

Comox Valley

SD071

Enhancing Student Learning Report September 2026

In Review of Year 2 of Strategic Plan for Education, 2024-2029

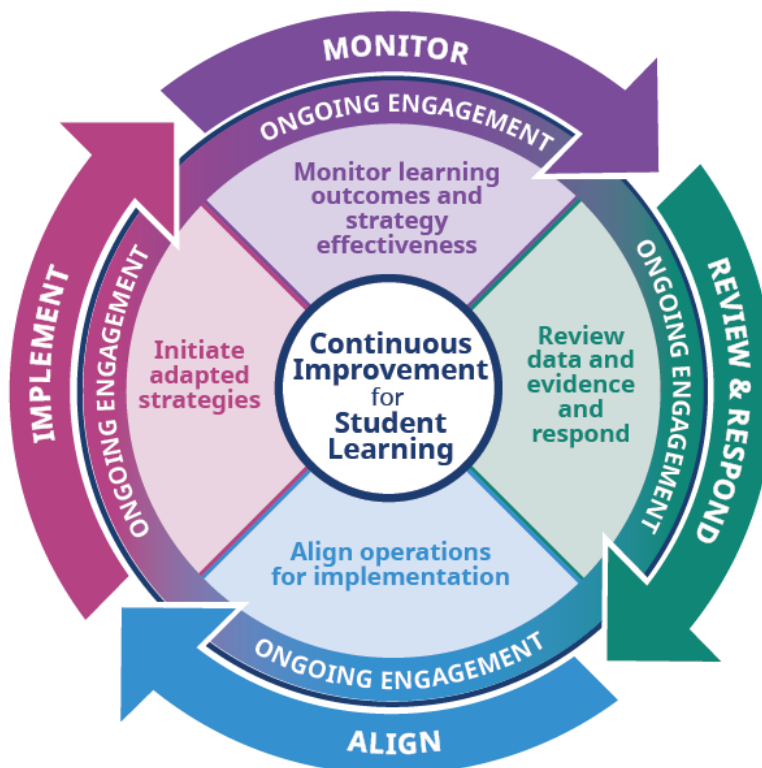
Approved by Board on September 22, 2026

Enhancing Student Learning Report:

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 three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

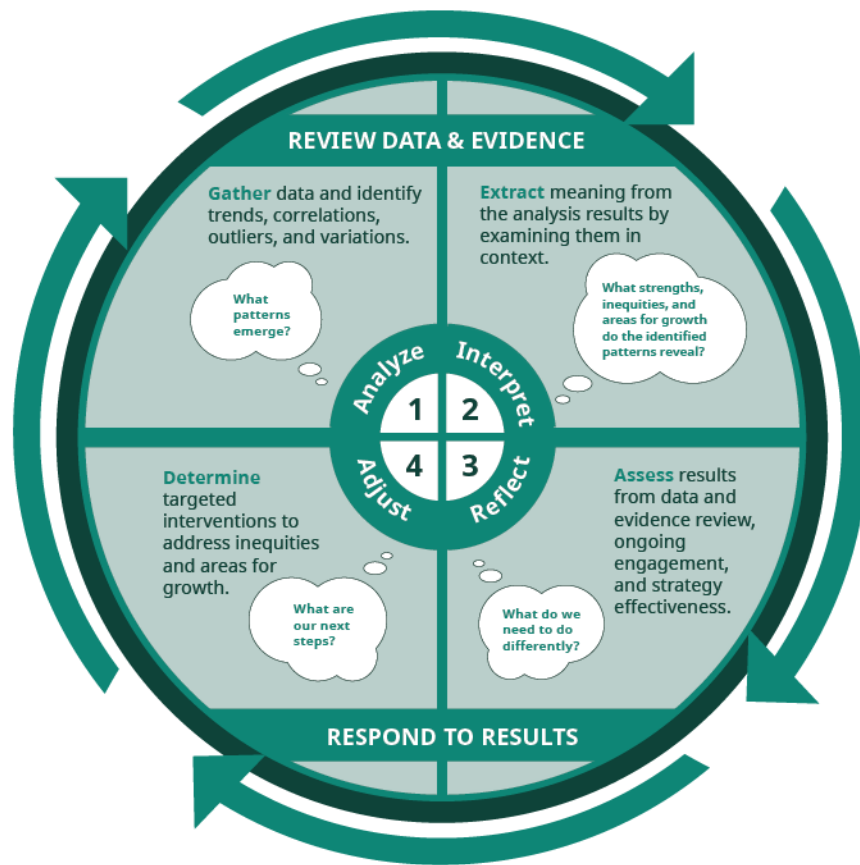
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

Contents

Review Data and Evidence.....	5
Intellectual Development	6
Educational Outcome 1: Literacy.....	6
Educational Outcome 2: Numeracy	11
Human and Social Development.....	18
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	18
Career Development	24
Educational Outcome 4: Graduation.....	24
Educational Outcome 5: Life and Career Core Competencies.....	28
District Context	33
Reflect and Adjust	35
District Continuous Improvement Overview	42
Ongoing Strategic Engagement	44
Create Alignment to Enhancing Student Learning	47

Review Data and Evidence



Review Data and Evidence Provides:

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

Intellectual Development

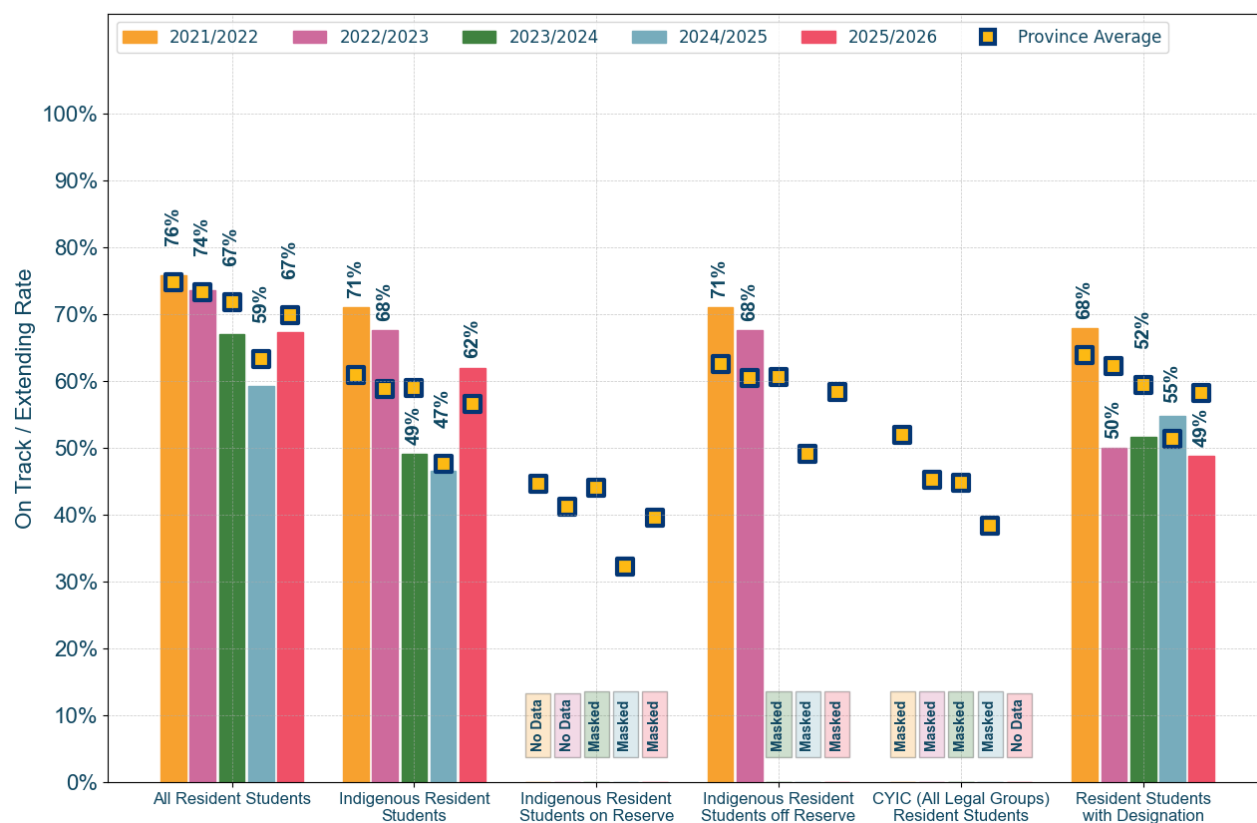
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	745 79%	742 79%	822 75%	817 83%	835 81%
Indigenous Resident Students	160 76%	160 69%	151 73%	138 73%	171 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	50 56%	42 48%	62 50%	82 65%	75 55%

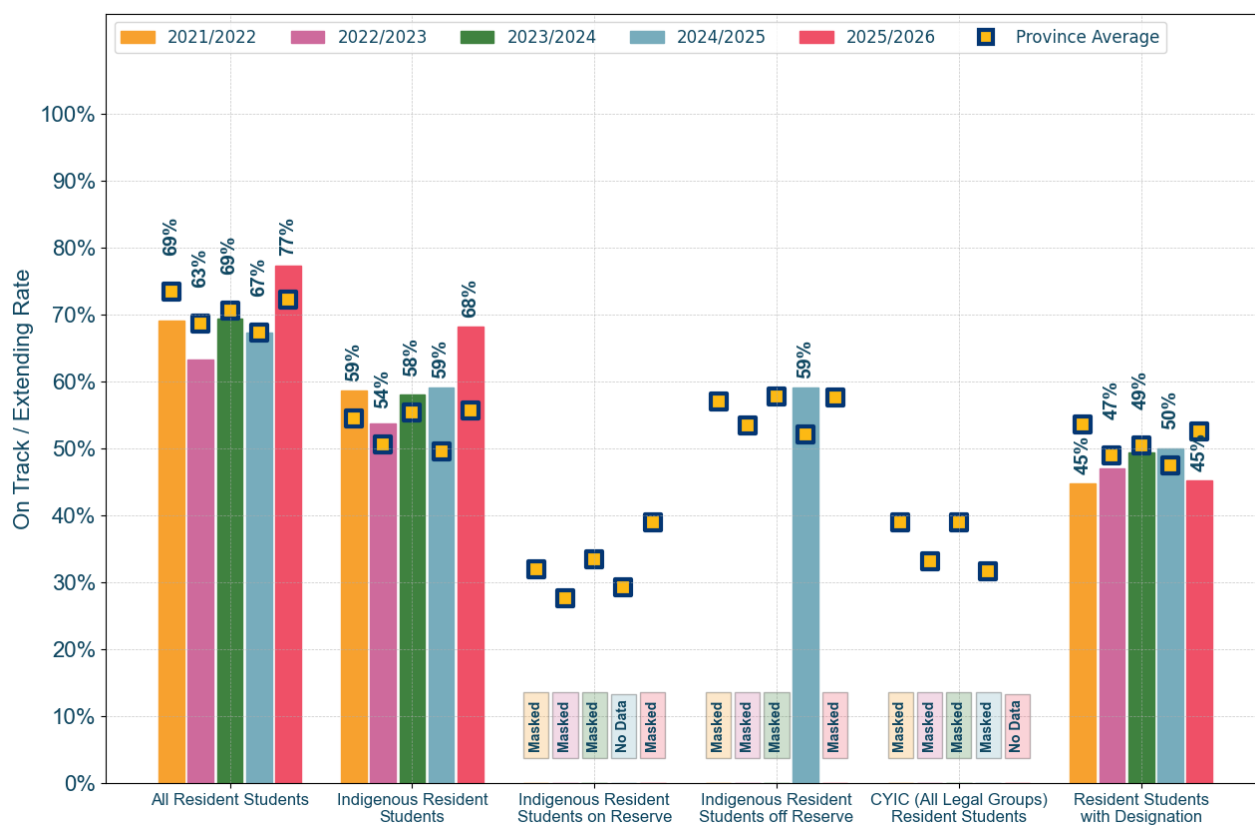
Grade 4 FSA Literacy - On Track / Extending Rate Comox Valley



