



# Framework For Enhancing Student Learning



2022 - 2023



# 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

### Declaration of the Rights of Indigenous Peoples Act - Action Plan

### Truth and Reconciliation Report

## From the Board of Education

The Board of Education for the Cowichan Valley School District is proud to release our second annual Framework for Enhancing Student Learning (FESL). This document is a brief summary of the detailed and thoughtful work that is being done every day in our district.

Our district serves over 8600 learners, seven local Indigenous communities, members of the Métis community, various areas of the Cowichan Valley Regional District, the 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 provide exceptional learning opportunities to our students on a budget of just over \$110 million dollars.

As a Board, we ground our work in the journey towards reconciliation and equity. We are now in the second 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. We have taken purposeful strides to engage families across our district in this journey including the creation of the first Indigenous Day of Learning for our community. 'From Grief to Medicine, Moving Forward with Good Hearts' will be an accessible and powerful day where our community can come together to learn and heal collectively. This work aligns with the newly-created Board All-Nations Indigenous Education Council, the Local Education Agreements and Memorandums of Understanding, as well as 'Beyond Education' and this Framework for Enhancing Student Learning.

Our progress towards the goals in 'Beyond Education' and our Framework for Enhancing Student Learning document is carefully measured through revised data collection processes, survey results, and satellite, map, 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

## TELLING OUR STORY

### Advance a Bold Vision

Paint a picture of the future that people can see themselves in, and invite the viewer into that future

### Offer Solutions and Inspire Action

Have a clear message

### Navigate, Leverage, & Shift Frames

Offer new thinking around a dominant narrative

### Illuminate Structural Inequities

Illustrate how structural inequities, create inequitable contexts and outcomes

### Build Power & Participation

Feature diverse people and communities

## Going 'Beyond Education'

The Cowichan Valley School District is now in the second year of operationalizing 'Beyond Education', our visionary Strategic Plan. While the previous two years may have been marked by the COVID-19 pandemic and the continued learning challenges that it presented, 'Beyond Education' places the district in a strong position to transition to post-pandemic education. This plan was grounded in data and focused through deliberate conversations, including opportunities for every family, student, and staff member to have their voice added to the creation of this plan.

'Beyond Education' is supported by our Operational Plan and several foundational support plans (Finance, Communications, Technology, Human Resources, and Operations). These plans are all aligned with the work highlighted in the Framework for Enhancing Student Learning and are monitored through robust data analysis.

Our successes are regularly shared with our community through our fulsome Storytelling Strategy that engages families and staff alike and includes them in this journey. Seeing stories of the strategic plan coming to life in the classroom shows families how their voice is heard, and encourages teachers and support staff to continue to push forward with innovative and transformative ideas that best serve our learners and are backed by evidence.

*"We have started an important journey to ensure that the outside of our school is reflecting the deep learning happening inside our walls. Our teachings go far beyond curriculum and come from one another and the community at large. When we create learning spaces, like the Qw'uli' lum Garden, and have visible teaching murals on the front of our school - we show respect for the history of the land and for our knowledge keepers. Doing this work with our community is vitally important."*

*Julie Conroy, District Indigenous Education Teacher - Khowhemun Elementary*



**Hiihwuwul'stuhw tu. Hul'q'umi'num'**

**Bringing the Hul'q'umi'num' to life**

# Learner Snapshot

## What does the Data Say?

### FSA - 2021 / 2022

FSA updated and changed by Ministry in 2021

#### Literacy Proficiency\*

59% Gr 4

63% Gr 7

#### Numeracy Proficiency\*

47% Gr 4

47% Gr 7

#### Participation

84% 2022

\*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

Intellectual development is the ability of students to analyze critically, reason and think independently, acquire basic learning skills and bodies of knowledge, as well as to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

A key action in our strategic plan was to review our district wide assessments and school based structures that facilitate regular monitoring of student growth. As a result of this review, we have created a new set of baseline assessments that will be used in the 2022-23 school year.

Another key action was placing literacy specialist teachers in two schools where further supports were determined to be needed. This has resulted in positive results at the two schools where this was implemented. Report card data from January indicated that 25% of grades 1 – 3 students were proficient, able to read and comprehend grade level material. This June, 42% of those same students were able to read and comprehend grade level material. Last year in June the results were 36%.

This work has also resulted in students self-reporting increased confidence in their reading skills.

*"I am getting better at reading"*



2020/21



2021/22

### Our Commitment

Clearly this is a priority area and 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.

