# 2026-2027 School Growth Plan

**School & Location:** Skeena Middle School

**Principal:** Cory Killoran, Joel Ewald, Shelley Klassen

**Issue Date:** October 6, 2026

At Skeena Middle School, relationships are central to our beliefs about what our school should look and feel like throughout each day. We work each day to build, enhance and model positive interactions with all members of our school community through mutual acceptance, inclusion, respect, responsibility and citizenship. We strive to provide our students with a variety of learning opportunities and experiences that allow them to collaborate and connect with staff and peers.

Coast Mountains Board of Education School District 82

# Skeena Middle School

# LITERACY

**Goal:**

**Increase Engagement to allow students to enhance their development of literacy skills to seek out information, explore subjects in-depth, and express themselves fully.**

## Objectives

- We will use our data and observations to guide and adjust instruction
- We will offer all students multiple ways to express themselves and demonstrate their learning

## District Data & Evidence

- Grade 7 FSA
- Student Learning Survey
- Acadience Data
- HAWD Report

## School Actions/Strategy

**Literacy Actions here:**

- Continue the work of our school-based Literacy Focus group to discuss the data, student skills, focus our school-based funding, and determine next steps
- Continue to emphasize Literacy across all subject areas
- Continue the work of our Literacy and Learner Support staff on Tier Two and Tier Three supports
- Continue to improve and enhance Tier Two supports for students
- Continue to improve and enhance Tier Three supports for students
- Continue to work with staff on identifying Tier One Literacy programs, determine consistent resources across all grades
- Continue to work with staff on outlining a plan for additional time each day for English/Language Arts
- Continue to work of our school-based Literacy Focus group to discuss the data, student skills, focus our school-based funding, and determine next steps
- Allow students additional choice in class to increase their active engagement with the curriculum
- Implement a whole-school daily Silent Reading time for 20 minutes each day in all classes
- Use assessment data to identify students needing additional support.

## School Data & Evidence

**Literacy Measures here:**

***Final English Report Card Results***

- 49% Extending/Proficient
- 37%Developing
- 14% Emerging

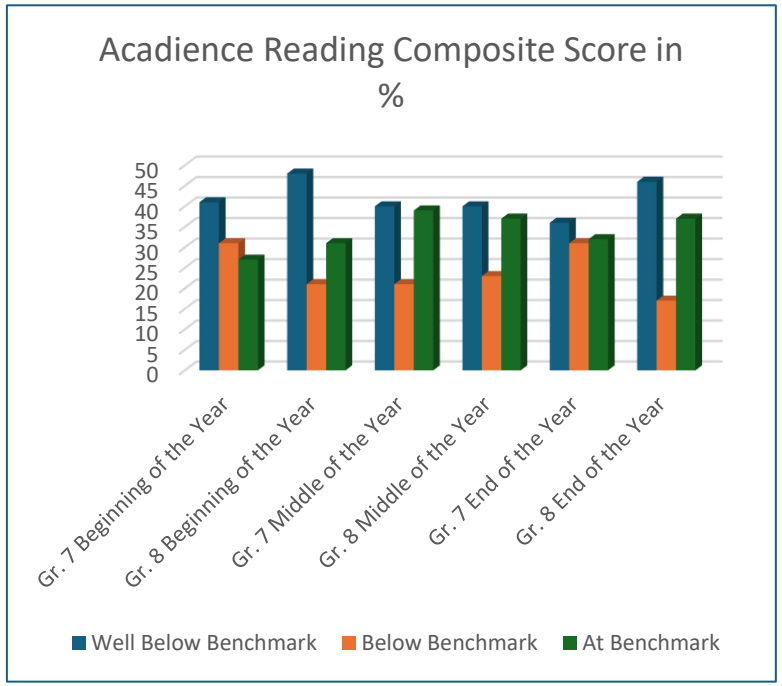
- 65% are below or well-below the reading benchmark (Acadience)
- 36% are Extending/Proficient in Writing (SWW)
- 38% are Developing in Writing (SWW)
- 20% are Emerging in Writing (SWW)
- 65% of Gr. 7 agree or strongly agree that they are getting better at Reading (Student Learning Survey)
- 65% of Gr. 7 agree or strongly agree that they are getting better at Writing (Student Learning Survey)