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	724 77%	765 77%	790 83%	777 82%	829 85%
Indigenous Resident Students	158 77%	175 75%	160 78%	156 74%	165 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	156 74%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	117 65%	122 56%	133 68%	111 58%	103 60%

Grade 7 FSA Literacy - On Track / Extending Rate Comox Valley

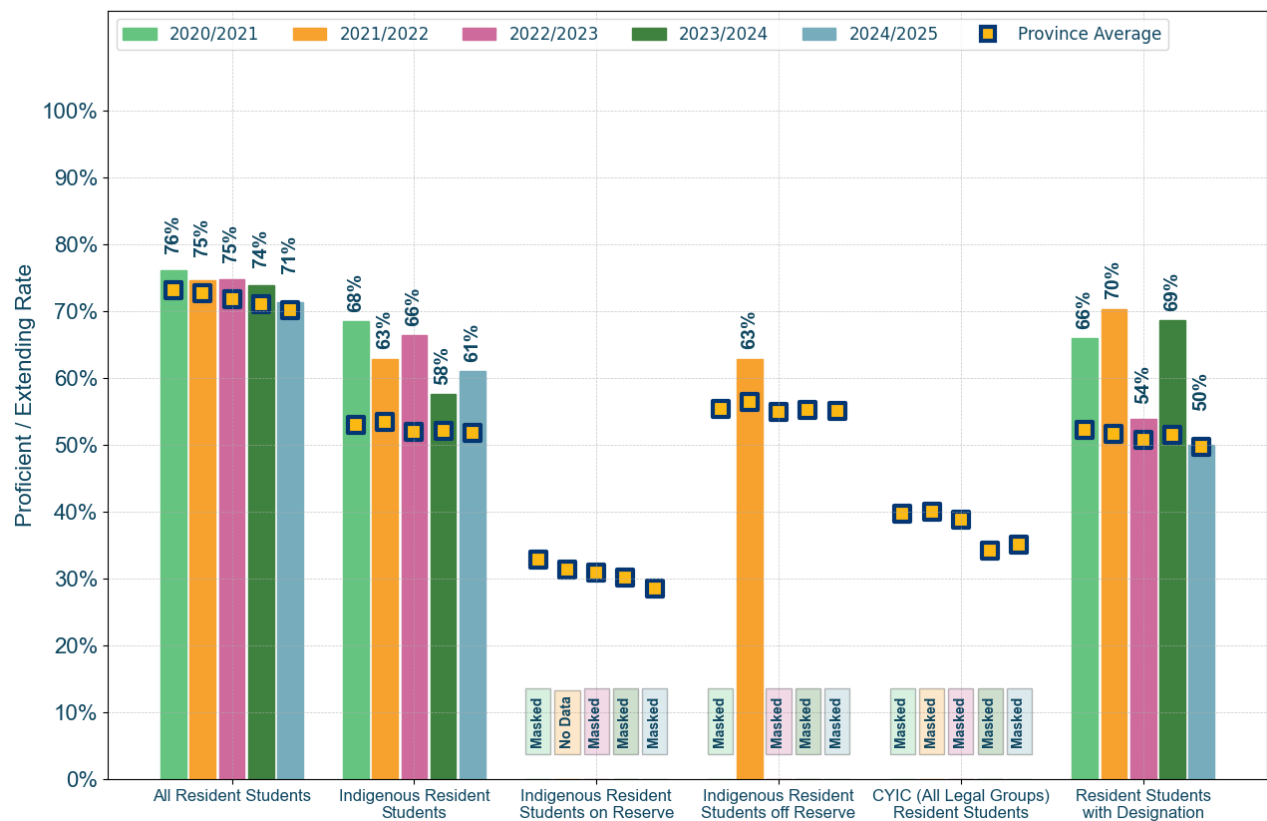


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	671 75%	745 73%	758 82%	792 83%	828 80%
Indigenous Resident Students	115 71%	158 68%	168 71%	167 72%	180 69%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	158 68%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87 66%	115 58%	124 73%	109 65%	136 63%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Comox Valley



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy. Indigenous On-reserve masked data varies significantly due to very small cohort sizes.
- Although achievement results are improving for many students, district analysis of publicly masked data indicates ongoing opportunity and achievement gaps for Indigenous learners and Students with Designations.
- Participation Rates: SD71 maintains high participation rates. However, Resident Students with Designations have persistently lower participation rates.
- Navigate NIDES POLS data influences district achievement data results.
- CYIC data are not available for the 2025/2026 school year.

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

- Grade 4 All resident students achieve slightly lower results on report card data when compared with FSA data. Indigenous resident students and resident students with designation report card data is significantly lower than FSA results. This gap warrants further investigation.
- Grade 7 Resident Indigenous students and All resident students' report card data is slightly higher than FSA data, while Resident students with designation was nearly perfectly aligned.
- A comparison of All resident student and Resident Indigenous student report card data with grade 10 graduation assessment may indicate inconsistencies in assessment results, as report card data is significantly higher than the literacy assessment.

3. What strengths were identified?

- Our internal review of masked data indicates that the Grade 4 and 7 FSA literacy results for Indigenous Resident Students on Reserve are much higher than the provincial average.
- This year's data indicates higher results for most of the student population and multiple priority populations. This is a promising sign after a 5-year decline in performance from multiple demographics.

- The Grade 4 and 7 FSA literacy results for All Resident Students have improved slightly when compared with last year's cohort, and results in Grade 7 are higher than the provincial average.
- Indigenous Resident Students, Indigenous Resident Students Off Reserve, and Children and Youth in Care achieved higher than provincial averages in the Grade 10 Graduation Literacy Assessment in 2024-2025.

4. What areas for growth were identified:

- **For All Resident Students**
 - Although literacy results for all students on the Grade 4 FSA this year are higher than previous years, they are lower than the provincial average. Additionally, local assessment data indicates the need for continued focus on early literacy learning in the primary years.
- **For Indigenous learners**
 - Persistent equity gaps continue for Indigenous Resident Students off Reserve when compared to All Resident Students.
- **For children and youth in care?**
 - CYIC data is not available for the 2025/26 school year.
- **For students with disabilities or diverse abilities?**
 - Grade 4 and 7 results for resident students with designations have been below provincial averages in three of the past five years.
 - There is a considerable year over year decline in Grade 10 Graduation Assessment proficiency.

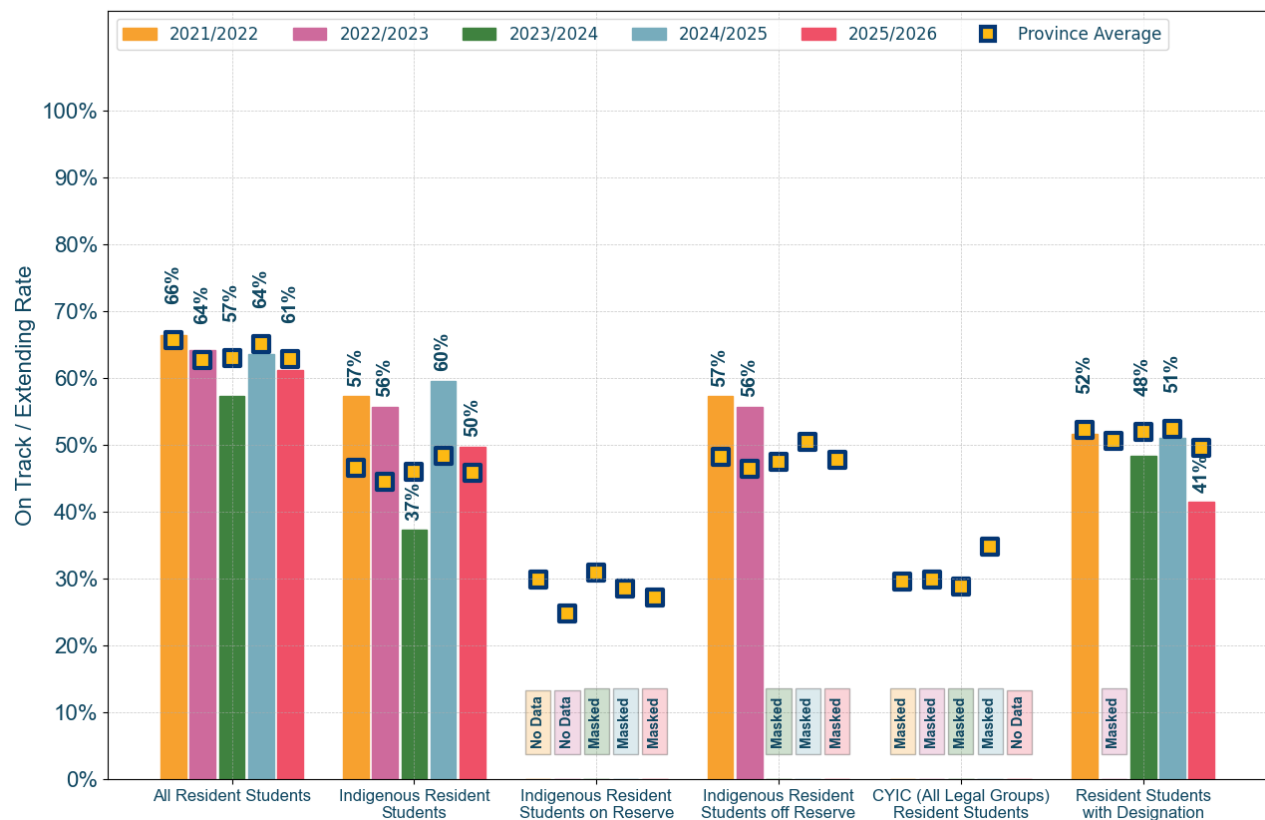
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	745 79%	742 79%	822 75%	817 82%	835 82%
Indigenous Resident Students	160 78%	160 71%	151 73%	138 72%	171 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	50 62%	42 50%	62 50%	82 62%	75 55%

