2026-2027 School Growth Plan

School & Location: Majagaleehl Gali Aks, Gitanmaax, BC

Principal: Shylah Marshall

Issue Date: September 30

Theme & A Statement about Learning: We will foster a culturally safe and inclusive learning environment that honours First Nations ways of knowing, being, and doing while strengthening literacy, numeracy, and self-advocacy so every learner can thrive.

https://cmsd.bc.ca/assets/files/pages/school-plans/School%20Improvement%20Plans/2024-25%20School%20Plans/Majagaleehl%20Gali%20Aks%202024-2025%20School%20Improvement%20Plan%20Video.mp4

Coast Mountains Board of Education School District 82

LITERACY

Majagaleehl Gali Aks Elementary School

Goal

Strengthen Tier 1 literacy instruction by implementing evidence-informed teaching practices and District and Ministry-supported assessment tools to improve literacy outcomes for all learners.

Objectives

1. The Learning Resource Teacher will support classroom teachers in implementing UFLI instruction and purposeful literacy stations to strengthen Tier 1 literacy instruction for all learners.
2. Use District-supported assessment tools to monitor student progress and inform responsive Tier 1 literacy instruction and intervention.
3. Develop consistent, high-quality literacy practices across all classrooms through collaborative planning, explicit instruction, and evidence-informed teaching.
4. Develop a functional K screener

District Data & Evidence

- Foundational Skills Assessment (FSA) 4 (reading/writing)
- FSA 7 (reading/writing)
- Literacy support
- Acadience data
- School-wide write
- K screener
- Gitxsanimx Assessment tool created and implemented by June 2027

School Actions/Strategy

Literacy Actions here:

- Implement consistent Tier 1 literacy instruction across all classrooms using evidence-informed teaching practices.
- Support classroom teachers with UFLI implementation and purposeful literacy stations through coaching, modelling, and collaborative planning with the Literacy Teacher.
- Use District-supported literacy assessment tools to identify student needs, monitor progress, and guide instructional decisions.
- Establish a protected daily literacy block dedicated to explicit reading and writing instruction.
- Strengthen classroom instruction through collaborative planning, professional learning, and instructional coaching focused on foundational literacy skills.
- Embed Gitxsan language, culture, stories, and ways of knowing throughout literacy instruction to foster belonging and meaningful learning.
- Provide timely classroom-based support and targeted intervention informed by assessment data while maintaining a strong focus on Tier 1 instruction.
- Create literacy-rich learning environments that promote student voice, reading engagement, and self-advocacy.

School Data & Evidence

Literacy Measures here:

- Acadience assessment
- Attendance improvement
- Acadience benchmark assessments (Fall, Winter, Spring)
- Report card literacy indicators
- Family literacy night attendance
- Individual Education Plans (IEP)
- Multi-tiered systems support (MTSS)
- Tier 1 intervention Support

Majagaleehl Gali Aks

LITERACY

Our Data Story: Evidence, Context & Growth (School and District Data)

District Data & Evidence –

K-3:

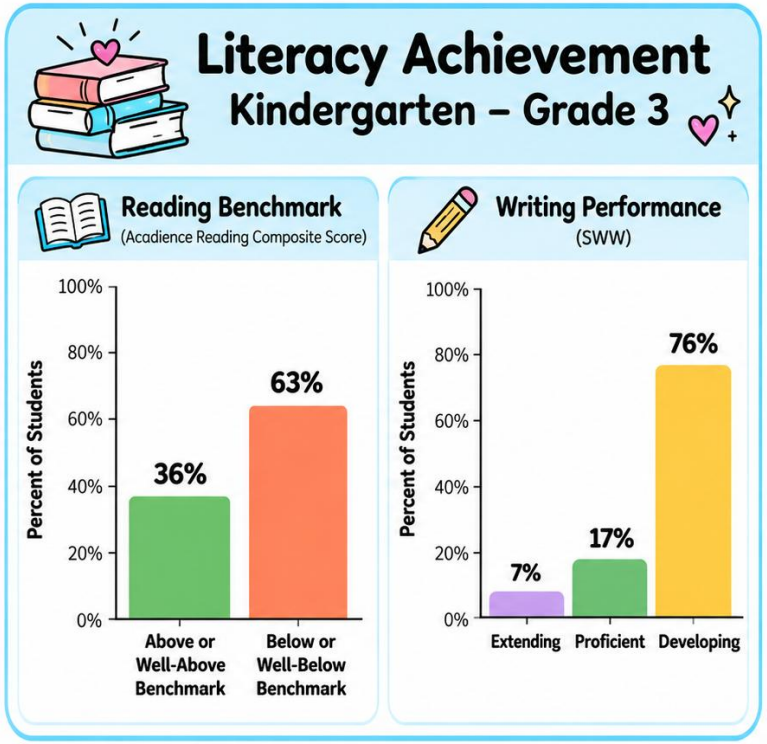
- 36 % are above or well-above reading benchmark(Reading Composite Score from Acadience)
- 63 % are below or well-below benchmark (Reading Composite Score)
- 7 % are Extending in Writing (School Wide Write, SWW)
- 17 % are Proficient in Writing (SWW)
- 76 % are Developing in Writing (SWW)

