

# Framework for Enhancing Student Learning: Report

September 2024

In Review of Year 3 of *Our Story is Beyond Education, 2020-2024*



Approved by the Board of Education on October 1, 2024

The Cowichan Valley Board of Education walks beside the Quw'utsun, Malahat, Ts'uubaa- asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

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The following report, approved at the October 2024 Board Meeting, communicates the Board of Education's commitment to student success, the priorities of the Strategic Plan: *Our Story is Beyond Education 2020 - 2024*, and the district's ongoing efforts to support Cowichan Valley School District learners as they journey through their education K to 12 and beyond.

References:

- Enhancing Student Learning Data – Ministry of Education
- Strategic Plan
- School Framework for Enhancing Student Learning Plans
- Equity in Action Plan
- Framework for Operations Planning
- Strategic Plan Regeneration Plan
- Climate Action Framework 2024
- District Literacy/Numeracy Frameworks and Assessment Data

The Strategic Plan, *Our Story is Beyond Education 2020 - 2024*, which informs the Framework for Enhancing Student Learning, is available to the public at on the district website at: [sd79.bc.ca/strategic plan](https://sd79.bc.ca/strategic-plan)

Board Approval: October 1, 2024

Board Chair: *Cathy Schmidt*

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## **Introduction:**

### **District Context**

Located in various areas of the Cowichan Valley Regional District, the Municipality of North Cowichan, the City of Duncan, and the Town of Lake Cowichan the district serves approximately 8600 learners.

The Cowichan Valley School District walks gently beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples. Of our learners, over 20% identify as Indigenous ancestry, including Inuit, and Metis learners. Cowichan Tribes is the largest single First Nation (by population) in British Columbia and the district is proud and privileged to share a working partnership with Cowichan Tribes Syuw'entst Lelum' (Teaching House).

With over 1500 employees, the district is the largest employer in the region with an operating budget of over \$110 million dollars. Cowichan Valley School District consists of 22 schools, including alternate and distance education programs, French immersion, sports and arts academies, trades and careers programs, and multiple childcare and out of school care centres.

Two schools in the south end were reconfigured for the 2024/2025 school year. Alternate education satellite programs will be enhanced across the district and specifically more seats added to two larger secondary schools. The district has added multiple childcare spaces for before and after school care and continues to identify opportunities for expansion.

Inclusive learning in Cowichan schools is a high priority. Students with diverse abilities comprise up to 15% of all learners. Children and youth in care are among priority learners who are supported by itinerant specialized supports and school-based support teams. The Cowichan Valley is rich with community agencies such as Island Health, Youth Mental Health, and OUR Cowichan. In 2024-2025, Cowichan Valley School District will see the implementation of two Integrated Child and Youth Teams.

Nourish Cowichan, a charitable organization, is devoted to nourishing and supporting youth in the Cowichan Valley School District, providing breakfast, lunch, snacks, and weekend grocery bags to over 2000 students. The increase in demand for food support from Nourish Cowichan, went from 12,473 weekend grocery bags in the 2022/2023 school year to 17,060 in the 2023/2024 school year, necessitating two additional staff at Nourish for the 2024/2025 year.

The Cowichan Valley School District is geographically diverse. Schools are populated in four distinct areas: Chemainus, Lake Cowichan, Duncan and the Mill Bay area. There is one K-7 schoolhouse located on Thetis Island. Climate adaptation and mitigation is a goal of the district, and currently the district has created a Climate Action Framework, with four areas of focus which will be the foundation for the Climate Action Plan to be developed.

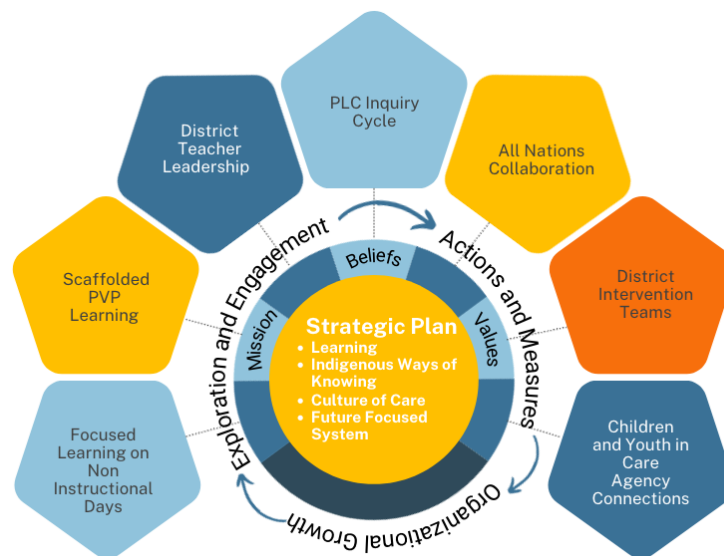
## Introduction: Current Strategic Plan Priorities

The Cowichan Valley School District is now in the final year of operationalizing ‘*Our Story is Beyond Education 2020-2024*,’ our visionary Strategic Plan. The Strategic Plan was developed using student achievement data and the voices of students, staff and families through a fulsome engagement process.



Our four current priorities are: **Learning ~ Indigenous Ways of Knowing ~ Culture of Care ~ Future Focused System**. To learn more, click on the titles to view the full Strategic Plan, *Our Story is Beyond Education*, and the video, *Our Story is Beyond Education*.

The district’s continuous improvement cycle is based on exploration and engagement, and actions and measures that promote organizational growth.



*District Continuous Improvement Cycle*

After consultation with partner groups, the priority areas for the 2025–2030 strategic plan are:

### **Learning**

Foster a deep commitment to learning through authentic, hands-on, evidence-informed experiences which focus on foundational skills and core competencies while providing opportunities for voice and choice for all learners.

### **Indigenous Ways of Knowing**

Prioritize equity by deepening our commitment to Truth and Reconciliation in collaboration with rights holders and local community.

### **Individual and Collective Well-Being**

Promote resiliency and personal responsibility to nurture an overall healthy community.

### **Caring for Place**

Restore the relationship with the land that compels us to move forward in a more ecologically balanced way.

## Looking Back on the Year: Effectiveness of Implemented Strategies

The district's Equity in Action Plan outlines actions and indicators for success for each of the goal areas: Policy and Governance, Learning Environment, Pedagogical Core, and Learning Profile.

Street data (qualitative and experiential data) indicates the improvement of student learning outcomes; however, improvement in provincial assessment data has not yet been strongly indicated. The implementation of the Literacy and Numeracy Frameworks have seen staff engaged in data collection and analysis of student outcomes.

The greatest areas of growth include:

1. Monthly children in care meetings with [Lalum'utul' Smun'eem \(now Stsi'elh stuhw tu smun'eem\)](#), [Kw'umut Lelum](#), and Ministry of Child and Family Services
2. Community engagement events hosted on Nation sites
3. Monthly meetings with each Nation and All Nation meetings semi-annually
4. Human Resources attending engagement events with Nations to promote hiring

The greatest areas of implementation include:

1. Policy and Governance
  - Completed [Administrative Procedure 169 \(Identity, Belonging and Connection\)](#) in line with [Policy 25 \(Identity, Belonging and Connection\)](#)
  - [Policy 1 \(Foundational Statements\)](#) updated
  - Prioritized Indigenous staff participation in paid professional learning opportunities
  - Use of core dollars to further Indigenous Education achievement
  - Recruitment fairs and community engagement with local Nations
2. Learning Environment
  - Non-Instructional Day Indigenous focus every September
  - [BCTF Standard 9](#) – reviewed annually with staff
  - Co-developing a cultural competency guide for implementation 2024/2025.
3. Pedagogical Core
  - Literacy and Numeracy student achievement data
  - Increase the number of Indigenous focused courses in the district (currently Board Authority Authorized (BAA) Indigenous Technologies 11)
  - Hul'q'umi'num' scope and sequence drafted
  - Indigenous literacy teacher added to district staffing
4. Student Learning Profile
  - Student Life Plans for all students on reserve
  - Data is collected twice yearly on academic, attendance and social-emotional learning (now including Children and Youth in Care data)
  - Community events with families to engage and collaborate
  - Review of Alternate and Alternative programs, to support Indigenous student success
  - Liimus program (human nature outreach) expanded to identify, and support disengaged Indigenous youth

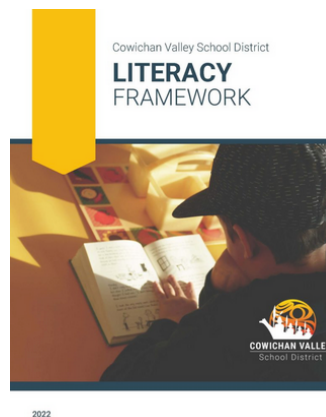
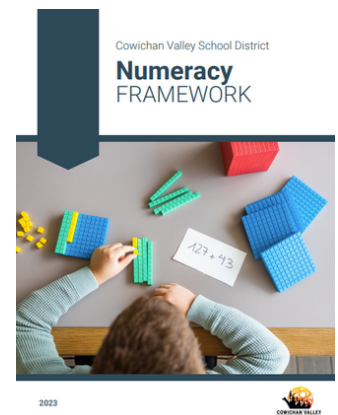
## Existing and/or Emerging Areas for Growth

The Cowichan Valley School District reflects on available data from various sources to evaluate the effectiveness of existing strategies and to promote equitable outcomes for learners. The data informs the identification of emerging areas needed for growth. A review of multiple areas of district data, has informed the following existing and emerging areas of growth.

### Existing:

Data continues to indicate that learners in the Cowichan Valley, including all sub-groups, show below the provincial average in literacy, numeracy and graduation rates. The district has identified foundational skills as a priority in the current Strategic Plan. To address these identified areas of need, the district has developed a robust, specific work plan to improve literacy and numeracy outcomes and graduation rates. Further, data indicates that Indigenous learners and children in care require further supports for success.

Between Fall 2022 and Fall 2023, the district piloted, and then implemented reading and writing inventories and provided a digital dashboard from K-9. The dashboard provides “real time” [assessment](#) and [screener](#) data to teachers to inform instruction for whole class, small group and individual needs. Achievement Coordinator positions were developed to work with teachers to identify instruction and intervention approaches in response to classroom data. The district developed a literacy framework that provides culturally appropriate, and evidence based instructional and intervention resources. A numeracy framework and screeners were developed throughout 2023/2024 and will be launched in Fall of 2024.



Further data was collected directly through student voice and through an external review of alternate education programming. Students clearly articulated the need for increased sense of belonging and culturally respectful instructional practices and this significantly impacted the development of next steps.

## Emerging

A review of data in Spring 2024 highlighted the impact of summer learning loss, especially for Indigenous learners. During the 2024/2025 school year, robust summer programming will be developed including access to food, foundational skill development and course completion support.

Data indicates that many of our learners begin school with unexpected skills, primarily in oral language. To address this need, the district will be re-envisioning Ready, Set, Learn programming to better engage families and to provide ongoing learning experiences for the youngest learners in the Cowichan Valley. The Cowichan Valley Early Years Table is a dedicated group of community members connected to various organizations and community service providers. This group has suggested a more direct connection between early years and kindergarten teachers, including insights into the most critical learning experiences that could enhance the transition to kindergarten.

## Language and Culture Center

The new Quw'utsun Secondary School will feature a Language and Cultural Centre that offers authentic cultural experiences for First Nations, Indigenous and non-Indigenous students. The Language and Cultural Centre will be a place of learning and available to students, staff and community members from across the district. The Centre will prioritize the preservation and revitalization of the Hul'q'umi'num' language. Within the center, an Elders' Lounge will provide a space for local elders, students, and community members to connect and learn together. Learning within the center will be deeply rooted in First Peoples Principles of Learning, emphasizing authenticity and a strong connection to the history of the area.





