



# MGA School Improvement Plan 2023/2024

## Coast Mountains School District Strategic Plan



### Who are our students and staff?

Majagaleehi Gali Aks (MGA) is a dual track public school that offers French Immersion and Gitxsanimx̓. It is situated in Gitanmaax Village and serves approximately 120 students who come from four bands: Gitanmaax, Glen Vowell, Hagwilget, Kispiox, and four other villages: Hazelton, New Hazelton, South Hazelton, and Two Mile.

Students at MGA enjoy sharing their learning with their families and communities. We see this when they have opportunities to create and share science projects, survival kits, and music;

when they have opportunities to learn about and share Ksan Dancing, our school garden project, feasts, Christmas concerts; and when guests are visiting classrooms and volunteering their time to work with the students. Our students enjoy participating in extracurricular activities such as: the After School Sports Program, community soccer, Gitxsan dancing, and hockey. They participate in community soccer leagues, join school basketball teams, and play in the local hockey league.

Staff at MGA care about the students and the communities we serve and are working to engage in what we know is “best practice” in a culturally responsive manner - instructional strategies grounded in research to support the students. On staff we have teachers who are currently enrolled in diploma and master’s degree programs that target special education, province wide mentorship programs; and educational assistants who have completed or are completing their certification in Education Assistance. We have worked with UNBC to support student teachers in their first and final teaching practicums.

**MGA is comprised of:**

- 125 diverse learners from kindergarten to Grade 7
- 86% of our learners are of Indigenous Ancestry
- The staff of 16 includes 9 teachers and 7 support staff.
- Gitanmaax’s hot lunch program employee

**Indigenous Growth Plan Model**



Relationship  
Relevance  
Reciprocity  
Responsibility  
Respect

Vision  
Action  
Impact

## **Indigenous Learners**

- We need to meet our learners where they are and ensure they have the appropriate supports in place to help them achieve their success.
  - This applies to social and emotional learning as well as learning in classrooms.
  - Looking at using student profiles, class profiles and school profiles to build a culturally responsiveness to the needs of our learners.
    - Using this information to select assessment tools to meet their needs and differentiate the learning to be the correct expectation for the student to growth and become their best self.
- How do we make sure kids see themselves in their learning?


## **Indigenous Community**

- How can we build on the community in which MGA is situated?
  - Breaking through barriers that arose during the covid-19 pandemic and opening the doors of the school again.
  - Encouraging a relationship with our community leaders to collaborate with our educational leaders in our building.
    - School in the community and community in the school
      - Fostering pride in MGA for students and community by working together to ensure the best outcomes for our learners.
    - Using the community to help bring an awareness of the local history.

## **School-wide Goals**

1. Encouraging a positive relationship between all members and community through self-advocacy
  - Allowing student voice to be heard and using it to build a classroom that values its members and their needs.
  - We will continue to implement trauma informed strategies, use Gitxsan Virtues, Social Responsibility Standards, the Zones of Regulation, and other, similar “mindfulness” or “self-regulation” programs throughout the school, as well as provide students leadership training (including the Leadership Club, Youth 2 Youth/Right to Play Leadership Program and buddy programs), and continue to use the Friends Program.
  - Share and celebrate success regularly with students, our parents, and community.
  - Continue to engage and invite community into the school (flyers, newsletters, online, being in community)
  - Ensuring students see themselves in their learning and ensuring we are culturally responsive.
  - Building on core values through positive based language on what it means to be a member at MGA.
    - How to be an MGA Majagaleehl (flower)
    - Relationship with self, others, and environment

- **Guiding Question:** How do we ensure students see themselves in their learning?



