

Comox Valley Schools

SD#71

Interim Progress Report for the Enhancing Student Learning Report September 2025

Part 2b: Respond to Results

In Review of Year 2024-2025 of Strategic Plan for Education

Approved by Board on September 23, 2025

Interim Progress Report for Enhancing Student Learning:

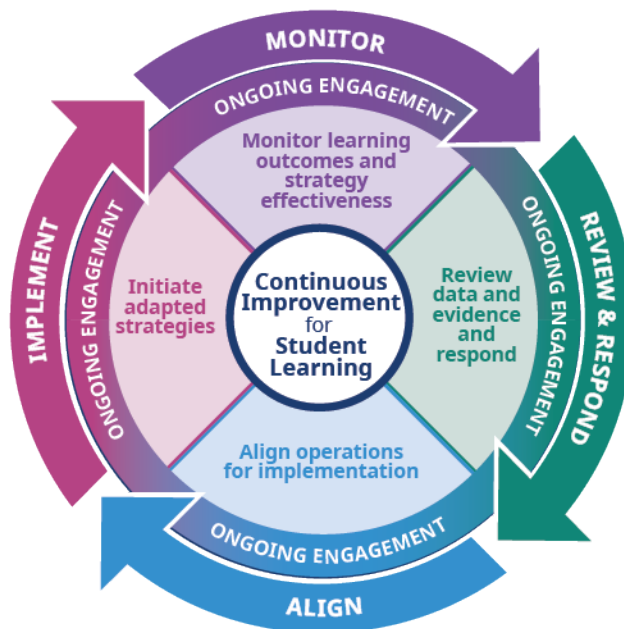
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

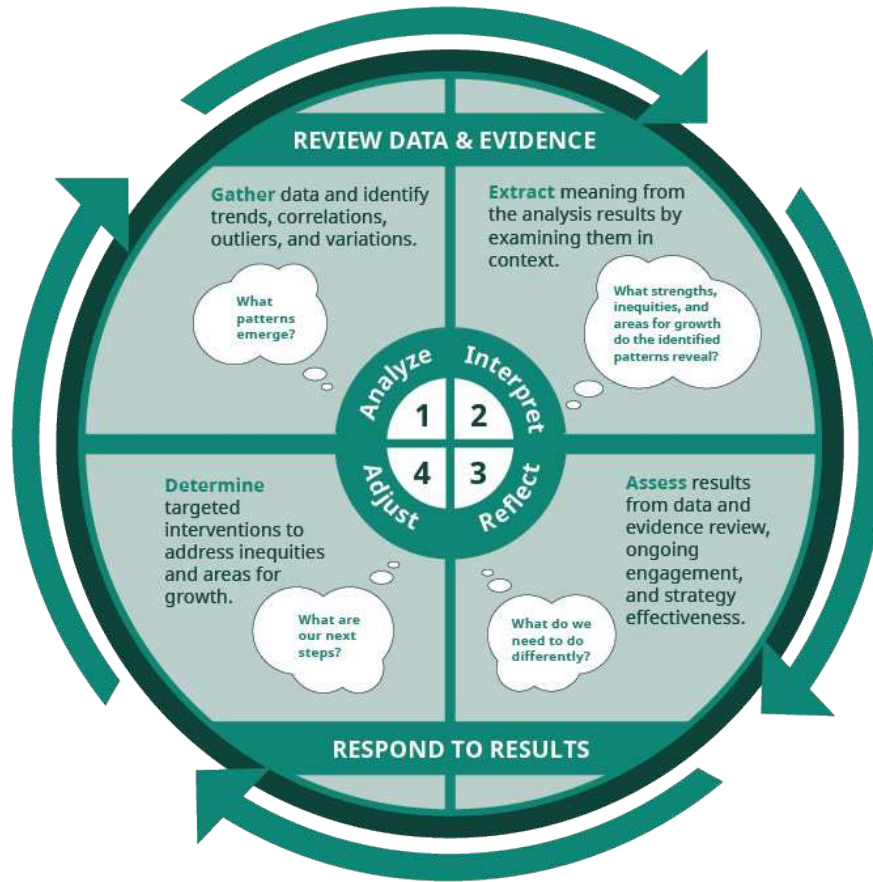
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

Interim Progress Report

Respond to Results



Part 2b

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

Interim Progress Report 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.

