

Lax Kxeen Elementary

School Improvement Plan

2025- 2026



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 197 students and 46.7% 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 the Afterschool 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 affordability hot lunches (chicken soup, chili & salmon rice bowls). Lunches were offered at \$5 per student, however, were available to all students. 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. 15 families participated consistently 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 interest of reading. Students in 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 teachers with small group literacy support. 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. Our Literacy Coordinator connected with our early primary team to support training on the Acadience Screener and provided support to classroom teachers for targeted support. The Acadience Screener was done for Kindergarten and Grade 1 students this year (beginning, middle & end of year).

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, health & wellness.

In the School District 52 Strategic Plan (2022-2026), trustees have laid out a vision that "Learners 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 2025-2026 school year:

Literacy-providing cross curricular literacy supports both in and beyond the classroom will work to improve students reading levels that align with the provincial learning progressions and increase their interest of reading.

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

Mental Health & Wellness- providing wellness strategies as well as trauma informed practices (social emotional learning & teaching resilience) 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 a part of the school community.

Mission/Belief: Lax Kxeen Elementary is a community of life-long learners that challenges students to strive for 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:

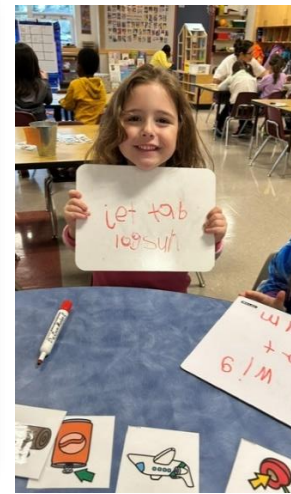
- Classroom Teachers utilise LST support for whole class support (learning instructional and assessment process of UFLI)
- University of Florida Literacy Institute (UFLI) program continued support for classrooms
- Core Phonics
- SPIRE (Specialized Program Individualizing Reading Excellence)
- Guided 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
- 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

- 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
- Viewing of the POPEY sessions were offered with Zach Rochelle & Lindsey Kemeny
- Time has been spent this year on revamping the book room, reorganizing how the decodable books are taken out & purging old materials
- Staff have previewed new materials as well as had refreshers of materials stored in the book room (shared out at monthly staff meetings)
- This year time and money were allocated to increase the early primary classroom libraries (Syllasense decodables)
- WEX students assisted in our library this year with organizing reading materials & supporting to get books out into circulation faster

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 Acadience & CORE assessments and how to interpret data that drives instructional practice
- Expand Acadience screening to K-3
- Bring back the Reading Café sessions where families are invited into school to read with their child(ren) and are exposed to rich text (often an opportunity to showcase new materials in the library)
- Follow the Learning Progressions and meeting as an early primary team to ensure that the team is in alignment with a scope & sequence for instructional goals as well as strategies to support struggling readers

- Provide parent information nights to share learning around literacy instruction with families in our school community
- Opportunities for staff Lunch & Learn sessions
- Include plugs in our monthly school newsletter for literacy support at home
- Consider holding similar literacy activities (targeted for early learners) for intermediate grades (e.g. 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 2025) Proficiency Levels

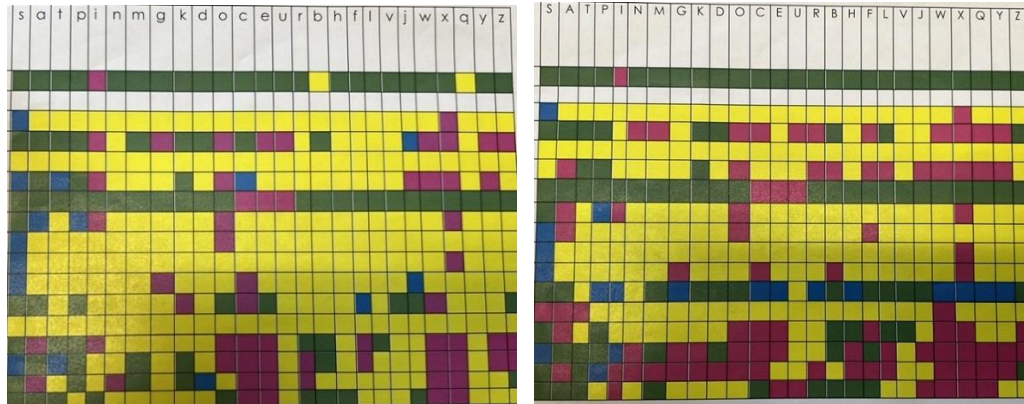
Emerging	On Track	Extending	Exempt/ Opt Out
33.3%	44.4%	2.7%	19.5%

