



School District No. 50

Haida Gwaii

2025 – 26
Sk'aadgaa Naay Elementary
School Plan
to
Enhance Student Learning



Sk'aadgaa Naay
VOT 1S0

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ABOUT US

Sk'aadgaa Naay Elementary is in the village of HlGaagilda(Skidegate) on the traditional territory of the Haida Nation. Our K-7 school has a population of approximately 140, which serves the communities of Skidegate, Daajing Giids, Tlell, and Port Clements. We have a Strong Start program that runs 3 days a week and is the only seamless day kindergarten program in the school district. The school provides Xaayda Kil(Haida language) for every student 3 days a week.

An experienced staff supports our students. In addition to our regular teaching and support staff, we offer additional support through visits by a school counsellor and a Speech-Language Pathologist.

STUDENT DATA

- Student Learning Survey Data – Appendix A
- Foundational Skills Data – Appendix B
- District Fountas & Pinnell (Reading Assessment) Data – Appendix C

WORKING TOGETHER GOAL

2025-26 Goal: (i) Strengthen our school community by purposefully engaging and inviting parents/caregivers to share their skills/strengths with students. (ii) Update SNES Student Code of Conduct

RATIONALE:

- Continuing the previous year's goal remains an important focus as we work to strengthen and sustain the relationship between the school and the PAC. This ongoing effort helps foster trust, collaboration, and shared purpose.
- Updating the Student Code of Conduct is long overdue. A revised version should incorporate more localized language, particularly from Haida and Indigenous perspectives. A simplified and more focused document will support clearer understanding and stronger alignment with community values.

OBJECTIVES:

- **Increase Parent and Caregiver Engagement:**
Continue reaching out to parents and caregivers about opportunities to volunteer within the school community—such as supporting the food program, assisting with school events, or helping in classrooms.
- **Explore PAC Terminology through a Haida/Indigenous Lens:**
Begin reviewing PAC-related language and policies to ensure they reflect Haida and Indigenous perspectives in a meaningful and respectful way.
- **Revise the Student Code of Conduct:**
Revisit the Code of Conduct over the summer and into the fall. An educator at our school has already initiated work on this earlier in the year, and we plan to collaborate with her to continue the process. Before finalizing the document, input will be sought from staff, students, and the PAC to ensure it is inclusive, clear, and culturally grounded.

HOW WILL WE KNOW THIS IS HAPPENING?

- Caregivers will be more visibly involved in the school through volunteer roles, including support for classroom activities, events, and programs like the food initiative.
- The Student Code of Conduct will be collaboratively reviewed, revised, and finalized with input from staff, students, PAC, and Indigenous partners.
- The PAC will complete an official update of their policy manual during the school year, incorporating feedback and culturally responsive language.

Our 'Working Together' Journey Since 2023

Over the past two years, we've focused on building stronger partnerships between our school and families—work that continues to guide our path forward.

2023-24: Laying the Groundwork

- We began by deepening our connection with the PAC and encouraging more parent and caregiver involvement. This included volunteer opportunities through the food program, classroom support, and school events—all aimed at creating a more welcoming, collaborative school community.

2024-25: Building with Purpose

- Parent and Caregiver Engagement grew through expanded volunteer roles.
- We began revising the School Handbook—a long-overdue update to ensure it's clear, easy to understand, and aligned with Haida and Indigenous values. Released in November 2024.
- We also started reviewing PAC language and policies through a more culturally responsive lens.



STUDENT WELL BEING GOAL

2025-26 Goal: Amplify student voice – through the creation of student council and a Cultural Committee

RATIONALE:

- Fostering student voice in the elementary years helps young learners feel seen, heard, and valued—building confidence, belonging, and a sense of shared responsibility in their school community.
- Creating a student Cultural Committee ensures that Indigenous values, language, and traditions are meaningfully represented and celebrated by students themselves—deepening cultural understanding, pride, and reconciliation through student-led leadership.
- Empowering students early lays the foundation for leadership skills, efficacy, and agency.