# Ongoing Strategic Engagement (Qualitative Data)

## Strategic Engagement to Support Student Learning

Area	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July/Aug
Indigenous Learners	← Monthly connections with each Nation: Cowichan Tribes, Malahat, Penelakut, Lyackson, Halalt, Ts'uubaa- asatx, Stz'uminus, Metis Nation →										
	Board of Trustees meet with All Nations					Annual individual Nation meetings with the Board					
	All Nations meeting with District Staff				All Nations Meeting with District Staff				All Nations Meeting with District Staff		
	← Monthly meeting of Indigenous Student Leadership Council →										
← Monthly meeting of Indigenous District Parent Advisory Council →											
Children and Youth in Care	← Monthly connections with MCFD, Kwu'mut Lelum and Lalum'utul' Smu'neem →										
	Transition meetings with previous schools		Student data indicating attendance, academics and SEL					Student data indicating attendance, academics and SEL			
Inclusive Education	← Collaborative Support Team Weekly Review of School Referrals and Ongoing Interventions →										
	Island CAISE		Island CAISE	Island CAISE		Island CAISE		Island CAISE	BC CAISE		
	Inclusive Learning School Staff Start up meetings										
Staff, Students and Community	Monthly meeting of District Parent Advisory Council										
	Monthly meeting of District Student Council										
	Monthly Staff meetings of Inclusive Learning, Indigenous Education, PVP,										



### District Working Committees for Enhanced Learning:

Sexual Orientation and Gender Identity District Steering Committee	Climate Action
Code of Conduct	Mentorship
Children and Youth in Care	Identity, Belonging and Connection
Data Analysis	Teacher Pedagogy
Equity Action Plan	Early Learning

The district is committed to the continuous improvement of the priorities of the Strategic Plan. Engagement of rightsholders includes focused and collaborative development of school enhancement for learning plans, reviewing key evidence about student learning, monitoring student learning survey data for important impacts and community shifts, and ongoing professional learning that reflects district priorities. Most importantly, we commit to ongoing engagement with all community partners.

## Adjustment and Adaptations: Next Steps

### Monitoring Strategy Effectiveness

<b>Strategic Plan Priority: Learning</b>			
<b><i>Objective: Focus on foundational learning in literacy and numeracy.</i></b>			
<b>Strategy</b>	<b>Identified Gap or Problem</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptions</b>
<b>What targeted actions are being taken?</b>	<b>What gap or problem does this strategy aim to address? Why was this particular strategy chosen?</b>	<b>Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?</b>	<b>How will we move forward accordingly?</b>
Develop a district wide K-12 literacy and numeracy framework	As literacy and numeracy data is examined, gaps identified included inconsistent instructional practices across schools/programmatic level. Teachers reported needing additional professional learning related to reading and numeracy instruction. Teachers new to the profession identified the need for clear, developmentally appropriate goals for reading and numeracy instruction. Also, as the system has moved away from traditional textbooks, teachers were pulling resources from various sources. This was time consuming and lead to lack of continuity for learners.	Regarding quantitative and qualitative data, this strategy has been effective in impacting instruction, district wide continuity, and teacher confidence in instructional practices. This feedback has been gathered from feedback meetings with nations, individual meetings with school administrators and instructional coordinators that work directly with teachers.  The framework provides all educators in our district instructional goals, assessment tools, and instructional resources/practices to ensure student progress and success.	Further, intervention approaches and programs, including developing the understanding of underlying skill, is an area of need.  Recognition that learning takes patience and time highlights the need to develop structural strategies to ensure all learners receive the instruction and support they need, regardless of programmatic levels.

		<p>The formative assessment tools provide teachers real time data to inform classroom instruction and interventions.</p> <p>(It is important to note that Indigenous perspectives and ways of being are deeply intertwined in the assessment process. All learners' strengths and needs are identified, relationships, and play based learning continue to be uplifted.)</p>	
<p>Reinforce school-based structures to facilitate regular monitoring of student growth</p>	<p>The primary gap is a systematic implementation of multitiered systems of support. As learners progress through grades, unmet learning needs continue to grow and intensive barriers to learning.</p> <p>Teachers across the system expressed frustration that they could not meet the needs of all learners. Learning assistant and resource teachers historically provided "equal" allocations of extra support to classes which often lead to students not being adequately supported.</p>	<p>Multiple approaches have been utilized to reinforce school-based structures. For instance, the Literacy and Numeracy Frameworks include school based self-assessments that provide school teams data to inform structural decision making.</p> <p>School administrators have been provided in-service learning opportunities to promote collaborative approaches to instruction and intervention (revising school master schedules to provide collaboration opportunities for teachers, cross grade grouping, and uninterrupted instructional times for literacy and numeracy).</p> <p>Student achievement coordinator positions have been developed to provide direct support to teachers to review classroom data, develop responsive instructional practices, and empower teachers to respond to student needs.</p>	<p>Next steps include shifting the focus from establishing district infrastructures and in-service learning opportunities to school-based ownership and implementation. This will include targeted team meetings with district staff and school-based teams to reflect on data and student needs.</p>

## Strategic Plan Priority: **Culture of Care**

***Objective: Create healthy school and work environments that promote wellness (intra-community).***

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
Continue to support the Attendance Support Initiative	Data from newly implemented dispatch software shows a trend of increased absenteeism across multiple sites and in varied roles. In addition, "street data" reports an identified need for wellness supports and resources amongst some staff. In general, staff are reporting need for "mental health" days to support their self-care. The district wishes to support these needs on the job as opposed to time away.	Dispatch data shows absenteeism trending downward.	<p>The resources created can be enhanced to clearly align employee benefits with the groups that have access. In addition, the resources can also have direct alignment to community access groups and agencies which will support common needs</p> <p>Given that Artificial Intelligence (AI) and digital threats are more prevalent in the lives of students and staff, the wellness initiatives can and should directly address these impacts and provide supports for mitigating the effects.</p>
In collaboration with the Wellness Manager, continue the Wellness Newsletter, including tools and resources for mental health supports for staff and families		Our Health and Wellness Manager works closely to support return to work plans. These plans create a safe and caring transition back to regular duties.	
Continue to create professional learning opportunities to focus on wellness and mental health		Street data provides positive feedback on the value of newsletters and resources that are regularly shared by the Wellness Manager.	
School wide SEL programs (EASE, CALM, GoTo Mental Health, Mental Health Literacy, Roots of Empathy)		Direct teaching of wellness has been embedded in all schools.	

## Strategic Plan Priority: **Indigenous Ways of Knowing**

***Objective: Address the inequities of outcomes for our Indigenous learners.***

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
Professional and student learning	Need to continue to critically examine racist attitudes and beliefs within the system. Increase the knowledge and understanding of Indigenous Ways of Knowing, Hul'q'umi'num' and Truth and Reconciliation Commission recommendations.	Positive feedback from professional learning activities. Student Learning Survey data shows improved results. Continued support of full non-instructional day (co-designed) aligns district strategic priorities with staff development.	Focus: Going deeper with the following: <ul style="list-style-type: none"> <li>• Knowledge sessions</li> <li>• Book clubs</li> <li>• Implementation of a Cultural Competency Guide</li> <li>• Continued focus on all employee groups</li> </ul>
Review of school and district data (initiate a review of literacy skills in grade 5-9 for Indigenous learners)	Inequity of outcomes for Indigenous learners.	Graduation rates, literacy and numeracy data – continue to be concerning. On-going focus and support is needed to continue to show improvements.	Continue with the following: <ul style="list-style-type: none"> <li>• Reviewing district data from local literacy screeners and FSA and provincial assessments with school and district teams</li> <li>• Implementing targeted support for literacy through the elementary years to ensure students are receiving the support they need</li> <li>• District Literacy Helping Teacher to support Indigenous student success</li> </ul> Add the following: <ul style="list-style-type: none"> <li>• Review local numeracy data from screeners once implemented</li> <li>• Increased opportunities for summer learning (to decrease the summer learning loss that data shows is impacting some Indigenous learners more significantly than other learners)</li> </ul>

## Strategic Plan Priority: **Future Focused System**

***Objective: Continue to enhance the capacity of the system where all members of our organization are committed to our primary purpose of supporting our learners.***

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
<p>Create improved recruitment practices</p> <p>Recruitment practices that further support a diverse applicant pool</p>	<p>Acknowledgement of a lack of equity/representation of a diverse pool of applicants/staff in schools. Desire for students and staff to see themselves represented in all aspects.</p>	<p>As a result of this objective, hiring presentations are offered in Indigenous communities and support with application are included.</p>	<p>Add a measurement for the impact of the increase in diverse applicants on the personnel total.</p> <p>Continue to build meaningful relationship with community – invite to collaborate with staff, build more connections/collaborative approach, establish regular opportunities for engagement in schools and in district events.</p>
<p>Non-Instructional days include In-service for all staff related to the district’s Strategic Plan 2020-2024</p>	<p>Alignment and predictability of learning goals for district supported Non-Instructional Days.</p> <p>Clear and supported guidance through implementation of strategic priorities.</p>	<p>Two years of predicted content and timing for each of the three Non-Instructional Days that are supported by the district.</p> <p>September: Indigenous Learning, November: Mental Health and Wellness, April: Literacy and Numeracy.</p>	<p>Continue to ensure the predictability of the NID schedule.</p> <p>Continue to align learning goals with district strategic priorities.</p> <p>Continue to provide practical, actionable learning aligned with strategic priorities.</p>

## Alignment for Successful Implementation

The district’s Strategic Plan, *Our Story is Beyond Education 2020-2024*, is a clear, strong, collective vision and plan that guided the district forward.

The Board’s plan includes the expectation for the collaborative development of [Operational Plans from each district department](#), and aligned School Enhancement for Student Learning Plans, to be reviewed annually. Included is the alignment of the annual district budget, [Human Resources](#) practices and [facilities and operational](#) direction.

The 2024-2025 school year will see us through the fourth and final year of the Strategic Plan: *Our Story is Beyond Education 2020-2024*. The regeneration process will refresh the priorities of the district Strategic Plan.

Using *Our Story is Beyond Education*, the district has begun the process of critically examining the plan, ensuring that the elements that continue to serve and reflect the district, students, staff, and community are maintained, while any aspects that need adjusting are changed to reflect current contexts.

### Timeline for Strategic Plan Regeneration:



### Professional Learning Plans:

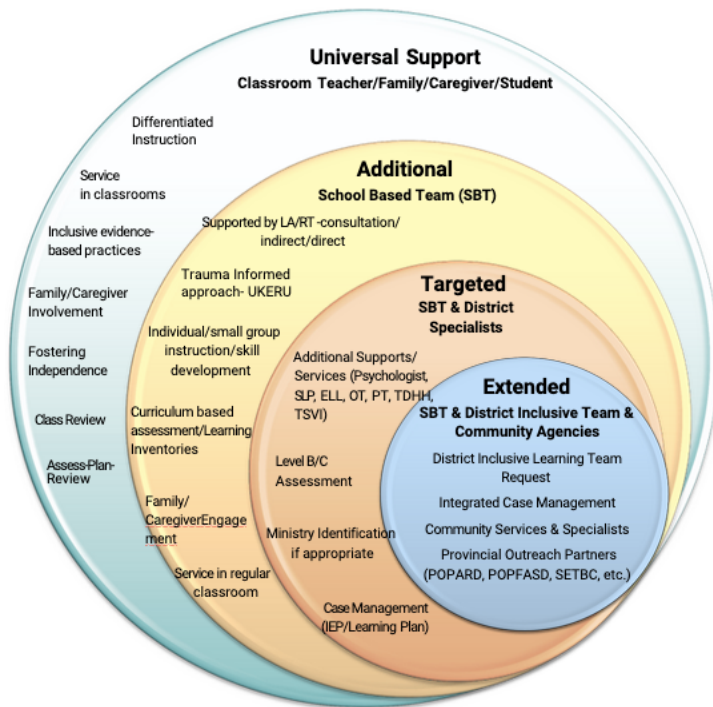
The district builds a comprehensive Professional Learning Plan for all staff to build collective efficacy of staff and leaders at district and school levels. This vision is mapped out for the year, is flexible and responsive, and is focused on the learning priorities of the Strategic Plan.

