



# School District 84 - School Growth Plan

## School Context:

Kyuquot is a remote, First Nations community on northwestern Vancouver Island, BC, located in Kyuquot Sound accessible only by air or water. It is a quiet, rugged, wilderness area known as the home of the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations. There are deep inlets, steep mountains, teeming wildlife, and a maritime culture focused on fishing and eco-tourism.

The students are almost entirely Indigenous, and live on the reserve lands, in walking distance from the school. The school enrolment at present is only thirty-five students in grades one to twelve.

The school is divided into four learning divisions: Primary, Intermediate, Junior High, and Secondary. There are: four classroom teachers, one educational assistant, one youth and childcare worker, one custodian, one vice principal, and one principal. In partnership with local rightsholders and through the Local Education Agreement, our work is guided by commitments to cultural pride, equitable learning outcomes, student wellness, and academic success. Our school embraces Nuu-chah-nulth ways of knowing, trauma-informed practices, and high expectations for all learners.

*We acknowledge and are grateful for the opportunity to be here on the traditional territory of the Nuu-chah-nulth peoples, specifically the Ka:'yu:'k't'h'/Che:k'tles7et'h Nations*

## What is happening for our learners?

- Students in Kyuquot experience trust and connection with adults in the building. In our student 2026 Pathways Student Survey, students named their teachers as being supportive adults for them one hundred percent of the time.
- Land-based and cultural learning—particularly traditional language, dances, and singing happen on a scheduled weekly basis throughout the school year.
- Sixty-eight percent of Kyuquot students miss sixteen or more instructional days per year sometimes impacting the continuity and effectiveness of their learning.
- Through daily observations by administration, students could be observed visibly engaged in their classroom learning. When questioned informally, students cannot always articulate their progress.
- One hundred percent of the Kyuquot students surveyed feel safe and supported at school.
- School wide and provincial assessment data show challenges for Kyuquot students in both literacy and numeracy - with intermediate students and junior high students at an “emerging” numeracy level.
- Students enjoy weekly exposure to arts and music. Students demonstrate observable pride and satisfaction in their artistic and cultural accomplishments.

Language and local culture are deeply woven into daily learning, helping students feel connected to their community, supported by trusted adults, and empowered to express themselves through arts and music. While strong relationships remain a foundation of the school, improving student attendance and strengthening achievement in numeracy and literacy will be key priorities moving forward.

# Annual Goal Summary

<b>School Goal</b>	<b>SD84 Strategic Priority</b>	<b>Relevant SD84 Strategic Plan Goal</b>
<p>All students will strengthen and improve their reading comprehension and numeracy skills by one grade level.</p>	<b>Learning</b>	Every student achieves proficiency in literacy and numeracy.
<p>All students will participate and reflect on land-based experiences, document their experiences, and express their knowledge in meaningful and measurable ways.</p>	<b>Relationships</b>	Strong partnerships develop with parents, caregivers, and communities.
<p>All students will participate and reflect on land-based experiences, document their experiences, and express their knowledge in meaningful and measurable ways.</p>	<b>Indigenous Ways of Knowing</b>	Embedding Nuu-chah-nulth language and culture into everyday teachings.

# Learning Goal

**Goal Statement:**

All students will strengthen and improve their reading comprehension and numeracy skills by one grade level.

**Priority Alignment****Supporting Strategic Plan Goal:****Learning**

Every student achieves proficiency in literacy and numeracy.

## Why was this goal chosen?

- Over thirty-five percent of our students are Benchmarking below their expected grade level. Forty-nine percent of our students are presently receiving focussed literacy intervention two hours daily in a small group setting as provided by teachers and educational aides.
- Targeted intervention is provided thirty minutes a day three times a week on an individual or small group basis for twenty-three percent of our students as directed by our LART teacher.
- FSA results from 2026 and results from 2024 indicate that between seventy-five percent and eighty percent of our students fall into the “emerging” category in their numeracy tests.
- The district has responded to numeracy challenges with in servicing which has been helpful, but our staff feels that this intervention needs to continue to be implemented as part of our School Growth Plan.