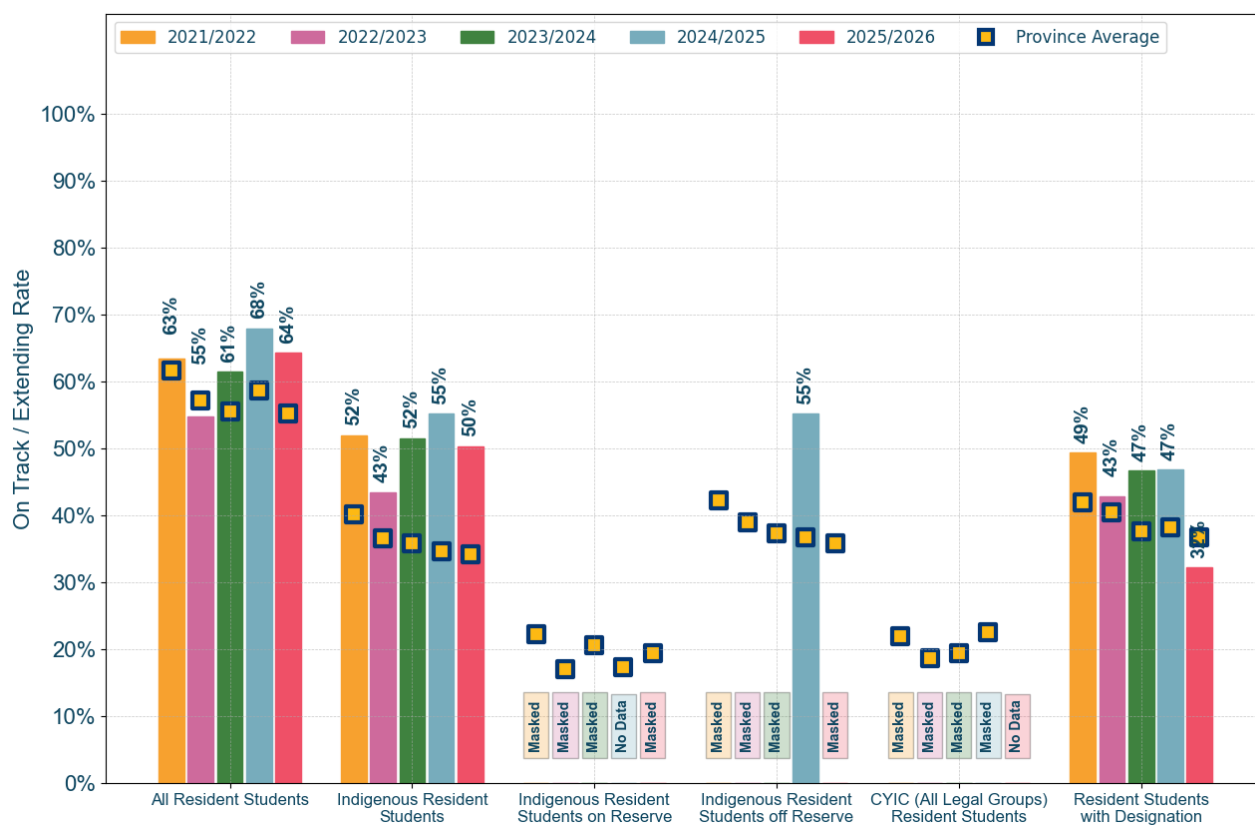
Grade 4 FSA Numeracy - On Track / Extending Rate Comox Valley



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	724 78%	765 78%	790 84%	777 82%	829 86%
Indigenous Resident Students	158 79%	175 79%	160 80%	156 73%	165 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	156 73%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	117 68%	122 57%	133 69%	111 58%	103 60%

Grade 7 FSA Numeracy - On Track / Extending Rate Comox Valley

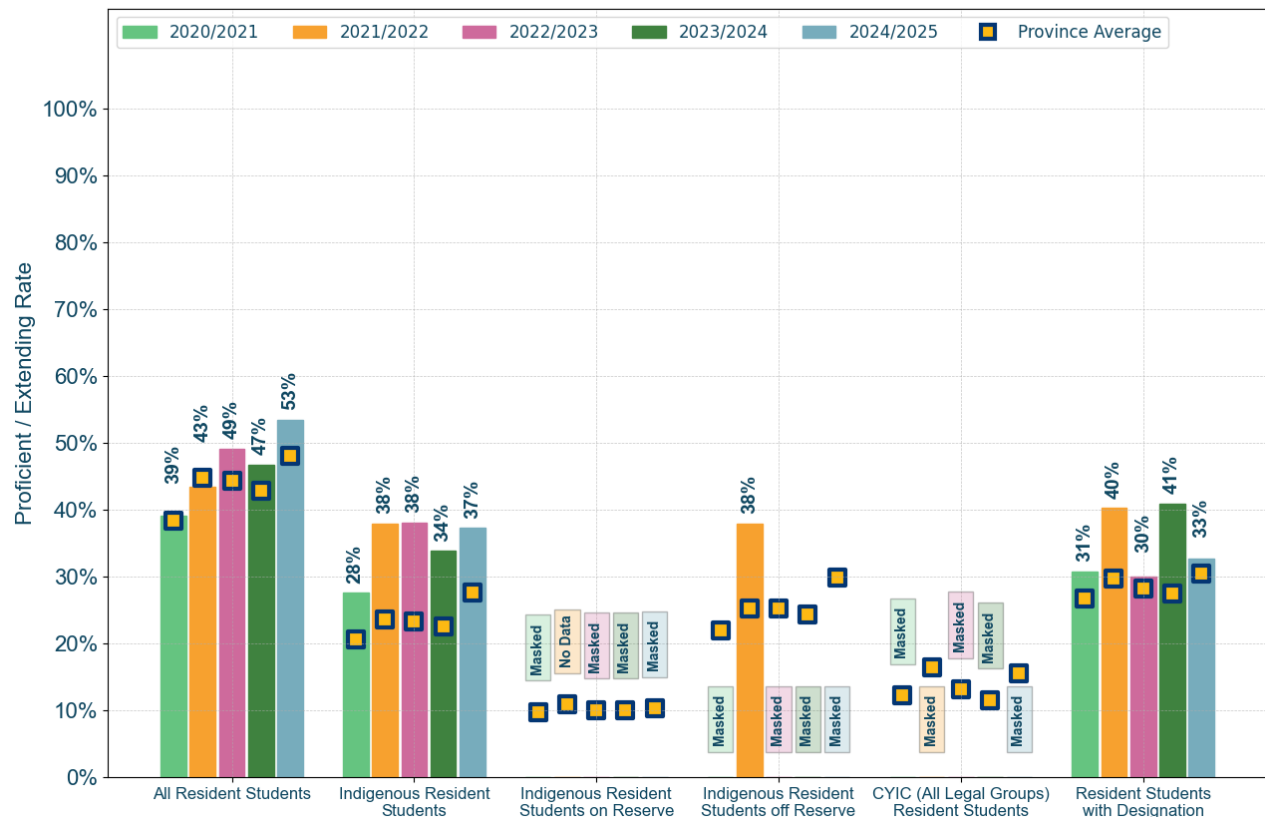


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	676 73%	748 73%	753 81%	791 80%	830 79%
Indigenous Resident Students	118 68%	159 72%	165 68%	167 70%	182 68%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	159 72%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87 67%	117 58%	124 69%	109 59%	136 65%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Comox Valley

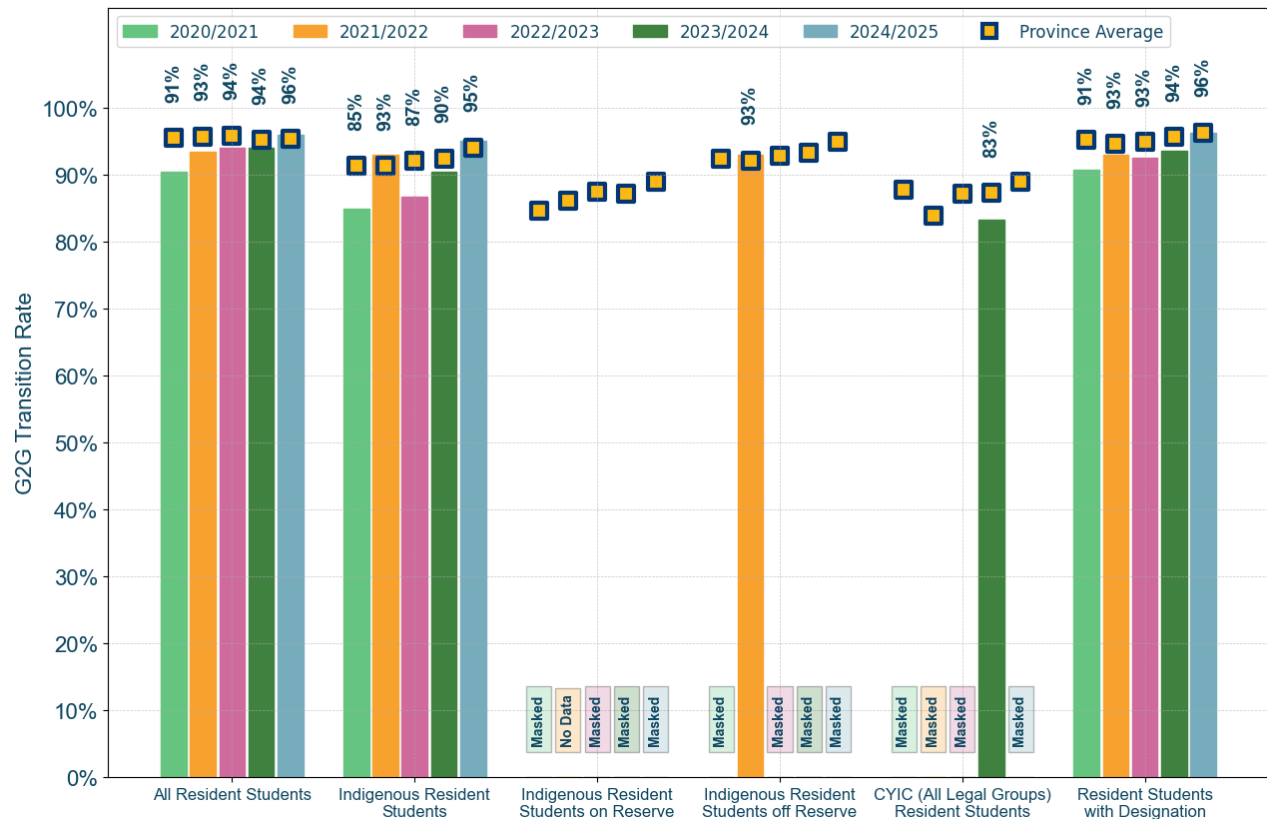


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	685	749	752	792	838
Indigenous Resident Students	120	157	166	168	182
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	157	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	12	Masked
Resident Students with Designation	87	115	122	110	137