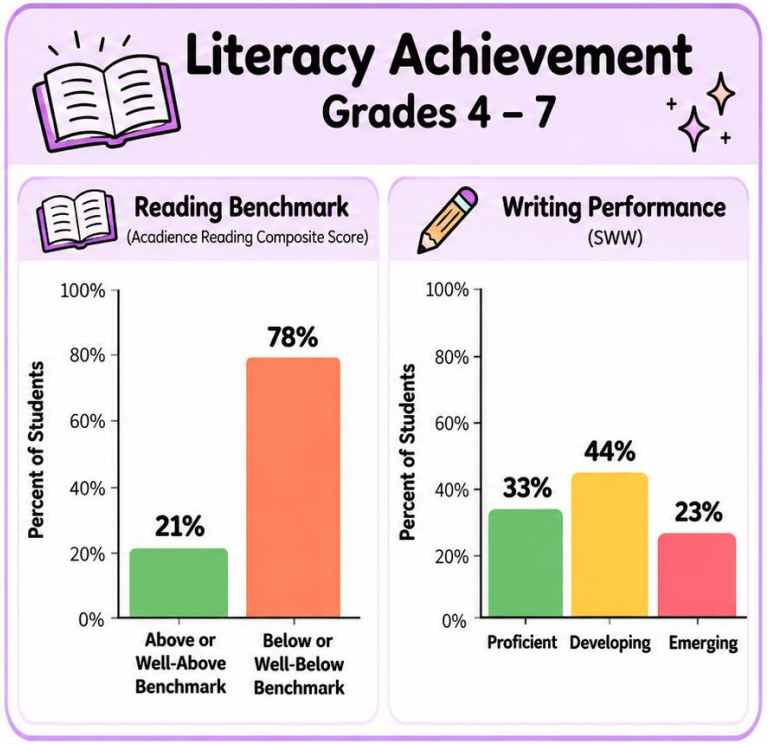
4-7:

- 21 % are above or well-above reading benchmark
- 78 % are below or well-below reading benchmark
- 33 % are Proficient in Writing (SWW)
- 44 % are Developing in Writing (SWW)
- 23 % are Emerging in Writing (SWW)

How are we doing?

- Our literacy data shows that reading continues to be an important area for growth across the school. Currently, 63% of K–3 students and 78% of Grade 4–7 students are below or well-below reading benchmark. Writing data also indicates that many students are still developing their skills, particularly in the primary grades.
- Moving forward, our priority is to strengthen explicit literacy instruction, targeted intervention, and regular progress monitoring so that we can see measurable growth for students throughout the year.





Coast Mountains Board of Education School District 82

NUMERACY

Majagaleehl Gali Aks Elementary School

Goal

Strengthen Tier 1 numeracy instruction by participating in the district MathUP pilot and developing a cohesive, school-wide approach to numeracy.

Objectives

1. Participate in the district MathUP pilot to strengthen school-wide numeracy instruction.
2. Implement a consistent, school-wide approach to numeracy using the instructional resources and professional learning provided by the district.
3. Build staff capacity through collaborative planning, professional learning, and shared numeracy practices.
4. Expand the use of hands-on manipulatives and engaging learning experiences to make mathematics meaningful, interactive, and enjoyable for all learners.
5. Develop common instructional routines and mathematical language across all classrooms to support consistency and student confidence in numeracy.

District Data & Evidence

- Foundational Skills Assessment (FSA) 4
- FSA 7
- District Numeracy Pilot
- District Numeracy Assessments

School Actions/Strategy

Numeracy Actions here:

- Participate in the district MathUP and Mathology pilot and professional learning opportunities.
- Develop a shared collection of hands-on math manipulatives for classroom use.
- Increase the use of manipulatives to promote conceptual understanding and student engagement.
- Create engaging, hands-on numeracy experiences that make mathematics enjoyable and accessible for all learners.
- Collaboratively develop common numeracy routines and mathematical vocabulary across grade levels.
- Embed Gitxsan culture, language, and local knowledge into numeracy learning through authentic, place-based activities.
- Incorporate First Nations perspectives by using storytelling, land-based learning, patterns, measurement, and problem-solving connected to community and culture.
- Celebrate student thinking by encouraging multiple strategies and mathematical discussions.
- Share successful numeracy practices during staff collaboration and professional learning.
- Collaborate with community partners to provide land-based numeracy learning experiences that connect mathematics to local knowledge, culture, and the environment.