Reflect and Adjust Chart



Please note: If the district's current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Create inclusive, wholistic, and personalized learning environments to enhance each student's development of the core competencies over time.			
Decolonizing and Indigenizing; Inclusion; Personalized Learning; Student-centered Assessment; Social Emotional Learning; Flexible Learning Environments, Digitally Enhanced Learning; and Land-based Learning.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Warrior Society Program: Indigenous leaders providing cultural mentoring through one-on-one and small group activities on the land. Kwezen's: Based upon the Warrior's Society Program, provides	These targeted strategies serve priority CYIC and Indigenous learners who have had considerable socio-emotional struggles within the classroom setting. These strategies also aim to improve attendance and	These strategies target the gaps between Indigenous / CYIC and All students in 5 yr completion rates, as well as Gd, 4 / 7 Literacy Numeracy rates and SLS responses indicating well-being. While there remain persistent gaps, staff report a considerable improvement in self-regulation in	Continue In consultation with the IEC, staff will review the effectiveness of these strategies. Adapt: The Warriors Society Program serves priority students from 5 schools and Kwezens serves priority students from 3 schools. Staff will liaise with other schools to identify need and provide supports.

multiple for <i>female and non-binary</i> priority learners Atayokan Therepeutic Riding Program:	outcomes for these priority populations. * Priority students shared that they wanted to learn through stories, art and song from positive Indigenous role models on the land. *Therapeutic riding program chosen to provide support to SEL priority learners.	many of the students, positively impacting attendance and engagement within the school setting. Priority students and guardians report gratitude for these opportunities.	
30+ Indigenous Support Workers: (ISW) Primary support for Indigenous students. 50:1 ratio in dedicated Indigenous spaces throughout the district. Indigenous Support Worker Mentor: Supporting ISWs to ensure students have excellent cultural, educational, socio-emotional support. INED Manager: Provide opportunities for ISWs to gather, learn together and	These strategies address the gaps in opportunity and outcome gaps between Indigenous and non-Indigenous students. This longstanding support has provided vital connection for underserved Indigenous students.	These strategies are effective as per the SLS data. “adults care” has Indigenous students’ outcomes above ALL resident students in 2 of the last 3 years in grades 4,7,10. *This strategy, while respected by students, community, and schools is not enough to address over 10% disparity in 5 yr completion rates between Indigenous and non-Indigenous students.	Continue: the 50:1 per student ratio, and the model of INED manager building capacity with ISWs outlining duties, strategies and approaches. Introduce: Indigenous Support Worker Mentor, to provide additional 1:1 support to all ISWs to ensure best Indigenous focused practices when working with students. We will monitor this new strategy this year.

share strategies and culture.			
Ni'noxsola Elders in Residence Program: Elders of diverse Indigenous backgrounds visit schools providing cultural awareness, language, knowledge and ways of being.	This strategy addresses the 4-year downward trend of Indigenous students in grades 4, 7, 10 feeling less safe and less of a sense of belonging at school than non-Indigenous students. This strategy has been implemented through consultation with KFN and the IEC.	This strategy has had mixed (Quantitative) results. Indigenous students in grades 4 & 7 & 12 have experienced the highest increase of feeling at safe at school, while grade 10 students felt decreased safety. Vital (Qualitative) results from students, staff, and community have been overwhelmingly positive. The Elders have created meaningful relationships with priority students and provide a vital connection to culture and ways of being for Indigenous students.	Continue and Adapt: SD71 will expand this strategy: The BOE agreed to cover all current honorariums through core funding, freeing up targeted funds to be used in recruiting more Elders in residence to serve additional schools throughout the district. The IEC previously indicated that they would like to scale up this targeted strategy. Staff will be responsive to this direction.
K'ómoks First Nation Student Success Teacher: Case management of all KFN students. Liaise between Nation/PVP/CDTA/CUPE staff and KFN students & families. Indigenous Knowledge Specialist: Large/small group/1:1 mentorship and teachings on the land	These positions address attendance and outcome gaps between First Nations students living on reserve and all students. The Success Teacher position is an outcome of the LEA agreement. The Indigenous Knowledge Specialist Position was created to share Indigenous brilliance, history & culture with	Due to very small cohort sizes, 5-year completion rates, & FSA results vary considerably. SLS data re: "feel welcome" on-reserve students' outcomes much higher than Provincial results in 2 of the last 3 years in grades 4, 7, 10, and above district 'all resident students" in 2 of the last 3 years. These strategies are deeply valued by Rightsholders.	Continue and Adapt: Continue KFN Student Success Teacher, with additional supports, raising profile throughout the district, including: - 3-4 Indigenous student support team meetings with PVP-Teachers-success teacher -Increased collaborative opportunities with KFN education manager & SD71 senior staff -Increased accountability through LEA governance meetings. (Advocacy for additional supports / staffing) Adapt: Indigenous Knowledge Specialist position. This position began Jan, 2025. Plan to