- 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.
- Exempt/ opt out- Students who were exempt or excused due to ministry-approved circumstances and/or parents who choose to opt their child(ren) from participating

2. Early Primary Data

CORE Phonics Survey

September 2025 K Assessment Data (Kindergarten class-17 students)
Lower and Uppercase letters/ sounds

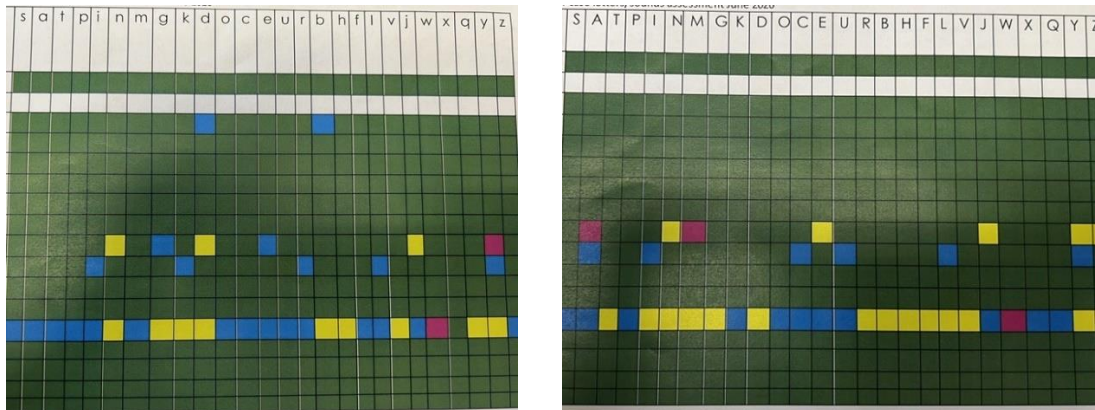


Yellow-**don't know**, Pink-**letter only**, Blue-**sound only**, Green-**letter & sound**

3. Early Primary Data

CORE Phonics Survey

June 2026 K Assessment Data (Kindergarten class- 17 students)
Lower and Uppercase letters/ sounds



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

4. Early Primary Data

CORE Phonics Survey

Data from 1 Kindergarten class (17 students)

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
26	26	26	26	26	26	21	21	21	5	5	5	5	5	5	15	15	15
19	24	24	24	24	24	19	21	21	4	4	4	4	4	4	15	15	15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	19	24	1	23	23	0	20	20	0	4	0	0	0	0	15	15	15
20	24	24	18	25	25	9	21	21	0	4	0	0	0	0	15	15	15
0	3	24	0	7	20	0	21	20	0	0	0	0	0	0	15	15	15
14	24	24	9	20	20	5	20	21	0	5	1	5	5	14	15	15	15
20	20	20	20	20	20	20	21	21	0	5	3	5	5	15	15	15	15
5	22	24	4	23	23	2	20	21	0	0	1	5	5	7	15	15	15
3	7	21	1	7	21	1	3	17	0	0	1	2	5	0	15	15	15
1	4	20	1	2	21	0	12	21	0	0	1	3	5	0	15	15	15
3	8	20	2	11	20	2	17	21	0	0	1	5	5	1	14	15	15
12	20	20	10	20	20	8	21	21	0	5	4	5	5	15	15	15	15
0	2	1	0	1	2	0	3	11	0	0	0	4	5	0	15	15	15
14	20	20	15	20	20	6	21	21	0	5	0	5	5	14	15	15	15
21	20	21	10	20	21	7	21	21	0	5	1	5	5	14	15	15	15
20	20	21	12	20	21	6	21	21	0	5	0	5	5	15	15	15	15
16	20	21	14	20	21	7	21	21	0	5	3	5	5	15	15	15	15