School Data & Evidence

Numerary Measures here:

- Math benchmark assessments (Fall, Winter, Spring)
- District pilot program: MathUP and Mathology
- Baseline math fluency screener
- Use of STEM in classrooms
- Formative assessment data
- Grade level district numeracy assessment
- Hands-on learning with manipulatives

Majagaleehl Gali Aks

NUMERACY

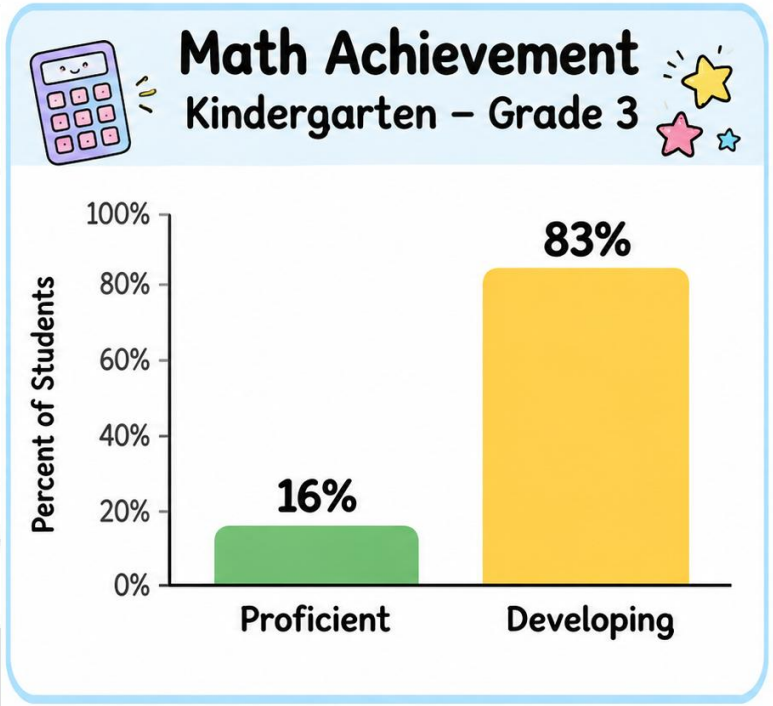
Our Data Story: Evidence, Context & Growth (School Report Card Data)

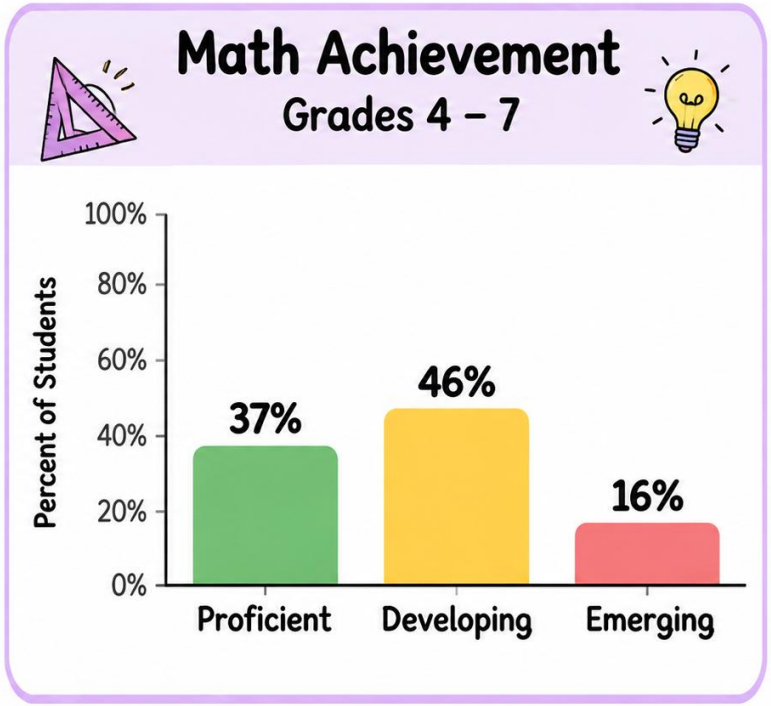
District Data & Evidence
Final Report Card Results

K-3
- 16 % Proficient
- 83 % Developing

4-7
- 37 % Proficient
- 46 % Developing
- 16 % Emerging

- **How are we doing?**
- The data shows that most students are still developing their math skills, with some encouraging growth in the intermediate grades. In K–3, 83% of students are Developing and 16% are Proficient, suggesting a continued need for strong foundational numeracy instruction and targeted supports.
- In Grades 4–7, results are more varied, with 37% Proficient, 46% Developing, and 16% Emerging. The higher proportion of proficient students is encouraging, while the data also highlights the importance of continuing targeted intervention for students who are developing or emerging.
- Overall: Our focus remains on moving more students from Emerging → Developing → Proficient, while strengthening consistent math instruction and intervention across all grades.





