

EQUITY ACTION PLAN

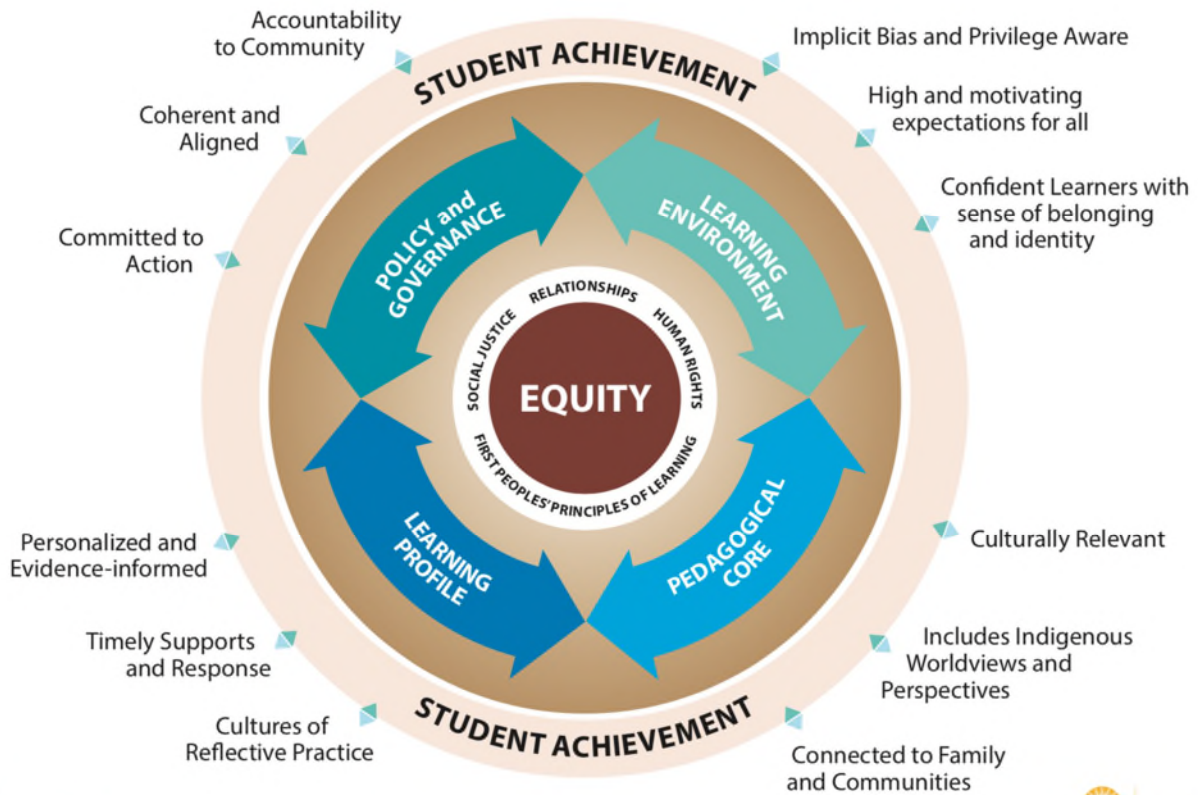
Equity Action Plan Year 4

School District No. 53 (Okanagan Similkameen)

2022/2023

Equity in Review

Indigenous Student Success



Introduction

Thank you to school districts and partners for your collective actions taken in the implementation of your Equity Action Plan this year. We are grateful for your contributions and commitments to this ongoing collaborative process.

Please consider using this template (as well as the Equity in Action Orientation document provided at regional meetings), for reference in reporting your feedback on this year's growth, progress, lessons learned and efficacy of the implementation of your 2022-2023 Action Plan.

This Action Plan evaluation submission is part of a growing base of knowledge and practice that is having a positive impact on equity. This emerging collection of wisdom will be used to inform and inspire equity in communities across the province.

Please note that all Equity Action Plans will be made publicly available, so please ensure that no student specific data is shared within your report.

Equity Action Plan Development

Last year, your District Equity Team submitted an Equity Action Plan (or Action Plan Review). The Plan emerged from your collective processes, engagement across learning communities, findings based on the Equity Scan guiding questions, and the 'Learning Profile' district data profile (provided via the Ministry of Education and Child Care). Your approaches and actions to address equity gaps were identified in your Action Plan.