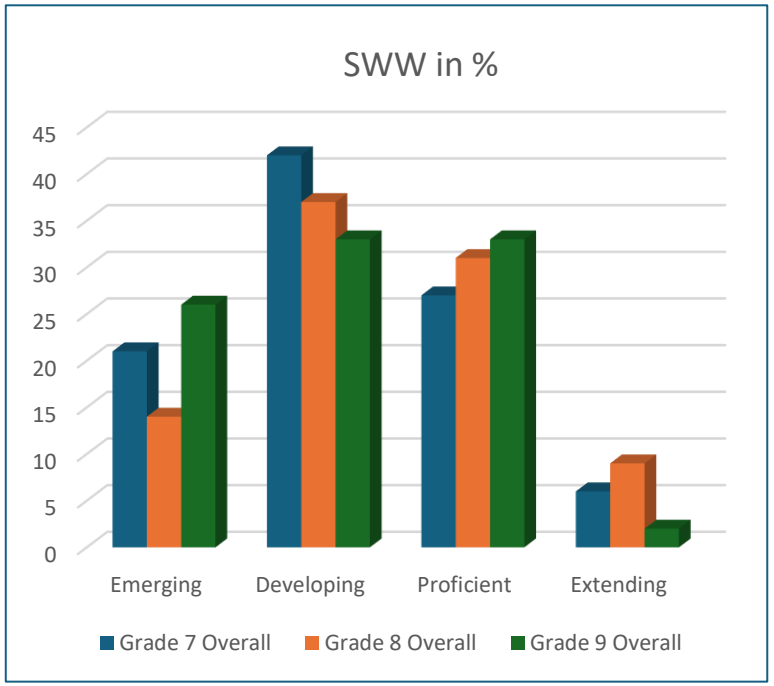
Coast Mountains Board of Education School District 82

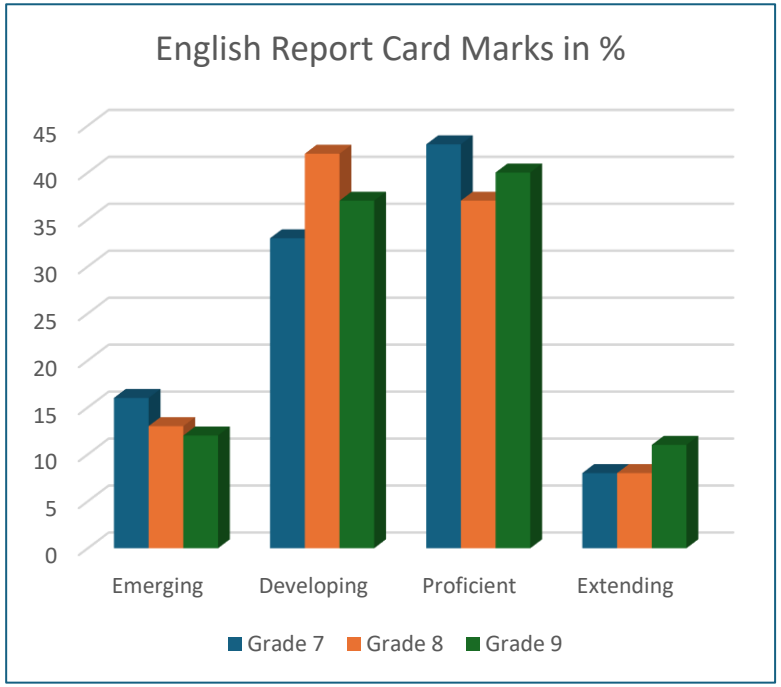
# Skeena Middle School

## LITERACY

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



Coast Mountains Board of Education School District 82

# Skeena Middle School

# NUMERACY

**Goal: Increase engagement to allow students to enhance their development of numeracy skills and build a growth mindset towards Numeracy.**