### Frameworks and Operational Plans:

Resources and materials are allocated district wide based on multiple sources of data that inform needs-based supports.



Supporting students through a needs-based model of support:



Data that informs needs-based model of support:

- Literacy Assessment Data (FSA, District Assessments)
- Graduation Literacy Assessment (GLA) 10, GLA 12, Graduation Numeracy Assessment (GNA) 10 Assessment data
- Attendance trends
- Student Learning Survey
- District Student Advisory Council (DSAC) feedback
- District Parent Advisory Council (DPAC) feedback
- Principal/Vice Principal (PVP) survey
- All Nations feedback

### Local Education Agreements/Memorandums of Understandings:

The district recognizes Local Education Agreements (LEAs) and Memorandums of Understanding (MOUs) as important plans that allow for increased connection and communication between district/school staff and Local Indigenous Education departments.

Cowichan Valley School District has agreements with all local Nations and strives to ensure the outcomes for students are supported with each agreement. Staff meet monthly with each Nation to discuss the agreements and support amendments, when necessary.

Local Education Agreements (LEA)	
	Expiry
Cowichan Tribes	2025
Halalt First Nation	2025
Malahat Nation	2027
Penelakut Tribe	2025
Stz'uminus First Nation	2026
Memorandums of Understanding (MOU)	
Cowichan Valley Metis Association	2024
Lyackson First Nation	2024
Ts'uubaa-asatx First Nation	2024

## Conclusion

As the district embarks on the Strategic Plan Regeneration process, it is important to reflect on the priorities of the current plan and monitor the progress. There have been significant gains in the structures, systems, practices and culture, and many milestones reached. The next five years will reflect the evolving landscape of the Cowichan Valley, the province and indeed, the globe. While regenerating *Our Story is Beyond Education 2020-2024*, the district can celebrate the positive impacts of the plan:

- Literacy Framework and data dashboard in use
- Numeracy Framework developed and pilot of math screeners K-7
- annual Non-Instructional day focused on Numeracy and Literacy
- Universal Design for Learning (UDL) matrix co-developed with teachers-promoted district wide
- focus on enhanced alternative programming in secondary schools
- differentiated instruction in alternate schools
- Strengthening Early Years 2 Kindergarten Transitions (SEY2KT) early learning partnership
- introduce digital dashboard for literacy and numeracy district assessments
- system wide on-boarding onto dispatch system
- increased system use of Provincial Student Information System (SIS) MyEd BC
- Professional Learning Community (PLC) focused on student data
- Climate Action Framework developed



- system wide understanding of LEAs and MOUs
- Indigenous student literacy coordinator and student achievement coordinators to focus on 2 target schools
- Equity Action Plan in first of 3 year implementation
- unique design of Quw'utsun Secondary School (QSS) to include Indigenous Language an Cultural Centre
- beginning of K-12 scope and sequence for Hul'qu'mi'num' language instruction
- implementation of Identity, Belonging and Health Framework
- Policy 25: Identity Belonging and Connection, AP 169: Identity, Belonging and Connection
- November Non- Instructional day annual focus on Mental Health and Wellness
- Mental Health Grants to each school for initiatives
- District Mental Heath Advisory group
- Shsi'em Ts-hay employee recognition program

# ***Appendix A: Reflecting on Student Learning Outcomes***

*Intellectual Development  
Human and Social Development  
Career Development*

## Section A: Reflecting on Student Learning Outcomes

The district has established equity targets for all priority learners specifically:

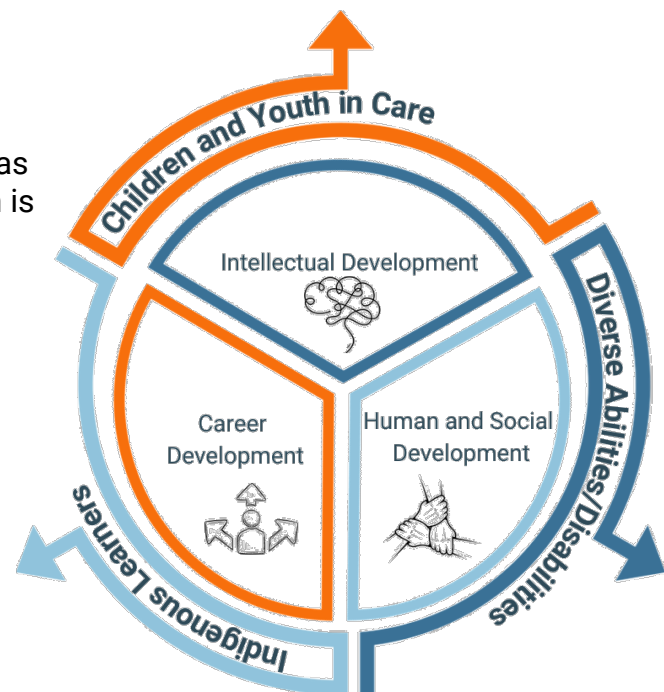
- \* Indigenous students on/off reserve
- \* children and youth in care
- \* students with disabilities or diverse abilities (Inclusive Education)

Cowichan Valley School District has implemented a variety of tools to track student progress and support priority learners. Learning Inventories, Indigenous student data, attendance data, Equity Action Plan, Children and Youth in Care dashboard in MyEducation BC, and district Power BI dashboards are used by district and school staff to measure impacts of strategic efforts on student learning and to allocate supports and targeted intervention(s) as needed.

Each learner has been carefully considered in the three development categories:

- Intellectual Development
- Human and Social Development
- Career Development.

Each category has Ministry provided data, as well as data specific to local context which is provided in Appendix A.