Ch'íthométsel

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1. Action Plan Implementation:

1.1 Describe the approach to implementing your Equity Action Plan this school year.

- Regular meetings with Equity in Action Committee
- Community, rightsholders, and student feedback on Strategic Plan Review
- Discussed and reviewed Equity Plan with administrators and staff to prioritize plan.
- Included Equity in Action Plan reviews on agendas for Indigenous Education Advisory Council (IEAC) meetings.
- Regularly reviewed, discussed and shared all relevant data, including HAWD report, as it pertains to goals of equity and shared results with staff, trustees and IEAC.
- Included the Equity in Action Plan in the engagement and data collection process to establish a new Strategic Plan for the school district.

2. Lessons Learned:

2.1 Describe the impact of your Equity Action Plan specific to each of the four Equity in Action Framework quadrants:

3.2(i) Policy and Governance –

- This year we embarked on the process of developing a new Strategic Plan for the district, ensuring meaningful collaboration with rightsholders was upheld throughout. It was evident as we correlated feedback from all parties, that a continued focus on supporting Truth and Reconciliation is a main goal area of the plan. Our commitment is to prioritize language, culture, and history to strengthen relationships and promote equity, belonging and success for all Indigenous students. Truth and Reconciliation is also one of the primary values of the new plan as we honour local Indigenous language and culture and strive to build community and respectful relationships with local Indigenous communities.
- The district continues to recognize the importance in alignment of the Framework for Enhancing Student Learning and the Equity in Action Plan.
- This district aligns budgetary priorities to those of the Strategic Plan and Equity in Action Plan.
- The district has again increased time to an Indigenous district administrator. This has now been increased from .1 in the 2022-23 school year to .5 for the 2023-24

school year.

- Senior staff referenced and reviewed the plan in the orientation and onboarding sessions with newly elected Board.
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3.2(ii) Learning Environment –

- As we continue efforts to make our learning environments ones where Indigenous students feel safe, welcome, cared for, and representative of their culture, the feedback from our surveys indicates very strong improvements in these areas.
 - Established monthly training sessions for Indigenous Advocates to build capacity in supporting students in cultural, educational, and social emotional supports. These sessions have also addressed a better understanding and awareness of local protocols, ensuring all staff and students will adhere to and be respectful of these protocols.
 - Continue to provide training to staff to increase awareness of systemic and structural racism throughout district and provide concerted efforts to address any such areas that are found.
 - Increase the amount of Nsyilxcen language instruction that is offered throughout district.
 - Graduates improving the transition from high school into post-secondary programming supported by Grad Coach position.
 - Having increased conversations about successful practices with Indigenous learners, with school leadership, has led to increase in effective practices throughout the district.
 - Increased community connections with school staff reaching out and engaging in community events.
 - Increased student voice through empathy interviews.
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3.2(iii) Pedagogical Core –

- Indigenous Pro-D Day – Learning for all educators
 - Start the school year with entire district participating in Indigenous focussed professional development.
 - Topics included: Learning on the land, connecting outdoor learning to writing, Nsyilxcen language, Indigenous games, Indigenous themed core-competencies, decolonizing assessment practices, STEM through an Indigenous lens, along with many other opportunities.
 - Indigenous professional development day committee continuing to learn and improve upon how to support and build capacity amongst staff for the integration of authentic Indigenous perspectives.

- English First Peoples 11 or 12 was taught at every secondary school this year prior to the new Indigenous content graduation requirement.
 - Continued training and support for teachers facilitating the learning in English First People's courses.
 - Had six administrators from district participate in the Ministry sponsored: Data & Evidence Community of Practice with Shane Safir and Dr. Jamila Dugan – Focused on collecting "Street Data" from marginalized Indigenous learners in order to improve transitions in the district.
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3.2(iv) Learning Profile –

- Regular meetings were held with each school administrative team and Indigenous advocates with Assistant Superintendent to review and track every Indigenous student's learning progress.
 - Graduation coach position was increased from .6 to .8 in the district working with students in grades 10-12. We received very positive feedback from students on the support they are receiving in this area.
 - "How Are We Doing" data is discussed with all school admin. and Indigenous Education Advisory Council, along with district Education Council.
 - Other data that is closely tracked is the SLS (Student Learning Survey) and our district's year end reports.
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3. Successful Practices:

3.1 What were the greatest areas of success from this year's Action Plan?

- Ensuring regular individualized supports for students not achieving at grade level and/or those with social emotional challenges.
- The lessons learned from: Data & Evidence Community of Practice with Shane Safir and Dr. Jamila Dugan
 - Importance of removing barriers for Indigenous youth to create true equity using their student voice.
 - Getting away from a deficit model and refocusing on the positive.
 - To focus on sense of belonging, making inclusion visible, and knowing their stories.
 - Being aware of the benefits of deep listening.
 - Take the time and establish the process to gather student voice. Understand the need for co-designing transition experiences for students and families.

