



Gud ad hlgang.gulxa - Working Together - Travailler Ensemble

SCHOOL PLAN

2015-2016

Sk'aadgaa Naay Elementary School

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Sk'aadga Naay Elementary School Goal

Goal #1 – To Increase Student Engagement through an emphasis on Arts Education, Outdoor Education and Culturally Relevant Experiential Learning.

Our school goal will remain the same as last year, and we will continue tracking data for academic achievement for all students in the areas of mathematics, reading, writing and spelling. The data which we will collect and collate is as follows: Writing samples, Wechsler Fundamental Academic Skills (WFAS) Assessment, Vancouver Island Network (gr. 2-7), Foundation Skills Assessment (FSA) results for grades 4 and 7, and report card marks.

School Planning Council (SPC)

Carla Lutner, Parent (Miller Creek)
Lynn Lee, Parent (Tlell)
Peter Lake, Parent (Queen Charlotte)
Severn Cullis-Suzuki, Parent (Skidegate)
Vicki Ives, Principal



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Mission Statement

To provide a caring and stimulating learning environment that challenges all students to achieve their personal best in a multi-cultural and ever-changing world. To achieve this in a manner that honours the past and the enduring tenure of the people of Haida Gwaii.

School Motto

Be Safe
Be Respectful
Be Responsible
Be Ready to Learn

School Community Context and Background

"Sk'aadgaa Naay" is a Haida phrase meaning "House of Learning." Sk'aadgaa Naay Elementary School opened its doors in September of 1999. The School is a Provincial Public Elementary School located on the reserve of Skidegate, a member village of the Haida Nation.

Students live in the Village of Skidegate and nearby Village of Queen Charlotte, with a few others travelling from the northern communities of Tlell, Lawn Hill, and Miller Creek. Sk'aadgaa Naay Elementary School relies on two school buses to deliver approximately 75 students to and from Skidegate. The district has hired Far West Bus based in Terrace, BC, to provide bus services.

Our school represents the diversity of cultures on Haida Gwaii. This year we will have a total of eight classrooms, one of which will be a French Immersion classroom. The entire student body is comprised of approximately 150 students.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number of Students	172	185	195	175	162	150	150	146
Aboriginal Students	120	124	130	125	110	100	100	95
Principal	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Vice Principal	1.0 FTE	1.0 FTE	0.4 FTE	1.0 FTE	1.0 FTE	0.2 FTE	0	0
English Teachers	8.0 FTE	9.0 FTE	8.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	6.9 FTE	7.7
French Teachers	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE	1.0 FTE	2.0 FTE	1.8 FTE	1.0 FTE
Haida Language Teachers	0.8 FTE	0.8 FTE	0.6 FTE	0.8 FTE	0.8 FTE	1.0 FTE	1.0 FTE	1.0 FTE
LRT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
TOTAL FTE	12.8	13.8 FTE	12.0 FTE	12.8 FTE	11.8 FTE	12.2 FTE	11.7 FTE	
Clerical	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
EA	3.37	3.76	5.49	3.77	3.77	3.14	3.08	3.08
Noon Hour	.71	.57	.57	.84	.70	.57	Rolled into EA time	Rolled into EA time
Library	.43	.43	.28	.28	.28	.28	.14	.14
FNRW/HSC	1.29	1.14	1.36	1.36	1.25	FNRW.79	FNRW.79	FNRW .79
Food Coordinator							.57	.57
TOTAL Support Staff	238.01 hrs/wk	241.51 hrs/wk	248.99 hrs/wk	295.0 hrs/wk	246.0 hrs/wk	230.0 hrs/wk	192.0 hrs/wk	192.0 hrs/wk

Possible Professional Development Initiatives for 2015/2016

For the 2015/2016 school year the staff will be participating in District Day on September 21st. The focus for the day will be on Destination Imagination with keynote speaker Roger Garriok. The presentation will focus on "Adding the 4 C's (creativity, critical thinking, communication and collaboration skills) to the 3 R's." The district has once again, set common Pro D days, which will be an excellent way to collaborate around the district. More teachers will have the opportunity to take part in Professional Development that is relevant to them and their teaching assignment.