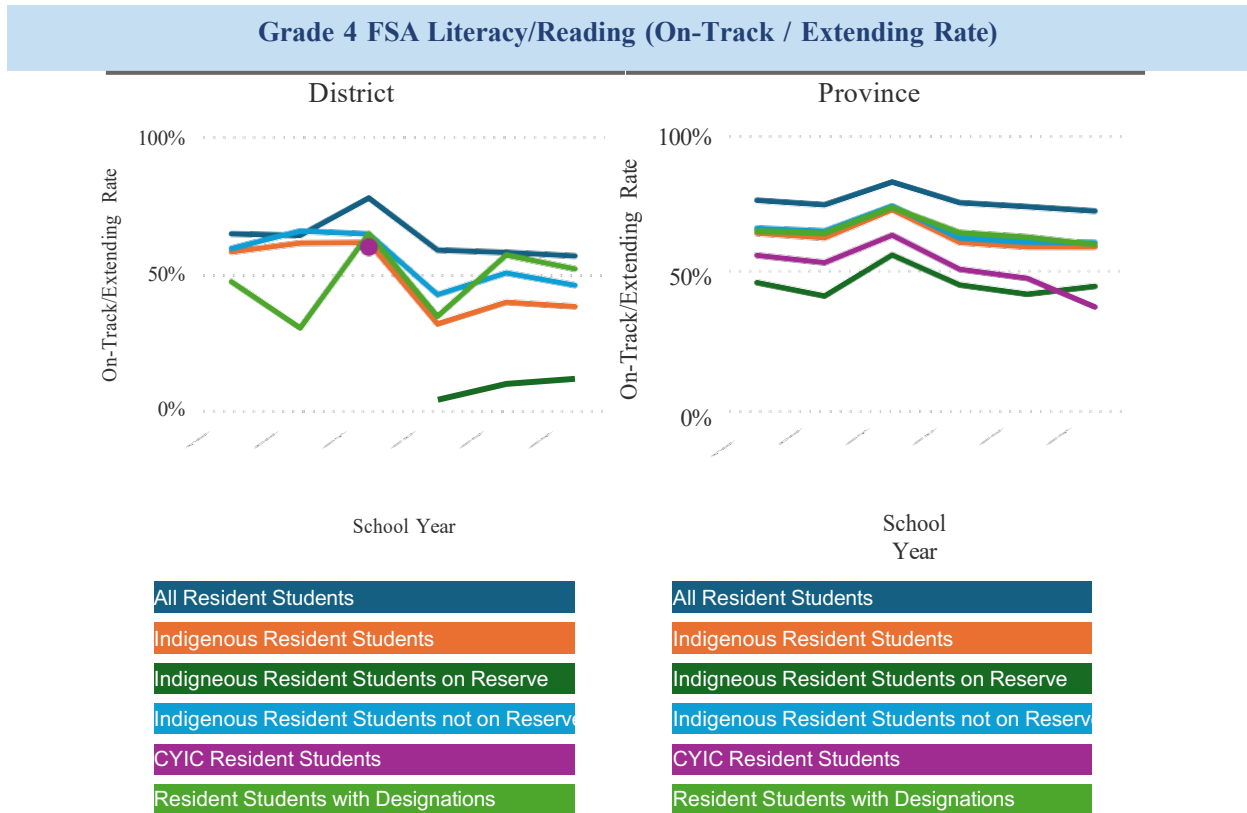


## Appendix A: Reflecting on Student Learning Outcomes: Provincial Data

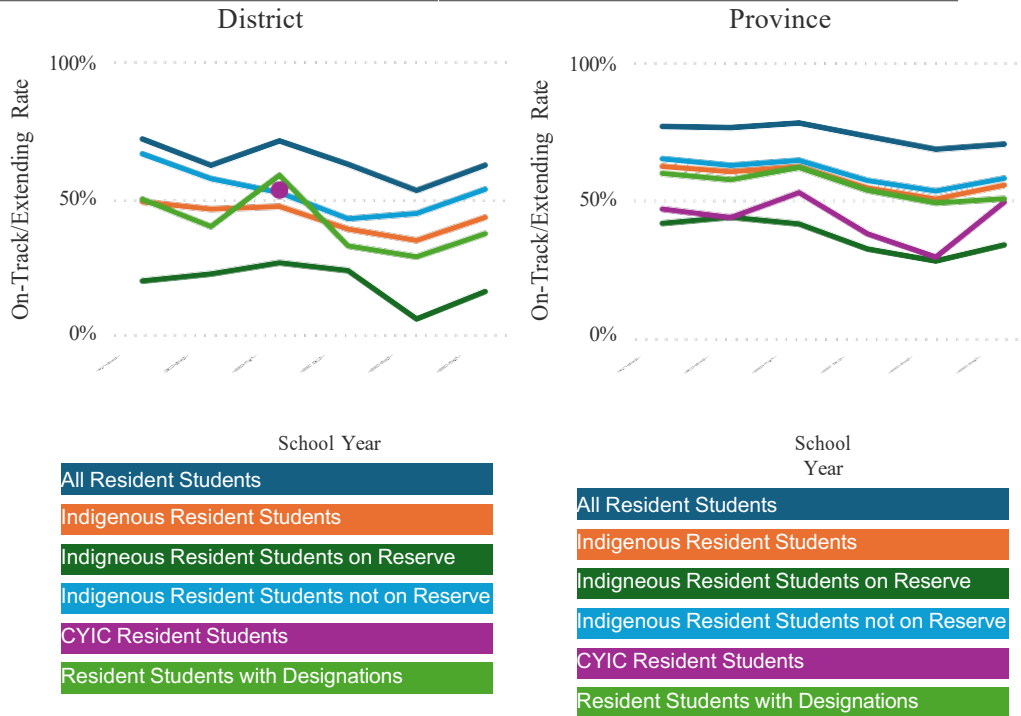
# Intellectual Development

### Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

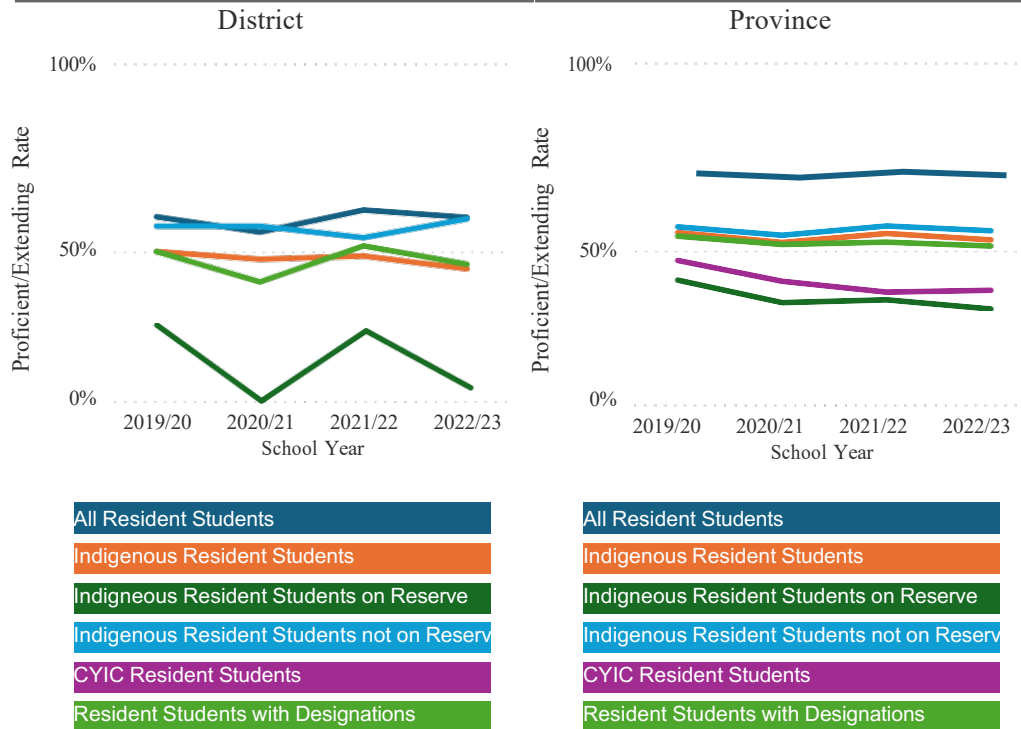


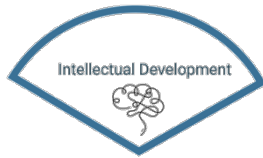
### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





## Analysis and Interpretation

### Outcome 1: Literacy

#### Strategic Plan Alignment:

Goal: Learning

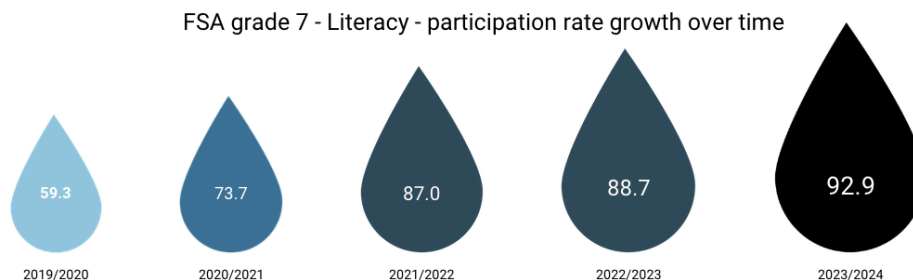
Objective: Focus on foundational learning in literacy and numeracy

Cowichan Valley School District continues to focus on the primary goal for learning: Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens.

#### Data Insights:

*Ref: Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*  
*Measure 1.2: Grade 10 Literacy Expectations*

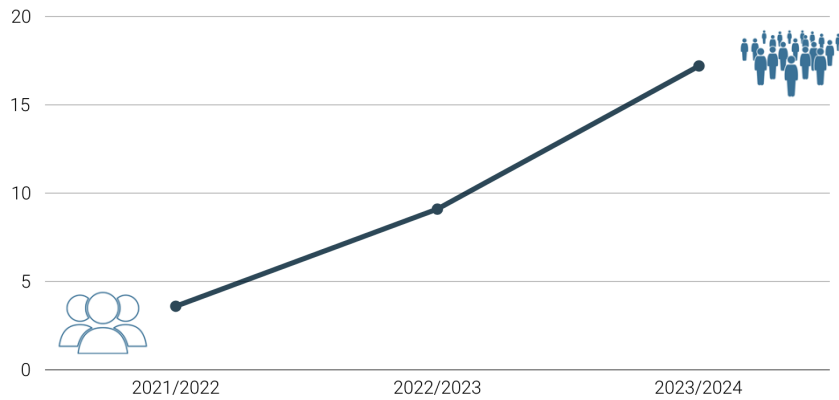
District Literacy Foundation Skills Assessment (FSA) participation rates have dramatically increased since 2019/2020 from 52.3% to 92.8% (grade 4), and 59.3% to 92.9% (grade 7) in 2023/2024. These recent years of comparatively high participation can allow us to more reliably use this data to predict trends and respond impactfully.



The percentage of students on track or extending in literacy in grades 4 and 7 FSA and Graduation Literacy 10 Assessment (GLA) from 2020 and beyond is reflecting stability, with significant concerns for Indigenous students on Reserve. Specific improvements over two years can be noted for students with designations from 29.1% in 2021/2022 to 47.9% in 2023/2024.

Trends that emerged include Indigenous on Reserve students achieving at significantly lower rates provincially and certainly compared to other populations in the district (9.1% on track in 2022/2023 and 17.2% in 2023/2024).

*Indigenous Students on Reserve – Literacy and Reading - % on track or extending*

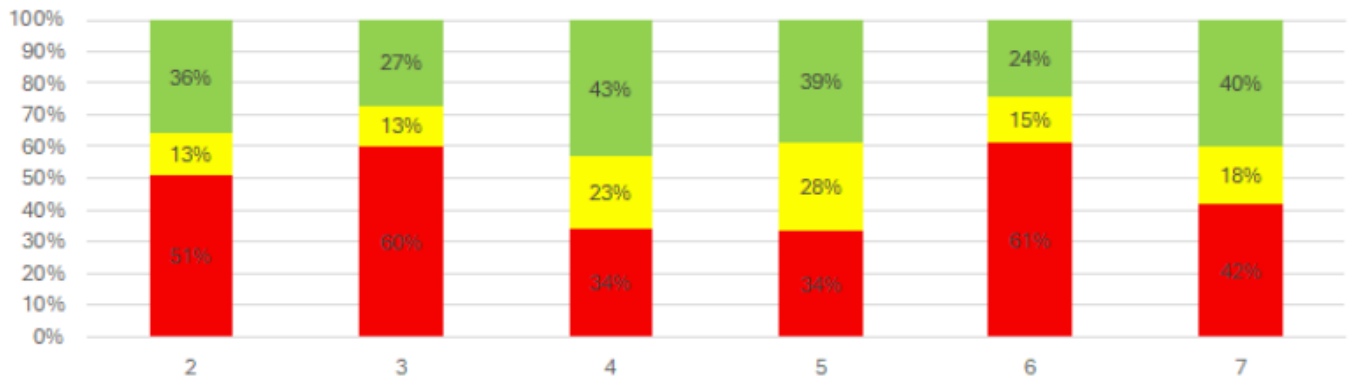


This demographic (Indigenous students on Reserve) is a significantly high proportion of the Cowichan Valley student population. Cowichan Tribes is the largest single First Nation in the province.

The current approach to literacy and literacy intervention has evolved to include a Literacy Framework that includes district wide assessments from K-9. For example, oral reading fluency is assessed in each grade in Fall, Winter and Spring. District assessments in K-7 provide data for foundational skills of reading.

The following is an example of District-wide Spring data for grades 2-7:

District data - Oral Reading Fluency – Spring 2024 – grades 2-7



This data is based on cut points designed to show which students require more intensive supports (red), those that require tracking and specific instruction (yellow) and those who are on track with expected skills (green). Tracking annual data will allow schools to allocate resources appropriately and to acknowledge which strategies are effective.



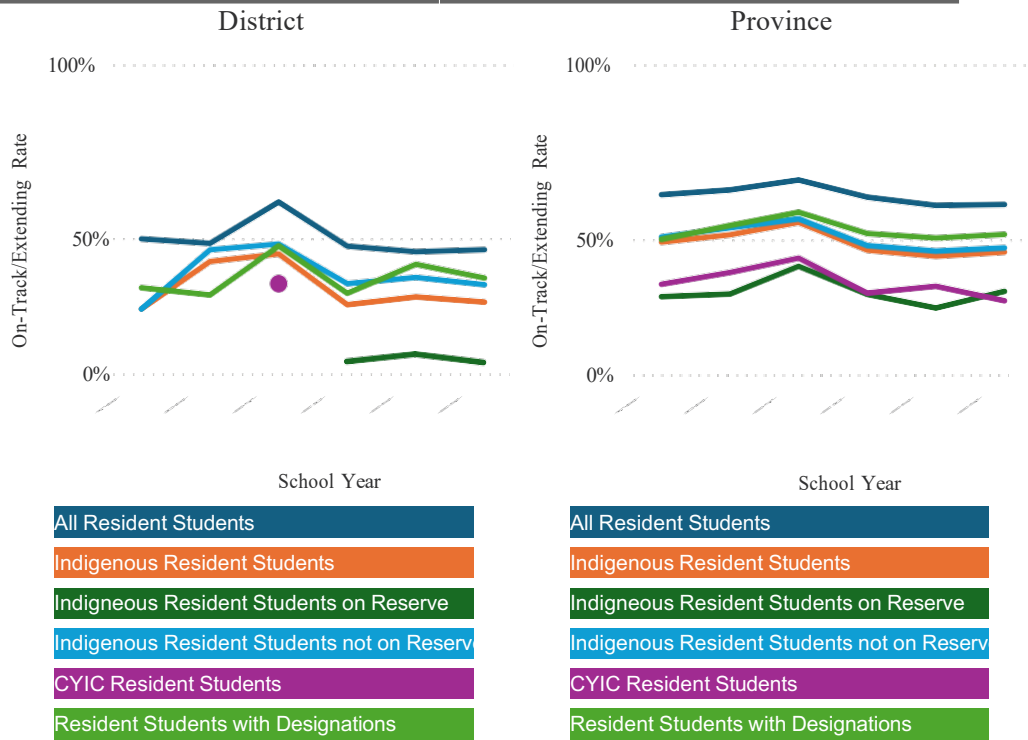
### *Plan for Action:*

- intentionally support early intervention (professional development)
- professional learning for district supported reading programs: Reading Rev, University of Florida Literacy Institute (UFLI), Lexia, Lexia English, Tara West
- continue to support data analysis in Learning Inventory Dashboard
- review efficacy of programs and resources through data review and interviews
- ensure Student Life Plans include literacy goals
- support differentiated instruction at all grades and sites – particularly in Alternative Education programming
- continue to ensure literacy goals in all school Frameworks for Enhancing Student Learning are supported and resourced
- itinerant staff includes two full time student achievement coordinators who focus on two elementary schools whose assessment data shows potential benefits from additional supports and interventions