OBJECTIVES:

- Initiate the development of a student leadership group (Grades 4–7) to elevate student voice and foster school-wide engagement.
- Introduce and explore the creation of a Student Cultural Committee to support and celebrate Haida culture and student-led cultural programming.

STRATEGIES:

- Engage staff in conversations about launching a student leadership group, exploring structure, roles, and selection processes (e.g., elections, volunteers, rotating leadership).
- Define the purpose, responsibilities, and scope of the student leadership group in alignment with school values and priorities.
- Consult with Haida knowledge keepers and cultural staff to co-develop the vision and role of a Student Cultural Committee rooted in Indigenous perspectives.
- Create space and support for student input in shaping both leadership groups, ensuring the process reflects student interests, voice, and community relevance.

HOW WILL WE KNOW THIS IS HAPPENING?

- A Student Council and Cultural Committee are actively meeting and contributing to school life.
- Students report feeling increased engagement and belonging.
- Student-led initiatives and feedback shape school activities, routines, and cultural events.
- Haida programming is strengthened by student participation, leadership, and pride in cultural learning.

Our ‘Supporting Learning, Culture and Belonging’ Journey Since 2023

Over the past two years, we’ve focused on making our school a place where all students feel supported to learn, grow, and belong—both academically and culturally.

GOAL A: Supporting Student Learning Through Data

We began a school-wide process of reviewing student learning data (reading, writing, and assessment results) to help guide our next steps as a staff. Teachers worked in small groups to explore trends and offer ideas for how we can support learners more effectively.

What We’ve Done:

- Shared reading programs between classrooms (Grades 3–5).
- Increased in-class reading support from the Learning Resource Teacher (LRT), especially in primary grades.
- Strengthened early literacy through small group instruction.

What’s Next:

- Staff will continue reviewing student data each spring and fall to help shape teaching strategies and interventions that work best for our learners.

GOAL B: Building Belonging Through Clubs, Culture & Connection

As our staff team evolved, so did our ability to offer more opportunities outside the classroom. This included new clubs, special events, and a stronger focus on Haida language and cultural practices.

What We’ve Done:

- Launched art, drama, and tap clubs throughout the year.
- Organized regular “play days” and student-led activities.
- Hosted a 5-game basketball series with Daaxiigan Sk’adāa Née —a huge hit with students and families!
- Increased confidence in Haida drumming, singing, and dancing—especially among Grade 5 and 6 leaders.
- Taught school and seasonal songs, including a special salmon release ceremony with songs and teachings.

What’s Next:

- We’ll continue to grow the number and variety of clubs and events, while weaving Haida language and cultural knowledge throughout the school year.



EMBRACE UNIQUE CULTURE AND TERRITORY

2025-26 Goal: (i) Support the Sk'aadgaay Naay school community to embrace Indigenous perspectives and ways of knowing by providing learning opportunities that are uniquely Haida/Indigenous through the use of protocols, values, music, and language. (ii) Normalize the use of Xaayda Kil throughout the school.

RATIONALE:

- Continuing to grow our Haida and Indigenous programming is essential to reflecting the identity of our school community and creating meaningful learning rooted in local culture, values, and place.
- Haida language development should be experienced throughout the school day—through songs, routines, classroom learning, and cultural practices—so that it lives as a part of daily school life.

OBJECTIVES / STRATEGIES:

- Integrate the use of the drum in classroom and school-wide experiences to teach songs, dances, and Haida protocols.
- Revise the Student Code of Conduct to reflect the Haida Ways of Being, Xaayda Kil, and local protocols—engaging staff, PAC, and students in the review process.
- Encourage and support teachers in embedding Haida/Indigenous pedagogy and culturally responsive practices across the curriculum.
- Collaborate with the Xaayda Kil teacher to expand daily language use across classrooms, transitions, routines, and school-wide gatherings.
- Create opportunities for students to lead and participate in Haida language and cultural learning, reinforcing language normalization through lived experience.

HOW WILL WE KNOW THIS IS HAPPENING?