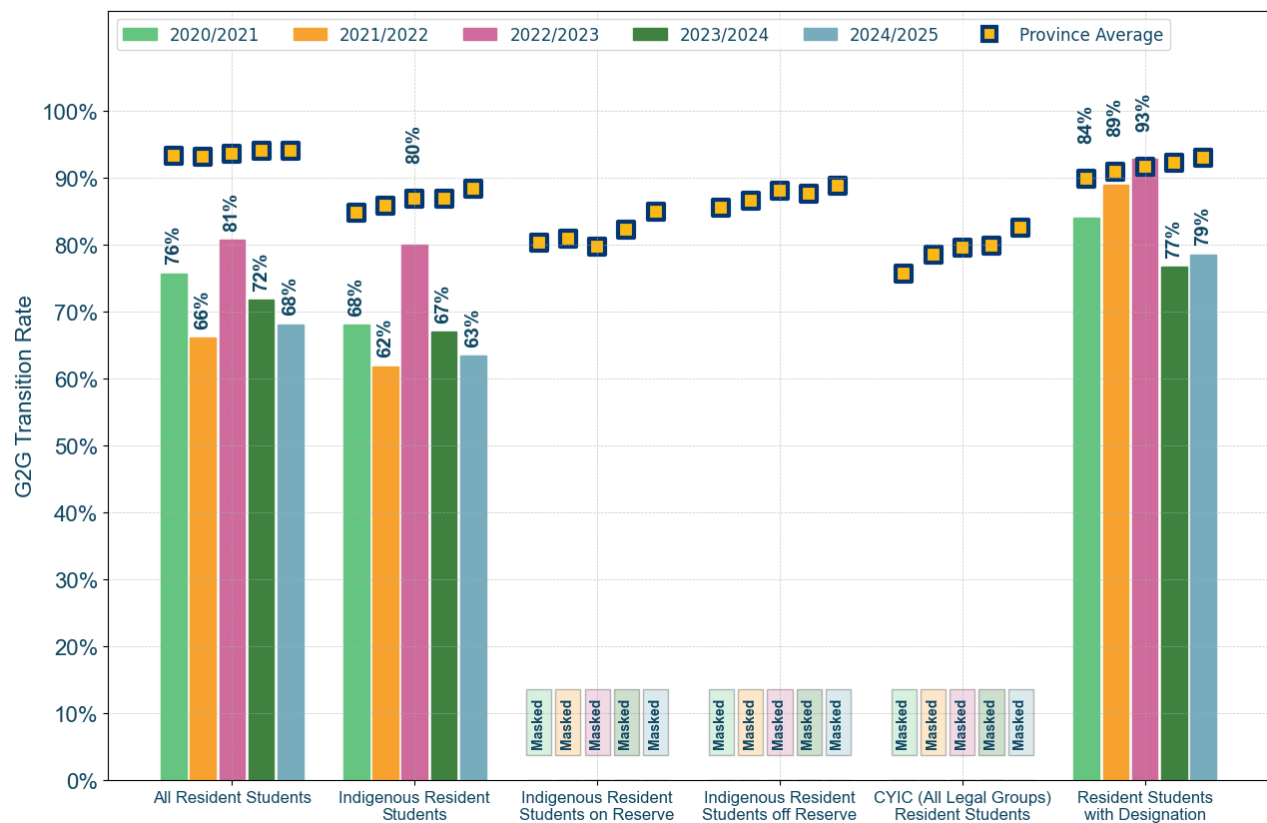
Grade 10 to 11 Transition Rate Comox Valley



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	792	1001	826	939	1286
Indigenous Resident Students	150	173	165	191	268
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	94	100	113	133	154

Grade 11 to 12 Transition Rate Comox Valley



Analysis and Interpretation:

Outcome 2 - Numeracy



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

1. Key context:

- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy. Indigenous On-reserve masked data varies significantly due to very small cohort sizes.
- Although achievement results are improving for many students, district analysis of publicly masked data indicates ongoing opportunity and achievement gaps for Indigenous learners and Students with Designations.
- Participation Rates: SD71 maintains high participation rates. However, Resident Students with Designations have persistently lower participation rates.
- Navigate NIDES POLS data influences district achievement data results.
- CYIC data are not available for the 2025/2026 school year re: FSA results

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

- Grade 4 All resident students achieve slightly higher results on report card data when compared with FSA data, while Resident Indigenous student and Resident students with designation report card data is on par with FSA results.
- Provincial and anecdotal local data highlight a trend of low numeracy achievement across multiple grade levels for All resident students and priority populations.
- Indigenous resident students' grade 11 to 12 transition rate data is lower than All resident students for four of the past five years. This triangulates with Equity Scan data highlighting a persistent inequity of outcomes.
- A comparison of All resident student, Resident Indigenous student and Resident student with designation report card data with grade 10 graduation assessment may indicate inconsistencies in assessment practice, as report card data is significantly higher than the numeracy assessment data. This warrants further investigation.

3. What strengths were identified?

- Grade 10 proficiency rates for All resident students and Indigenous students is increasing and above provincial averages.
- Masked Indigenous resident students on reserve proficiency rates are much higher than provincial averages in two of the last three years.

- All resident students grade 7 data are trending upward, well above the provincial averages.

4. What areas for growth were identified:

- **For all students?**
 - There is a concerning persistent drop in transition rates for all students between the grade 10 to 11 data set and the grade 11 to 12 data set.
- **For Indigenous learners?**
 - While Indigenous students continue to make gains in numeracy achievement over the past five years, there remains a persistent equity gap when compared with non-Indigenous learners.
 - In the 2024/2025 school year, transition rate equity gap between Indigenous resident students and All resident students widened between grades 10 and 11, and the grade 11 and 12.
- **For children and youth in care?**
 - While masked data indicates much higher numeracy proficiency than provincial averages, there is a concerning equity gap between this priority population and other cohorts.
 - There is an equity gap in transition rates in grades 10 to 11 when compared with other cohorts.
- **For students with disabilities or diverse abilities?**
 - The grade 4 and 7 FSA results for Resident students with designation are trending downward and are below the provincial averages this year.
 - While transition rates climbed year over year, they are below provincial averages.

Human and Social Development

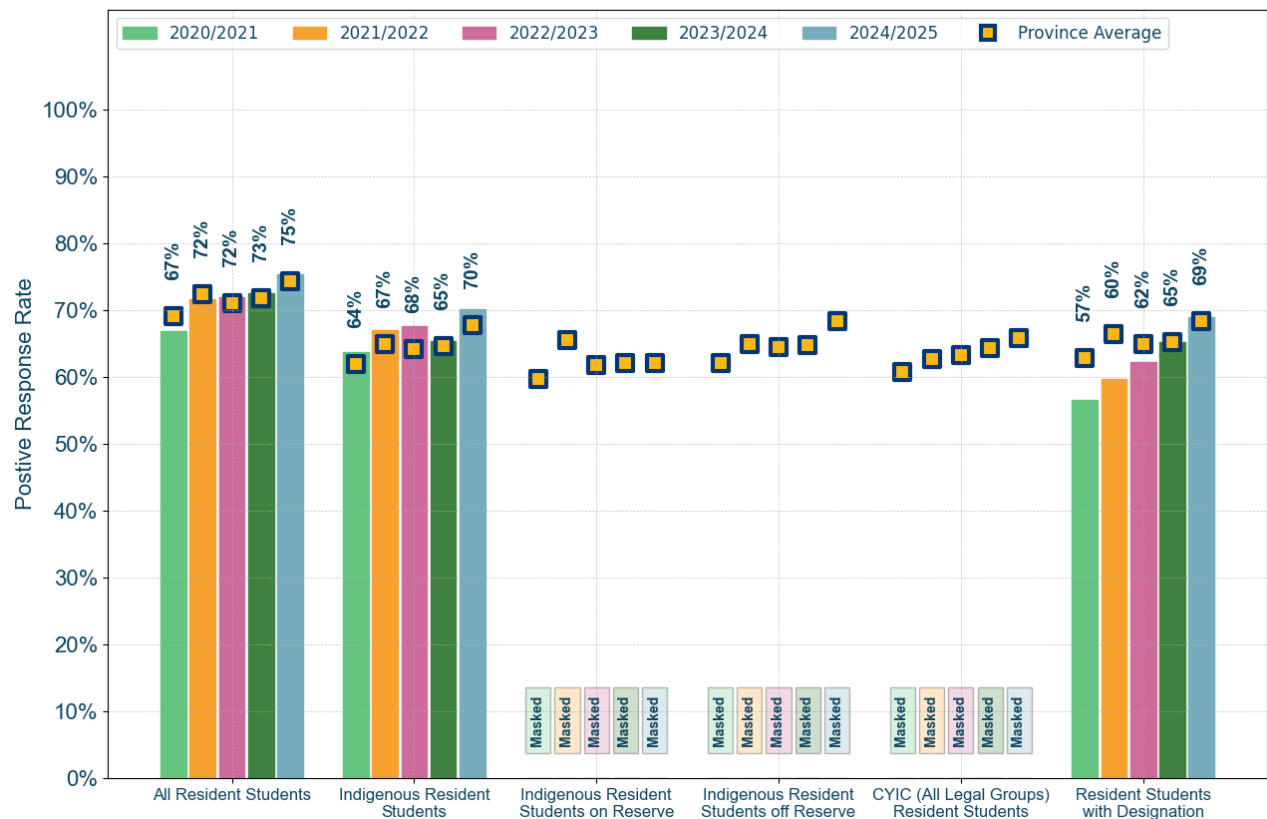
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

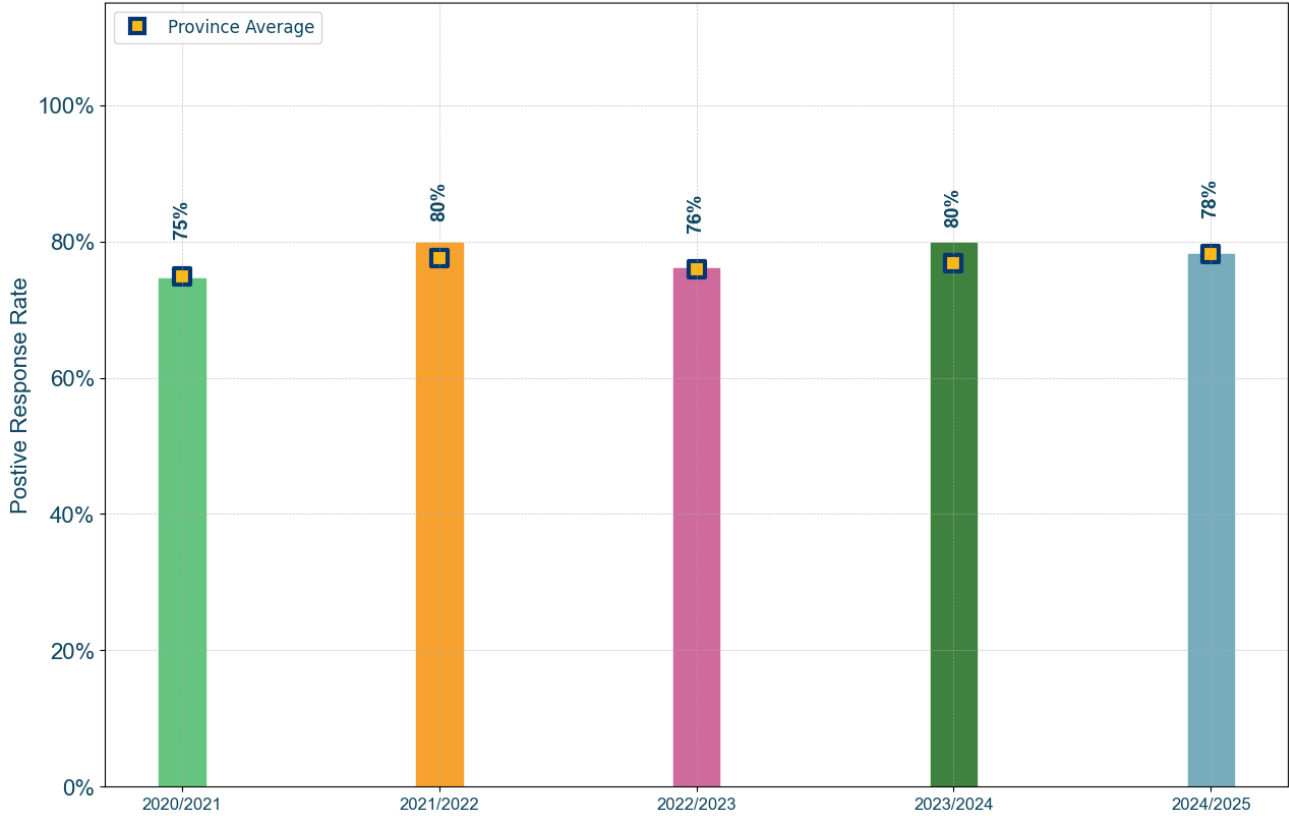
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1755 78%	1851 78%	1913 79%	2030 72%	2030 76%
Indigenous Resident Students	358 71%	415 73%	431 72%	409 66%	396 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	20 60%	23 48%	Masked	24 54%	22 45%
Resident Students with Designation	208 63%	244 66%	249 65%	260 59%	283 58%