with KFN students throughout the year.	On-Reserve students, as well as other Indigenous / non-Indigenous students. Both positions paid for through core funding.		increase opportunities to share land-based knowledge as per request from KFN / Indigenous students and staff.
Indigenous Grad Coach: Supports Gd 11-12 Indigenous students at the school with highest Indigenous student population Nala’atsi: Indigenous Centered Learning Program Gd 10-12	These strategies address the gap in 5 & 6 year completion rates of Indigenous students compared to All Students. Nala’atsi also addresses the gap in belonging for priority Indigenous learners.	The Grad Coach position implemented in 2022/23 school year, has had moderate success rates during the past 2 years. Over the past 3 years, Nala’atsi school has provided unique community and land-based opportunities resulting in higher completion rates of Indigenous learners. Students, parents, Elders and community members value Nala’atsi.	Adapt: Approval from IEC to scale up Grad Coach strategy to 2.0 FTE + to provide more direct support of priority Indigenous secondary students. Seeking approval from IEC to extend Nala’atsi school to provide support to Indigenous learners from Grades 6-12.
Equity Scan	Indigenous community led multi-year, district-wide Equity Scan will address the inequitable outcomes and experiences of Indigenous learners.	While this strategy is still underway, initial feedback from Indigenous community is positive and encouraging.	Continue and Implement: Equity Scanning recommenced during 2024-25, will conclude December 2025. Equity Action Plan, (with direction from community led scanning team) will be completed by May 2026.
Indigenous K-1-2 Program Prioritizing IWVP’s	This strategy addresses the sense of belonging gap for K-1-2 Indigenous learners.	Indigenous students, parents, community, KFN, and IEC have provided positive qualitative feedback.	Continue and Implement: Consult with IEC and KFN who have recommended an expansion of the program to another school closer to K’ómoks First Nation.

Implementing Low Arousal , a behaviour management process used to augment and eventually replace CPI (Crisis Prevention Intervention)	The strategy will address aggression and crisis situations involving diverse learners. This strategy was chosen based on increased violence in the workplace reports received by Health & Safety and EA/Teacher feedback.	The pilot project was implemented in Jan 2025. Initial reports highlight reduced negative interactions and stressful situations involving diverse learners with low intellectual capacity. Data points will be tracked in the current school year and adjustments made as necessary.	Introduce & Implement: All Inclusive Education staff, district program Teachers / EA's and Administrators were trained between January to July 2025.
Introduced a new 3-part Mental Health Plan: (a) Promotion & Protection (b) Preventative & Educate (c) Intervention & Supports	The new mental health plan address student feedback around the lack of awareness, resources and staff members not having the ability or willingness to get involved	Year-end student feedback of the plan was positive. Numerous stories highlighted the impact in keeping students engaged.	Implement & Adapt: SD71 students presented the plan at the provincial forum in May 2025. Consistent feedback will need to be obtained throughout the school year, and adaptations made to remain current.
ICY (Integrated Child and Youth Care)	The gap addressed was long wait times for specialized counselling related supports.	The implementation of ICY has effectively reduced long wait times while intentionally bringing complex services to those child/youth needing the service by providing immediate wrap-around services to CYIC, diverse learners and students exhibiting mental health challenges.	Continue: stats are tracked, and the impact of services identified
Established a Primary Years Identification Team involves Inclusive	Identified need to support post COVID K-gr 3 students exhibiting	The strategy removes the wait time and provides immediate medical and mental support during the most	Continue