Green- benchmark, Yellow- Strategic, Pink- 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

- 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
6	11	7	4
21.4%	39.3%	25%	14.3%

Emerging- The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning

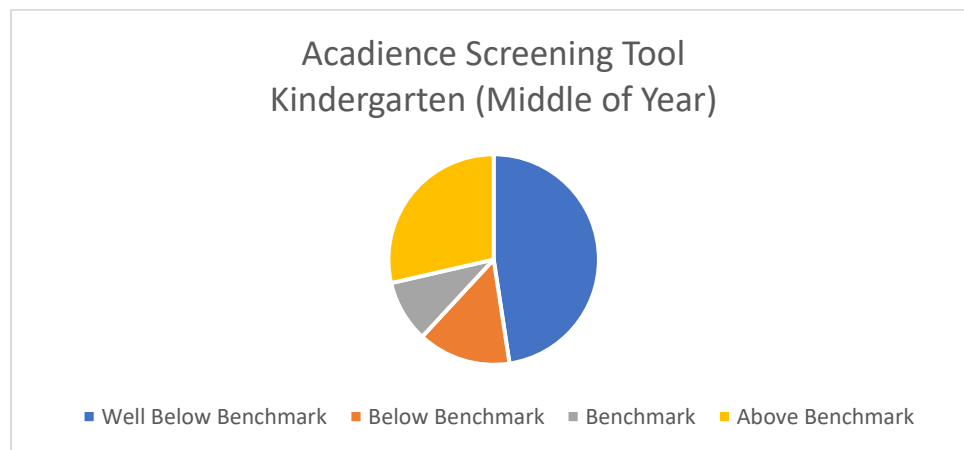
Developing- The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning

Proficient- The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning

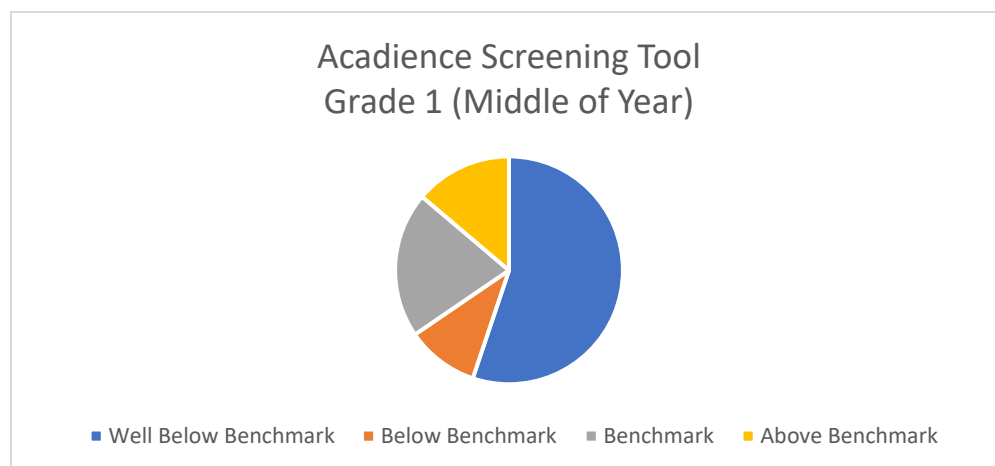
Extending- The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expecting learning

6. Acadience Screening Tool (Data for K-1 Students)

This data was collected by the literacy coordinator as part of the first year of Ministry mandated data screening. The data shown is a snapshot of the mid-year assessment.