Here is a list of topics which we are looking at for this year:

- Inquiry Based Pro D/ Staff Book Club/Action Research
- Mathematics teaching strategies and assessment
- Culturally Relevant Education/Outdoor Education
- Using the Arts in Education
- Early Learning/Play Based Education
- Technology and the Classroom
- Assessment Practises for Reading with Faye Brownlee

Parents and Community Partners

Parents and community partners are an important and positive aspect of life at Sk'aadgaa Naay Elementary School. The Parent Advisory Council (PAC) has active participants from all feeder communities (Skidegate, Queen Charlotte, Miller Creek, Lawn Hill, and Tlell). Sk'aadgaa Naay Elementary School partners include:

- Parent Advisory Council (PAC)
- Skidegate Band Council (SBC)
- Council of the Haida Nations (CHN)
- Skidegate Health Centre
- Skidegate Haida Immersion Program (SHIP)
- Ministry of Child and Family Development
- Child Care Resource and Referral (CCRR)
- Haida Gwaii Museum
- Haida Heritage Centre at Kay Llnagaay
- Northern Savings Credit Union
- RCMP – Dare Program, WITS program, and Bike Rodeo
- One to One Reading Program (community volunteers)
- Role Models (all communities)
- Farm to School Program (local Farmers)
- Haida Gwaii Recreation / Afterschool Initiative
- Community members (ie. Greenhouse, Music/Drama)
- Gwaii Trust Society
- Mount Moresby Adventure Camp

Parent Advisory Council (PAC)

All parents and guardians of students attending Sk'aadgaa Naay Elementary School are members of the PAC. The PAC meets approximately once a month and provides activities for children to participate in while their parents are in the meeting.

School Maintenance Projects for the Summer 2015

- replace gutters on both sides of the school
- concrete work to replace the grates
- install planter box in Kindergarten area
- build stands for rain barrels
- install watering system for the greenhouse and outside beds.
- install sink in the greenhouse

Goal #1

To Increase Student Engagement through an emphasis on Arts Education, Outdoor Education and Culturally Relevant Experiential Learning.

Implementation Strategy

This year we will focus on incorporating as many **outdoor education** and **culturally relevant experiential learning opportunities** as possible. Our Haida Language teachers will become an integral part of the classroom, as they will continue to work in collaboration with the classroom teachers to plan and implement culturally relevant curriculum on a regular basis. Haida language and culture classes will include classroom experiences, outdoor pursuits, language opportunities, as well as singing and dancing performances. **Music and drama** classes will continue to be the prep time for teachers (70 minutes per week/teacher), plus possible library skills and computer skills training (30 minutes per week/teacher). We have started to build up the school's music and drama capacity.

Various additional strategies will be used throughout the year:

- invite local musicians into the school to offer their expertise
- provide professional development opportunities for staff, with a focus on arts education, outdoor education, experiential learning and culturally responsive education
- allocate financial resources to support field trips and the purchase of musical instruments and drama materials including costumes and props.
- provide planning time for teachers to collaborate
- write grant proposals to support this goal
- collaborate between Haida Language teachers and classroom teachers to deliver lessons in Haida
- share the school plan with families to provide opportunities for community members to share their expertise in various ways

Measures of Achievement

We will use a variety of means to measure the success of this goal including:

- Tracking the number of field trips and number of students who participate;
- Asking teachers for feedback regarding their prep time changes;
- Asking students for feedback regarding their learning and interest level in the activities that focused on arts education, outdoor education and culturally relevant experiential learning;

During the year the students will participant in at least two drama/musical performances, one in the winter and one in the spring. Primary students will participate in playing instruments, singing, dancing, and drama activities throughout the year. Intermediate students will learn an instrument and how to read music. We will continue to track student academic performances to see if music has a positive influence on their abilities in mathematics, reading and writing, and whether students are more engaged in school.

Initiatives & Activities in 2014 – 2015

Food & Health Initiatives

1. **Terry Fox Run** – all students and staff participate in running to the daycare and back. Students are given points for their colour team upon completing a lap.
2. **Sports** – lunch hour activities: soccer, European handball, basketball, badminton, track and field; floor hockey; cross country running, etc.
3. **Greenhouse Project** – grand opening on October 3rd, 2014; all classrooms grew food in the greenhouse
4. **Fruit and Veggie Program** – fresh fruit and vegetables are provided each month for all grades by BC Agriculture in the Classroom Foundation (BCAICF); coordinated by Mrs. Engel
5. **Milk Program** – milk is provided for K to grade3 students each month by BC Dairy Association; coordinated by Mrs. Engel
6. **Welcome Back Pancake Breakfast** – first week of September; sponsored by school administration
7. **Winter Turkey Lunch** – once in December; sponsored by school administration, Gwail Trust and parent contributions.
8. **Breakfast for Learning** – breakfast served 5 days per week; sponsored by Breakfast for Learning, Gwail Trust, and Sd#50.
9. **Farm to School Program** – hot lunch program two - three days per week; sponsored through Community Links, Gwail Trust grants, and parental contributions.
10. **Food Coordinator** – Natalie Pearson (continued this year @ 20 hrs/week); increased by 5 hours per week in April, May and June (approximately twice per month)

