



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

2022

# Framework for Enhancing Student Learning Report



The Framework for Enhancing Student Learning Report is our Annual Progress Report, which accompanies our Strategic Plan Annual Report. These reports uphold the Board's commitment to supporting the priorities outlined in the Ministry of Education and Child Care's Framework for Enhancing Student Learning.

School Districts are requested to develop plans to improve student achievement. Districts have flexibility to create plans that meet the unique needs of their communities but are required to report on the intellectual, social and career development of students. Also, District plans must address vulnerable student populations, Indigenous students, students with special needs and children in care.

## ABOUT US

Comox Valley Schools is the fourth largest schools District on Vancouver Island. We have the following municipalities in our District: City of Courtenay, Town of Comox, Village of Cumberland, and the Comox Valley Regional District. We are located on the traditional territories of the Pentlatch, Ei'ksan, Sahtloot, and Sasitla people of the K'omoks First Nation.

Comox Valley Schools (SD71) enrolls approx. 10,800 students (with approx. 1800 students identifying as Indigenous. We have fifteen (15) elementary schools, one (1) middle school, three (3) secondary schools, two (2) alternative schools, and a provincial online school. (5 of our schools are developed as community schools).

We currently are the largest employer in the Comox Valley with 1825 employees. Our Annual Budget is \$111 million.

## Number of Students Across All Grades

Student Group	Total	Grades												Others	
		KF	01	02	03	04	05	06	07	08	09	10	11		12
All Students	10,883	711	737	761	742	746	753	747	724	773	756	810	1,108	1,030	485
Indigenous	1,808	112	94	111	130	121	133	148	140	155	154	151	166	145	48
Special Needs	1,010	20	35	27	31	50	95	117	117	92	110	115	100	95	Msk

\*Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system

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# STRATEGIC PLAN

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Comox Valley Schools is entering the final year of our four-year District Strategic Plan.

## [Strategic Plan 2019-2023](#)

This plan was the result of extensive consultation and work with our educational partners. By accepting the Strategic Plan, the District committed to aligning its resources to support the direction of the plan. Furthermore, the District expects that all schools would focus their school goals in support of the Board's strategic direction.

District staff have ensured that financial and human resources are aligned to the strategic direction and continue to evaluate and refocus its allocations throughout the cycle.

## [Strategic Annual Report 2021-22](#)

## [Strategic Annual Report 2020-21](#)

## [Strategic Annual Report 2019-20](#)

Currently Comox Valley Schools has 4 strategic priorities.



### **Vision Statement**

*An inclusive learning community that embraces diversity, fosters relationships, and empowers all learners to have a positive impact on the world.*

### **Mission Statement**

*To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.*

### **We Value and Believe In**

*Trusting relationships based on respect, integrity, and ethical behaviour  
A commitment to Truth and Reconciliation with Indigenous peoples  
Equity, inclusion, dignity, and acceptance for all  
Global awareness and environmental stewardship  
Innovation, creativity, problem-solving, and critical thinking  
Accountability and shared responsibility  
Open and engaging communication  
Celebration of learning*

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## **DISTRICT SUCCESSES**

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Our District has had a number of successes and initiatives this past year. The [District Annual Report 2021-22](#) will provide an overview of many of our accomplishments and initiatives as they relate to the Strategic Plan.

A [Year End Review 2022](#) video will provide an overview of many of our successes and milestones over the past year.

In addition to our District successes, each of our schools have aligned their school goals to our District priorities. The following link will share each schools' goals as they relate to our District priorities.

[Elementary Annual Report 2021-2022](#)

[Secondary Annual Report 2021-2022](#)

The District's commitment to reconciliation is fundamental to our work with the K'omoks First Nation, Metis, and all other First Nations represented in our school District. The District worked in partnership with K'omoks First Nation to finalize and implement the new Local Education Agreement.

- LEA engagement group consisted of senior leadership, PVP, District Principal of Indigenous Education and K'omoks First Nation representatives.
- LEA negotiated and signed off on August 31, 2022 – [Local Education Agreement](#)
- Indigenous Education Council Monthly meeting.

- SD 71 LEA commitment to create a new teaching position of K'omoks First Nation Success Advisor.
- Each one of our schools have made a commitment to incorporate Indigenous ways of knowing and doing.
- Acknowledgement of traditional territories happens at all meetings District wide.
- Ni'noxsola (Elders/Wise Ones) supporting students across the District.
- ISW's (Indigenous Support Workers) in every school.
- 4 Indigenous support teachers working in the District.
- Began the Equity Scan with Joe Heslip which will be continued next school year.
- First Peoples Principles of Learning – incorporated in many of our classrooms.
- Investment in resources to support English First Peoples 11 implementation in secondary schools.
- Currently working on Indigenous course offerings.

We understand and value the teachings of Indigenous people and are committed to strengthening our relationship and their presence in our schools. We are fortunate to have an extensive "Elders in Residence" program.

### [Comox Valley Schools Indigenous Education](#)

Our commitment to reconciliation can be seen in our participation in the Gord Downie & Chanie Wenjack legacy school's project. We were the first school District in Canada to have all schools participate.