- Drumming, singing, and Haida language will be heard regularly throughout the school, woven into classroom routines and school-wide gatherings.
- A revised Student Code of Conduct—reflecting Haida Ways of Being and Xaayda Kil—will be collaboratively developed and shared with staff, students, and PAC.
- Teachers will document and share their efforts to integrate Haida and Indigenous content into classroom learning during staff meetings or professional learning sessions.
- Classroom visits will reflect increased use of Indigenous pedagogy and visible evidence of Haida cultural practices and values.
- Students and staff will use Xaayda Kil more frequently and confidently, demonstrating that the language is becoming a living part of school culture.

Our 'Embracing Haida Culture and Territory at SNES' Since 2023

At Sk'aadga Naay Elementary, we are proud to be a school rooted in Haida Gwaii. Over the past two years, we have deepened our commitment to honouring Haida culture, language, and ways of knowing—work that continues to grow across classrooms, songs, celebrations, and everyday school life.

WHAT WE'VE FOCUSED ON:

- **Building Cultural Understanding**
We've worked with students and staff to normalize Indigenous lens like Gud Gaa is (talking circles), and we've made territorial acknowledgements a regular and meaningful part of school gatherings.
- **Integrating Haida Language and Arts**
Singing, drumming, dancing, and Haida language have become a weekly part of school life. Many students have been learning the school song, womens'(feminine energy), Mens(masculine energy, Eagle Songs(north and south), Raven songs(north and south), and Salmon Song.
- **Highlighting Haida Ways of Being**
Teachers have included some Haida values and perspectives in classroom activities, art, and storytelling. Guest artists and cultural role models have helped bring lessons to life.
- **Planning a Community Feast**
A student-centered 25th anniversary feast plan is underway—with students preparing decorations, gifts, food, and performances. Though postponed to fall 2025, the excitement and learning are already well underway.

WHAT'S NEXT

- **More Language, More Presence**
Haida language will be used more widely across the school day—in classroom routines, songs, signage, and conversations. Staff are also collaborating with the district to strengthen language teaching.
- **Bringing in Cultural Leaders**
We'll continue working with Haida role models, artists, and Elders to mentor students and guide our cultural learning.
- **Honouring the Land and Each Other**
Students will keep learning what it means to live in respectful relationship with the land and community—through stories, actions, and shared celebrations.

WHY THIS MATTERS

We believe that Haida culture, values, and language are not just for some—they are for everyone in our school to learn from and celebrate. This work is part of our ongoing journey to ensure every child feels a sense of belonging, identity, and pride in who they are and where they live.



Culture &.....

... Language



Appendix A – Fountas & Pinnell (F&P) Reading Data

In the fall of 2023, we started to use the F&P Reading Assessment with our grade 2 students. During the 2024-25 school year, the F&P Reading Assessment was expanded to grades 2 – 4. Here is the data for our students with a comparison to wider school district data:

Grade 2 Fountas & Pinnell Reading Assessment

	Emerging	Developing	Proficient	Extending	DNW
SNES Fall '23	45%	5%	32%	18%	0%
SNES Fall '24	53 %	6%	18%	24%	0%
SNES Spring '24	10 %	43%	38%	10%	0%
SNES Spring '25	47%	13%		40%	
SD50 Fall '23	42%	12%	27%	15%	3%
SD50 Fall '24	48%	18%	18%	18%	
SD50 Spring '24	10%	47%	30%	13%	
SD50 Spring '25	55%	6%	3%	36%	

Grade 3 Fountas & Pinnell Reading Assessment

	Emerging	Developing	Proficient	Extending	DNW
SNES Fall '24	32%	26%	5%	37%	
SNES Spring '25	47%	5%	16%	32%	
SD50 Fall '24	36%	17%	8%	33%	6%
SD50 Spring '25	39%	6%	16%	39%	

Grade 4 Fountas & Pinnell Reading Assessment

	Emerging	Developing	Proficient	Extending	DNW
SNES Fall '24	41%			47%	12%
SNES Spring '25	44%	19%	19%	13%	6%
SD50 Fall '24	49%	3%	5%	38%	5%
SD50 Spring '25	52%	12%	9%	24%	3%

Appendix B – Student Learning Survey (SLS) Data

We have selected a few questions to track from the SLS survey:

How many adults do you think care about you at school?

