Cowichan Valley

SD079

Enhancing Student Learning Report
September 2025

Part 1: Review Data and Evidence
Pre-Populated Provincial Template

In Review of Year #4 of Beyond Education Strategic, 2020-24

Approved by Board on September 25, 2025

Board Chair: _____

Partner Groups Consulted Prior to Board Approval:
- o Indigenous Education Council Cowichan Valley
- o Principals/Vice Principals
- o Cowichan Valley Teachers Union
- o United Steelworkers Union
- o Canadian Union of Public Employees
- o District Parent Advisory Council

Territorial Acknowledgement:

The Cowichan Valley Board of Education walks beside the Cowichan Tribes, Malahat, Halalt, Penelakut, Stz'uminus, Lyackson and Ts'uubaa- asatx 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 all of the xe'xe' smun'eem.

Contents

Enhancing Student Learning Report:
Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:
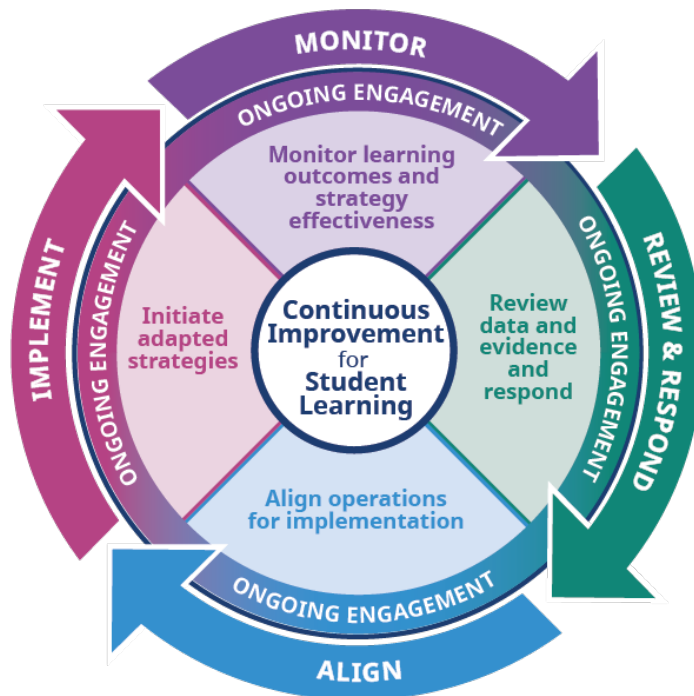
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence
Part 1

Review Data and Evidence Provides:
- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  1. **Analysis** (What patterns emerge?)
  2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:
- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:
- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development
Educational Outcome 1: Literacy
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD079 - Grade 4 FSA Literacy - Expected Count | Participation Rate

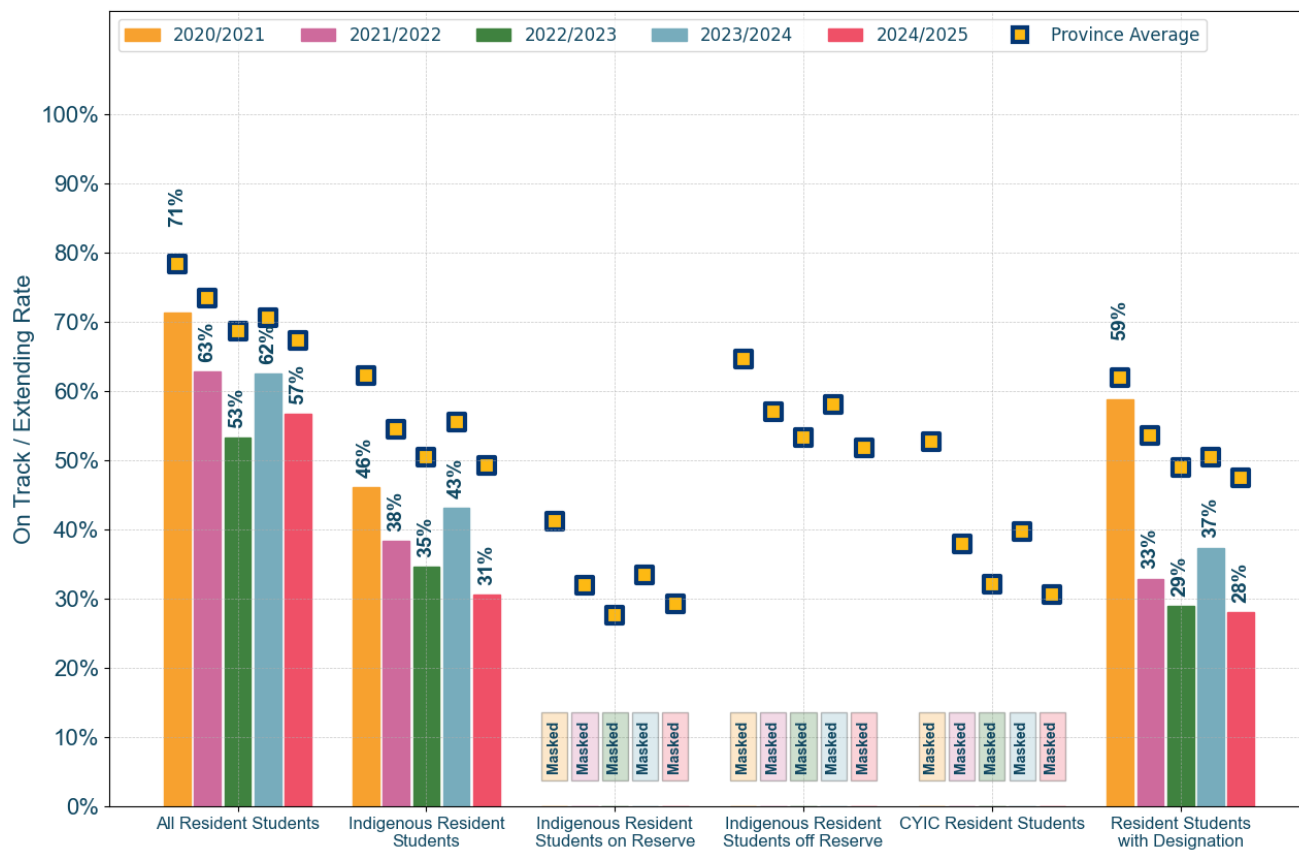|	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	641 | 77%	615 | 84%	678 | 87%	664 | 93%	632 | 95%
Indigenous Resident Students	129 | 64%	132 | 72%	145 | 81%	135 | 87%	126 | 89%
Indigenous Resident Students on Reserve	Masked	38 | 68%	42 | 74%	33 | 79%	30 | 83%
Indigenous Resident Students off Reserve	Masked	94 | 73%	103 | 84%	102 | 90%	96 | 91%
CYIC Resident Students	22 | 68%	15 | 67%	Masked	Masked	Masked
Resident Students with Designation	75 | 53%	74 | 66%	59 | 71%	63 | 76%	82 | 85%

SD079 - Grade 4 FSA Literacy - On Track / Extending Rate

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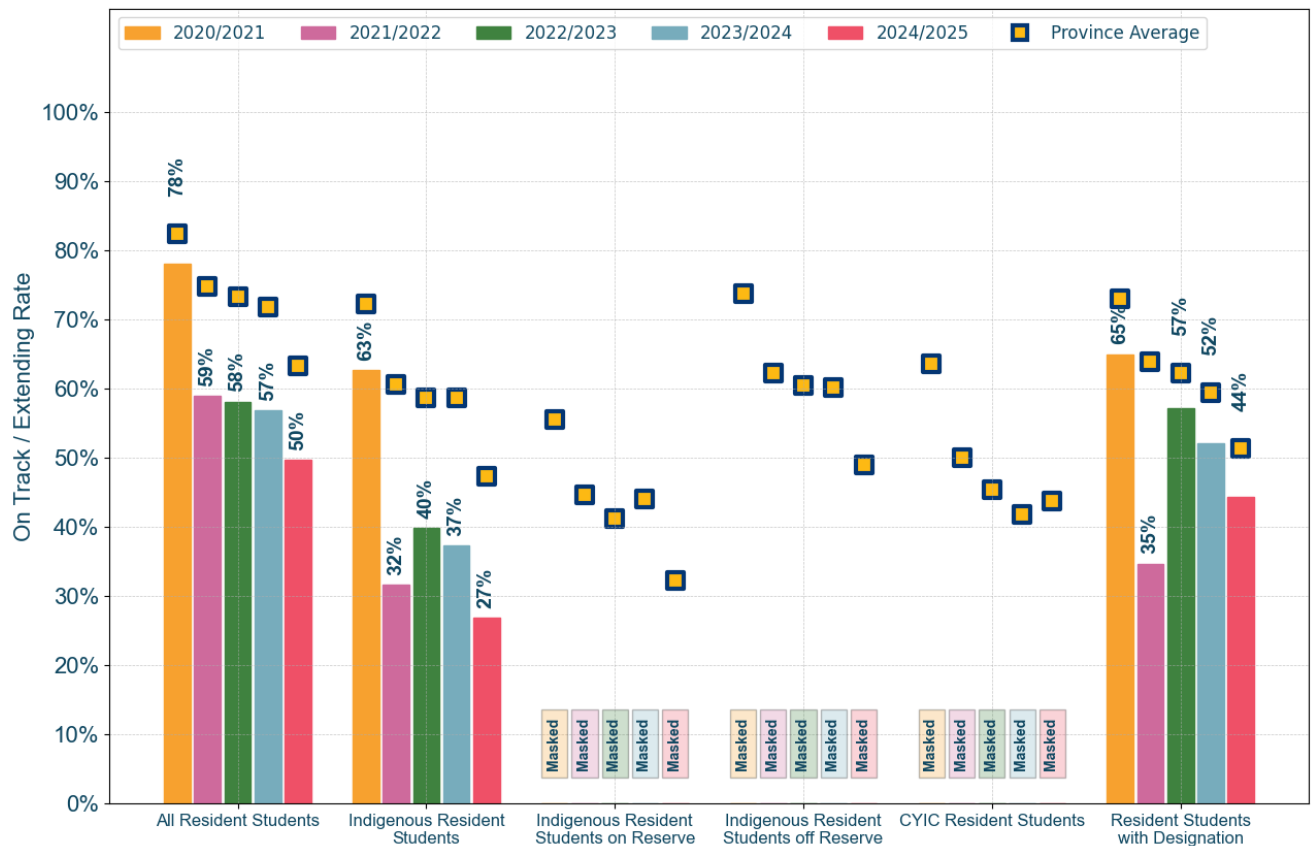
SD079 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	627 | 74%	600 | 87%	629 | 89%	663 | 93%	630 | 92%
Indigenous Resident Students	159 | 49%	139 | 77%	159 | 82%	133 | 87%	144 | 82%
Indigenous Resident Students on Reserve	56 | 27%	36 | 58%	48 | 69%	40 | 78%	53 | 77%
Indigenous Resident Students off Reserve	103 | 61%	103 | 83%	111 | 87%	93 | 91%	91 | 85%
CYIC Resident Students	22 | 68%	Masked	Masked	Masked	Masked
Resident Students with Designation	118 | 58%	99 | 74%	127 | 76%	111 | 82%	122 | 82%

## SD079 - Grade 7 FSA Literacy - On Track / Extending Rate

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Measure 1.2: Grade 10 Literacy Expectations

SD079 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	576 | 42%	557 | 72%	612 | 72%	646 | 78%	625 | 76%
Indigenous Resident Students	137 | 35%	126 | 47%	161 | 43%	158 | 53%	164 | 54%
Indigenous Resident Students on Reserve	50 | 24%	46 | 24%	73 | 22%	63 | 37%	58 | 45%
Indigenous Resident Students off Reserve	87 | 41%	80 | 60%	88 | 60%	95 | 63%	106 | 58%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	105 | 27%	100 | 55%	130 | 62%	122 | 60%	142 | 63%