education, psychiatry & MCFD.	severe learning and behavioral challenges as identified by parents, teachers, school-based team processes.	crucial student development and learning years. Students suspended, or on partial programs have returned to the classroom. The strategy is effectively keeping students in school.	
Two specialized hirings (1) Behavioral Consultant – excluded (2) EA mentor	Supporting staff to better understand and develop learning environments for our diverse learners & CYIC.	Professionals with specialized training observe students in their learning environment and then help staff, students and families, understand and create plans to enhance the learning environment	Implement: Hirings were completed in June 2025 so the effectiveness and any possible adaptations will be identified in the coming school year.
Parent / Community Workshops & Partners of SD71 Meet and Greet.	Support parents with children struggling in school. It was based on direct feedback from parents, community partners and DPAC	Parent feedback has been positive.	Continue with adaptations – Inclusive education is meeting regularly with DPAC to continually identify parent topics of interest.
LINK: Partnership between North Island College and SD71	Support graduating students with diverse learning needs whose goal is to live independently or semi-independently.	Past student involvement has proven effective in providing semi-independent living and job opportunities.	Reimplementing: The program has been reinstated after two years of being dormant and work and living data will be tracked.
Accessibility Committee & partnership with SPARC BC	Identified through student/parent concerns with accessibility and	Numerous issues raised through electronic feedback surveys resulted in changes to student learning – training in apps, sound fields, physical building alterations	Continue and Adapt: as information is shared and processed by the accessibility committee

	feelings of belonging as identified in the SLS		
Development and implementation of district Literacy Framework: - Implemented new locally developed Kindergarten and Gr. 2 Literacy Assessments in all schools. - Collected baseline data for these grades. - Developed, field-tested, and trained teachers in the new locally developed Gr. 6 Literacy Assessment.	Addressing district's need for a systematic and consistent approach and more fine-grained literacy assessment information to monitor impact of literacy initiatives and to inform the district's planning within the <i>Continuous Improvement Cycle</i> .	- All K and Gr. 2 teachers collected district check-in data with all students. - All Gr. 6 teachers participated in the orientation and administration training for the new literacy assessment and are ready to implement in Fall 2025. - Preliminary student literacy data indicates the need to focus on emergent literacy instruction with primary classroom teachers, including phonemic and phonological learning routines.	Continue and Adapt: - Continue district's Literacy Frameworks development, implementation, and capacity building. Ensure alignment with new Ministry directions in early literacy and literacy support. - Primary teachers - Professional learning series and school residencies with district literacy teachers. - Implement the new district literacy assessment in Gr. 6 in Fall 2025 and collect baseline data. Professional learning to support analysis and targeted instruction for intermediate classroom teachers. - Intermediate teachers – Professional learning series and support from school-based Curriculum Support Teachers.
Development and implementation of district Numeracy Framework: Supported teachers in trying the district's new, locally developed K-7 number sense whole class assessment and	Addressing district's need for a systematic and consistent approach and more fine-grained numeracy assessment information to monitor impact of numeracy initiatives and to inform the district's planning within the	All Gr. 3 and 5 teachers have been provided with orientation and administration training for the new numeracy assessments and are ready to implement in Fall 2025.	Continue and Adapt: Implement the new district numeracy assessments in Gr. 3 and 5 and collect baseline data. Focus on providing professional learning to support analysis and targeted instruction for intermediate classroom teachers.

diagnostic assessments. Developed the district's new problem-solving assessments for Gr. 3 and 5.	<i>Continuous Improvement Cycle.</i>		
Enhance student growth in Core Competencies through school-based leadership development: Capacity building series for elementary/middle school principals/vice principals in instructional leadership	School leaders needed to enhance their ability to implement the Strategic Plan for Education, including how to facilitate growth in learning and student-centred assessment.	Principals and vice principals participated in Leading Learning series with 4 half-day sessions of learning, dialogue, and collaboration - Many principals/vice principals are more confident about their knowledge of learning for young children, including the pedagogy of play. They reported positive learning-focused conversations with teachers during classroom visits as a result, and teachers appreciated sharing with their administrators about their students' learning.	Continue and Adapt: As per both PVP and teacher feedback, the Leading Learning series will continue, however, move into a focus on how to use learning evidence to inform the development of school goals and to monitor plans, and how to facilitate collaboration that builds Collective Teacher Efficacy (CTE) and effective teams.
Enhance student growth in Core Competencies through Curriculum Support Teachers' Community of Practice: Capacity building strategy and structures for elementary teachers	Continued development of Collective Teacher Efficacy in instructional and student-centred assessment practices in addition to authentic approaches to the <i>design principles</i> in the Strategic Plan for Education	Most of our elementary/middle schools have a Curriculum Support Teacher who supports and collaborates with their 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 literacy and numeracy research, work on effective instructional and	Continue: The CST Community of Practice will continue to deepen its growing collective instructional capacity of teachers across schools. The focus this year will be in supporting intermediate colleagues in using locally developed literacy and numeracy assessments to inform instruction, and continued learning about meaningful student-centred assessment that fosters core competency development.