### [Gord Downie & Chanie Wenjack Spotlight](#)



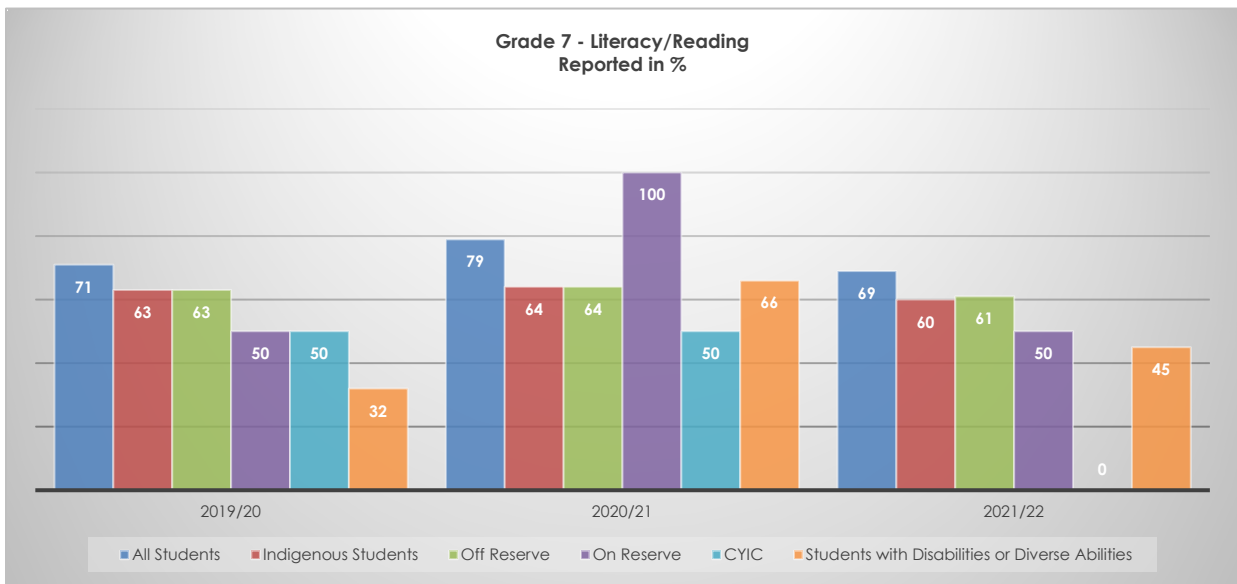
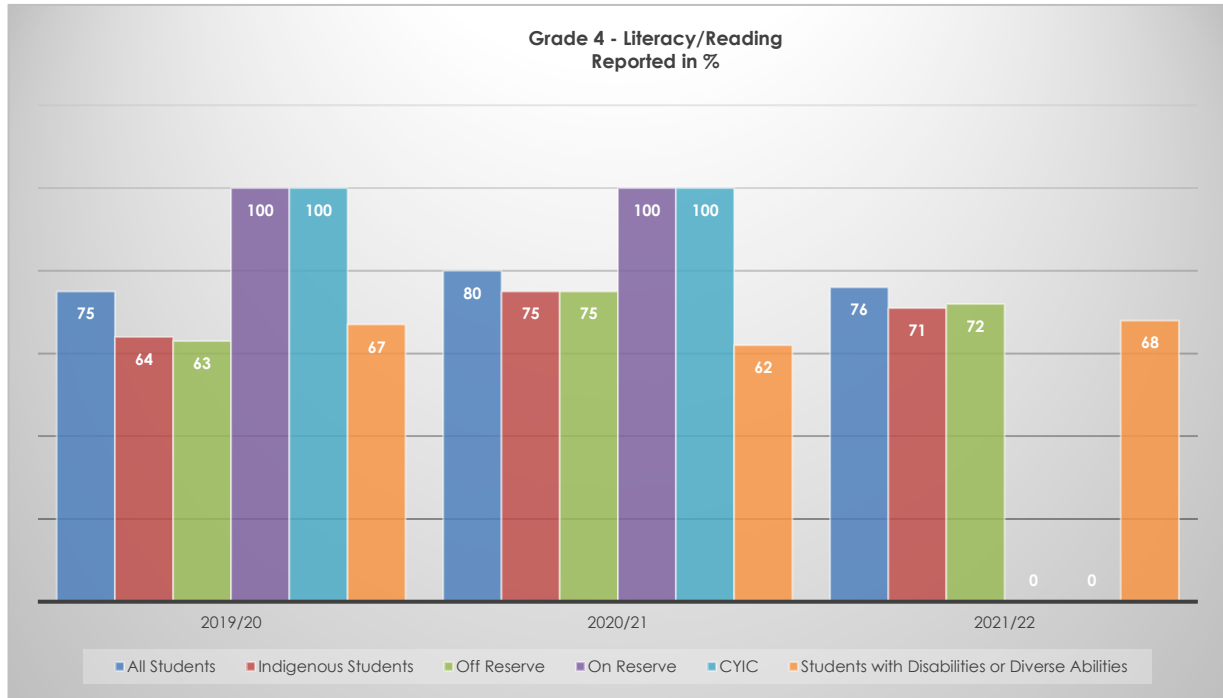

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## **A. INTELLECTUAL DEVELOPMENT**

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# Educational Outcome: Literacy

## Measure 1.1: Grades 4 and 7 Literacy Expectations



### Grade 4 Foundation Skills Assessment (FSA) - Literacy component

FSA 2021 results indicate:

- 76% of students demonstrated “on track” and “extending” skills in Grade 4 Literacy.
- Many Indigenous students also demonstrated “on track” skills in Grade 4 Literacy.
- 32% of students with diverse needs who wrote the assessment demonstrated “emerging” skills.

### Grade 7 Foundation Skills Assessment - Literacy component

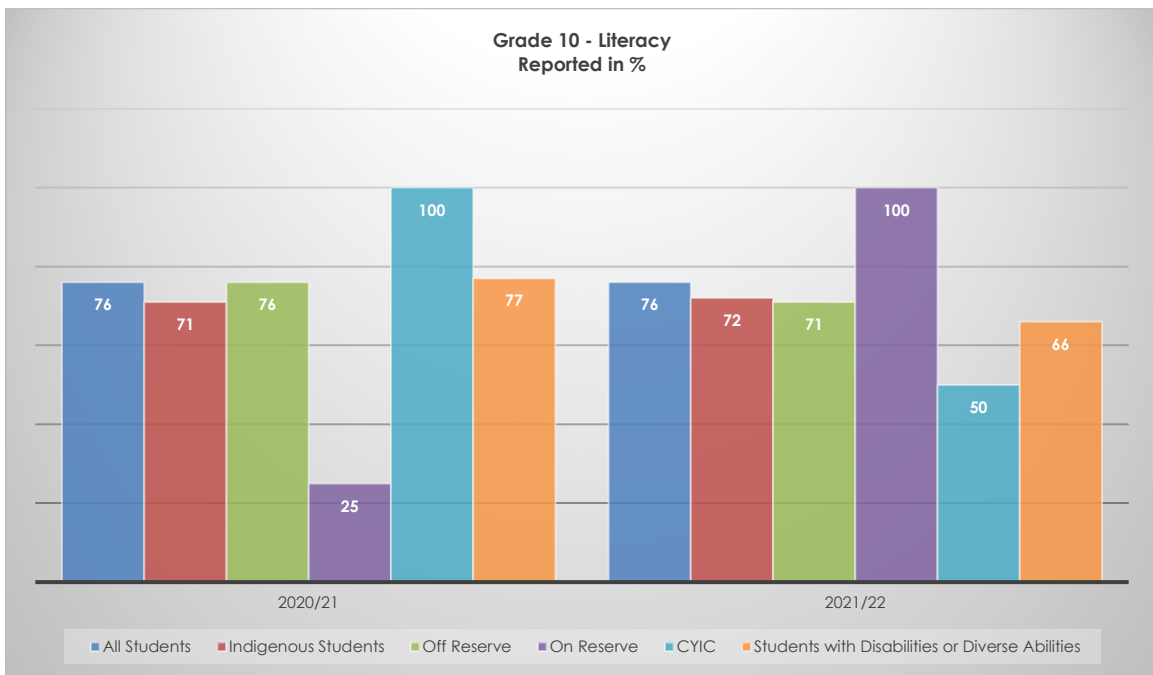
FSA 2021 results indicate:

- 69% of students demonstrated “on track” and “extending” skills in Grade 7 Literacy.
- 40% of Indigenous students and 55% of students with diverse needs who wrote the assessment demonstrated “emerging” skills.

### Cohort data – Grade 4 to Grade 7 FSA Literacy

It is important to note that the 2021-2022 schoolyear was the first year where the Reading and Writing components of the FSA were replaced by the Literacy component. As such, cohort analysis cannot distinguish reading and writing results as in the past, and comparison of results across years with the current generalized focus on Literacy is challenging.

