

# **Lax Kxeen Elementary**

## **School Improvement Plan**

### **2024- 2025**



Lax Kxeen Elementary School is situated in the City of Prince Rupert on the Pacific Northwest coast of British Columbia. We are a diverse multicultural community located on traditional Ts'msyen territory. The current school enrollment is 212 students and 47% are of Indigenous ancestry.

Students learning at Lax Kxeen is dynamic, as teachers access opportunities for learning in the community as well as the outdoors. Through Community Link funding, students can participate in both After School Activities and Art Program. Community Link also supports approximately 40 students for the daily lunch program and about 18 students on our breakfast program. This year we offered additional support to families through the Student Family Affordability Fund. Lax Kxeen was able to host several events to connect families with the school community as well as offer individual support to families in need. Additionally, Lax Kxeen participated in district wide initiatives organized by Nadia Halward to ensure that families were supported with food security through the Vancouver Adopt a School Program, receiving monthly grocery cards and food bags. 18 families participated in this program this year.

At Lax Kxeen Elementary School our focus is to increase literacy support that will enhance the reading ability of every student. Students are given daily opportunities to read and build their confidence and joy of reading. Students in the primary grades use many programs in their classrooms to support literacy development through small group guided reading opportunities as well as explicit whole class instruction. Literacy programs included UFLI, the Heggerty Phonemic Awareness Curriculum, SPIRE and Story Champs. This year the LST at Lax Kxeen supported new teachers with UFLI in their classrooms as well as learn about CORE assessment strategies. Additionally, some intermediate grades also participated in small group guided reading opportunities, utilizing Education Assistants and Learning Services Teachers to lead small groups with daily practice to strengthen

reading fluency, accuracy and comprehension. The early primary team continued to work on explicit instructional strategies that align with the CORE assessment strategies.

It is important to note that the continued focus this year has been on building capacity within our school community to ensure that students have literacy instruction that is explicit, direct and systematic. As a school team, we feel that ensuring that students have foundational literacy skills will inevitably inform both equity and mental health & wellness.

In the School District 52 Strategic Plan (2022-2026), trustees have laid out a vision that “Leaners on Tsm'syen territory will be competent, creative, and critical thinkers with a strong sense of identity.” The mission of the Strategic plan is to be committed to a safe, equitable and inclusive education system. Keeping with the district's priorities in mind, Lax Kxeen Elementary School has prioritized the following goals for the 2024-2025 school year:

Literacy-providing cross curricular literacy supports both in and beyond the classroom will work to improve students reading levels to both meet grade level expectations and increase their joy of reading.

Equity-providing a safe, welcoming environment ensures that learning is equitable for all students.

Mental Health & Wellness- providing mental health strategies as well as trauma informed practices ensures that students feel safe at school as well as a sense of belonging to our school community.

**Vision:** Create a safe and inviting environment where every student feels connected and apart of the school community.

**Mission/Belief:** Lax Kxeen Elementary is a community of life-long learners that challenges students to do their personal best, following our school beliefs *Lax Kxeen ROCKS (Respect, Ownership, Community, Kindness & Success)*.



## Goal #1

- **Lax Kxeen Elementary provides cross-curricular literacy supports both in and beyond the classroom. Lax Kxeen Elementary students will work to improve their reading levels to both meet grade level expectations and increase their joy of reading.**

### Structures and Strategies:

- Classroom Teachers utilise LST support for whole class support (learning instructional and assessment process of UFLI)
- University of Florida Literacy Institute (UFLI) program continued support for classrooms
- Core Phonics
- SPIRE (Specialized Program Individualizing Reading Excellence)
- Guided Reading groups
- Whole-school literacy activity (*We Read Together*)
- Science of Reading approaches, emphasis on explicit instructional strategies
- Flashlight Night session with early primary classes with family involvement
- Read with the Rampage Library session
- Author visit Kim Spencer for intermediate classes
- Reading Café session where families were invited into school (this year's focus was early primary with Division 1-4 participating)
- Use of Story Champs
- CORE assessments were used this year to gather reading data (Maze was used for comprehension)
- Literacy committee met a few times this year to discuss literacy resources to purchase and support library wide projects as well as review new materials (Cedar decodables purchased through Indigenous Education)
- Literacy committee also met and with Teacher Librarian & Library Assistant's support from staff was able to purchase several new non-fiction texts and picture books that align with content areas
- Support from Indigenous Education to purchase new materials and build teacher capacity around identifying authentic First Peoples resources
- Emphasis on decodable materials such as Syllasense and Half Pint resources (adding new teacher resources that align with scientific and evidence-based practices)
- Continue to reorganize library resources to align with knowledge-based curriculum
- Flex Funds opportunities to provide in house Professional Development to explore both UFLI and provide "Make & Take" sessions for literacy materials through the early primary department

