



Nisga'a Elementary School

Learning Improvement Plan 2026-27

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SCHOOL VISION, MISSION and VALUES

VISION

Nisga’a Elementary School will become a courageous and collaborative learning community where curiosity, lifelong learning, and **yuuhlimk’askw** provides support, redirection, and guidance, empowering everyone to thrive.

MISSION

Each day, we grow hearts, spirits, and minds through culture, compassion, and connection. Guided by **yuuhlimk’askw**, we foster curiosity and collaboration to support lifelong learning and community well-being.

VALUES

Curiosity
 ahlisg oot – to wonder
 aguyima'a – to wonder what
 naayima'a – to wonder who
 ndayima'a – to wonder how
 ndayima'a – to wonder why

Learners and Community Context

Adaawagam – Our Story

Nisga’a Elementary School has a student population of approximately 80 students. In collaboration with Nisga’a Secondary School our students and their families are welcomed at the beginning of the year in a ceremony where our 4 Nisga’a Villages and Nisga’a Lisims Government pass the authority of the k’aat’im siwilye’enskw – a representation that unites the Nisga’a Nation, the administration, teachers and staff of our school – the responsibility to care and provide for the education of our children. NES students are creative, active and interested in the outdoors as well as learning through hands-on activities. They enjoy science, numeracy, art, crafts, PE and oral language activities including Nisga’a Language class. We are learning how to respect diversity, and to be kind to ourselves and others. According to the Student Learning Survey, most students are happy at school and feel good about themselves.

What We Know

Strengths and Accomplishments



K-5 Numeracy

- Developing to Proficient in most areas
- Moderate to high percentage of students assessed

Nisga’a Language and Culture

- Good participation in cultural sharing events by all students

Playground

- Students demonstrate a willingness to play cooperatively and to self-regulate

Challenges To Overcome



- Increase student completion of all assessment criteria
- Increase attendance
- Increase social emotional literacy
- Decrease reading hesitancy



With Purpose & Intention

Leading For Learning

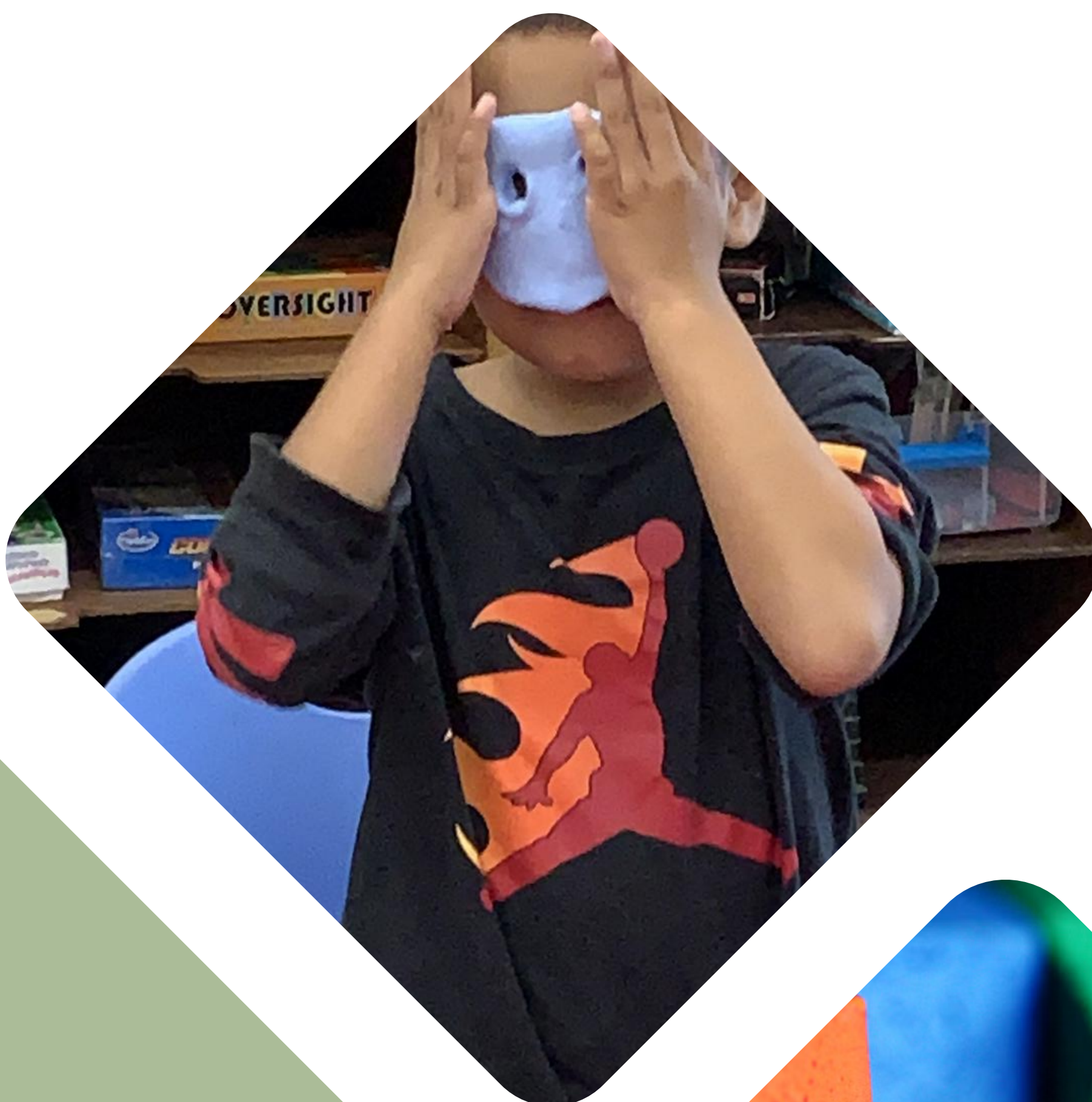
Leadership begins with clarity of purpose. By aligning school-level planning with the district's strategic vision, leaders ensure that every decision, initiative, and learning experience is rooted in shared values and community commitments. This coherence strengthens trust, empowers staff, and keeps learners at the heart of every action.

