

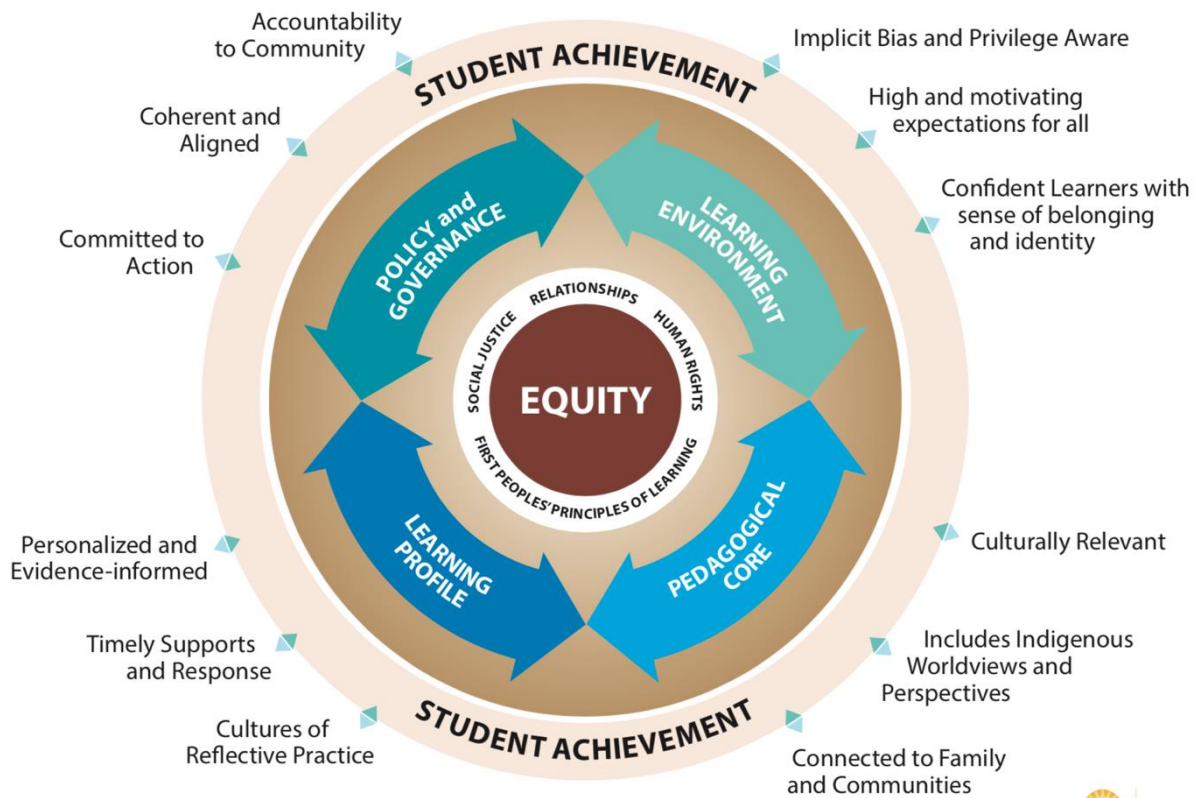
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW TEMPLATE**

School District No. 45 (West Vancouver)

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:

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

This is our second full year working on our WVS Equity Action Plan. Since September 2022, the WVS Equity Action Committee has continued to meet regularly and have shifted from developing the Equity Action Plan and Theory of Change to actioning the targeted strategies. In order to capture the full scope of the Equity Action work, we have included a summary of 2021-22 Action Plan Strategies and updated on 2022-23 progress below.

2021-2022 - Summary of the of Equity in Action Work

As an Equity Scan Committee:

- We reviewed the four pillars and looked for alignment with our **2020-2025 Enhancement Agreement (EA)** and our **2021-2022 Framework for Enhancing Student Learning (FESL)**.
- We agreed to begin by focusing on the **Learning Environment** strand due to the natural connection and alignment with our **WVS Enhancement Agreement** and our **WVS Framework for Enhancing Student Learning**.
- We examined the Learning Environment strand and focused on **Sense of Belonging and Indigenous voice**.
- We prioritized and reworked the questions to work for our context and intended audience.
- We discussed who we should scan and developed parent, student and staff surveys.
- We conducted the surveys.
- We created a WVS 5-point scale to assess the responses.
- We unpacked the survey responses and data looking for themes and trends.
- We created a **District Profile** and looked for strengths and opportunities.
- We worked with partner groups to get their feedback, input, and reflections on the **District Profile**.
- We developed three **Equity Growth Goals**.
- We worked with partner groups to **develop strategies** and next steps.

2022-23 - Summary of this year's Equity in Action Work

Our path forward with the WVS Equity Growth Goals (Learning Environment)

Equity Growth Goals (Established by Equity in Action Committee in 2021-22)

1. Create opportunities for increased Indigenous parent/family and student voice.
2. Create more opportunities for families to be welcomed within the schools.
3. Create opportunities to improve K-12 transitions

After developing the Equity Growth Goals, we met with the WVIEC, the Equity in Action Committee, our Indigenous Successes Teachers, and our WVS Indigenous Circle to develop strategies to achieve the Equity Growth Goals.

