

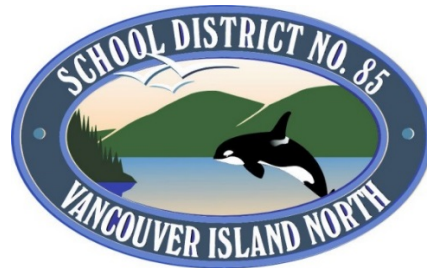


“Bringing Learning to Life”

Eke Me-Xi Learning Centre

SCHOOL PLAN

2024-2025



Submitted: July 5, 2024
Principal: Leah Hubbard

Introduction – School Context

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 Indigenous Education Enhancement Agreement are also considered central to our vision at Eke Me-Xi Learning Centre.

- All Indigenous 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 Indigenous student
- All partners will work together to nurture and support a holistic vision of health and wellness for Indigenous students with a focus on connection with family, community, spirituality and nature.
- All partners will work together to foster success for Indigenous students through relationship building and partnerships with parents, families and communities.
- All partners are committed to providing Indigenous 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 Gwad’zi (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 shower. The school district completed a deck on the ocean side of the new senior building recently and 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 agreed to install another building. The third building became operational fall of 2024. The third building has allowed our trades and cultural program to

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grow and expand.

Technology in our learning environments consists of smart boards, projectors, and chrome books. The main building includes a Child & Youth Care space, Resource Room/Classroom, a kitchen, Administrative Assistant & Administration office space. 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 textbook but from our land.

Size is an ever-growing concern within our Learning Centre. 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.

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 their learning journey. For the past ten years, the staff have continuously identified students as being inclusive, patient and with an increase in vulnerability to learning. Classroom teachers work closely with our Learning Assistance Resource Teacher/English Language Learning teacher 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 with many opportunities to learn from each other and together 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, and Wei Wai Kum Territories. In the spring of 2024, 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

When values are small, data is masked as per Ministry of Education policy. Data from attendance records, grade progression, and retention metrics reveal that many students face challenges with successful grade transitions, regular attendance, and completing secondary school within a five to six-year time frame. In response, we are implementing targeted interventions, including mentorship programs to support students through grade transitions, attendance monitoring systems to address absenteeism, and alternative pathways to graduation, ensuring all students have the support they need to succeed.

School approach to Indigenous Education and Reconciliation

Indigenous learners have access to pathways for emotional support and wellbeing grounded in Indigenous perspectives.

Evidence: The Learning Centre offers Cultural Support Workers to guide students with emotional and cultural needs, an Elder-in-Residence Program for cultural learning and spiritual connection, and Land-Based Learning that incorporates traditional practices. Additionally, the Centre collaborates with health agencies for external support and hosts Cultural Workshops and Events that promote identity and

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wellbeing. These initiatives reinforce student wellness, cultural connection and emotional support.

Section 1 – Student Achievement Profile

School-Wide Write:

	EMG	DEV	PRF	EE
Fall 2023 (35 wrote)	31%	43%	27%	
Spring 2024 (26 wrote)	26%	42%	32%	

Grade Level Reading data:

Grade Level Reading data: Based on Jerry Johns

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

Grade	# of Students	# of students who completed
8	MSK	MSK
9	MSK	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

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	MSK	MSK	MSK
10	MSK	MSK	MSK
11	MSK	MSK	MSK
12	MSK	MSK	MSK

When values are small, data is masked as per Ministry of Education policy.

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 building their curiosity on areas of interest.
Rationale: 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 improving retention rate of students, allowing students multiple points of access, and supporting them in grade-to-grade transition and ultimately in graduation.
Action Plan: Staff will plan collaboratively over the course of the school year using our PBL activities in and out of the classroom for development of inquiry projects. Inquiry projects may be included across multiple grade books and will require teachers to work together in assessment. Teachers will need to build a rubric that spans over the possible courses. Guests will be brought in to help mentor and advise students in their inquiries.
Evidence/Data: The data collected will be percent rate of grade to grade transition, retention rate and graduation rate.

Goal 2 - Human and Social Development

Goal: To strengthen intergenerational and community relationships between students, staff, community members and elders.
Rationale: To create a sense of belonging and connect learning in a more meaningful way to student’s lives, considering the First People’s Principles of Learning that learning involves generational roles and responsibilities.
Action Plan: Regular Interactions: Elders and community agencies will engage with students quarterly through scheduled sessions facilitated by Ross Hunt, First Nations Connections Worker. This staff member will be responsible for coordinating and ensuring consistency in these interactions.

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Self-Assessment: A self-assessment tied to student competencies will be developed over the course of the academic year, with feedback collected after each interaction to track progress.
Review and Accountability: This action will be reviewed quarterly by the designated staff member and a leadership team to assess the effectiveness and identify areas for improvement.

Evidence/Data:

Attendance and participation in elder and community interactions will be tracked each trimester. Students will complete self-assessments after each interaction they participate in, with a comprehensive assessment conducted at the end of each term to measure growth in competencies and relationships.

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 to obtain these goals.

Rationale:

Transition rates between grades and post-graduation continue to show room for improvement, which has led to the continuation of this goal. Data from previous years indicate that while some progress has been made, students need more consistent support in tracking their learning and adapting their goals. These findings suggest the need for ongoing emphasis on personalized goal-setting and reflection.

Action Plan:

Staff to implement time daily for students to develop and reflect on goals both short term and long. Daily check-ins to be kept logging learning and monitor 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:

Success will be measured through tracking transitions between grades, graduation rates, and student transitions to post-secondary or trades programs. Previous years' data has shown some improvement, but this approach aims to provide more structured support to ensure continued progress.

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

School Inquiry Project Application (2024-2025)

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, Kristen Dahmer

1. Scanning:

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.

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 allows a wider range of students to engage. This year we have had ongoing issues with transportation and 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 Wednesdays, 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 over 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

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and attend every outing whereas 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 that some students have grown in their participation in Wednesday's activities and are able to make connections in their learning. They can 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 is more consistent during field trips and community learning experiences. We are going to build on our land activities by adding 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 give the opportunity to reflect on their learning in the classroom and work on an inquiry more suited to their learning style.

4. Professional Learning:

- Teachers will engage in mini-workshops focused on differentiating instruction to engage students in multi-level classrooms. The Child and Youth Care Worker will be responsible for coordinating and facilitating these workshops, ensuring teachers are equipped with strategies to meet diverse student needs.
- 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. To track and show growth over time with this multi-year focus, student attendance records will be monitored and analyzed annually to compare changes in absenteeism.
- Involving Elders in learning activities builds community.

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- 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.

School Principal Signature

Staff Rep Signature

Date of Signatures:

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

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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
	All					
Grade 8-12 School Connectedness	All	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.	Staff will revisit the importance of school connectedness to graduation rates (and self-esteem, and other successes in school and life).	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	FNSW, CYCW to report back to staff on students of concern. Provision of time and space for clubs to run, and possibly materials for clubs.	Survey Analysis

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