Planning For Impact

School impact plans are not simply accountability or operational tools, they are roadmaps for transformation. When grounded in the district's strategic priorities, these plans become vehicles for equity, cultural integrity, and learner success. They help schools move from intention to measurable outcomes, ensuring that efforts are focused, inclusive, and responsive to local context.

Building A Culture Of Learning

Strategic alignment fosters a culture where learning is continuous for learners, educators, and leaders. It encourages reflection, collaboration, and innovation, while honoring the wisdom of the Nisga'a Peoples. By leading for learning and planning for impact, school teams contribute to a district-wide movement that grows every learner—mind, heart, body, and spirit.



Learning Priority One

Goal Culture and Language

To foster a deep sense of identity and pride in Nisga'a heritage by integrating Nisga'a language, Ayuuk (traditional laws and customs), and cultural practices into daily learning experiences, ensuring that every student develops fluency, cultural understanding, and respectful relationships rooted in Sayt-K'il'im-Goot (one heart, one path, one nation).

Rationale

1. It helps us know our roots.

Learning the Nisga'a language and traditions helps us understand our families, our history, and our land.

2. It keeps our culture strong.

When we speak Nisga'a and celebrate our customs, we help keep them alive for future generations.

3. It brings us together.

We learn to work as a team, respect each other, and follow the idea of Sayt-K'il'im-Goot — one heart, one path, one nation.

4. It makes learning fun and meaningful.

We get to sing, dance, hear stories, and go on adventures that connect us to our culture.

5. It helps us become proud and confident.

Knowing our language and traditions helps us feel proud of who we are and where we come from.

Language Target

By the end of the school year:

- Primary students demonstrate understanding and use of 10-15 words and phrases.
- Intermediate students demonstrate understanding and use of 30-50 words and phrases.

Cultural Knowledge Target

By the end of the school year:

- 90% of primary students can explain at least one Nisga'a cultural teaching, story or protocol
- 90% of Intermediate students can explain at least three Nisga'a cultural teachings, stories or protocols

Identity Target

By the end of the school year:

- 90% of students will report pride and connection to Nisga'a identity on student surveys.

Measuring Our Success

1. Language Learning Tracker

- Use oral language rubrics, language performance tasks, monthly check-ins or mini-quizzes to see how many words students remember and can use in sentences.
- Students demonstrate their learning by using graphic cards to make increasingly complex sentences.
- Students use Nisga'a language to ask or answer simple questions; to comment on daily events (ie. Weather).

2. Cultural Sharing Projects

- Students participate in sharing their songs, dances, language with other schools; during school events; and in their general classes.
- Students incorporate elements of culture or language in their everyday assignments, projects.

3. Participation in Cultural Activities

- Track student involvement in ceremonies, songs, crafts, and field trips.
- Use a simple reflection sheet, student self assessments and portfolios to assess student engagement.

4. Respectful Behavior

- Observe how students show respect for elders, traditions, and each other.

5. Community Feedback

- Invite **elders, parents, and cultural leaders** to share what they notice in students' language use and cultural understanding.

Learning Priority One

Culture and Language cont'd

Key Strategies & Actions

1. Daily Nisga'a Language Practice

- **Action:** Set aside 10–15 minutes each day for learning and using Nisga'a words and phrases.
- **Why it works:** Regular practice builds vocabulary and confidence. It also helps students see the language as part of everyday life.
- **Example:** Use morning greetings, classroom commands, and calendar activities in Nisga'a.