- Flex Funds opportunities to provide a book club for staff this year (The Anxious Generation by Jonathan Haidt)
- Flex Funds opportunities to provide the library with support to ensure that organization of resources aligns for ease of use

Next Steps to further enhance goal #1:

- Our school team would like to develop a scope and sequence for literacy (by each grade), so that staff have a common language and understanding of expected outcomes.
- Staff would also like to see a performance standard developed for literacy (snapshot) with a rubric to include writing samples again to create a common understanding of expectations and learning outcomes.
- We would like to work on further developing the link between decoding and encoding, which will in turn reinforce comprehension.
- Quality in-service/ learning opportunities for teachers and support staff around use of CORE assessments and how to interpret data that drives instructional practice
- Provide parent information nights to share learning around literacy instruction with families in our school community
- Opportunities for staff Lunch & Learn sessions
- Consider holding similar literacy activities (targeted for early learners) for intermediate grades (ex. Reading Café)
- Draw from our school's expertise and provide more opportunities for professional share outs at staff meetings or in-service sessions for professional development days



Data for Goal #1:

1. Foundation Skills Assessment (FSA)-Literacy  
Literacy-Grade 4 (Fall 2024) Proficiency Levels



Emerging	On Track	Extending
37.1%	60%	2.9%

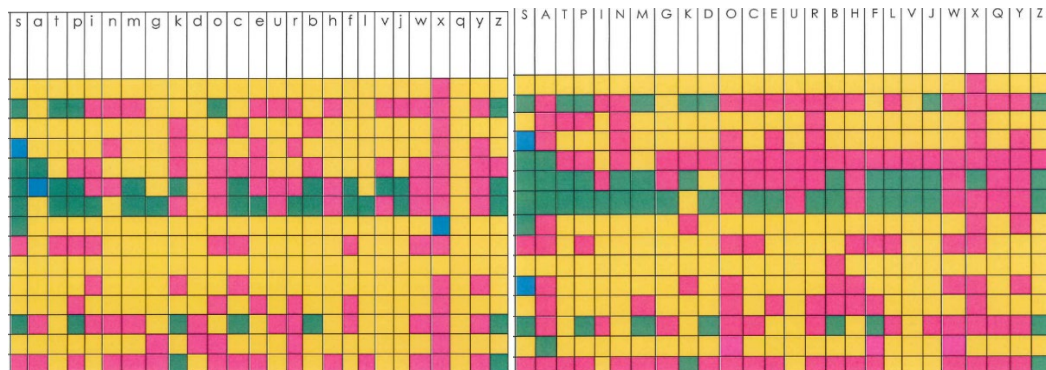
- Emerging (EM)-Students demonstrate an initial understanding of the concepts and competencies to the expected learning.
- On Track (OT)-Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning
- Extending (EX)-Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.



## 2. Early Primary Data

### CORE Phonics Survey

September 2024 K Assessment Data (Kindergarten class-15 students)  
Lower and Uppercase letters/ sounds



Yellow-**don't know**, Pink-**letter only**, Blue-**sound only**, Green-**letter & sound**

May 2025 K Assessment Data  
Lower and Uppercase letters/ sounds

[illegible][illegible]

Yellow- don't know, Pink- letter only, Blue- sound only, Green- letter & sound

## CORE Phonics Survey

Data from 2 Kindergarten classes (15 students per class)

Class Record Form- Letter Names, Phonics, Decoding & Word Recognition

CORE Phonics Survey															CORE Graded High-Frequency Word Survey											
A. Letter Names Uppercase			B. Letter Names Lowercase			C. Consonant Sounds			D. Long Vowel Sounds			D. Short Vowel Sounds			E. Short Vowels in CVC Words			F. W. S			F. W. S			F. W. S		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
26	26	26	26	26	26	21	21	21	5	5	5	5	5	5	15	15	15	10	10	10	10	10	10	10	10	10
1	24	1	10	24	1	15	20	0	4	4	4	4	4	4	7	15	0	9	9	9	9	9	9	9	9	9
23	26	17	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
2	26	4	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
3	26	7	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
4	26	14	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
5	26	20	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
6	26	23	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
7	24	16	26	26	19	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
8	26	20	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
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25	26	26	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10
26	26	26	26	26	21	21	15	15	5	5	5	5	5	5	15	15	10	10	10	10	10	10	10	10	10	10