## Objectives

- Improve our students' mindset towards Numeracy
- Improve student awareness of using math in real world situations

**District Data & Evidence**

- Grade 7 FSA
- Individual Report Card Data
- Student Voice Sessions
- Feedback and observations from Teachers, Learner Support and Support Staff
- CMSD Numeracy Assessment
- HAWD Report

## School Actions/Strategy

**Numeracy Actions here:**

- Continue the work of our school-based Numeracy Focus group to discuss the data, student skills, focus our school-based funding, and determine next steps
- Continue to take the time to work on basic math skills in the areas of addition, subtraction, multiplication and division
- Continue to work with staff on identifying Tier One Numeracy programs, and determine a consistent resource across all grades
- Embrace and promote a growth mindset; this means believing in your ability for improvement through effort and learning new strategies
- Collect and analyze data
- Continue to encourage collaborative planning within PODS/Teams and across grades
- Continue to promote a balanced math instruction (fluency, conceptual understanding, and application).
- Embed formative assessment practices within lessons
- Use assessment data to identify students needing additional support.
- Share successes and challenges with and by staff to build collective ability.
- Allow students additional choice in class to increase their active engagement with the curriculum

## School Data & Evidence

**Numerary Measures here:**

***Final Math Report Card Results***

- 48% Extending/Proficient
- 33% Developing
- 19% Emerging

**District Numeracy Assessment Results**

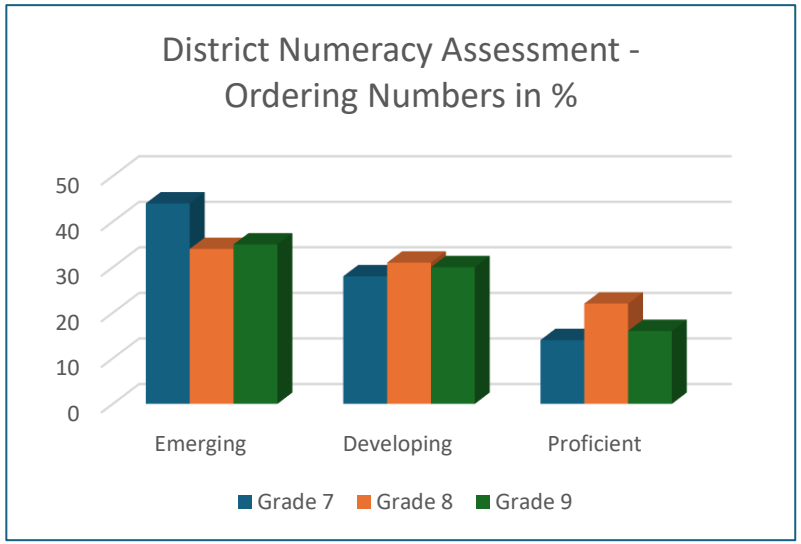
- Ordering Numbers
  - 17% Proficient
  - 30% Developing
  - 38% Emerging
- Linear Relations
  - 19% Proficient
  - 31% Developing
  - 34% Emerging
- 56% of students agree or strongly agree that they are getting better at Math (Student Learning Survey)

