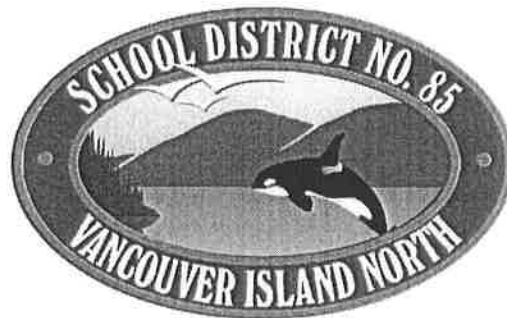




“Bringing Learning to Life”

# Eke Me-Xi Learning Centre

## SCHOOL PLAN 2020-2021



Principal: *Leah Hubbard*  
Submitted: *June 15, 2020*



## Introduction – School Context

### School Mission Statement

Our mission is to create a personalized educational experience for each student in a safe, supportive and caring environment where the holistic needs of each learner are valued and considered. We strive to offer a variety of programs and services that reflect and connect to Indigenous culture, traditions and values, based on respect and understanding of each person's uniqueness and potential.

The Goals of the Aboriginal Enhancement Agreement are also considered central to our vision at Eke Me-Xi Learning Centre.

- All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.
- All partners will work towards increasing the level of academic success for each Aboriginal student
- All students will experience Aboriginal content in all subject areas and at all grade levels.
- All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.
- All partners are committed to providing Aboriginal students with a high level of support and resources that encourage language Revitalization.

We are preparing students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

### School Context

Eke Me-Xi Learning Centre is located in Tsalquate (drying place), on Kwakiutl territory. Serving the Port Hardy region and Tri-Band communities of Quatsino, Kwakiutl, and Gwa'sala-'Nakwaxda'xw Nations. Eke Me-Xi is operated by the School District in partnership with the First Nations Education Council and the Gwa-sala-'Nakwaxda'xw Nation who have hosted the program in their community since 1997.

Eke Me-Xi provides a variety of programs and services towards completion of the secondary graduation program for all students achieving a Dogwood Diploma, Adult Dogwood Diploma or Evergreen Certificate (School Leaving Certificate). We offer a full range of courses available for grades 8 – 12 for learners of all ages. At Eke Me-Xi, students, staff and partners work towards educational goals specialized to meet the learning needs of each learner.

Enrolment for the 2020-2021 school year is projected to be 55 students. In the 2015-16 school year, a Band Council Resolution was passed and additional land was allocated for expansion of Eke Me-Xi Learning Centre. The school district purchased and installed an additional building next to the current building. This additional 1000 square feet is the new

home to the senior students and it has a small kitchen sink, janitorial cupboard, and an accessible washroom facility with a shower. Technology in our learning environments consists of smart boards and laptops; our entire school is on the NGN Service. The main building includes two classroom spaces equipped with a smart board, a kitchen, office space, and a small computer lab. A central component of the program also includes a variety of community based learning activities including fieldtrips, special projects, catering and fundraising opportunities. We try to encompass the outdoor learning space in our territories as much as possible. Our old people always reinforce that our values and history do not come from a text book but from our land.

Educational programs are provided by .93 FTE and two fulltime FTE classroom teachers and an administrator (1.0 FTE with .31 Admin. Release). The 2020-2021 school year, maintains the continuance of a .20 Kwak'wala Culture and Language; this enables Eke Me-Xi to offer Kwak'wala language courses at all grades and bodes well with the centre's cross-curricular focus and desire to integrate Aboriginal content in all subject areas. Our school is privileged to have a Kwakwaka'wakw administrator, one FTE teacher and our First Nations Support Worker.

In Student Services we have LART time of (.14), Resource Teacher (.40) and ELL . Two Special Education Assistants (28 hours weekly) support school aged students who have learning designations (33%). In addition, a First Nations Support Worker serves and supports the learning needs for all learners (30 hours per week). The Centre also has a Youth Care Worker I (28 hours weekly) that liaises with outside agencies and partners to assist and meet the needs of the students. The staff team works to plan for the learning agenda and ensure that we meet the needs for all students.

The program is also supported by outreach staff on a needs basis by Gwa'sala-Nakwaxda'xw Band and Community Health Services, Discovery Youth Services, Ministry of Children and Families, Building Blocks, Sacred Wolf Friendship Centre, North Island College, Port Hardy Secondary School, and many other partners through guest presenters, transition networking, and special events.

