2026-2027 School Growth Plan

School & Location: Kitwanga Elementary

Principal: Kassia Nameth

Issue Date: Oct. 2, 2026

We are dedicated to nurturing curious minds and compassionate hearts. We are committed to empowering all students to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being. Our school community values respect, kindness, and perseverance. We work to build a nurturing, joyful, culturally responsive learning environment where every child feels valued, supported, and proud of who they are. Together, we envision a future where every student thrives academically, socially, and emotionally, equipped with the skills and confidence to make a positive impact in our world.

School Video link

Coast Mountains Board of Education School District 82

Kitwanga Elementary School

LITERACY

Goal: Our focus is building strong phonological awareness, decoding skills, and comprehension in order to build reading and writing confidence while helping students find joy in reading and writing, with the goal of 30% of students having typical progress or above by June 2027.

Objectives

- Use literacy data to drive instruction and differentiate learning in classrooms
- Use literacy data to create tier one and two groups to target specific skills
- Offer opportunity for students to demonstrate learning in a variety of ways

District Data & Evidence

K-3:

- 3.2% are above or well-above reading benchmark (Acadience)
- 96.8% are below or well-below benchmark (Acadience)
- 6.9% are Extending in Writing (SWW)
- 6.9% are Proficient in Writing (SWW)
- 48.3% are Developing in Writing (SWW)

4-7:

- 13.6% are above or well-above reading benchmark (Acadience)
- 86.4% are below or well-below reading benchmark (Acadience)
- 4.9% are Proficient in Writing (SWW)
- 58.5% are Developing in Writing (SWW)
- 4.9% are Emerging in Writing (SWW)

Note: SWW stands for School Wide Write

School Actions/Strategy

1. Support new teachers with the implementation of UFLI and the use of Acadience for K-6
2. Emphasize the benefit of structured literacy programs in classrooms to support literacy learning
3. Examine Acadience data in staff meetings after each benchmark to monitor growth and establish plans of support
4. Work as a school team to support students in yellow and red areas in Acadience
5. Implement school wide literacy groups so students are working on UFLI in a smaller group setting.
6. Weekly visits to the school library to explore stories of various genres and build a love for reading
7. Host Family Literacy Nights to strengthen home–school partnerships and improve school-wide literacy outcomes by sharing literacy data and the importance of reading at home, teaching families how to support UFLI home practice, and providing practical literacy activities that can be used at home.
8. Build our inventory of culturally relevant stories and high interest stories by collaborating with students to hear their voices
9. Implementing the REWARDS reading program for Grade 7 students
10. Provide more choice to enhance student engagement and activity
11. Begin to explore the SRSD (Self-Regulated Strategy Development) writing program

Kitwanga Elementary

School Data & Evidence

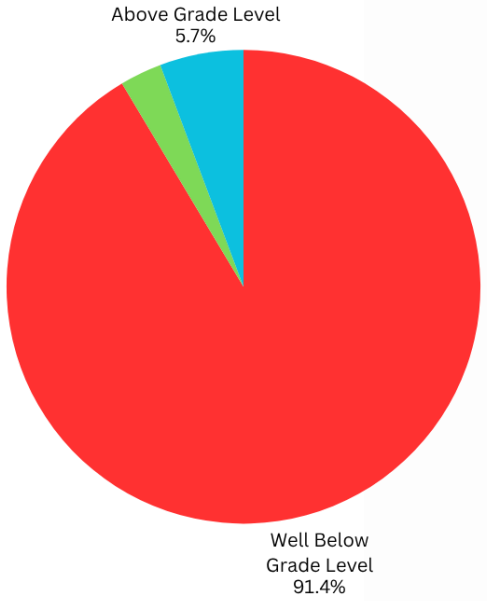
- School Wide Write (SWW)(2x/year)
- Acadience Data
- FSA Results (Grade 4 and 7)
- Report Card Results
- Teacher's Anecdotal Notes
- Classroom Assessments
- HAWD Report