Green- benchmark  
Blue- strategic  
Yellow- intensive

Green- benchmark  
Yellow- strategic  
Orange- intensive

(F)-Fall, (W)-Winter & (S)-Spring

Letter Names Uppercase possible score /26, Letter Names Lowercase possible score /26, Consonant Sounds possible score /21, Long Vowel Sound possible score /5, Short Vowel Sound possible score /5, Short Vowels in CVC Words possible score /15, CORE Graded High Frequency Word Survey possible score /10

### 3. CORE Data (Grade 3s)

This data was collected for Grade 3s using the CORE Phonics survey (A-D)



CORE Phonics Survey																	
A. Letter Names Uppercase			B. Letter Names Lowercase			C. Consonant Sounds			D. Long Vowel Sounds			D. Short Vowel Sounds			E. Short Vowels in CVC Words		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
26	26	26	26	26	26	21	21	21	5	5	5	5	5	5	15	15	15
		26			26			21			5			4			11
		26			25			19			3			2			10
		25			25			19			2			1			15
		26			26			21			4			5			15
		26			23			20			4			4			12
		25			26			21			3			4			13
		26			26			21			4			5			15
		20			25			19			5			5			12
		26			25			19			4			5			15
		26			25			20			3			1			15
		26			25			19			5			4			13
		26			26			20			5			4			15
		25			25			20			5			1			15
		26			26			20			5			5			15
		26			26			20			5			5			15
		26			26			21			5			4			15
		26			25			19			4			4			15
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		19			20			19			4			4			12
		24			25			19			5			4			15
		26			25			20			5			5			11
		26			26			20			5			4			14
		26			26			20			5			5			15
		26			26			21			5			5			15

CORE Phonics Survey																	
A. Letter Names Uppercase			B. Letter Names Lowercase			C. Consonant Sounds			D. Long Vowel Sounds			D. Short Vowel Sounds			E. Short Vowels in CVC Words		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
26	26	26	26	26	26		21	21		5	5		5	5		15	15
		26			26			21			5			5			15
		26			26			21			5			5			13
		26			26			20			5			5			15
		26			25			19			4			4			14
		26			26			21			5			5			14
		26			24			4			4			4			13
		26			26			21			4			3			15
		26			25			21			3			2			14

Green- benchmark  
Yellow- strategic  
Pink- Intensive

This data was collected for Grade 3s using the CORE Phonics survey (E-L)





This data was taken from the Grade 3s at the end of Term 3 (33 students in total)

San Diego Quick (word reading)

Kindergarten & Grade 1	Grade 2	Grade 3	Grade 4	Grade 5 and beyond
10/33	2/33	4/33	4/33	13/33
30.3%	6.1%	12.1%	12.1%	39.4%

This year many classroom teachers continued with the UFLI programming. This data is a snapshot of where Grade 3s are at the end of term 3 as per the provincial proficiency scale for reading.

Emerging	Developing	Proficient	Extending
4	16	5	7
12.5%	50%	15.6%	21.9%

## Goal #2

- **Lax Kxeen Elementary provides a safe, welcoming environment and ensures that learning is equitable for all students.**

### Structures and Strategies:

- Opportunities for collaboration between all school staff members
- Family/ School breakfasts in each division (funded through the Family Affordability Funding)
- Opportunities for students to present at the monthly assemblies
- UFLI-Whole School Implementation (providing each student with access to structured, explicit and direct evidence-based literacy programming)
- Meet the Staff Night
- Draws to increase parent engagement for whole school events
- Collaboration with Indigenous Education Department (National Indigenous Peoples Day stations- Fried bread, Storytelling All Native Basketball) as well as in class support with Seasonal Rounds
- School Wide Pancake Breakfast supported through the Prince Rupert Port Authority & Breakfast Club of Canada
- Drumming sessions with Marlene Clifton
- Continuing process with new school design (clothing printed this school year), students had an opportunity to learn about the design at NIPD this year
- Orange Shirt & Pink Shirt Day