Results show students reporting “2 adults” or more. – Q26A

	Grade 4	Grade 7
2019 - 2020	77%	47%
2020 - 2021	81%	60%
2021 - 2022	74%	42%
2022 - 2023	46%	78%
2023 - 2024	47%	64%

I am happy at my school? (Gr. 4 – Most of the Time/ All of the Time). I would like to go to a different school. (Never/ Almost never - Gr 7) – NQ10

	Grade 4	Grade 7
2019 - 2020	67%	87%
2020 - 2021	78%	73%
2021 - 2022	72%	46%
2022 - 2023	82%	67%
2023 - 2024	74%	63%

Do you like school? – Q3

	Grade 4	Grade 7
2021 - 2022	74%	62%
2022 - 2023	73%	61%
2023 - 2024	58%	59%

When you make a choice, do you think about how it might affect others? S10

	Grade 4	Grade 7
2017 - 2018	50%	77%
2020 - 2021	61%	53%
2021 - 2022	47%	75%
2022 - 2023	36%	72%
2023 - 2024	58%	%

Are you learning to solve problems in peaceful ways? S27

	Grade 4	Grade 7
2017 - 2018	60%	93%
2020 - 2021	65%	43%
2021 - 2022	44%	58%
2022 - 2023	73%	50%
2023 - 2024	42%	55%

Is school a place where you feel like you belong? S81

	Grade 4	Grade 7
2021 - 2022	68%	62%
2022 - 2023	82%	71%
2023 - 2024	53%	64%

Appendix C – Foundational Skills Assessment

Grade 4 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2024/25	89%	Awaiting Data	Awaiting Data	Awaiting Data
2023/24	91%	79%	21%	0.0%
2022/23	58%	71%	14%	14%
2021/22	68%	62%	31%	8%
2020/21	78%	50%	36%	14%
2019/20	95%	60%	35%	5%

Grade 4 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2024/25	83%	Awaiting Data	Awaiting Data	Awaiting Data
2023/24	100%	91%	5%	5%
2022/23	58%	68%	33%	0.0%
2021/22	68%	85%	15%	0.0%
2020/21	72%	62%	31%	8%
2019/20	95%	65%	35%	0.0%

Grade 4 FSA Writing Data¹

	Participation Rate	Emerging %	On Track %	Extending %
2023/24				
2022/23				
2021/22				
2020/21	89%	31%	63%	6%
2019/20	91%	32 %	68%	0.0%
2018/19	73%	0.0%	91%	9%
2017/18	88%	47%	53%	0.0%

¹ Writing removed from the FSA in 2021-22

Grade 7 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2024/25	96%	Awaiting Data	Awaiting Data	Awaiting Data
2023/24	96%	52%	48%	0.0%
2022/23	87%	40%	50 %	10%
2021/22	92%	25%	67%	8%
2020/21	63%	30%	70%	0.0%
2019/20	100%	43%	57%	0.0%

Grade 7 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2024/25	96%	Awaiting Data	Awaiting Data	Awaiting Data
2023/24	86%	74%	26%	0.0%
2022/23	87%	65%	30%	5%
2021/22	92%	50%	42%	8%
2020/21	56%	33%	67%	0.0%
2019/20	100%	64%	29%	7%

Grade 7 FSA Writing Data²

	Participation Rate	Emerging %	On Track %	Extending %
2023/24				
2022/23				
2021/22				
2020/21	44%	0.0%	86%	14%
2019/20	100%	7%	86%	7%
2018/19	85%	6%	59%	35%
2017/18	100%	6%	69%	25%

² Writing removed from the FSA in 2021-22

Our Journey continues....