Coast Mountains Board of Education School District 82

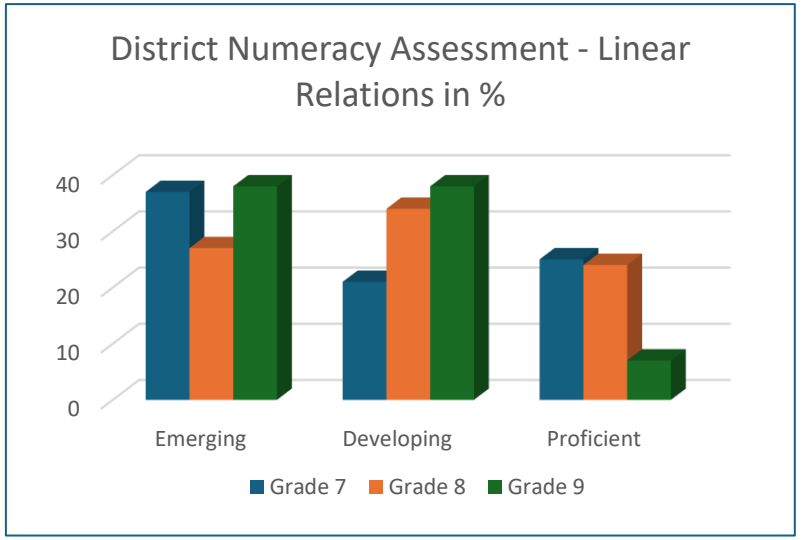
# Skeena Middle School

## NUMERACY

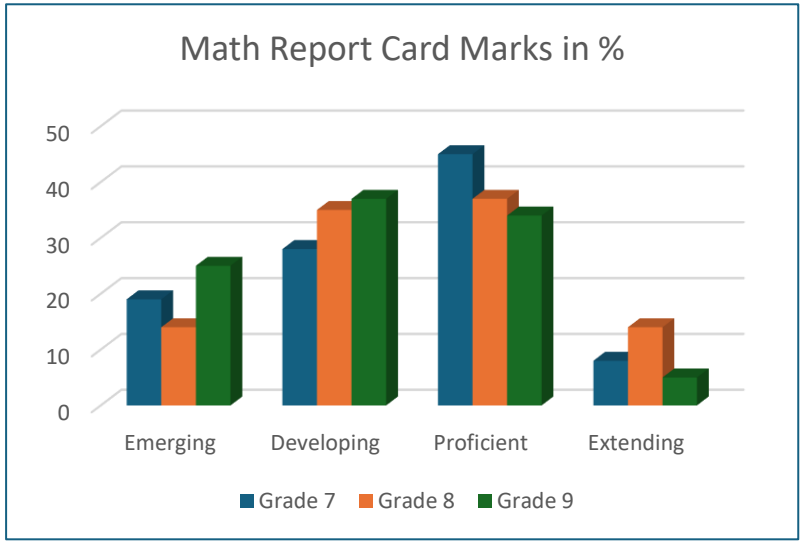
### Our Data Story: Evidence, Context & Growth (School and District Data)




The Ordering Numbers Assessment checks a student's ability to sequence numbers from least to greatest (ascending) or greatest to least (descending) and use place value to compare values.




The Linear Relations Assessment tests a student's ability to identify, represent, and solve constant rate-of-change patterns using tables, graphs, words, and equations



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# Skeena Middle School

# INCLUSION

**Goal: Respect and honor all our students through our emphasis and focus on the SMS core values of Relationships, Respect, Honesty, Responsibility and Perseverance.**

## Objectives

- Enhance the achievement of all our learners
- Implement Anti-Racism education for all students
- Further embed Indigenous culture and experiences into the curriculum experiences of our students
- Provide equitable and individualized supports

**District Data & Evidence**

- Tracking attendance – lates and absences
- Report Card marks
- Student Voice feedback
- Feedback and observations from Teachers and Support Staff
- Implementation of the LEA
- MDI/YDI results
- HAWD Report