- Whole school Thanksgiving Turkey luncheon
- Monthly assemblies with student leadership (land acknowledgement, leading assembly, presentations)
- Spirit Days (Red/White/Green Day, Holiday Sweater Day, Jump Rope Color Team Day, Beach Day, PJ Day)
- Staff Meeting with opportunity for cultural appreciation
- Land acknowledgement at assemblies and school gatherings
- Classroom teachers accessing supports and services across the district (OT, SLP, Wellness Teacher, Indigenous Education, IFRW) as well as LST & Principal
- Increase library materials that reflect all children at Lax Kxeen
- "Be Safe" program offered to Division 1, 3, 4 & 5 this year (taught by Principal)
- Working on school beliefs *Lax Kxeen ROCKS (Respect, Ownership, Community, Kindness & Success)* Continue to reinforce beliefs at assembly and through morning announcements
- Transition activities from home-to-school in the am (ie. Soft start or morning meeting) as well as end of day school-to-home (ie. Honour the day-acknowledgement of student voice)
- Explicit and direct instruction in all areas of curriculum (not just SEL) as a means of addressing skill development/ student success
- Increasing school awareness and participation of indigenous cultural activities such as: Orange Shirt Day, National Indigenous Peoples Day & All Native Basketball (whole school participation)
- Parent/ Teacher Interviews (reframed as home/school connections)
- We Read Together- whole school invitation to read with family participation
- PAC monthly lunches: Subway, No.1 Fast Food, Pizza Hut/ PAC Popcorn Fridays
- Grade 5 Year End Celebration (Ceremony and Dinner for Families)
- Year End Kindergarten Celebration (invited parents and recognized Kindergarten students at year end assembly)
- End of term assembly slideshows (highlight fun events throughout term, try to ensure that all students are included and see themselves reflected)
- Drawing from the cultural knowledge within our school community (staff and families bringing in cultural artifacts)
- Opportunities to highlight Indigenous Brilliance (IFRW & IKRW) running stations for NIPD this year
- Family Fun Night
- Outdoor exploration- students experiences outside: forest hikes, neighborhood walks, releasing butterflies, waterfront observations, community bus and trolley tours, field trips to Oldfield Creek Fish Hatchery to release Salmon, Port Interpretive Center, Ecology Center, Prince Rupert

Public Library, Prince Rupert Fire Department, Prince Rupert Golf Course, Museum of Northern BC, Butze Rapids and the Seal Cove Salt Marsh

- Community building-RCMP liaison visits, reading with the Prince Rupert Rampage Hockey team, Prince Rupert Fire Department visits for Fire Prevention Week



Next Steps to further enhance goal #2:

- Increase opportunities to showcase the multitude of cultures represented at Lax Kxeen through whole school cultural events (such as a multicultural potluck)
- Ensure that classes have the support they need to provide all students with equitable access to educational programming
- Consider what we can do to increase attendance (support from our IFRW to advocate)
- Increase family involvement (assemblies, math and literacy family nights to model strategies, family read-a-thon, whole school Flashlight Friday)
- Literacy about the safe use of technology and social media, cyber bullying etc.
- Consider ways to support families with strategies from the Anxious Generation by Jonathan Haidt, examples include education around delaying smartphone and social media access, fostering more independence, free play and building responsibility in the real world
- Consider increasing resources that ensure all students see themselves reflected in current teaching
- Continue to increase library resources that reflect all students at Lax Kxeen
- Access parent feedback to determine barriers





