and the team come together to design a future staff learning experience as a next step to address their instructional challenge/area of focus.



IMPACT ROUNDS

Purpose:

Impact rounds are a method borrowed from medicine and used in education. It allows teachers to work together to find and fix common teaching and learning problems. This method is used in individual, multi-classroom settings and across school divisions to improve teaching quality for all students. Participants are trained to observe and give feedback without judgment. The impact rounds process helps schools and divisions to:

- Identify what students and teachers need to learn.
- Improve the tasks students are given to learn from.
- Create a common idea of what good teaching and learning look like.
- Build a supportive, collaborative culture for learning.

IMPACT ROUNDS 2024- 2029 SCHEDULE	
DATE	**Session 1**
2026-2027	March 4 & 5, 2027
2027-2028	TBA 2028
2028-2029	TBA 2029

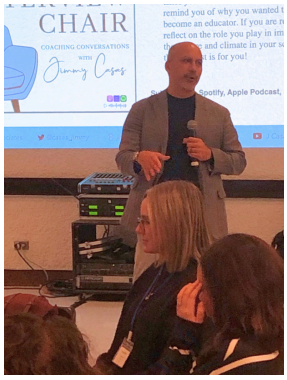
CONTINUOUS IMPROVEMENT ACADEMY

PURPOSE

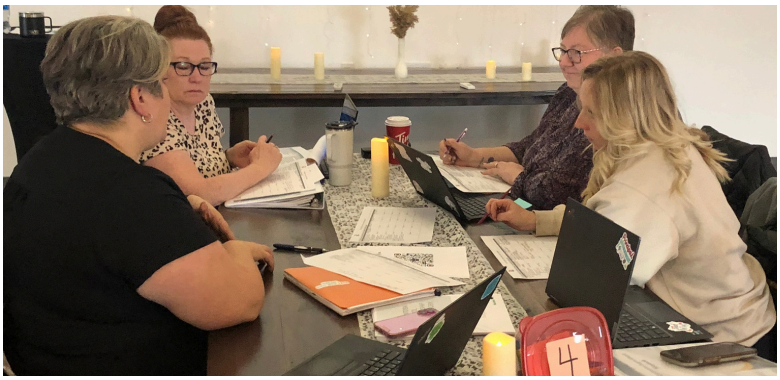
1. To support school leader's with their identified school and leadership instructional challenge and
2. To support leaders with continuous improvement structures

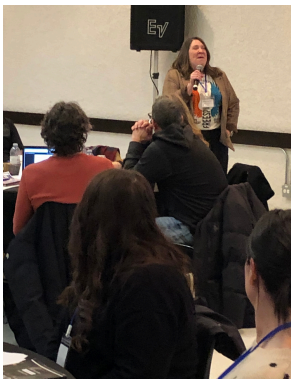
LEADERSHIP ACADEMY:

Date: January 12, 2027
Number of days: 1
Audience: Senior Administration, Principals, Vice-Principals









CONTINUOUS IMPROVEMENT ACADEMY

PURPOSE

1. To support school leaders with their identified school and leadership instructional challenge and
2. To support school leaders with continuous improvement structures

SCHOOL PLAN ACADEMY:

Date: May 11, 2026
Number of days: 1 day
Audience: School Plan Teams

- Administrators use school-based data to assist in identifying the literacy, numeracy, or both instructional challenge (s) for the upcoming school year.
- The Continuous Improvement Administrator will provide the T2 Report Card data and Evidence Suite Data to be used at the academy. This data is significant as it will help identify specific areas of improvement, such as literacy and numeracy challenges, for the upcoming school year.
  - Literacy -reading comprehension, writing, and critical thinking
  - Numeracy - knowledge and understanding, mental math, and problem-solving
  - ND, Level 1, and Level 2 scores
- Administrators will receive at least five hours for collaborative school plan designing time.
- A portion of the academy will focus on professional learning.