## School Actions/Strategy

**Inclusion Actions here:**

- Continue to build partnerships with parents/caregivers as a critical element to a child's success and development
- Continue to build, enhance and model positive interactions with all members of our school community through mutual acceptance, inclusion, respect, responsibility and citizenship
- Take care of and value ourself, others, and the environment around us.
- Be truthful in words and actions, and consistent in carrying out commitments, responsibilities and activities.
- Be accountable for our own behavior, actions and learning.
- Stay with a task by demonstrating commitment, pride, a positive attitude, and grit.
- Build anti-racism education throughout all activities.
- Further develop our understanding of Indigenous culture and experiences.
- Embrace and engage with the First Peoples Principles of Learning by understanding that learning involves patience and time and that learning involves recognizing the consequences of one's actions, while being mindful of the individual needs and goals of local nations.
- Differentiate instruction
- Allow access to multiple ways to engage with the curriculum and demonstrate understanding
- Allow and promote alternative assessment methods
- Monitor and track attendance – connect regularly with families, Indigenous Education Coordinators, and the school district
- Build our school culture through school-based clubs, teams, and activities

## School Data & Evidence

**Inclusion Measures here:**

**Students who missed more than 20% of school days:**

- 27% of students
- 39 % of Indigenous students

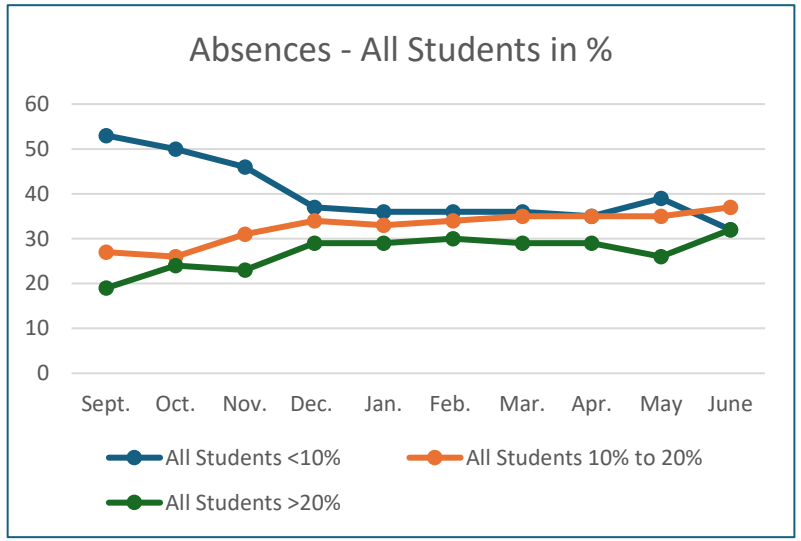
- 68% of students feel connected at school (MDI)
- 65% of students believe the school climate is positive (MDI)
- 80% of students have never or almost never experienced discrimination based on race at school (Student Learning Survey)
- 69% of students have never or almost never experienced discrimination based on sexual orientation or gender identity at school (Student Learning Survey)
- All students, surveyed, could identify at least one aspect of school that they enjoyed (Student Voice)

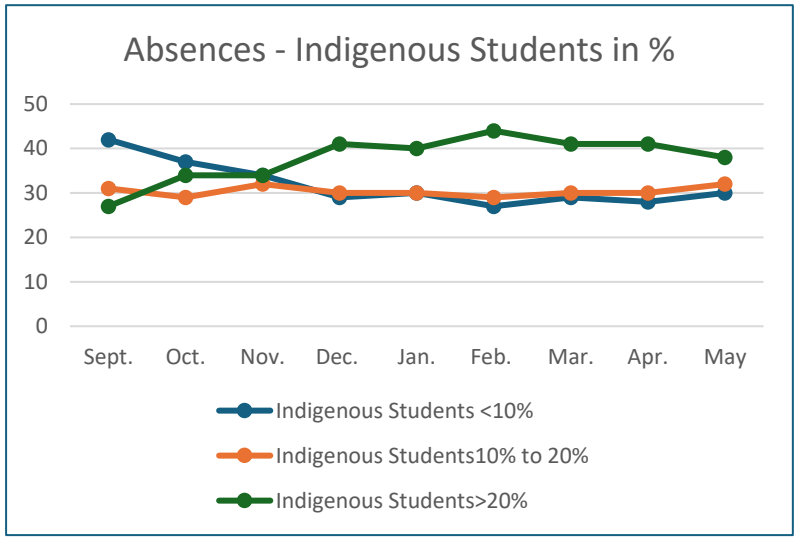
Coast Mountains Board of Education School District 82

