



2025-2026 School Growth Plan

Kyuquot Elementary Secondary School

School Context	<p>Kyuquot Elementary Secondary School is situated on the ancestral lands of the Ka:’yu:’k’t’h’/Che:k’tles7et’h’ First Nations. As a small, community-rooted Grade 1–12 school, we benefit from a close-knit setting that fosters meaningful relationships, personalized learning, and cultural grounding. In partnership with local rightsholders and through the Learning Enhancement Agreement (LEA), our work is guided by commitments to cultural pride, equitable learning outcomes, student wellness, and academic success. Our school embraces Nuuchahnulth ways of knowing, trauma-informed practices, and high expectations for all learners.</p> <p>This year’s growth plan builds upon the commitments made in our 2024–2025 plan while reflecting updated data from students, staff, and caregivers, as well as emerging priorities from our District Strategic Planning and our ongoing Learning Enhancement Agreement with KCFN. It is grounded in reflection, guided by the voices of our learners, and driven by the goal of ensuring all students feel safe, connected, challenged, and proud of who they are.</p>
Scanning “What’s going on for our learners?”	<p>Through analysis of student feedback (Pathways, Student Learning Survey, Bullying Response), attendance trends, and educator reflection, we have identified key patterns:</p> <ul style="list-style-type: none">❑ Students experience strong trust and connection with adults in the building.❑ Land-based and cultural learning—particularly language and seasonal cycles—are deeply valued and contribute to positive identity development.❑ A substantial number of students experience chronic absenteeism, especially in intermediate and secondary grades.❑ Many students can articulate <i>what</i> they are learning, but fewer can identify personal goals or reflect on growth.❑ Peer relationships remain a challenge. Students report emotional safety concerns, social exclusion, and bullying from peers, even while feeling supported by adults.❑ Schoolwide and provincial assessment data show persistent challenges in numeracy achievement, particularly in the areas of problem-solving, number sense, and applied reasoning. Students in Grades 4, 7, and 10 are performing below district and provincial expectations, with low levels of confidence and success in foundational math skills. <p>These findings confirm that while our school has developed strong cultural and relational foundations, we must now increase our focus on academic growth in numeracy. This includes developing instructional approaches and learner strategies that support goal setting, confidence, and achievement in math.</p>





<p>Focus “What does our focus need to be?”</p>	<p>The KESS learning team reflected on the evidence and collaborated to identify two key goals that will frame our work for the 2025–2026 school year. These goals are directly informed by student voice, aligned with our Learning Enhancement Agreement, and support the Ministry’s equity and mental health frameworks.</p> <p><i>Goal 1: To foster emotionally safe, inclusive peer relationships across all learning environments.</i></p> <p>Objective 1: Cultivate belonging, respect, and emotional safety among students by embedding social-emotional learning, Nuu-chah-nulth values, and restorative practice into daily routines.</p> <p>Objective 2: Actively reduce bullying through student-led education, prevention strategies, and culturally rooted conflict resolution.</p> <p>Why this is important?</p> <p>Belonging is a prerequisite for engagement. When students feel safe with their peers, they are more likely to take risks, attend school consistently, and share their voice. As highlighted in our feedback data, students at KESS do not always feel safe or accepted by peers—even as they describe strong relationships with adults. Addressing peer-to-peer dynamics with proactive tools and cultural values will enhance the safety and wellness of our entire school community.</p> <hr/> <p><i>Goal 2: To support students to develop agency and academic achievement through personalized goal setting and reflective learning.</i></p> <p>Objective 1: Embed routines that allow students to set learning goals, track progress, and reflect on personal growth across all grades.</p> <p>Objective 2: Increase the visibility and consistency of success criteria, portfolios, and feedback routines in each learning space.</p> <p>Objective 3: Use goal-setting strategies to support increased academic achievement in numeracy, particularly in foundational concepts and problem-solving skills, with specific attention to key transition years (Grades 4, 7, and 10).</p> <p>Why this is important:</p> <p>Students learn best when they are empowered to understand their growth and advocate for their needs. Our data shows growth in students being able to explain what they are learning. However, fewer students can describe their own learning goals or use</p>
---	--