#### Summary of Student Body Assets

##### **Social Responsibility**

Social responsibility is an ongoing strength for our students at Eke Me-Xi Learning Centre. The adult learning environment and high expectations held by all to observe school rules make the program a welcome place for students and guests. Eke Me-Xi students demonstrate their collective teamwork and work ethic through formal catering opportunities providing service to hundreds of people. Catering projects for the local Teacher's Association, SD #85 First Nations Programs, Vancouver Island Health Authority, First Nations Health Authority, and Sacred Wolf have created training and employability skills for all students. These catering and fundraising opportunities supplement our Food Studies

program and enable us to continue providing two school lunches per week to all students. We have worked with Gwa'sala-'Nakwaxda'xw Nations two years in row to help organize their Christmas community dinner. Our students shine in working within their community.

Summary of Student Body Needs

**Writing**

Student achievement in writing and written output has been a continual focus of learning at Eke Me-Xi. Staff identified writing as a primary focus for students in the 2013/14 and 2014/15 school years and as the school's inquiry project focus. The implementation of School Wide Writes, using the BC Performance Standards, for all students provide important data and enable staff to target instructional focus on specific writing elements. These assessment practices will be applied in the area of student writing as well as other curricular areas. The writing focus at Eke Me-Xi continues to include the oral tradition—listening and speaking-- as a means of scaffolding foundational literacies (reading and writing) for all learners.

**Reading**

Reading is a continued focus for students at Eke Me-Xi. Our Learning Centre provides English Language Learning support to all learners; the program is cross-curricular and seamless in nature. An English Language Literacy teacher position of .23 FTE services learners in reading support as 45% of the student body are identified as reading at least two or more grade levels below. The entire teaching staff provided learning supports during our outdoor learning curriculum. The English First Peoples curriculum allows students opportunities to engage with a wide variety of Aboriginal Literature. .

Section 1 – Student Achievement Profile

Benchmarks:				
DMA:				
School-Wide Writes:				
<i>Fall 2019 (28 wrote)</i>	32%	43%	25%	
<i>Spring 2020 (0 wrote)</i>				
DART:				

Grade Level Reading Profile (District Provided):

FSA:

School Selected Additional:

## Section 2 – Professional Inquiry

**School:** Eke Me-Xi Learning Centre

*“In what ways will deliberate and planned activities in the classroom, on the land, and in community shape students’ sense of identity and influence their metacognition of transferable skills and strengths?”*

1. **Scanning:** What’s going on for your learners? How do you know?

- *What student achievement evidence are you looking at?*
- *What is your baseline data?*

The focus in the previous years was learning on the land with planned activities in the classroom, on the land and in the community that would influence students’ metacognition of their transferable skills and strengths. Our focus on land literacy not only connected students with traditional land based activities, it has also provided a foundation for students to develop a connection to core competencies that will be used in transitions for success beyond school. Bringing together students, teachers, Elders and community, these learning experiences have helped build a foundation for learners to develop transferrable skills for success in all contexts. We will build on reflection activities of our students, to prepare them for completing their capstone project for graduation. These activities are designed to engage our learners with the goal of improving our attendance and graduation rates from the previous year.

2. **Focusing:** Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

Based on the student interview responses and our previous year’s work we have identified the following areas of focus:

1. We are a safe and caring school and many students comment on the sense of belonging they feel while attending Eke Me-Xi. We have many alumni who stop by to visit and tell us that they miss being at our school. Next year, we will build on this context by encouraging our learners to follow the traditional value of Maya’xala (respect).
2. Teacher Collaboration and Cross-Curricular Planning has happened to plan and create additional learning opportunities on the land – This has had mixed results. We have found that some students look forward and attend every outing where as other student’s will purposely miss the activity.
3. We have found how some students have grown in their participation in Wednesday’s activities and are able to make connections in their learning. They are able to see the big picture and understand the importance of land based learning and are able to make it applicable to learning in the classroom. Whereas, other students are not interested in participating in any activities

outside the classroom and cannot make connections based on land literacy. They are not able to make the deep connections to the content or place based knowledge.

4. We piloted several Student Learning Plans (SLPs) this year. We found that completing the SLP with the Child and Youth Care Worker or Principal elicited important information to jumpstart the student's relationship with the school. We have narrowed our templates to one SLP format that we will be implementing next year.