2. Monthly Cultural Learning Projects

- **Action:** Each month, focus on a different aspect of Nisga'a culture (e.g., stories, traditional foods, ceremonies, art).
- **Why it works:** It gives students time to explore, reflect, and share what they've learned in creative ways.
- **Example:** Students can create posters, perform skits, or write short reflections about what they learned.

3. Elder and Community Engagement

- **Action:** Invite Nisga'a elders or cultural leaders to visit the classroom regularly.
- **Why it works:** Elders bring authentic knowledge and help students connect learning to real-life traditions.
- **Example:** An elder shares a story, teaches a song, or explains the meaning of a ceremony.

4. School-wide Language Routines

- **Action:** All staff implement common language routines such as greetings, calendar, requests, simple directions.
- **Why it works:** Students acquire language most effectively when they hear and use it regularly in meaningful contexts. School-wide language routines create multiple daily opportunities for students to practice Nisga'a words and phrases with staff and peers. This repetition strengthens vocabulary development, improves pronunciation and comprehension, builds confidence, and reinforces the language as a living and valued part of everyday school life and Nisga'a identity.
- **Example:** Every classroom, office, and common area use the same 10–20 core Nisga'a phrases for greetings, requests, gratitude, attendance, and transitions so that students experience the language wherever they go in the school.

5. Visual Language Displays Throughout the School

- **Why it works:** Students learn language through frequent exposure, repetition, and meaningful use. Visual language displays throughout the school increase the number of times students see and interact with Nisga'a words and phrases each day.
- **Example:** After studying weather for a science unit, teacher and students create a visual display of weather patterns and words in Nisga'a.

6. Student Leadership Opportunities in Language Learning

- **Why it works?** Language acquisition is strengthened when students have meaningful opportunities to use language in real-world situations. Student leadership roles provide authentic reasons to communicate in Nisga'a, increasing engagement, confidence, and fluency.
- **Example:** Encouraging students to take part in song writing workshops and presenting their work at the School Learning Feast



Learning Priority Two

Goal Empowered and Inspired Learners – Numeracy

To empower students to become confident and capable problem-solvers by developing strong numeracy skills through culturally relevant, hands-on learning that connects math to everyday life in the Nisga'a Nation.

Rationale

1. **Math is part of everyday life.** - We use math when we cook, fish, build, and plan – just like our families and ancestors do.
2. **It helps us solve problems.** - Learning math helps us think clearly, make good decisions, and solve challenges in smart ways.
3. **It connects us to our culture.** - We learn how math is used in Nisga'a traditions, like measuring cedar strips for weaving or counting fish during a harvest.
4. **It makes us confident learners.** - When we understand math, we feel proud and ready to take on new challenges – in school and in life.
5. **It helps us work together.** - We learn to share ideas, help each other, and grow as a team.

Target

By June, 80% of students will show measurable growth in number sense and problem-solving. 80% of students will demonstrate growth on district numeracy assessments. All students will participate in at least two culturally connected numeracy applications as demonstrated through classroom assessments and experiential learning evidence.

Measuring Our Success

Baseline (Spring 2026)

Spring 2026 SD57 SNAP data demonstrated significant variation in proficiency rates across grade levels and competencies. Primary students generally demonstrated strengths in **Understanding, Reasoning, and Communicating**, while intermediate students showed lower levels of proficiency in **Connecting, Understanding, and Communicating**. School-wide data identified mathematical communication, reasoning, and making connections as key areas for continued growth.

Expected Levels of Success

- Fall and Spring numeracy assessments using the SD57 SNAP Rubric will establish baseline achievement and measure student growth over time.
- At least **80% of students will demonstrate measurable growth** between Fall and Spring SNAP assessments.
- School-wide proficiency rates will increase by a minimum of **10 percentage points in each SNAP competency area**.
- Students identified as Emerging or Developing in the Fall will demonstrate progress of at least one performance level by Spring.
- The percentage of students performing at the Emerging level will decrease across all grade levels.
- Student portfolios, common assessments, and teacher observations will provide evidence of growth in mathematical understanding, communication, reasoning, and connections.

Common Assessment Expectations

Expected Levels of Success

- All classrooms will administer agreed-upon common numeracy assessments during Fall, Winter, and Spring assessment windows.
- Teachers will use shared proficiency criteria and common rubrics aligned with the SD57 SNAP framework to ensure consistency across grades.
- Collaborative data reviews will occur each term to identify strengths, trends, and areas requiring intervention.
- Assessment evidence will be used to inform instructional planning, intervention supports, and extension opportunities.



Learning Priority Two

Goal Numeracy (con't)

Measuring Our Success Cont'd

Grade-Level Numeracy Proficiency Benchmarks

Baseline (Spring 2026)

Proficiency rates ranged from 0% to 100% across grade levels and competency areas. Stronger results were observed in primary classrooms, while intermediate classrooms demonstrated lower proficiency rates in connecting mathematical ideas, communicating thinking, and applying understanding to problem-solving tasks.