## Strategies to implement

- Teachers will continue to maintain targeted intervention for students who are: struggling to read, lagging in their benchmarked reading levels, and struggling with reading comprehension.
- Teachers will assess individual student progress every four to six weeks using the benchmarked reading levels as an indicator of progress or the Island Reading Assessment.
- Teachers will continue to implement numeracy strategies requiring students to use multi-step application of numeracy skills to solve various problems.
- Teachers will track their progress on a weekly basis for progress analysis.
- The teachers will present a minimum of one multi-step problem a day – first guiding the students through the problem and then presenting a similar problem to be done on an individual basis.
- All students will develop skills through daily practice and weekly progress tracking and reflecting on the competencies for their grade level.

## Measures of Success

- Every four to six weeks teachers will re-assess the progress of struggling readers and chart the results. Changes in the Benchmark incremental levels will indicate our measures of success for each individual student.
- Every three months teachers will re-assess positive changes in reading comprehension using the Island Reading Assessment.
- Teachers will use a snap assessment to evaluate numerical understanding for each student.
- Teachers will track the successful completion for each daily multi-step problem assigned.

## Resources Required

- A robust collection of Benchmarked levelled books that students and teachers can easily access.
- A collection of recorded stories delivered to the entire class or individual students with personal headphones.
- A book bag program for students to take books home to read with their parents along with a tracking sheet that would be signed by their parents.

# Relationship Goal

**Goal Statement:**

All students will attend school on a regular basis (if they are not ill or have a family or a cultural commitment), reducing the number of days missed by individual students by twenty percent.

**Priority Alignment****Supporting Strategic Plan Goal:****Relationships**

Strong partnerships develop with parents, caregivers, and communities.

## Why was this goal chosen?

- Our attendance information indicates that sixty-eight percent of our students are missing over fifteen days or more on a yearly basis.
- Staff and most stakeholders agree that absenteeism is interfering with the continuity and delivery of effective educational programming and student success.
- It is important for our school to urgently address this problem because statistics indicate that there is a direct correlation between academic success and regular school attendance. (Frontiers Child Adolescent. Psychiatry, 02 March 2026)

## Strategies to implement

- Teachers will assign students a weekly school attendance sheet where they can track their attendance progress which will include lates as well as absences to create a better awareness of their attendance behaviours. This tracking sheet will be aligned with career education comments and Nation reward incentives for regular school attendance.
- Parents will receive a weekly attendance report for their child indicating which subjects they missed while not attending school to emphasize that “attendance matters.”
- Acquire books and supporting materials for parents and community members to support them in getting their children to attend school regularly and distribute the materials and host community information nights.
- Acquire supporting books for administrators and teachers on tackling attendance challenges and discussing relevant chapters at regular staff meetings.
- Implement strategies from our staff discussions appropriate for our school community and student population.

## Measures of Success

- In tracking weekly attendance, we should see a twenty percent increase in school attendance for each individual student compared to the year before.
- We would also like to measure whether this improvement is a sustained improvement or simply an initial awareness of the importance of attendance.
- Parent and guardian attendance at information meetings increases by twenty percent by the end of the school year.

## Resources Required

- School Leader's Guide to Tackling Attendance Challenges by Jessica & Randy Sprick
- An Essential Guide to Improving Attendance in your School by Ken Reid
- “Attendance Counts” A Toolkit for raising the attendance rates for First Nations students in British Columbia
- “Getting Your Child Back to School” A Parents Guide to Solving School Attendance Problems.
- “The Book You Wished Your Parents Had Read” Audiobook

# Indigenous Ways of Knowing Goal

**Goal Statement:**

All students will participate and reflect on land-based experiences, document their experiences, and express their knowledge in meaningful and measurable ways.

**Priority Alignment****Supporting Strategic Plan Goal:****Indigenous Ways of Knowing**

Embedding Nuu-chah-nulth language and culture into everyday teachings.

## Why was this goal chosen?

- In our Pathways Survey 2026, and in informal discussions with students and stakeholders, the need for more cultural land-based activities were requested by students polled.
- Twenty percent of the students indicated that they did not feel connected to the land - while fifty percent were requesting more land-based field trips.
- Land-based experiential learning supports our students both academically and culturally by making learning meaningful, experiential, and connected to their language, identity, traditions, and community knowledge.