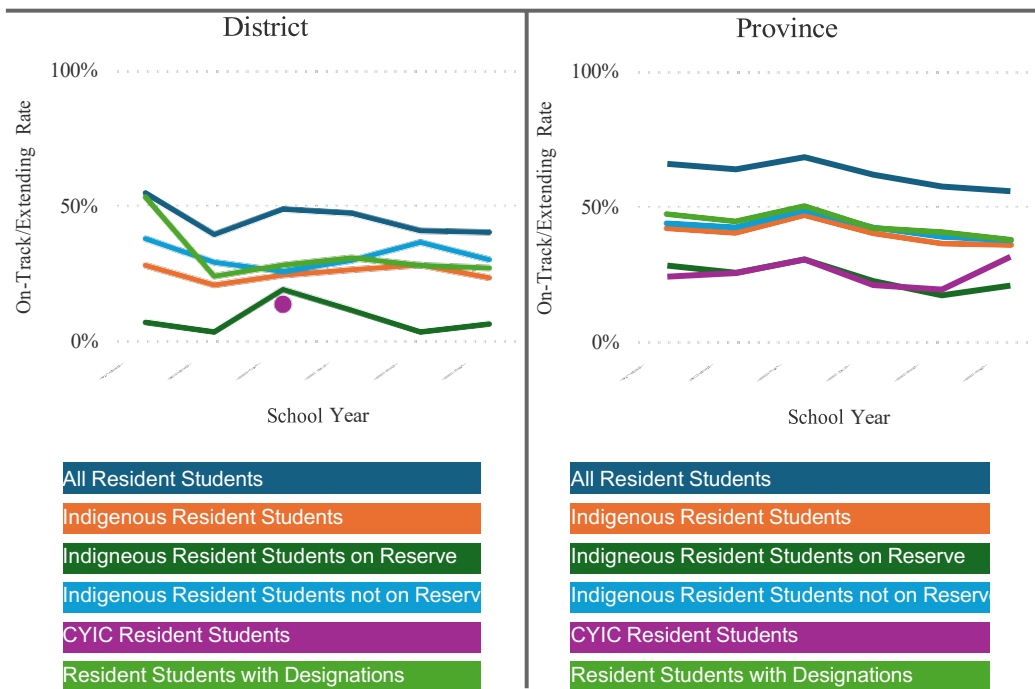
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)

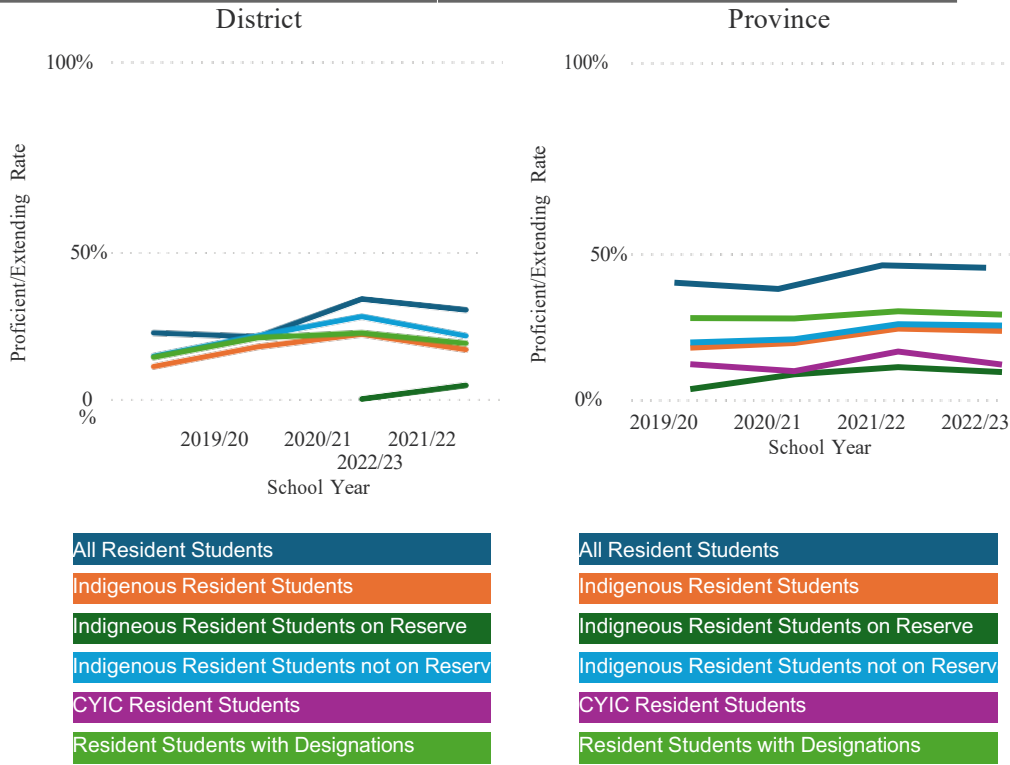


#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



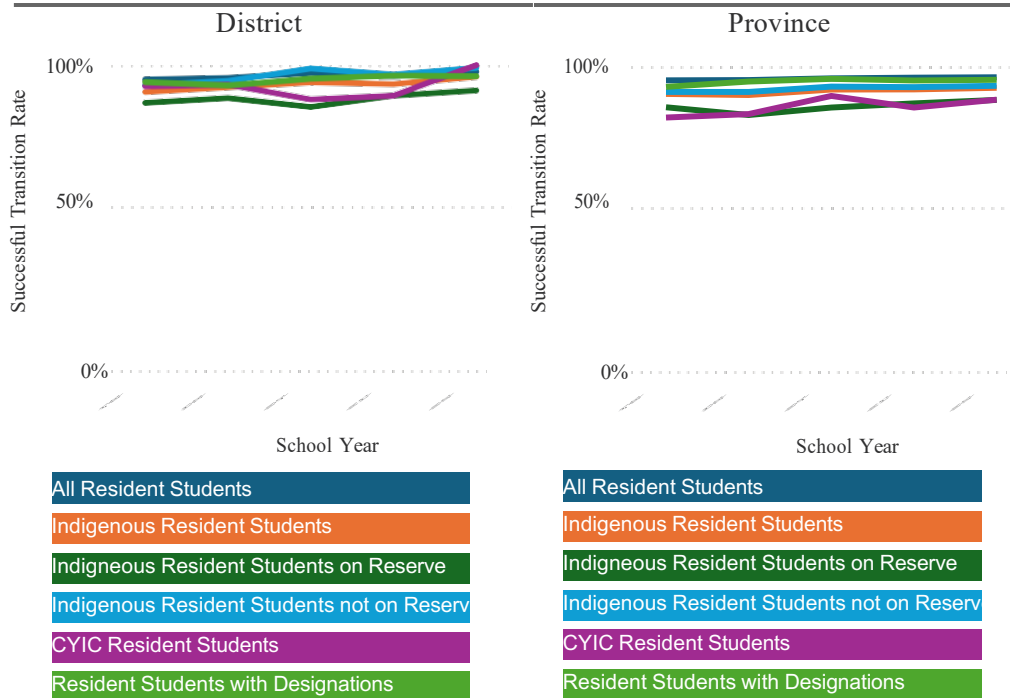
Measure 2.2: Grade 10 Numeracy Expectations

**Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**

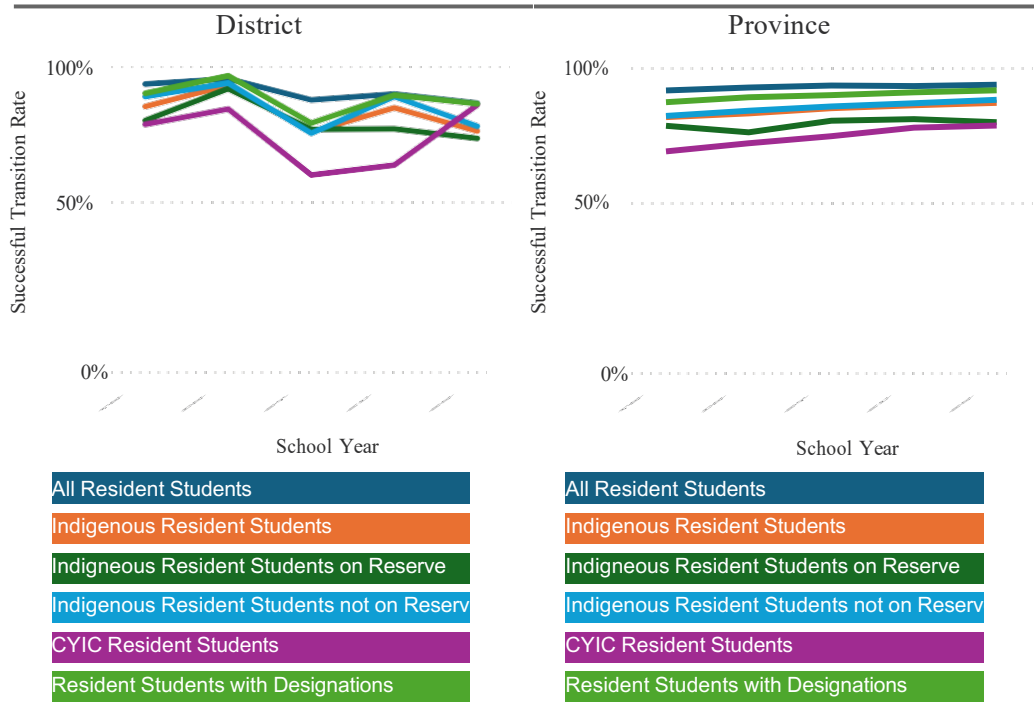


Measure 2.3: Grade-to-Grade Transitions

**Grade 10 to 11 Transition Rate**



### Grade 11 to 12 Transition Rate





## Analysis and Interpretation

### Outcome 2: Numeracy

#### Strategic Plan Alignment:

Goal: Learning

Objective: Focus on foundational learning in literacy and numeracy

Our district continues to focus on our primary goal for learning: Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens.

#### Data Insights:

*Ref: Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations*

*Measure 2.2: Grade 10 Numeracy Expectations*

*Measure 2.3: Grade-to-Grade Transitions*

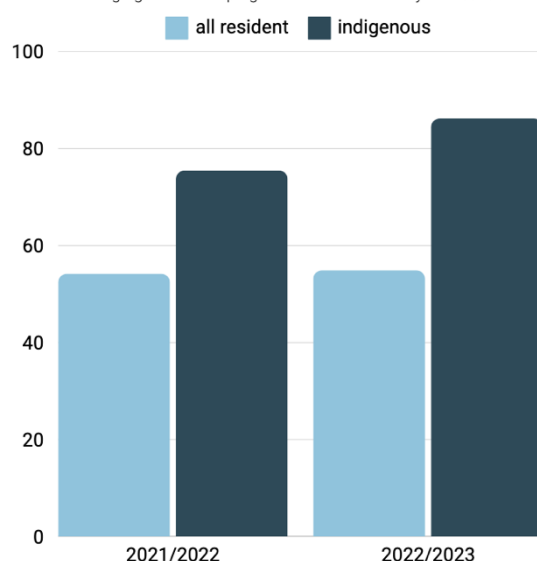
The number and percentage of grades 4 and 7 on track/exceeding in Numeracy has some notable exceptions. The historically low participation rate (see above: Literacy) renders data prior to 2021 less reliable. In the last two years, notable exceptions include Children and Youth in Care and Indigenous students on Reserve.