- Hired a District Principal of Instruction and Innovation to focus specifically on supporting literacy and numeracy
- Created an assessment dashboard for district wide use
- Continued to place literacy specialist teachers in some schools where further supports are needed
- Developed a district wide K-12 Literacy plan this past year and are working on a K-12 Numeracy plan for this year (2022-23)
- Providing staff development for effective reading and numeracy instruction
- Completed a review of our district wide assessments as well as school based structures that facilitate regular monitoring of student growth and will be implementing the new assessments this year (2022-23)



# Learner Snapshot

## What does the Data Say?

### Human and Social Development

- 73%** Students feel welcome and safe at their school
- 51%** Students feel a sense of belonging at their school
- 75%** 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

*"A student arrived in South Cowichan having not attended school regularly for over three years and had lived in four homes with four separate families...They were introduced to our kind, open, caring and knowledgeable network of amazing adults. Opportunities for connection were created thoughtfully by staff, including making an exception to our Grade 7 specific invitation to Humble Hooves. As June ended, they left as a 100% attender."*

*Scott Jackson, Principal*

- 69%** Students report that they know 2 or more adults at their school care about them
- 72%** Staff indicate that they believe their school or workplace creates safe and welcome environments for all students and staff
- 98%** Staff indicate that they intentionally build healthy relationships with students

### Career Development

*"At the end of the day, we want all our students to be smiling and wanting to return to school the next day, looking forward to what learning adventures they will encounter next!"*

As we work to prepare students to attain their career and occupational objectives and to assist in the development of effective work habits and the flexibility to deal with change in the workplace, we continue to expand and enhance exploring career opportunities K – grade 12. We also continue to encourage and support initiatives and programs that embrace innovative practices that highlight real world experiences.

Supports for career development continue to trend upwards in the school district. Nine years ago there were 100 secondary students taking dual credit courses now we have upwards of 250 students. Similarly nine years ago 29 students were doing work experience, now the district has close to 300 students participating. Over 300 secondary students are enrolled in Youth Explore Trades Skills programs in the district. As a result of this work, the district has been recognized by Industry Training Authority for leading the Province for numbers of youth apprenticeships.



# Indigenous Learners

## What does the Data Say?

### FSA - 2021 / 2022

FSA results for Indigenous learners

### Literacy Proficiency\*

On-Reserve

**22%** Gr 7

Off-Reserve

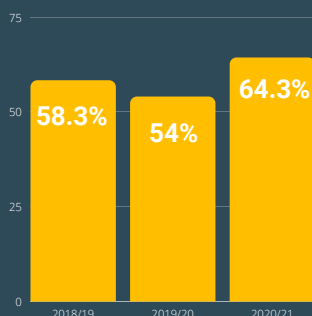
**48%** Gr 7

Non-Indigenous

**68%** Gr 7

\*proficient or exceeding

### Six-Year Indigenous Graduation Rate



## Supporting Indigenous Learners

Cowichan Valley School District consists of 1727 (Approx. 20%) Indigenous students with 594 living on reserve. The Cowichan Valley School District is home to seven Nations: Stz'uminus, Halalt, Lyackson, Penelakut, Cowichan, Ts'uubaa-asatx and Malahat Nations. We are very fortunate to have meaningful and collaborative relations with all Nations, 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.

### Local Education Agreements (LEA) and Memorandums of Understanding (MOU)

Prior to 2021, Malahat Nation was the only Nation within the Cowichan Valley School District with an up to date Local Education Agreement. By June of 2021, Stz'uminus, Halalt, Penelakut and Cowichan LEAs were signed. We also engaged in MOUs with Ts'uubaa-asatx, Lyackson and Métis Nation.

#### Timeline for Review of MOUs and LEAs:

2022 - Malahat LEA

2022-23 - Ts'uubaa-asatx MOU; Lyackson MOU;

2023-24 - Stz'uminus LEA, Métis MOU

2024-25 - Halalt LEA, Penelakut LEA

2025-26 - Cowichan LEA

2026-27 - Malahat LEA

### District Data

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



In the fall, our data showed that 36% of Indigenous students were in need of support (Red), while 32% were doing fine (Green) for Academic Development.

**17%** 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*

**22%** Indigenous students made positive improvement within the above scale in their *Social Emotional Development*



# Learners with Diverse Abilities

## Supporting Learners with Diverse Abilities

### Background

Our 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.

We believe that our learners with diverse abilities have been the most affected by the disruptions to schooling and society since 2020. As such, we will be focusing support for School Based Teams to plan, resource, and provide the strongest supports for our learners with diverse abilities.

We recognize the importance of inclusive learning to support literacy and numeracy so have added a Director, District Principal, and District Vice Principal to our Inclusive Learning Team.