### Measure 1.2: Grade 10 Literacy Expectations



## Grade 10 Graduation Literacy Assessment (GLA)

GLA 2020-2021 results indicate:

- 76% of students demonstrated “proficient” and “extending” skills in Grade 10 Literacy.
- The results demonstrated by Indigenous students is similar to those of their peers.
- However, a larger proportion of students with diverse needs and Youth in Care, who participated in the assessment, demonstrated “emerging” skills when compared with peers:
  - 34% of students with diverse needs who demonstrated “emerging” skills
  - 50% of Youth in Care who demonstrated “emerging” skills

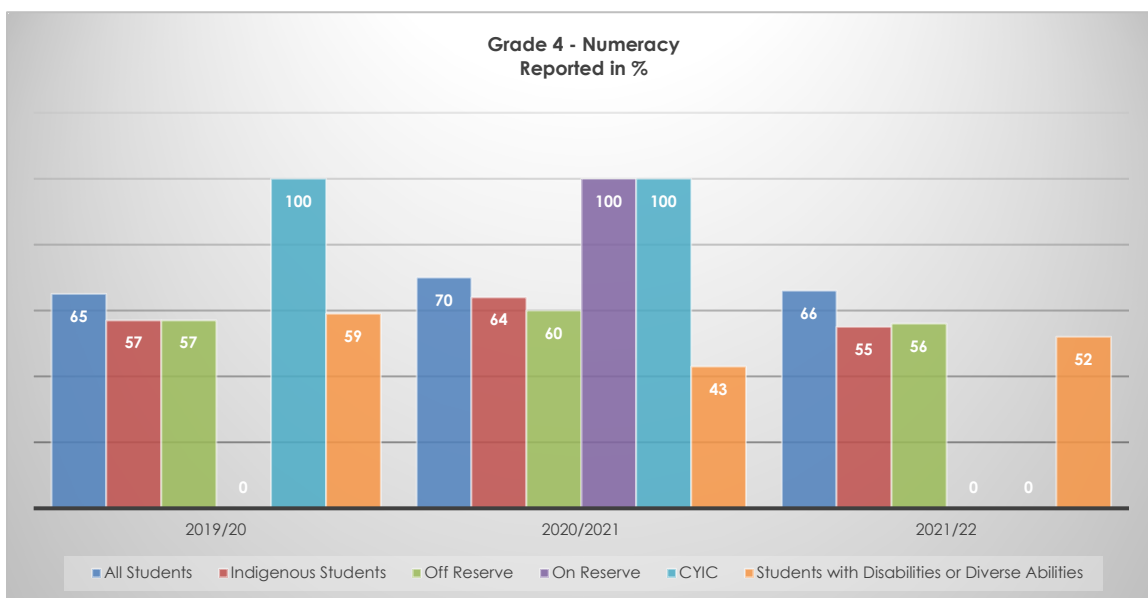
### Cohort data – Grade 7 FSA Reading and Writing components to GLA 10

The same cohort of students participated in the Grade 7 Reading and Writing components of the FSA in the 2018-2019 school year and the Grade 10 GLA in the 2021-2022 school year. When comparing the results from Grade 7 to Grade 10, the following is noted:

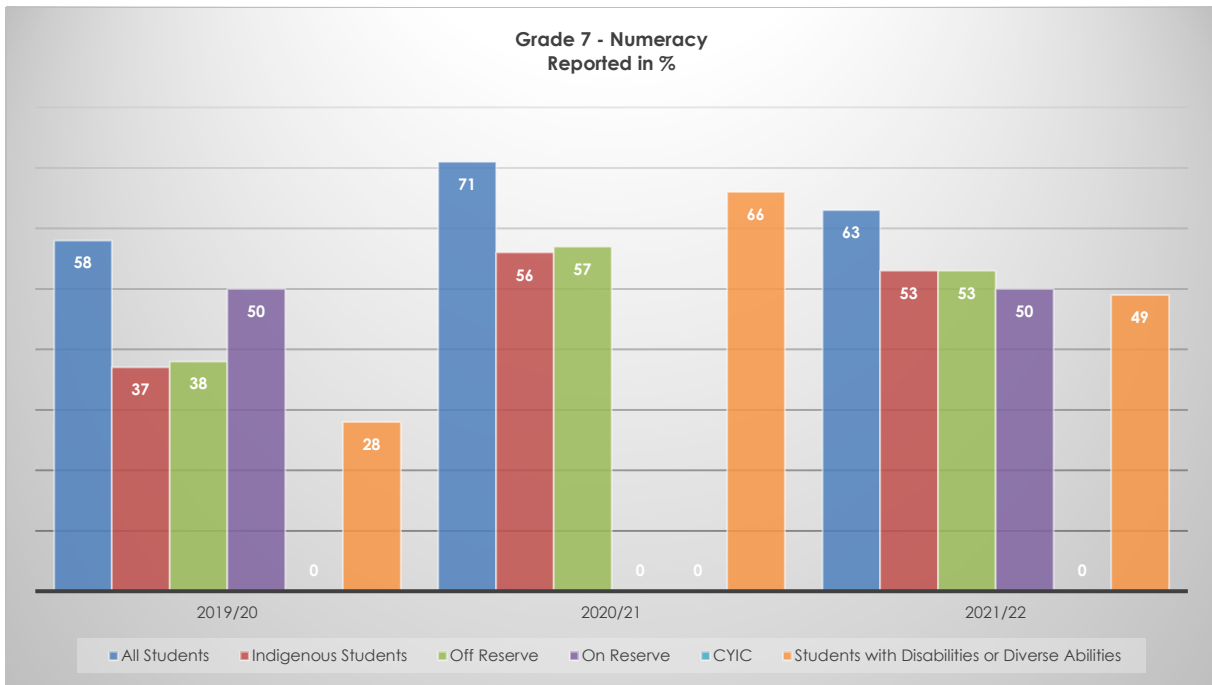
- The Grade 7 Reading “on track” and “extending” skills results (78% in 2018-2019) is similar to the percentage of students who demonstrated “proficient” and “extending” in literacy on their Grade 10 GLA.
- The Grade 7 Writing “on track” and “extending” skills results (88% in 2018-2019) was higher than the percentage of students who demonstrated proficiency in literacy on their Grade 10 GLA.

## Educational Outcome 2: Numeracy

### Measure 2.1: Grades 4 and 7 Numeracy Expectations







### Grade 4 Foundation Skills Assessment - Numeracy component

FSA 2021 results indicate:

- 66% of students demonstrated “on track” and “extending” skills in Grade 4 Numeracy.
- However, a larger proportion of students with diverse needs and Indigenous students, who participated in the assessment, demonstrated “emerging” skills when compared with peers:
  - 45% of students with diverse needs who demonstrated “emerging” skills
  - 44% of Indigenous students who demonstrated “emerging” skills

### Grade 7 Foundation Skills Assessment - Numeracy component

FSA 2021 results indicate:

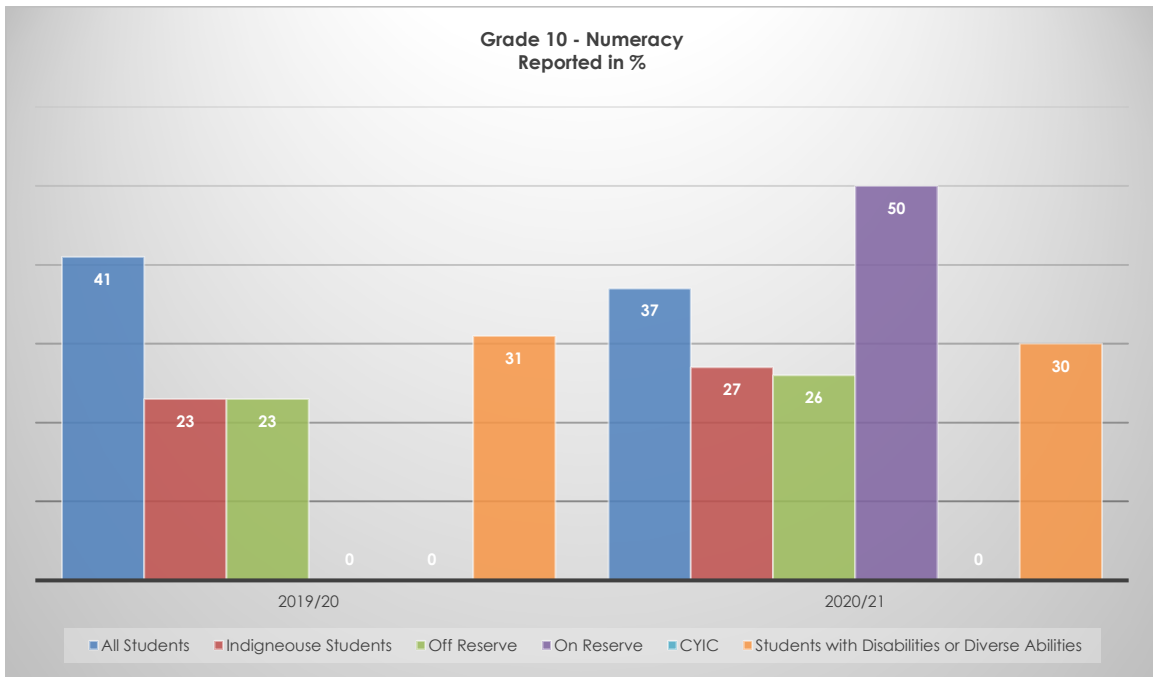
- 63% of students demonstrated “on track” and “extending” skills in Grade 7 Numeracy, less than in the previous year.
- 47% of Indigenous students and 51% of students with diverse needs who wrote the assessment demonstrated “emerging” skills.

### Cohort data – Grade 4 to Grade 7 FSA Numeracy

The same cohort of students participated in the Grade 4 Numeracy component of the FSA in 2018 and the Grade 7 Numeracy component of the FSA in the 2021. When comparing the results from Grade 4 (2018-2019) to Grade 7 (2021-2022), the following is noted: An increase in the percentage of students who

demonstrated “on track” and “extending” skills increased for all groups of students.

### Measure 2.2: Grade 10 Numeracy Expectations



### Grade 10 Graduation Numeracy Assessment (GNA)

GLA 2020-2021 results indicate:

- 37% of students demonstrated “proficient” and “extending” skills in Grade 10 Numeracy.

### Cohort data – Grade 7 FSA Numeracy to GNA 10

The same cohort of students participated in the Grade 7 Numeracy component of the FSA in the 2018-2019 school year and the Grade 10 GNA in the 2021-2022 school year. When comparing the results from Grade 7 to Grade 10, the following is noted: There is a significant decline in the percentage of students who demonstrated proficiency in numeracy on their provincial assessments, from 58% in Grade 7 to 37% in Grade 10, for this particular cohort.

### Analysis and Interventions

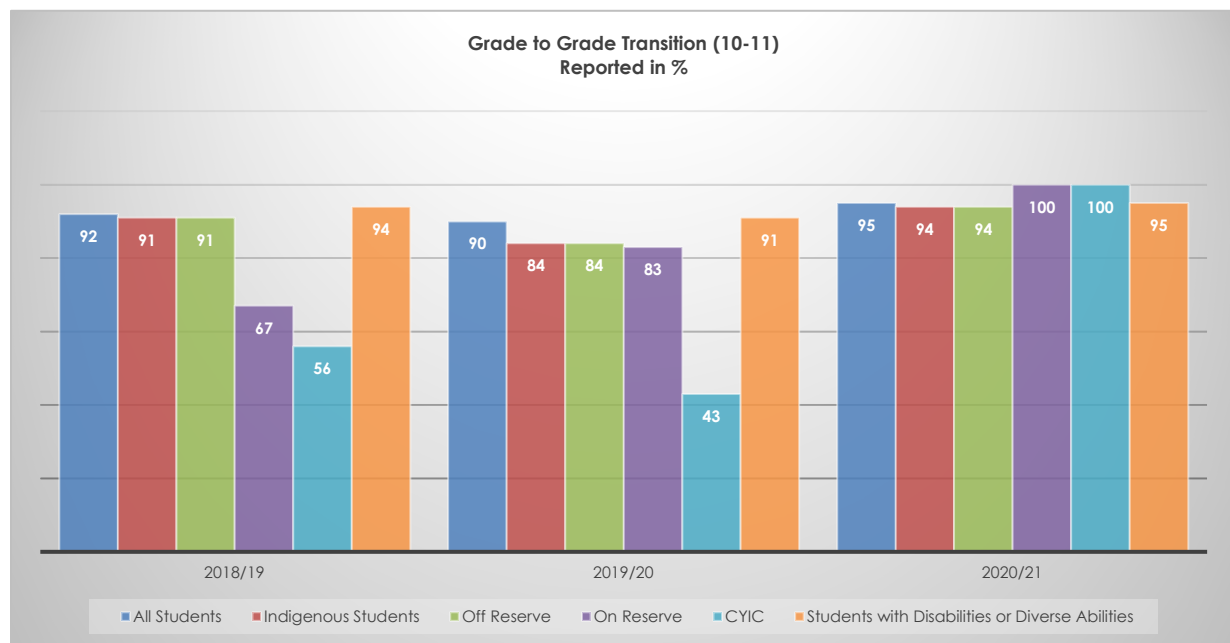
The District recognizes the need for continuous improvement in all areas of literacy and numeracy learning K-12. Collective capacity building to ensure all students grow in literacy and numeracy, including Indigenous students, students with diverse needs and Children/Youth in Care continues to be a focus area.

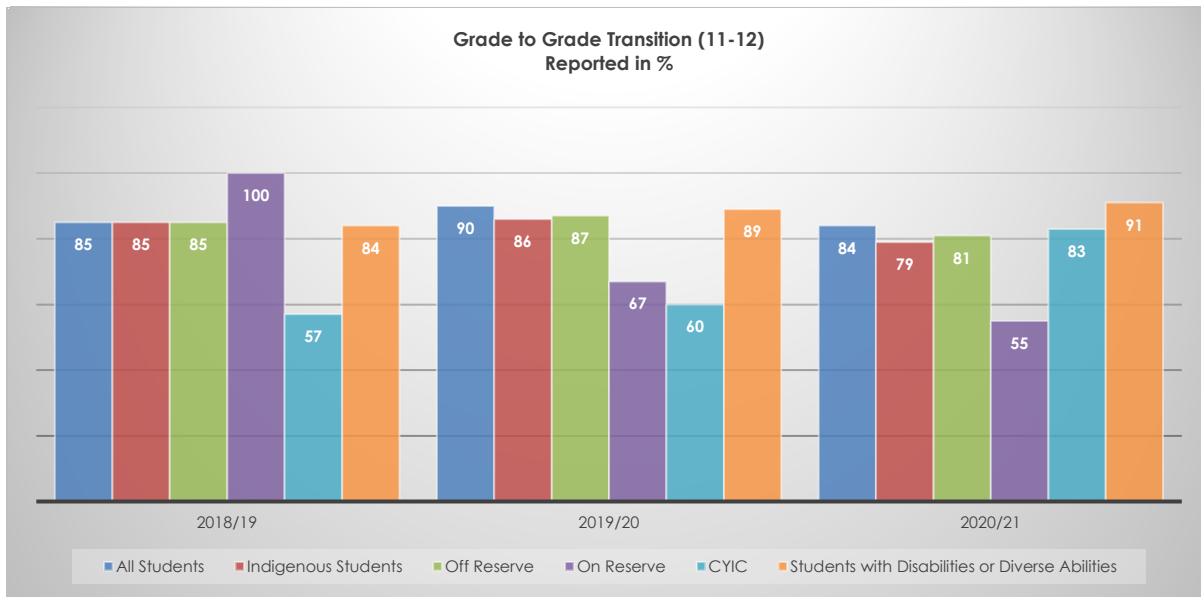
Each of our elementary/middle schools has a Curriculum Support Teacher who supports and collaborates with school-based colleagues to address the literacy and/or numeracy goal for their school. As a Community of Practice, the group meets regularly to discuss the literacy and numeracy research, work on instructional and assessment strategies in support of all learners and explore ways to embed the First Peoples Principles of Learning. Other related supportive activities include the District's participation in the Equity in Action project that seeks to improve learning for Indigenous students and our work in trialing the province's new Literacy and Numeracy Proficiencies K-12.