Grade 10 Graduation Numeracy Assessment (GNA) proficient/exceeding is notably lower than the provincial average, with lower rates for Indigenous students on Reserve and masked data for Children and Youth in Care.

Grade 10 Graduation Numeracy Assessment proficiency rates show increased scores of developing, but the decrease is in emerging and extending. Ideally, the district would prefer to see the extending category improve while emerging decreases.

Indigenous students in the last two years show the majority in emerging/developing: 75.5% in 2021/2022 and 86.2% in 2022/2023 which is significantly higher than the all-resident cohort in the same years. Data available on Power BI is not available for 2023/2024.

Percent emerging and developing Graduation Numeracy 10 Assessment



### *Plan for Action:*

- encourage professional learning at school and district level in UDL instructional strategies to optimize learning opportunities for all students to succeed
- support with classroom resources i.e. manipulatives
- continue to encourage use of and understanding of Numeracy Framework and district screeners K-9
- standardize use of data to inform instruction from district math screeners
- increase visibility of numeracy in the classroom/school
- encourage Professional Learning Community (PLC) time for math specific data response
- maintain specific attention to priority students to ensure successful transition through to graduation and beyond to post-secondary

### Intellectual Development Summary

The literacy and numeracy data compels the district to continue to pay close attention to CYIC through campaigns that support schools to prioritize transitions and supports for these priority learners. Of special note is that 80% of CYIC in the district are Indigenous. This intersection lends to specific need in this area.

On Reserve Indigenous learners starting with FSA in grades 4, 7 and GNA/GLA 10 and GLA 12 continue to show challenging data. This is the reason behind the district literacy and numeracy work and the attention to the strong culture of care. In addition, next year, increased intervention strategies at secondary schools are a focus, as we are currently over relying on alternate education referrals for issues such as attendance and non-engagement. This will be a focus of Secondary department heads and Principal and Vice-Principal learning sessions.

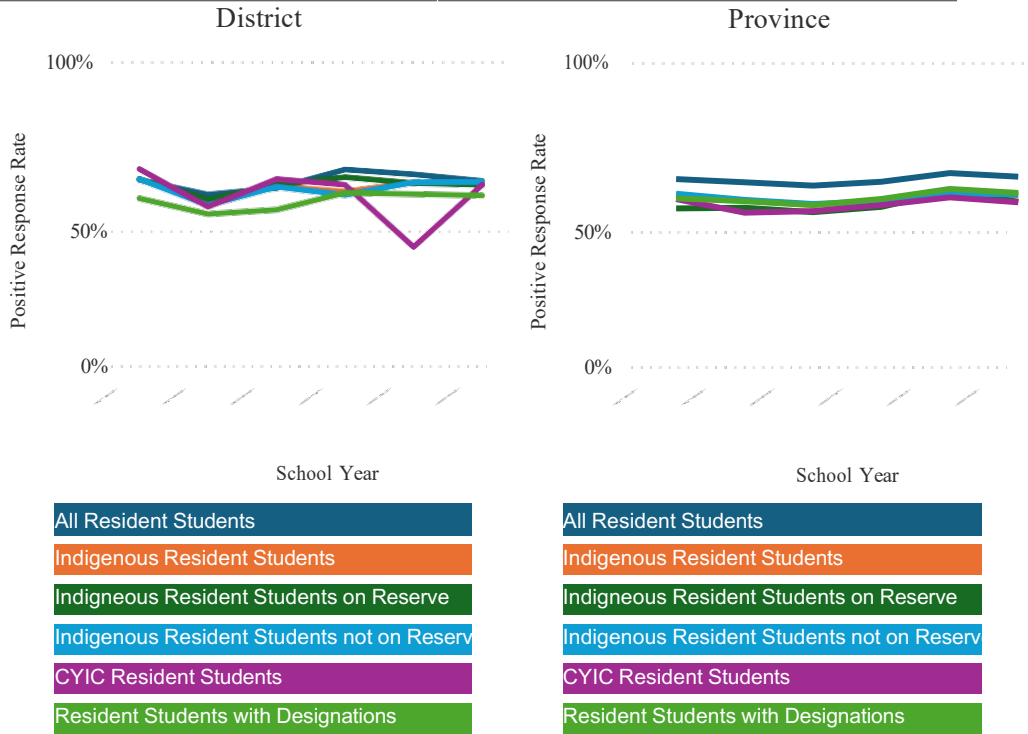
Grade to grade transition rates remain constant between 90% and 100% at all grade levels for All Resident students, but Grade 11 to 12 transition rate has an alarming dip for Children and Youth in Care.

# Human and Social Development

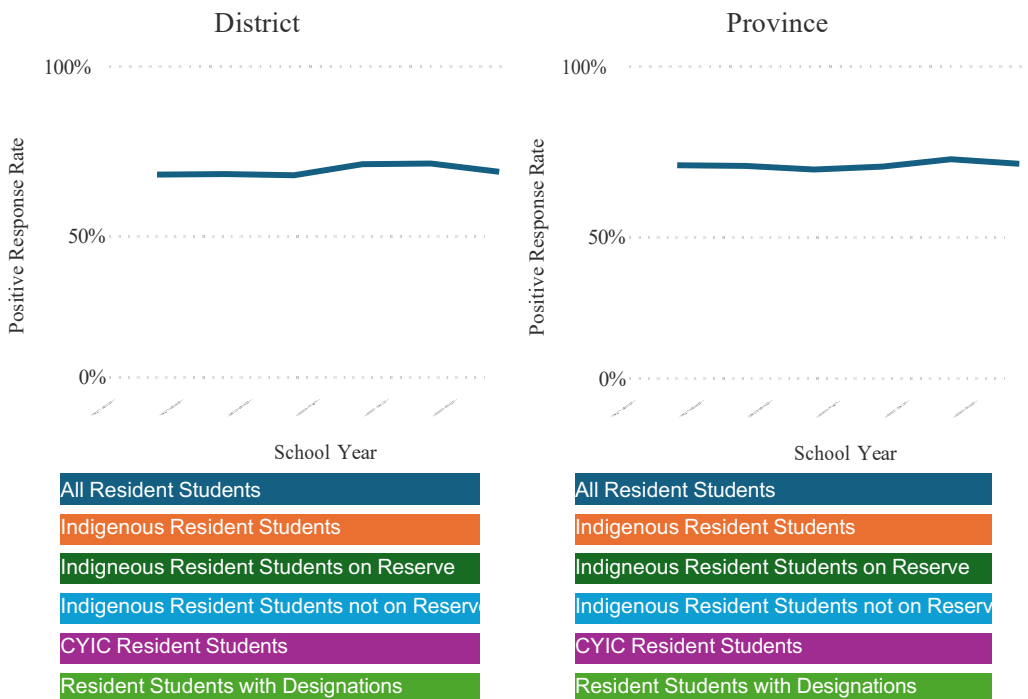
## Educational Outcome 3: Feel Welcome, Safe, and Connected

*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

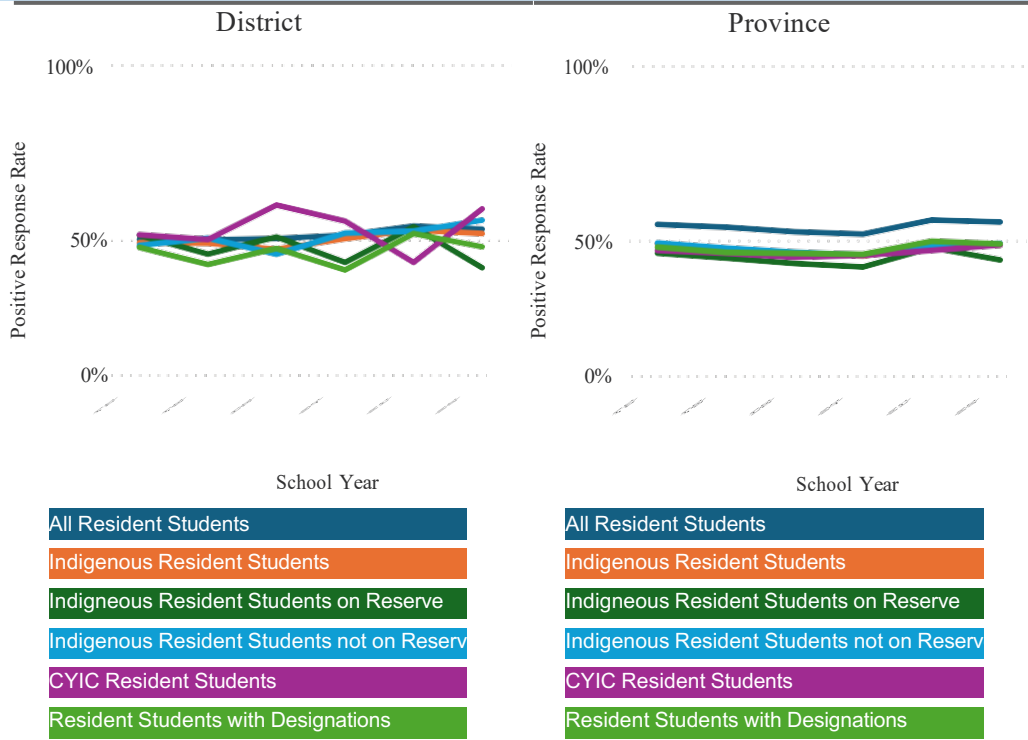
### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

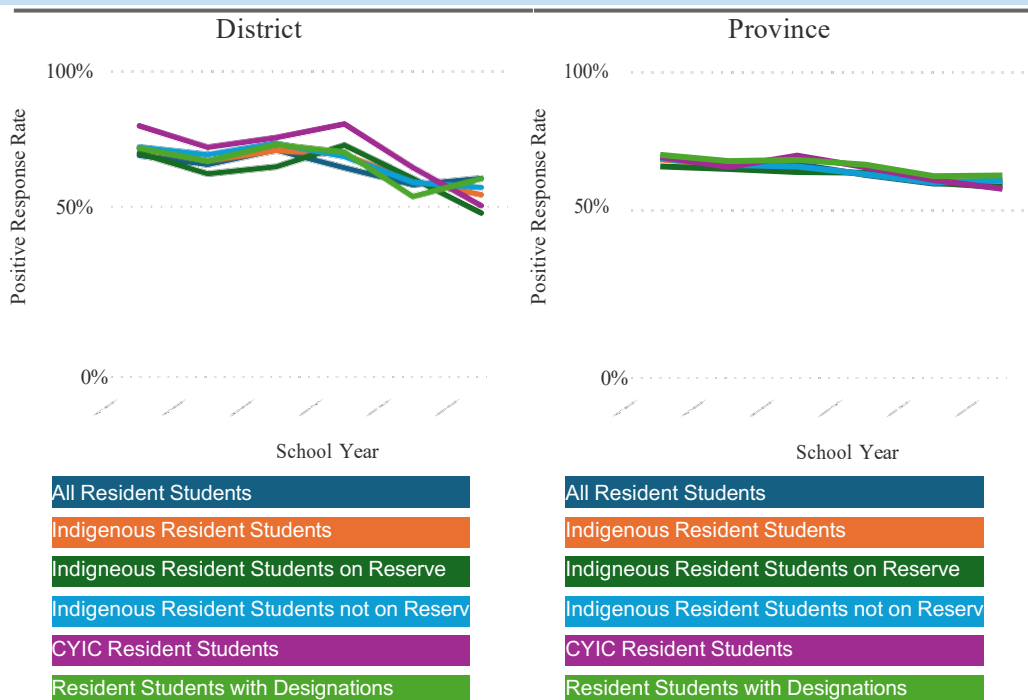


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



### Measure 3.2: Students Feel that Adults Care About Them at School

### 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)







## Analysis and Interpretation

### *Outcome 3: Students Feel Welcome, Safe, and Connected*

#### Strategic Plan Alignment:

Goal: Culture of Care  
 Objective: Continue to create and promote safe and inclusive learning environments for our diverse community

The district continues to focus on the goal for Culture of Care: Foster healthy, safe, and resilient communities that build on the unique identities of our learners allowing them to thrive.

