



2024-25 School Growth Plan

Kyuquot Elementary Secondary School

School Context	Kyuquot Elementary Secondary School is set on the self-governing, ancestral territory of the Ka:'yu:'k't'h'/Che:k'tles7et'h' people. Situated on the picturesque west coast of Vancouver Island, Kyuquot Elementary Secondary supports approximately 45 students from Grades 1 through 12 with 99% of our student population declaring indigenous ancestry. The school culture is one that prioritizes community and a caring environment while promoting high academic expectations, experiential learning and connection to land and culture. Over the last two years, educators in this school have worked towards increased student efficacy in learning; maintenance of expectations in relationships with students, families, community, and the local environment within the contexts of place-based and experiential learning opportunities.
Scanning "What's going on for our learners?" <i>Present some information on key areas of learning (literacy, connectedness, competencies). Give attention to achievement of vulnerable student populations (Indigenous, special needs, CYIC)</i>	Our educating team engaged in the action section of our plan with the hopes of measuring growth and applying a wide range of strategies to build perspectives and experiences in support of our assessment of 'What is going on with our learners'. Utilizing the guiding questions attributed to the Scanning phase of the "Spirals of Inquiry" by Judy Halbert & Linda Kaser (2014), staff reviewed feedback received through school learning data and community consultation. Results from this data were discussed as a group and learning experiences from staff contributed to support the emergence of the following key findings: • There is a priority to continue highlighting local indigenous experiences into learning plans and activities • Responses from students vary significantly between data sources, and there is work needed to ensure a common language framework for supporting clarity in learning intent, purpose, experience, and connection to the learner. • Many learners are building confidence in their ability to articulate and express in their own words a detailed response to the question, "What are you learning, and why is it important?" • There is a need to build capacity and student efficacy when applying and articulating language related to number and number sense. • There exists an opportunity to foster student and community voice and agency within the Kyuquot learning community. Data taken from the 2022-2023 and 2023-2024 Provincial Student Learning, Student Connections and Indigenous Pathways surveys compose the baseline for supporting the movement through this Action Plan.
Focus "What does our focus need to be?" <i>Present 1-2 goal statements as your school's focus for improving student learning. Include SMART objective(s) –</i>	Focusing uses information from the scan to begin to clarify where energies need to be invested. This requires members of the educating team to collect further information to clarify and reflect on what is happening and bring focus to priority of next steps. Our district strategic plan identifies the following areas as priority for the learners that we serve: • Building a strong foundation of literacy • Student engagement and connection to school • Equipping learners for success





<i>Specific, Measurable, Achievable, Relevant, Time-Bound</i>	Our Staff maintained the priority to ensure that students felt connected, cared for and safe within their school and learning context, but felt that there continues to exist an opportunity to build capacity around the language of learning. Areas of new focus developed around the desire to continue making learning more visible within the school and to support students to confidently articulate what they are learning and the purpose of the learning they are engaged in. The continued focus for our inquiry will be to explore opportunities to increase student voice and engagement through an overall commitment to communicating student learning via: • A focus on deeper forms of learning • Making learning more visible throughout our school • Use of descriptive coaching and formative assessment routines • Educator collaboration to provide continuity and shared language for learners through principles of UDL (Universal Design for Learning) Goal: Increase learner efficacy by... Objective 1: <i>Applying a shared and consistent framework for assessment, reflection and goal setting</i> Objective 2: <i>Applying principles of UDL to support learner development and confidence in areas of receptive and expressive language in relation to learning.</i> Goal: Maintain learner and community engagement in Kyuquot Elementary Secondary School by... Objective 1: <i>Cultivating a school culture of success that prioritizes opportunities for student voice, and agency through connection to culture and the natural environment.</i> Objective 2: <i>Increasing opportunities for positive and caring engagement with learners, families, and community members.</i>
Developing a Hunch “How are we contributing to this situation?” (100 words maximum)	Developing a hunch involves focusing on how the educational professionals in schools are contributing to what’s working and what is not. The focus on a hunch is about professional practices and opening our collective thinking to possibilities. The staff felt that if educators themselves were not explicit in identifying the purpose and connections of lessons and activities to students, that it was not reasonable to expect students to be able to generate the language of the learning intentions back to themselves or others. Staff also recognized that learners find motivation and success in varied contexts of learning and that it was important to make this learning and thinking more visible. There existed an opportunity for educators to collaborate to find shared, and consistent mediums to provide descriptive, formative feedback and to then also give opportunity for students to engage in it as well.
Professional Learning	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?’ Areas of professional learning that emerged from our hunches included:





“How and where can we learn more about how to address this situation?” <i>“The primary purpose of education is to help students to exceed what they think is their potential. To see in students what they may not see in themselves and to imbue them with passion for learning” (Hattie, 2018).</i>	• A focus on deeper formative assessment practices to support student communication of their own learning. • Strategies and techniques for making learning and thinking visible. • Receiving and giving feedback It is our hope that in this learning our educators will be able to embrace and reflect on behaviors, practices and mainframes that will most benefit students’ success. In the research conducted for Hattie and Zierer’s <i>10 Mindframes for Visible Learning</i>, they identified the following characteristics as key for the foundation of taking meaningful action for success in schools: • Thinking of and evaluating your impact on students’ learning • Conveying success criteria to learners • Building positive relationships • Value of assessment and feedback for teachers • Working collaboratively with a sense of community • Notion that learning needs to be challenging. • Generating powerful dialogue and a balance between talking and listening
Taking Action “What will we do differently?”	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. <i>This Year</i> This year the staff at Kyuquot Elementary Secondary School will engage in ongoing professional learning and collaboration focused on the goal of: <i>Engaging consistently and collaboratively in a shared framework of language to support assessment, reflection and goal setting.</i> Staff will seek to engage meaningfully in evidence-based behaviours that educators need to adopt in order to maximize student success; critically analyzing the importance of feedback when promoting student ownership of learning. We will continue to seek opportunities to students to showcase their learning in a variety of mediums that reflect our current learning environment and increase our focus on practices previously learned that support student agency, voice and confidence. Professional learning will be structured throughout the year with opportunities to engage in learning scheduled for monthly staff meeting times, bi-weekly collaboration blocks with peers and Action for Learning Collaborations. Learning will be focused on; but not limited to research shared in the following resources: • Collective Student Efficacy: Developing Independent and Interdependent Learners. Hattie, Fisher, Frey and Clarke (2021)





	- Great Teaching by Design: From Intention to Implementation in the Visible Learning Classroom. Hattie, Bustamante, Almarode, Fisher and Frey. (2021) - Jennifer Katz (2024) Video Series – Teaching to Diversity, Inclusion and Equity Educators will also connect with peers as members of District led collaboration groups in support of their instructional and inclusive learning practices.				
Checking “Have we made enough of a difference?” <i>What evidence will the school use to determine if the actions are having the intended effect?</i> (100 word maximum)	The purpose of shared inquiry is to make a difference in valued outcomes for learners. Because a change in practice does not always equate to a change or improvement in outcomes, it is important to check and reflect on changes throughout the course of the inquiry. <i>Checks that we will use to inform our inquiry throughout this year will include:</i> - Principal check-in to “How are you doing with your learning” survey question. - Student led ‘Showcases of Learning’. - Analysis of student data from 2022-2023 Baseline Data for: ☒ Student Pathways Survey ☒ Provincial Student Learning Surveys ☒ Grade 10-12 Provincial Literacy and Numeracy Assessments ☒ KESS 2022-2023 Attendance Data ☒ Graduation Rates Analysis of data showed progressive development in areas of showing our learning in different ways, taking ownership of our learning and ability to articulate what we are learning and why it is important. A more rigorous commitment to setting goals based on measured student learning feedback and data collection throughout the school year is also a renewed commitment for this year.				
	Measures – How are we doing?				
	<What are you measuring? (e.g. % students meeting expectations for reading)>				
KESS Connections Survey	Fall 2022	Spring 2023	Spring 2024	Spring 2025	TARGET
Can you name two adults in this building who you feel believe that you will be a success in life?	68%	94%	87%	94%	100%
Able to fully respond to: “What are you learning?”	4%	67%	97%	98 %	100%
Why is it important?”	-	-	59%	83%	100%
Able to identify ‘Goals & next steps in learning”	0%	57%	84%	76%	100%





District Indigenous Pathways Survey	Spring 2023	Fall 2024	Spring 2025	TARGET
I am comfortable at school and contribute to the school community (Agree/ Strongly Agree)	66%	100%	91%	100%
ATTENDANCE	2022-2023	2023-2024	2024-2025	TARGET
% of Students absent more than 20% of scheduled school days.	36%	21%	11% *	5%
Provincial Student Learning Survey	2022-2023	2023-2024	2024-2025	TARGET
At school, are you provided with feedback on how you could improve your learning?	-			
Grade 4	-	-	33%	100%
Grade 7	33%	10%	33%	100%
Grade 10	10%	25%	46%	100%
Grade 12	67%	10%	50%	100%
At school, how often are concepts explained in ways that you can understand?				
Grade 4	-	50%	33%	100%
Grade 7	39%	50%	67%	100%
Grade 10	100%	10%	73%	100%
Grade 12	32%	50%	50%	100%
I plan my learning based on my goals/my interests.				
Grade 4	-	10%	33%	100%
Grade 7	0%	0%	25%	100%
Grade 10	10%	25%	36%	100%
Grade 12	67%	50%	50%	100%
At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)?				
Grade 4	-	100%	66%	100%
Grade 7	25%	80%	50%	100%
Grade 10	10%	10%	45.5%	100%
Grade 12	33%	50%	50%	100%

*Students who withdrew mid-school year, graduated and moved communities were not included in the calculation of this data