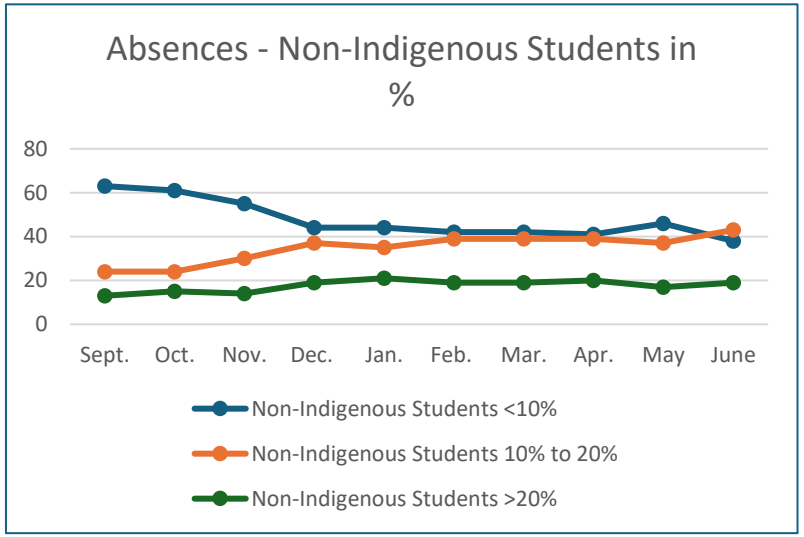
# Skeena Middle School

## INCLUSION

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




There were 178 instructional days in the 2025/2026 school year. Missing 10% of these days is 18 school days, 20% is 36 school days.

Coast Mountains Board of Education School District 82

# Skeena Middle School

# MENTAL HEALTH & WELL-BEING

## Goal: Improve our student's interpersonal skills and individual mental health

### Objectives

- Strengthen mental health supports within the school and with community agencies
- Build staff capacity around mental health supports for students
- Promote our positive and caring school culture
- Promote Staff Wellness, mental and physical

**District Data & Evidence**

- Student Voice sessions and feedback
- Leadership Group
- School-wide Advisory
- Attendance tracking

### School Actions/Strategy

**Mental Health & Well-Being Actions here:**

- Continue our work to eliminate the use of personal electronic devices, especially cell phones.
- Continue our work communicating with parents and caregivers regularly and consistently
- Continue to build good connections with our community agencies for students in need of additional mental health support
- Promote Open Parachute access and use for all classes
- Student Success blocks provide an option for students in need of a break during the instructional day
- Our three counselors provide an outstanding resource for our students in need of another adult to connect with. We continue to promote their availability with students and families.
- Introduce classroom based mental health lessons with our counselors
- Work with Team Leaders on a Staff Wellness Initiative
- Develop our culture of gratitude
- Work as a team to share strategies for stress reduction, exercise, and mindfulness

SMS WILDCATS

### School Data & Evidence

**Mental Health & Well Being Measures here:**

- 72% feel that they belong to a social group at school (MDI)
- 59% of students are satisfied with their ability to make new friends and meet people at school (MDI)
- 58% of students have a connection with an adult at school (MDI)
- 83% of students feel welcome in our school (Student Learning Survey)
- 87% of students indicated that they are learning how to care for their mental health (Student Learning Survey)