SD079 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
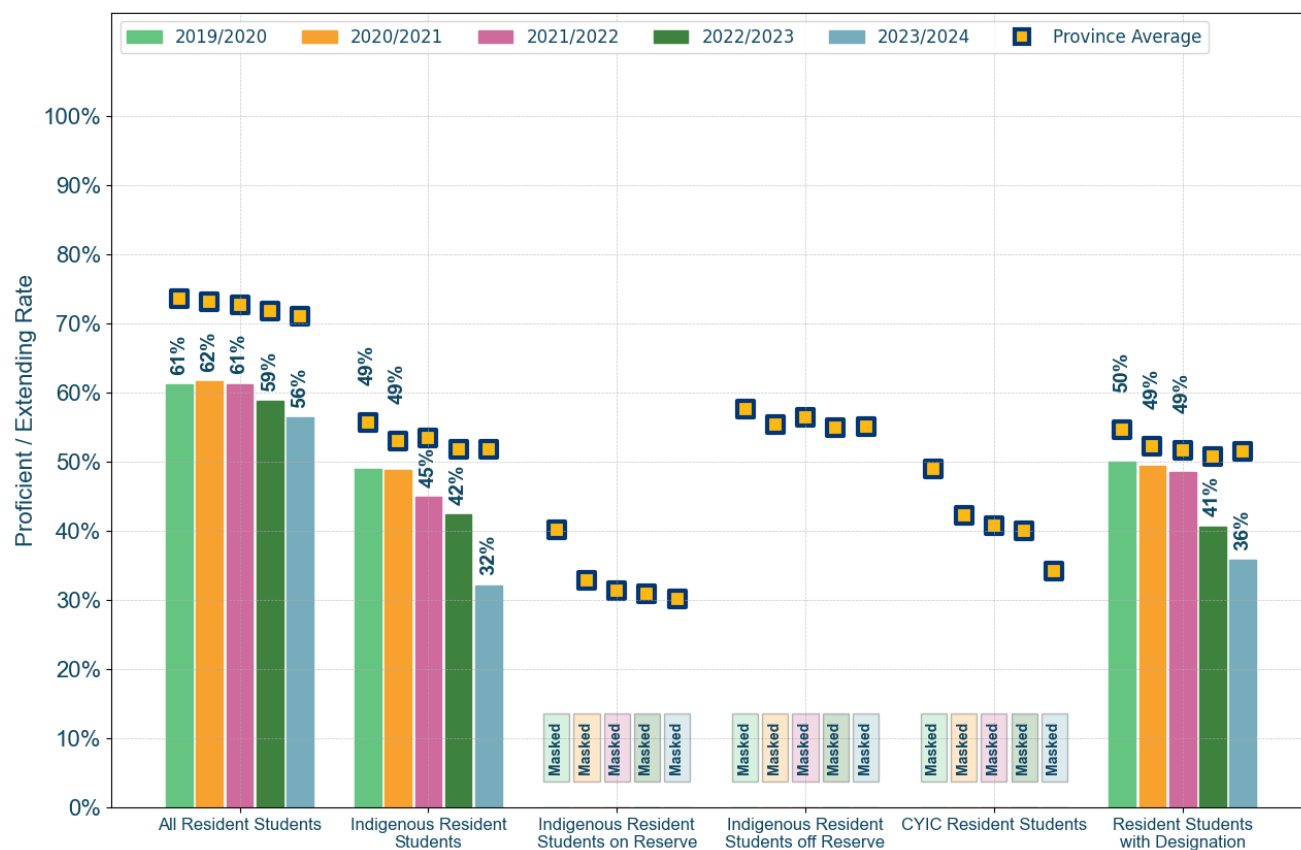
Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

1. **Brief Overview of Clarifying Information**

A key consideration in our data analysis is the significant representation of Indigenous students, who comprise 21% of the Cowichan Valley School District's student population—nearly double the provincial average of 11%. Due to privacy protocols, data for Indigenous students living on-reserve, off-reserve, and Children and Youth in Care (CYIC) is masked in our charts, as each of these groups had fewer than nine students achieving proficiency or extending levels on assessments.

Over the past five years, participation rates in the Grade 4 and Grade 7 Foundation Skills Assessments (FSA) have increased from approximately 75% to 95%. The most notable improvement is among Indigenous students living on-reserve, whose participation rose from below 30% to approximately 80% at both grade levels. Similarly, participation in the Grade 10 graduation assessment has increased for this group. These improvements reflect the positive impact of district communication efforts with families about the value of assessments, resulting in more accurate and actionable data to support student achievement.

It is also important to note that the Cowichan Valley is home to 18 independent schools, and many students from our catchment area either attend or transition to these schools during their K–12 education.

2. **Brief Overview of Notable Trends**

Our overall data for students achieving "on track" or "extending" in the Grade 4 and Grade 7 Foundation Skills Assessments (FSA), as well as the Grade 10 Literacy Assessment, indicates a continued decline in student achievement—mirroring the broader provincial trend. For priority populations, including Indigenous students living on-reserve, off-reserve, and Children and Youth in Care (CYIC), data is consistently masked due to fewer than 10 students meeting proficiency thresholds.

One notable trend is a 10% increase in FSA participation for the cohort that was in Grade 4 in 2021/22 and Grade 7 in 2024/25. Despite this increase in participation, Indigenous students—both on- and off-reserve—continue to show low proficiency levels, with fewer than 10 students achieving "on track" or "extending" in each of the past four years.

A closer examination of the masked data reveals a slight increase in the number of on-reserve Indigenous students in Grade 4 and Grade 7 achieving proficiency. In contrast, there has been a corresponding decrease among off-reserve Indigenous students in both grade levels. While these shifts are modest, they highlight emerging patterns that warrant further attention and targeted support.

3. **Brief Overview of Relevant Comparisons**

The data also reveals a more pronounced five-year downward trend in performance among priority populations, including Indigenous learners, Children and Youth in Care (CYIC), and students with diverse needs and disabilities. While this decline aligns with the overall provincial trend, student achievement within these groups in our district remains significantly below the provincial average.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

1. **What new information emerged when comparing the provincial data with relevant local data?**

The district's locally developed Literacy Dashboard captures data across five key components of reading development: phonological awareness, phonics, vocabulary, comprehension, and fluency. Over the past two years, local trends show growth in several reading skill indicators. This dashboard is a valuable tool, offering granular, actionable data that supports instructional adjustments. Notably, our Fall Comprehension data aligns closely with provincial Foundation Skills Assessment (FSA) results, reinforcing the reliability of both data sources. In addition, analysis of Grade 3 local literacy assessments reveals a correlation with Grade 4 FSA proficiency levels, strengthening confidence in the predictive value of our local tools.

A key area for growth is expanding the use of dashboard data to inform professional learning and classroom literacy practices. The data also underscores the need to close the achievement gap between district and provincial performance, particularly for priority population learners, where the most significant disparities persist.

2. **What Strengths and Areas for Growth were uncovered?**

A key strength has been the district's strategic focus on literacy, particularly through the deployment of District Student Achievement Coordinators in focus schools—those with high percentages of priority population learners. These coordinators collaborate with teachers to monitor Literacy Dashboard data and provide targeted instructional support and resources. This approach is expected to yield improved outcomes in Grade 4 and 7 FSAs and the Grade 10 Graduation Literacy Assessment in the coming years.

However, chronic absenteeism remains a significant challenge. In focus schools, over one-third of students have missed 40 or more days of instruction. Addressing attendance is a critical area for growth to support overall student success, as illustrated by our local analysis of the data:
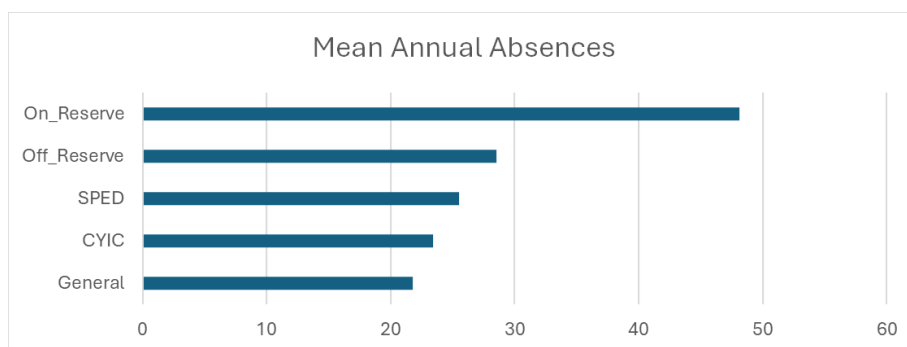
This data, when aligned to local literacy data, indicates that absences have a greater impact on priority learner populations than for students not included in one of the priority population groups.

Table for students with above 100 absences:

	Learners	Priority Learners
ORF above mean	3	3
ORF below mean	4	22
No Data	4	30
Total Students	11	55

Table for students with above 50 absences:

	Learners	Priority Learners
ORF above mean	36	30
ORF below mean	38	133
No Data	15	65
Total Students	89	228

District forward planning will include actions to support student attendance.

3. **How do the results from the analysis inform the district's commitments to improving Equity for Priorty Population Learners?**

The district's literacy interventions prioritize Indigenous students living on-reserve, Children and Youth in Care (CYIC), and students with diverse abilities and disabilities. Schools have structured timetables to include dedicated literacy learning blocks aligned with Literacy Dashboard assessments. These often involve small-group instruction tailored to the needs of priority learners.

District Student Achievement Coordinators work closely with classroom teachers to design and implement targeted supports. In secondary schools, priority scheduling is used to ensure collaboration among counsellors, Indigenous education staff, students, and families—ensuring that supports are responsive and culturally relevant.

System alignment will also improve priority learner population achievement outcomes. The finance, operations and transportation areas will prioritize the focus schools with high priority learner populations for service. Further, Principal/Vice Principal and Senior Leadership Performance Plans and work plans will also align to the district goals to ensure success for our priority learner populations.
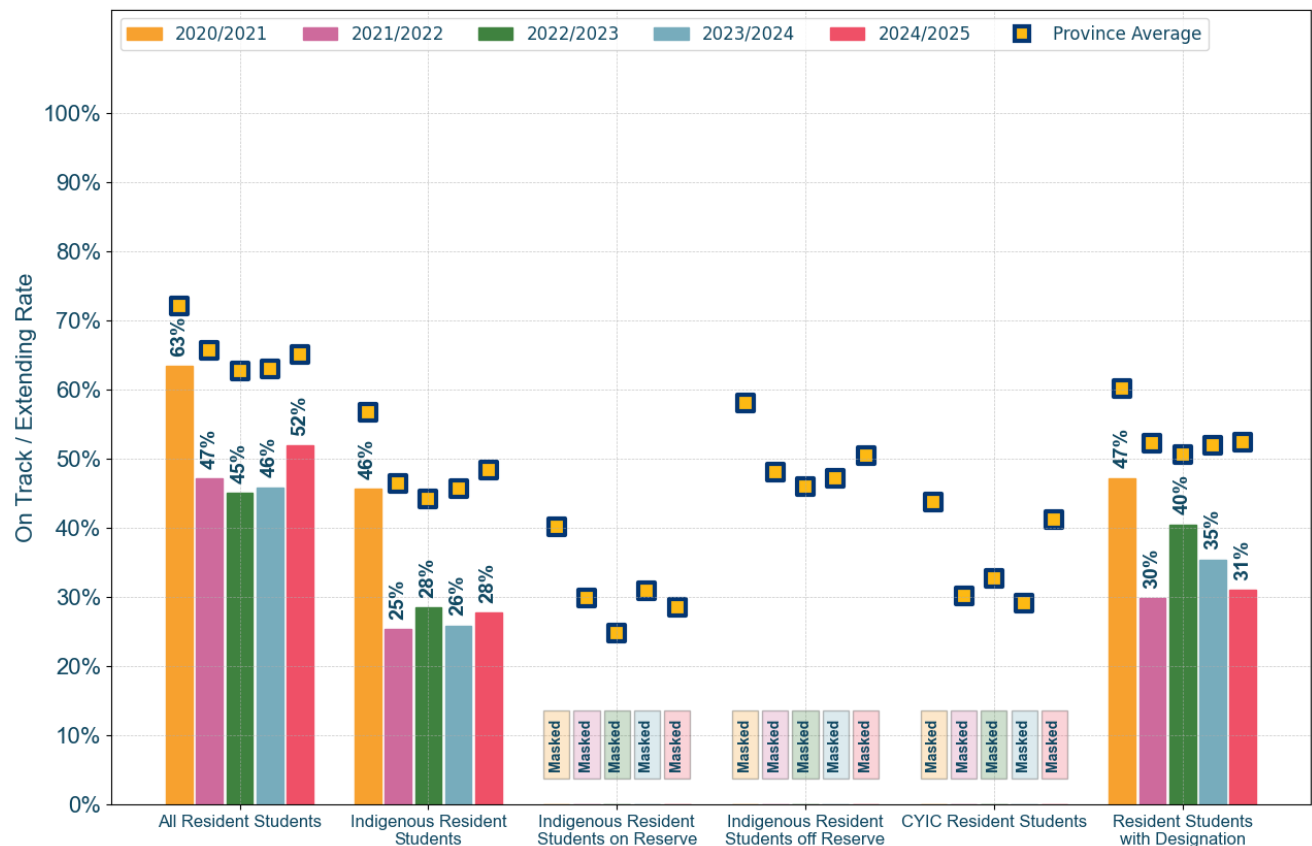
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD079 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