## Strategies to implement

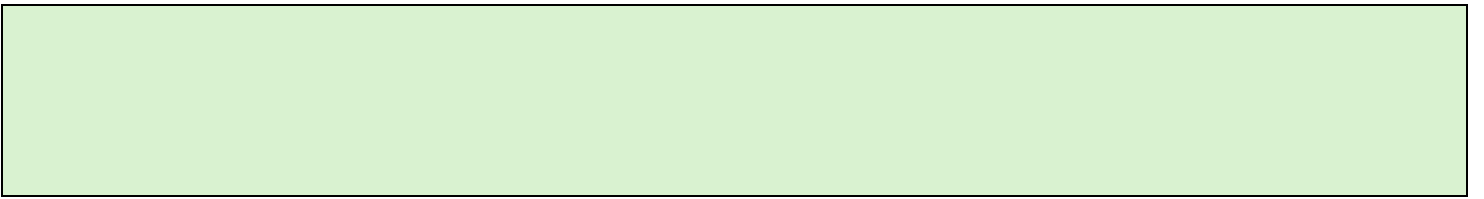
- The lead teacher for our community liaison work will connect with Witwaak and Tichma to provide a calendared school year of land-based opportunities that the teachers can take advantage of.
- It will be impressed upon the students that the activities will be mandatory and part of their general education.
- Each land-based learning opportunity will be aligned with classroom follow up activities that will allow the students to demonstrate their learning and understanding.

## Measures of Success

- The lead teacher for our community liaison work will monitor the attendance and the frequency of land-based activities.
- Students show evidence of meeting the learning intentions of the various land-based experiences.
- More students express their feeling of being connected to the land. (Pathways Survey)

## Resources Required

- Kyuquot traditional harvest and cultural activity calendar overlaid on the school calendar.
- Traditional harvest and food preparation with Kyuquot elders.
- Witwaak personnel and expertise coordinating land-based study activities.
- Tichma representatives' personnel and expertise providing resources to students and teachers regarding employment, forestry management, resource management.
- Connecting with the Land – teacher planning resource [fenesc.ca](http://fenesc.ca)
- An Educator's Guide to Outdoor Classrooms – [get-outdoors-teacher-resource.Metrovancouver.org](http://get-outdoors-teacher-resource.Metrovancouver.org)



# Engagement

**Staff Meetings:** The school staff were consulted, and discussions were held over our specific school goals with the district 84 Strategic Plan goals. The goals chosen were: 1.) Every student graduates well equipped to meet their personal goals, 2.) Students, staff, and parents feel safe, cared for, and connected to their schools, and 3.) Developing strong connections between schools and local communities.

**Individual Staff Interviews and Consultations:** Teacher progress discussion reviews of students indicated thirty-five percent of our students are below expected PM Benchmarks for their grade and require targeted intervention. FSA results also indicated lower but on track literacy, while all of our intermediate students tested scored “emergent” in numeracy.

**Education Coordinator:** Poor attendance was a large concern during our discussions and its impact on student learning. Factors including parenting styles, cultural events, chronic illness, and regular family trips have impacted attendance and educational program delivery.

**Community Organizations:** Meetings with Witwaak and Tiicma representatives have been positive, and we are continuing to make plans to regularly include all students in cultural trips. We are hoping to support “Indigenous ways of knowing” with a strong connection to the Indigenous calendar.

**Student Consultation and Surveys:** Some of our students polled have indicated that they did not feel connected to the land. It is our hope that more land-based activities in connection with community organizations can help to form a better connection with the land. Students unanimously indicated that they feel connected to their language and culture but don’t necessarily feel that they are fluent speakers or use the language on daily basis.

## **School Growth, Communication, and Feedback Plan**

### **Purpose**

Our school is committed to continuous growth and improvement through open communication, shared responsibility, and ongoing reflection. This plan ensures that students, staff, and families are informed about school goals, updated on progress throughout the year, and provided meaningful opportunities to share feedback and perspectives.

### **Communication Methods: Used consistently throughout the school year**

#### **Our School Growth Plan goals will be shared through (September/October):**

- School newsletter
- Parent meeting/open house
- Staff meetings
- Student assemblies/class discussions
- School website and Facebook

#### **Updates and Goal Progress will be shared regarding:**

- Attendance trends
- Literacy/numeracy growth
- Student voice highlights
- Photos/examples of learning
- Celebration of successes
- Areas needing additional support

### **Mid-Year Reflection (January/February)**

Parent, Staff, Student Survey and Review:

- What is improving?
- What challenges remain?
- What adjustments are needed?

### **Year-End Review and Celebration (June)**

Celebrate successes while identifying future priorities.

Shared:

- Growth data
- Student successes
- Community partnerships
- Staff and student achievements
- Next steps for the following year