
Continuous Improvement Plan (CIP) Guidance Document

DRAFT

Introduction

SCSBC is committed to working with schools to create and support the implementation of a place-based approach to the Continuous Improvement Plan initiative in BC education. Included in this document is an adaptable template for this process and will allow schools to continue the excellent work they have been doing to support learning while also ensuring that they are compliant in this area when they receive the opportunity to showcase their process during an external evaluation or monitoring inspection.

About the Template

The template has been created to align with the Independent School Branch's direction and has all aspects of the policy integrated into an adaptable and fillable template. Each section is briefly described below to support the use of the template. Included with the template is a basic dashboard that schools can use to track their progress on this multi-year improvement process.

Using the Template

The template begins with the basic school information and aligns with the basic areas of the inspection cycle.

The foundation section of the template invites schools to do three things:

1. Reiterate their core purpose through the articulation of their mission and their view of the learner and learning. This will invite schools to ensure that their planning in the subsequent part of the template is rooted in these core documents while also showing inspectors that there is congruence between the school's mission and the work being completed in the CIP.
2. Invite the school to discover and articulate some foundational demographic markers that are relevant to their community. It is not the goal of SCSBC to predetermine for schools which markers to use but rather suggest that such data could be relevant to the rest of the CIP and more importantly could assist the school in improving its ability to be responsive to all community members. Some markers to consider articulating based on information already held at the school or by surveying staff and/or families for are: neuro-diverse students, students needing extra supports, cultural heritage, indigenous self-identification, denominational affiliation, or others that are relevant to the goals of the program.
3. Invite the school to explore how present policies and multi-year initiatives (ie. JOMO, Tft, PBL, SEL, Learning Readiness, UDL) already support learners in the school and how increased intentionality with one of the programs could meet goals that could be established through the creation of a CIP.

Section 1.1 of the template is the space where schools explore and list the data they already collect. Section 1.2 is the space to see how data informs progress in the mandatory areas. It is also a place where Christian schools can articulate other priorities (ie. faith formation, Christian worldview formation) and embed them in the continuous improvement process alongside the mandatory areas. It is not surprising that section 1.2 also highlights where more data needs to be gathered. Part of the CIP includes finding out what data is still needed to make informed decisions and can be part of the initial goal setting in section 1.3. Section 1.3 is for designing SMART goals and accompanying strategies that are the most likely to reach the desired objectives. Even with robust data, the uniqueness of each image bearer combined with a level of mystery when it comes to learning and skill acquisition, even informed decisions can be off the mark, that is why the CIP includes section 2

Section 2 is designed to be iterative and for the template to work effectively, schools are encouraged to replicate sections 2-6 for each goal established. Undoubtedly, there will be some repetition and overlap, especially when it comes to sections 5 & 6, however there is enough potential variety to a goals length and complexity that separating each goal will be the best way to keep track and monitor progress. Schools are encouraged to choose a person to champion each goal, and this is reflected in the monitoring tables. It is not the role of the champion to do all the work; rather it is the role of the champion to ensure that the work gets done in the timeline provided.

The Supporting Resources section is the area in the template to include relevant surveys, tools, and a link to the progress dashboard. Schools can also embed the progress dashboard right into the template depending on their preference. Schools are encouraged to use the dashboard as a tool for regular conversations and have a standing item on senior leadership team meetings to review progress toward the desired goals.

Continuous Improvement Plan Template for SCSBC Schools

School Information

School Name

School Authority

Principal's Name

Date of Creation

[Link to Progress Dashboard](#)

Foundation

School Mission

View of the Learner

Schoolwide/System-wide Learning Goals

Basic School Demographics

Learning Initiatives Presently in Process:

Explanation of intersection with CIP

Policy links that focus on student outcomes

Section 1: Stage 1 – PLAN

1.1 Data Summary

List the multiple data sources used (e.g., academic achievement, attendance, behaviour, student survey results):

1.2 Key Findings and Emerging Needs

Summarize what the data reveals in each area:

Literacy

Numeracy

Well-Being

Equity (students requiring additional support/services)

Optional space for other areas that the school chooses to focus on (ie. faith formation)

Continuous Improvement Plan Template for SCSBC Schools, continued

1.3 Goals and Strategies

You may focus on one or more of the above areas based on your data.

GOAL STATEMENT (SMART)	AREA OF FOCUS	TIMELINE	KEY STRATEGIES	TARGETED GROUP (IF APPLICABLE)
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Section 2: Stage 2 – IMPLEMENT

2.1 Implementation Actions

STRATEGY	ACTIONS TAKEN	RESOURCES USED	STAFF INVOLVED	PD/SUPPORT NEEDED
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Section 3: Stage 3 – MONITOR / ADAPT

3.1 Monitoring Approach

GOAL	INDICATORS OF PROGRESS	INTERIM DATA	ADAPTATIONS MADE
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Section 4: Stage 4 – EVALUATE

4.1 Evaluation Summary

GOAL	WHAT WORKED	WHAT DIDN'T WORK	LESSONS LEARNED	ADJUSTMENTS FOR NEXT CYCLE
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Continuous Improvement Plan Template for SCSBC Schools, continued

Section 5: Stage 5 – SHARE

5.1 Sharing Approach

AUDIENCE	METHOD OF SHARING	FREQUENCY	RESPONSIBLE PARTY
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Section 6: Engagement

6.1 Engagement Plan

GROUP	ENGAGEMENT ACTIVITIES	TIMELINE	FEEDBACK MECHANISMS
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Section 7: Compliance Snapshot (for inspections)

COMPLIANCE ELEMENT	EVIDENCE AVAILABLE?	NOTES/LOCATION OF EVIDENCE
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Supporting Resources:

- Use this space to link include survey tools, charts, or progress dashboards.
- This template is to represent a multi-year plan—clearly articulate the intervals you intend to use to update progress at each stage over time and include the new data in the tables above.
- Refer to the guiding document for this resource and the Inspection Template Guide for Administrators for deeper guidance.

Continuous Improvement Plan Dashboard, continued



STRATEGIC PRIORITY AND GOALS	DUE DATE	CHAMPION	STATUS EXPLANATION / COMMENT
3 WELL-BEING			
4 EQUITY (STUDENTS REQUIRING ADDITIONAL SUPPORT/SERVICES)			
5 OTHER			