Outdoor Initiatives

1. **Mount Moresby Adventure Camp Pre-outdoor activities (Gr. 5)** – sponsored by Toby Sanmiya and Stu Crawford
2. **Mount Moresby Adventure Camp (Gr. 5)** – sponsored by Jo Hager
3. **Grades 1/2/3 field trip to Aliford Bay** – sponsored by Ms. Jung and Ms. Watkins
4. **Grades 5/6 bike field trips** – sponsored by Mrs. Peerless
5. **Haida Language and Culture Outdoor Days** – sponsored by SNES staff
6. **Grades 2/3 trip to Tarundl Creek** – sponsored by Ms. Watkins
7. **Cedar Gathering** – sponsored by Ms.Karrow

Leadership Initiatives

1. **Student Leadership** – Monday morning meetings MC; Halloween dance
2. **Special Dress-up Days** – PJ Day, Christmas Hat Day, Halloween Costume Day, Crazy Hair Day
3. **Pink Shirt Anti-Bullying Day** – activities planned by Mrs. Wahl and the grades 6/7 students
4. **Gardening Club** – daily gardening with various staff members: Ms.Ives, Mrs,Wahl, Ms.O'Gorman, Mrs.Engel, Mr.Burton, Ms.Jung, Ms.Watkins, Mr.Favreau, etc.

Arts & Cultural Education

1. **Cultural Performances** – Barefoot Caravan; Anne Glover Storyteller; Faustwork Mask Theatre; Luv2Groove;
2. **Clubs** – art club; skipping club; leadership club; greenhouse club etc.
3. **Haida Dance Group** – sponsored by Tyler Crosby
4. **Outdoor mural project** – artists: Billy Yovanovich, Fanny Aishaa and Abigail Fraser
5. **Music/Drama program** – teachers Mr.Reid and Ms.Benere
6. **Lunch-time choir** – sponsored by local musician Wendy Watts
7. **Talent Show and Arts Festival** – sponsored by Jacey Pollard and Mr.Reid
8. **Haida Regalia** – show cased at QCSS pole raising ceremony; designed by Wally Pelton and sewn by Joan Moody and Norina Gladstone; Gwaii Trust
9. **Colour Team Crests** – designed by Ken Hans (Yellow: Windy Islands "Taajuu Gwaay", Blue: North Chill "K'aaxuusda xwii", Red: "Xyuu Kaahl", Green: Westcoasters "Daawxusda". Installed in the gym on Aboriginal Day.

Other Activities

1. **Shake-Out Earthquake Drill** – October 16th, 2014
2. **School Science Fair at SNES** – March 3rd, 2015
3. **District Science Fair** – March 10th, 2015 hosted by ALM
8. **Alder Reading Club and Gala** – April 29th, 2015 hosted by Port Clements, Joanne Yovanovich and Angus Wilson (sponsored by Ms. Jung at SNES)
9. **PALS (Parents as Literacy Supports)** – sponsored by Alison Gear & Tawni Davidson
10. **Welcome to Kindergarten** – June 16th sponsored by Alison Gear & Tawni Davidson
11. **Roots of Empathy** – sponsored by Tawni Davidson in the K class (Ms. Karrow)
12. **Two Scholastic Book Fairs** – October and March 31; sponsored by Mrs. Engel and school administration
13. **Ready Set Learn (3 year olds)** – May 15th sponsored by Alison Gear & Tawni Davidso
14. **Science Alive Workshops** – May 21st
15. **District Track and Field Day** – June 9th sponsored by SNES
16. **Bike Rodeo** – June 17th hosted by RCMP
17. **Aboriginal Day** – June 19th at Sk'aadgaa Naay Elementary
18. **Eagle Camera** – no progress yet as we missed the window of time to put it in the tree.