INCLUSION

Majagaleehl Gali Aks Elementary School

Goal

Support an inclusive classroom model where the classroom teacher remains the primary instructor for every learner, while Education Assistants provide flexible supports that enhance access, participation, and independence.

Objectives

- Increase the use of inclusive classroom practices that support learners within their regular learning environment.
- Strengthen collaboration between classroom teachers, support staff, families, and community partners to meet diverse learner needs.
- Build staff capacity in differentiated instruction, Universal Design for Learning (UDL), Anti-racism work and responsive classroom supports.
- Increase student voice and self-advocacy by helping learners understand and communicate their strengths and learning needs.

District Data & Evidence

- Indigenous Student Success Measures
- Attendance data
- Inclusive Education Plans (IEPs)
- Student Support Team documentation
- Classroom observation data
- Behaviour and self-regulation data

School Actions/Strategy

Inclusion Actions here:

- Prioritize classroom-based supports to ensure students remain engaged in their learning environments whenever appropriate.
- Collaboratively develop inclusive support plans that focus on student strengths and individualized needs.
- Provide ongoing collaboration between classroom teachers, Learning Support Teachers, Education Assistants, and administrators.
- Implement differentiated instruction and Universal Design for Learning strategies across classrooms.
- Foster caring classroom communities through relationship-building, restorative practices, and culturally responsive teaching.
- Embed Gitxsan language, culture, and community connections to strengthen belonging and student identity.
- Create flexible learning environments that support student independence, engagement, and success.
- Promote student self-advocacy by teaching learners to identify their strengths, communicate their needs, and participate in goal setting.
- Partner with families and community agencies to provide coordinated supports for students.
- Communication with Education Coordinators and periodic reports for Education Coordinators

School Data & Evidence

Inclusion Measures here:

- Student belonging survey results
- Classroom inclusion walkthroughs
- Student support team meeting records
- Family feedback
- Student self-advocacy reflections
- IEP goal progress
- Attendance and engagement data

Majagaleehl Gali Aks

INCLUSION

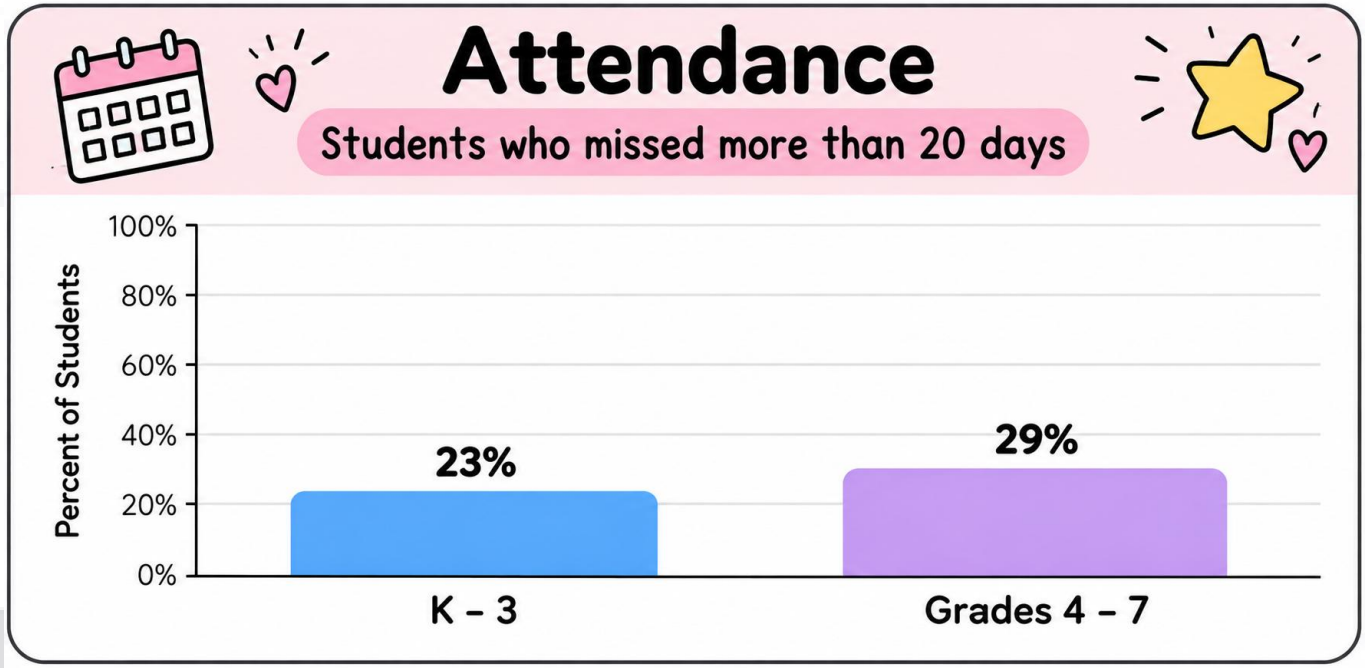
Our Data Story: Evidence, Context & Growth (School Data)