Expected Levels of Success

- Grade teams will establish common proficiency benchmarks aligned with the BC Curriculum and SD57 SNAP Rubric.
- The percentage of students achieving Proficient or Extending will increase in every grade level by Spring 2027.
- Particular focus will be placed on improving student performance in the competencies of Communicating, Connecting, and Reasoning.
- School-wide data will show a decrease in the proportion of students performing at the Emerging level.
- Intervention and enrichment supports will be monitored and adjusted using ongoing assessment evidence.

Use of Mathematical Vocabulary and Thinking

Expected Levels of Success

- At least 80% of students will demonstrate increased confidence and accuracy when using grade-appropriate mathematical vocabulary.
- Students will explain, justify, and represent their thinking using mathematical language, models, and multiple strategies.
- Teacher observations, student work samples, and common assessments will demonstrate growth in mathematical discourse and reasoning.

Real-World and Nisga'a Cultural Applications of Mathematics

Expected Levels of Success

- All students will participate in at least two authentic learning experiences each year that connect mathematics to Nisga'a culture, community, land, or traditional practices.
- Students will demonstrate increasing ability to apply mathematical concepts to real-world and culturally relevant contexts.
- Student reflections, projects, presentations, and classroom discussions will provide evidence of meaningful connections between mathematics and Nisga'a ways of knowing, being, and belonging.

Student Engagement and Mathematical Problem-Solving

Expected Levels of Success

- Teacher observations and anecdotal records will indicate increasing student engagement in mathematical thinking and problem-solving.
- Students will demonstrate increased perseverance, flexibility, and independence when solving unfamiliar problems.
- Classroom evidence will show growth in students' ability to communicate, collaborate, reason, and reflect on mathematical learning.