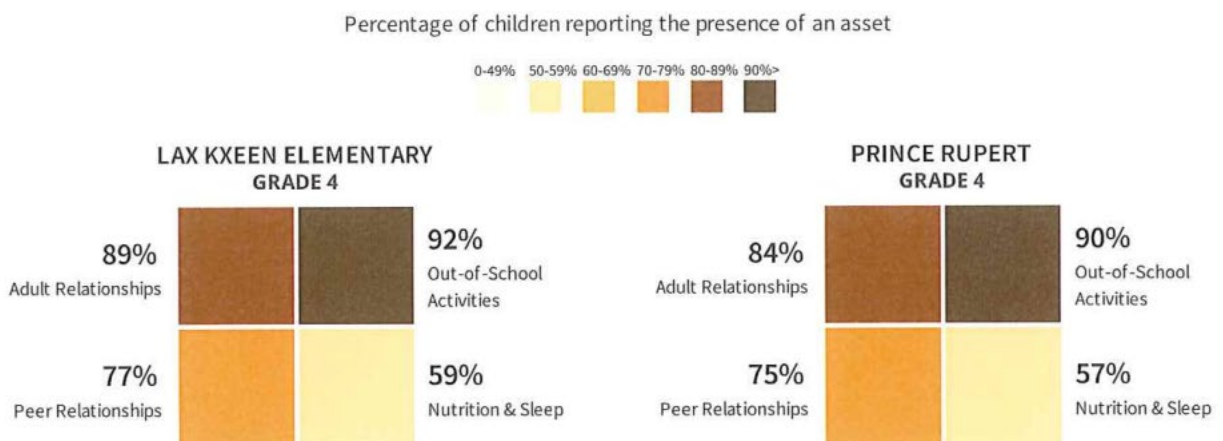
### Goal #3

- **Providing mental health strategies as well as trauma informed practices ensures that students feel safe at school as well as feel a sense of belonging to our school community.**

### Structures and Strategies:

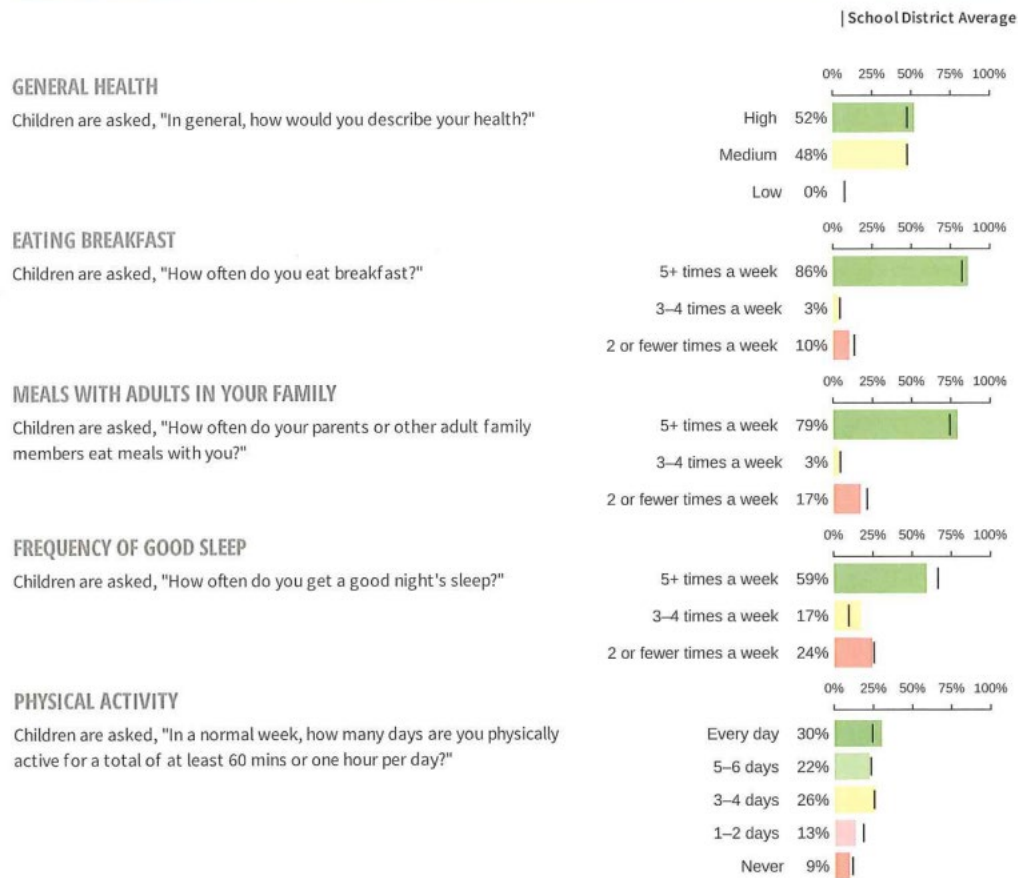
- Whole class lessons (SEL) as well as small group work from our District Wellness Teacher
- Opportunities for district and community professionals to share out at staff meetings (strategies to use in the classroom)
- School collaboration with CYMH counsellor
- Reading books to students to reinforce concepts
- Outdoor opportunities to connect to nature
- Soft start opportunities- Library open at 8:30 for students for early arrivals
- Opportunities to build connections with a variety of adults in the building
- Offering breaks for students through the Office and Library to make positive connections
- Student leadership opportunities (assembly helpers, lunch monitors)
- Counselor worked with small groups
- Indigenous Family Resource Worker making connections with students and running several friendship groups
- Outdoor opportunities to connect with nature (several classes raised and released butterflies this year)
- Mindfulness activities in class (yoga, breathing techniques)
- Indigenous Family Resource Worker offered afterschool yoga once per week for several months
- Breakfast Club available daily outside the Gym from 8:30am
- Food security (Rotary Apples Program, District lunch program, snacks purchased for classrooms upon request, Vancouver Adopt a School Program)
- Community supports provided by CYMH and NCCS