WE RESPECT OURSELVES	WE RESPECT OTHERS (STUDENTS, TEACHERS, STAFF, ELDERS, GUESTS)	WE RESPECT OUR ENVIRONMENT
<p><b>BE KIND TO OURSELVES:</b></p> <ul style="list-style-type: none"> <li>• USE POSITIVE SELF-TALK</li> <li>• BELIEVE IN YOURSELF</li> <li>• STAND UP FOR YOURSELF WITHOUT HURTING OTHERS</li> <li>• BE HONEST</li> </ul> <p><b>BE A RESPONSIBLE STUDENT:</b></p> <ul style="list-style-type: none"> <li>• BE ON TIME AFTER RECESSES</li> <li>• BE READY TO LEARN</li> <li>• DO YOUR BEST</li> <li>• DON'T GIVE UP</li> <li>• HELP OTHERS WHEN THEY NEED SUPPORT</li> </ul> <p><b>TAKE CARE OF OUR BODIES AND PROPERTY:</b></p> <ul style="list-style-type: none"> <li>• KEEP YOUR BODY HEALTHY</li> <li>• PLAY SAFELY</li> <li>• CLEAN UP AFTER YOURSELF</li> <li>• WEAR APPROPRIATE CLOTHING</li> </ul>	<p><b>TREAT OTHERS THE WAY YOU WANT TO BE TREATED:</b></p> <ul style="list-style-type: none"> <li>• BE CONSIDERATE OF OTHERS PERSONAL SPACE AND BELONGINGS</li> <li>• DO YOUR FAIR SHARE</li> <li>• BE POLITE AND POSITIVE TOWARD OTHERS</li> <li>• WALK QUIETLY IN THE SCHOOL</li> <li>• USE A QUIET VOICE IN THE CLASSROOM</li> <li>• BE KIND</li> </ul> <p><b>BE ACCEPTING OF OTHERS:</b></p> <ul style="list-style-type: none"> <li>• LISTEN TO OTHERS AND VALUE THEIR IDEAS</li> <li>• HELP, ENCOURAGE AND COMPLIMENT OTHERS</li> <li>• INCLUDE OTHERS ALWAYS</li> </ul> <p><b>SOLVE PROBLEMS WITH OTHERS PEACEFULLY:</b></p> <ul style="list-style-type: none"> <li>• COOPERATE AND FOLLOW THE RULES:</li> <li>• TAKE RESPONSIBILITY FOR YOUR ACTIONS               <ul style="list-style-type: none"> <li>– SAY SORRY IF YOU NEED TO</li> </ul> </li> <li>• THINK BEFORE YOU ACT</li> <li>• WALK AWAY AND CALM DOWN</li> </ul>	<p><b>INSIDE:</b></p> <ul style="list-style-type: none"> <li>• CLEAN UP AFTER OURSELVES</li> <li>• CONSERVE WATER, PAPER, ELECTRICITY AND SCHOOL MATERIALS</li> <li>• REDUCE, REUSE, RECYCLE</li> <li>• RESPECT PRIVACY IN BATHROOMS</li> </ul> <p><b>OUTSIDE:</b></p> <ul style="list-style-type: none"> <li>• KEEP OUR SCHOOL GROUNDS LITTER FREE AND CLEAN</li> <li>• LOOK AFTER NATURE</li> <li>• TAKE CARE OF SCHOOL EQUIPMENT</li> <li>• NO GRAFFITI</li> </ul> <p><b>COMMUNITY:</b></p> <ul style="list-style-type: none"> <li>• TAKE RESPONSIBILITY TO REPORT PROBLEMS</li> <li>• WALK OR BIKE TO SCHOOL</li> <li>• RESPECT OTHER'S PROPERTY</li> <li>• BE KIND</li> <li>• RESPECT ELDERS AND COMMUNITY MEMBERS</li> </ul>

2. Literacy- Ensuring that all learners leave the building with the ability to read and write.
  - Literacy Intervention
    - Part-time employee working to help with primary literacy intervention using RTI framework.
      - Strong evidence of tier 1 supports.
  - Play-based literacy stations.
    - Joyful literacy pilot program with both primary classrooms
    - UFLI pilot program
      - Learner Resource
      - Primary classroom
    - School wide writes
      - use common language, modelling, and strategies across grades.
  - School wide reading assessment
    - PM benchmark and Fontas & Pinell
    - Continue reading/phonological awareness 5 days per week – assess, targeted direct instruction and practice/repetition, re-assess.
    - 
    - Kindergarten Screeners
    - Acadiance Assessment

- Celebrate success monthly – assemblies, newsletters (students reading to each other)
- **Guiding Question:** How will you know you are making a difference and helping students achieve success? What tools have you used and what evidence can you present to demonstrate differentiation and support throughout their elementary years?