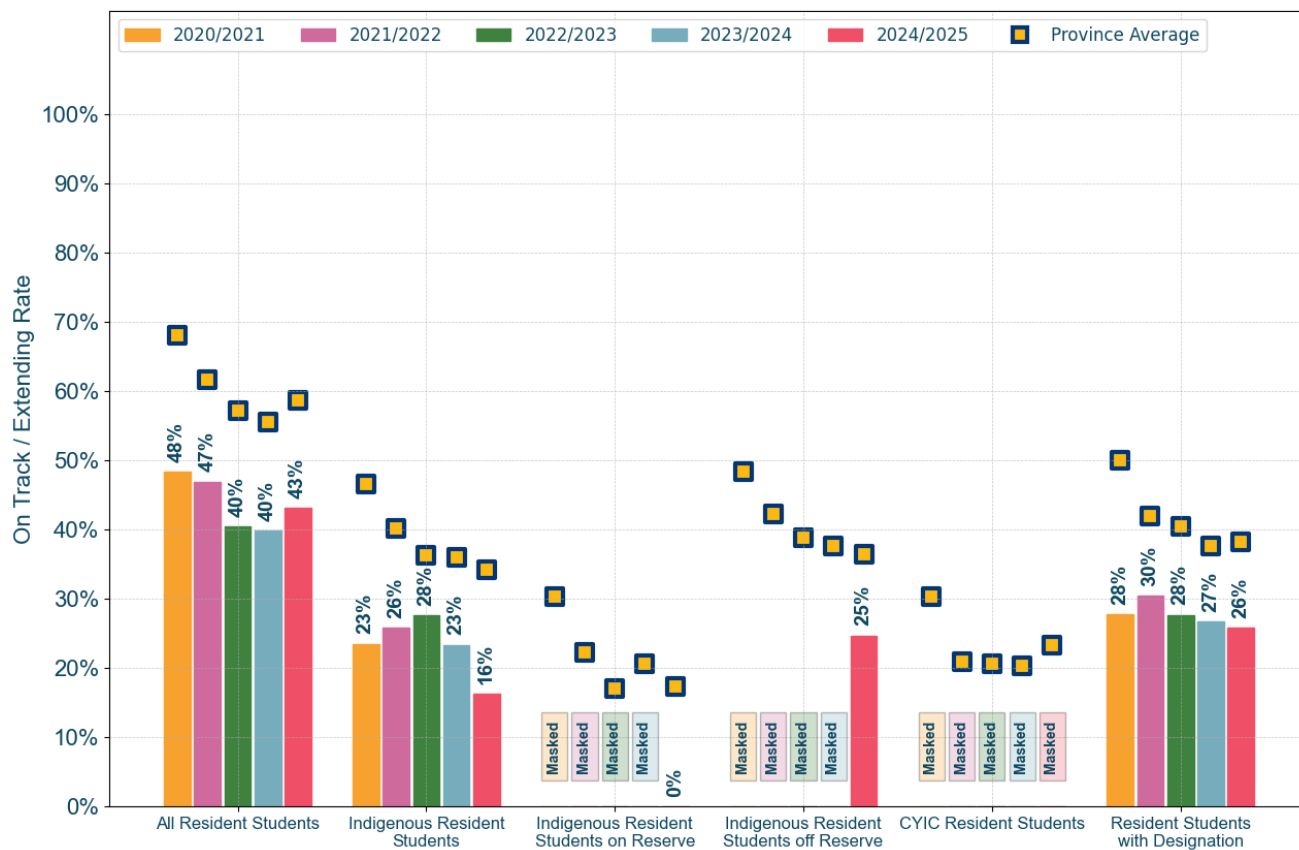|	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	641 | 76%	615 | 83%	678 | 87%	664 | 91%	632 | 95%
Indigenous Resident Students	129 | 63%	132 | 66%	145 | 80%	135 | 86%	126 | 89%
Indigenous Resident Students on Reserve	Masked	38 | 61%	42 | 69%	33 | 76%	30 | 87%
Indigenous Resident Students off Reserve	Masked	94 | 68%	103 | 84%	102 | 89%	96 | 90%
CYIC Resident Students	22 | 68%	Masked	Masked	Masked	Masked
Resident Students with Designation	75 | 48%	74 | 64%	59 | 71%	63 | 76%	82 | 87%

SD079 - Grade 4 FSA Numeracy - On Track / Extending Rate

SD079 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	627 | 74%	600 | 86%	629 | 87%	663 | 94%	630 | 91%
Indigenous Resident Students	159 | 51%	139 | 70%	159 | 80%	133 | 90%	144 | 81%
Indigenous Resident Students on Reserve	56 | 29%	36 | 50%	48 | 67%	40 | 83%	53 | 75%
Indigenous Resident Students off Reserve	103 | 63%	103 | 77%	111 | 86%	93 | 94%	91 | 85%
CYIC Resident Students	22 | 68%	Masked	Masked	Masked	Masked
Resident Students with Designation	118 | 61%	99 | 70%	127 | 74%	111 | 81%	122 | 80%

## SD079 - Grade 7 FSA Numeracy - On Track / Extending Rate

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Measure 2.2: Grade 10 Numeracy Expectations

SD079 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	574 | 43%	551 | 73%	607 | 46%	650 | 71%	625 | 73%
Indigenous Resident Students	136 | 27%	124 | 37%	159 | 33%	161 | 48%	162 | 51%
Indigenous Resident Students on Reserve	Masked	Masked	72 | 17%	63 | 35%	56 | 39%
Indigenous Resident Students off Reserve	Masked	Masked	87 | 47%	98 | 57%	106 | 58%
CYIC Resident Students	Masked	Masked	Masked	Masked	23 | 43%
Resident Students with Designation	105 | 34%	100 | 48%	128 | 46%	125 | 53%	143 | 55%

SD079 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

15
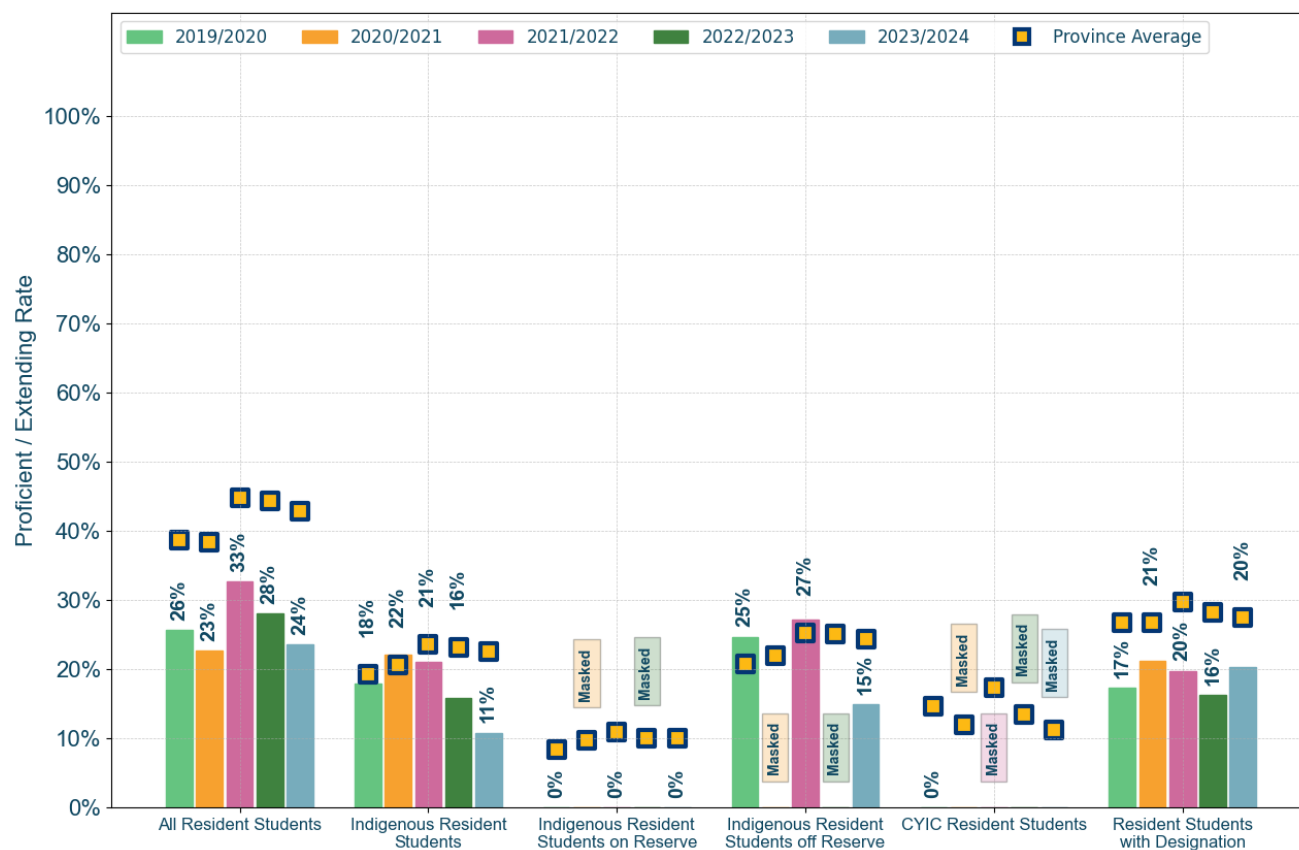
Analysis:

Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

1. Brief Overview of Clarifying Information

Over the past five years, participation rates in the Grade 4 and Grade 7 FSA have increased from approximately 75% to 95%. The most notable improvement is among Indigenous students living on reserve, where participation rose from below 30% to around 80% for both grades. Grade 10 graduation assessments have also shown modest gains in participation. These improvements provide the district with a more comprehensive understanding of student achievement. In addition, during the 2024-25 school year, the district has implemented district wide universal screeners for Numeracy K-7. This data has begun to inform instruction and intervention.

2. Brief Overview of Notable Trends

Results from the Grade 4 and Grade 7 FSA, as well as the Grade 10 Numeracy Assessment, indicate a continued decline in student achievement, consistent with provincial trends. Data for some priority populations also reflect this pattern. The district remains focused on improving both participation and success rates in the Grade 10 Numeracy Assessment, particularly for priority populations.

As with literacy, numeracy data collected during the pilot year, provides correlation to provincial data.   Closer analysis identified the following for priority learners:

- Grade 4 students with Indigenous ancestry scored 7.8 points below district average and students living on a reserve scored 11.4 points below the rest of the district.
- Grade 7 students with Indigenous ancestry scored 7.8 points and living on a reserve 12.0 points below the rest of the district.
- Grade 4 students with ministry designations scored 3.8 points below the rest of the district in the numeracy exams.
- Grade 7 students with ministry designations scored 4.5 points below the rest of the district in the FSA numeracy exams.

3. Brief Overview of Relevant Comparisons

Provincial data mirrors the trends observed in our district, with a steady decline in FSA results across Grades 4, 7, and 10 since 2020. A significant achievement gap persists between priority learners and the broader student population. Continued efforts are needed to close this gap and support equitable outcomes.

Interpretation:

Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

1. **What new information emerged when comparing the provincial data with relevant local data?**

The district has developed a Numeracy Dashboard to track foundational skills in number theory and computational fluency for students in Grades K–7. Full implementation of the dashboard and associated screeners is planned for 2025/2026, with baseline data collection beginning that year.

The local grade-to-grade transition process ensures students advance to the next level, even as they work toward course completion in Grades 10–12. Transition meetings—both within and between schools—facilitate the sharing of student literacy and numeracy data to support targeted interventions in the following year.

During the analysis phase, attendance emerged as a key factor impacting priority learner achievement.

2. **What Strengths and Areas for Growth were uncovered?**

A key strength is the district's proactive support at the K–7 level through District Student Achievement Coordinators, who collaborate with teachers in focus schools to monitor screener data and provide targeted resources. The ongoing implementation of the District Numeracy Framework remains a central priority.

The local dashboard data shows literacy rates are improving, and it is anticipated that gains in numeracy will follow. However, both district and school staff have noted that the complexity of reading and interpreting questions in the FSA and Numeracy 10 assessments presents a barrier to full student engagement.

3. **How do the results from the analysis inform the district's commitments to improving Equity for Priorty Population Learners?**

Supporting numeracy development among priority populations remains a district focus. The upcoming screener data will guide the allocation of resources and inform targeted interventions. District Student Achievement Coordinators collaborate with teachers and school teams to design tiered supports tailored to student needs. Additionally, professional development in numeracy will be prioritized to build educator capacity and promote equitable outcomes. The District Principal of Priority Populations will create a working group to identify and monitor strategies to improve achievement with a focus on the priority learner groups.