- Variety of strategies to teach students self-advocacy skills (WITS)
- Work experience students in a few classrooms this year building positive relationships
- Principal held staff appreciation luncheons at the end of each term (community building for all staff members)
- Continued collaboration with Plant Parenthood Advocate to build sensory bins as well as alternative seating options and further develop space
- Collaborated with District Occupational Therapist to design and install a sensory pathway in the intermediate hallway



Above is data from the Middle Years Development Instrument School Report from 2024/2025 regarding relationships with both adults at school, in the neighbourhood and community as well as nutrition and sleep & out of school activities. This information was collected from Grade 4 students.

## RESULTS FOR LAX KXEN ELEMENTARY



This section on physical health & well-being was also taken from the Middle Years Development Instrument (MDI) from 2024/2025. This questionnaire gives us a better understanding of how to best support our students as we recognize the importance and contributing factors of mental health and wellbeing.

### Next Steps to further enhance goal #3:

- Continue to meet bi-monthly for staff meetings (every second Wednesday, in person) to discuss Indigenous Education, BC Curriculum, teacher wellness (self-care), whole staff initiatives to build school community; as well as engaging with District and community specialists
- Continue organized social events for Staff (staff birthdays, lunches, weekly snacks)
- District-led Professional Development Events (Implementation Day, Regional Pro Ds)

- Continue to develop in school professional learning opportunities and collaboration (Literacy Committee was established this year that met a few times to discuss resources, teaching approaches and assessment)
- Continue to collaborate with IFRW to support families with barriers that impact mental health and wellness (ie. Food security and access to community supports & resources)
- Continue with staff book study (monthly meetings)

### **Community Involvement:**

- Monthly PAC meetings
- Monthly newsletters sent home physically as well as emailed
- Social media platforms – Facebook; keeping families up to date on current events happening at our school. Some classes also use mobile technology via group text to keep their families informed with the current events happening in their classes
- Increasing in-house connections with families; Family Fun Night, School Wide Reading with parents, Reading Café, Family/ School Breakfasts in each division
- Renamed Parent/ Teacher Interviews to Home/School Connections
- We offered support to families in need through the Family Affordability Funding (gift cards, food hamper draws, egg coupons and essentials for students clothing, shoes, band instrument rentals & school supplies)
- We increased our school & community support for families affected by the December apartment fire (liaising with victim services, RCMP, Transition House, local grocery stores as well as donating done from within our school staff)
- Opportunities for parents to be involved in school events (class field trips)
- Meet the Staff Night
- Individual classes participated in swimming, skating and indoor golf throughout the year, as well as community field trips





### **Ongoing Evidence:**

- Encouraging attendance at Meet the Staff Night, Welcome to Kindergarten event, Play in the K, as well as our Family Fun Night
- Lax Kxeen community provided feedback after school-wide events, often asking when the next school-wide event might be (families invited to performances and assemblies)
- Post-event discussions at Staff Meetings to provide constructive feedback on how to improve for the next event

- Families expressed positive feedback through personal interactions with staff members or on a social media platform