### 3. Social and Emotional Wellbeing

- We recognize that all students need to feel safe in school if they are to experience success and meet the learning outcomes for their grades by establishing relationships.
- Essential social-emotional skills necessary for success at school will continue to be defined and taught consistently throughout the school, supported by the administration/office.
- Social Responsibility:
  - Gitxsan Virtues taught through GLC and in classrooms with stories/themes (embedded throughout school and celebrated on Virtues Bulletin Board by office)
  - Each month, do school wide culture, literacy and numeracy activities.
  - Celebrate student successes.
  - Use common language and expectations (Gitxsan Virtues, Zones of Regulation, Mind-Up, mindfulness/self-regulation strategies, Friends program)
- Making a priority to connect with individual students to build relationships with them.
- Building a stronger relationship with community
- **Guiding Questions:**
  - Have you made enough of a difference?
  - Is each staff member a safe person for a student at the school?
  - Do all members of the school have a relationship with self and others?

### School Staff

- Ensuring an inservice to Indigenous learners and the community
  - They are responsible and we are responsible.
- Asking ourselves “why do schools exist?” and using our collective responses to help build our vision for the school as a team.
  - Using individual strengths to create a supportive team with multiple areas of expertise and encouraging collaboration.
    - Teachers teaching learners.
    - Teachers teaching teachers.
    - Learners teaching teachers.
  - Specifically asking “why does MGA exist?”
    - How do we help foster the growth of the school by using its uniqueness to customize our approach to learning to help ensure our community and Gitxsan culture is embedded in everything we do to help achieve the goals listed above by allowing students to see themselves in their learning daily
  - Also asking ourselves about the importance of MGA being situated on Gitxsan territory
    - How can we use the location of the school to help foster positive growth?
    - Why do you want to teach at this school?
    - What makes this school your school?
    - How can you help MGA become positive in the community?

- What specific role do you play in MGA?
- What is your strength?
- Why MGA?
- How can you help the learners at MGA recognize the importance of the school's physical location?

### Cultural and language opportunities

- Indigenous Support Workers:
  - Provide direct social, emotional, academic, physical and nutritional supports to students daily throughout the year
  - Communicate with families as necessary
- Language and Cultural learning opportunities, provided to each class throughout the year
  - Regular opportunities to learn traditional stories and local histories
  - Opportunities to engage in hands-on learning
  - Regular opportunities to learn positive attributes and contributions of Indigenous people to our world
  - Inviting Elders, Chiefs and community members in to speak to our students, providing important and meaningful learning opportunities. (Under normal conditions. Having Guests in classrooms is very controlled this year due to COVID guidelines)
  - Commitment to learning, writing about and sharing Gitxsan legends and stories in every class.
  - Ensuring Gitxsan language and artwork is visible within our school community
- Seasonal harvesting opportunities for students, planting and harvesting from the school garden, using what they harvest to create meals (This did not happen last year and has not happened this year due to Pandemic and the creation of a new garden)
- All clans Feast held annually in celebration of welcome and the start of a new school year. (could not happen at the start of the school year. We will look to later in the year)
  - Students do all the feast preparation, planning, cooking, setup, and undertake their cultural duties with respect and responsibility
- Honoring survivors and those who did not return from Residential School on Orange Shirt Day, Wednesday, September 29.
- Meaningful and respectful inclusion/incorporation of Gitxsan language and culture, and First Peoples Principles of Learning, into the curriculum in as many subjects as possible.
- Ensuring efforts to address some of the Calls to Action are being made in every classroom. A particular focus on Calls to Action numbers 62, i and 63. 63, i: calls on us to share best practices on teaching curriculum related to residential schools and Aboriginal History. We recognize that to pursue best practice in education is necessary in our work to address the Calls to Action. We make best practice a focus as we move forward.
- Supporting students by attending to their needs holistically
  - Regular opportunities to practice self-regulation strategies, specifically Mind Up strategies
  - Providing breakfast, snacks and lunch to those students who arrive to school without, as well as creating regular opportunities for social interactions between staff and students
  - Providing extracurricular opportunities to promote physical health and wellbeing, as well as to support the development of strong cultural identity amongst our students. ASSIA
  - Providing regular opportunities for students who make poor choices to correct their mistakes, making restitution a priority and setting things right between themselves and others in their community

- Ensuring regular contact through channels that are accessible to our school community to encourage parental involvement and support in their children's learning
- Commitment to sharing student success in a timely and welcoming manner, celebrating our students and their achievements
- Leadership opportunities for student to take on roles and responsibilities for the growth of their school's overall environment, success and health