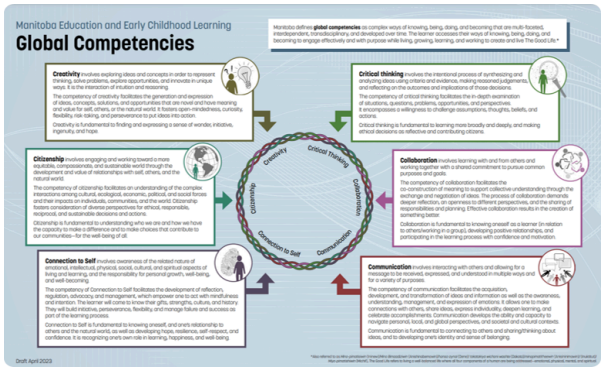


MANITOBA GLOBAL COMPETENCIES

Quick Overview of the Global Competencies

Manitoba defines global competencies as important skills and knowledge that students need to learn, understand, and use over time. These competencies are complex, connected to different subjects, and developed gradually. There are six global competencies that are essential for students to succeed and live The Good Life.

- Critical thinking
- Collaboration
- Communication
- Creativity
- Citizenship
- Connection to Self



PURPOSE OF THE GLOBAL COMPETENCIES

The MGCs are designed to:

- Support deep, meaningful learning across all subject areas.
- Equip students with the skills to navigate complex real-world challenges.
- Promote inclusive, culturally responsive education.
- Develop learners who are ready to contribute locally, nationally, and globally.
-

These competencies are not intended to replace curriculum content but to enrich it, making learning more relevant, connected, and student-centered.

MANITOBA EDUCATION'S EXPECTATIONS FOR CLASSROOM USE

- The Global Competencies are to be integrated into everyday teaching and learning, not treated as an add-on.
- Teachers are encouraged to use the MGCs as a lens for planning, instruction, and assessment.
- Schools should provide students with authentic learning opportunities that cultivate these competencies.
- The competencies are to be embedded in classroom culture, fostering student voice, reflection, and ownership of learning.



MANITOBA GLOBAL COMPETENCIES

Communicating Student Learning (CSL) – Report Card

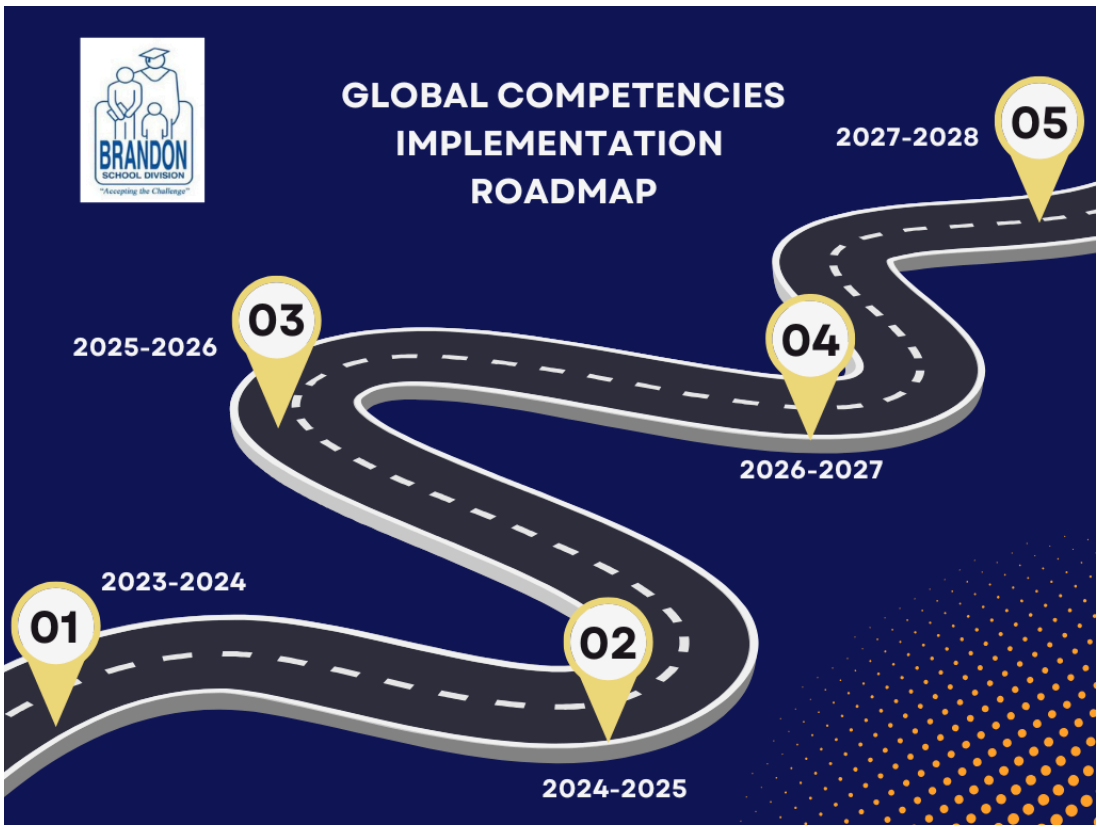
A key shift in practice involves student self-reflection on the Global Competencies as part of the formal reporting process (Communicating Student Learning / Report Card).

