



2025-26 School Plan

Zeballos Elementary Secondary School

School Context

ZESS is a K-12 school in School District 84. ZESS has a student population of 37 students. 34 of 37 (92%) of the students identify as First Nations.

There is significant internal support for students. In 2024/25 there is four classrooms with 7 teachers and administrators, 2 EAs, 1 YCCW, 1 Culture and Language Support, 1 admin assistance/library support as well as a noon hour supervisor, bus driver and custodial staff. As well there is a counsellor working approximately half time at the school, 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. ZESS receives behaviour therapy, speech and language, and occupational therapy support from outside organizations and have been consistent this year.

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. This has been a trend for multiple years. As well, numeracy results from grade 4 and 7 FSAs show an increasing achievement gap as students reach higher grades compared to a provincial average. Taken together, this shows that as students get older, the progress of their learning is declining.

One of the factors that likely effects student academic achievement is school attendance. In 2022/23, approximately 84% of ZESS students missed more than 10% of school days and 43% of ZESS students missed more than 20% of school.

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

As of May 12th, in 2024/25 , approximately 65% of ZESS students missed more than 10% of school days and 35% of ZESS students miss more than 20% of school days.

At community consultation meetings including IEC and PAC meetings community members have expressed the need for increased academic expectations. One way that academic achievement may be helped is by having students in school more often.

To assist accurately tracking attendance, in 2025, ZESS began entering reasons for absence into MYED to better understand why students are away. A goal has been to record a reason for each unknown absence.

Absence Reasons			
ReasonCodeAM	Sum of AmCount	Sum of PmCount	Sum of Portion Absent
Appointment	23	22	21.50
Cultural Activity	4	5	4.50
Field Trip	0	1	0.50
Illness	135	137	129.50
ParentGuardianExcuse	118	106	110.00
Unknown	880	705	763.50
Total	1160	976	1,029.50

Data as of May 12, 2025.

<p>Focus</p> <p>“What does our focus need to be?”</p>	<p><u>Goal 1: Academic</u></p> <p>1.1 Students will increase their reading level by a grade level each year or as stated by their individualized IEP goal for students below PM Benchmark 30. After PM 30, students will gain comprehension skills assessed on BC performance standards.</p> <p>1.2 Students will increase their numeracy proficiency by a grade level each year or as stated by their individualized IEP goal.</p> <p><u>Goal 2: Personal Awareness & Responsibility</u> - Students can take ownership of their choices and actions to promote their learning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Students will articulate a personally meaningful goal for their school learning. - Students will understand expectations and incorporate feedback. - Students’ attendance will improve <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</p> <p>“How are we contributing to this situation?”</p>	<p>Our work in 2024/25 has contributed to successes in developing a respectful school and classroom environment. For the 2025/26 year, we would like to focus this social emotional learning to ownership of learning to promote academic success.</p> <p>The school will continue to foster additional community resources to provide a rich language and culture program.</p>
<p>Professional Learning</p> <p>“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</p> <p>1 Academic Literacy and Numeracy:</p> <ul style="list-style-type: none"> - School wide process for teaching morphology - Methods to teach comprehension strategies - Building Thinking Classrooms continued learning and implementation <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Reading Comprehension based strategy – To be determined by staff - District Morphology Kits - Building Thinking Classrooms resources - Numeracy assessment tools – To Be determined. <p>GOAL 2 Personal Awareness & Responsibility – Students knowing Purpose at School</p> <ul style="list-style-type: none"> - Development of ways to track student personal awareness and responsibility that can be shared with students and parents. - Teachers will develop and implement clear consistent expectations based on Code of Conduct and principle of issak. <p>GOAL 3 Cultural Learning</p> <ul style="list-style-type: none"> - IRLP 100 course available to staff members if available - Participation in weekly culture practice

Taking Action “What will we do differently?”

GOAL 1 1.1 Reading:

- 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, Early Reading Profile, and comprehension assessments, to focus attention and strategies on readers ‘not there yet’
- Five assessments of benchmark reading levels – every two months, OR
- Five assessments of Comprehension
- Make Reading visible in the school – Continue Reading Tree, regrow the leaves.