		assessment strategies in support of all learners and explore ways to embed the First Peoples Principles of Learning. Deepened dialogue and reflective practice reveal that this model is showing great success in building instructional capacity and shifting mindsets about student competence across the district.	
Enhance student growth in Core Competencies through Teacher Collaborative Inquiry	Needed professional learning that facilitated implementation of the Strategic Plan for Education (Core Competencies and design principles)	Offered series focused on how to foster student curiosity, agency, and core competencies development, teachers explored play- and inquiry-based learning approaches. Participation rates: • Primary – 16 teachers across 7 schools • Intermediate – 10 teachers across 8 schools For many participants, this was their first experience learning <u>through</u> inquiry while also learning how to teach it with their students. Feedback indicated significant insights and growth in their understandings and practices into progressive instructional and assessment approaches, and student samples and stories demonstrated impact on agency and	Continue and Adapt: Based on feedback from this year’s participants, there is a need to expand this initiative and increase collaboration with colleagues, by encouraging school team participation (rather than individuals) to further deepen growth in collective instructional practice and widen impact on student learning within the school community and across cohorts and years.

		engagement in deeper and meaningful learning.	
Implementing Flexible Learning Environments -Brightspace Integration: Enabled asynchronous and blended learning opportunities. -iPad Project: Provided tools and training to support mobile, flexible learning. -Facility Use Analysis: District comprehensive understanding of space, size, and use constraints to inform future planning. -NIDES Review and Action Plan: Began redesigning staffing and budget to support flexible, distributed learning models.	Based upon the Nides and career education review, supporting diverse learning needs and varied educational environments to improve student outcomes for priority populations and all students. These strategies were chosen to create more adaptable, student-centered environments that support equity and access.	Based on student and staff feedback from surveys Initial implementation has improved access to learning tools and environments that support student choice and pacing.	Continue: Use of digital platforms and mobile technology to support flexible learning. Adapt: Expand flexible scheduling and space use based on facility analysis. Introduce: Pilot hybrid learning models and explore outdoor/nature-based learning environments.
-Enhancing Career Development and Graduation Success: -Revised Career Programs: STEP, Dual	To improve graduation outcomes and career readiness for Indigenous students and CYIC and address systematic barriers and provide	There is a need for more targeted, culturally responsive, and data-informed strategies. Completion rates for All Resident Students have	Continue: Graduation tracking, career programs, and personalized supports. Adapt: Provide culturally grounded supports and community partnerships for students

Credit, and Work Experience programs provided students with real-world skills and post-secondary pathways. -Curriculum Development: Career Education 11 course content being redeveloped, supported by Brightspace integration and teacher release time. -Technology Integration: Assistive technologies and digital literacy curricula were expanded, including AI working group discussions and cybersecurity enhancements. -Community Engagement: Career expos, mentorship programs, and partnerships with local organizations connected students to broader career opportunities.	individualized support to improve the dogwood completion rates.	remained stable (75–76%) but below the provincial average (~78%). Indigenous students show a consistent gap (~63%), with minimal change over five years. Data for CYIC and students with designations is limited due to masking, but trends suggest continued challenges.	through increased collaboration with community. Introduce: Disaggregated data tracking for all cohorts of students.
--	--	---	--

-Data Systems: Power BI tools and a monthly data tracking system were developed to monitor student progress and inform interventions.			
Personalized Learning Post Secondary / Career Pathways -Dual Credit Academics: Allows students to earn high school and post-secondary credits simultaneously in areas like healthcare, engineering, and business. -Trades Sampler Programs: -Youth Work in Trades: -District Robotics & Enter Program: -Culinary Arts Program:	Address decreasing PSI transition rates of all students and prioritizing Indigenous students, CYIC and designated students moving to post secondary institutions. Engage and support students in exploring pathways throughout grades 10 to 12. Student interest in Dual Credit Academics is strong..	Program and course enrolment feedback from engagement demonstrated an effective correlation to enhancing Post Secondary / Career Pathway . Comprehensive Career Education Program review identified program effectiveness, and resource allocation as areas of growth.	Continue to implement career program review recommendations. Continue collaboratively establish additional PSI certificate program opportunities.