- Students will reflect on their growth and development related to the competencies.
- These reflections will be integrated into the report card, helping families better understand how students learn, not just what they've achieved.
- As implementation progresses, reflection practices will become more consistent and embedded in reporting cycles across grades.

Implementation Timeline **School Year Implementation Phase**		
2025 - 2026	Pilot Phase	Select schools/divisions begin initial implementation
2026 - 2027	Voluntary Implementation	Available to all interested educators
2028 - 2029	Full Implementation	Integrated across all Manitoba classrooms

GLOBAL COMPETENCIES

BSD Global Competencies Implementation Plan



2023-2024

- The Divisional Global Competencies Team (DGCT) was established to lead and coordinate implementation efforts.
- Alignment of Global Competencies was identified and mapped within the Vision of a Literate Learner and Vision of a Numerate Learner documents.

2024-2025

- **September 2024**
  - Division-wide launch of BSD's Introduction to Manitoba Global Competencies video.
  - Distribution of updated Vision documents highlighting intersections with the Manitoba Global Competencies.
- **May 2025**
  - The DGCT identified the need for clear and manageable observable indicators to support consistent implementation and understanding of the competencies across schools.



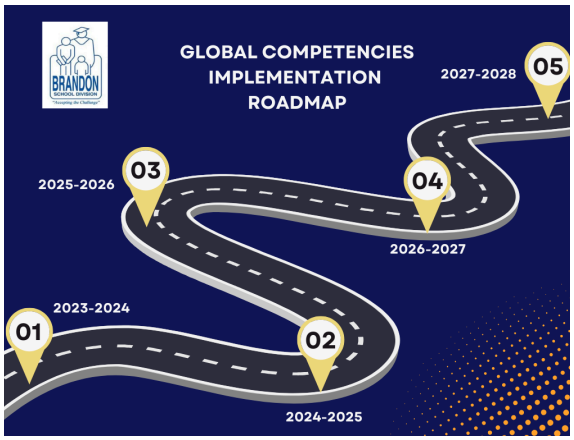
GLOBAL COMPETENCIES

2025-2026

- **Fall** – Formation of the Global Competencies Design Team to lead the next phase of implementation.
- **Winter** – Development of observable indicators to define what Global Competencies look like in practice within BSD classrooms.
- **Spring** – Professional learning sessions for administrators and CICs will focus on deepening understanding of the Manitoba Global Competencies and building divisional capacity to support educators in:
  - Recognizing what each Global Competency looks like in classroom practice (observability).
  - Using the Vision of a Literate/Numerate Learner document as a planning tool, not just an OIT resource.
  - Supporting teachers in integrating the Vision document into curriculum planning to address both fundamental literacy/numeracy outcomes and Global Competencies through authentic, embedded learning experiences.
-

2026 - 2027

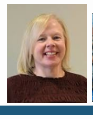
- Release of the revised Vision document, integrating Manitoba Global Competencies more explicitly across subject areas.
- Establishment of an Evidence Suite Think Tank to determine how student growth in Global Competencies can be measured and supported across the division.
- Identification of the first three Global Competencies to be integrated into divisional data collection through the Evidence Suite, with a focus on developing manageable, observable indicators to guide classroom practice.
- Continued emphasis on capacity-building for administrators and CICs to support educators in using the Vision document as a planning tool—bridging curriculum, fundamental literacy/numeracy development, and Global Competency integration.



PROJECT LEADS

01 School Plan







02 OITS



03 Leader Plan






04 Visions



05 Evidence Suite



06 Impact Rounds




07 CI Academy




08 Global Competencies

