



Equity Scan Action Plan Template

Policy & Governance Recommendations | Current Rating: 3

Priority	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. Ensure that policy and admin procedures define and enshrine equity in explicit and implicit ways.		<ul style="list-style-type: none"> Complete the AP associated with the Identity, Belonging and Connections policy. Continue to action the policy by informing all staff at regular opportunities. 	<ul style="list-style-type: none"> All staff understand equity as a value of the employer.
2. Intentionally align financial and human resources with DRIPA recommendations	<ul style="list-style-type: none"> <i>Increase Indigenous Personnel/positions across all departments.</i> 	<ul style="list-style-type: none"> Enshrine in yearly budget guiding principles. Ensure that budget commitments are transparent and shared with Indigenous Education Council at each meeting. Ensure hiring practices prioritize Indigenous staff in Indigenous roles. 	<ul style="list-style-type: none"> Percentage of staff with Indigenous ancestry increases (proportionate to student population). Indigenous roles in district are filled by staff of Indigenous ancestry.
3. Continue to make impactful changes to HR structures so that employees of Indigenous ancestry are valued and recruited.		<ul style="list-style-type: none"> Develop a baseline for the number of employees who self-identify as having Indigenous ancestry. Progress baseline of self-identifying staff to recruitment, in all employee representative of Indigenous student population. 	<ul style="list-style-type: none"> Percentage of staff with Indigenous ancestry increases (proportionate to student population). Indigenous roles in district are filled by staff of Indigenous ancestry.

Learning Environment Recommendations | Current Rating: 2

Condensed	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
1. Ensure that professional learning for all staff provides opportunities to critically examine biases, attitudes, beliefs, values, and practices.	<ul style="list-style-type: none"> <i>Raise awareness and understanding of Standard 9 of the BCTC professional standards.</i> <i>Regular practice among staff of examining biases, attitudes, beliefs and values.</i> <i>Continue to address and challenge colonial worldviews within our adult learning community through professional development opportunities.</i> 	<ul style="list-style-type: none"> Share Standard 9 video with all staff at September staff meeting. Determine structures for all other employee groups to view Standard 9 video. Ongoing and consistent opportunities to examine biases, attitudes, beliefs, values and practices woven throughout all staff learning all year. 	<ul style="list-style-type: none"> Students indicate that they believe their teachers think they can be successful. Families indicate the schools in the district are respectful of Indigenous culture and communities. Staff are familiar with Standard 9 and the video.



<p>2. Develop a systems approach for all staff to connect meaningfully and respectfully with local communities.</p>	<ul style="list-style-type: none"> • <i>Provide structures and processes that facilitate deeper understanding of knowing your learners.</i> 	<ul style="list-style-type: none"> • School staffs continue to explore ways to reach out to Indigenous students, families, and community in genuinely meaningful ways. • Share promising practices and protocols district wide. 	<ul style="list-style-type: none"> ➤ Monthly check ins with Nations indicates feedback that connections are growing. ➤ Survey results indicate families feel more connected to neighborhood schools.
<p>3. Ensure all district learning initiatives intentionally include district anti-racism values and equity action alignment.</p>	<ul style="list-style-type: none"> • <i>Using an equity lens, review District and school-based assessments.</i> 	<ul style="list-style-type: none"> • Ensure collaborations with communities/InEd department staff and Indigenous students to consult on perspectives and worldviews when designing new initiatives or frameworks. 	<ul style="list-style-type: none"> ➤ Frameworks, assessments, and district initiatives include Indigenous perspectives and worldviews.

Pedagogical Core Recommendations | Current Rating: 2

Condensed	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
<p>1. Continue to grow a culture of expectation where instructional planning aligns with Ministry curriculum and includes Indigenous content and worldviews.</p>	<ul style="list-style-type: none"> • <i>Identify, acknowledge, and value the learning that is happening outside the school in a meaningful way.</i> 	<ul style="list-style-type: none"> • Create guidelines for progression of learning and skills K-12. • Collaborate with local nations to create structures for district staff/students to connect with families and communities outside of the school site. 	<ul style="list-style-type: none"> ➤ There is visible indigenous representation in every school on the walls, in the halls of the school community. ➤ Learners see themselves in all curricula, places, and spaces
<p>2. Dedicate time, space, and staff to collecting and collating recommended resources and promising practices.</p>	<ul style="list-style-type: none"> • <i>Create a framework for enhancing Indigenous Ways of Knowing through K-12.</i> 	<ul style="list-style-type: none"> • Teachers are supported to collect and coordinate real-life, hands-on, and land-based examples of embedding Indigenous content that can be used in classrooms K-12. • A team of educators from across the district, in collaboration with INED staff and community, create a progression of key learnings for each grade. 	<ul style="list-style-type: none"> ➤ Structures are in place to collect, collate and share promising practice. ➤ Language lessons are planned and embedded in different subject areas and curriculum (in addition to language and culture lessons and classes).
<p>3. Maintain high and motivating expectations for all Indigenous learners.</p>	<ul style="list-style-type: none"> • <i>Using an equity lens, review District and School based assessments.</i> • <i>Initiate a review of the literacy gaps within grades 5-9 Indigenous students.</i> 	<ul style="list-style-type: none"> • Train all staff in foundations of literacy & numeracy strategies (including non-enrolling & INED support staff). • Increase the number of Indigenous learners who are engaged and successful readers. • 	<ul style="list-style-type: none"> ➤ Improved results in FSA (4 and 7), Grade 10 Literacy and Numeracy Assessments and Grade 12 Literacy Assessments and grad rates. ➤ End of year report card data shows correlated improvement because of strategies implement for support based on learning inventory data.



Student Learning Profile Recommendations | Current Rating: 2

Condensed	Strategic Plan Operational Action Alignment: Where?	Proposed Action: Outline steps for the action	Indicators of Success/Progress?
<p>1. Use the data from our system wide structures to collect, monitor and respond to Indigenous learners' achievement.</p>	<ul style="list-style-type: none"> • <i>Initiate a review of literacy gaps within 5-9 Indigenous students.</i> 	<ul style="list-style-type: none"> • Continue to monitor existing data (Dashboard Data, Student Snapshot/Red-Yellow-Green, How Are We Doing? Report, etc.). • Respond to data and action as needed and set up structures to regularly review. 	<ul style="list-style-type: none"> • We see continuous improvement in assessment data. • Our systems of support are aligned with what our data tells us.
<p>2. Focus targeted resources and supports based on district data, such as learning inventories, Student Learning Surveys, Indigenous snapshot data.</p>	<ul style="list-style-type: none"> • <i>Using an equity lens, review District and school-based assessments.</i> • <i>Increase focus on student success of grade 10 – 12 Indigenous Students with new Indigenous Student Success Coordinator.</i> 	<ul style="list-style-type: none"> • Continue to support the school-based Success Coordinators. • Conduct needs assessments based on data and allocate resources accordingly. 	<ul style="list-style-type: none"> • We see improved achievement results where resources have been allocated.
<p>3. Learners served by LEA's will have a strength-based student life plan that provides progression of goals from K-12, with the goal for all Indigenous learners eventually having this plan.</p>		<ul style="list-style-type: none"> • Engage families in planning and understanding of all curricular programs and options. • Engage in communication with school staff about process of student life plans. 	<ul style="list-style-type: none"> • Every Indigenous learner has a student life plan by June 2025.