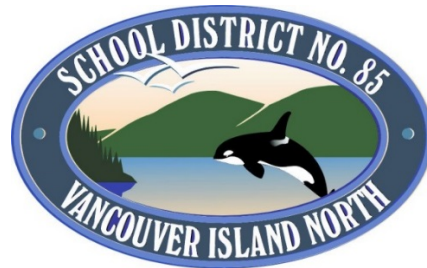




“Bringing Learning to Life”

Eke Me-Xi Learning Center

SCHOOL PLAN 2023-2024



Submitted: July 7, 2023
Principal: Leah Hubbard

Introduction – School Context

The School Context section describes the contextual elements that have a major impact on school decision-making, including the assets and challenges that affect the school’s response to improving student achievement.

School Mission Statement

Our mission is to create 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 Tsulquate (drying place), on Kwakiutl territory. Serving the Gwa’dzi (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. Our population ranges from 45-60 learners with approximately 90-95% of our population identifying as Indigenous.

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

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shower. Last school year the school district completed a deck on the ocean side of the new senior building. This has allowed for additional learning space and a recreational area for students and staff. Band Council Resolution was passed in June 2021 and the School District has agreed to install another building. The goal is to have the third building operational by fall of 2024. The third Eke Me-Xi building will serve for the grade 8/9 classroom and trades room.

Technology in our learning environments consists of smart boards and laptops; and chrome books. The main building includes two classroom spaces equipped with two projectors, a kitchen, office space, and a small resource room. 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 Elders always reinforce that our values and history do not come from a text book but from our land.

Size is an ever growing concern within our learning center. Our school works on providing place based learning in our nations' traditional territories every week. When the tide is out our school is graced with a large outdoor tidal flat to explore and when the tide is in our outdoor space is limited in size. Currently the School District is working to alleviate the lack of space we experience by adding a new portable, as mentioned above.

Summary of Student Body Assets

Eke Me-Xi students bring a variety of skills in both the educational realm and cultural awareness. Our staff strive to meet students where they are in their learning and work as a team to engage learners and help them navigate in their learning journey. Staff identified students as being inclusive, patient and an increase in vulnerability to learning. Classroom teachers work closely with our Learning Assistance Resource Teacher/English Language Learning teacher in order to meet the needs of all learners. Tiered instruction occurs when all students receive high-quality instruction differentiated to meet their needs. Periodically, students are screened to identify learners who need intensified support based on their rate of progress and level of performance. Our staff also work with SD85 and community partners to meet student needs.

All students at Eke Me-Xi are immersed in Kwakwaka'wakw language, culture, and traditions. Students and staff are provided many opportunities to learn from each other and together in order to practice and engage in traditional ways of knowing. Academic learning focusing on Metis, Inuit and all Indigenous history and culture happens within course content as well.

Mental Health Grant funding from the Province of British Columbia through the Ministry of Education enabled Eke Me-Xi learners to explore place based learning every week. Throughout the school year we were able to explore Kwakiutl, Quatsino, Namgis, Ehattesaht Chinehkint, Tsartlip, Pauquachin, Tseycum and Tsawout, Wei Wai Kum, Snuneymuxw, Esquimalt, Songhess, and Musgmagw Dzawada'enuwx. Territories. Students identified feeling happy being able to engage in learning outdoors at least once a week. It also allowed staff and students to engage in more meaningful relationship building.

Summary of Student Body Needs

Students struggle with successful grade transition, completing secondary school on a five to six year grad plan and retention.

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School approach to Indigenous Education and Reconciliation

Each Indigenous learner will have access to multiple pathways for emotional support and wellbeing inclusive of Indigenous wellness perspective.