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

SD079 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1834 | 51%	1747 | 72%	1775 | 78%	1915 | 75%	1921 | 75%
Indigenous Resident Students	436 | 44%	391 | 50%	420 | 60%	458 | 60%	426 | 61%
Indigenous Resident Students on Reserve	145 | 39%	120 | 29%	144 | 40%	152 | 48%	130 | 47%
Indigenous Resident Students off Reserve	291 | 47%	271 | 59%	276 | 70%	306 | 65%	296 | 67%
CYIC Resident Students	50 | 30%	56 | 54%	43 | 63%	40 | 50%	40 | 50%
Resident Students with Designation	300 | 45%	276 | 60%	299 | 66%	305 | 61%	312 | 62%

SD079 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
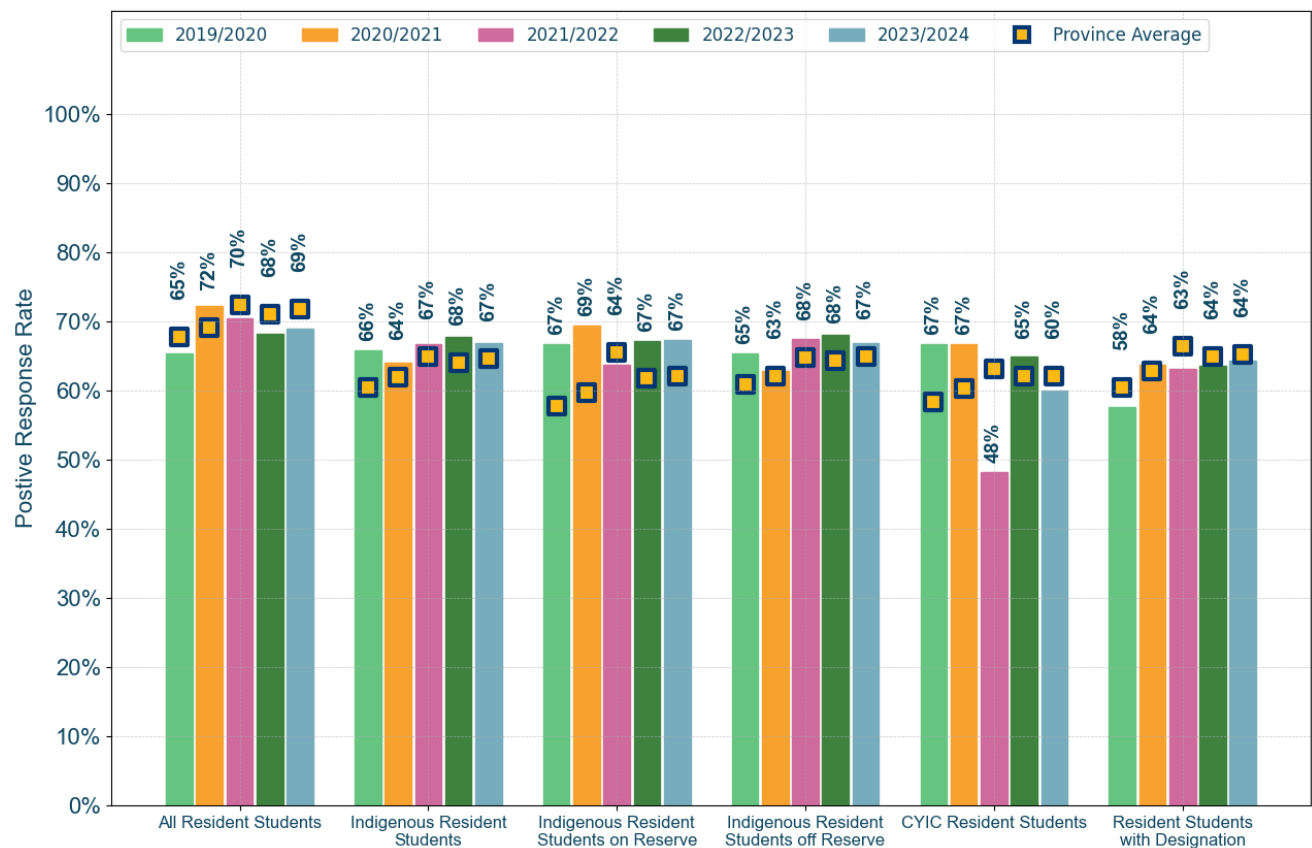
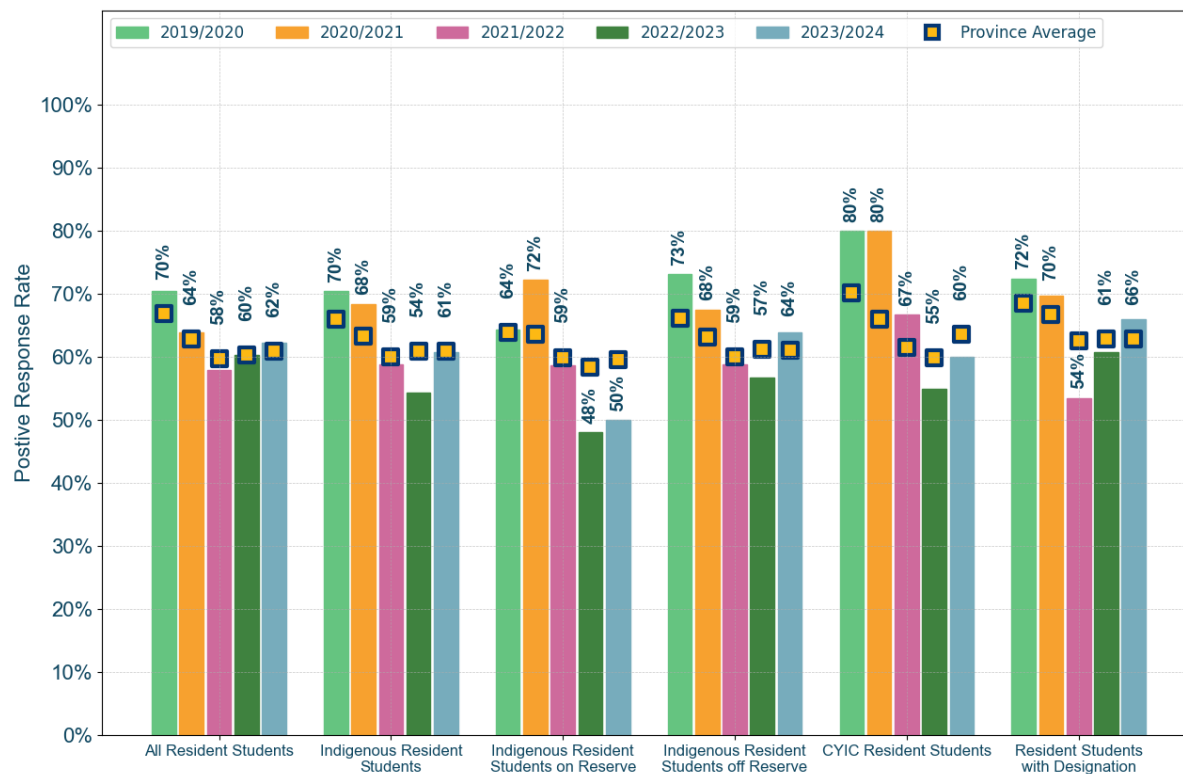## SD079 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10
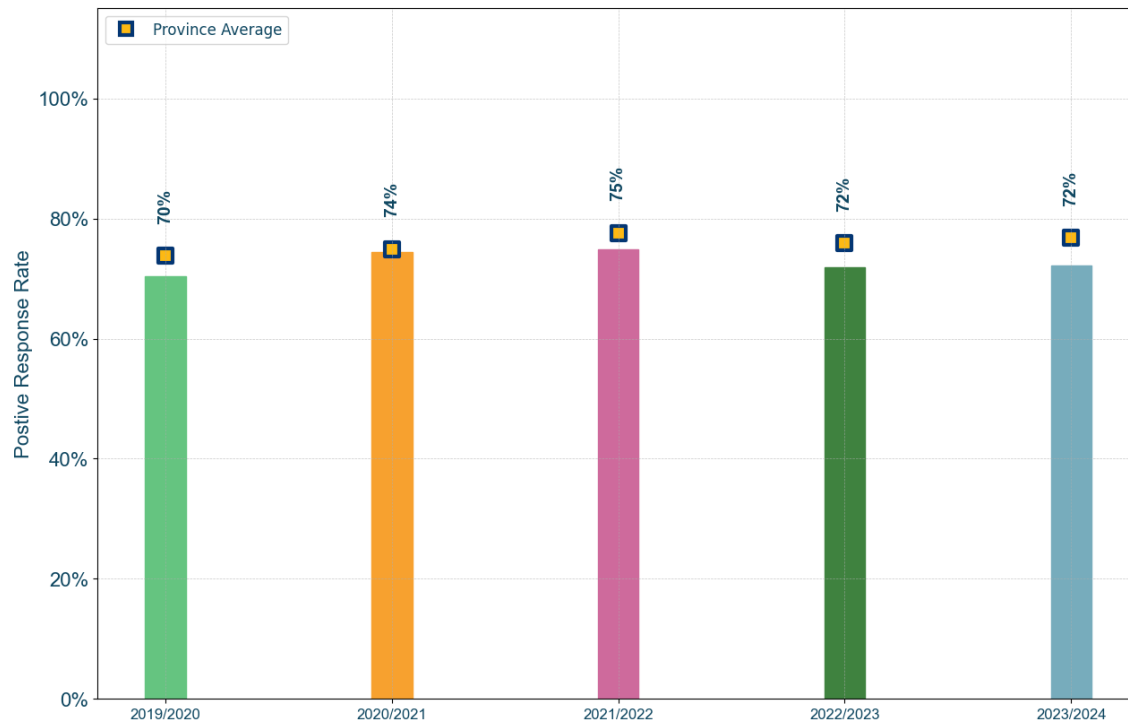
SD079 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
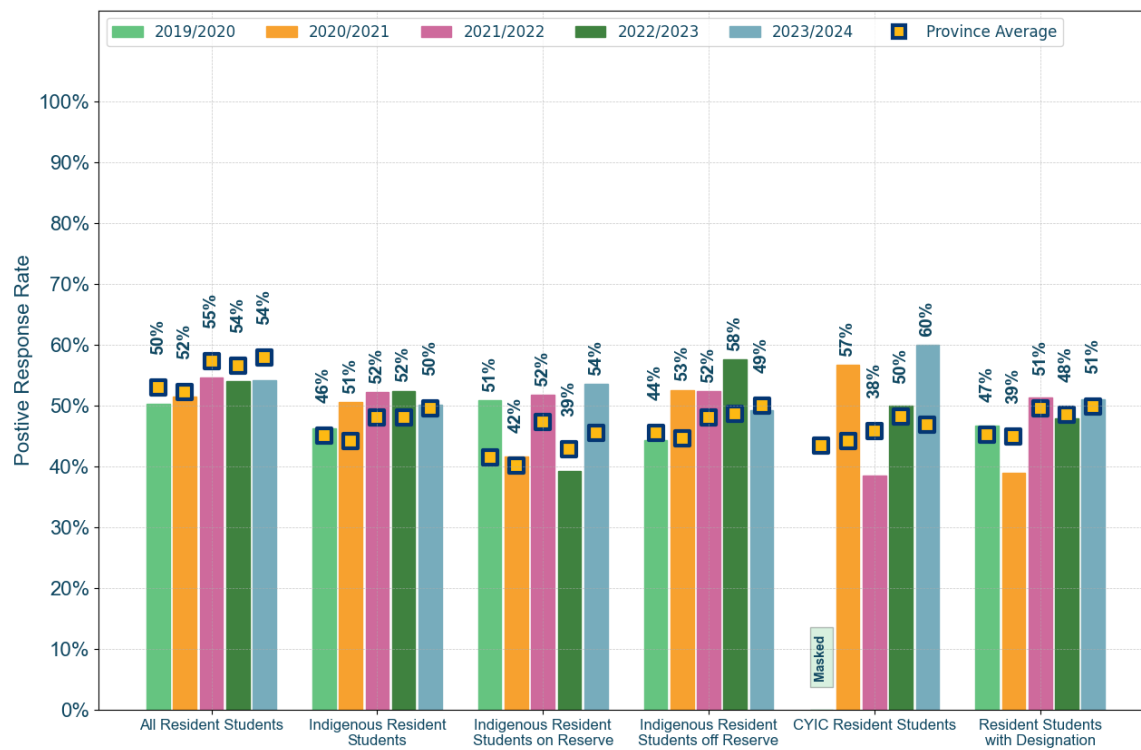
Measure 3.2: Students Feel that Adults Care About Them at School

SD079 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10

Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

1. Brief Overview of Clarifying Information

Participation rates in student surveys have shown significant improvement over five years:
- All students: from 51% to 75%
- Students with Indigenous ancestry: from 44% to 61%
- Children and Youth in Care (CYIC): from 30% to 63%
- Students with designations: from 45% to 62%

It is also notable that 21% of the district's student population identifies as Indigenous, nearly double the provincial average of 11%.

