

## Continuous Improvement

|                        |                    |
|------------------------|--------------------|
| Number:                | 4.1.4              |
| Responsible Executive: | Principal          |
| Approval Authority:    | School Authority   |
| Effective Date:        | September 16, 2025 |
| Next Review Date:      | September 15, 2030 |
| Revised Date:          |                    |
| Category:              | High School        |

### PURPOSE

This policy establishes a quality assurance framework for the continuous improvement of senior secondary programming at Coquitlam College (the College). The purpose is to demonstrate the College's commitment to maintaining a comprehensive, transparent, and cyclical process for strengthening curricular and core competencies, and supports.

### SCOPE

This policy applies to all K–12 senior secondary programs offered by the College.

It does not evaluate the performance of individual faculty, staff, or administrators.

### POLICY STATEMENTS

1. Coquitlam College is committed to a systematic cycle of planning, implementation, monitoring, evaluation, and sharing to improve literacy, numeracy, and student well-being. Through this continuous improvement approach, we align with Ministry expectations, address the needs of students requiring additional support, and pursue our strategic objectives with transparency and accountability.
2. The Continuous Improvement Plan (CIP) will align with the Ministry of Education and Child Care's Continuous Improvement Plan Order and the provincial Framework for Enhancing Student Learning (FESL).
3. The College will maintain a written Continuous Improvement Plan (CIP) that outlines multi-year goals, strategies, timelines, and evaluation processes in literacy, numeracy, and student well-being.
4. The CIP will be developed and maintained in alignment with the CIP Order, Independent School Inspection requirements, and the principles of the FESL.
5. The CIP will identify goals in three key focus areas: literacy, numeracy, and student well-being. At least one improvement goal must address outcomes for students requiring additional support, in keeping with the Ministry's focus on equity.
6. The CIP will be informed by multiple sources of evidence, including:
  - a. Student achievement data (e.g., course completion, assessments, graduation readiness)
  - b. Provincial Graduation Assessments (Literacy 10/12, Numeracy 10)
  - c. Student survey data (well-being measures as required by the Ministry)
  - d. Engagement with First Nations, families, students, and community partners

7. The College will engage in a cyclical process of continuous improvement that incorporates planning, implementation, monitoring, evaluation, and sharing of results.
8. Progress will be documented annually. A summary of goals, strategies, and outcomes will be shared with the School Authority, communicated to staff, students, and families, and made available for inspection.
9. Continuous improvement will be integrated with the College's broader strategic and quality assurance processes, ensuring consistency across both K–12 and post-secondary programming.

## **PROCEDURES**

### **Governance & Oversight**

10. The Principal serves as the Continuous Improvement Lead.
11. A Continuous Improvement Team (CI Team), composed of staff representatives responsible for overseeing and implementing the CIP, will normally include:
  - a. Principal (Chair)
  - b. Coordinator of Curriculum and Pedagogy
  - c. Department Head(s), Senior Secondary
  - d. Student Services Lead
  - e. Indigenous Engagement Representative (as applicable)
  - f. Teacher representatives
12. The CI Team will draft and review the Continuous Improvement Plan (CIP) every three years.
13. The Principal will submit the CIP to the Authority/Board for formal approval.
14. Once approved, the CIP will be communicated to:
  - a. Staff: through meetings, professional development sessions, and internal postings
  - b. Students and Families: through a summary report, newsletters, and/or website posting.
  - c. Community and Partners: where appropriate, through engagement sessions or published summaries.
15. The Authority/Board will receive annual updates on CIP progress through a written Annual Evaluation Report.

### **Continuous Improvement Cycle**

The College follows a five-stage cycle, repeated on a three-year basis:

16. Plan (every 3 years; refreshed as needed)
  - a. Establish baselines using data on literacy, numeracy, well-being, and equity subgroups.
  - b. Identify 2-4 SMART goals (including at least one equity-focused goal).
  - c. Develop strategies, timelines, assigned responsibilities, and measures of success.
  - d. Document engagement with First Nations, families, students, and staff through surveys, focus groups, consultation meetings, or other structured processes.
17. Implement (ongoing)
  - a. Put strategies into practice (e.g., curriculum changes, targeted interventions, professional development, student supports).
  - b. Ensure all staff understand their role in achieving the CIP goals.

**18. Monitor/Adapt (termly/semesterly)**

- a. Review progress data at least once per term, including classroom assessments, provincial assessments, attendance, and student support records.
- b. Record adaptations in response to findings (e.g., additional supports, revised strategies).
- c. Maintain a log of actions taken and outcomes observed.

**19. Evaluate (annually)**

Conduct an Annual Improvement Review, assessing:

- a. Achievement of CIP goals and equity outcomes
- b. Survey and assessment data
- c. Key challenges and successes
- d. Prepare an Annual Evaluation Report, drafted by the CI Team and endorsed by the Principal, summarizing findings and recommended adjustments.

**20. Share (annually)**

- a. Provide the Authority/Board with a formal annual update.
- b. Summarize progress for staff, students, and families through meetings, reports, or newsletters.
- c. Ensure documentation is inspection-ready, including: CIP, survey results, adaptation logs, evaluation reports, and engagement records.

**Student Well-Being Survey****21. An annual student survey will be administered to gather perceptions of:**

- a. Feeling welcome at school
- b. Feeling safe at school
- c. Sense of belonging
- d. Having two or more caring adults at school

**22. Additional locally determined items may be included. Results will be disaggregated by cohort where possible to support equity goals.****DEFINITIONS**

Annual Improvement Review: The yearly evaluation of CIP progress, equivalent in purpose to a Department Self-Study in the College's post-secondary program review policy.

Continuous Improvement Plan (CIP): A written, multi-year plan that identifies goals, strategies, evidence, and timelines for improvement in literacy, numeracy, and student well-being, including at least one equity-focused goal.

Equity Goal: A goal specifically addressing the outcomes of students requiring additional supports.

SMART Goals: Objectives that are *Specific, Measurable, Achievable, Relevant, and Time-bound*, ensuring they are clear, realistic, and accessible over time.

**RELATED RESOURCES**

- Ministry of Education and Child Care – Continuous Improvement in Independent Schools Policy
- Framework for Enhancing Student Learning (FESL)