

2024-25 School Plan

Zeballos Elementary Secondary School

School Context

ZESS is a K-12 school in School District 84. ZESS has a student population of 46 students. 39 of 46 (85%) of the students identify as belonging to one or more of the following groups: 'Namgis, Ehatisaht, Tla-o-qui-aht, Nuchatlaht, Campbell River, Kayukth/Chektleseth, Mowachaht, and/or Hesquiaht.

There is significant internal support for students. In 2023/24 there is four classrooms with 7 teachers and administrators, 2 EAs, 1 YCCW, 1 NEW, 1 admin assistance/library support as well as a noon hour supervisor, bus driver and custodial staff. As well there is a second counselling vice-principal working half time at the school, a second community counsellor hired in partnership between SD84 and the Ehatis and Nuchatlaht Nations.

ZESS is a remote school, 42km on a gravel road from the highway and then 170km from Campbell River or 44 km to Port McNeil. Peripheral services like SLP, student counselling, PT, OT are limited.

Scanning “What’s going on for our learners?”

Multiple markers in the elementary program have assessed student reading. This includes Early Reading profiles, PM Benchmarks, FSA results. Assessments show that reading rates compared to grade level expectations are near or at grade level in early elementary years and then decline by grade 7.

Grad Rates

ZESS	5 Yr	6 Yr	7 Yr	8 Yr
2017/2018	0%	0%	50%	50%
2018/2019	40%	40%	60%	60%
2019/2020	0%	75%	75%	
2020/2021	100%	100%		
2021/2022	100%			
2022/23	100%			
2023/24	60%			

In 2022/23, approximately 84% of ZESS students miss more than 10% of school 43% of ZESS students miss more than 20% of school.

In 2023/24, approximately 62% of ZESS students miss more than 10% of school 38% of ZESS students miss more than 20% of school. This improvement in attendance could be attributed to a large effort to call home which resulted in better tracking of excused absences.

At community consultation meetings including IEC and PAC meetings community members have expressed the need for increased academic expectations.

<p>Focus “What does our focus need to be?”</p>	<p><u>Goal 1: Reading</u> Students will increase their reading level by a grade level each year or as stated by their individualized IEP goal.</p> <p><u>Goal 2: Personal Awareness & Responsibility - Self Regulating</u> - Students can take ownership of their choices and actions. They can persevere in difficult situations, and understand how their actions affect themselves and others.</p> <p><u>Goal 3: Cultural Learning</u> Students will develop a positive personal and cultural identity by practicing Nuu-chah-nulth language and art (visual, singing, drumming, dance), and will describe ways that they participate in cultural activities.</p>
<p>Developing a Hunch “How are we contributing to this situation?”</p>	<p>In the 2023/24 school year, Goal 2 focused on social emotional learning and core competency goal about being aware and respectful of others’ needs and feelings. This has contributed to successes in developing a respectful school and classroom environment. For the 2024/25 year, we would like to pivot this social emotional learning to ownership of learning to promote academic success.</p> <p>Staff that have been foundational in delivering cultural language lessons to students in the past have been unavailable this year. The school will continue to foster additional community resources to provide a rich language and culture program.</p>
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Educators and staff will participate in professional learning on:</p> <p>GOAL 1 Reading:</p> <ul style="list-style-type: none"> - Culturally responsive early literacy instruction - Staff participation in district collaboration meetings or school based collaboration meetings - Culturally responsive intermediate literacy instruction <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Collaborative teacher inquiry projects driven through internal collaboration groups - Reading Comprehension based strategy – To be determined by staff <p>GOAL 2 Personal Awareness & Responsibility - Self Regulating</p> <ul style="list-style-type: none"> - Collaborating and sharing resources related to self regulation. Development of ways to track student achievement that can be shared with students and parents. <p>GOAL 3 Cultural Learning</p> <ul style="list-style-type: none"> - CI Day commitments - IRLP 100 course available to staff members - Participation in weekly culture practice
<p>Taking Action “What will we do differently?”</p>	<p>GOAL 1 Reading:</p> <ul style="list-style-type: none"> - Increase and broaden literacy activities for all students K-12 every day through regularly scheduled reading periods, book bags, home reading program and a variety of interesting and graded books - Use data from the Benchmarks and Early Reading Profile to focus attention and strategies on readers ‘not there yet’ - Five assessments of benchmark reading levels – every two months, minimum - Make Reading visible in the school – Reading Tree, parent reading times with tea and chumis, <p>GOAL 2 Personal Awareness & Responsibility - Self Regulating</p> <ul style="list-style-type: none"> - PATH (Planning Alternatives Tomorrows with Hope Long) – High School Students - Increased academic expectations for students – Increased transparency of student achievement shared by teachers to students and parent