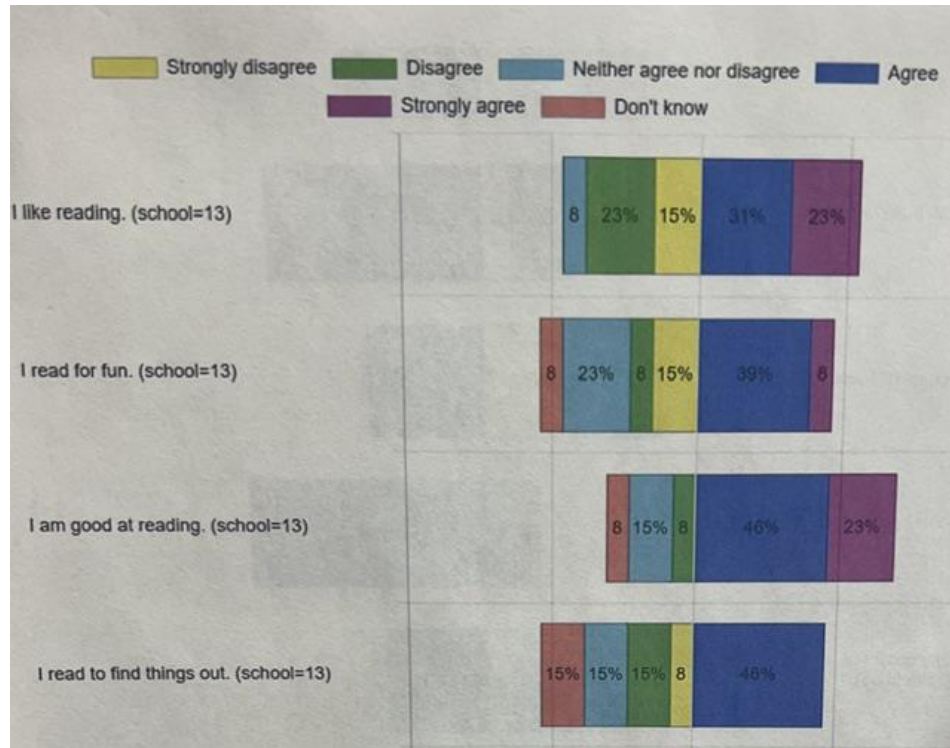


Please note that this data does not indicate individual growth and progress. This data is based on assessments that took place February/ March.



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7. Grade 4 Student Learning Survey (SLS)



Survey questions provided to Grade 4 students around reading ability and interest.

(Student Learning Survey, 2025-2026)

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
- Affordability Lunches (3 this year) supported by Nadia Halward
- Opportunities for students to present at the monthly assemblies
- Support from our Literacy Coordinator providing teachers with access to structured, explicit and direct evidence-based literacy programming support
- Meet the Staff Night
- Draws to increase parent engagement for whole school events
- Collaboration with Indigenous Education Department (National Indigenous Peoples Day stations- (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 (continued work to revamp the matrix and school signage)
- 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 3 & 4 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
- We Read Together- whole school invitation to read with family participation
- PAC monthly lunches: Subway, No.1 Fast Food, Pizza Hut
- PAC Popcorn Fridays
- Community building bake sales to increase funds for extra curricular materials
- Grade 5 Year End Celebration (Ceremony and Dinner for Families)
- Year End Kindergarten Celebration (invited parents to participate in a year end tea party)
- Recognized Kindergarten students & Grade 5 students at year end assembly)
- Year End Lax Kxeen R-O-C-K-S awards for Grade 5 students
- 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 (IFRRW) running station for NIPD this year
- Welcoming the Git Was Drumming group from CHSS for a school wide performance
- Family Fun Night
- Grade 5 ski trip in March
- 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)
- Increased opportunities for in-house professional development (i.e. SLP & OT) for both teaching and support staff

