

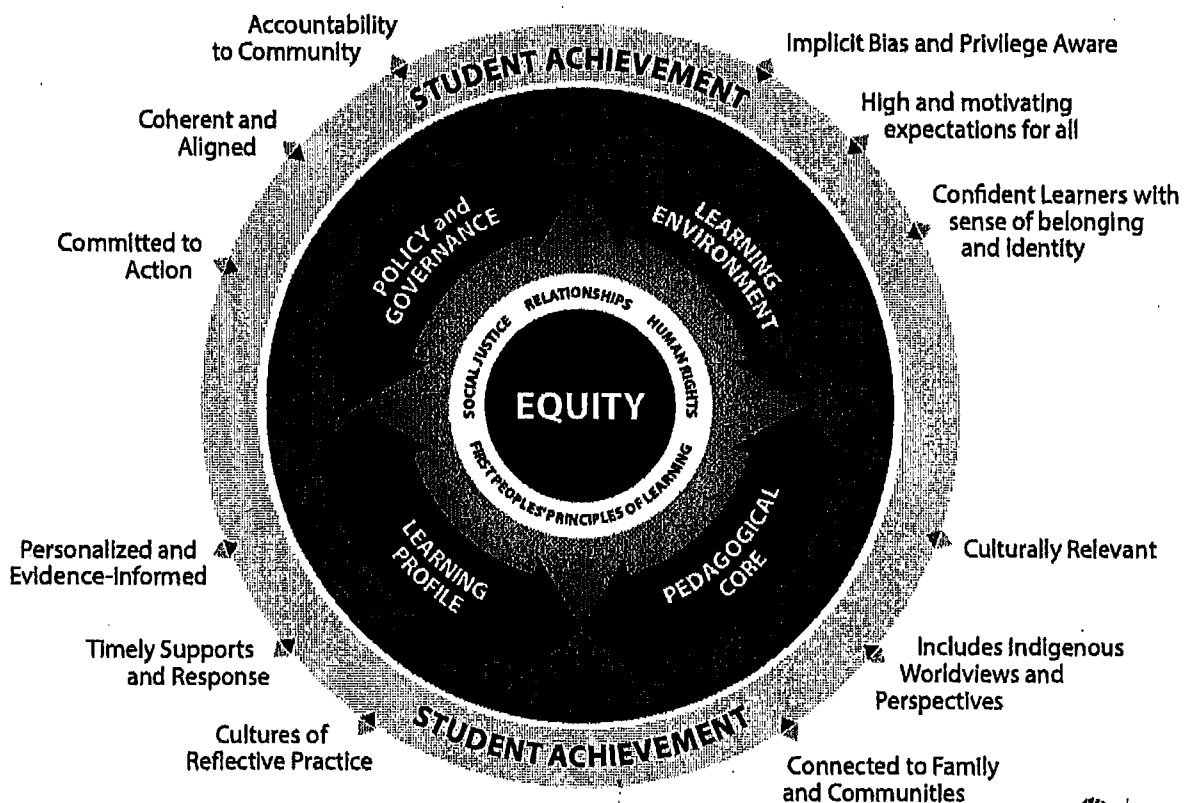
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW TEMPLATE**

School District No. 10 (Arrow Lakes)

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'ithométsetl

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1. Action Plan Implementation:**1.1 Describe the approach to implementing your Equity Action Plan this school year.**

We took our calls to action from our Equity Scan very seriously and approached implementation with intention and purpose. Monthly Indigenous Support Teacher meetings as well as our quarterly Indigenous Education Advisory Council meetings held our commitments and allowed for sharing and updating of progress. Communication to the schools was another important factor in ensuring the plan was executed. This approach allowed for constant reflection and review and allowed for any adaptations or modifications throughout the year. We found the plan to be helpful in creating clarity and intentionality in how we approached our goals and objectives and are very proud of what was accomplished this year.

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 -**

We continued to see our Indigenous Education Advisory council grow and develop this year. We now have a student representative sit on the committee, and we have welcomed new members from the community and a representative from the Metis Nation. The Council also continues to advise the Board on budget allocations and participated in a structured consultation regarding the development of our new strategic plan. Calls to action from our Equity Scan last year have been regularly reported on at all Council meetings and at regular meetings of the Board as well.

3.2(ii) Learning Environment -

We have developed Indigenous spaces in all our schools to provide a place for meeting and being together. These spaces were one of the main asks from our scan and have contributed to a feeling of belonging and community for our students. As part of our efforts to enhance community and build connections with our families we held dinners at the schools.

3.2(iii) Pedagogical Core -

This year we increased Indigenous Support teacher time in almost every building to support teaching and learning in our schools. We also added Elders in Residence in each building. Between these two actions we were able to provide teachers with knowledge and practices to meet the needs of all students and add Indigenous content across the curriculum. For instance, we had an Indigenous focussed Math center lead by an Elder.