### **Reflection and Summary:**

- Lax Kxeen School has made good progress in working towards the goal areas of literacy, equity and mental health wellness. We recognize that there is much work still to do to support all areas. Our students feel a sense of community and demonstrate pride in their accomplishments.
- In our quest to make literacy a priority, Staff has continued to invest in many literacy resources this year to compliment existing literacy programs (UFLI & Syllasense decodables). In addition, classroom teachers have worked to establish literacy programs and have collaborated on assessment strategies and tools. Our literacy committee also worked early this year to start to map out a scope and sequence. There is notable growth in many of our students, which speaks to the importance and value of continuing structured evidence-based literacy instruction (explicit, direct and systematic).
- In terms of addressing our goal to increase equity, Lax Kxeen has worked hard to build its community vision by working on the school's matrix and including intentionality in the language that we use as a staff about what we value in our school. Our Lax Kxeen ROCKS Matrix (Respect, Ownership, Community, Kindness & Success). We spent monthly assemblies discussing and further developing the beliefs and values of each letter (what it looks like inside the school, outside as well as in our community). We include the Lax Kxeen ROCKS messaging in our morning announcements as well as embedding this in office referral process. The new logo has been completed and this year we had school clothing available with our new logo. We also looked at both the design and learned about the adawx during our school wide activities for National Indigenous Peoples Day. We hope to invite Reegan Kelly in during our open house in the Fall.

### **Next Steps:**

- We would like to continue to develop our literacy programming by further work between the school team and LST in exploring a scope and sequence for each grade with common language that clearly defines how we assess and measure success and relate it to the proficiency scale
- We will continue using varied literacy resources such as CORE Phonics, Heggerty, UFLI and SPIRE

- Continue to implement STEAM and ADST activities for all classes
- Continue with our school wide events and family involvement to promote belonging and connectedness
- Continue with school wide events with students in mixed age groups (similar to the Jump Rope for Heart event) we would like to try and build community by planning an event with mixed groupings each term
- Continue outdoor education, place-based learning and using 21<sup>st</sup> century learning strategies
- Continue to increase the blending of First Peoples Principles of Learning into daily instruction
- Continue to utilise the outdoor learning spaces so all classes can learn about harvesting, planting, life cycles and continue to play outdoors

### **Things to Celebrate**

#### **School Successes:**

- High level of participation in literacy programming (UFLI)
- Classes actively taking part in outdoor education and accessing both neighborhood and community initiatives
- School-wide events have created a more inviting and inclusive environment for students and staff
- Students feel a sense of pride being a member of the Lax Kxeen Family
- Collaboration between classes throughout the school year; it was great to see multi-age students working together for a common purpose
- Increased collaboration between staff for continuation of building on school-wide community (Lax Kxeen ROCKS Matrix)
- Opportunities for whole school gatherings involving sharing a meal continued with a Thanksgiving luncheon and Pancake Breakfast
- Grade 5 Celebration this year involved bringing families in for a dinner and awards ceremony, which was well attended by both parents, students and staff
- Participation in a variety of extra-curricular activities continued with students, staff & parent volunteers (badminton, basketball & track and field)

#### **Important School Initiatives:**

- Literacy focus: collaboration between CRTs and LSTs to provide literacy support (small groups)
- Continued daily Breakfast Club, offered outside of the gym and the Library Learning Commons, both opening at 8:30am



- Daily Announcements including both Smalgyax and French morning greetings
- Birthday Display in common space to celebrate the Seasonal Rounds with student birthdays
- Continue school-wide Fun Day and other events (Halloween, Winter breakfast, Winter Carols, Literacy Events & School Wide Read, Indigenous Peoples Day, Terry Fox Run, Jump Rope for Heart)
- Continue to hold Spirit Days
- Family Events (Kids Play Café, Book Tasting, Flash Light Night, Family Fun Night, Welcome to Kindergarten, Play in the K, Grade 5 Year End Celebration, Year End Assembly)
- Sports Activities (badminton, basketball and track & field)
- Afterschool clubs (Activities, Yoga and Art)
- PAC lunches (Subway, Pizza Hut, Vihaan's, Pita Pit and No 1 Catering lunches); Friday Popcorn Days
- School-wide drumming with Marlene Clifton
- Place-based learning (Forest hikes, Butze Rapids, Rushbrook trail, Lester Centre of the Arts Performances, ANBT, Prince Rupert Public Library, Museum of Northern BC, Prince Rupert Ecology Center, Salt Marsh etc.)
- Coding and Ozobots
- Community Members (RCMP, Prince Rupert Fire Department, Prince Rupert Rampage Hockey Team, Old Field Fish Hatchery)
- District-initiated opportunities to showcase Indigenous brilliance (Metis dancers, staff leading stations for NIPD)