Evidence: Students will be provided opportunities and participate in support services within the school and with outside agencies

Section 1 – Student Achievement Profile

DMA:

Completion of Math

Grade	# of Students	# of students who completed
8	MSK	MSK
9	16	MSK
Workplace 10	MSK	MSK
Workplace 11	MSK	MSK
Workplace 12	MSK	MSK
Foundations of Math 10	MSK	MSK
Foundations of Math 11	MSK	MSK

School-Wide Write:

	NYWE	ME	FME	EE
Fall 2022 (36 wrote)	33%	42%	25%	
Spring 2023 (27 wrote)	26%	37%	33%	MSK

DART:

Grade Level Reading data: Based on Jerry Johns

Grade Level	# of students in Grade	# of students 2 grades behind
8	MSK	MSK
9	15	MSK
10	14	MSK
11	MSK	MSK
12	MSK	MSK

FSA:

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School Selected Additional data: *(examples: student learning survey data, FN survey data, EDI data, attendance, or absence rates...)*

Grade Transitions

Grade	# of student	# of students who successfully completed all academics	# of students who successfully completed 50% or more of courses
8	MSK	MSK	MSK
9	15	MSK	MSK
10	14	MSK	MSK
11	MSK	MSK	MSK
12	14	MSK	MSK

Movement Between Secondary Schools

Students leaving EMX to school in district after Sept. 30	Students coming to EMX from in district after Sept. 30
MSK	MSK

Graduation

	Projections	Completed 2023
Regular Dogwood	MSK	MSK
Adult Dogwood	MSK	MSK
School Completion	MSK	MSK
Non -Indigenous Grad	MSK	MSK
Total	14	MSK

Section 2 – School Goals

Briefly describe the school’s 3 goals for the year based on the broader areas identified in the Ministry’s [Policy for Student Success: The Educated Citizen](#).

Goal 1 - Intellectual Development

Goal:

To build interdisciplinary inquiry project based learning into the entire school in order to promote engagement in learning. Students will be tasked with weekly reflections where they will develop an inquiry in the first quarter of the school year.

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Rationale: (the why to support this as a school goal)

The inquiry will provide opportunities for students to develop their abilities to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge. The inquiry approach will also require staff and students to work collaboratively to monitor mastery of learning objectives and competencies. The intention is to improve retention rate of students, allow students multiple points of access, support them in grade transition and ultimately in graduation.

Action Plan: (specific actions, structures or resources that are needed or that you plan to do to work on this goal)

Staff will plan collaboratively over the course of the school year using our PBL activities both in out of the classroom for development of inquiry projects. Inquiry projects may be included across multiple grade books and will require teacher to work together in assessment. Teachers will need to build a rubric that spans over the possible courses. Guest will be brought in to help mentor and advise students in their inquiries.

Evidence/Data: (how will you measure progress toward this goal)

The data collected will be percent rate of grade transition, retention rate and graduation rate.

Goal 2 - Human and Social Development

Goal:

To strengthen intergenerational relationships between students, staff, community members and elders.

Rationale: (the why to support this goal)

To create a sense of belongings and connect learning in a more meaningful way to student's lives. Taking into account the First People's Principles of Learning that learning involves generational roles and responsibilities. Learning involves generational roles and responsibilities.

Action Plan: (specific actions, structures or resources needed)

Staff will plan with the Elder's Coordinator at Gwa'sala-'Nakwaxda'xw to facilitate regular interactions with the elders in community. Eke Me-Xi will host elder's lunch four times throughout the year as part of our foods class. Develop over time a self-assessment tied to competencies for students to complete after interactions.

Evidence/Data: (how will you measure success)

Participation rate will be tracked as well as student's self-assessment.

Goal 3 - Career Development

Goal: All students will transition successfully from secondary school with the core competencies to achieve their life and career goals. Students will learn to track and monitor their own learning and goal setting strategies in order to obtain these goals.
Rationale: (the why, include evidence analyzed to support this goal) Transition rates between grades and post-graduation show room for improvements.
Action Plan: (specific actions, structures or resources needed) Staff to implement time daily for student's to develop and reflect on goals both short term and long. Students check in daily to track their learning and goal attainment. Students will be supported in how to create goals, action plans, and track goal attainment. As well emphasis will be on how to adapt goals and action plans when needed. Daily tracking forms will be collected daily and assessed by staff four times a year.
Evidence/Data: (how will you measure success) Transition between grades, graduation rates and transitions to post-secondary/trades programs.