**3. Developing a Hunch:** What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

High participation by some students in field trips and during traditional food harvesting activities are seen as positive indicators that this is the direction to move towards. Attendance and engagement in activities are more consistent during field trips and community learning experiences. We are going to build on our land activities by adding in weekly opportunities for students to reflect on their learning. Students will build a portfolio during the year that they can use to guide them in reporting on their core competencies and eventually their capstone graduation project.

4. **Professional Learning:** What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

Staff are developing skills in the following areas:

1. How to differentiate instruction to engage students in multi-level classrooms. (Mini-workshops)
  2. A deeper knowledge of reflection and its impact on learning. Teachers will introduce the skill through direct instruction, develop the skill by practicing skill application during the teaching of other things (with coaching), provide opportunities for fluent use of the skill (without coaching or minimal support) and extended applications of the skills.
  3. Co-curricular planning for activities on the land that explicitly link to curriculum outcomes.
  4. Preparing and including Elders in learning activities, both on the land and in the classroom, that integrate traditional ecological knowledge.
- 5. Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of **Response To Intervention**)
- What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
- At the beginning of the year we will have an overview of the core activities to present to students. They will be able to commit to the seasonal activities they will be able to engage in. Students will not be expected to participate in all activities. But to rather participate on activities based on their interests and strengths.
  - Students will be presented with the expectations required for their participation in their chosen activities.
  - Seasonal learning activities on the land will be linked to classroom activities where tier one support occurs in-class and tier two support in small groups and tier 3 support with 1:1 support.

- Teachers will continue to look for opportunities for learning to occur on the land. This may include but is not limited to; trips to the homeland, student film projects, Elder participation in and out of the classroom, and increasing the use of Kwak’wala language phrases by staff.
  - Teachers will guide students in linking reflection portfolio and reporting on their core competencies.
6. **Checking:** Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?
- *When will you check in and how often?*
  - *How can you do it in a way that allow for immediate adjustment?*
- Student attendance records indicate less absences.
  - Involving Elders in learning activities builds community.
  - Student reflections document student growth and success.
  - Students complete core competency assessment based on their reflection portfolio.
  - Students complete self-assessment portion of their SLP and see connection to graduation.
  - Students have completed the seasonal tasks they have committed to.
7. **Itemize Your Budget Request:**
- \$1,100                    Land/water-based activities (bussing costs, KEDC crew boat)
  - \$500                     Honoraria for Elders (to be grandparents in classes once per day)
  - \$200                     Inquiry Planning Sessions for Staff (September and May)



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Section 3 – Focus on Learning

Summary of Priorities based on selected data						
1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Strengthen reading comprehension skills	All	RTI Model Tier 1 - In-class support Tier 2 – small group reading interventions Tier 3 – 1:1 writing support	Professional Development with Safe and Civil Schools In-service for support staff	Fluency and reading comprehension assessments Jerry Johns reading assessment – ELL students	Teachers, LART, Admin, CYC Worker, FN Support Worker, Education Assistants	ELL Edge resources English First Peoples Curriculum, FNEC
Strengthen writing skills	All	RTI Model Tier 1 - In-class support Tier 2 – small group writing interventions Tier 3 – 1:1 writing support	Professional reading for EAs and teachers in the area of writing support. Staff in-service writing techniques and strategies for writing	School Wide Write in the spring. Performance standards used to assess writing levels	Teachers, LART, Admin, CYC Worker, FN Support Worker, Education Assistants	English First Peoples Curriculum, FNEC IPad Applications Graphic Organizers
Ensure students have the mathematical skills to successfully complete their senior math coursework	All	Implement Jump math program for grade 8's Project-based learning	Professional reading for EAs and teachers in the area of numeracy support.  To continue to deepen our understanding of the new curriculum and how to incorporate the curricular competencies into our daily math lessons	Formative and diagnostic assessment used to support students successfully completing summative assessments	Teachers, LART, Admin, CYC Worker, FN Support Worker, Education Assistants	Mathletics used in all grade levels Khan Academy an online Math Program
Ensure students have cultural knowledge to build mastery in identity in order to build self confidence	All	Provide a variety of in school activities to model interact in cultural practices.	Bring in knowledge keepers to share and interact in with students and staff	Incorporate cultural activities into each students SLP and monitor mastery of one chosen skill	Teachers, LART, Admin, CYC Worker, FN Support Worker, Education Assistants	Circle of Courage by Dr. Martin Brokenleg

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Additional School Goals (Optional)

Goal #1

- Increase use of Kwak'wala phrases and prompts in the school environment.

Goal #2

- Increase of Kwakwaka'wakw worldview and values woven into curriculum.