2. Brief Overview of Notable Trends

Feeling Welcome, Feeling Safe and Sense of Belonging:
- All students reported feeling welcome at or near the provincial average
- Students with Indigenous ancestry and living on reserve consistently reported higher rates than all students
- CYIC reported feeling welcome at or above provincial averages (48% vs. 62%)
- Students with designations remained close to the provincial average

Feeling that Two or More Adults Care:
- All students reported at the provincial average.
- Indigenous students (on and off reserve) reported at or above average
- CYIC and students with designations were consistent with provincial averages

3. Brief Overview of Relevant Comparisons

Overall, district responses have remained at or above provincial averages across most indicators of human and social development. This is particularly evident among priority population learners, who consistently report strong feelings of welcome and connection at school. Over the past three years, district trends have closely followed provincial patterns, indicating alignment in student experiences and perceptions.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

1. **What new information emerged when comparing the provincial data with relevant local data?**

The district supplements provincial data with insights gathered through monthly meetings with seven local First Nations Education Representatives. These representatives share community narratives and raise questions heard locally. Additional student voice is gathered through the District Student Advisory Council and Indigenous Student Leadership, which includes representatives from secondary, middle, alternate, and distance learning programs. The District Parent Advisory Council (DPAC) also meets monthly with senior leadership to provide feedback and ask questions and the Indigenous Education Council (IEC) plays a key role in guiding district priorities and ensuring Indigenous perspectives are embedded in decision-making.

2. **What Strengths and Areas for Growth were uncovered?**

Over the past five years, the district has prioritized inclusion, with a strong focus on Indigenous student support. This includes culturally responsive professional development, increased staffing in the Indigenous Education Department and monthly engagement with local Nations. Student Life Plans for all students with Indigenous ancestry were introduced in 2024-25 and include goals, interests, and supportive adult connections—amplifying student voice and personalizing support.

An area for growth is the development of a comprehensive communication, engagement, and attendance strategy for families of priority populations, targeted for implementation in 2025/26.

Further, the District will design multiple community or nation activities that will empower students to build their identity through connection with their culture.

3. **How do the results from the analysis inform the district's commitments to improving Equity for Priorty Population Learners?**

The district's equity planning is informed by the intersectionality of student identities—recognizing that approximately 80% of CYIC and 35% of students with diverse abilities or disabilities also identify as Indigenous. To support these learners:

- The Indigenous Education Department collects biannual data on attendance, academics, and social-emotional well-being to guide school-based planning.
- A new Indigenous Dashboard (2025) tracks enhanced services and family engagement.
- Cultural enhancement is supported through the creation of a Culture and Hul'q'umi'num' Program Guide, a Place-Based Learning Guide, and a Language Scope and Sequence Guide.
- A unique strength is the Ts'uwtun role—a dedicated support position for Indigenous students in grades 7–12 across four central zone schools. Each grade has a Ts'uwtun staff member (with youth care qualifications) who provides daily support, coordinates with community services, and participates in school-based team processes.
- Secondary Department Heads and Elementary lead teachers planning to improve results

Career Development

Educational Outcome 4: Graduation

Measure 2.3: Grade-to-Grade Transitions

SD079 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	578	554	607	652	630
Indigenous Resident Students	136	127	159	164	164
Indigenous Resident Students on Reserve	50	46	72	65	58
Indigenous Resident Students off Reserve	86	81	87	99	106
CYIC Resident Students	14	16	18	19	23
Resident Students with Designation	108	101	128	123	142

SD079 - Grade 10 to 11 Transition Rate

SD079 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	575	570	641	616	724
Indigenous Resident Students	128	128	150	159	196
Indigenous Resident Students on Reserve	48	43	52	64	69
Indigenous Resident Students off Reserve	80	85	98	95	127
CYIC Resident Students	19	16	22	18	29
Resident Students with Designation	112	105	131	137	149

### SD079 - Grade 11 to 12 Transition Rate
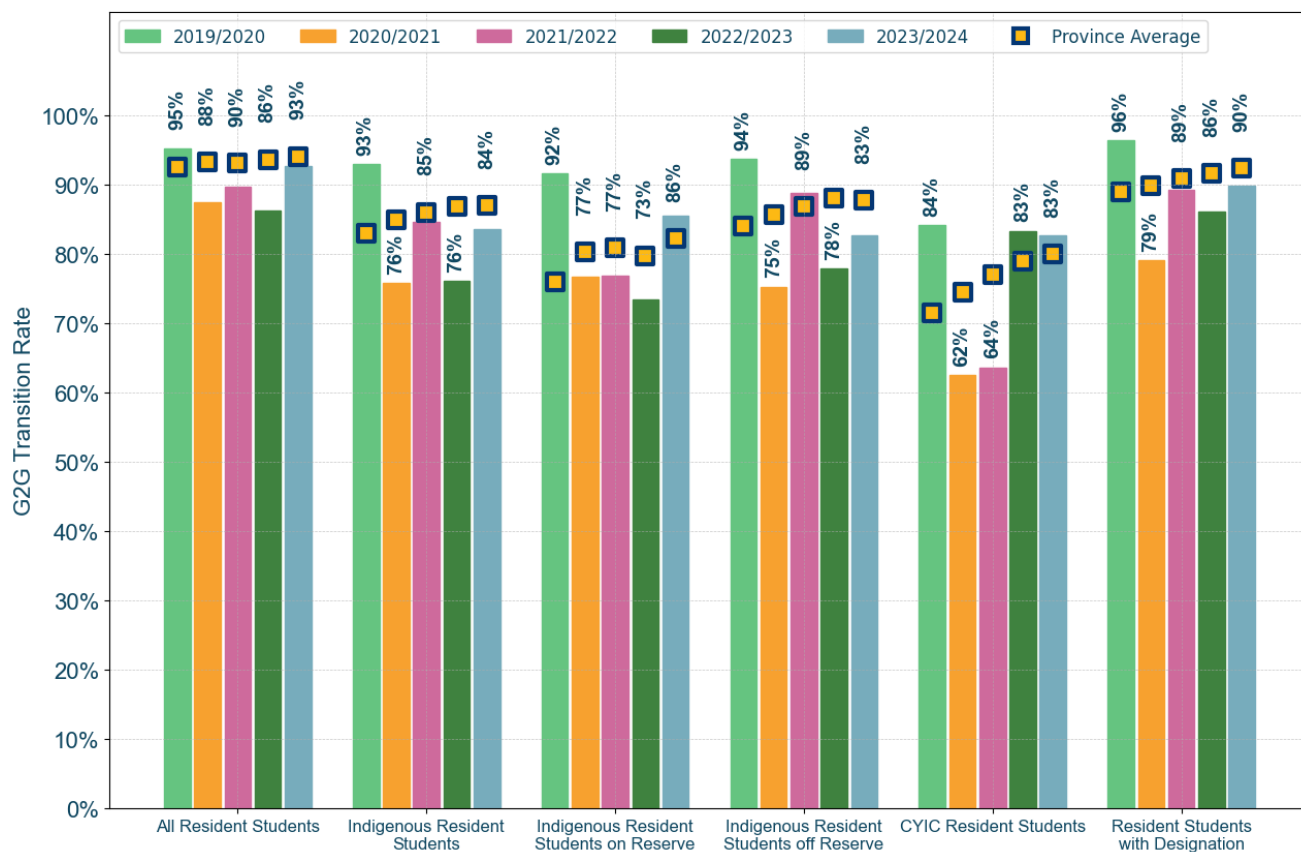
Measure 4.1: Achieved Dogwood within 5 Years

SD079 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	642 | 50	592 | 39	633 | 54	613 | 48	651 | 44
Indigenous Resident Students	139 | 11	136 | 9	146 | 13	142 | 11	163 | 11
Indigenous Resident Students on Reserve	67 | 5	62 | 4	68 | 6	71 | 6	84 | 5
Indigenous Resident Students off Reserve	72 | 5	74 | 5	78 | 7	71 | 5	79 | 6
CYIC Resident Students	54 | 4	59 | 4	54 | 5	54 | 5	65 | 4
Resident Students with Designation	154 | 12	156 | 10	157 | 14	148 | 11	162 | 11