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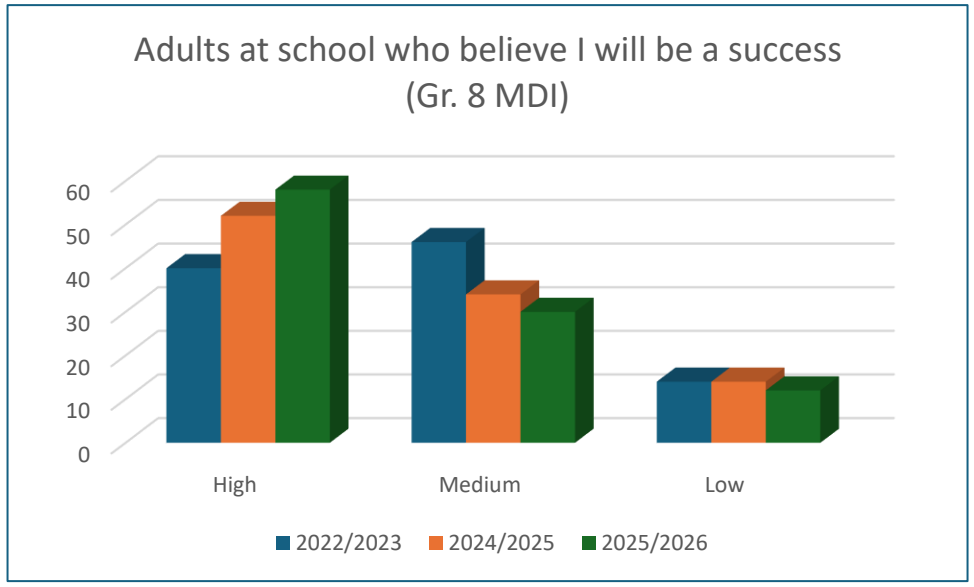
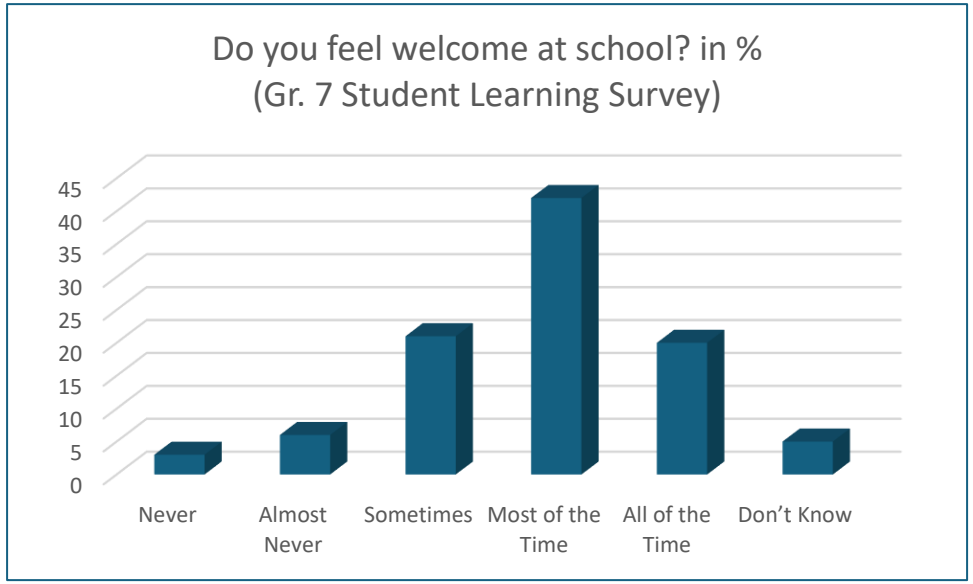
# Skeena Middle School

## MENTAL HEALTH & WELL-BEING

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




MDI – Middle Years Development Instrument - A UBC-developed self-report questionnaire for students.. This survey is done with Grade 8 students.




The Student Learning Survey - an annual online questionnaire by the British Columbia Ministry of Education and Child Care that gathers feedback on the school experience. This survey is done with Grade 7 students.