School Name:   Eke Me-Xi Learning Centre  

School Year:   2020-2021  

Date of Plan:   June 15<sup>th</sup> 2020  

Signature of Principal: \_\_\_\_\_

Ratified by School

Staff: \_\_\_\_\_

Master Schedule	Monday		Tuesday		Wednesday		Thursday		Friday	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1	1(M-W)		1(M-W)		1(M-W)		1(Th) 2(W) 3(M) 4(Tu)		1(F) 3(Tu,Th)	
2	2(M-Tu,Th)		2(M-Tu,Th)		1(Th) 2(W) 3(M) 4(Tu)		2(M-Tu,Th)		2(F) 3(W) 4(M,Th)	
3	1(Th) 2(W) 3(M) 4(Tu)		1(F) 3(Tu,Th)		2(F) 3(W) 4(M,Th)		1(F) 3(Tu,Th)		3(F) 4(W) 5(Th)	
4	2(F) 3(W) 4(M,Th)		1(Th) 2(W) 3(M) 4(Tu)		3(F) 4(W) 5(Th)		2(F) 3(W) 4(M,Th)		4(F) 5(M-W)	
5	4(F) 5(M-W)		4(F) 5(M-W)		4(F) 5(M-W)		3(F) 4(W) 5(Th)			

Teniel	Monday		Tuesday		Wednesday		Thursday		Friday	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1	Kwak 8-10		Kwak 8-10		Kwak 8-10		Math 8-10		LART	LART
2	LART	LART	LART	LART	Math 8-10		LART	LART	LART	LART
3	Math 8-10		LART	LART	LART	LART	LART	LART	PREP	PREP
4	LART	LART	Math 8-10		PREP	PE 8-10	LART	LART	PE 8-10	PE 8-10
5	PE 8-10		PE 8-10		PE 8-10		PREP	PREP		

Jen	Monday		Tuesday		Wednesday		Thursday		Friday	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1	PREP		PREP		PREP		FOM 10-11		Sc 8-10	Sc 11-12
2	CLE/CLC		CLE/CLC		FOM 10-11		CLE/CLC		English 8-10	
3	FOM 10-11		Sc 8-10	Sc 11-12	English 8-10		Sc 8-10	Sc 11-12	Socials 8-10	
4	English 8-10		FOM 10-11		Socials 8-10		English 8-10		Art 11-12	
5	Art 11-12		Art 11-12		Art 11-12		Socials 8-10			

Leah	Monday		Tuesday		Wednesday		Thursday		Friday	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1	Kwak 11-12		Kwak 11-12		Kwak 11-12		AWM 10-11		Sc 11-12	Sc 8-10
2	Food 11-12	Food 8-10	Food 11-12	Food 8-10	AWM 10-11		Food 11-12	Food 8-10	English 11-12	
3	AWM 10-11		Sc 11-12	Sc 8-10	English 11-12		Sc 11-12	Sc 8-10	FNS 12 / SU 11	
4	English 11-12		AWM 10-11		FNS 12 / SU 11		English 11-12		Admin	
5	Admin		Admin		Admin		FNS 12 / SU 11			



## Courses Include

### Grade 8

Arts Education  
Career Education  
English  
Food Studies  
Kwak'wala  
Mathematics  
PE  
Science  
Social Studies  
XLDC/XSIEP

### Grade 9

Arts Education  
Career Education  
English  
Food Studies  
Kwak'wala  
Mathematics  
PE  
Science  
Social Studies  
XLDC/XSIEP

### Grade 10

Art Studio  
BA Parks & Recreation  
Career Life Education  
EFP New Media  
EFP Literary Studies  
Food Studies  
Foundations of Math &  
Pre Calc  
Kwak'wala  
Media Arts  
PE  
Social Studies  
Workplace Math  
XLDC/XSIEP

**Grade 11**

**Active Living  
Art Studio  
BA Area & Ethnic Studies  
EFP Literary Studies & Writing  
Food Studies  
Foundation of Math  
Interpersonal & Family Relations  
Intro to Kwak'wala  
Kwak'wala  
Media Art  
Science for Citizens  
Workplace Math  
XLDC/XSIEP**

**Grade 12**

**Active Living  
Art Studio  
Career Life Connection  
Child Development & Care Giving  
Contemporary Indigenous Studies  
English First Peoples  
Environment Science  
Food Studies  
Kwak'wala  
Media Art  
Specialized Studies in Foods  
Social Justice  
Work Experience  
XLDC/XSIEP**