SD079 - 5-Year Completion Rate - Dogwood + Adult Dogwood

SD079 - 5-Year Completion Rate - Dogwood

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

All Resident Students: 70%, 69%, 74%, 75%, 70%

Indigenous Resident Students: 39%, 38%, 44%, 37%, 38%

Indigenous Resident Students on Reserve: 16%, 17%, 24%, 22%, 15%

Indigenous Resident Students off Reserve: 60%, 55%, 62%, 52%, 63%

CYIC Resident Students: 28%, 33%, 31%, 30%, 33%

Resident Students with Designation: 49%, 51%, 52%, 57%, 59%
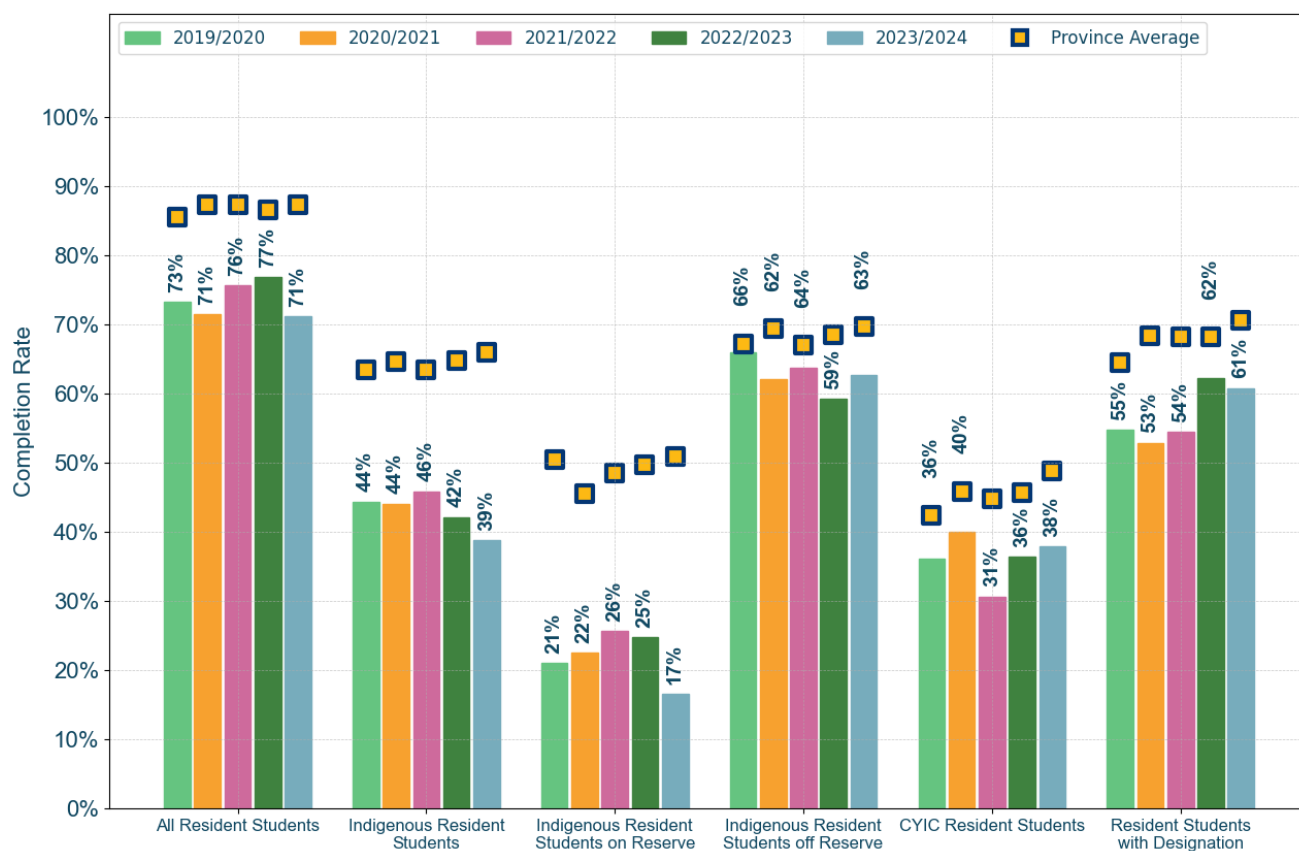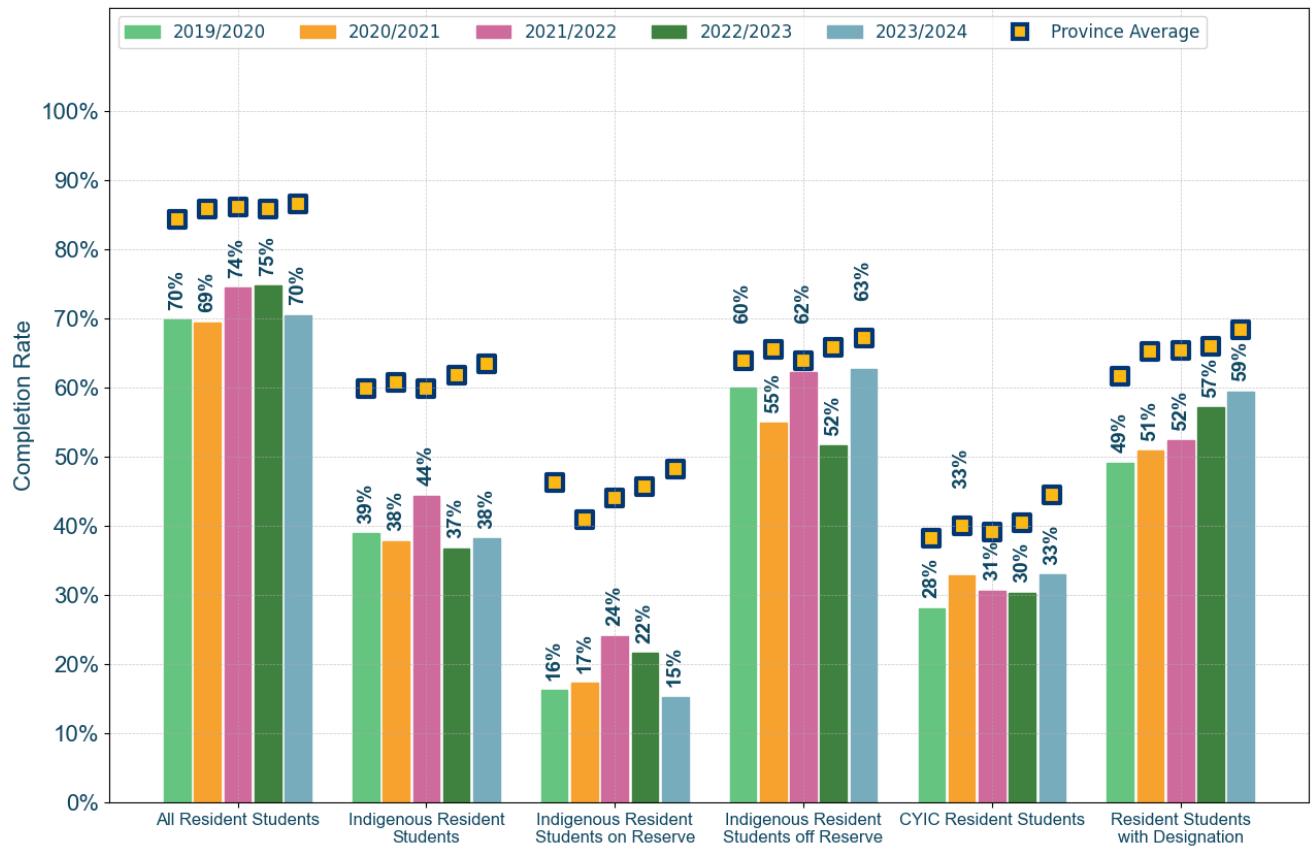
Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

1. Brief Overview of Clarifying Information

In the Cowichan School District, 21% of students identify as Indigenous—nearly double the provincial average of 11%. Additionally, 7% of students (633) live on reserve. Currently, grade-to-grade transition data has limited utility, as students are generally promoted automatically until Grade 12. This practice may obscure key intervention points. The district is now re-evaluating this approach to better identify and support students who may be struggling earlier in their academic journey.

2. Brief Overview of Notable Trends

Grade-to-Grade Transitions:

- Transition rates from Grade 10 to 11 meet or exceed provincial averages across all student groups.
- Transition rates from Grade 11 to 12 are consistently lower than provincial averages, though a notable improvement was observed in 2023/24.
- Indigenous learners, particularly those living on reserve, show inconsistent transition rates from Grade 11 to 12. However, there was a positive trend in 2023/24 for on-reserve Indigenous students.
- Children and Youth in Care (CYIC) are performing slightly above the provincial average in Grade 11 to 12 transitions.

Five-Year Completion Rates:

- Completion rates for both the Adult Dogwood and Regular Dogwood diplomas among Indigenous learners show year-to-year variability, mirroring provincial trends.
- Despite fluctuations, the gap between district and provincial completion rates remains significant.
- The five-year graduation rate for Indigenous students living on reserve is critically low at 15%, with a six-year rate of only 24%.
- These figures are substantially below both the district's overall five-year (83%) and six-year (91%) graduation rates.

3. Brief Overview of Relevant Comparisons

While grade-to-grade transition rates are generally at or above provincial averages, the automatic promotion policy may mask underlying academic challenges. The district is considering a shift in this practice to enable earlier identification of students who are not meeting learning outcomes—particularly in key transition years such as Grade 10.

Graduation outcomes for Indigenous students, especially those living on reserve, remain a significant concern. Their completion rates are well below both district and provincial averages, highlighting the urgent need for targeted supports and culturally responsive interventions.

Interpretation:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

1. What new information emerged when comparing the provincial data with relevant local data?

Interestingly, student survey data shows that the sense of belonging and feeling welcomed among on-reserve students is above the provincial average. This raises important questions about why academic outcomes for these students remain below average despite positive school climate indicators.

A systemic issue has been identified: students are often promoted to the next grade without having completed all required credits until they enter Grade 12. This may complicate accurate tracking of student progress and raises questions about how grade placement should be determined.

2. What Strengths and Areas for Growth were uncovered?

The district strength has been to implement several supports for Indigenous learners, including increased tracking of Indigenous students, hiring more Indigenous support workers and a new Indigenous Student Success Teacher supporting students in Grades 8–12.

Areas for Growth:
- Graduation rates for Indigenous students—particularly those living on reserve—remain critically low and are a clear priority for improvement
- Attendance tracking and reporting to Nations is being strengthened, but consistency remains an area for development
- Communication with families about the Graduation Program and the importance of regular attendance needs to be more accessible and multiple communication methods should be explored

3. How do the results from the analysis inform the district's commitments to improving Equity for Priorty Population Learners?

The district has introduced Student Life Plans for Indigenous learners and Children and Youth in Care (CYIC), incorporating student interests, goals, and support needs into course planning and scheduling.

A CYIC Framework is currently in development and will be launched in Fall 2025. This framework will guide schools in implementing best practices for supporting CYIC.

The use of Indicators of Success data enables schools to monitor and support individual learners more effectively. A next step will be school teams identifying action items responding to data.

A new leadership role—Principal of Priority Learners—created for the 2025/26 school year, to oversee and coordinate supports for equity-deserving students.
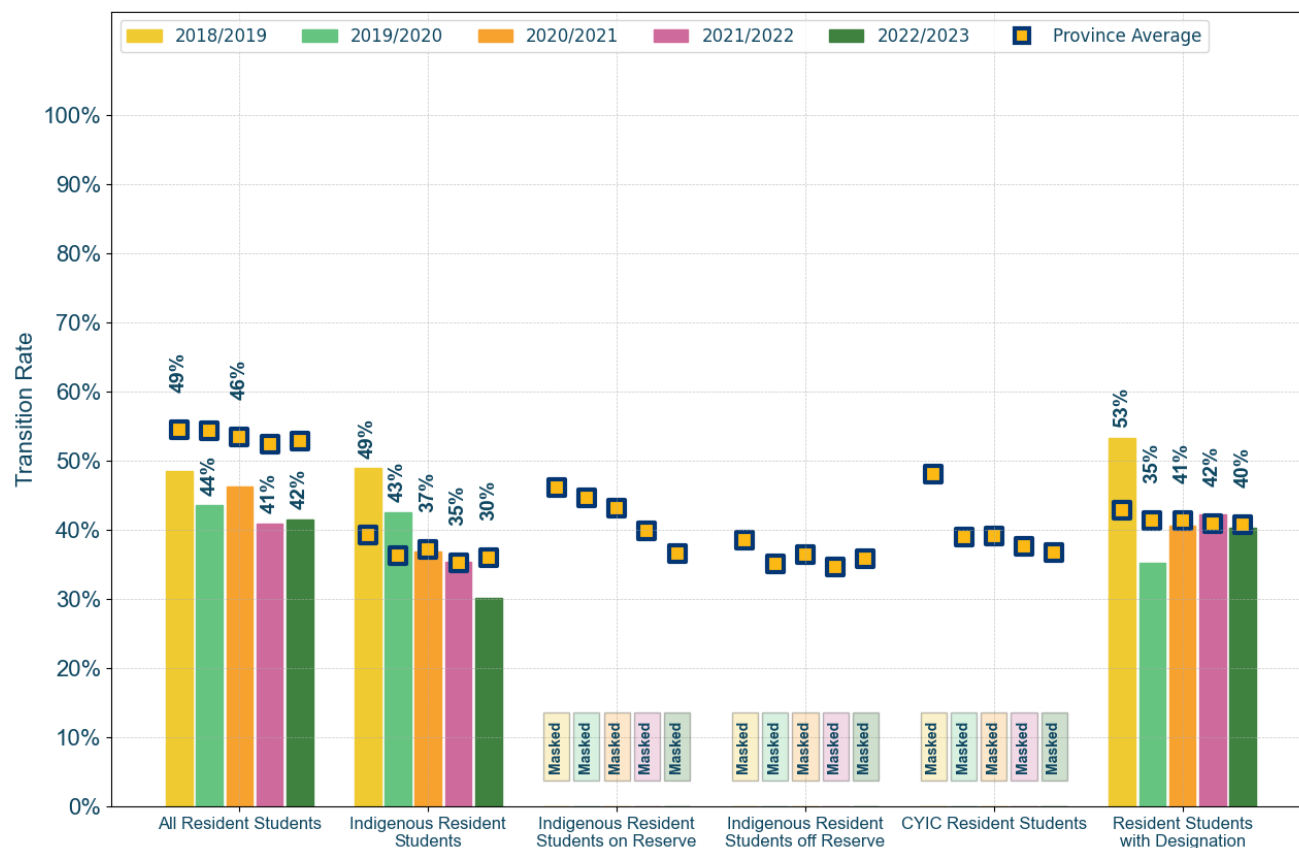
Educational Outcome 5: Life and Career Core Competencies
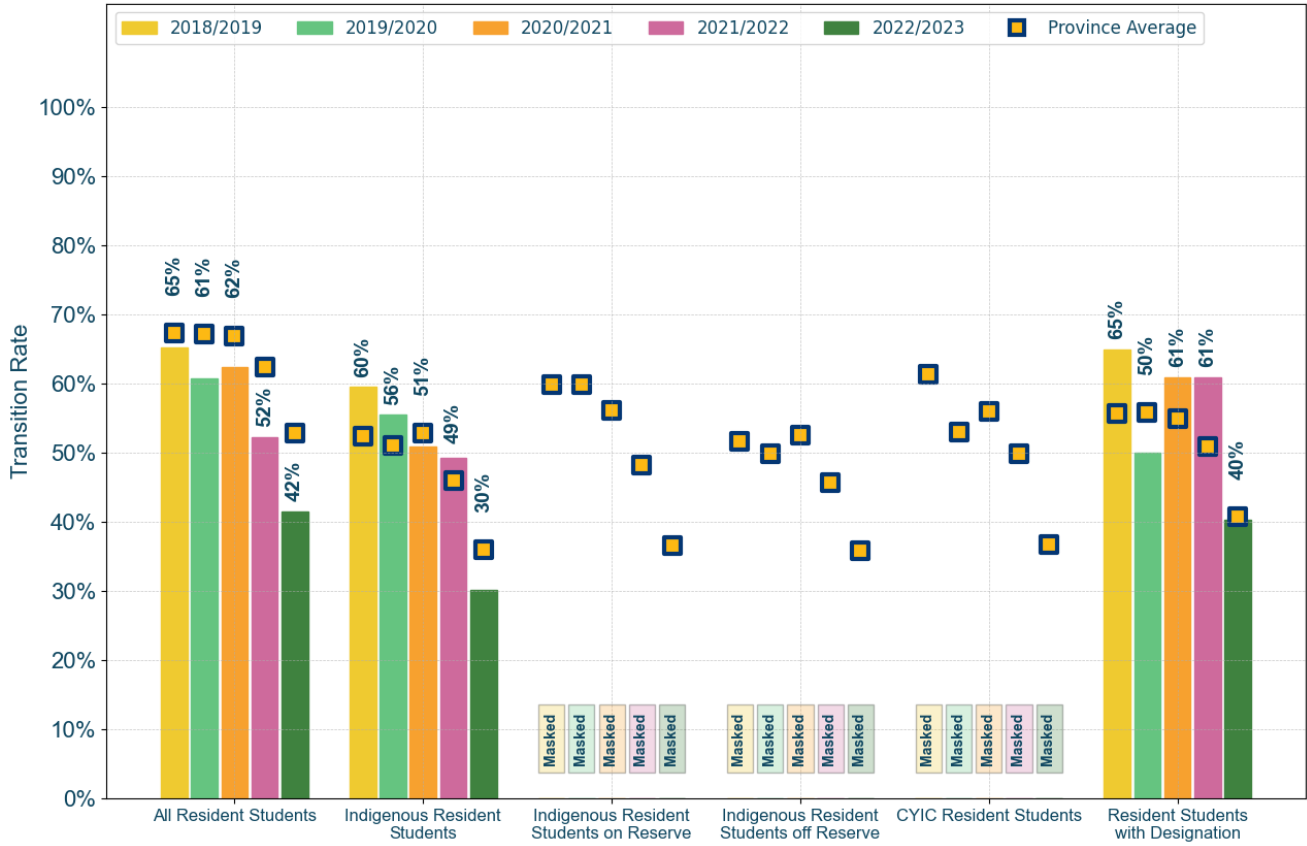
Measure 5.1: Post-Secondary Transitions