## Next Steps

In order to improve literacy and numeracy learning for all students and ensure equitable opportunities, the District is seeking to develop a collective and systemic approach to instruction and assessment K-12. **During the 2022-2023 school year, educators across the District will collaborate to co-construct common frameworks for both literacy and numeracy.** Teaching and learning frameworks are research-informed models that provide educators with common understanding, practices, and tools to individually and collaboratively encourage literacy and numeracy growth in their students. This process will build on the aforementioned improvement and staff development activities, and incorporate current research, provincial assessment directions, and what's working in other jurisdictions.

Measure 2.3: Percentage of students who are completing grade to grade transitions on time.





## Analysis

The grade-to-grade transition rate from Grade 10 to Grade 11 has shown steady improvement for the most part from 2016/17 to 2020/21 with the 2020/2021 year demonstrating significant jumps in success rates for all groups (All Residents, Indigenous, Children in Care). Indigenous on reserve students and Children/Youth in Care had an impressive 100% transition rate from Grade 10 to Grade 11 in 2020/2021 which is the most recent year where data is available.

The grade-to-grade transition rate from Grade 11 to Grade 12 is lower than the Grade 10 to Grade 11 transition rate. The numbers indicate that there is a larger fluctuation from year to year with this cohort when compared to the Grade 10 to Grade 11 transition cohort. This might indicate that students are not completing enough credits during their Grade 11 year to successfully transition to Grade 12 status. However, we feel there is another significant factor at play here. It is important to note that when we did a separate analysis with our Online Learning Students removed from the data, we improved from 84% to 94% which is within one percentage point of the provincial average and more accurately reflects the transition rate of in-District students.

## Adjustments and Adaptations

- Our secondary schools are placing more of an emphasis on working with Grade 8 and Grade 9 cohorts to insure they are ready for the graduation program.
- Our District has supported School Learning Plans so that schools can focus on specific learning projects with an emphasis on data collection to track the success rates of students in core areas of learning. Up to \$10,000 per school has been allocated for this purpose.

- Our recently signed LEA (Local Enhancement Agreement) has a provision for a K'omoks' Success Advisor which is a teaching position designed to help ensure the success of our K'omoks' students with grade-to-grade transitions and the graduation program.
- All our schools have Indigenous Support Workers (ISW) who work with Indigenous students with a focus on academic success and culture building.
- We have Indigenous Support Teaching positions for our secondary schools (and elementary schools).
- Our District has a robust trades program which allows our students to earn secondary credits while they develop trades skills and earn certification as they train in the trades. This caters to the individual needs of our secondary students.
- Our District has a robust dual credit program with the local university (NIC) which allows for a more successful transition from the graduation program to post secondary institutions.

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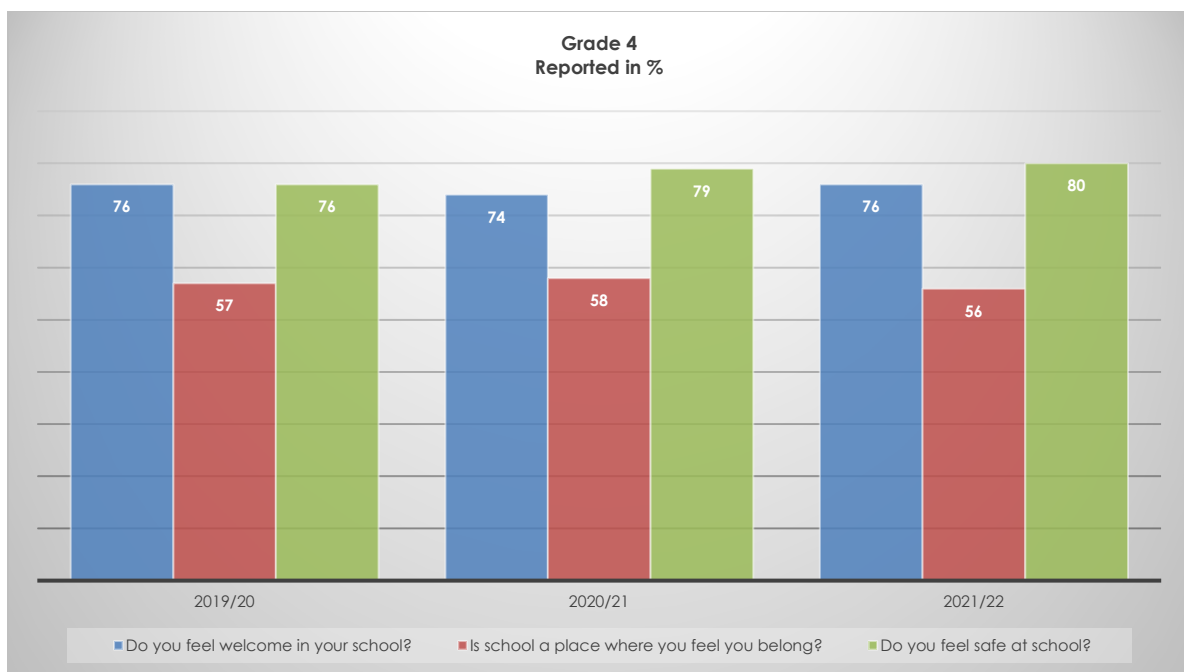
## B. HUMAN AND SOCIAL DEVELOPMENT