Kitwanga Elementary School

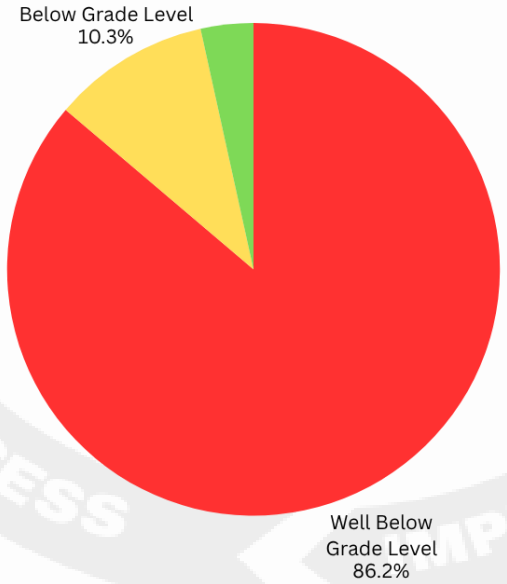
LITERACY

3 Year Literacy Growth: Over the past 3 years, our "well-below level" data has been decreasing in our K-3 end. 2023-2024 school year is when we first started to implement Acadience & UFLI

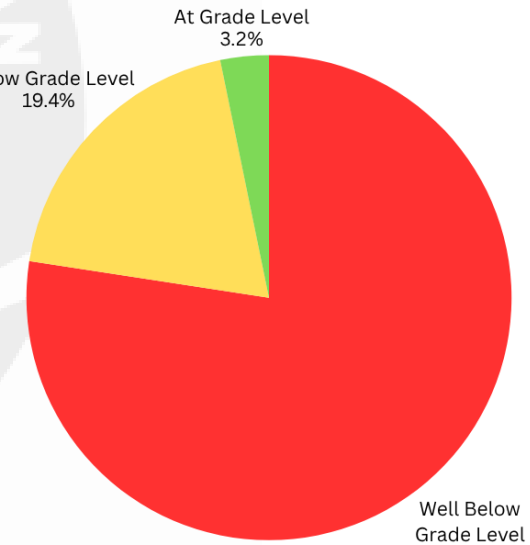
Primary Acadience Data
2023-2024



Primary Acadience Data
2024-2025



Primary Acadience Data
2025-2026



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Kitwanga Elementary School

NUMERACY

Goal: We are dedicated to building curious and confident mathematic learners working towards proficiency in all areas of numeracy. This growth will be supported through inclusive teaching practices and a focus on real-world problem-solving to build engagement through practical mathematical skills. Our goal is to Increase the number of students meeting or exceeding expectations in numeracy by 5% each year.

Objectives

1. Review numeracy data after assessments to create data driven instructional interventions for students
2. Provide professional development opportunities for teachers to explore multiple methods and philosophies of teaching math

District Data & Evidence
Final Report Card Results

K-3
- 33.3% Proficient
- 36.7% Developing

4-7
- 37.1% Proficient
- 28.6% Developing

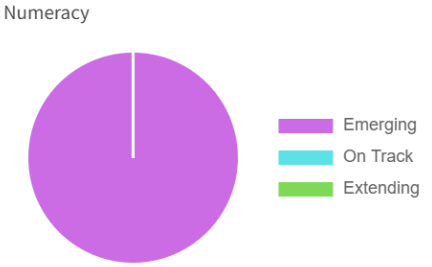
School Actions/Strategy

1. Foster a growth mindset and build a positive attitude towards math, emphasizing that everyone is capable of learning.
2. Collect and analyze data (e.g standardized assessments, classroom assessments, report card marks).
3. Embed formative assessment practices to guide instruction and identify achievement gaps.
4. Implement tiered intervention based on school data.
5. Develop functional math skills for everyday life, including numerical literacy, logical problem-solving, and the ability to interpret and use mathematical information in all contexts, not just academic settings.
6. Integrate Indigenous perspectives and ways of knowing into mathematics learning through patterns, spatial reasoning, measurement, land, seasons, traditional practices, community knowledge, and opportunities to learn from Elders and Knowledge Holders.
7. Provide mathematics professional development and exploration in staff meetings throughout the year (math instruction, math assessment, math interventions).
8. Use diverse approaches to teach mathematics by implementing hands-on learning, visuals, manipulatives, games, and multimodal techniques, including assistive technology, to promote understanding.
9. Pilot evidence-based mathematics programs. Implement and evaluate the MathUp and Mathology programs in two classrooms to explore diverse instructional approaches, strengthen mathematical understanding, and inform future school-wide mathematics instruction.
10. Implement school-wide small-group mathematics instruction. Teachers provide targeted, differentiated mathematics instruction through smaller class groupings while students rotate between Mathematics and Language and Culture. This structure will allow teachers to better identify and address individual learning needs, provide timely feedback, and support student growth in numeracy through Tier 1 instruction.