New Initiatives /Activities planned for 2015 – 2016

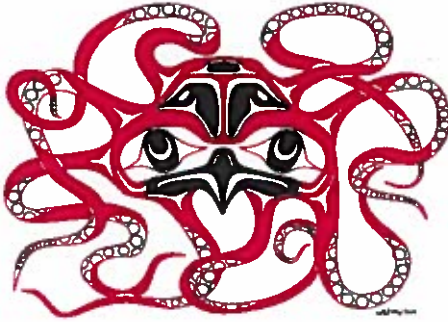
We expect that many activities and initiatives from 2014 – 2015 will be continued in 2015 – 2016. We may add new activities such as the following:

1. **Longhouse Covered Area** – on lower playground (funding required)
2. **Totem Pole** – at the entrance of the longhouse (funding required)
3. **New Sign at Entrance** of the building (funding required)
4. **Running club** (suggestion by Peter Lake)
5. Expand **games activities** over lunch hour – skipping club; cribbage; scrabble etc.
6. **TLC room** – community room to involve SHIP in the school
7. **Strong Start** move to Sk'aadgaa Naay from QC Child Centre.
8. **Haida Regalia** – add masks, rattles etc. to the Haida dance group's regalia

Conclusion

We will continue to modify and improve the school plan as data is gathered and stakeholders contribute to the setting of goals, performance targets and strategies for improvement.

A key to improved learning is to meet the needs of every student in the school through effective intervention, support and enrichment. In order to achieve our goal, we will support teachers with professional development opportunities, as well as professional learning and shared experiences. We will encourage parents to contribute to school planning, activities and projects that improve learning opportunities for students, as well as provide learning opportunities for parents through PAC sponsored workshops. We will continue important data collection to support assessment of student progress because this data is critical to monitoring success of our students. By tracking individual students and yearly cohorts, Sk'aadga Naay will be able to provide interventions when and where needed.



School Planning Council

Peter Lake
Parent (Queen Charlotte)

Signature

Date

Lynn Lee
Parent (Tlell)

Signature

Date

Carla Lutner
Parent (Miller Creek)

Signature

Date

Severn Cullis-Suzuki
Parent (Skidegate)

Signature

Date

Vicki Ives
Principal

Signature

Date

Angus Wilson
Superintendent

Signature

Date

Kim Goetzing
Board of Trustees Chair

Signature

Date



Checklist for Acceptance, Rejection or Modification of School Plans by the Board of Trustees (to be completed by the Superintendent or Designate prior to Board Meeting)

SCHOOL: Sk'aadgaa Naay Elementary____ DATE: June 3rd, 2015_____

Principal: Vicki Ives _____ Vice Principal: n/a_____

A) KEY EDUCATIONAL GROWTH

YES NO

- x The school has met, or is making acceptable progress in meeting the goals of education.

- x The school has met, or is making acceptable progress in student attainment of the prescribed curriculum.

- x The school has met, or is making acceptable progress in meeting the educational needs of all students.

- x The school is using, or is making acceptable use of the principles of learning to guide educational practice in the school.

- x The school has met, or is making acceptable progress in meeting expectations that the school is a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership.

- x The school has implemented, or is making acceptable progress toward district initiatives.
 Comments:
 Increasing Culturally Relevant Curriculum

B) SCHOOL PLANNING COUNCIL MANDATES

YES NO

- x Principal, one teacher, three parents or their alternatives have been actively involved.

- x The Aboriginal community has been consulted and actively involved in the review of evidence related to the aboriginal learners and the plans for intervention.

- x Data has been examined from a variety of data to make informed decisions

- x Data showing trends over time have been examined wherever possible.

- x Performance data for specific groups including aboriginal students has been examined and presented separately for specific academic success rate.

Comments:

C) CONSULTATION

YES NO

- x The School Planning Council has presented the school plan to staff.

- x The School Planning Council has presented the school plan to the Parent Advisory Council.

- x The School Planning Council has considered the input from staff and the Parent Advisory Council.

Comments:

D) EDUCATIONAL SERVICES AND PROGRAMS

YES NO

- x There are library services provided for the school.
- x There are special education services provided for the school.
- x There are counselling services provided for the school.
- x There is computer technician support provided for the school.
- x There is supervision provided in the school.
- x There is administrator time.

Comments:

E) SCHOOL GROWTH PLANS

YES NO

- x Principal, staff, parents and secondary students have been actively involved in the process of determining school growth plans.
- x A comprehensive action plan is in place for the achievement of the growth plans.
A rationale has been provided that clearly links the growth plans with an analysis of the data examined to determine success.
- x The school growth plan includes a manageable number of goals
- x The school growth plan clearly outlines how goals are to be achieved.
- x School plans focus directly on student achievement.
- x Performance standards specify measurable student achievement targets for meeting objectives.
- x A plan has been presented for annual monitoring of progress towards meeting the goals and making adjustments where appropriate.
- x The school demonstrates a satisfactory level of commitment and capacity for implementing the strategies of the school growth plan.

Comments:

Principal

Superintendent of Schools