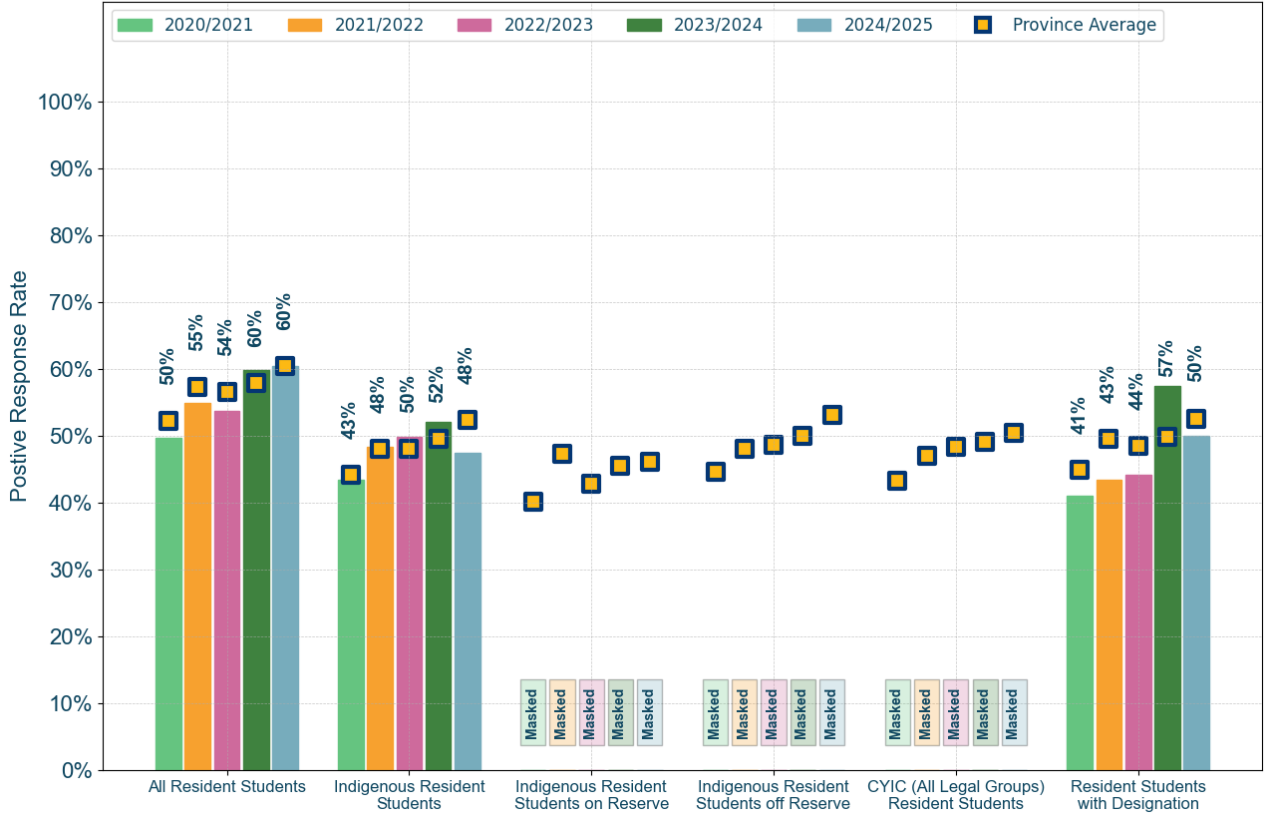
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Comox Valley



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Comox Valley

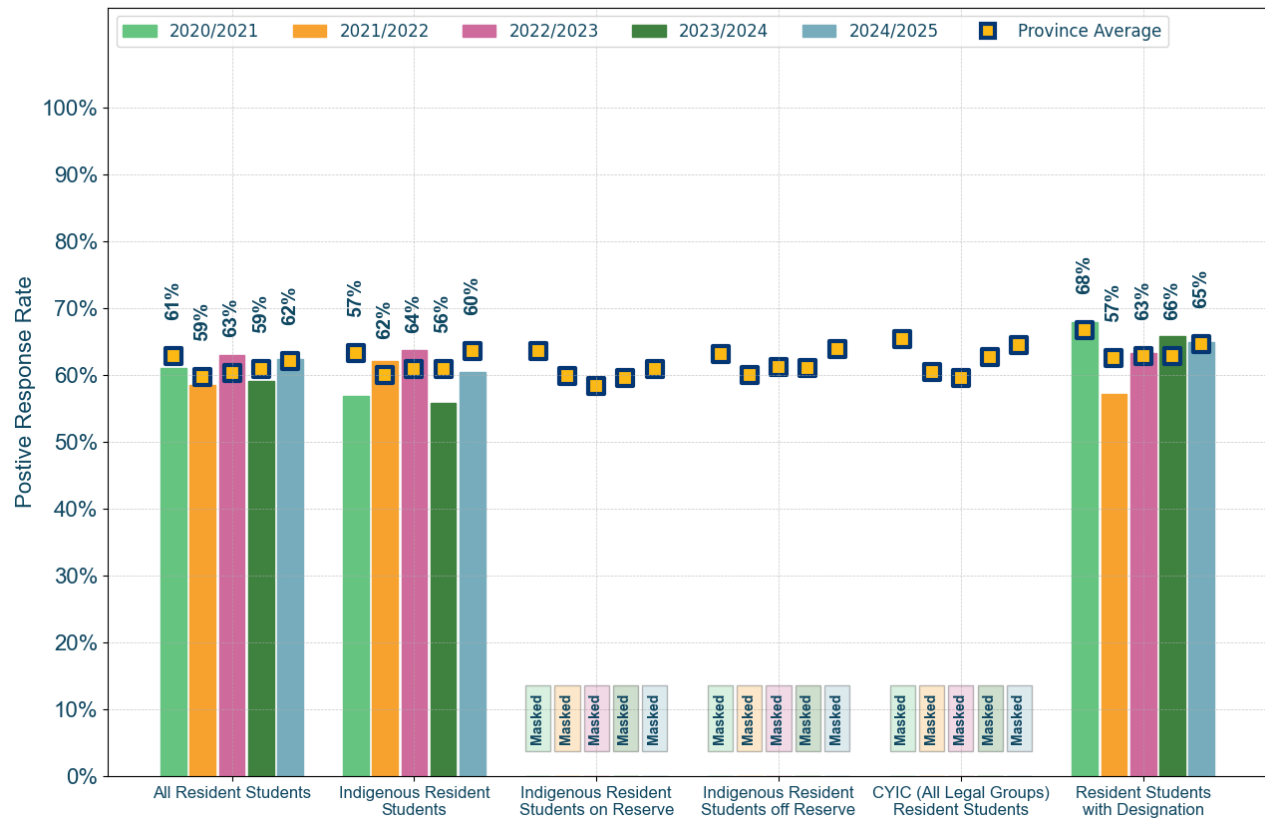


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Comox Valley



Measure 3.2: Students Feel that Adults Care About Them at School

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



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Participation Rates: SD71 maintains high participation rates. However, Indigenous resident off reserve, CYIC, and Resident students with designation have lower participation rates year over year.
- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve have been masked to maintain student privacy.
- Navigate NIDES POLS data influences district achievement data results.

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

- All resident students and priority population (except for Indigenous resident on reserve) responses to “Feeling Welcome” trend upward over the past three years with All resident student responses reporting the highest. When triangulated with attendance data, it is noteworthy that all priority populations’ school absence rates track higher than All resident students, with Indigenous resident students on-reserve data indicating the highest absenteeism rates. The correlation between feeling welcome and absenteeism warrants further investigation.
- Indigenous Resident Students and Indigenous resident students on-reserve “Sense of Belonging” positive responses have dropped year over year while All resident student data rose. This gap mirrors the qualitative and quantitative data found within the final report of the Equity Scan. [Equity-In-Action-Final-Report.pdf](#)
- While there has been incremental gains over the past five years, All resident student data is slightly below the provincial average in all four SLS questions for grades 4, 7, & 10. This correlates with qualitative data shared through the district’s student voice committee, articulating their desire for a more personalized and caring learning environment.

3. What strengths were identified?

- Resident students with Designation in grades 4,7, and 10 reported having “2 or more Adults Care” higher than All resident students and nearly all other priority populations. This data suggests that Inclusive Education staff support is appreciated by students.
- Masked data indicates that over the past four years there has been a steady upward trend of CYIC resident students reporting that they “Feel Welcome”.

These results trend higher than provincial data as well as all other identified cohorts.

- There is a year over year increase in “2 or more Adults Care” positive response rates for all cohorts (excluding Indigenous resident students on reserve).

4. What areas for growth were identified:

- **For Indigenous learners?**
 - On reserve Indigenous students report a year over year decline regarding the following three questions: “Feel Welcome”, “Sense of Belonging”, and “2 or more Adults Care”.
 - Off reserve Indigenous students report a year over year drop in “Sense of Belonging”, slightly below the provincial average, and continue to feel less of a sense of belonging than their non-Indigenous peers.
- **For children and youth in care?**
 - Reported lower sense of belonging than All resident students.
- **For students with disabilities or diverse abilities?**
 - Reported a year over year drop in “Sense of Belonging”, below the provincial average, and feel less of a sense of belonging than All resident students.

Career Development

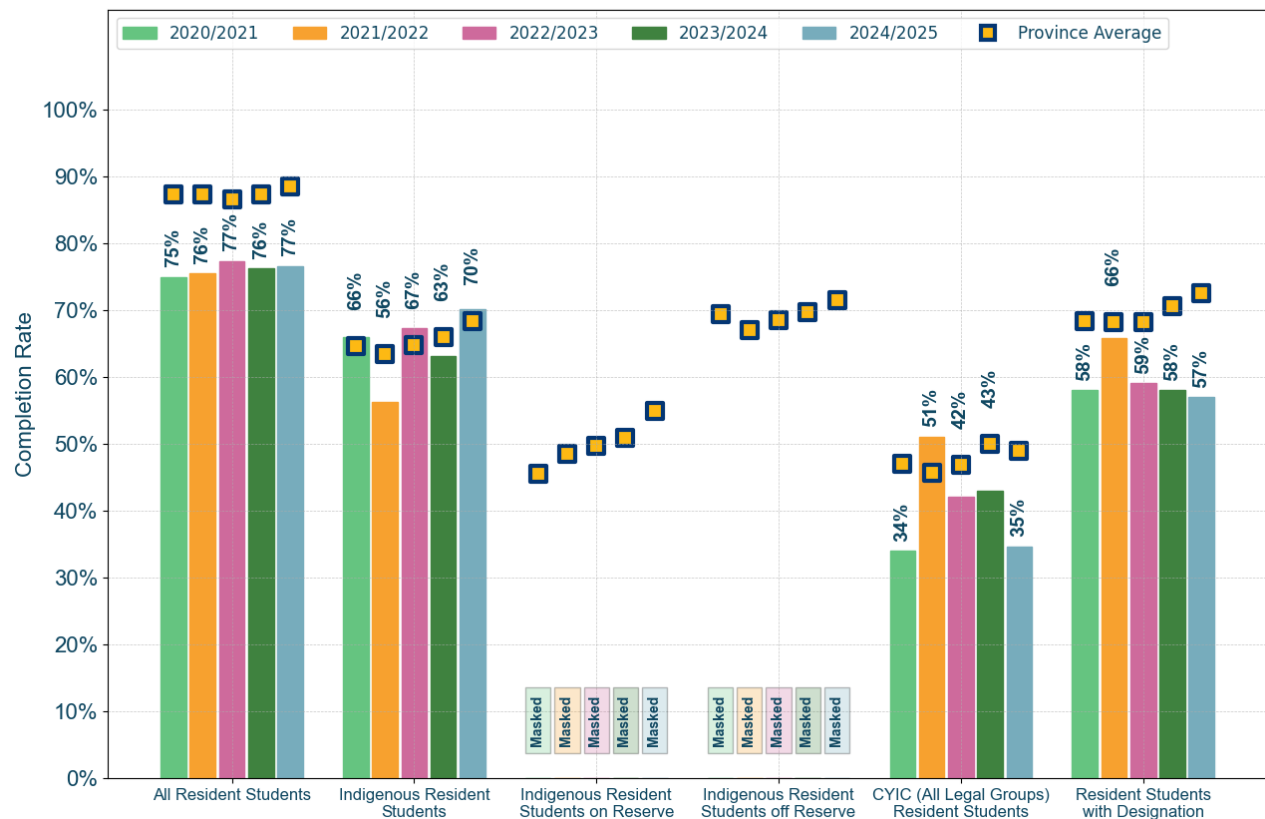
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

