

STEP 1) INQUIRY QUESTION

2023-07-28



WHAT IS YOUR BIG QUESTION?

How can we support mental health and social emotional learning by focusing on equity and community building?



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School Wide Photo

We are a school who has a diverse population!



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Meet the Staff evening

Our September craft evening was a wonderful way to have families tour our school, meet our staff, and spend time creating a fun creature with their child.



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Truth and Reconciliation

We continue to ensure practices are implemented within our school that supports positive change and learning as we become active participants in ReconciliACTION. It is important that all children know that they matter. This photo is of our kindergarten classes playing together at a local park after completing a walk to acknowledge the



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Pancakes with the Principal

Having opportunities to share meals together with our students and their families helps to build stronger community communications. In the spring of 2023, we conducted Pancakes with the Principal. Each division was given a date that was their own and the Principal, Ms. Murray, would come to make pancakes for them.

National Day of Truth and Reconciliation.

Students were strongly encouraged to invite their families.



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Family Literacy evening

The only thing better than finding your favourite book is reading with someone that you love. We had a successful Family Literacy evening! It was great to have so many family members in our school reading together.



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Winter Concert

Staff and students worked together to bring back the winter Concert evening at the Lester Centre. Students were involved in making props, developing a character, learning a song and/or a dance, and committing to a goal with their class. It was a wonderful evening!

Step 1 Notes:

Every child receives whatever she/he/they needs to develop to his/her/their full academic and social potential and to thrive, every day; academically and socially. Every child has the right to feel loved and cared for and to feel that they belong to a community. (Coaching For Equity by Elena Aguilar)

Step 1 Completed:

2023-07-28



WHAT IS GOING ON FOR OUR LEARNERS?

School Background Information:

Lax Kxeen (meaning '*Kaien Island*') Elementary School is located in Prince Rupert, a small city on the North Coast of British Columbia. *Lax Kxeen* was built in 2000 and was the first school in School District 52 to be given a Ts'msyen name. *Lax Kxeen* is a K-5 school with a culturally diverse population. The cultural make-up of our school consists of : Indigenous, Caucasian, Vietnamese, East Indian and a mix of European decent. Currently our enrolment is 192 students of which 50% are of Indigenous ancestry. In addition, we have the highest rate, approximately (40%) in the district of cross-boundary applications. A number of families are choosing to attend *Lax Kxeen* as opposed to their neighbourhood school. It currently offers both a daycare and a before-and-after school care program as well as a Strong Start Centre 5 mornings a week and it's location is central in the city of Prince Rupert.

Our learners:

This year saw a strong attendance record for the majority of our students. Consistent school attendance often correlates with increased student participation and learning. The results of our data indicate that students have progressed in their academics and social emotional learning during the 2022-23 school year, but we continue to be mindful of what is still needed to close the gap of learning loss during the pandemic. This school year was one of many celebrations and community gathering opportunities as it was a our first full school "normal" school year since the pandemic. We continued to focus on establishing a strong sense of belonging and school community within our building and our neighbourhood.

Kindergarten data is compelling again this year due to our strong primary teachers. Our primary teachers have been collaborating to incorporate strategies and methodologies of the Science of Reading approach into the Kindergarten through to grade 2 classrooms. Included in this document is the Kindergarten and Grade 1 reading data for this year. The evidence of the number of students meeting expectations in reading is compelling evidence for the Science of Reading methodology to teach the alphabet and phonemic sounds to provide a base for decoding which leads to a strong foundation for teaching reading in the primary grades.

Reading Benchmarks data for Grades 3, 4, and 5 students continues to be low due the learning loss due to the pandemic in 2020-21. The data is hovering around the 40% mark of students not yet meeting in reading in these grade levels. Although, there has been a rise in student reading levels due to consistent attendance and once again offering more reading support groups which were limited during the pandemic, we need to continue address this during our Intermediate Literacy blocks during the 2023-24 school year.

FSA data from Fall 2023 demonstrates that between 30 % - 40 % of our Grade 4s are not meeting expectations in the areas of reading, writing and numeracy. We need to focus our efforts on closing the gap between Indigenous (50% not meeting) and Non-Indigenous learners. We are mindful that this data is not a clear representation of our grade 4 cohort as many families opted out of the survey this school year.

The School District survey: Framework For Enhancing Student Learning (FESL) showed that our students in Grades 1-5 have indicated a slight change in their views of their positive attitudes and views about reading and numeracy. In comparison with the the data from the 2021-22 results, more students had a positive relationship in their literacy and numeracy experiences. This change is not as drastic as it could be, so a focus on addressing student's skills and confidence in these areas will continue.