Family and Community Connections

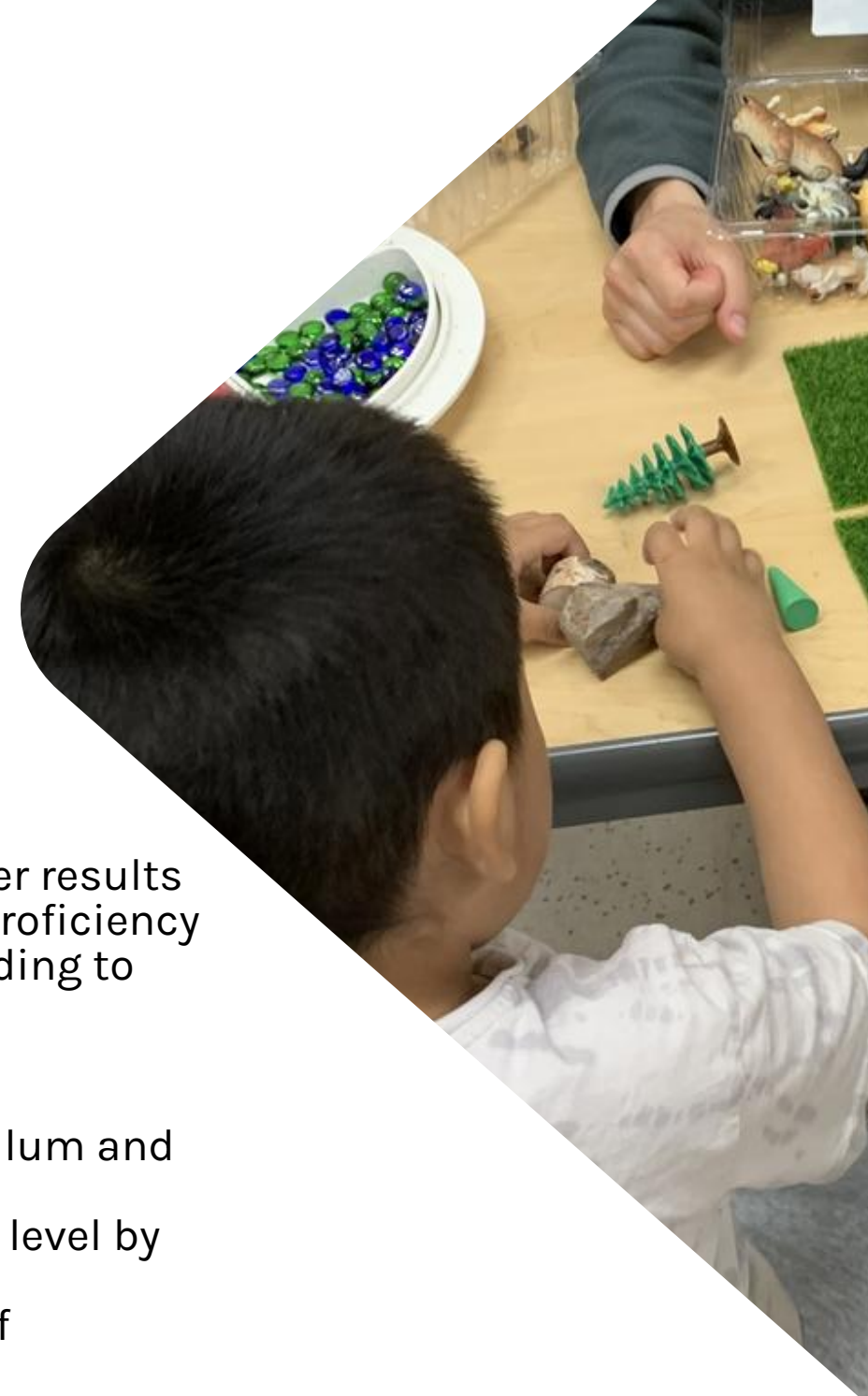
Expected Levels of Success

- Student learning will be shared with families and community members through showcases, student-led conferences, open houses, or community events at least twice annually.
- Family and community feedback will indicate increased awareness of student numeracy learning and its relevance to everyday life.
- Students will demonstrate confidence in discussing and sharing their mathematical learning with family and community members.

Spring 2027 Target

By June 2027:

- 80% of students will demonstrate measurable growth between Fall and Spring SNAP assessments.
- School-wide proficiency rates will increase by at least 10 percentage points in each SNAP competency area.
- The percentage of students achieving Proficient or Extending will increase in every grade level, with particular focus on Communicating, Connecting, and Reasoning.
- The percentage of students performing at the Emerging level will decrease across all grades.



Learning Priority Two

Goal Numeracy (con't)

Key Strategies & Actions

1. Embed Numeracy in Real-Life and Cultural Contexts

- Use examples from Nisga'a life such as fishing, weaving, cooking, and land measurement to make math meaningful and relevant.
- Create projects that connect math to community traditions and seasonal activities.

2. Use Consistent and Culturally Responsive Assessment Tools

- Track student progress using math journals, portfolios, and performance tasks that reflect both skill development and cultural understanding.
- Include opportunities for students to explain their thinking using math vocabulary.

3. Foster Collaborative Learning and Community Involvement

- Encourage students to work together on math challenges and share strategies.
- Involve elders, families, and community members in math-related activities to strengthen cultural connections and support learning.
- Engage staff in a K-12 Numeracy Professional Learning Community the first Thursday of every month.



Learning Priority Three

Goal Empowered and Inspired Learners ~ Literacy

To empower students to become confident and capable communicators by developing strong literacy skills through culturally relevant, engaging learning experiences that connect reading, writing, speaking, listening, and viewing.

Baseline Data

Of the literacy fluency assessments completed, **67% of results were in the Developing, Proficient, or Extending ranges**, demonstrating emerging literacy skills across the group. **One-third of results fell within the Emerging range**, indicating that some students would benefit from additional targeted instruction and practice in phonological awareness and early literacy skills. Letter Naming Fluency appeared to be the strongest area overall, while First Sound Fluency and Phonemic Segmentation Fluency showed greater variability among students.

Rationale

- 1. Literacy is part of everyday life.**
 - We use reading, writing, speaking, and listening every day to learn and share ideas.
- 2. It helps us understand the world.**
 - Strong literacy skills help us make meaning while thinking critically about what we read and hear.
- 3. It connects us to our identities and our culture.**
 - Literacy helps us learn and share stories, teachings, histories, and traditions while strengthening our understanding of who we are and where we come from.
- 4. It builds confidence and voice.**
 - When we can express our ideas clearly, we become more confident learners and leaders.
- 5. It helps us connect with others.**
 - Literacy allows us to listen respectfully, collaborate, and communicate in meaningful and respectful ways.

Target

By June, 80% of students will demonstrate measurable growth in Fountas & Pinnell reading levels between Fall and Spring. School-wide reading proficiency rates will increase by at least 10 percentage points. 80% of students will demonstrate growth in writing performance. School-wide writing proficiency rates will increase by at least 10 percentage points. 100 % of students will participate in two culturally connected literacy experiences.

Measuring Our Success

Baseline (Spring 2026)

Spring 2026 literacy assessments demonstrated varied achievement levels across grade groups. Reading data indicated that some cohorts had the majority of students reading at or above benchmark levels, while others showed a significant number of students performing below benchmark. Writing data demonstrated that many students were developing foundational writing skills, with opportunities for growth in written expression, organization of ideas, and communication. Attendance and limited assessment data influenced achievement results in several grades.



