

Approved by K-12 Board Action #26-12, February 18, 2026

All schools are expected to engage in continuous improvement processes promoting student learning and well-being. They must monitor student literacy, numeracy and well-being, and use data to inform planning for improvement in these areas. Continuous improvement planning should consider data for all students and aim to support equity for all enrolled students. Multiple sources of data should be used to identify priorities and goals for improvement in relation to student learning and well-being.

Schools are required to design a written data-informed continuous improvement plan that reflects the stages described in the Continuous Improvement Cycle for BC Independent Schools.

School inspections will include verification of the requirements outlined in the Independent School Continuous Improvement Plan Order, including a school's obligation to take action to implement its plans. Meeting requirements pertaining to the Continuous Improvement Plan Order is not dependent on achieving the outcomes of specific school goals.

Continuous Improvement Cycle

The Inspector of Independent Schools has established a five-stage Continuous Improvement Cycle for BC Independent Schools to help structure the ongoing work of independent school authorities towards the improvement of student learning and well-being.

- Stage 1 - Plan
- Stage 2 - Implement
- Stage 3 – Monitor/Adapt
- Stage 4 - Evaluate
- Stage 5 – Share

Schools must reflect each of the stages identified in this cycle in their planning; however, schools are permitted to use different terminology to name or label the five stages reflected in the overall cycle.

Each school will determine the pacing and length of their planning cycle. As improvement takes time, schools are encouraged to extend their planning beyond one school year, and to create a multi-year plan. Once a plan is initiated, is intended to remain in effect until the end of its proposed cycle, with modifications and adaptations occurring as necessary.

The following areas for improvement must be considered in a school's data analysis and planning: Literacy, numeracy, student well-being, and outcomes for students identified by the authority as requiring additional supports or services with respect to learning and well-being. Schools may choose to develop goals in each of these areas or to focus on one or more. At least one data-supported goal in a school's plan must be directed to improving outcomes for students that has been identified as requiring additional supports or services with respect to learning and well-being.

Data

Schools are expected to incorporate multiple sources of information to identify emerging areas of focus and to plan actions to improve student learning and well-being.

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As part of its data collection, the authority must administer an annual student survey that includes questions about student well-being at the school. The survey should include questions asking students' perceptions of:

- feeling welcome at school
- feeling safe at school
- having a sense of belonging at school; and
- having two or more adults at school who care about them

The school is expected to demonstrate on-going data analysis throughout its continuous improvement cycle.

Goals

Schools must include goals with timelines and strategies aimed at meeting the identified goals in their continuous improvement plans. Goals and actions outlined in school plans should align with policies, reports and other frameworks that focus on supporting outcomes of all students.

It is expected a school's goals will be supported through and aligned with, planning in other relevant operational areas. This could include professional development, resources and staffing, community engagement and the authority's over-arching strategic direction.

Engagement

A school's continuous improvement plan must set out how the authority will provide opportunities for engagement with First Nations, individuals, organizations, or service providers that the authority has identified as having an interest in the learning and well-being of students at the school.

Reporting

A recently-developed continuous improvement plan and/or updates on the school's implementation and progress must be available to present to independent school inspectors. The school must be able to demonstrate how data, including a student survey, informed goal setting and continues to inform the plan.

The length of time for the school's continuous improvement cycle should be identified, and actions to implement the plan should be demonstrated along with next steps within each stage. Finally, the school will be expected to describe its process for inclusive and ongoing strategic engagement related to continuous improvement with First Nations, individuals, organizations, or service providers that the school has identified as having an interest in the learning and well-being of students at the school.

Resources

- [Independent School Act \(PDF\)](#)
- Continuous Improvement Plan Inspector's Order [I 1/25 \(PDF\)](#)
- [Inspection Template Guide for Administrators \(PDF\)](#) - further details and considerations related to each stage of the **Continuous Improvement Cycle for BC Independent Schools**
- [Continuous Improvement Resources](#) - developed to support the Framework for Enhancing Student Learning