- Sharable student achievement tracking – (lists of completed assignments, mark tracking, must do lists etc.) Available to students and parents
- Tracking growth of Personal Awareness and Responsibility core curriculum Profiles. (See tracking sheet attached)

GOAL 3 Cultural Learning

- With collaboration from community members, completion of a Seasonal Round for instruction of season-based land learning opportunities
- Restart Grandma and Auntie circles
- Weekly scheduled school wide cultural practices
- Host District Cultural Sharing
- Build skills for the Cultural Sharing gathering of May 2024
- Completion and display of a local map showing Nuu-Chah-Nulth place names

**Checking
“Have we made
enough of a
difference?”**

GOAL 1 Reading Literacy assessments:

- 2x EPRA/DART,
- 2x Early Learning Profile,
- 5x PM Benchmarks,
- 1x Grade 4, 7 FSA, Grade 10 & 12 Lit Assessment
- Reading Tree

GOAL 2: Social Emotional Learning

- Student self reflection of Social Awareness and Responsibility Core Competency – beginning of year and then for each reporting period
- Teacher assessment of the Social Awareness and Responsibility Core Competency
- Pathways Survey and Interview

GOAL 3 Cultural Learning:

- Student self-assessment on Positive Personal and Cultural Identity Core Competency
- Tracking of student participation in cultural activities
- Student Learning Survey Responses on Pathways Survey and Interview

Measures – How are we doing? – Data from 2023/24 Year

Some data is masked to conform to Ministry Regulations

Goal 1 Reading

Students gaining a grade in Reading Comprehension from September to May (or IEP Goal)					
	2020-21	2021-22	2022-23	2023-24	TARGET
Benchmarks					100%
Grades 1-3	N/A	30%	50%		
Grades 4-6	N/A	0%	25%		
Students “Meeting Expectations” or better on district reading assessment (DART / EPRA)					
	2020-21	2021-22	2022-23	2023-24	
Grades 3-6	30%	1 out of 16	3 out of 14		

Students who identify that they are getting better at reading (Student Learning Survey) Responses to “I feel I am getting better at reading.”		
	2022/23	2023/2024
Strongly disagree		
Disagree		17%
Neither agree nor disagree	14%	
Agree	43%	61%
Strongly Agree	43%	11%
Don't Know		11%
No Answer		

Goal 2: Social Emotional Learning

Student self reflection of Social Awareness and Responsibility core competency

Data will be added in June

Teacher assessment of the Social Awareness and Responsibility core competency

Data will be added in June

Students who identify on student learning survey that they are learning how care for their mental health?					
Year	2022/23	2023/24		2022/23	2023/24
Never		33%	Strongly Disagree		25%
Almost Never			Disagree		
Sometimes	66%	33%	Neither Agree nor Disagree	25%	33%
Most of the Time	33%	33%	Agree	50%	
All of the time			Strongly Agree		
Don't Know			Don't Know	25%	42%
No Answer					

Goal 3: Cultural Learning

Students who identify that they are developing more positive personal and cultural identity

Add Data from Pathways Surveys

Students who identify on student survey that they are participating in Indigenous activities.

“Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?”

	2022/23	2023/24	
Never			
Almost Never			
Sometimes	38%	50%	
Most of the Time	50%	28%	
All of the time	12%	11%	
Don't Know		11%	
No Answer			

At school, are you learning about local First Nations?

	2022/23	2023/24	
Never		11%	
Almost Never	12%		
Sometimes	64%	11%	
Most of the Time		56%	
All of the time	12%	11%	
Don't Know	12%	11%	
No Answer			

Student Name: _____ Date: _____

Assessment of Personal Awareness and Responsibility

Choose: Student Self Assessment or Teacher Assessment: Teacher Name: _____

Personal Awareness and Responsibility is understanding how your behavior affects your well-being and making good choices. It includes self-care, goal-setting, managing emotions, and advocating for your rights.

Highlight the sections that are true for you

Profile One:

Feel happy about achievements.	Express some wants and needs.	Sometimes recognize emotions.
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Profile Two: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.

Do things that bring joy and satisfaction.	Understand your role in your well-being.	Have some ways to manage feelings and emotions.	Show evidence of learning and understand how choices affect well-being.
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Profile Three: I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.

Make choices that meet needs and improve well-being.	Use strategies to manage feelings and emotions.	Connect actions with consequences and accept feedback.	Take responsibility for actions.
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Profile Four: I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

Recognize strengths and use strategies to manage stress and achieve goals.	Advocate for yourself and engage with challenging information.	Set realistic goals and use methods to achieve them.	Calm yourself when angry, upset, or frustrated.
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Profile Five: I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.

Recognize your value and advocate for your rights.	Take responsibility for choices, actions, and achievements.	Set priorities, create and adjust plans, and assess results.	Use strategies for a healthy lifestyle and manage emotional challenges.
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Profile Six: I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.

Identify strengths and limits, find motivation, and seek self-growth.	Make ethical decisions and reflect on experiences.	Advocate for yourself in stressful situations.	Take initiative in learning and make ethical choices.	Recognize leadership potential and maintain a balanced lifestyle.
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Student Name: _____ Date: _____

Assessment of Social Awareness and Responsibility

Choose: Student Self Assessment or Teacher Assessment: Teacher Name: _____

Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Highlight the sections that are true for you

Profile One: I can be aware of others and my surroundings.

I like to be with my family and friends.	I can help and be kind.	I can tell when someone is sad or angry and try to make them feel better.	I am aware that other people can be different from me.
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Profile Two: In familiar settings, I can interact with others and my surroundings respectfully.

I listen to others ideas and concerns.	I can make friends and work and play well with others.	I can join activities to take care and improve my surroundings.	I use materials respectfully.	I can solve some problems myself and ask for help when I need it.
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Profile Three: I can interact with others and the environment respectfully and thoughtfully.

I can build and sustain relationships and share my feelings.	I can contribute to group activities, community a better place.	I can identify different perspectives on an issue, clarify problems, consider alternatives, and evaluate strategies.	I can demonstrate respectful and inclusive behaviour with people I know. I can explain why something is fair or unfair.
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Profile Four: I can take purposeful action to support others and the environment.

I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment.	I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference.	I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.
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Profile Five: I can advocate and take action for my communities and the natural world. I expect to make a difference.

I am aware of how others may feel and take steps to help them feel included.	I maintain relationships with people from different generations.	I work to make positive change in the communities I belong to and the natural environment.	I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.	I use respectful and inclusive language and behaviour, including in social media.
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Profile Six: I can initiate positive, sustainable change for others and the environment.

I build and sustain positive relationships with diverse people.	I show empathy for others and adjust my behaviour to accommodate their needs.	I advocate and take thoughtful actions to influence positive, sustainable change.	I can analyze complex social or environmental issues from multiple perspectives.	I act to support diversity and defend human rights and can identify.
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