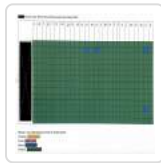
This year's MDI results for our schools' Grade 4 students does not represent our entire grade 4 student body. During the survey time period, there were a large number of students who did not complete the survey for various reasons, i.e. exempted for an academic reasons, were away due to vacation or illness or families opted out of the survey. In the section of Peer Belonging, there is a noticeable rise from the 2021-22 to 2022-23 data results. Last year, it was concerning that only 52% of the students indicated that they feel a sense of belonging to a social group, that result changed to 83% during the past school year. We can attribute this dramatic rise in peer connections to increased socialization opportunities that students were not able to experience during the pandemic years. During further examination of the MDI results, student desire for more travel independence was noted. 92% of students surveyed indicated that they are driven to school as many are not within the school catchment area. The MDI instrument indicated that 68% of the the our students would like to be able to walk, bike, skateboard, etc. to school. Building independence within our intermediate age group is a necessary life skill.



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**Kindergarten
Literacy
Baseline
Assessment
September
2022**

Student and Teacher names have been removed for privacy of personal information. Letter and sound recognition are precursors to learning how to decode in the reading process. The results in this graph compared to the



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**Kindergarten
Literacy
Assessment
May 2023**

Student and teacher names have been removed for the privacy of personal information.



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**2022-23
Grade 4 FSA
Data Results**

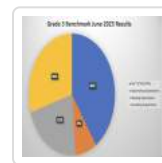
Not all Gr. 4 students participated in the FSA assessment

Lax Kxeen (1).xlsx

**Lax Kxeen Framework
Survey results**



MDI Lax Kxeen Results



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Grade 4 Students at
Grade Level for Reading
Dec...

Grade 4 Benchmark

May 2023 results show a significant develop of growth and learning under the application of the Science of Reading program in the Kindergarten daily program.

Grade 3 Benchmark Literacy Results

There are currently 47 students enrolled in our Grade 3 classes. As these students move into Grade 4 for the 2023-24 school year, we will be working with our Learning Services and classroom teachers on programs that could be implemented to help support the 40% who are not yet at reading level.

Results 2023

Grade 5 Students at Grade Level for Reading Dec...

Grade 5 Benchmark Literacy Results

GRADE 4 LEARNING
SURVEY HIGHLIGHTS
APRIL 2023 ♦...

Grade 4 LEARNING SURVEY

Step 2 Notes:

Kindergarten letter recognition and sounds June 2022 data

Data from Reading Benchmarks: Grade 3, 4, and 5

FSA Fall 2022 Grade 4 data for reading and numeracy

Framework For Enhancing Student Learning (FESL)

Middle Years Development Instrument (MDI)

Student Learning Survey - Grade 4 spring data -2023

Step 2 Completed:

2023-08-08





WHAT WILL HAVE THE BIGGEST IMPACT?

Focus on what equity really means, provide staff with in-service on the definition and that we need to be aware of low expectations we may have for the various cultural groups at our school. We have a number of Vietnamese families we need to consider and address the barriers they may be facing in the school system. We need to construct a plan to have a district staff member who is able to translate for our families which will be very beneficial.

Continue to provide opportunities to embed Standard 9 into a cross-curricular approach during the school year. The First Peoples Principles of Learning are powerful and easy to weave into every-day teaching.

Teachers have the greatest impact on the learning environment and if students feel accepted and a sense of belonging in our school community, mental health and academics will grow and thrive.

Providing time for grade-group collaboration time will provide teachers with more support to ensure scope and sequence procedures are being developed across the grades. Scope and sequence development will support consistent literacy instruction as well as provide a team support system for learning and mental health.

Our school beliefs which we teach on a regular basis addresses all areas of social emotional learning- Respect, Ownership, Community and Success. There has been a staff request to add a 'K' (i.e. kindness) to our school beliefs (ROCKS) so we will collaborate this year on the best approaches to adding this belief into our school.

These beliefs are in place to ensure every student, staff and parents/guardians feel a sense of belonging and safety at our school. The Lax Kxeen Code of Conduct expands on our school beliefs and how we use Restitution to resolve conflicts.

A book club around the theme of equity and mental health would be invaluable. It is the duty of School Leaders to guide and ensure staff receive in-service and training in this area. The 2 staff meetings each month should include an indigenous focus and teaching.