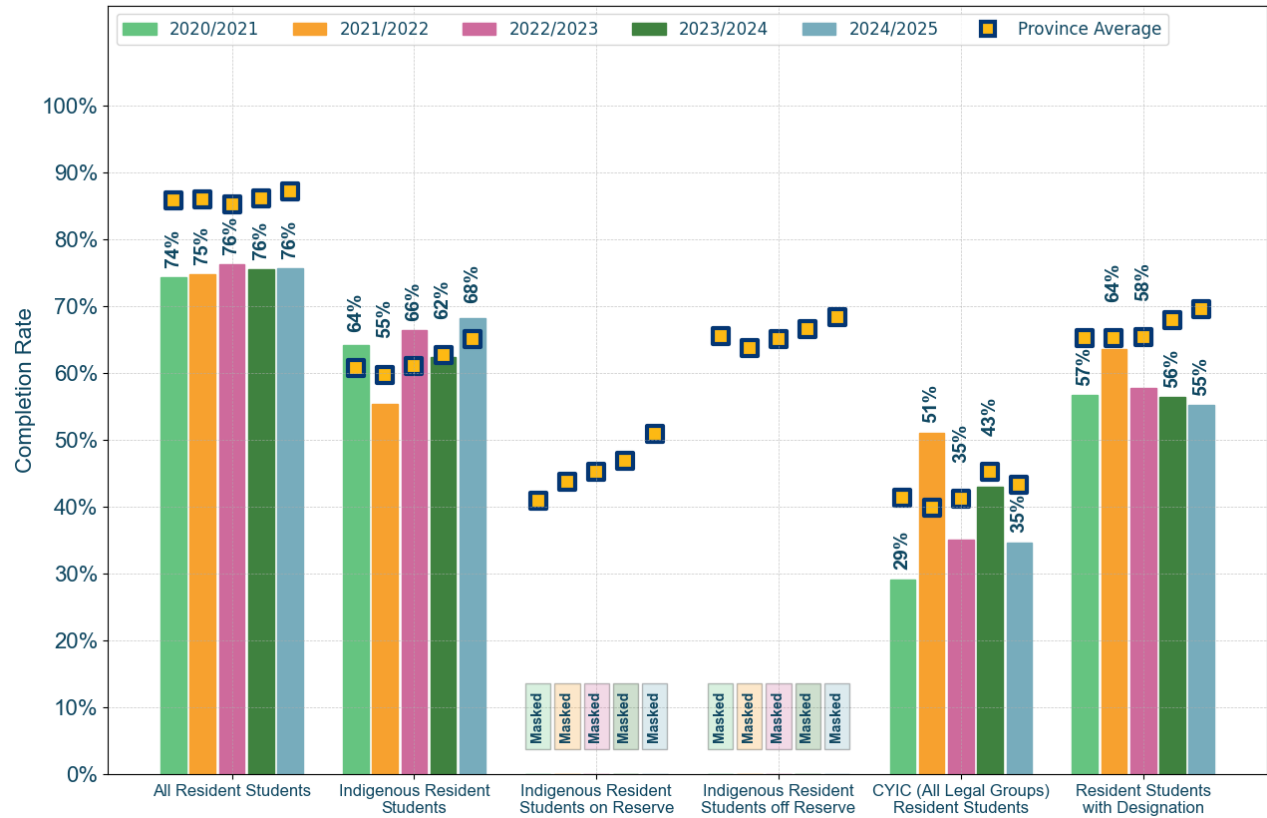
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	676 60	740 81	765 83	784 80	887 86
Indigenous Resident Students	123 11	136 15	132 15	158 16	173 16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	45 4	33 4	32 4	31 3	35 3
Resident Students with Designation	164 14	157 17	172 18	195 19	192 18

5-Year Completion Rate - Dogwood + Adult Dogwood
Comox Valley



5-Year Completion Rate - Dogwood Comox Valley



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- Navigate NIDES POLS data influences district achievement data results.
- Due to small population sizes, results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy.

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

- The addition of school and district staff that track and support Indigenous resident students correlate with a four year upward trend in completion rates. (Staff include, Indigenous success teacher, Indigenous Support Worker Mentor, Indigenous Engagement and Knowledge Specialist, On & Off Reserve KFN Success Teacher)
- The flat mid-70% completion rates for All resident students is impacted by Navigate NIDES data, which had 42.1% completion rate for the 2024 / 2025 school year.
- Qualitative data from the district student voice committee indicate the need for inclusive and personalized instruction at the secondary level for students with diverse needs. This data correlates with Resident students with designation data, trending downward for four years.

3. What strengths were identified?

- Indigenous resident student data indicate a four year upward trend and is higher than the provincial average.
- There are minimal differences between 5 year completion Dogwood and 5 year completion Dogwood + Adult Dogwood.

4. What areas for growth were identified:

- **For all students?**
 - Outcome data persistently below provincial average.
 - Persistent equity outcome gap between All resident students and all priority populations.
- **For Indigenous learners?**

- Despite the upward trend, there is a persistent equity gap between Indigenous resident students and All resident students. That gap widens further regarding Indigenous resident students on reserve.
- **For children and youth in care?**
 - 3-year downward trend that is below the provincial average.
- **For students with disabilities or diverse abilities?**
 - 3-year slight downward trend that is below the provincial average.

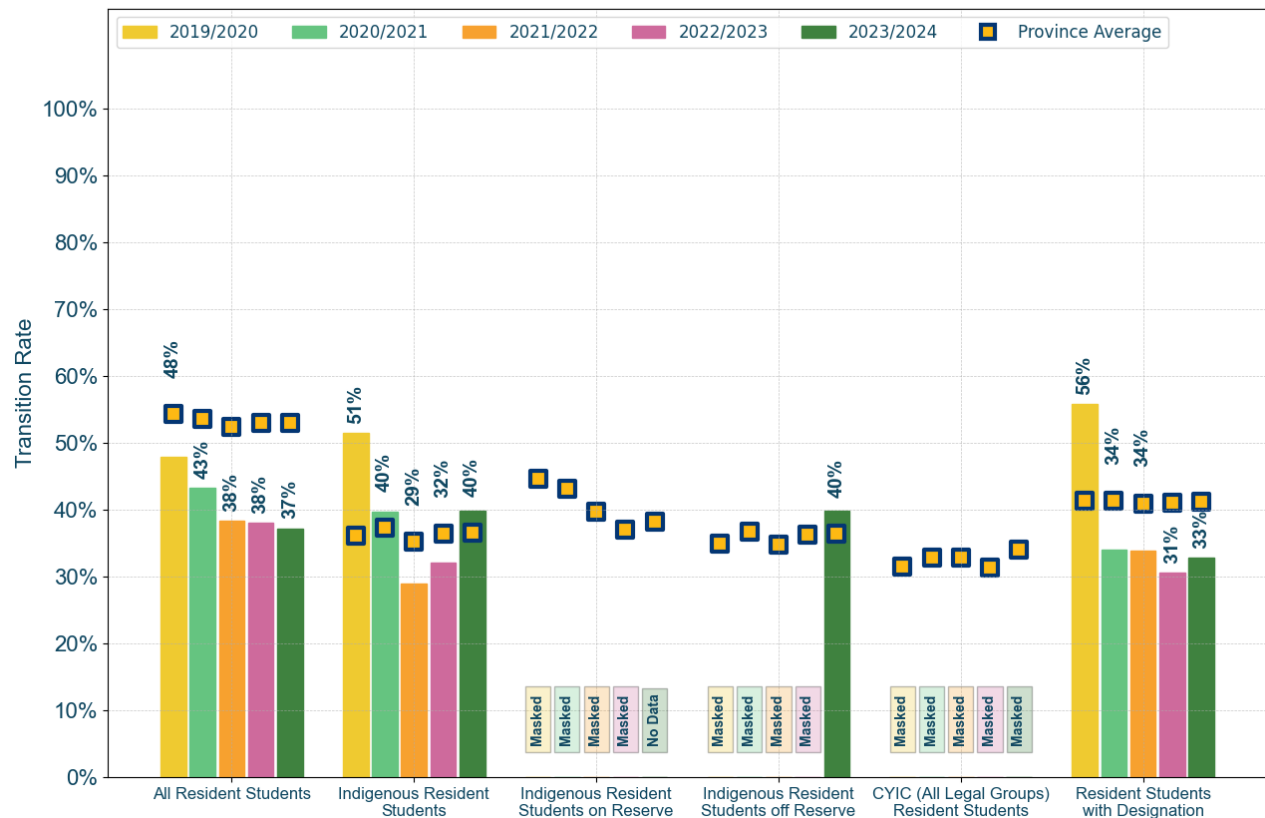
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