- Transitions require multiple contacts and activities co-designed with students in their own contexts.
 - Successful transitions lead to a sense of belonging, safety, acceptance, and that student voices matter.
 - Student confidence with academics improves with positive transitions.
 - Having an adult in the school they can count on strengthens the transition success.
- Continued improvement in almost all metrics collected:
- Indigenous graduation rates
 - FSA results
 - Grade to grade transitions
 - Lower Adult Dogwood completion rates compared to provincial averages
 - Improved results on MDI, YDI, and Student Learning Surveys for how Indigenous students feel cared for, feel safe, and belong in schools.
 - Lower numbers indicated in Alternate Programs
 - Low numbers indicated on Evergreen Certificate programs
 - In collecting “Street Data” students feel welcome, cared for, and have connections to adults in the building. Overall feeling of enjoying school.
- Starting the year off (last three years) as a whole district educational community with impactful speakers and practical breakout sessions to set the tone and direction of the school year.
- The priorities of the equity plan are reflected in the district priorities in the strategic plan elevating the importance and ensuring resources
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3.2 How do you know that these practices addressed parity and equity gaps for Indigenous learners? Please include **qualitative/quantitative data** used to assess the efficacy of your Action Plan.

- The district analyzed:
- HAWD report, (Graduation Rates, Dogwood vs. Adult Dogwood, Indigenous students enrolled in Alternate programs, FSA results, graduation assessments, grade to grade transitions)
 - MDI (Middle Years Development Index)
 - YDI (Youth Development Index)
 - SLS (Students Learning Survey)
 - Street Data evidence collected within district
- In almost all areas analyzed there is evidence that the practices implemented throughout the district, outlined in the Equity Action Plan, have had a positive impact for Indigenous learners.

4. Moving Forward:

4.1 Reflecting upon this year's Equity Action Plan implementation, what changes will your team make to your plan for next year's implementation?

- Continue process of empathy interviews
 - Increase time for district Indigenous Admin.
 - Run District Pow-Wow yearly with support of all three First Nations
 - Review and update LEA's with First Nations
 - Go deeper with looking into evidence indicating academic courses Indigenous learners are enrolled in at grades 10-12.
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4.2 What intentional strategies, actions and goals have you identified for next year's Equity Action Plan to address inequities and systemic barriers that may still exist for Indigenous learners?

- We have committed to continuing the work started in Data & Evidence Community of Practice with all schools throughout the district to help address inequities and remove systemic barriers.
 - We continue to work to develop stronger relationships with the three First Nations we serve.
 - This year we aim to start building a relationship with the local Metis association.
 - We will work to operationalize the new Strategic Plan focussing on one of the main goals, Truth and Reconciliation.
 - We continue to invest in the professional learning of students and staff
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4.3 Please indicate if / how your Equity Scanning has informed your school districts' strategic planning work.

- We feel our Equity Scanning continues to provide necessary evidence to inform our practices and guide our district as we move closer to achieving equity for students.
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5. Recommendations/Additional Comments:

How can MOECC and School Districts improve our collaborative and co-constructive approaches to the Equity in Action Project moving forward?

- As there seems to be an increasing amount of overlap between the Framework for Enhancing Student Learning report (FESL) and the Equity Action Plan review, it could streamline this process to combine these two reports.
- Continued sharing of effective practices between districts will create a benefit to all students.

6. Appendices: Please consider sharing any artifacts as part of your report submission, i.e. student/family/community surveys, presentations, resources, pictures of inclusive practices in your schools, videos of interviews with students/staff, learning tools and other locally developed sources.

Community of Practice Powerpoint – See Attached

SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Superintendent	SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Indigenous District Lead
_____ Bev Young Superintendent School District No. 53	_____ Marcus Toneatto Asst. Superintendent School District No. 53

SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Equity in Action Community Member	SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Province by its duly authorized signatory
_____ Helen Gallagher Equity in Action Community Member	_____ Denise Augustine Superintendent, Indigenous Education Ministry of Education and Child Care