SD079 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	437	425	415	459	443
Indigenous Resident Students	47	54	57	65	53
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	60	54	64	64	57

SD079 - Immediate Transition to Post-Secondary

SD079 - Within 3 Years Transition to Post-Secondary

Legend: 2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023, Province Average

All Resident Students: 65%, 61%, 62%, 52%, 42%

Indigenous Resident Students: 60%, 56%, 51%, 49%, 30%

Indigenous Resident Students on Reserve: Masked, Masked, Masked, Masked, Masked

Indigenous Resident Students off Reserve: Masked, Masked, Masked, Masked, Masked

CYIC Resident Students: Masked, Masked, Masked, Masked, Masked

Resident Students with Designation: 65%, 50%, 61%, 61%, 40%

Analysis:

Post-Secondary Transitions

1. **Brief Overview of Clarifying Information**

There has been a significant decline in post-secondary transition rates compared to five years ago, which marks the last pre-COVID benchmark year. This drop reflects broader systemic impacts of the pandemic on student pathways and transitions.

2. **Brief Overview of Notable Trends**

A particularly encouraging trend is that Indigenous students in the Cowichan Valley demonstrate higher immediate and three-year post-secondary transition rates than the provincial average. This is a notable strength for the district and suggests that, despite lower graduation rates, many Indigenous learners are successfully pursuing post-secondary education. This contrast highlights a unique dynamic that warrants further exploration and support.

3. **Brief Overview of Relevant Comparisons**

While Cowichan's overall post-secondary transition rates mirror the province's downward trend, they consistently remain below the provincial average. This suggests that while some subgroups—such as Indigenous learners—are outperforming expectations, the broader student population may require additional support and guidance in preparing for life after graduation.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

1. **What new information emerged when comparing the provincial data with relevant local data?**

Local data reveals a decline in post-secondary transition rates for all resident learners, consistent with provincial trends. A contributing factor appears to be the limited public transportation infrastructure in the Cowichan Valley, which restricts access to post-secondary institutions in larger urban centers such as Victoria and Nanaimo. This geographic and economic barrier disproportionately affects students who are unable or unwilling to relocate from their home communities.

2. **What Strengths and Areas for Growth were uncovered?**

Strengths:
- Despite lower graduation rates, Indigenous students in the district are transitioning to post-secondary at rates above the provincial average, indicating strong motivation and support systems that can be further leveraged.

Areas for Growth:
- There is a clear opportunity to improve the overall three-year post-secondary transition rate for all students.
- The district plans to enhance communication with families about graduation and post-secondary requirements before Grade 12, using a multi-channel approach including:
  - Social media
  - Parent information nights
  - Updates on the district website

3. **How do the results from the analysis inform the district's commitments to improving Equity for Priorty Population Learners?**

The district is working closely with the Indigenous Education Council (IEC) to ensure that graduation and post-secondary requirements are clearly communicated to local Nations and families.

Collaboration with Indigenous communities is ongoing to promote awareness of post-secondary opportunities and to engage families in supporting student transitions.

The Indigenous Student Success Coordinator is actively partnering with all secondary schools to promote post-secondary pathways and ensure that Indigenous learners are aware of and prepared for available opportunities.

Cowichan Valley School District
#79

Enhancing Student Learning Report
September 2025

Part 2a: Respond to Results
In Review of Year 4 of Strategic Plan "Beyond Education", 2020-2024

Approved by Board on September 25, 2025

Board Chair: _____

Enhancing Student Learning Report
Respond to Results
Part 2a

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2a)**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Contents

REQUIRED CONTENT

Please provide the following information.

MAXIMUM 3 PAGES

1 Territorial acknowledgement and relevant **district context**

2 Summary of the Board of Education's current **strategic plan priorities**
- Include link to the current Strategic Plan

3 Overview of the district's **continuous improvement cycle/approach**. How does the district:
- **Monitor** strategies for effectiveness?
- **Review** strategies and **respond** based on data and evidence?
- **Align** operations to implement adapted strategies?
- **Implement** adapted strategies?
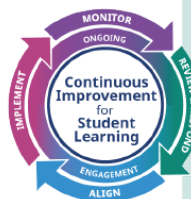
4 Overview of the district's process/cycle for **ongoing engagement specific to student learning**, including:
- **What** key student learning focussed engagement initiatives are in place in the district? What specific area of need does each initiative aim to address?
- **Who** does the district engage with through each of these initiatives?
- **How** does the district structure its engagement initiatives (i.e., strategies, timelines) to ensure engagement is ongoing, inclusive, and authentic?
- Specifics on the engagement processes with:
    - Local First Nation(s) in whose traditional territory the board operates;
    - Indigenous Education Council(s);
    - First Nation(s) and Indigenous community members, including Elders, parents/caregivers, and students;
    - Education partners and community members representing children and youth in care, including parents/caregivers and students; and
    - Education partners and community members representing students with disabilities or diverse abilities, including parents/caregivers and students.

District Context for Continuous Improvement

Territorial Acknowledgement

The Cowichan Valley Board of Education walks beside the Cowichan Tribes, Malahat, Halalt, Penelakut, Stz'uminus, Lyackson and Ts'uubaa- asatx 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 all of the xe'xe' smun'eem.

District Context

The Cowichan Valley School District serves approximately 8,600 learners across the Cowichan Valley Regional District, including the Municipality of North Cowichan, the City of Duncan, and the Town of Lake Cowichan. Over 20% of our students identify as having Indigenous ancestry, including First Nations, Inuit and Métis learners. We are proud to work in partnership with Cowichan Tribes—British Columbia's largest First Nation by population—through Syuw'entst Lelum' (Teaching House), fostering a strong and respectful relationship.

With more than 1,500 employees, the district is the largest employer in the region and operates with an annual budget exceeding $110 million. Our 22 schools include a wide range of programs such as alternate and distance education, French immersion, sports and arts academies, trades and career training, as well as multiple childcare and out-of-school care centres.
Inclusive education is a cornerstone of our district. Students with diverse abilities make up approximately 15% of our learners. Children and youth in care are also prioritized and supported through school-based teams and itinerant specialists. We collaborate closely with community partners such as Island Health, Youth Mental Health, OUR Cowichan, and two Integrated Child and Youth Teams to ensure holistic support for our students.

Nourish Cowichan, a local charitable organization, plays a vital role in supporting student well-being by providing breakfast, lunch, snacks, and weekend grocery bags to over 2,000 students. Geographically, the district spans four key areas: Chemainus, Lake Cowichan, Duncan, and Mill Bay. Additionally, we operate a K–7 schoolhouse on Thetis Island, reflecting the district's commitment to serving diverse and unique communities.

Strategic Plan Priorities

The **Strategic Plan 2025-30** was adopted by the Board of Education in January 2025. The four priorities in this 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.

Continuous Improvement Cycle

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

Street and local data (qualitative and experiential data) indicates the improvement of student learning outcomes; however, this improvement is not as evident in provincial assessment data which 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.

The Cowichan Valley School District is advancing several key initiatives to enhance student success and community engagement. The Collaborative Support Team is building capacity for both inclusive learning and functional skills within schools, while Department Head Meetings foster collaboration among secondary schools, including some elementary lead teachers.

Data from literacy and numeracy dashboards tools have shown results. The learning inventories which include reading, writing and numeracy provide a digital dashboard for K-9 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. These systems, are tools to improve student outcomes, including graduation rates.

Alternate education programs are expanding to offer more support in home schools, full-day options, and career pathways. Culturally responsive education is supported through the Cultural Framework, Place-Based Learning Guide, Sa'muna Language Guide, and dedicated support staff. Land-based learning has contributed to graduation success for students and Community engagement is strengthened through initiatives like the early years transition dinner with Cowichan Tribes. Leadership structures, including ICY rollout, PVP Leadership Committees, and a restructured meeting format for principals, promote shared responsibility and focused learning. Additionally, the PHE Committee is working closely with teachers to enhance delivery of the health curriculum, and NID days are being used to echo and reinforce collaborative practices across the district.

Ongoing Engagement Specific to Student Learning

The Cowichan School District is focused on improving the foundational skills of literacy and numeracy for all students, with a particular focus on the priority population learners of Indigenous students, children and youth in care and students with diverse abilities or disabilities. To achieve better results, the district has set plans to engage the stakeholder groups:

Monitoring Strategies for Effectiveness:

Group	Strategic Engagement		
Indigenous Learners	Monthly meeting of Indigenous Student Leadership Council	Annual individual Nation meetings with the Board	Board of Trustees meet with All Nations
	Indigenous Education Council	Monthly meetings with each Nation & Staff plus PVP	All Nations meeting with District Staff
Children and Youth In Care	Transition meetings with previous schools	Student data on attendance, academics and SEL	Monthly meetings with the 3 agencies
Inclusive Education	Collaborative Support Team: weekly review of school referrals & ongoing interventions	Inclusive Learning School Staff start-up meetings	Focused in-service for LA/RT teachers on literacy/ numeracy assessment & intervention
Staff, Students and Community	Monthly meeting of District Parent Advisory Council	Monthly meeting of District Student Advisory Council	Monthly staff meetings (Inclusive Learning, Indigenous Education, PVP)

The Cowichan School District has an integrated approach to advancing Indigenous education and student success through strategic policy, learning environments, pedagogy, and student support. Under Policy and Governance, the district has aligned Administrative Procedure 169 with Policy 25 to emphasize identity, belonging, and connection. Core funding is directed toward Indigenous education, and recruitment efforts include community engagement with local Nations. The learning environment is enriched by an annual Indigenous-focused Non-Instructional Day, ongoing staff reflection on BCTF Standard 9, and the co-development of a cultural competency guide for implementation in 2025/2026. In the pedagogical core, the district tracks literacy and numeracy outcomes, expands Indigenous-focused course offerings, drafted a Hul'q'umi'num' language scope and sequence, and has added an Indigenous literacy teacher. Student learning is supported through individualized Student Life Plans for all students with Indigenous ancestry, biannual data collection on academic, attendance, and SEL indicators—including for Children and Youth in Care—and community events that foster collaboration. Programs like the Liimus Land Based exploration provide outreach to disengaged Indigenous youth, while reviews of alternate education pathways ensure alignment with student needs. These efforts are supported by district working committees such as SOGI Steering, Climate Action, CYIC, Equity in Action, and others, which collectively drive continuous improvement and uphold the priorities of the Strategic Plan through evidence-based decision-making and inclusive community engagement.

Reflect and Adjust

Cowichan Valley School District "Beyond Education" Strategic Plan 2025-2030 Priorities:

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.*	
GOAL #1 – Ensure all learners have access to evidence-based literacy instruction and intervention for mastery of skills that will be evidenced by improved outcomes on the Literacy dashboards and provincial assessments at grades 4, 7 and 10.	