Learning Priority Three

Goal Literacy (con't)

Measuring Our Success Cont'd

1. Student Growth in Reading and Writing

Expected Levels of Success

- Fall, Winter, and Spring literacy assessments will be used to monitor student growth in reading and writing.
- At least **80% of students will demonstrate measurable growth** between Fall and Spring assessments in reading and/or writing.
- The percentage of students meeting or exceeding grade-level expectations in reading will increase from Spring 2026 baseline levels.
- The percentage of students meeting expectations in School-Wide Write assessments will increase by at least **10 percentage points school-wide**.
- Students identified as Emerging or Below Benchmark in the Fall will demonstrate growth of at least one proficiency level by Spring.
- Student portfolios, reading inventories, writing samples, and classroom assessments will provide evidence of growth in comprehension, fluency, vocabulary development, written expression, and communication.

2. Student Communication and Literacy Skills

Baseline (Spring 2026)

Writing and communication data indicated that many students were able to communicate ideas at a developing level, while a smaller percentage consistently demonstrated proficiency in written communication. Oral language, vocabulary development, and communicating thinking remain important areas for continued growth.

Expected Levels of Success

- Students will regularly share their learning through oral presentations, discussions, storytelling, reading responses, and written reflections.
- At least **80% of students will demonstrate growth in communication skills** as measured by literacy rubrics, writing assessments, and teacher observations.
- Students will increasingly use evidence, details, and grade-appropriate vocabulary to communicate ideas effectively.
- Classroom assessments will demonstrate growth in students' ability to explain, discuss, and reflect on their learning.

3. Cultural and Community Literacy Connections

Expected Levels of Success

- All students will participate in at least **two literacy experiences annually** connected to Nisga'a language, culture, history, stories, land, or community knowledge.
- Learning experiences may include storytelling projects, Elder interviews, cultural inquiry projects, traditional knowledge investigations, book studies, language learning activities, or community-based writing projects.
- Students will demonstrate an increased understanding of Nisga'a perspectives through reading, writing, speaking, and listening activities.
- Student work samples, presentations, journals, and reflections will provide evidence of literacy learning connected to Nisga'a ways of knowing, being, and belonging.

4. Teacher Observations and Anecdotal Records

Expected Levels of Success

- Teachers will collect ongoing evidence of student literacy development through observations, conferences, reading records, writing samples, and classroom discussions.
- Collaborative staff discussions will occur at least three times annually to review literacy data, identify trends, and plan interventions.
- Evidence will show increased student engagement in reading, writing, speaking, and listening activities.
- Teacher observations will indicate increased student confidence, independence, and perseverance as readers and writers.

Common Literacy Assessment Expectations

Expected Levels of Success

- All classrooms will participate in common literacy assessment cycles during Fall, Winter, and Spring.
- Reading data will be collected using Fountas & Pinnell benchmarks and other agreed-upon literacy assessments.
- Writing data will be collected using School-Wide Write assessments and common writing criteria.
- Teachers will use shared proficiency criteria to ensure consistency in assessment practices across classrooms.
- Assessment data will inform instructional planning, intervention supports, and enrichment opportunities.

Learning Priority Three

Goal Literacy (con't)

Measuring Our Success Cont'd

Spring 2027 Literacy Targets

Reading

Baseline (Spring 2026):

Reading achievement varied considerably across grade levels. Primary students demonstrated a range of strengths, with some students meeting or exceeding grade-level Fountas & Pinnell benchmarks and others continuing to develop foundational reading skills. In the intermediate grades, many students were reading below established benchmark levels, particularly in Grades 5, 6, and 7. School-wide data identified fluency, comprehension, vocabulary development, reading stamina, and engagement in independent reading as important areas for continued growth.

Target (Spring 2027):

The percentage of students reading at or above benchmark will increase by at least 10 percentage points school-wide.

The percentage of students reading below benchmark will decrease.

At least 80% of students will demonstrate measurable reading growth between Fall and Spring assessments.

Writing

Baseline (Spring 2026):

- Writing proficiency varied across grades.
- Grade 7 data showed **64% meeting expectations** in School-Wide Write.
- Grades 2 and 3 showed **80% of students at Developing or Proficient levels**.
- Several intermediate students remained at Emerging levels.

Target (Spring 2027):

- The percentage of students achieving Developing, Proficient, or Fully Meeting expectations will increase across all grade levels.
- The percentage of students at the Emerging level will decrease across the school.
- At least **80% of students will demonstrate growth in writing achievement between Fall and Spring assessments**.

Overall School Literacy Target

By June 2027:

- 80% of students will demonstrate measurable growth in reading and/or writing from Fall to Spring.
- School-wide reading and writing proficiency rates will increase by at least 10 percentage points from Spring 2026 baseline data.
- The percentage of students performing below benchmark or at the Emerging level will decrease across all grades.
- All students will engage in literacy learning that reflects Nisga'a language, culture, history, and community knowledge.

Key Strategies & Actions

1. Embed Literacy in Real-Life and Cultural Contexts

- Use Nisga'a stories, oral traditions, local experiences to make literacy learning meaningful and relevant.
- Create authentic literacy projects such as storytelling, community inquiries, cultural reflections, elder interviews, and land-based learning journals.