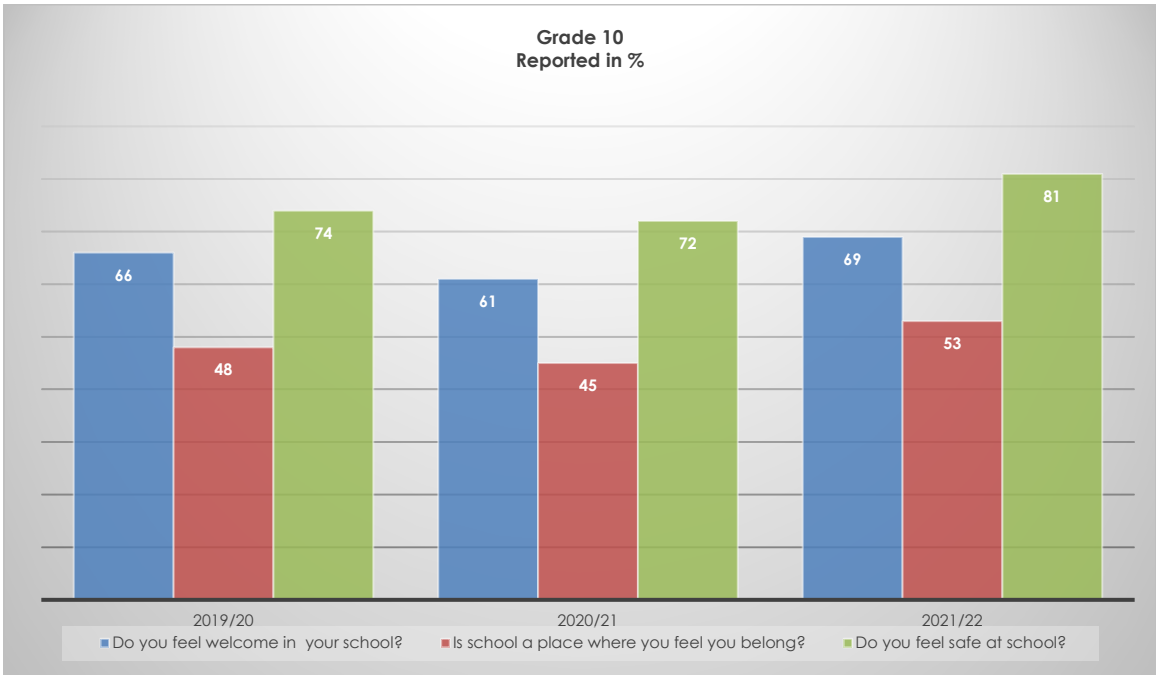
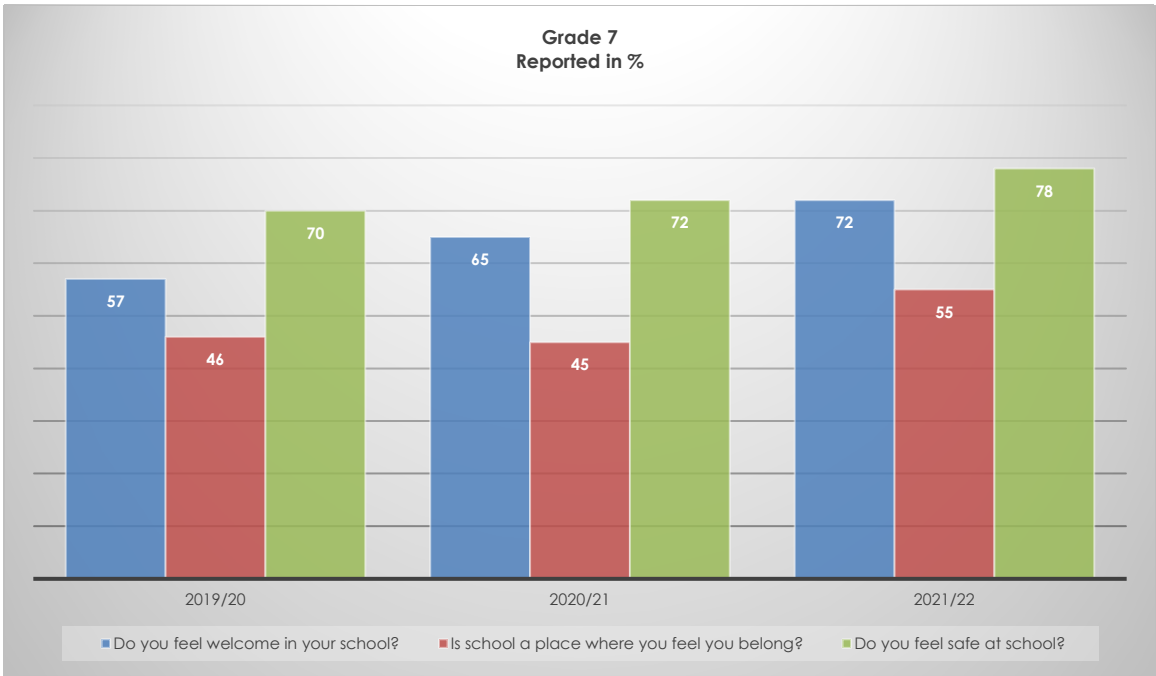
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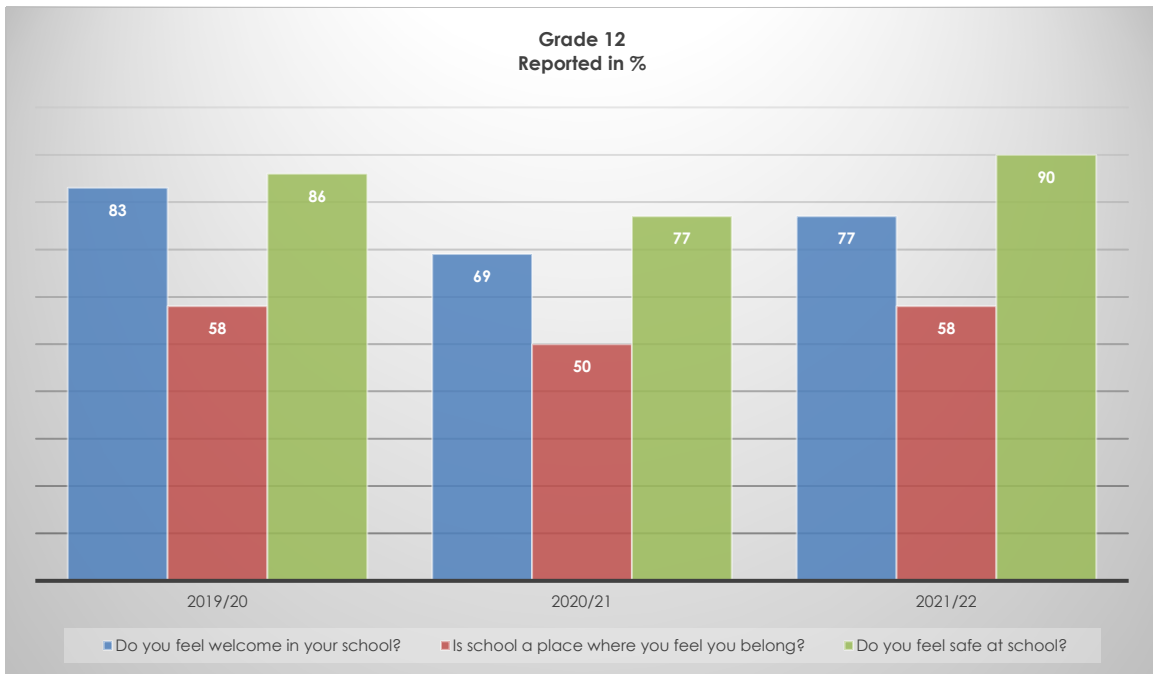
### Educational Outcome 3

Students will feel welcome, safe, and connected to their school.

Measure 3.1: Percentage of students in grades 4, 7, 10 & 12 who feels welcome, safe and have a sense of belonging in their school.