1.2 Numeracy

- Continued implementation of Building Thinking Classrooms.
- Find / Make new assessment tools.

GOAL 2 Personal Awareness & Responsibility – Purpose at school

- 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)
- Public Sharing of Attendance Goals and achievement.
- Teachers will develop and implement clear consistent expectations based on Code of Conduct and principle of issak.

GOAL 3 Cultural Learning

- With collaboration from community members, completion of a Seasonal Round for instruction of season-based land learning opportunities
- Weekly scheduled school wide cultural practices
- Completion and display of a local map showing Nuu-Chah-Nulth place names
- Daily culture classes with Celina Hanson

Checking “Have we made enough of a difference?”

GOAL 1

1.1 Reading Literacy assessments:

- IRA/DART twice yearly for all grades
- Early Learning Profile for primary students not yet ready for PM benchmarks twice yearly
- PM Benchmarks elementary readers until they master PM Benchmark 30
- Comprehension assessments three times per year to be scheduled between IRA assessments
- Grade 4, 7 FSA, Grade 10 & 12 Lit. Assessment
- Reading Tree

1.2 Numeracy:

Assessment to be determined – to show grade level grown over the year.

GOAL 2: Students will be able to state their unique purpose at school.

Survey students three times with the following questions (may be asked with different language for different grades)

1. My goal for learning is
2. I am learning to be better at:
3. I am proud of:
4. Do I feel that I have control over my attendance?
5. What are ways that I can improve my attendance?
6. How many days do I think I have been absent for this year?
7. What are barriers to my greater attendance?
8. What can the school, my teacher, my parents, my community, and I do to help increase attendance at the school?

GOAL 3 Cultural Learning:

- Tracking of student participation in cultural activities
- Student Learning Survey Responses on Pathways Survey and Interview

Measures – How are we doing? –

Some data is masked to conform to Ministry Regulations

Goal 1 Reading

Students gaining a grade in Reading from September to May (or IEP Goal)						
	2020-21	2021-22	2022-23	2023-24	2024-25	TARGET
Benchmarks						
Grades 1-3	N/A	30%	50%	30%	29%	100%
Grades 4-6	N/A	0%	25%	53%	60%	
Students “Meeting Expectations” or better on district reading assessment (DART / EPRA / IRA)						
	2020-21	2021-22	2022-23	2023-24	2024-25	
Grades 3-6	30%	1 out of 16	3 out of 14	4 out of 14	4 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	2024/2025
			This data is not available for this year as it is now masked at a school level.
Strongly disagree			
Disagree		17%	
Neither agree nor disagree	14%		
Agree	43%	61%	
Strongly Agree	43%	11%	
Don't Know		11%	
No Answer			

Data is not available for 24/25 from the Student Learning Survey “There are currently too few respondents on whom to base the report.”

Reading Tree

		
Fall	Winter	Spring

Goal 2: Social Emotional Learning

Student self reflection of Social Awareness and Responsibility core competency

Student self assessments were made based on core competency profile language. This data is best view holistically and as students progress in age are expected to progress to higher profiles. However, there is no age or grade equivalent to the expected profile.

Students who identify on student learning survey that they are learning how care for their mental health?							
Year	22/23	23/24	24/25		22/23	23/24	24/25
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							

Data is not available for 24/25 from the Student Learning Survey "There are currently too few respondents on whom to base the report."

Goal 3: Cultural Learning

Students who identify that they are developing more positive personal and cultural identity. Data from Pathways surveys.					
	I feel connected to my culture				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
2023-24	7%	7%	22%	34%	30%
2024-25	0%	3%	3%	55%	39%
	I feel connected to the land				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
2023-24	0%	5	15%	37%	43%
2024-25	0%	0%	9%	56%	35%
	I can understand and speak Nuu-chah-nulth				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
2023-24	22%	15%	24%	29%	10%
2024-25	0%	6%	44%	44%	6%

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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