	<p>feedback to improve. Strengthening reflection, assessment literacy, and learner agency will support academic achievement and pride in personal progress.</p> <p>We also recognize that numeracy proficiency is a critical foundation for future success and confidence in learning. Embedding personalized strategies in math allows students to build the skills, mindset, and resilience necessary to see themselves as capable mathematicians. This approach aligns with the provincial emphasis on learner agency and the district’s strategic priority to improve foundational literacy and numeracy outcomes for all students.</p>
<p>Developing a Hunch “How are we contributing to this situation?”</p>	<p>We believe that our strong focus on adult-student relationships, while powerful, has not been fully balanced with structured support for peer relationships and student ownership. SEL is not yet embedded across all learning environments. Feedback and goal setting are not consistently used or visible to students. Our systems, while caring and flexible, have not created the routines and accountability necessary to support peer wellness and student agency across all grades.</p> <p>Our hunch is that if we intentionally create space for students to connect with peers, take ownership of their goals, and experience pride in learning, we will see improvements in belonging, attendance, and achievement. We are curious to determine if the lack of visible success and goal tracking in numeracy has contributed to low student confidence and achievement in this area. Without meaningful opportunities to experience growth and mastery in math, some students disengage. By increasing clarity, feedback, and personal ownership in numeracy—especially through culturally responsive, real-world approaches—we can support stronger foundational understanding and long-term academic success.</p>
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Professional learning to meet the needs of this Plan will be done to help teachers to identify ‘How and where we can learn more about what to do?’ To support the meeting of these goals, our school team will engage in professional learning that supports the goals outlined above. These include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing the Circle of Courage framework as a foundation for SEL and peer support. <input type="checkbox"/> Embedding culturally grounded SEL routines using teachings from Elders and Knowledge Keepers. <input type="checkbox"/> Strengthening our use of restorative practices to address and reduce bullying. <input type="checkbox"/> Building systems for student goal setting, portfolio documentation, and formative feedback. <input type="checkbox"/> Deepen instructional strategies and formative assessment practices in numeracy, with a focus on goal setting, feedback, and growth mindset development <input type="checkbox"/> Developing trauma-informed attendance strategies that reflect wellness, connection, and equity.





	<input type="checkbox"/> Enhancing learning partnerships with families and the community , including increased visibility of cultural learning and inclusion of parents in planning and celebrations			
Taking Action “What will we do differently?”	<p>Taking Action is about thinking more deeply about new ideas and using them to inform action. It involves understanding that when doing something differently, effectiveness is judged by the impact on learners and their learning; and also understanding why some practices are more powerful than others. The staff at Kyuquot Elementary Secondary School will engage in ongoing professional learning and collaboration focused on goals to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and implement a school-wide reflection and goal-setting model that supports personalized learning across all grades. <input type="checkbox"/> Develop student portfolios and embed them into classroom routines and student-led conferences. <input type="checkbox"/> Co-create a student-led peer belonging and kindness campaign rooted in Nuuchah-nulth teachings. <input type="checkbox"/> Establishing SEL instruction time, using a scope and sequence aligned with cultural values and the Circle of Courage. <input type="checkbox"/> Design and implement personalized numeracy pathways using learning goals, student conferencing, and portfolio artifacts to support growth and celebrate improvement <input type="checkbox"/> Continue to expand opportunities for land-based and cultural learning, including seasonal learning and language revitalization with KCFN support. <input type="checkbox"/> Invite parents and caregivers into classrooms and celebrations more frequently to support community connection and visibility. 			
Checking “Have we made enough of a difference?”	<p>To assess the impact of our actions, we will monitor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Learning Survey and Pathways responses <input type="checkbox"/> Peer belonging and bullying check-ins at multiple points in the year. <input type="checkbox"/> Learning portfolios and goal reviews at the end of each term. <input type="checkbox"/> Attendance tracking and early intervention. <input type="checkbox"/> Staff reflection journals on SEL, student engagement, and peer dynamics. <input type="checkbox"/> Provincial numeracy assessments (FSA Grades 4 and 7, Graduation Numeracy Assessment at Grade 10), tracked alongside student reflections and goal achievement <p>We aim to see improved emotional safety, increased student agency, reduced absenteeism, and stronger peer-to-peer relationships.</p>			
	Measures – How are we doing?			
	<What are you measuring? (e.g. % students meeting expectations for reading)>			
	Spring 2024	Spring 2025	Spring 2026	TARGET
Students naming 2 trusted adults	94%	95%+		100%





Students who feel safe with peers	72%	63%		85%
Students identifying learning goals	57%	84%		100%
Students identifying receiving helpful feedback (identifying always/ very often))	10%	41%		100%
FSA Numeracy – Grade 4 (meeting or exceeding)	Masked	Masked		70%
FSA Numeracy – Grade 7 (meeting or exceeding)	Masked	Masked		65%
Provincial Graduation Numeracy Assessment – Grade 10 (Proficient or Extending)	Masked	Masked		60%
ATTENDANCE				
% of Students Absent more than 20% of scheduled school days.	21%	39%		15%