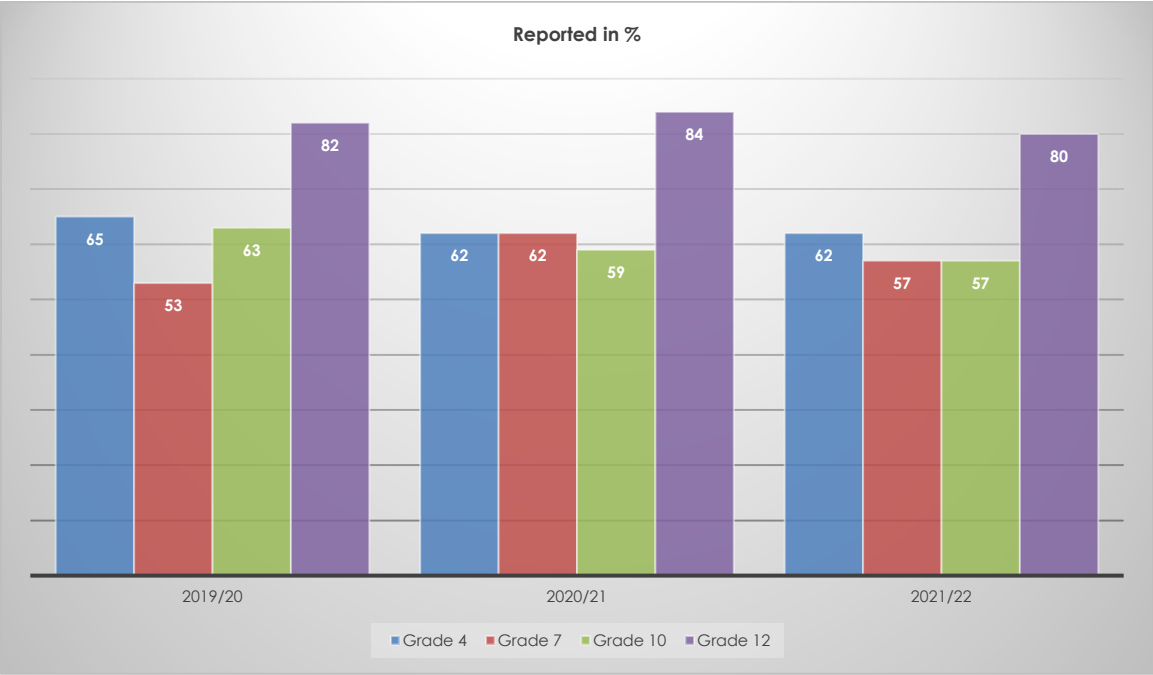


## Analysis, Adjustments, and Adaptations

- Students feel safe at school similar to the provincial average for each grade level.
- Social emotional support has been a focus of SD71 Mental Health Committee through parent & family workshops and staff professional development.
- The District has recently reviewed and implemented new administrative policies to better support inclusion, equity, and diversity.
- The physical plant of all schools have been reviewed for safety and belonging and the necessary changes made. These include gender neutral washrooms, gradual curbs and hand-free entrances.
- Implementing specific initiatives – Duella Project – Island Women of Native Ancestry offering empowerment and skill building.
- District emphasis on restarting support school groups – boys groups, girls groups, GSA clubs and LGBTQ2S+.
- Inner Explorer was implemented as a District initiative for all schools.
- Elders have trained staff in the use of “Talking Circles”.
- Implemented “Consent Awareness Week” to address and prevent Gender based violence.

Measure 3.2: The measure of students in grades 4, 7, 10 & 12 who feel there are two or more adults at their school who care about them.

How many adults do you think care about you at your school?



**Analysis, Adjustments, and Adaptations**

- Students have identified 2 or more adults in the schools' that care about them. This is similar to the provincial average for each grade level.
- Developing structures to identify students that do not feel they have 2 or more adults in the school that they feel connected to.
  - Leadership mentoring, Grade 12-7 pairings, Teacher Advisory groups.
- Parental workshops designed to strengthen relationships with students. DBTA (Dialectical Behavioral Therapy), White Hatter.
- Inclusive education models for staff a variety of strategies to enhance the connection between adults and students.
- The school District trained a handful of staff on Compassionate Systems: Building on Existing Relationships (Peter Senge).

**Additionally**

SD71 embarked on two major initiatives that support the human and social development of our students.



## 1. Pathways to Hope: Integrated Child and Youth Care Services.

- SD71 is one of 5 initial Districts that implemented a community based multidisciplinary team which delivers wrap-around services and supports for children and youth. The integrated team (MCFD, Health Authority and SD71) work collaboratively to address needs in a safe and secure environment.
- SD71 has hired their two ICY Counsellors and have started seeing students from the referral process (soft start).

[Integrated Child & Youth Teams](#)

## 2. SD71 has implemented a 3-pronged approach to supporting mental health.

- Compassionate Systems:
  - Building on existing relationships (self awareness, mindfulness, authentic connections).
- Mental Health Literacy:
  - Consistency with the language, understanding and beliefs, management, and prevention.
  - Staff trained through UBC.
- Local Data:
  - Understanding our local data. Identifying areas that need greater awareness.

A recent update of the District's commitment to supporting mental health and wellness can be found at:

### **Mental Health webpage**

Mental Health and well being are so much bigger than one person. They include every part of our lives. When people have the right tools and supports in place, they can flourish regardless of health problems.

[Mental Health and Wellness](#)

The District has hired a 3rd full time outreach counsellor. The additional supports will ensure our schools and families have trained personnel who can assist those students who are struggling with mental health challenges.

### **Mental Health Kits**

Kits were developed to support and enhance schools and teachers in educating students about the diverse range of mental health topics.

[Mental Health Kits](#)

### **Work to Wellness**

The Districts' "Work to Wellness" program continues to be a very strong support program for all employees. The District continues to invest in the wellness of all our staff, students, and families.

## [Work 2 Wellness](#)

### **Mental Health Community Supports**

SD71 collated all the resources found within the Comox Valley that can be utilized by schools, students, and parents.

## [Comox Valley Schools Mental Health Resources](#)

### **Mental Health and Wellness Supports for Staff**

## [Mental Health and Wellness Support for Staff](#)

### **Counsellors Corner, Social Emotional Learning, Grief Supports**

In 2021-2022 a team of educators created kits to support students with diverse learning needs who have experienced grief and loss. The kit contains books, resources, and information about how to support students with grief and loss needs.

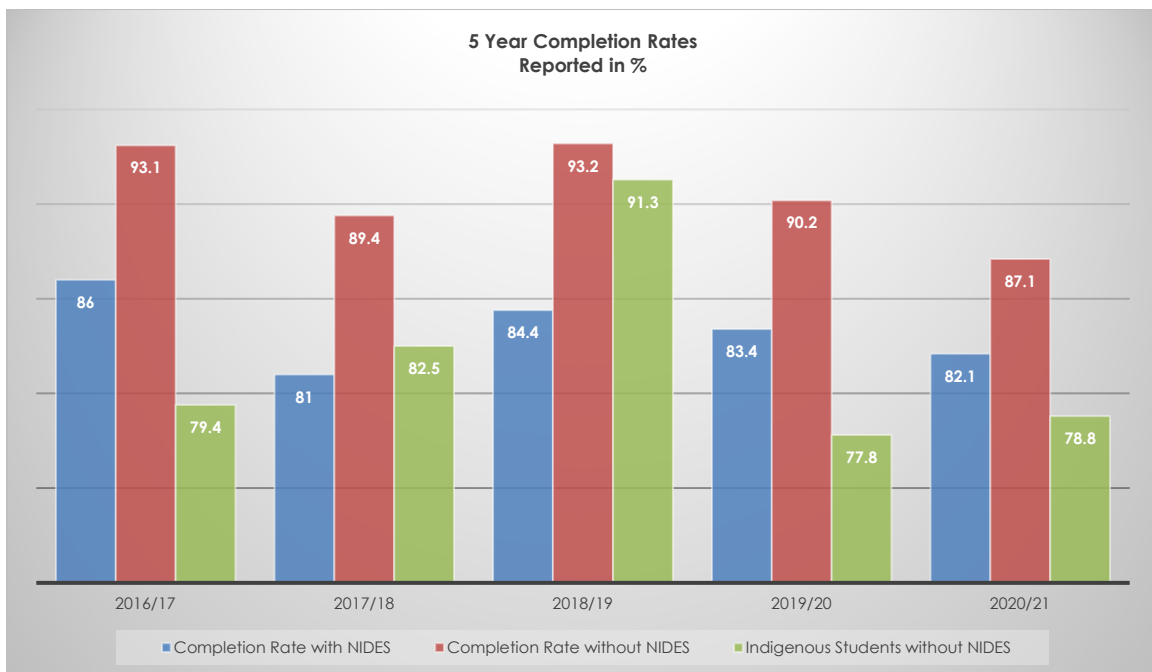
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## C. CAREER DEVELOPMENT