District Data & Evidence
Attendance Data (2025/2026)
Students who missed more than 20 days:

- K-3: 23 %
- 4-7: 29 %
- 60 % of students feel welcome at school
- 10 % of students reported feeling reluctant to report bullying or acts of unkindness to staff members.

How are we doing?

- Attendance continues to be an area of concern and an important focus for improvement. Currently, 23% of K–3 students and 29% of Grade 4–7 students missed more than 20 days of school.
- Regular attendance is closely connected to students having consistent access to classroom instruction, intervention, and learning opportunities. Moving forward, we will focus on strengthening family partnerships, identifying attendance concerns early, and providing supportive strategies to improve regular attendance across the school.



Coast Mountains Board of Education School District 82

MENTAL HEALTH & WELL-BEING

Majagaleehl Gali Aks Elementary School

Goal

Foster a safe, caring, and inclusive school community where every learner experiences a sense of belonging, develops positive relationships, and has their social, emotional, and basic needs supported

Objectives

- Strengthen positive relationships between students, staff, families, and community.
- Ensure students' physical, social, emotional, and basic needs are supported to promote well-being and readiness to learn.
- Build student self-regulation, resilience, and conflict resolution skills through restorative practices.
- Foster safe learning environments where students understand expectations, take responsibility for their actions, and learn from natural consequences.
- Create peer support networks and mental health clubs.
- Build staff relationships and encourage staff to staff communication

District Data & Evidence

- Student Learning Survey
- Early Development Instrument (EDI)
- Attendance data
- Indigenous Student Success Measures

School Actions/Strategy

Mental Health & Well-Being Actions here:

- Build strong, caring relationships with every student through intentional connection and daily check-ins.
- Create safe, predictable, and welcoming learning environments where every learner feels valued and respected.
- Use restorative conversations and problem-solving approaches to repair relationships while maintaining high expectations and accountability.
- Teach students emotional regulation, self-advocacy, empathy, and respectful communication.
- Ensure students have access to food, clothing, hygiene supplies, and other essential supports to meet their basic needs.
- Partner with families, Indigenous organizations, and community agencies to provide wraparound supports for students and families.
- Celebrate student strengths, leadership, kindness, perseverance, and positive contributions to the school community.
- Provide opportunities for students to build a sense of belonging through cultural learning, outdoor education, leadership, and community activities.
- Implement school-wide expectations that promote safety, respect, responsibility, and caring relationships.
- Support staff in using trauma-informed and culturally responsive practices while maintaining consistent expectations for behaviour and learning.
- Staff appreciation events, regular check ins and weekly communication

School Data & Evidence

Mental Health & Well Being Measures here:

- Student belonging survey results
- Student well-being survey results
- Attendance data
- Behaviour and restorative conversation records
- Student support team documentation
- Family feedback
- Student voice surveys
- Office referral data
- Community agency collaboration records
- School climate observations

Coast Mountains Board of Education School District 82

Majagaleehl Gali Aks

MENTAL HEALTH & WELL-BEING

Our Data Story: Evidence, Context & Growth (School and District Data)

District Data & Evidence

- 50% students feel welcome in their school
- 30% students indicated that they do **NOT** know where to go for mental health
- Nearly10% would like more of an opportunity to have their voice heard in their school
- 40% of students like school most of the time and 10% like school all the time.
- 40% of students feel like adults in the building treat students fairly most of the time.
- 20% of students feel like 2-4 adults in the building care about them
- 40% of students have opportunities to learn outside of school and the school focuses on ensuring activities are available for all students.