Section 3 – Professional Inquiry (expansion of one of the above school goals, based on the Spirals of Inquiry).

School Inquiry Project Application (2022-2023)

School:

“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?”

School Team:

Leah Hubbard, Keegan Payne, Teniel Hunt, Ross Hunt, Jerika McArter

1. Scanning:

The focus in the previous years was learning on the land with planned activities in the classroom and community, influencing 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

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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.

There were a number of observations this year that will be taken into account in this year's planning. Similar activities every year have allowed students comfort levels to increase allowing for an increased level of success. Offering a wide variety of activities with varying levels of difficulty allow a wider range of students to engage. This year we have had ongoing issues with transportation, we have often needed to adapt our times to secure a bus driver and occasionally there has been no driver available. We have also noted a decrease in student numbers, but an increase in engagement by the students in attendance. We have continuously stressed to students and families that the school is still open on Wednesday's, but attendance continues to be an issue on Wednesday for some. We have observed that offering SEL lessons and activities on Wednesday has improved engagement for those staying at the school.

2. Focusing:

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

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).

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 students will purposely miss the activity. We will continue to work on providing deep and meaningful activities for students who attend outings and those who stay at the school.

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. Other students are not interested in participating in any activities outside the classroom and cannot make connections based on land literacy. They need assistance to make the deep connections to the content or place based knowledge. Students not participating in land based inquiry will be provided opportunities tied to land based knowledge and SEL.

3. Developing a Hunch:

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. 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. Students not participating in field trips will given the opportunity to reflect on their learning in the classroom and work on an inquiry more suited to their learning style.

4. Professional Learning:

- How to differentiate instruction to engage students in multi-level classrooms. (Mini-workshops)
- 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
- Co-curricular planning for activities on the land that explicitly link to core competencies
- Preparing and including Elders in learning activities, both on the land and in the classroom, that integrate traditional ecological knowledge

5. Taking Action:

Develop project based learning linked to land base learning in collaboration with elders linked to core competencies mastery.

- 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

6. Checking:

- 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

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Section 4 – Focus on Learning (SAMPLE)

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
Grade K-7 focus on improving literacy/reading with a focus on comprehension, reading strategies, fluency and enjoyment	All	<p>Staff will PM Benchmark any student in their class who they have questions about on the Fall EPRA/DART assessment.</p> <p>Staff will research ways to help students improve fluency, comprehension, and strategies, and will modify instruction accordingly.</p> <p>Staff will coordinate other supports for vulnerable readers, including literacy support from Support teachers or EAs, One to One Readers, home reading programs, and peer reading coaches.</p>	<p>Staff may need to know how to conduct a PM Benchmark or other reading assessment.</p> <p>Staff will work with LART teacher or other staff member to develop instructional plan to improve reading fluency and comprehension.</p> <p>Staff will reassess students at least twice through the year to determine student progress.</p> <p>Use of teacher librarian to select new and engaging “just right” books to increase student interest in reading.</p>	<p>P or VP will monitor staff progress in assessing reading and also what changes staff will make to reading instruction through the year</p> <p>Teachers will monitor student progress through the year using PM Benchmarks or other assessment tools</p>	<p>LARTs will either give or arrange for tutorial for new staff on conducting PM Benchmarks.</p> <p>P/VP will help coordinate time for teachers to meet regarding improving reading instruction in fluency and comprehension.</p>	<p>PM Benchmarks. “Just right” reading books for students’ home reading programs.</p> <p>Levelled reading materials to be purchased for reading groups in classes.</p>
Grade 8-12 School Connectedness	All	<p>Review Student Satisfaction survey results related to school connectedness and Indigenous Survey results, including if students can name two adults in the building that care about them.</p>	<p>Staff will revisit the importance of school connectedness to graduation rates (and self-esteem, and other successes in school and life).</p>	<p>School connectedness will be a standing item at staff meetings so that we can monitor the clubs, share information about successes and challenges, and monitor at risk students more closely</p>	<p>FNSW, CYCW to report back to staff on students of concern.</p> <p>Provision of time and space for clubs to run, and possibly materials for clubs.</p>	<p>Survey Analysis</p>

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