Goal: Indigenous Ways of Knowing  
 Objective: Critically examine our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation

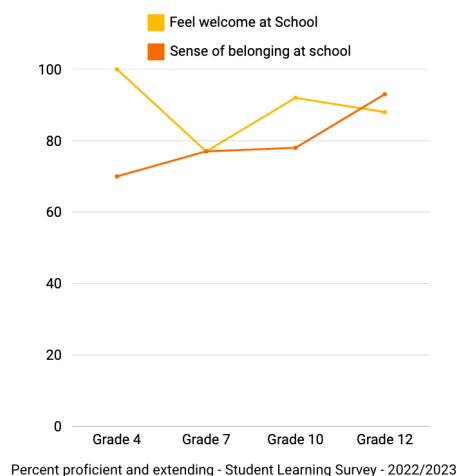
The district continues to focus on the goal for Indigenous Ways of Knowing: Embrace Indigenous perspectives and knowledge as part of our history and recognize Indigenous content is integral to our learning journey.

#### Data Insights:

*Ref: Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*  
*Measure 3.2: Students Feel that Adults Care About Them at School*

The positive response rate for All Resident students in Cowichan Valley is comparable with the provincial average in all areas measured (feel welcome, safe, a sense of school belonging, and two or more adults care).

*All Resident Students 2022-2023*



However, in the “feel welcome” response category, there is a notable dip in 2021/2022 for Children and Youth in Care which recovered in 2022/2023.

Also notable for Children and Youth in Care is a higher than provincial average positive response rate for the “sense of belonging” and the “two or more adults care” categories. In all other aspects, the district data is on par with provincial data but compels the need for growth. For example, both district and provincial data shows around 60% positive response rate for all student groups when asked if they can identify two or more adults who care. This is an intentional area of growth for the district.

### *Plan for Action:*

Goal: Culture of Care

Objective: Continue to create and promote safe and inclusive learning environments for our diverse community

- promote classroom environments are aligned with Universal Design for Learning (UDL) practices that foster belonging and welcoming
- promote and ensure teaching that ensures inclusivity
- continue professional learning for counsellors
- continue professional learning in Social Emotional Learning (SEL) curriculum
- align district and school codes of conducts with current Ministry guidelines/policy
- include resilience instruction in teaching practice
- continue collaborative practices in school FESL plans
- support professional development on core competencies in the curriculum
- seek student voice from priority learners

## Human and Social Development Summary

There is a high level of intersectionality between all priority learner groups which makes the outlying data seem more relevant.

Children and Youth in Care are a point of high concentration. The data shown highlights a sincere effort to draw awareness and to prioritize the care team needed for each student in care in every school.

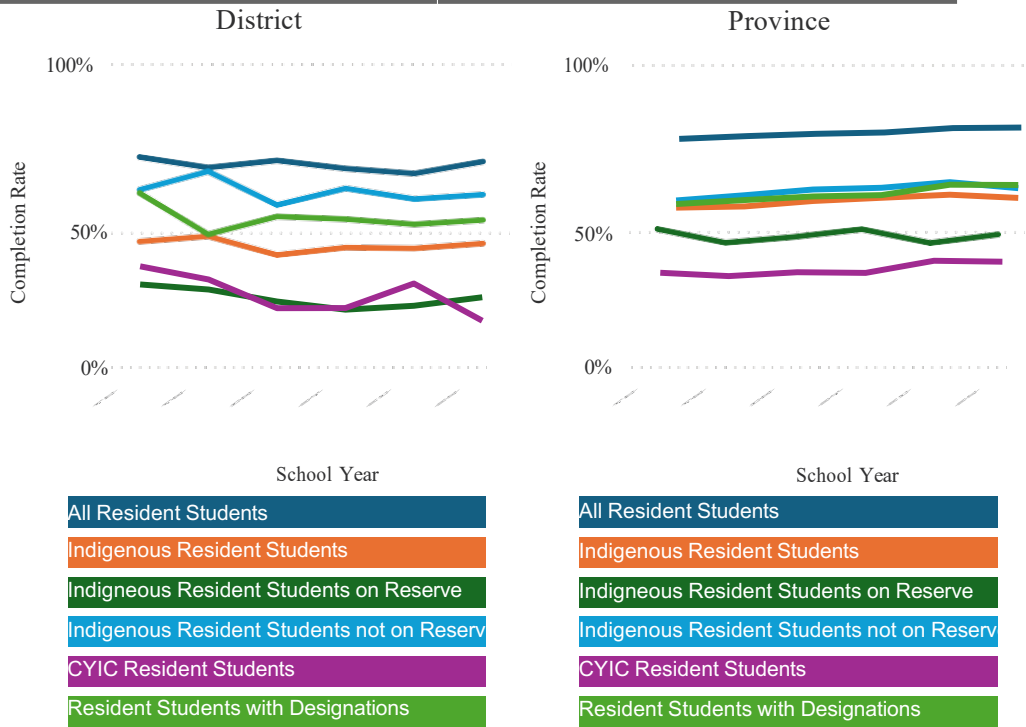
The data shows that students in Cowichan Valley schools feel generally welcome and safe. In some cases, more than their provincial peers. However, there has been a trend downward in all students who feel there are two or more adults who care, which is troubling and requires some investigation.

# Career Development

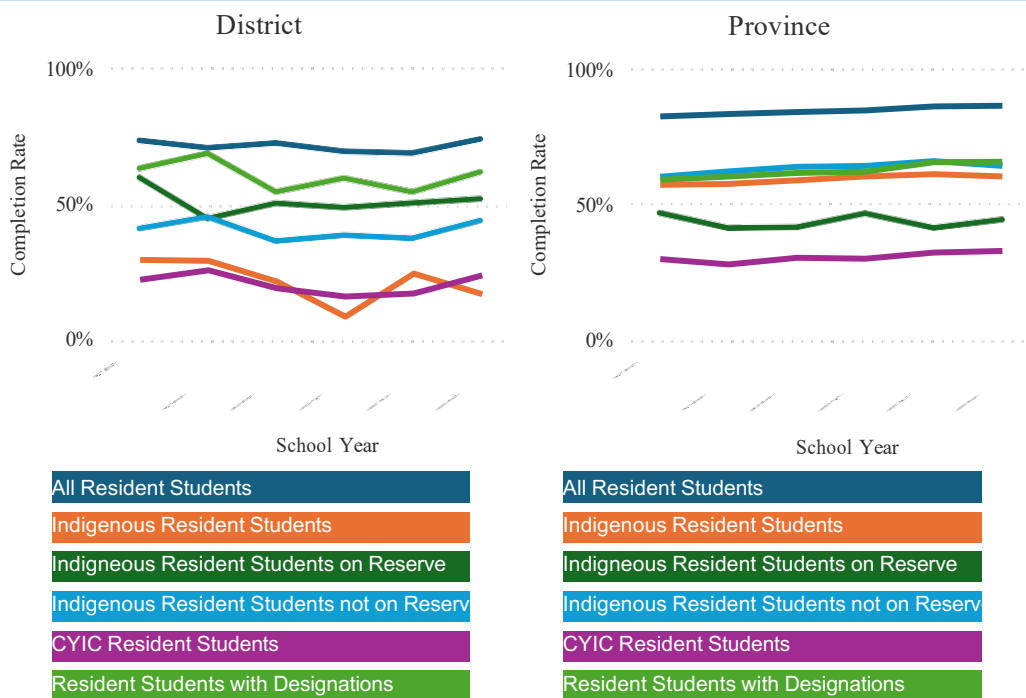
## Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

### 5-Year Completion Rate (Dogwood & Adult Dogwood)



### 5-Year Completion Rate (Dogwood Only)





## Analysis and Interpretation

### Outcome 4: Graduation

#### Strategic Plan Alignment:

Goal: Learning

Objective: Focus on applied learning and authentic real-world learning experiences

Our district continues to focus on our goal for learning: Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens.

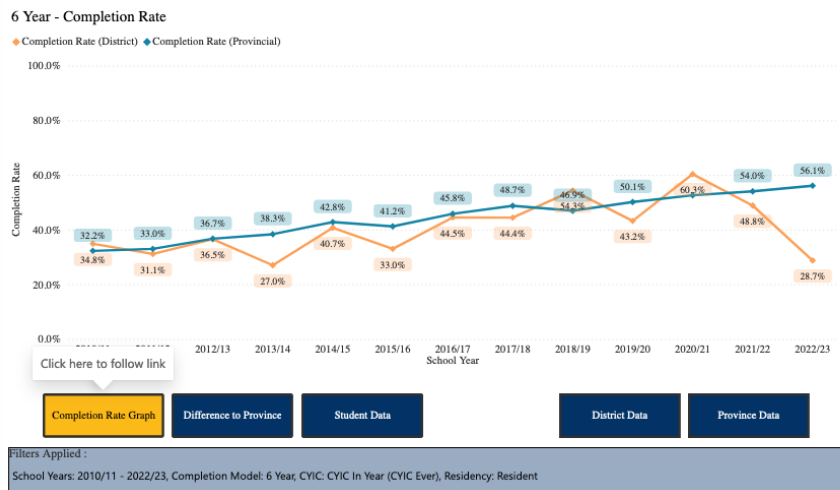
#### Data Insights:

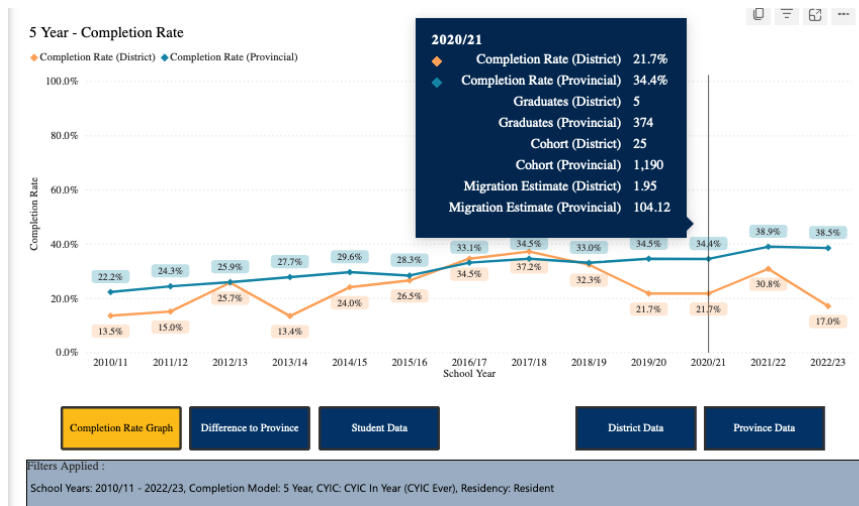
*Ref: Measure 4.1: Achieved Dogwood within 5 Years*

The 5-year completion rate for All Resident students has remained constant for many years, except for a slight increase in 2022/2023 that is encouraging.