### What does the Data Say?

#### FSA - 2021 / 2022

FSA results for Learners with Diverse Needs

#### Literacy Proficiency\*

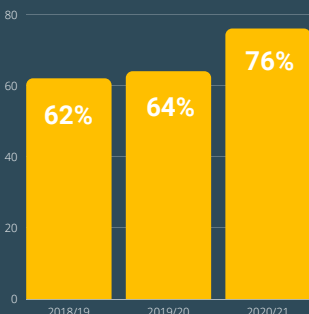
35% Gr 4

33% Gr 7

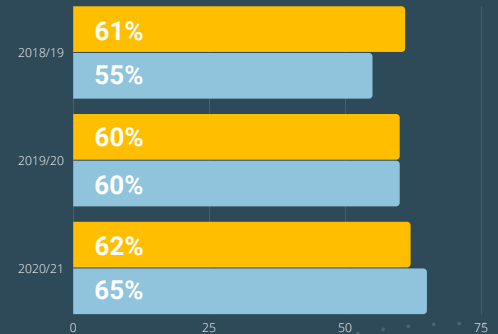
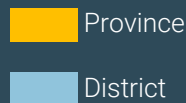
68% Gr 10

\*proficient or exceeding

#### Six-Year Graduation Rate



### "I feel welcome at school"



### Our Commitment

The district is in the process of, or will be, implementing the following programs to help in creating meaningful change for our diverse learners:

- Using competency-based Individual Education Plans
- Trauma-Informed approaches for supporting diversity
- UKERU - creating environments of comfort vs. control
- Equity Leadership, Coaching and Facilitation (Shane Safir)
- Understanding privileged perspectives, culture and identity (Ilsa Govan)
- Decolonizing Instruction (Maribel Valdez Gonzalez)
- Trauma Informed Instruction (Tom Hierck)
- Cultural Responsiveness and Learning with a Light Heart (Monique Gray Smith)
- Truth and Reconciliation (Kevin Lamoureux)

# Children in Care

What we're learning

Education and Training

**CALM Curriculum**  
Expanded to Gr 2&3

**EASE**  
Everyday Anxiety Strategies for Educators  
K-9

**Mental Health Literacy**  
Gr 10-12

**UKERU**  
Trauma-informed Non-violent Crisis Intervention  
All staff

**SOGI 123**  
All schools

## Supporting Children in Care

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

- Implementing system to accurately track the progress of children in care and accurately target our interventions and supports
- Meeting regularly with our local representatives from Ministry of Children and Family Development, and our area's Indigenous Social Services organizations: Lalum'utul Smun'eem, and Kw'umut Lelum
- Gathered data on all students in care relative to literacy, numeracy, Social Emotional Learning, and attendance as well as the subgroups of Indigenous, non-Indigenous, and students with diverse needs. This year's data set will be our baseline moving forward and is designed on a colour coded scale:



*Employing this baseline will allow us to focus on interventions and improved outcomes for students as individuals and also to look at the general trends for all of our students in care.*

### Our Commitment:

All secondary schools have developed a Mental Health Plan informed by survey data collected from students, parents, and staff. All elementary schools will be completing a Social Emotional Learning Plan based on the model piloted this past year and informed by survey data collected from students, parents, and staff.

*Our Board has dedicated funds for each school to create and implement a mental health plan, in addition to the Mental Health grants from the BC Ministry of Education and Child Care.*

Some actionable items from school plans:

- Zones within the school where students can go for Social, Emotional or Academic support
- Building community, common language, and comfort level around Mental Health
- Provide more mental health literacy for students and additional training for staff
- Middle Years 7-9 having more 21st Century Learning Classrooms
- Continue to expand learning spaces, food programs, and welcoming places for students to gather, connect, and learn
- Creating washrooms for every body that enhance privacy, dignity, and safety of every student
- Continue to create opportunities for student voice to help guide decision making



# 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

## Engagement and Review

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

### Indigenous Education Engagement

Each month, the district meets individually with each of the seven Nations and Métis Nation, to review student progress. The district also hosts an All-Nations meeting where it reviews the district planning process four times per year.

Additionally, the Board has just convened an All-Nations Indigenous Education Council to formally recognize the government-to-government relationship and continue the dialogue regarding policy direction setting, resources, and budget.

### Framework for Enhancing Student Learning

School based plans are reviewed at a minimum of 3 times per year. This review is done through a consultancy approach at a district level. The intention of this process is to have a continual review of the plans and review map, satellite and street data to refine areas of focus at each school.

Further to this district overview, each school continues to engage with their communities to refine their planning.

The Board of Education also invites schools to attend the Board Education and Business Committee to present their Framework for Enhancing Student Learning. This way the Board has an in-depth understanding of the schools' direction.

### Partnerships

The district engages regularly with MCFD, Kw'umut Lelum, Hiiye'yu Lelum, Ts'ewultun Health, and Clements Centre to ensure proper family and student supports are in place. These meetings create the space to share information and review actions to for personalized learning.



# 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

### Cowichan Valley School District Survey

Geographic,  
Demographic &  
Socioeconomic Data