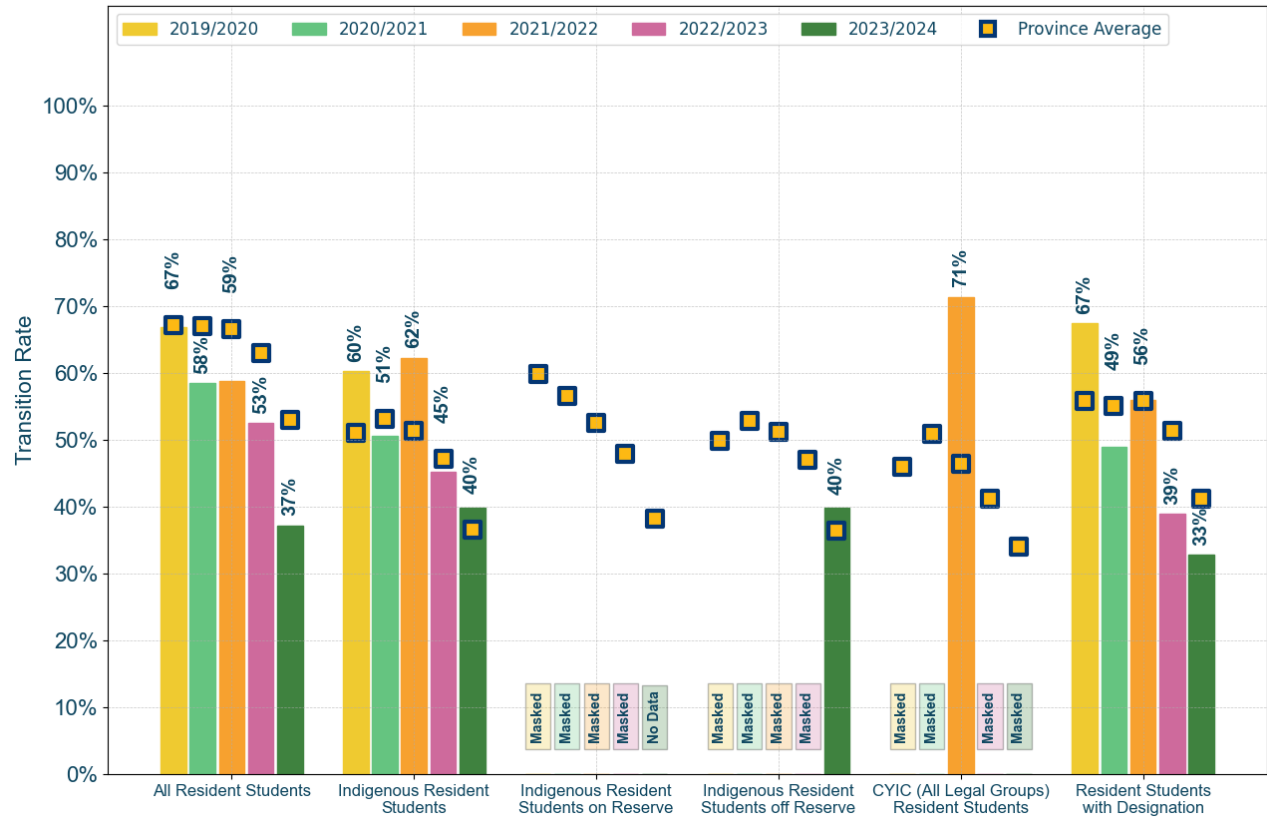
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	472	467	501	544	548
Indigenous Resident Students	68	83	69	84	93
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	93
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43	47	59	59	67

Immediate Transition to Post-Secondary Comox Valley



Within 3 Years Transition to Post-Secondary Comox Valley



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key context:

- Current economic conditions and labor demands impact students' decisions to advance immediately to post-secondary education after graduation.
- Navigate NIDES POLS data influences district achievement data results.
- Due to small population sizes, results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy.

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

- Local and provincial data indicate that SD71 must continue to strengthen partnerships with K'ómoks First Nation to work with KFN students to support them in their chosen educational, career, and post-secondary pathways.
- Over the past three years, immediate transition to post-secondary rates have stagnated below the provincial average for All resident students and all priority populations, excluding Indigenous resident students. This data correlates with qualitative data shared through the district student voice committee, as students report taking a gap year prior to post-secondary, or choose to enter the workforce upon graduation.
- Provincial and local data highlight the necessity for the district to continue building capacity system wide to ensure all learners are exploring opportunities and goals towards their own unique career paths.

3. What strengths were identified?

- Indigenous resident student immediate transition to post-secondary rates have increased steadily over the past three years from 29% to 40%, exceeding the provincial rate.
- Immediate transition to post-secondary for resident students with designation data is slightly up year over year.
- SD71 has socialized a disaggregated data tracking system for all cohorts of students. School based administration is monitoring progress of priority populations.
- Comox Valley careers department actively expands offerings and partnerships, including K'ómoks First Nation.

4. What areas for growth were identified:

- **For all students?**
 - Over the past five years, Immediate transition to post-secondary has declined, remains low (48-37% for All resident students) and is below the provincial average.
 - Between the 2022/23 & 2023/24 school years there is a concerning drop of student transitions to post secondary within 3 years.
- **For Indigenous learners?**
 - There is a concerning three year downward trend for Indigenous resident students transitioning to post-secondary within 3 years (62%-40%).
- **For children and youth in care?**
 - While this data is masked, over the past three years, mirroring the provincial trend, there has been a decrease in students transitioning to post-secondary within 3 years.
- **For students with disabilities or diverse abilities?**
 - Concerning three year downward trend for students transitioning to post-secondary within 3 years (67%-33%) below the provincial average.
 - Immediate transition to post-secondary data has stagnated for 4 years and continue to be below the provincial average.

Respond to Results

Continuous Improvement



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

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

District Context

Our land acknowledgment embraces an Indigenous worldview that respects multiple perspectives, histories, and ways of knowing. Therefore, honouring all Local First Nations members' perspectives means that there is no singular way to acknowledge the territory that our schools operate on. Therefore, we humbly acknowledge that Comox Valley Schools operate on the unceded ancestral territory of the Pentlatch, Ei'ksan, Sahtloot, and Sasitla Peoples. We acknowledge the traditional territory of K'ómoks First Nation.

Our work is grounded in relationships, with students, families, communities, and Indigenous partners, and in a deep respect for place.

Comox Valley Schools operates across the City of Courtenay, the Town of Comox, the Village of Cumberland, and surrounding rural and island communities within the Comox Valley Regional District. This geography shapes the District in meaningful ways: it is at once connected and distributed, urban and rural, with each community contributing its own character, needs, and opportunities.

As a learning organization, Comox Valley Schools serves approximately 8,600 students from Kindergarten through Grade 12 across a network of elementary, middle, secondary, and alternative schools. In addition, The North Island Distance Education School (NIDES) serves close to 3,000 FTE (full-time equivalent) students, through its online learning services. Supported by over 1,900 staff and an annual operating budget of approximately \$171 million, the District delivers a comprehensive and evolving educational program that reflects both provincial direction and local priorities.

Strategic Plan Priorities

The Strategic Plan for the district holds a clear learning focus. The learning goal statement for the strategic plan is:

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time.

This learning goal is complemented by the following nine design principles. Decolonizing and Indigenizing, Inclusion, Personalized learning, Student-Centered Assessment, Social Emotional Learning (SEL), Experiential Learning, Flexible Learning Environments, Digitally Enhanced Learning, Land-Based Learning.

The values, purpose, and vision statements reflect the desires and aspirations expressed through the strategic plan.

Values

Learning

Centering learning in all we do.

Equity

Leading with diversity as a strength and inclusion as a right.

Relationships

Connection, compassion, and respect in all that we do.

Safety

Learning communities where all feel safe and belong.

Integrity

High ethical standards through transparency, honesty and accountability.

Truth and Reconciliation Commitment

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation.

Purpose Statement

To create safe, equitable learning environments that lift each learner to thrive, to grow, and to share their unique gifts.

Vision Statement

Compassionate, connected, and personalized learning for all.

The full strategic plan can be found at [StrategicPlan_Core-2026](#)

Reflect and Adjust



Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time

Strategic Plan Design Principles: *Decolonizing and Indigenizing: Inclusion*; Personalized Learning; Student-centered Assessment; Social Emotional Learning; Flexible Learning Environments, Digitally Enhanced Learning; and *Land-based Learning*

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaption
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
-12% Sense of belonging gap between Indigenous and non-Indigenous students.	Districtwide Equity Scan and Action Plan	-Indigenous Learners -CYIC (Indigenous overrepresentation)	-Final report outlines 8 key findings that must be addressed.	Continue

-5% "Feel Welcome" gap between Indigenous and non-Indigenous students	-IEC, KFN, and Indigenous community advocated for the truth to be uncovered	-Students with disabilities and diverse abilities	-Comprehensive qualitative / quantitative data analysis available within full report Equity-In-Action-Final-Report.pdf -Indigenous Rights holders have ownership of the process and direct district staff to priorities.	
-8 % achievement gap in 5-year Dogwood completion rates when compared to All resident students. -3-year downward trend of transition to post-secondary.	Indigenous Success Teacher (Grad Coach) This targeted strategy expanded FTE as per direction from the IEC.	-Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	This strategy has had profound yet limited results due to need. Qualitative student data cite the Indigenous success teacher as their reason for graduating. This strategy will be scaled up next year.	Adapt
5+ year grade 4 FSA literacy outcome gap between All resident students and Indigenous students.	Indigenous Early Learning Specialist: This strategy was chosen as per the direction of the IEC in response to data.	-Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	NEW	NEW

Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time

Strategic Plan Design Principles: Decolonizing and Indigenizing; Inclusion; *Personalized Learning*: Student-centered Assessment; *Social Emotional Learning*: Flexible Learning Environments, *Digitally Enhanced Learning*; and Land-based Learning

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
Previous School Growth Plans lacked rigor, monitoring and evaluation metrics of continuous improvement, and	Creation of more robust template. Districtwide and individual support to leadership team and staff as they co-created measurable goals and	-All learners -Indigenous Learners -CYIC (Indigenous overrepresentation)	NEW	NEW

alignment with Strategic Plan Priorities.	plans in alignment with the Strategic Plan objectives.	-Students with disabilities and diverse abilities		
Inconsistent familiarity with quantitative data analysis and interpretation among the leadership team.	Large, small group and individual data capacity building opportunities for school leaders focusing on improving outcomes for priority populations and All resident students. -Customizable Power BI models co-created with leaders, lateral and senior leadership mentorship opportunities.	-All learners -Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	NEW	NEW
Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time				
Strategic Plan Design Principles: Decolonizing and Indigenizing; Inclusion; <i>Personalized Learning</i> ; <i>Student-centered Assessment</i> ; Social Emotional Learning; <i>Flexible Learning Environments</i> , Digitally Enhanced Learning; and Land-based Learning.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in	What targeted action is being taken? Why was	Which cohort(s) of learners does this	How effectively has this strategy addressed	Based on the impact, how will the district

the Data and Evidence review does this strategy aim to address?	this particular strategy chosen?	strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> - Data and evidence review - Ongoing engagement feedback	team move forward with this strategy: - Continue? - Discontinue? - Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
A need to build data literacy capacity of school teams and multi-tiered systems of support to address persistent equity gaps. -Address five-year downward literacy trend for All resident students and Priority Populations in Grade 4 FSA and Grade 10 Graduation assessment data.	Development and implementation of district Literacy Framework: Continue district's Literacy Frameworks development, implementation, and capacity building for elementary classroom teachers. Begin development of a district wide multi-tiered system of support (MTSS).	-All Students -All Priority populations	Local data indicate promising trends for early literacy, however continued efforts to address persistent gaps are necessary.	Continue and Adapt
The district requires a systematic and consistent approach to monitor numeracy	Development and implementation of district Numeracy Framework:	-All Students -All Priority populations	Provincial and local data indicate that this strategy has had limited success. Numeracy	Continue and Adapt

assessment data to measure the impact of numeracy initiatives.	Field tested district's new locally developed problem-solving assessments for Gr. 3 and 5. Intermediate teachers continue to learn about how to use the locally developed number sense assessments to inform classroom instruction.		learning and problem-solving continue to be a significant area of need. However, teachers are demonstrating more confidence using assessment data to inform their next steps in numeracy teaching	
Capacity building for school leaders to implement the Strategic Plan for Education, including how to facilitate school and staff growth informed by student learning evidence.	Enhance student growth in Core Competencies through school-based leadership development: Building capacity of elementary principals and vice principals on how to use learning evidence to inform the development of school goals, monitor plans, and how to facilitate collaboration that builds Collective	-All Students -All Priority populations	Elementary principals and vice principals participated in 4 half-day sessions of learning, dialogue, and collaboration - Many principals/vice principals are expressing more confidence in reviewing local assessment data with their teacher teams, and schools are looking forward to continuing to grow in this area.	Discontinue: Using local and provincial assessment evidence to inform school growth is now embedded within the district's annual learning improvement cycle and will be an ongoing practice.