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Provide targeted in-service for educators that ensures understanding and use of reading inventory data to inform instruction and intervention.	Student achievement gap continues to grow and needs to be monitored as there is inconsistent use and understanding of learning inventories remain in the system.	Conversations with elementary principals showed improved inventory data completeness. The next step is to enhance meaningful data use to guide instruction.	System has reached a "compliance" level but understanding and use are next steps. The district is introducing Aimsweb as a common progress monitoring tool specifically at Grade 6 for priority learners as indicated by data
Provide evidence-based reading intervention with a focus on priority population learners K-12.	Despite school-level growth, the literacy gap remains, with no district-wide FSA gains. The FSA data review will guide targeted responses	Learning Assistance and Resource Teachers indicate needing additional knowledge and resources related to intervention and progress monitoring.	Adapt approach to supporting teacher knowledge related to assessment and intervention approaches. The district will pilot Tier 3 Reading Interventions

Goal #2 - *Ensure all learners have access to quality numeracy instruction and intervention for mastery of skills*

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement numeracy screening for students K-9 to identify instructional needs.	Teachers across the system expressed frustration at being unable to meet all learners' needs. Equal allocation of support from learning assistants and resource teachers often left students inadequately supported	This was the first year of full implementation K-9 Numeracy Screeners. The Numeracy Framework includes school based self-assessments that provide school teams data to inform structural decision making going forward.	Shift the focus from district infrastructures 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.
Provide in-service for teachers K-9 related to evidence-based instructional practices for numeracy with a focus on number sense, computation and real-world problem solving	As learners progress through grades, unmet learning needs continue to grow and intensify barriers to learning	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	Adapt approach to supporting teacher knowledge related to assessment and intervention approaches.

Indigenous Ways of Knowing - *Prioritize equity by deepening our commitment to Truth and Reconciliation in collaboration with rights holders and local community*

Goal #1 Demonstrate culturally responsive pedagogy that increases student engagement as indicated by Indigenous student attendance and achievement

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Ensure comprehensive system alignment with the new **Cultural Competency Guide** to create awareness that deepens understanding of personal biases and systemic barriers	We need to continue to critically examine racist attitudes and beliefs within the system and work towards creating culturally safe and inclusive learning spaces	We have received positive feedback from professional learning activities from employee groups. Student feedback on the Learning Survey "Human and Social Development" has been positive	Establish the Indigenous Services Enhancement dashboard to improve tracking of staff interactions and going deeper with the full non- instructional day in September (co-designed) that aligns district strategic priorities with staff development
Co-create plans and programs for enhancement with IEC, All Nations meeting and the working documents (LEAs/MOUs)	Indigenous student voice indicates barriers include lack of representation, authentic learning and Indigenous world view	Student Learning Survey data shows improved results, in terms of students feeling a sense of belonging	The IEC is a new structure implemented this year that is hoped to help address the course completion, graduation and attendance data. Authentic shared decision making needs to happen for improved Indigenous learner outcomes

Goal #2 – Ensure priority learners (Indigenous learners, CYIC and students with diverse abilities and disabilities) graduate and are prepared to pursue their future goals as identified in their student life plans

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
All schools will create and analyze Indicators of Success (RYG) data for all Indigenous and CYIC learners to identify priorities and develop strategies to support learning and attendance	There continues to be an inequity of outcomes for priority population learners including graduation rates, literacy and numeracy data continue to be concerning	We are beginning to offer priority learners preferential programming and supports, but this needs to be an established practice. The How Are We Doing Report illustrates gaps in achievement across the district	School teams further analyze data and develop strategies to impact results, including the Student Achievement Coordinators to action supports based on the RYG, HAWD Report and Literacy Screeners in classrooms across the district. Enhance summer programs to help with transitions from Elementary to Middle, and from Middle to Secondary. Enhance summer literacy program
All schools will co-create Student Life Plans to inform preferential programming, additional opportunities and supports for all Indigenous learners	A disproportionate number of Indigenous learners are not completing within 6 years	Student life plans are not yet being effectively utilized at the school level	Use student life plans at schools to help students gear their learning towards a post-secondary or career path of choice. The Principal of Priority Populations will establish the Priority Populations working group to improve outcomes

Individual and Collective Well-Being - Promote resiliency and personal responsibility to nurture an overall healthy community

Goal #1 – Implement and support developmentally-appropriate learning opportunities that focus on health literacy K-10

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District wide adoption, implementation and support for Open Parachute (Ministry supported resource)	Implementing developmentally appropriate, research-based, learning opportunities that focus on health literacy (K-12)	Open Parachute feedback from the Mental Health Advisory indicated that staff wanted a vetted resource that could be used (developmentally-appropriate and aligned with the curriculum)	Continue to use the Open Parachute dashboard to track implementation of specific themes and overall use. District learning opportunities: Summer Institute, Non-Instructional Day, and after school sessions
Selected PHE teachers will participate in a learning series co-planned with Island Health. Priority focus: Body Image, Substance Use, Sexual Health and Mental Health	Grade 9/10 teachers/students - target audience for PHE given a lack of confidence and implementation of the health aspect of the curriculum	Pre-post survey indicated additional training, and support was needed as many teachers did not feel comfortable or confident teaching the health components of the PHE curriculum	Continue the support for PHE teachers through shared professional learning opportunities, scan the efficacy of PHE delivery at elementary and refine lesson scope and sequence. Continue to work with Island Health to identify and support common needs

Goal #2 – Support the implementation of wellness resources that promote healthy school environments

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District-wide capacity building around key concepts, terms and expected conduct related to gender diversity	A districtwide assessment for inclusion of gender diversity indicated that this was a growth area for the school district	Street data – principals and vice-principals appreciated the support in the creation of the learning bursts and the ease of implementation	Continue the wellbeing support of staff and implement the learning bursts with other employee groups who may not have had access to the learning
Implement the **Children and Youth in Care Framework** and build capacity with learning, department head and lead teacher sessions	A system-wide approach to supporting children and youth in care. Collaborate with all outside agencies on a monthly basis to improve knowledge and understanding in the system	Data on the SLS – 60% of students indicated that they had a sense of belonging compared to 50% the year before. 60% is above the provincial average	Continue with a CYC lead in each school, the District PVP leadership team and being a priority agenda item at PVP meetings and school-based team meetings. Yearly identification of a Circle of Care mentor for each school

Caring for Place - *Restore the relationship with the land that compels us to move forward in a more ecologically balanced way*			
Goal #1 – Creating Sustainable Learning Environments			
Strategy	**Area for Growth**	**Strategy Effectiveness**	**Adjustments and Adaptions**
Schools implement conservation initiatives by reducing climate impact	There are varied conservation initiates throughout the different sites and no measurable standards for water, electrical use or waste production	Some sustainable infrastructure will be measured by energy usage (electricity, water usage, etc.), recycling and compost programs. This will be monitored by the Operations Department	Future steps are to create a survey for schools to share information on current practices Measure electrical use Recycling Garbage
District lead initiatives following the **Climate Action Plan 2025-30.**	Needing more learning opportunities and District awareness days	Not all schools participated	Monitor school participation and encourage engagement and create pilots for environmental learning K-12 using grade 6 science curriculum and grade 12 environmental science
Goal #2 – Provide opportunities for students and staff to learn and participate in building reciprocal relationships with the earth for sustainability			
Strategy	**Area for Growth**	**Strategy Effectiveness**	**Adjustments and Adaptions**
Climate Action grants are reported out by all schools in May to the Climate Action Committee and Board of Education	The district is being responsive to the needs of learners, building deeper understandings about climate action and what they can do to be active participants in creating a sustainable future	Climate leadership opportunities: select schools with district support has created site specific climate action passion projects	Continue to monitor school participation in climate action initiatives
Increase the amount of outdoor, land based learning by creating a guide for teachers and encouraging outdoor learning	There is a gap in teacher capacity to move learning to the land from traditional school model	There was a pilot cohort of teachers this year	Collect data on number of land based days from transportation and offer staff land based learning opportunities through summer institute Increase meeting with Elders and Nations to improve land based knowledge

Create Alignment to Enhancing Student Learning

REQUIRED CONTENT

Please provide the following information.

MAXIMUM 2 PAGES

1 How has the district team **aligned school plans** (i.e., learning goals) to meet the district's strategic priorities for enhancing student learning and to ensure successful implementation in schools of recent operational plan adjustments?
- Include links to current school plans

2 How has the district team **aligned operational plans** (i.e., IT plans, HR plans, financial plan) to successfully implement new and adapted strategies?

Strategic Plan Alignment: Our Story is Beyond Education 2020–2024 to 2025-30

The Cowichan Valley School District's Strategic Plan, Our Story is Beyond Education 2020–2024, has served as a foundational guide for aligning school and district efforts toward enhancing student learning. As the district enters the 2025-30 Strategic Plan, we continue to ensure the priorities remains responsive to evolving educational contexts and community needs.

Key elements of alignment include:

- Collaborative Planning: Each district department develops Operational Plans aligned with the Strategic Plan. Schools create annual Framework for Enhancing Student Learning Plans that reflect district priorities and are reviewed regularly.
- Integrated Systems: The district ensures alignment across budgeting, human resources, facilities, and operations to support learning goals.
- Strategic Regeneration: The district is critically reviewing the data and results to retain effective elements and revise areas needing adaptation, ensuring continued relevance and impact.

Professional Learning and Capacity Building

To support the implementation of strategic goals, the district has developed a comprehensive Professional Learning Plan that:

- Builds collective efficacy among staff and leaders by co-creating professional learning with PVP, Department Heads and Teacher Leaders to use with all staff
- Is flexible and responsive to emerging needs, using the Collaborative Learning Team of District Coordinators to work with small groups or individual teachers in their schools.
- Aligns with the learning priorities of the Strategic Plan with the focus of the Non Instructional Days
- Encourages collaborative learning and leadership development at both school and district levels.

Frameworks and Operational Supports

The district employs a needs-based model of support, allocating resources and materials based on a wide range of data sources. This model ensures that interventions and supports are targeted and equitable.

Supporting students through a needs-based model of support:
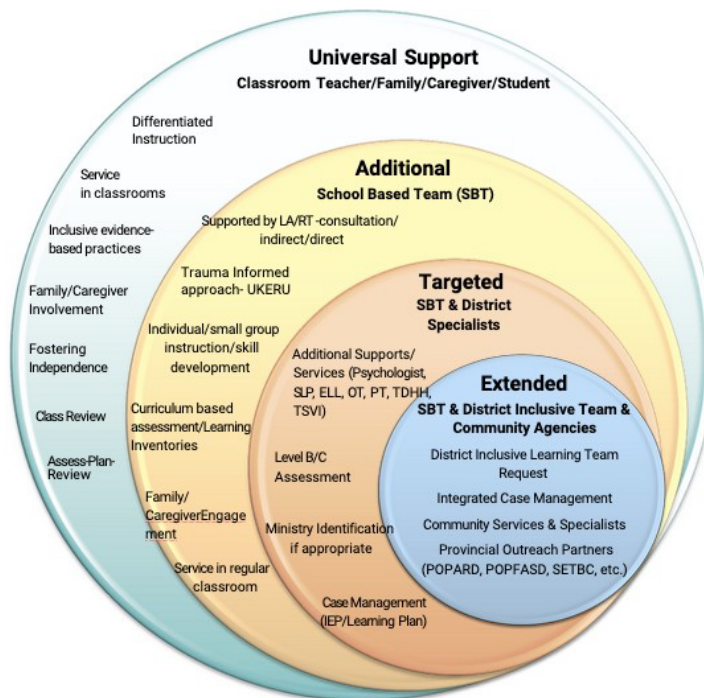
Data-Informed Decision Making

Key data sources include:

- Literacy and numeracy assessments (FSA, GLA 10/12, GNA 10)
- Attendance trends
- Student Learning Survey results
- Feedback from:
    - District Student Advisory Council (DSAC)
    - District Parent Advisory Council (DPAC)
    - Principal/Vice Principal (PVP) surveys
    - Local Indigenous communities (All Nations feedback)

Indigenous Education and Community Partnerships

The district recognizes the importance of Local Education Agreements (LEAs) and Memorandums of Understanding (MOUs) with local Indigenous Nations. These agreements:

- Foster strong relationships and ongoing dialogue between district/school staff and Indigenous Education departments.
- Are reviewed and amended monthly in collaboration with each Nation.
- Ensure that student outcomes are supported in culturally responsive and community-informed ways.

Looking Ahead: Strategic Plan 2025-30

As the district transitions into a new strategic plan cycle, there is recognition of the progress made under Our Story is Beyond Education. Key achievements include:

- Strengthened structures, systems, and practices.
- A culture of collaboration and continuous improvement.
- Enhanced student learning outcomes through aligned planning and support.

The next five years will build on these successes, adapting to the changing educational landscape of the Cowichan Valley, the province, and the world.