- Explore Lunch & Learn sessions offered through Learning Services
- Professional development opportunities to scaffold and create multiple entry points for students to access curriculum (adapted & modified programming)
- 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.
- Support for supervision (common language that aligns with school beliefs to support staff and students during less structured times)
- Training and parameters for support staff (EAs)
- Staff discussions and activities at staff meetings to strategize ways to connect with students (e.g. 2 x 10 method or check in/ check out) to ensure that everyone knows all students by first name (more likely to build positive connections)
- 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
- Include monthly plugs in the newsletter (i.e. around attendance, literacy support, SEL etc.)
- Continue to increase library resources that reflect all students at Lax Kxeen
- Access parent feedback to determine barriers
- Continue to engage in meaningful discussions at staff meetings about ways to support equity, considerations for increased attendance etc.



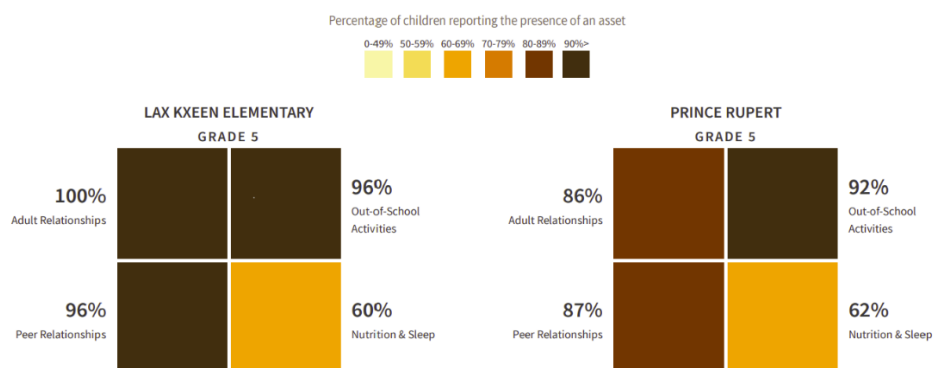
Goal #3

- **Providing wellness strategies as well as trauma informed practices (social emotional learning & teaching resilience) ensures that students feel safe at school as well as feel a sense of personal 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)
- Classes participated in growing and maintaining the garden beds at the front of the school
- Mindfulness activities in class (yoga, breathing techniques)
- 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 OT to build sensory bins as well as alternative seating options and further develop space (sensory room)
- Multi-age Learning School Wide activities (STEM, Literacy, Most Magnificent Thing & Jump Rope for Heart) to develop relationships among students and staff
- Many classes buddy up (older and younger classes) and participate in activities together throughout the year

- Kindergarten class participated in the Roots Of Empathy Program this year
- Winter Craft Night (parents attend and participate in community building while making ornaments with their child(ren))

