

2021-2022



Framework For Enhancing Student Learning



Focusing Our Work

Foundational Guides

The Educated Citizen

First Peoples Principles
of Learning

Organization for
Economic Co-operation
and Development -
Future of Education
and Skills 2030

BC Tripartite Education
Agreements

United Nations
Declaration on the
Rights of Indigenous
Peoples

Truth and
Reconciliation Report

From the Board of Education

The Board of Education for the Cowichan Valley School District is proud to release our Framework for Enhancing Student Learning (FESL). This document is a brief summary of the detailed and thoughtful work that has been carried out, and will continue, as a result of our Strategic Plan, 'Beyond Education'.

Our District serves over 8300 learners, seven local Indigenous Communities, members of the Métis community, areas of the Cowichan Valley Regional District, Municipality of North Cowichan, the City of Duncan, and the Town of Lake Cowichan. With over 1400 employees, we are the largest employer in the region and provided exceptional learning opportunities to our students on a budget of just over \$100 million dollars.

As a Board, we ground our work in the journey towards reconciliation and equity. We are in the first operational year of 'Beyond Education' our Strategic Plan 2020-24 and have taken great steps towards aligning 'Beyond Education' to the Framework for Enhancing Student Learning. That work has created a purposeful structure of documents, including our Operational Plan, that details our work over the next four years, and our supporting documents including our Communications Plan, Information and Technology Plan, Human Resources Plan, Operations Plan and our Financial Plan.

Our progress towards the goals in 'Beyond Education' and our FESL documents is carefully measured through detailed data analysis, survey information, and street data.

This document will give an overview of this work in several key areas and speak to how we will measure and account for our results.

Huy tseep q'u (thank you all)

Board of Education for the Cowichan Valley School District



Candace Spilsbury, Board Chair



Elizabeth Croft - Trustee



Rob Hutchins - Trustee



Joe Thorne - Trustee



Barb de Groot - Vice Chair



Randy Doman - Trustee



Johanne Kemmler - Trustee

Local Context

Strategic Plan Engagement Framework

EXPLORE

Exploring our future through reflection, research, and analysis of Cowichan Valley School District's Educational Journey

ENGAGE

Engaging with our partners and communities, co-creating our vision and roadmap

EXCITE

Formalize, celebrate, and action Strategic vision and foundational plans

Developing 'Beyond Education'

Explore | Engage | Excite (see left column) was designed as a way to ground and focus the process of the Strategic Plan. Our planning started with a deep dive into the District's data. This deep dive was hosted by the Ministry's data team, and it allowed us to identify gaps in our service delivery.

That process set us up for two facilitated focus sessions with senior staff and the Board of Education where we could reflect on past practice with the knowledge of our District data. Once these sessions were concluded we started to put the framework of the plan together so we could help students, staff and the community have a roadmap during the ensuing consultations.

After seeing the framework, each student, staff member and family member was asked a version of these three visionary questions to help guide our document. (student version shown)

- What type of world do you hope to create?
- What skills and attitudes do you need to thrive in this world?
- How do we help you get there?

We then consulted with leaders in our Indigenous communities, larger communities, partner agencies, and other service providers.

The results of that engagement, especially the student voice, drastically changed the framework and paved the way for the success of 'Beyond Education'.

"When the District Strategic Plan was presented at a staff gathering, some teachers cried tears of joy as they witnessed the alignment of this Vision with their day to day work with children at Mill Bay Nature School. The Plan's future-focused vision recognizes that deep, experiential learning will cultivate the development of nimble, agile people in a world ever-more complicated and messy. We now truly listen to the voices of Indigenous people as well as honouring Hul'q'umi'num' Mustimuhw and rooting each one of us in a culture of care where we acknowledge that we are connected, we are one, and we can work together to find solutions."

- Kim Ondrik, Head Learner, Mill Bay Nature School



Learner Snapshot

What does the Data Say?

FSA - 2021

5 yr snapshot of FSA results in district

Reading Proficiency*

72% Gr 4

60% Gr 7

Numeracy Proficiency*

50% Gr 4

40% Gr 7

Participation

70% 2021

*proficient or exceeding

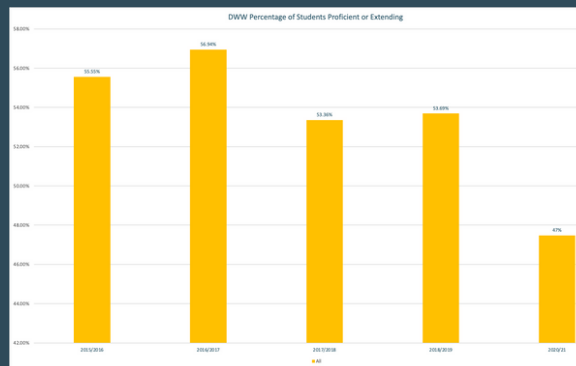
Student Development

Background

This report reflects our commitment in working together to continuously improve student learning in relation to intellectual, human and social, and career development. Our results are annually reviewed, and responses are adapted, using an evidence-informed approach to improve learning and the effectiveness of education programs overall in the district.