Kitwanga Elementary

School Data & Evidence

- FSA Results (Grades 4 & 7)
- CMSD Numeracy Assessment
- Report Card Results
- Anecdotal Observations
- HAWD Report



Foundational Skills Assessment Fall 2025: 100% of Grade 4 & 7's are Emerging.

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Kitwanga Elementary School

INCLUSION

Goal: Our focus is on fostering an environment that honors, celebrates, and respects culture and diversity throughout our school. We work to build a strong sense of belonging for all students, ensuring they feel seen, heard, and understood. Our goal is to create a community where all learners can thrive together, support one another, and achieve their individual goals.

Kitwanga Elementary

Objectives

1. Implement ongoing anti-racism education for staff and students to build awareness, challenge biases, and dismantle systemic racism within the school environment.
2. Enhance achievement of all learners with emphasis on Indigenous learners, children and youth in care, and students with designations.
3. Work to reduce the percent of students who miss 20 or more school days in a year.

District Data & Evidence
Attendance Data (2024/25)
Students who missed more than 20 days:

- K-3: 89.7%
- 4-7: 86.5%

School Actions/Strategy

1. Establish regular procedures to track and monitor student attendance through MyEd and implement interventions to support student engagement at school and reduce chronic absenteeism
2. Embed anti-racism and cultural responsiveness in year plans, lesson plans and school events across all grade levels
3. Integrate Gitxsan language and culture learning into all classrooms, not just during language a culture class. As a school, we will also strive to have a culturally relevant school-wide event each term.
4. Strengthen family and community partnerships to build strong, supportive relationships that help all learners succeed.
5. Purchase diverse curricula and materials for the school & library including literature, resources, and activities that represent various cultures, languages, abilities, family structures, genders, and perspectives to engage and represent all students and human diversity.
6. Review assessment practices throughout the school to work to adapt assessment methods to align with different student abilities, such as written, performance-based, or drawing assessments to ensure inclusive assessment.
7. Empower students to have their voices heard and partner with them in shaping learning environments that reflect their identities.
8. Expand land-based, cultural and experiential learning. Schedule regular outdoor/land-based learning opportunities; work with community members and knowledge holders when appropriate; incorporate local lands, culture and community into curricular learning; increase meaningful field trips and community experiences; seek grants or partnerships to offset transportation and activity costs.
9. Ongoing communication with Education Coordinators under the Local Education Agreements.

School Data & Evidence

- Attendance Tracking
- Student Learning Survey
- Check-ins
- Family & community feedback
- Local Education Agreement (LEA)

Coast Mountains Board of Education School District 82

Kitwanga Elementary School

MENTAL HEALTH & WELL-BEING

Goal: Our focus is to help our learners develop, practice, and demonstrate their Social Emotional Learning skills in order to be regulated, ready for learning, and actively contribute to a culture of caring throughout the school. Our goal is to see a 15% increase in students feeling welcome in school by June 2026. We ultimately want students to feel "I belong here, I can learn, I can grow, I can do hard things."

Objectives

1. Embed mental health and wellness strategies in classroom instruction
2. Involve students in planning and evaluating well-being initiative
3. Collaboration with families and community organization to support children's mental health
4. Support teacher well-being through positive recognition & staff connection opportunities.

District Data & Evidence

- 80% of students feel safe at school.
- Many students nearly 65%, feel welcome in their school
- 70% of students said they are able to get information and advice from adults at school.
- 47% of students reported that they are learning to care for their mental health.