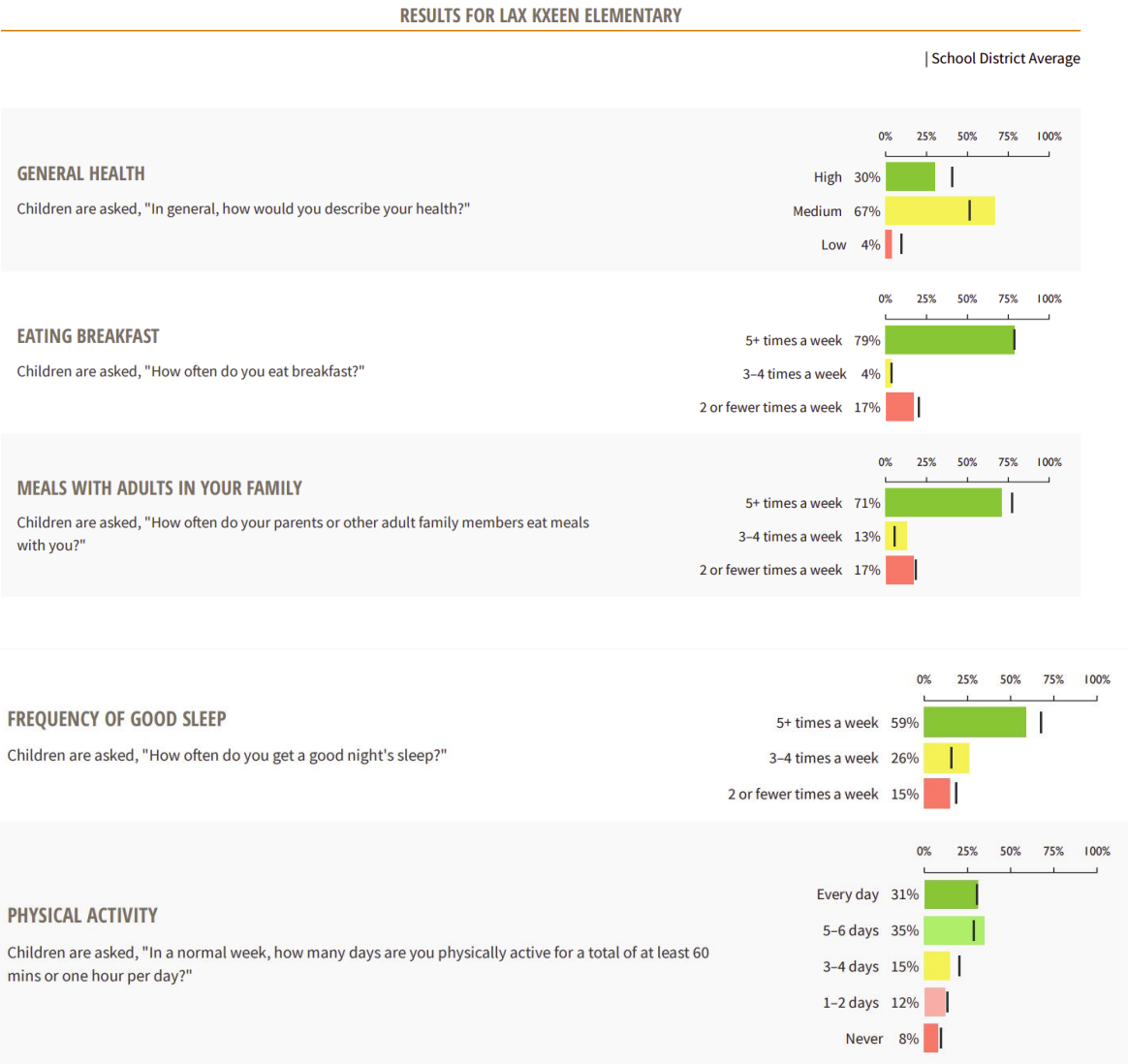


Above is data from the Middle Years Development Instrument (MDI) School Report from 2025/2026 regarding relationships with both adults at school, in the neighbourhood and community as well as nutrition, sleep & out of school activities. This information was collected from Grade 4 students.



This questionnaire was taken from the Middle Years Development Instrument (MDI) from 2025/2026. It 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. This section focuses on social and emotional competence

and how it is an integral part of a child's social and emotional development (MDI, 2026).



This section on physical health and well-being was also taken from the Middle Years Development Instrument (MDI) from 2025/2026. This questionnaire gives us a better understanding of how to best support our students, recognizing contributing factors of mental health and well-being.