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### Educational Outcome 4

Measure 4.1: The percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.



## Analysis, Adjustments, and Adaptations

We have selected to analyze the data in a few different ways. The overall observation that we have made is the dramatic increase in completion rates when we review our Online Learning school (NIDES). It is understood that due to the transient enrollment at NIDES, many students may enroll at NIDES then leave to return to their home District resulting in lower overall District completion rates for SD71.

Once we remove the NIDES data our rates reflect what we feel is more accurate. Generally, our completion rate is consistent with an approximate rate of 90% over the past 5 years which is in close alignment with the typical provincial range throughout British Columbia.

Our Indigenous rates listed below again reflect similar observation as mentioned. Although our rates are above provincial average, we must continue to work together to close the gap between Indigenous and Non-Indigenous learners. It is our hope that the new K'omoks' Success Advisor will support students in an effort to close the graduation gap between Non-Indigenous and Indigenous students.

Each one of our schools have made a commitment to incorporate Indigenous ways of knowing and doing.

Examples include:

- Acknowledgement of traditional territories happens at all meetings District wide.
- Ni'noxola (Elders/Wise Ones) supporting students across the District.
- ISW's (Indigenous Support Workers) in every school.
- 4 Indigenous support teachers working in the District.
- Began the Equity Scan which will be continued over the 2022-23 school year.
- Land Based Learning – experiential learning opportunities.
- Working to create Indigenous focused BAA courses to provide additional options for students to pursue courses they are interested in.
- Secondary schools working with support of recently created Indigenous Success Advisor to track and support students' graduation pathway.
- 2022-23 school year implementation of English First People 11 within our secondary schools to replace English 11 to ensure all students meet the new Indigenous Graduation Requirements.
- SD 71 Leadership Team of 60 began the school year at the Big House (Kumugwe) where they were led through a variety of exercises and teachings by Hereditary Chief Wedlidi Speck.
- Indigenous Education Curriculum Support Teacher supporting secondary school teachers embed First Peoples Principles of Learning in our classrooms.

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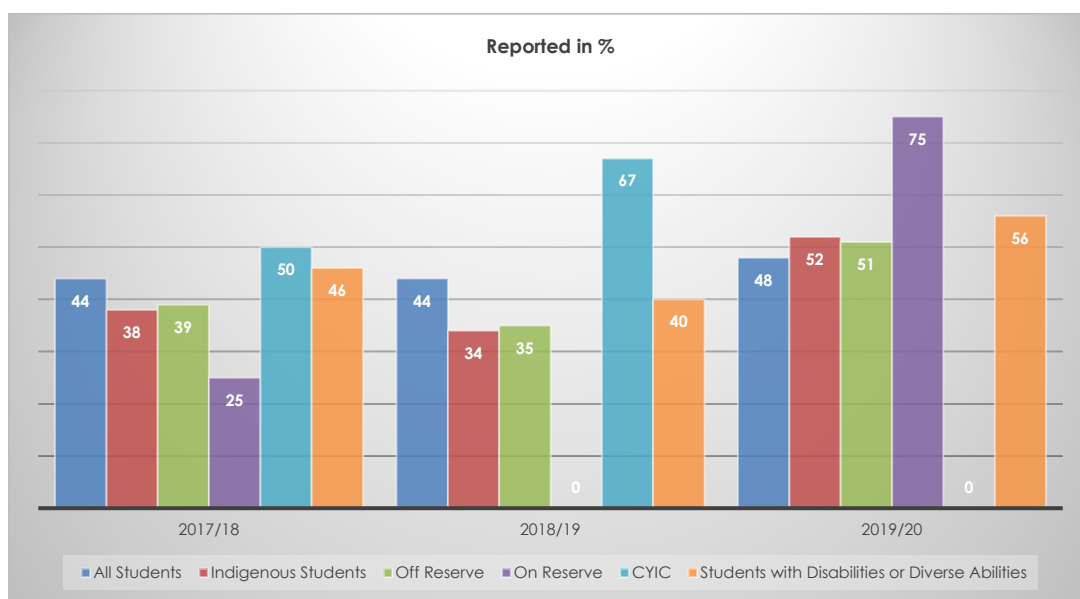
## STUDENTS TRANSITIONING TO POST SECONDARY INSTITUTIONS (PSI)

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### Educational Outcome 5

Students will have the core competencies to achieve their career and life goals.

Measure 5.1: The percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.



### Analysis, Adjustments, and Adaptations

- We note that our transition rates are consistent with the provincial average and with many other school Districts.
- Indigenous results are above the provincial average.
- We also notice that our PSI transition rates are increasing, despite challenges of the pandemic closures of in person learning at post secondary institutions.
- We question what effects the post pandemic environment will have on PSI rates moving forward.
- We question whether labour demands will have an impact on students advancing immediately to post secondary.
- The [Comox Valley Careers Department](#) works hard to engage and support students in exploring pathways throughout grades 10 to 12. Student interest in Dual Credit Academics is strong. We believe this will continue to improve PSI transitions.

- There are many students ready to enter college and university in their grade 12 year, some in their grade 11 year. There are presentations, tours and college representatives who give their presence at all our high schools to help support students as they consider their next steps.
- Over the past three years our department has opened academic offerings beyond English and Psychology and students have started to take advantage of certificate and diploma programs by either taking 1-4 University Transfer classes or registering in a full year program within their grade 12 year.
- Student surveys and enrollment reflect students interested in the Health Care Assistant program, Digital Marketing program, Business and Fine Arts Diploma courses; University transfer courses are the most popular option, these include English, Biology, Psychology, Business, and Math.
- Youth Work In Trades; currently 73 students active, which includes 42 students already for this school year as of July 1<sup>st</sup>, 2022. This is an increase over the past few years as we now have an excellent relationship with the trade's community.
- The Careers team is continuing to work collaboratively on establishing additional PSI relationships so that they can offer micro-credential and certificate program opportunities.

**On Tuesday, October 4, 2022, the Board of Education Comox Valley passed the following motion:**

***“THAT the Board of Education for School District No.71 (Comox Valley) approve the Annual Framework for Enhancing Student Learning Report as presented.”***