2. Use Consistent and Culturally Responsive Assessment Tools

- Track student progress using reading inventories, writing samples, portfolios, oral language assessments, and performance tasks that reflect both literacy skill development and cultural understanding.
- Provide opportunities for students to demonstrate their learning through multiple ways of communicating.
- Include regular opportunities for students to reflect on their learning and communicate their thinking.

3. Foster Collaborative Learning and Community Involvement

- Encourage students to engage in partner reading, literature circles, storytelling groups, and collaborative writing activities to strengthen literacy skills and build confidence.
- Involve families in literacy experiences that support oral language development, a love of reading and storytelling.
- Create opportunities for students to share their learning with authentic audiences.
- Engage staff in Literacy Professional Learning every month during staff meetings.

Learning Priority Four

Goal Belonging and Engagement

We will strengthen student attendance by fostering a sense of belonging, meaningful relationships, and engaging learning experiences so that every student is connected, present, and able to fully participate in their learning journey.

Rationale

1. We learn best when we are at school and connected to others.
2. Feeling welcomed, valued, and included helps students want to come to school.
3. Being at school every day helps us build friendships, learn new skills, and participate in meaningful experiences.
4. When students attend regularly, they are more likely to feel confident, successful, and connected to their learning and culture.
5. Working together with families and community helps every student feel supported and ready to learn.

Target

On average, approximately 81% of instructional days were attended by students during the 2025-2026 school year. By June 2027, overall school attendance will improve by at least 5 percentage points to 86%. In addition, student survey results will show increased participation in learning and school activities and improved perceptions of belonging, connection, and support at Nisga'a Elementary School.

Measuring Our Success

Attendance & Participation

- The percentage of students attending more than 90% of the time will increase from approximately 20% to 30%.
- The percentage of students missing more than 20% of instructional time will decrease from approximately 49% to 40%.
- Increased participation in school events, cultural activities, clubs, and leadership opportunities.

Belonging & Engagement

- Students report feeling welcomed, connected, and supported.
- Students demonstrate positive relationships with peers and adults resulting in fewer office referrals.
- Staff observe increased engagement in learning and school activities.
- Families report feeling connected to the school and supported in helping their children attend regularly.
- Students can identify trusted adults at school and describe ways they feel supported.

Key Strategies & Actions

1. Strengthen Relationships and Belonging

- Ensure every student has a trusted adult connection.
- Implement regular student check-ins.
- Celebrate student strengths and successes.

2. Foster Family and Community Partnerships

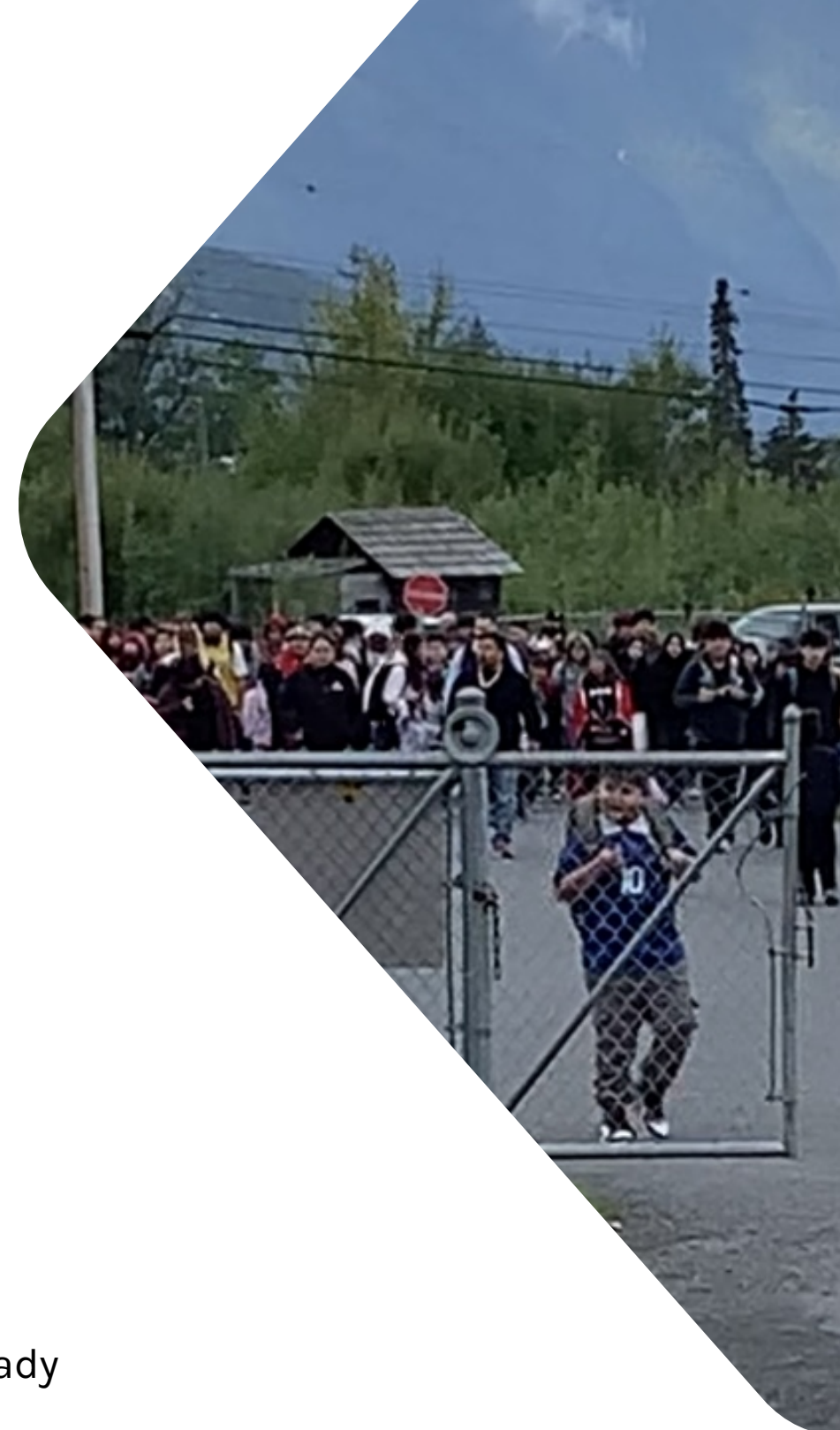
- Strengthen home-school-partner communication.
- Collaborate with families and community partners to address attendance barriers.
- Increase family and community partner participation in school activities.
- Provide at-home learning for students when needed.