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 last year and met a few times to discuss resources, teaching approaches and assessment)
- Continue to collaborate as an early primary team to share ideas, resources and support assessment for literacy
- 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 to hold events that bring our school community together (Stone Soup Thanksgiving luncheon)
- Education around building resilience among students
- Education for parents (monthly blurb around building resiliency etc.)
- Staff wide activities developed by staff that focus on building resiliency (incorporate this into our multi-age group whole school activities)
- Further exploration on the Power of Yet/ Growth Mindset/ Sharing Gratitude with both staff & students

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 & Winter Craft Night
- We participated in a school wide pancake breakfast supported through the Prince Rupert Port Authority
- Parent/ Teacher Interviews
- Our Library welcomed guest visitor Kim Spencer to share her latest book as well as hosted the Prince Rupert Rampage to come and read with students
- We increased the number of draws for family events (gift cards & food hampers)

- We utilized food support through our breakfast program (handing out extra cartons of eggs to families as well as donations of fruits and vegetables)
- Opportunities for parents to be involved in school events (class field trips)
- Meet the Staff Night
- Classes participated in a few community events through the Lester Center of the Performing Arts (Band Concert & Metis Dancers)
- Classes visited the local SPCA, Ecology Center, Port Interpretive Centre
- Individual classes participated in swimming, skating as well as attended the All-Native Basketball Tournament through the Jim Ciccone Civic Centre
- A few classes participated in the Salmon Hatcher Program which included releasing the fry at Oldfield Fish Hatchery
- We collaborated with Eco Trust this school year to get started on a gardening project. We received two planters at the front of the school, which classes have enjoyed caring for
- A few classes also participated in indoor growing with a light shelf that was provided by Eco Trust





Ongoing Evidence:

- Encouraging attendance at Meet the Staff Night, Parent/ Teacher Interviews, Welcome to Kindergarten, Play in the K, as well as our Family Fun Night, School wide reading during Love To Read Week
- 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 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 coordinator has worked this year to build capacity within the primary team to support the implementation of the Acadiance screener for Kindergarten & Grade 1. 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), however we still have work to do to ensure that our students are reading at grade level by Grade 3. The work will continue to

support classes with explicit instruction, and the Acadiance literacy screen will extend for students K-3 in the upcoming school year. We have plans to provide in-house training and build capacity within our literacy team to support teachers with the assessment process as well as consider next steps to inform teacher instruction.

- We increased our literacy resources this school year by investing in classroom sets of decodables (Syllasense) for each early primary classroom as well as boosting our collection of non-fiction text and picture books for our library collection. Additionally, we were fortunate to boost our collection of authentic indigenous resources thanks for funding provided from the Indigenous Education Department.
- 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 hope to have Reegan Kelly involved in a school wide event to discuss her design 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 the provincial learning progressions as well as increase training and capacity building with school staff to use the Acadiance screener for K-3 in the upcoming school year.
- 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 21st century learning strategies

- Continue to build relationships with community partners to further support our school gardening initiatives
- Continue to increase the blending of First Peoples Principles of Learning into daily instruction
- Continue to utilise the outdoor sensory experiences so all classes can learn about harvesting, planting, life cycles and continue to play outdoors
- Develop more useful learning areas within our school (computer lab/ learning commons)



Things to Celebrate

School Successes:

- Great collaboration, team building and collective learning within the early primary team and support from our Literacy Coordinator this year
- 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
- Positive feedback from families about the welcoming environment of our school (increased attendance for parent/teacher interviews & student - led interviews)
- 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)
- Increased staff collaboration and opportunities for students to work in multiage groups (STEM, Literacy, Most Magnificent Thing & Jump Rope)
- 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
- Kindergarten Celebration (tea party) involved families participating and was very well attended
- Participation in a variety of extra-curricular activities continued with students, staff & parent volunteers (badminton, basketball, Grade 5 ski trip & 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 Together, Family Literacy Week, Love To Read Week, Indigenous Peoples Day, Terry Fox Run, Jump Rope for Heart)
- Continue to hold monthly Spirit Days
- Family Events (Flash Light Night, Family Fun Night, Welcome to Kindergarten, Play in the K, Grade 5 Year End Celebration, Kindergarten Celebration & Year End Assembly)
- Sports Activities (badminton, basketball and track & field)
- Afterschool clubs (Activities, Grade 5 Connect Club and Art Program)
- 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, SPCA & Wildlife Shelter)
- District-initiated opportunities to showcase Indigenous brilliance (Metis dancers, staff leading stations for NIPD)