3.2(iv) Learning Profile -

Our IST's provide opportunities for one-to-one check-ins and small group meetings for our students. Goal setting and accessing supports to achieve these goals were an integral part of our work with Indigenous students. We were also fortunate to receive some funds through the Jordan's Principle Grants to provide one to one support for a few of our students who otherwise would not have received support through designation.

3. Successful Practices:

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

The addition of our elder in Resident program was a game changer for us in providing Indigenous

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.

From a qualitative lens, we heard feedback from students and families about how the action plan was making a difference. Our Elder In-Residence program provided us with verbal and written feedback from students about the impact Elders were having. We also heard from students through goal setting and regular check ins with the IST at their school that they are feeling more connected and that the work we are doing around FPPL, Grandfather Teachings, Medicine Wheel, and Indigenous Worldviews and Perspectives is making a difference for them. From a quantitative lens, we saw a closing of the gap in FSA results and secondary assessments, and in some cases Indigenous students were equal to and out-performing non-Indigenous students. As our district is small, most of our quantitative data is masked. In our recent HAWD report we are seeing a closing of the gap in secondary but there is still work to be done there (ie. Fewer students developing and more proficient). FSA data this past year shows a closing of the gap in scaled scores. Grade 7 numeracy saw Indigenous student slightly higher than non-Indigenous students, and grade 7 literacy saw no gap at all. This was an improvement from the previous year. Grade 4 FSA results indicate almost no gap in literacy and numeracy. Having said that, we are seeing a gap between the number of Indigenous students who are emerging and non-Indigenous students who are emerging in FSA (except for grade 4 writing). Secondary data indicates that Indigenous students are doing well in all courses except pre-calculus 11. All other course marks indicate no gap. While there is a gap in graduation rate from last year (83% Indigenous vs 96% non-Indigenous) it should be noted that due to very small cohort size, there are only one or two students in either category who did not graduate and last year and so percentage results can be

misleading. We work hard to ensure that every student graduates, and the benefit of a small district is that we know each individual student and work with them and their families to provide supports and interventions to assist in graduation in their sixth year.

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?

We made some great progress with our Elder In-Residence program this year and we will be expanding this program further. One area we want to improve in is communicating our work with parents. Our district is currently updating websites and we will be adding Indigenous Education initiatives and events to this. Some schools are already including a note on Indigenous Education in every newsletter, so this is a good start.

- 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 continue to provide Indigenous Education Support Teachers in each school to provide individualised academic and social emotional support. We will apply for Jordan's Principle grants again in the coming year to provide additional learning support for our most vulnerable learners.

- 4.3 Please indicate if / how your Equity Scanning has informed your school districts' strategic planning work.

The Equity Scanning has had a direct impact on the development of our new strategic plan. The district engaged in "Scenario Planning" for our strategic plan and all the aspects of the scan showed up in our future scenarios. Having our IEAC and IST's part of the consultation process was critical and having members of the council, including Indigenous students, part of the content building process for the plan and subsequent implementation plan will ensure that those pieces that came out of the scan are firmly embedded.

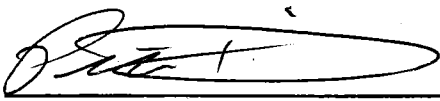


5. Recommendations/Additional Comments:

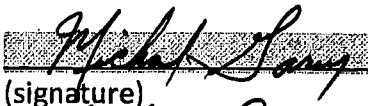
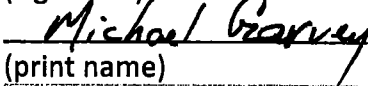
- 5.1 How can MOECC and School Districts improve our collaborative and co-constructive approaches to the Equity in Action Project moving forward?



Continue sharing of best practices and allowing for on-going dialogue between districts

so that we may better learn from each other.

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.

<p>SIGNED AND DELIVERED on the <u>21</u> day of <u>June</u>, 2023, on behalf of the Superintendent</p>	<p>SIGNED AND DELIVERED on the <u>21</u> day of <u>June</u>, 2023, on behalf of the Indigenous District Lead</p>
<p> (signature) <u>Peter Dubinsky</u> (print name) Superintendent School District No. <u>10</u></p>	<p> (signature) <u>Mike Hobberson</u> (print name) District Lead of Indigenous Education School District No. <u>10</u></p>
<p>SIGNED AND DELIVERED on the <u>21</u> day of <u>June</u>, 2023, on behalf of Equity in Action Community Member</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Province by its duly authorized signatory</p>
<p> (signature) <u>Naomi Smolbo</u> (print name) Equity in Action Community Member</p>	<p>Denise Augustine Superintendent, Indigenous Education Ministry of Education and Child Care</p>
<p>SIGNED AND DELIVERED on the <u>21</u> day of <u>June</u>, 2023, on behalf of First Nation Representative</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Métis Chartered Community Rep</p>

 (signature)  (print name) First Nation Representative	 (signature) (print name) Métis Chartered Community Representative
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