Intellectual Development

The five-year trend in our Foundational Skills Assessment shows a downward trend in areas of literacy and numeracy proficiency through grades 4, 7, and 10.



This data is mirrored in our District-wide assessments. Our overall District Wide Write results show that 47% of our students in grades 1 – 8 are proficient or exceeding. Our District non-fiction reading assessment (DART) shows that 53% of our students in grades 4 – 9 are proficient or exceeding.

72% *Kindergarten to gr. 3 students are proficient in Phonological Awareness, a foundational skill to both reading and writing*

First time grade 12 Graduation rate has been trending down for the last 5 years from 78% 2015-16 to 70% in 2019-20. The six-year completion rate has been steady at 81.6%.

Our Commitment

Our Strategic Plan shows our commitment to making a difference in both these areas. The following outlines a few of the key actions being taken to address this.

- We have hired a District Principal of Instruction and Innovation to focus specifically on supporting literacy and numeracy
- We are placing literacy specialist teachers in schools where further supports are needed
- We are developing a District wide K-12 Literacy plan this year and a K-12 Numeracy plan in the 2022/23 school year
- We are providing research-based staff development for effective reading instruction
- We are reviewing our district wide assessments as well as school based structures that facilitate regular monitoring of student growth

Learner Snapshot

What does the Data Say?

Human and Social Development

70% Students feel welcome and safe at their school.

50% Students feel a sense of belonging at their school

81% Staff indicate that they are confident in creating culturally responsive environments where all students and staff feel safe and welcome.

Student Development Continued

Human and Social Development

"Our student began her school journey when she was 8 years old and we have worked hard to provide her with structure and routine during her years at Alexander. She has a difficult time communicating, but we are learning how to understand her. One day, an EA was sitting with her outside the office and the student was holding the EA's hand. The student pointed to the board and clearly said, 'Alexander School Wolfpack'. The EA was shocked at the communication and connection. Tears came to the EA's eyes and she responded, 'Yes you're part of the Wolf PACK'"

One of our priorities within our strategic plan is developing a Culture of Care. In addition to the data provided in the sidebar:

66% Students report that they know 2 or more adults at their school care about them

74% Staff indicate that they believe their school or workplace creates safe and welcome environments for all students and staff

96% Staff indicate that they intentionally build healthy relationships with students

Career Development

"Our grade two class this year got so heavily involved with the importance of recycling that their teacher and her students co-created a beautiful mural art piece that combined recycled plastics with a Coast Salish nature theme. It was so well done that the Royal BC Museum in Victoria had the art piece on display. It is now proudly on display in its home at Discovery Elementary, where our environmental stewards/artists preside."

50% Graduating students transitioned to a post-secondary program in the year following graduation

60% Transition to post-secondary within 3 years of graduation

We are continuing to expand and enhance exploring career opportunities including Trades Samplers, and Dual Credit courses. We also continue to encourage and support initiatives and programs that embrace innovative practices that highlight real world experiences.

Supports for career development has been trending upwards in our school District. Eight years ago we had 100 secondary students taking Dual Credit courses now we have 237 students. Similarly eight years ago 29 students were doing Work Experience, now we have 291 students participating. It wasn't until five years ago that secondary students were participating in Youth Explore Trades Skills programs; now we have 319 students enrolled. For the last three years our district has been recognized by ITA for leading the Province for numbers of youth apprenticeships.

Indigenous Learners

What does the Data Say?

FSA - 2020

FSA results for Indigenous learners

Reading Proficiency*

On-Reserve

20% Gr 7

Off-Reserve

67% Gr 7

Non-Indigenous

68% Gr 7

Six-Year Graduation Rate

38% On-Reserve

72% Off-Reserve

90% Non-Indigenous

Supporting Indigenous Learners

Cowichan Valley School District consists of 1641 (Approx. 20%) Indigenous students with 561 living on reserve. The Cowichan Valley School District is home to seven Nations: Stz'uminus, Halalt, Lyackson, Penelakut, Quw'utsun, Ts'uubaa-asatx and Malahat Nations. We are very fortunate to have meaningful and collaborative relations with all of them, including members of the Métis Nation, with monthly individual meetings and bi-monthly All Nations meetings. They are all key rights-holders who are informed of their students' progress and provide input into planning and budgeting. This transparent partnership has helped us take the necessary steps towards improving Indigenous Student achievement.

District Data

In the 2020/21 school year the district started to collect Indigenous Student Snapshot Data twice a year. We are collecting this data on an ongoing basis. This year's data set will be our baseline moving forward and is designed on a colour coded scale:

Doing Fine

Some Challenges

Support Needed

In the fall, our data showed that 32.5% of Indigenous students were in need of support (Red), while 36% were doing fine (Green) for Academic Development. Socially/Emotionally, 23.7% of Indigenous students were in need of support (Red), while 38% were doing fine (Green).