Staff use consistent common resources to teach reading and numeracy. For example, the primary team (K to Grade 2) use the Heggerty Phonemic Awareness Program, the Intensive Phonological Awareness Program, and the Science of Reading methodology so that learners attain important fundamental skills required to ensure a high percentage of our students are reading by the end of Grade 3. Teachers the strategies and resources from Carol Fullerton to deliver mathematics curriculum.

standards.pdf +

Standards for



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LAX KXEEN CODE OF
CONDUCT Sept
2017.docx

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School-Wide Teaching
Matrix.docx

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Educators

Continue to focus on Standard 9: Educators respect and value the history of the First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis. Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being First Nations, Inuit and Metis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Metis worldviews and perspectives into learning environments.

First Peoples Principles of Learning

Continue to encourage staff to reference and utilize the First Peoples Principles of Learning in daily practice.

Lax Kxeen Code of Conduct

Every effort to support students and to determine root causes will be made. Staff are encouraged to work with students to learn more about student behaviour, to help a student take responsibility for it, and to guide students on how to fix their mistake.

Lax Kxeen School Beliefs

These school beliefs are posted in each classroom and in the hallways and gymnasium. There is a large matrix poster on the upper wall in the west pod area for everyone to see and refer to on a regular basis.

Step 3 Notes:

It is essential that staff are aware of the inequity on site and take steps to address this to ensure all learners have access to the curriculum in order to be successful.

Step 3 Completed:

2023-07-28

STEP 4) DEVELOP A HUNCH

2023-08-01



WHAT IS LEADING TO THIS SITUATION?

Examining the data sources listed in #3 Focus of this plan leads us to our goal of Equity to address mental health as well as 43% of our students in Grade 4 not meeting expectations in reading and writing. There has been an improvement in our literacy results as 57% of grade 4 students in 2021-2022 were identified in the FSA results as emerging and not on track for their grade level.

The learning loss experienced by 50% of our students from April 2022 to June 2023 is still having an impact when we examine our Grade 3 and 5 reading data. We need to come up with a strategies to intervene with students in Grades 3-5 who are not meeting expectations for reading and numeracy.

Students in Grade 4 are not as connected to their community as we would hope. More involvement in extracurricular activities needs to be encouraged for parents to attend to. This could a contributing factor to students mental health state and that the Framework For Enhancing Student Learning Survey indicates on Question # 10 - 14 % of our Grade 4-5 students feel stressed.



FSA Grade 4 Data results

Lax Kxeen (2).xlsx +

FESL Grade 4-5 Data

Note #10 - Mental Health and Well-Being - indicting students may not be coping well with stress

HOW ARE WE CONTRIBUTING TO IT?

We are seeing a decrease in students who are not yet meeting literacy expectations. This is a result of providing more small group support time, providing opportunities for families to support their student, and having more children attend school on a consistent schedule. As a staff, what type of collaboration is needed to continue to see literacy improve among our students?

Step 4 Notes: [none]

Step 4 Completed: **2023-08-01**



WHAT DO WE NEED TO LEARN?

Continue our learning journey on what EQUITY truly means and how to implement it in our daily school life. To teach truth and reconciliation throughout the school year across all grades in all subject areas.

At our staff meeting in September we will involve all staff to develop at school based equity action plan. This plan will include community engagement. We will use the Equity Scan Workbooks to guide us through the equity scan of our student population and come up with goals and strategies to ensure we are reaching all of our learners. We will invite leaders from Indigenous Education to guide us through the set-up of our equality plan. A goal would also be to work with a parent equality group to hear voices who have children within our school.

We need to continue to monitor student mental health and cross reference mental health data with academic progress. Collecting data will help to address the learning loss and how as a school team we can identify those most at risk and check in with the team surround those students at least 4 times a year. A goal is to set up a sensory/regulation room to provide a space to students when they need a break away from constant stimulation. Space should be in an area in which students are not in a high traffic location.

Professional Development for the 2023-24 school year will focus on starting a book club to learn more about equity and how addressing this can lead to mental health literacy.

Equity Action Plan
2021.docx

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Equity Action Plan

Provide a review of equity at the September 2024 staff meeting to provide a foundation on what goals of equity should be the focus for the 2023-24 school year.



Equity Scan Workbook

HOW WILL WE LEARN THIS?

Step 5 Notes:

Build a strong team at Lax Kxeen so there is much collaboration and discussions are ongoing about these important goals. Every staff meeting will have a section of professional development on equity to give staff the tools to meet our goals.

Step 5 Completed:

2023-07-28

STEP 6) TAKING ACTION

2023-08-01



WHAT CAN WE DO TO MAKE A MEANINGFUL DIFFERENCE?

It is essential that we continue to open our doors in a welcoming way to our families and community members. Events such as Meet the Staff Night, Welcome Back B.B.Q., Parent Teacher Interviews, Family Literacy Night, Book Fairs, Monthly Assemblies, family skate days, Family Fun Nights, PALS, POPS, Pancakes with the Principal, as well as accompanying their children on field trips, encourages community participation and connections.