The Children and Youth in Care (CYIC) graduation rate remains low; however, in the Cowichan Valley School District, the 5-year completion rate for CYIC in 2022/2023 was 17.0% compared to 38.5 % in the province. There is a recognition that the cohort size in the district is small, and the size of the graduating cohort may impact reliability of the data from year to year.

The 6-year completion for CYIC (28.7%) is almost half that of the province (56.1%) in 2022/2023. In a closer examination of district data, the 5-year graduation rates for CYIC have gradually decreased over five years from 55% in 2018/2019 to 29% in 2022/2023. The district has intentionally focused professional learning on this area and has designed secondary school programs to ensure a care team for each student in care. In addition, connections with community agencies have increased with the hope to build bridges that encourage wrap around support.





Inclusive Education Students (54.4%) still represent lower than district All Resident Students (75.7%) for a 5-year completion rate. In a closer examination of District data, 5-year graduation rates for students with diverse abilities have gradually increased over five years from 50% in 2018/2019 to 55% in 2022/2023.

*Plan for Action:*

- intentionally conduct regular file reviews to establish learning strengths and needs; ask the student to state their own strengths and identify an area for further development
- continue to foster connections with delegated and ministry agencies
- ensure continuity of programming when the student has accessed school level supports or services such as learning assistance, English Language Learning, counselling, and Indigenous language and culture programs
- establish communication plans with each student especially after periods of transition
- ensure that the student knows their options with respect to graduation

*Strategic Plan Alignment:*

Goal: Indigenous Ways of Knowing

Objective: Address the inequities of outcomes for our Indigenous learners

Our district continues to focus on our goal for Indigenous Ways of Knowing: Embrace Indigenous perspectives and knowledge as part of our history and recognize Indigenous content is integral to our learning journey.

### *Data Insights:*

The 5-year completion rate for Dogwood and Adult Dogwood shows lower rates for Indigenous students on Reserve over five years than the provincial counterparts. Students not on Reserve shows slightly higher than average graduation rate. Removing the Adult Dogwood option shows lower rates for the 5-year completion for both Indigenous students on and off Reserve.

A closer examination of district data shows higher 6-year graduation rates for all Indigenous learners (58% in 2022/2023 compared to 46% of 5-year graduates in the same year).

### *Plan for Action:*

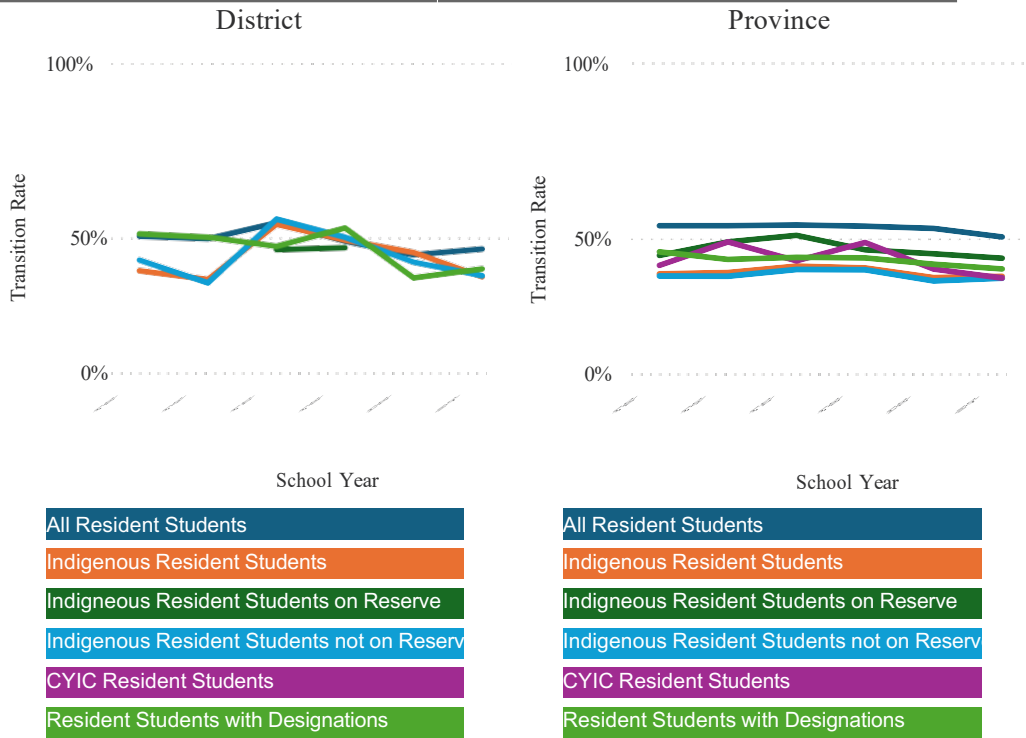
- Alternate education review – increased focus on keeping student at home schools with additional options for certification programs, learning supports and electives
- Indigenous Culture and Language Centre at Quw'utsun Secondary School that will have programming to better engage Indigenous learners on a cultural level

The data indicates that the three focus areas of growth for grad rates are students in Alternate schools, Children and Youth in Care, and Indigenous learners on Reserve. Actions includes enhanced Alternative programming, hard tracking of CYIC and promoting in school supports, and a dedicated Indigenous Education Centre with staff to track learners and their success. The district has initiated a much stronger system of connection with agencies for children in care in addition to focused professional development for school leaders about strategies to meet the needs of CYIC.

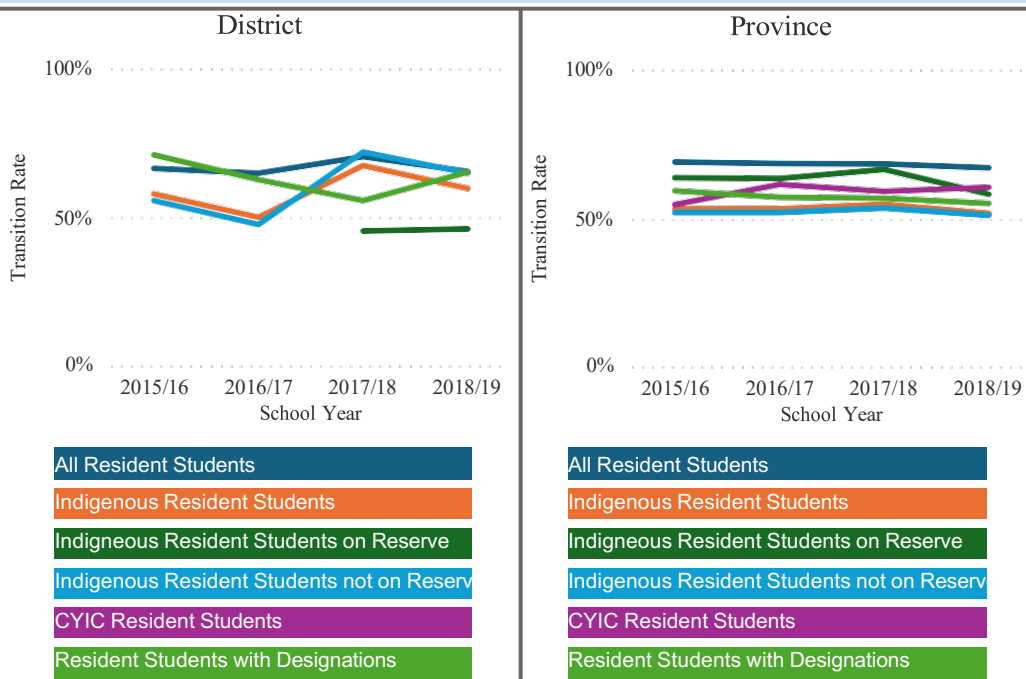
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)





## Analysis and Interpretation

### *Outcome 5: Life and Career Core Competencies*

#### *Strategic Plan Alignment:*

Goal: Learning

Objective: Create well-designed learning environments that are:

- ✓ Focus on applied learning and authentic real-world learning experiences
- ✓ Profoundly personalized
- ✓ Learner-centred
- ✓ Inclusive
- ✓ Social

The district continues to focus on the goal for learning: Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens.

#### *Data Insights:*

*Ref: Measure 5.1: Post-Secondary Transitions*

Initially, students were attending post-secondary institutions at a rate higher than the provincial average due to a policy by the then Ministry of Education that allowed sponsorship of students even after graduation. However, after 2018, the transition rates have adjusted to be more in line with the provincial average across all student categories.

Cowichan Valley School District is proud of the continued expansion of its exploratory post-secondary opportunities, specifically designed to support Indigenous students, CYIC, and students with disabilities. These programs aim to provide vital resources and guidance, ensuring a smooth and successful transition from secondary education to post-secondary pursuits.

The district's commitment to inclusivity and equity in education is reflected in the diverse range of exploratory opportunities available to students. By participating in these programs, students gain firsthand experience of the post-secondary environment, access critical resources, and build the confidence necessary to thrive in their future academic and career paths.

These exploratory opportunities are designed to address the unique needs of each student



group, offering tailored support and guidance. Students can explore a variety of post-secondary institutions, engage with academic and support services, and connect with mentors who understand their specific challenges and strengths.

Careers programs in the district are fulsome and strong. They remain well-promoted and highly integrated with post-secondary schools and community opportunities. Cowichan Valley School District is a provincial leader in placing students in dual credit, even compared to districts with much higher overall enrolment (126 Cowichan Valley School District students placed in Work in Trades in 2023/2024 compared to seventy-eight students in Surrey School District in the same year).

	2020-21	2021-22	2022-23
Youth Train in Trades	79	76	83
Trades Sampler	30	63	63
Academic dual credit	231	198	180
Youth Work in Trades	92	129	124
Youth Explore Trades Skills	250	392	410
Work Experience	87	257	279
Summer Career Program	No Summer Camps	No Summer Camps	10 RCMP seats
<b>Total Career Head Count</b>	<b>769</b>	<b>1115</b>	<b>1139</b>

### *Plan for Action:*

- continue to work with Camosun College and Vancouver Island University to place students in trades programs
- continue to promote and support dual credit opportunities, which will encourage students to continue to post-secondary
- Indigenous Culture and Language Program and Alternate Education Certification programs will better communicate post-secondary options for priority learners
- certificate credentialing program for 2024/2025 targeting Cowichan Valley Open Learning Co-operative (CVOLC) and satellite students

## Career Development Summary

The Cowichan Valley School District is proud to announce its continued growth and commitment to meeting the evolving needs of the community through innovative career and dual credit programming. The district has consistently demonstrated leadership in aligning educational initiatives with the demands of the local economy, ensuring that students are prepared for the future of their choosing.

As a pioneer in the Ministry's Early Childhood Education (ECE) pilot program, the Cowichan Valley School District set a standard for excellence in early childhood education training. Building on this success, the district has more recently emerged as a leader in the Health Careers pilot project, further solidifying its role as a key player in addressing the critical need for skilled professionals in the healthcare sector.

### **Learning Alternate Program**

In the Fall of 2023, an external appreciative review of the district's Learning Alternate Programs was conducted, resulting in several recommended strategies for the upcoming school year. One of the key initiatives involves enhancing Learning Alternate Satellite program at our larger high schools. These enhancements would allow for students to stay connected to their school communities, alleviate transportation challenges to the centrally located site, and offer students a broader range of supports, electives, and extracurricular activities. Another area of planned growth is the expansion of micro-credentialing opportunities through the collaboration with the district Careers Department.