15% *Indigenous students made positive improvement within the above scale in Academic Development*

21% *Indigenous students made positive improvement within the above scale in their Attendance at school*

27% *Indigenous students made positive improvement within the above scale in their Social Emotional Development*

As we dove deeper into our data this past year and half we identified a number of inequities of outcomes outlined above. It is this information that has informed our decision making as we refine our plan to better support our system. Recognizing the inequities we are expanding and implementing new initiatives to better support on reserve Indigenous students. Some of these initiatives are:

- Three additional Indigenous Outreach Teachers
- Expanded Ts'uwtuns (Youth and Family counsellors)
- Mobile classroom
- Indigenous Community Role Models
- New Indigenous Trades Program Worker
- Supporting an Indigenous Parent Council
- Indigenous Knowledges Sessions and Hul'q'umi'num' For Kids

Diverse Learners

What does the Data Say?

FSA - 2020

FSA results for Diverse Learners

Reading Proficiency

Diverse Abilities

40% Gr 7

Children In Care

50% Gr 7

Five-Year Graduation Rate

56% Diverse Abilities

25% Children in Care

Supporting Diverse Learners

Informed by a variety of data sources, the District strives to create inclusive, culturally safe, and trauma informed learning environments. This is achieved by supporting school teams to develop localized plans based on the voices from within their own community. The plans enhance the confidence and emotional resiliency of staff members and school administration.

Programs and Initiatives

The District is in the process of developing, or has implemented, the following programs to help in creating meaningful change for our diverse learners:

- A single model for competency-based Individual Education Plans
- A more highly sensitive trauma-informed model of non-violent crisis intervention
- A trauma-informed approach to identifying and supporting highly reactive students
- Assessment and screening processes that are more culturally aware and equity focused



"A student at one of our secondary schools has created a power point presentation to explain to her peers her personal journey as a person with Autism Spectrum disorder."

Community Partnerships

"Full tummies + warm hearts = engaged minds"

- Thomas Longridge, Associate Superintendent

Working with Nourish Cowichan and the Rotary Starfish Program we delivered:

333,850 Meals last year

6255 Hampers + 59,840 Meals + 73,850 School meals

Children in Care

What we're
learning

Education and
Training

**CALM
Curriculum**

Expanded to Gr 2&3

EASE

Everyday Anxiety
Strategies for Educators

Expanded to All
Schools

UBI 1&2

Understanding Behaviour

Professional
Development

**Trauma-
informed
Non-violent
Crisis
Intervention**

Taught to all staff

Supporting Children in Care

In order to best serve our students in care, we are currently:

- Building our information system to better track our students in care to better target our interventions and supports
- Committed to working more efficiently with our local representatives from MCFD, and our area's Indigenous Social Services organizations: Lalum'utul Smun'eem, and Kw'umut Lelum
- Assessing individual student outcomes to determine the effectiveness of interventions focusing on early learning
- Investigating the relationship between behaviour designations and Learning Disabilities/Diverse Abilities to inform our practices

Social Emotional Learning / Mental Wellness

"The solution center gives children the problem solving skills that help to build friendships, lower frustrations, and begin to manage anxiety. All in a fun, developmentally appropriate way." - Brenda Lee, Early Learning Coordinator

Informed by ministry and school data, Social Emotional Learning and Mental Wellness will continue to be a focus area:

- All secondary schools will continue developing a Mental Health Plan informed by survey data collected from students, parents, and staff
- All elementary and secondary schools will be creating a Social Emotional Learning Plan to coordinate and sustain the implementation of a Response to Intervention that includes level 1, 2 and 3 interventions



Review Cycle

**Data-Driven
Planning**

**Beyond
Education
Strategic Plan
2020-24**

**Operational
Plan
2020-24**

**Supporting
Plans
2020-24**

- Operations
- Human Resources
- Finance
- Technology
- Communications

**School
Based
Plans
Developed Yearly**

Reviewing and Adapting

We have developed a systematic review cycle that ensures our plans are alive and agile, adapting to new data and information.

Strategic Plan - Operational Plan

In addition to our aspirational Strategic Plan, we have developed a detailed action plan that lays out our specific goals and measurements that will be used to show our progress.

Aligning School Plans

Each of our school plans was developed in alignment with our action plan. This ensures that the whole system supports our students through our Strategic Plan goals.

In addition to creating these plans in a linear way, each school presents their plans to the Board of Education at the Board Education and Business Committee (BEBC). There, the Board has direct information on how these plans align to our Strategic Plan.

Evaluation, Feedback and Communication

Our plans are evaluated against the data we collect each year. This includes data from the Ministry of Education, our local data, and the stories from those who interact with students every day.

Our communities are empowered by this work. From Indigenous rights holders to District Parent Advisory Councils, and Student Advisory to the Board's Advisory Committee, we have created a cohesive group who work towards the same goals. We are well served by a dedicated and involved community.



Year at a Glance

Other Data Sources Analyzed

EDI

Early Development Instrument

- Physical Health and Well Being
- Language and Cognitive Development
- Social Competence
- Emotional Maturity
- Communication Skills & General Knowledge

McCreary Report

Geographic, Demographic & Socioeconomic Data