We are a cohesive staff and we will continue to provide opportunities for brainstorming ideas and strategies to address student needs. Staff need to be open to learning about the history of Canada and the impact of Residential Schools on today's families. We will continue to add resources to our school that are authentic to student learning as well as reflect the faces of the children who are in our classrooms.

Continue to use the authentic resources in all classrooms provided by Wap Sigatgyet. Staff are expected to attend all of the rich learning opportunities provided on our professional development days by our Indigenous Education Department as well as our Inclusive Education Department to gain an understanding of the diversity in our school.

Examples of embedding Indigenous knowledge across the curriculum: we had 4 classes this year who utilized the services of members from Wap Sigatgyet to bring in teachings about seasonal rounds, cedar weaving, crests, and button blankets. Many classes participated in walks on the National day for Truth and Reconciliation, created activities for Orange Shirt Day, incorporated drumming into their day plan when available, partook as audience members at the All-Native Basketball tournament and June 21st Aboriginal Celebration, and many educators used outdoor education and our sense of place to enhance their lessons. The Grade 4/5 Sm'algyak teacher and students explored Butze Rapids to learn and identify plants that are beneficial to human health. Lax Kxeen continues to be a legacy school with the Downie Wenjack Foundation Legacy School program in our steps towards reconciliation. As a legacy school, we are committed to having all members of our school community working towards their own classroom projects to help with understanding of reconciliation and our role in change.

Foster mental health well-being by communicating regularly with our school counsellor, Indigenous youth worker, and Learning Service Teachers about priority students and running small interest groups such as : The Lunch Bunch, Basketball /Floor hockey club and Boys/Girls groups.

Early on in the year, identify who our priority students are and what supports they need for academic success.

Ensure we do fall data collection for literacy and numeracy so we can track those students who are not meeting expectations. School Based Teams to meet early in the year to create goals and strategies for those students not meeting expectations for academics and social emotional learning.



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Family Skating

Families were invited to join their classes in a skating afternoon. This activity provides families to be active with their child and to build new skills and memories.



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Community Learning

Students had the opportunity to visit a neighbourhood home to learn about urban food and animal substance. Students interacted with greenhouse products, chickens, and rabbits.



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Outdoor Education

Time outside helps students to develop an understanding of their place, provides risk taking in a safe environment, builds relationships, and allows another spot for student learning which may be essential to those students who struggle being in a classroom all day.



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December Pancake Breakfast

Our last day of school before the Winter Break was spent in pajamas and coming together to share a breakfast. In conjunction with the Prince Rupert Port Authority, students and staff were able to enjoy breakfast, sing a few carols, and build a community that comes through sharing a meal together. We appreciated the volunteer support from parents, staff from the Port Authority, and members of our School District, RCMP, and the Rupert Rampage. It takes a community to support children.



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Salmon Lesson

It is essential to enhance student learning through hands-on opportunities. Inviting local organizations in to teach students concepts that they are passionate and knowledgeable about will often providing interesting learning moments for students.

Monthly CORE values assemblies

Each month a social value was choice from the Lax Kxeen ROCS. Students were chosen by their teacher based on exhibiting that monthly value. Families were invited by the teachers to attend the assembly. Assembles provided opportunities for teachers to acknowledge individual students and to make a positive home call. Families were appreciative of having a time where they could come to the school to celebrate their child.

Step 6 Notes: [none]

Step 6 Completed:

2023-08-01

STEP 7) CHECKING

2023-08-03



HAVE WE MADE ENOUGH OF A DIFFERENCE?

We will continue with our practice during the 2023-24 school year and that is to visit this school plan document in September to ensure that we are on track for student success in all of our identified goal areas: Overarching goal of Equity to address mental health and student success in reading and numeracy. There is always room for improvement . We need to develop the growth mindset that we are life long learners and be open to changing our practice to obtain different results.

HOW DO WE KNOW?

We will know if we made a difference if we can close the gap of the learning loss due to the pandemic and see data that represents academic growth and success of our Indigenous learners. Student assessments will indicate an increase of students meeting expectations during the three reporting periods throughout the year. Year-end data will show us that we have been successful: MDI, Student Learning Survey, Framework For Enhancing Student Learning (FESL), FSAs, Reading Benchmarks Levels for Grades 1,3 and 5, Numeracy Assessment (SD 82), Kindergarten Assessments (phonological awareness) , We will notice fewer office and counselling referrals because we have focused on Mental Health Literacy. Lastly, there will be more evidence of us meeting the goals and strategies we develop in our school equity plan.

Step 7 Notes: [none]

Step 7 Completed: 2023-08-03