	Teacher Efficacy (CTE) and effective teams.			
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District Continuous Improvement Overview



Monitoring, Reviewing, and Adapting Strategies to Improve Student Outcomes

The district has established several structures and processes to monitor the effectiveness of strategic initiatives and ensure continuous improvement. District leadership recognizes that strengthening system-wide monitoring remains an area of ongoing growth; however, significant progress has been made in developing evidence-informed review practices and responsive decision-making processes.

Monitoring Effectiveness and Reviewing Strategies

The district conducts annual reviews of the Enhancing Student Learning Report (ESLR), including year-over-year analysis of student achievement and well-being data to identify trends, measure progress, and determine areas requiring additional attention. School Growth Proposal Year-End Reports, including literacy, numeracy, and school inquiry initiatives, are systematically reviewed to assess impact and identify successful practices.

Throughout the year, School Growth Team Leadership meetings provide opportunities for schools to implement, monitor, and reflect on improvement initiatives. Indigenous Liaison Teacher meetings further support ongoing monitoring by gathering feedback from principals, vice-principals, and school staff regarding the effectiveness of strategies designed to improve outcomes for Indigenous learners.

District senior leadership reviews School Growth Plans and associated evidence to determine what strategies are achieving desired results, what barriers remain, and where adjustments are required. In addition, the Strategic Leadership Advisory Committee, consisting of senior leaders and school administrators, annually evaluates leadership learning plans, professional learning strategies, capacity-building efforts, and resource allocation. This collaborative process uses both qualitative and quantitative evidence to identify priorities and co-design strategies for the following year.

Quarterly reviews of Ministry and district-developed Power BI dashboards provide leadership teams with timely access to achievement, engagement, and equity-focused data. Regular Learning and Connecting meetings further support collaborative analysis of evidence and shared accountability for improvement efforts.

Aligning Operations and Implementing Adapted Strategies

Evidence gathered through the district's monitoring and review processes directly informs resource allocation, professional learning, and operational planning. The district has invested strategically in leadership development by providing release time, professional learning opportunities, and access to recognized educational experts to build system capacity in areas where equity gaps have been identified.

Additional funding and release time have been provided to School Growth Team leads, Learning Support Teachers, counsellors, curriculum support staff, and school-based leadership teams to strengthen implementation of district priorities. The district has also continued targeted investments, including annual funding for Indigenous Education initiatives, to address persistent inequities and improve outcomes for Indigenous students.

The annual budgeting process is aligned with the district's strategic plan, ensuring that financial resources support identified priorities. Maintenance and operations planning is similarly guided by strategic objectives, helping to ensure that organizational systems, staffing, facilities, and supports reinforce district goals and enable the successful implementation of adapted strategies.

Through these interconnected monitoring, review, and implementation processes, the district is strengthening its ability to make evidence-informed decisions, respond to emerging needs, and continuously improve outcomes for all learners.

Ongoing Strategic Engagement



School District 71 is committed to ongoing, authentic, and inclusive engagement that supports continuous improvement in student learning and well-being. The district engages regularly with Indigenous Rights Holders, the Indigenous Education Council (IEC), students, parents and caregivers, employee groups, community organizations, and education partners to share information, identify priorities, address equity gaps, and collaboratively improve outcomes for all learners.

The district's engagement cycle is guided by principles of respect, relationship-building, transparency, and shared responsibility. Engagement activities occur throughout the year through formal governance structures, advisory meetings, collaborative planning sessions, community consultations, and student voice opportunities.

District-Wide Student Learning Engagement

The district maintains a year-round engagement cycle focused on student learning, educational services, strategic priorities, equity, safety, and well-being. Key engagement initiatives include:

- Monthly Board of Education Meetings.
- Monthly Education Committee Meetings.
- Monthly District Parent Advisory Council (DPAC) Meetings.
- Quarterly Equity In Action Meetings.
- Student Voice Forums are held four times annually.
- Comox Valley Principals' and Vice-Principals' Association (CVPVPA) meetings.
- Strategic Leadership Advisory meetings (10 annually) with school-based administrators.
- Learning and Connecting meetings (10 annually) involving district and school leaders.
- Ongoing collaboration with employee partner groups, including the Comox District Teachers' Association (CDTA) and Canadian Union of Public Employees (CUPE Local 439).
- Community budget consultation meetings led by district leadership.

These structures provide regular opportunities to review evidence of learning, discuss emerging needs, (i.e. Equity considerations) gather feedback and inform district decision-making.

Indigenous Education Council Engagement

The district works in partnership with the Indigenous Education Council (IEC) and local Indigenous communities to support student success and advance Indigenous ways of knowing and being. The IEC determines the structure and timing of its meetings to ensure engagement reflects member preferences and priorities. Engagement includes:

- Monthly Full day IEC meetings attended by the Superintendent and Associate Superintendent to provide updates, review student learning information, and respond to questions.
- Ongoing meetings between district leaders, IEC Chairs, and Indigenous Education staff to address emerging issues and priorities.
- Participation by senior leaders in IEC-led cultural gatherings, capacity-building sessions, and community engagement events.
- Open invitations for IEC participation in Board committees and Student Voice initiatives.
- Three annual budget consultation meetings with the Superintendent and Secretary-Treasurer.

K'ómoks First Nation Engagement

The district also maintains a strong government-to-government relationship with K'ómoks First Nation (KFN). Engagement opportunities include quarterly Local Education Agreement governance meetings, weekly operational meetings with the KFN Education Manager, bi-monthly collaborative planning sessions, participation in KFN Education Committee meetings, and presentations to Chief and Council regarding Indigenous education initiatives.

Engagement Supporting Children and Youth in Care

The district works closely with community partners to support children and youth in care through coordinated planning and service delivery. Key engagement structures include:

- Monthly Integrated Child and Youth (ICY) meetings involving the Ministry of Education and Child Care, Ministry of Children and Family Development, Island Health, John Howard Society, FamilySmart, and school district representatives.
- Weekly interagency collaboration table meetings focused on coordinated support for priority students.
- Ongoing communication between school leaders, guardians, and MCFD representatives regarding student learning and support needs.
- Wrap-Around Community Support Network meetings involving district staff, MCFD, and RCMP representatives three times annually.

These partnerships help ensure students receive coordinated educational, social, health, and well-being supports.

Engagement Supporting Students with Disabilities and Diverse Abilities

The district prioritizes meaningful engagement with students, families, caregivers, and community agencies to support inclusive learning environments. Engagement processes are designed to be flexible and responsive to family needs. Key engagement activities include:

- Annual consultation with parents and caregivers regarding the development and implementation of Individual Education Plans (IEPs).
- Progress reporting on IEP goals three times per year.
- Monthly Primary Years Mental Health Collaborative meetings involving Child and Youth Mental Health, child psychiatry, MCFD, Island Health, and district staff to review student referrals and support needs.

- Biannual transition planning meetings between Inclusive Education staff, Child and Youth with Support Needs (CYSN) social workers, and adult service agencies.
- Ongoing collaboration and professional learning opportunities with community agency partners.
- Annual Kindergarten transition planning with the Comox Valley Child Development Association.

Continuous Improvement

Through a coordinated annual cycle of meetings, consultations, collaborative planning, and student voice opportunities, School District 71 maintains ongoing engagement with Rights Holders, education partners, families, students, and community organizations. This work ensures that district planning and decision-making remain responsive to community priorities and focused on improving student learning, well-being, equity, and success for all learners

Create Alignment to Enhancing Student Learning



To strengthen coherence across the district and ensure successful implementation of recent operational plan adjustments, Comox Valley Schools revised its School Growth Plan (SGP) framework to establish direct alignment between school-based learning goals and the district's Strategic Plan priorities for enhancing student learning. The updated template provides a consistent structure while allowing schools to develop responsive plans that reflect their unique contexts and community needs.

A key enhancement to the revised SGP process was the explicit integration of district strategic priorities within all school plans. In addition to a Land Acknowledgement, each school was required to include a Decolonizing and Indigenizing commitment aligned with the Strategic Plan design principle of *Indigenizing and Decolonizing*. Schools identified specific actions and measurable commitments demonstrating how they were advancing Truth and Reconciliation and strengthening learning environments for Indigenous learners and communities.

To further support equity and improve outcomes for priority learner populations, schools were required to engage in thoughtful analysis of disaggregated student data when evaluating previous initiatives, academic achievement, and Core Competency development. This expectation strengthened evidence-informed decision making and ensured that learning goals were responsive to identified needs and achievement gaps.

The revised template also required schools to explicitly identify the Strategic Plan Design Principles being leveraged to support their chosen areas of focus. This alignment helped ensure that school-level initiatives directly supported district priorities and contributed to a shared vision for student success.

Recognizing the district's commitment to developing Core Competencies, all schools were required to investigate one or more Core Competency focus areas within their growth plans. This requirement aligned directly with the Strategic Plan learning goal of "creating inclusive, holistic, and personalized learning environments that enhance students' development of the Core Competencies over time". Schools established clear anticipated outcomes for both student learning and adult professional practice, strengthening accountability, and creating a shared understanding of intended impacts.

To support effective implementation and continuous improvement, all School Growth Plans incorporated a Monitoring and Reflecting Evidence Cycle. Schools were expected to collect, analyze, and interpret both quantitative and qualitative evidence to evaluate progress toward goals. Multiple monitoring points throughout the school year, including staff reflection and check-in processes, were embedded into the cycle to mirror the district's continuous improvement framework. This approach ensured ongoing responsiveness, supported evidence-based adjustments, and maintained focus on student outcomes.

The district also aligned resources to strategic priorities by allocating surplus funding to begin to address the findings within the Equity in Action final report, as well as providing schools with opportunities to apply for district funding to support staff inquiry projects. These projects were required to demonstrate connections to school learning goals and Strategic Plan Design Principles, reinforcing the relationship between professional learning, instructional improvement, and student success.

This alignment is reflected in the priorities and goals of district departmental plans as the work of each department continues to be in support of the direction and design principles of the strategic plan. Learning sessions occurred this year with department leaders focused on deepening understanding of core competencies to ensure strengthened alignment with the strategic plan.

At the secondary level, School Growth Team Leaders were appointed to provide instructional leadership and support implementation of school and district priorities. These teacher leaders facilitated professional collaboration focused on effective assessment practices, instructional strategies, and evidence-informed decision making. At the end of the school year, School Growth Team Leaders submitted a report highlighting initiatives, outcomes, and instructional improvements achieved through the school's growth plan, further strengthening accountability and alignment with district strategic priorities.

In summary, the revisions to the School Growth Plan framework have strengthened alignment between school, department, and district priorities, creating a more coherent and accountable approach to continuous improvement across Comox Valley Schools. Through the integration of Strategic Plan priorities, a focused commitment to Indigenous education and equity, the purposeful development of Core Competencies, and the use of evidence-informed planning and monitoring processes, schools are better positioned to respond to student needs and improve outcomes for all learners. By aligning resources, professional learning, and leadership structures to these priorities, the district has established a strong foundation for sustained improvement and collective responsibility in advancing student success.