3. Create Engaging and Culturally Responsive Learning Experiences

- Increase experiential, land-based, and culturally responsive learning opportunities.
- Incorporate student voice and choice.
- Embed Nisga'a language and culture throughout the curriculum.

4. Monitor and Respond to Attendance Trends

- Review attendance data monthly with staff.
- Develop targeted supports for students experiencing attendance challenges.
- Celebrate improved attendance and participation.



Summary

Nisga'a Elementary School Learning Improvement Plan 2026-2027

Nisga'a Elementary School is committed to developing confident, capable, and connected learners through culturally responsive learning experiences grounded in Nisga'a language, culture, identity, and community. Guided by *yuuhlimk'askw* and the principle of *Sayt-K'il'im-Goot* (One Heart, One Path, One Nation), this plan focuses on four interconnected priorities: **Language and Culture, Literacy, Numeracy, and Belonging & Engagement**.

Key Priorities

1. Strengthening Nisga'a Language and Cultural Identity

Students will engage in daily Nisga'a language learning and authentic cultural experiences that deepen their understanding of Nisga'a history, teachings, protocols, and identity. Through partnerships with Elders, families, and community members, students will build pride, cultural knowledge, and a stronger sense of belonging.

2. Improving Literacy Achievement

Spring 2026 literacy data demonstrated significant variability in reading and writing achievement across grade levels. While many students are developing confidence and proficiency as writers, reading data indicates that a number of students remain below established Fountas & Pinnell benchmarks, particularly in the intermediate grades. Staff will use common literacy assessments, targeted intervention, and culturally responsive learning experiences to strengthen fluency, comprehension, vocabulary development, written communication, and student engagement in reading.

3. Improving Numeracy Achievement

Numeracy data demonstrates strengths in primary grades and opportunities for growth in mathematical communication, reasoning, understanding, and connecting concepts in intermediate grades. Students will engage in hands-on, culturally connected learning experiences that develop problem-solving skills and strengthen conceptual understanding. Common assessments and collaborative data review will inform instructional decisions and intervention supports.

4. Increasing Student Attendance, Belonging, and Engagement

Attendance data, student surveys, and well-being measures highlight the need to strengthen student engagement, connectedness, and participation. The school will focus on relationship-building, culturally responsive learning, family partnerships, and targeted attendance supports to improve student presence, participation, and well-being. Attendance data suggests that inconsistent attendance may be contributing to lower achievement outcomes for some students, particularly in literacy and numeracy. Improving attendance is therefore a foundational strategy supporting all learning priorities.

Expected Outcomes by June 2027

- Increased student proficiency and confidence in Nisga'a language, culture, and identity.
- 80% of students demonstrating measurable growth in literacy and numeracy from Fall to Spring assessments.
- Increased percentages of students meeting or exceeding Fountas & Pinnell reading benchmarks, School-Wide Write expectations, and numeracy proficiency targets across all grade levels.
- Decreased numbers of students performing below benchmark or at Emerging levels.
- Improved student attendance, engagement, and participation in learning and school activities.
- Stronger student connections to culture, community, peers, and trusted adults.



Rooted in Culture.
Grounded In Community.
Growing Every Learner.