School Actions/Strategy

Mental Health & Well-Being Actions here:

1. Daily morning mindfulness throughout each classroom to start the day
2. Implement the use of Open Parachute that includes ready-to-use lessons, check-in prompts, and reflection activities aligned with core competencies such as self-awareness, empathy, and responsible decision-making.
3. Collaboration with organizations such as Child and Youth Mental Health and Gitxsan Child and Family Services to support students with counselling services, zones of regulation groups, and mindfulness art programs
4. Implement whole school Positive Behaviour Interventions and Supports
5. Highlight a Gitxsan Value & Belief each month for students to learn about and practice
6. Expand clubs and extracurricular opportunities for students. Provide learners with additional opportunities for ongoing input and involvement in school wide plans and activities – this could be done with the help of a student leadership group or student advisory group
7. Reconnect with our families and local community by welcoming and inviting them to the school on a regular and ongoing basis.
8. Strengthen family, PAC and community partnerships. Seek community partnerships for clubs, sports, land-based learning and cultural opportunities; invite families/community members to share expertise
9. Improve communication, collaboration and staff recognition by prroviding clear and consistent weekly communication; communicate decisions and the reasoning behind them when appropriate; create regular opportunities for staff input; dedicate staff-meeting time to collaborative problem-solving; intentionally acknowledge staff effort and successes; encourage staff-to-staff recognition.
10. Explicitly teach self-regulation and problem-solving strategies; celebrate growth and perseverance, not just achievement; use regular student goal-setting/reflection; provide opportunities for students to experience success at their instructional level; incorporate positive affirmations and strength-based language; intentionally teach that mistakes are part of learning.

Kitwanga Elementary

School Data & Evidence

Mental Health & Well Being Measures here:

- Student Learning Survey
- Office referral data
- Learner support team records
- Teacher observations

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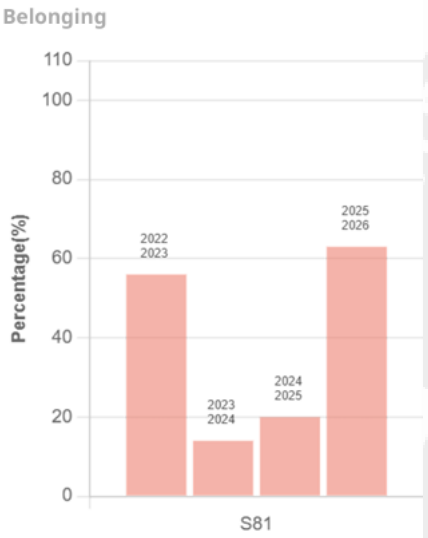
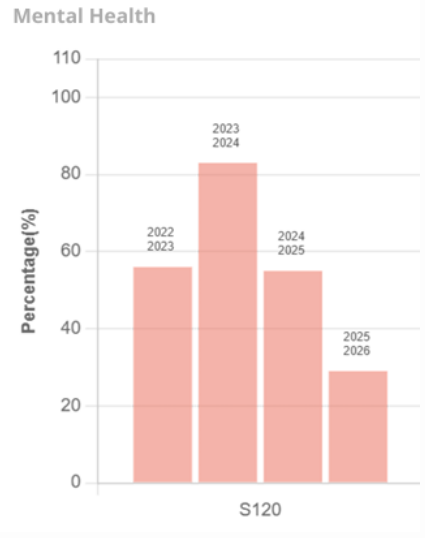
Kitwanga Elementary School

MENTAL HEALTH & WELL-BEING

4 Year Growth: Over the past 4 years, the Student Learning Survey has shown improvements in various areas of mental health and well-being.

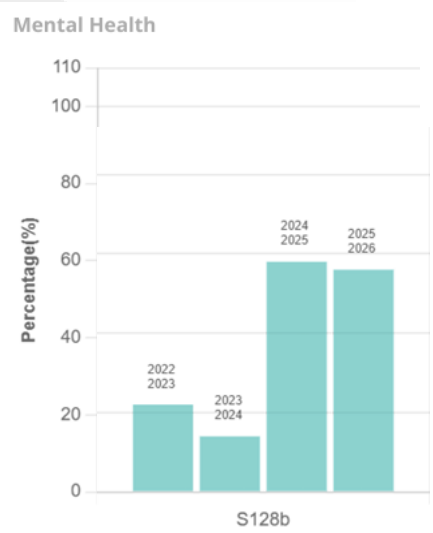


S81 - Is school a place where you feel like you belong



S120 - Does school make you feel stressed or anxious?

* For this question, a low percentage of students reporting "Many Times" or "All the Time" is desired.



S128b - How would you describe your mental health?