Below is a summary of the work we have completed in 2022-2023 in relation to each of the Equity Growth Goals.

1. Create opportunities for increased parent/family and student voice:

- Hosted an Indigenous student/family Welcome Back to School BBQ.
- Hosted two Indigenous Family Coffee Mornings to create a space and time for voice, feedback and input with respect to Sense of Belonging and Engagement.

- Hosted an Indigenous Family Early Learning event for new & current K-3 families.
- Ensured Indigenous student voice on our district student panel for our January PD Day focused on Sense of Belonging.
- Hosted a grade 7-12 Indigenous Student Forum to provide space and time for student voice, feedback and engagement.
- Hosted two Secondary Indigenous student canoe learning opportunities for Indigenous students.
- Continued the use of the elementary and secondary Indigenous Ed Google classrooms for ongoing feedback, communication and sharing with Indigenous students and their families.
- Continued to host regular student meetings with Indigenous success teachers/counsellor.
- Ensured Squamish Nation input and voice in the development of the new English First Peoples Graduation courses.

2. Create opportunities for families to be welcomed within the school:

- Worked with Early Learning Team and Squamish Nation to support Early Learning Equity work and transitions to WVS.
- Offered regular family/student meetings with Indigenous teacher/counsellor.
- Hosted a June Indigenous Student Graduation and Family Gathering Event.
- Schools have been working on ensuring Indigenous families are invited to school events and opportunities.
- Increased Indigenous teacher/counsellor time.
- Expanded the use of Squamish language (announcements and assemblies).
- Hosted two district Indigenous family coffee mornings.
- Have increased Indigenous Elder time for school and community ceremonies, events, acknowledgements, welcoming and storytelling.

3. Create opportunities to improve K-12 transitions:

- Reviewed new family intake procedures.
- Continued Early Learning Equity in Action work focussing on transitions.
- Continued to communicate with families with respect to the Grade 7-8 transition to Secondary School.
- Hosted Grade 7-8 Indigenous student secondary school transition visits.
- Offered Indigenous Family focused transition meetings.
- As needed, meet with the Squamish Nation team about the graduation pathways and requirements for graduating students.
- Continued to use the Google Classrooms to promote transitional opportunities for Post-Secondary, Trades, Scholarships and future opportunities.
- Facilitated numerous Indigenous focused Post-Secondary visits and meetings.

Creating greater alignment between Equity in Action, Framework for Enhancing Student Learning (FESL) and School Indigenous Plans

As part of Equity in Action, we have worked to create greater alignment with our **WVS Framework for Enhancing Student Learning (FESL)** goals that focus on the educational outcomes of Human and Social Development and Intellectual Development.

Human and Social Development

*Increase the number and percentage of students in grades 4, 7, and 10 reporting a **sense of belonging** on the Student Learning Survey within two years.*

Rationale: West Vancouver Schools believes that feeling safe, welcome, connected, and respected forms the foundation for student learning and success. Although West Vancouver Schools' data in Sense of Belonging demonstrated alignment with provincial averages, the district was not satisfied with the percentage of students feeling a positive sense of belonging.

Although not specifically connected to Equity in Action, we have a second FESL goal directly connected to Indigenous student success and narrowing the gap between Indigenous and non-Indigenous learners.

Intellectual Development

Increase the number and percentage of Indigenous students in grades 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years.

Rationale: West Vancouver Schools believes that focusing on numeracy with a targeted population will not only improve achievement results for individual students but will also have a significant impact upon all learners in this area.

We also built in the three **Equity Growth Goals** into each school's Indigenous School Planning framework in order to ensure we are all working together to achieve the Equity Growth Goals. Below is the **2022-2023 WVS Indigenous Success Plan** that articulates the alignment of this work.

2022-2023 WVS INDIGENOUS SUCCESS PLAN



WVIEC Enhancement Agreement

Enhancement Agreement (EA) was created by the WVIEC to guide decision-making that will ensure Indigenous student success.

Enhancement Agreement Goals:

- To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
- To create a sense of space and belonging for Indigenous students that is inclusive to all.

The Enhancement Agreement Goals anchor and influence the **WVS Framework for Enhancing Student Learning (FESL)**, the **Equity in Action plan** and **teaching and learning**.



WVS Structures to support Indigenous Student Success

WVS Indigenous Education Council	WVS/Squamish Nation Protocol Agreement Team (Squamish Nation Education & Squamish Nation Language and Culture)	WVS Indigenous Success Team	WVS Cultural Enhancement Team	WVS Indigenous Education Circle	School Indigenous Education Committee and Plans
Set goals and future directions Develop, communicate and realize the EA Shared decision making and planning	Establishes a cooperative collaborative relationship to share information, improve communication, strengthen cultural awareness and administrative practices and programs.	Secondary success counsellor and teachers Elementary Success teacher All positions focused on improving student success (academic success and sense of belonging)	Elder Advisors Language lessons and exposures Cultural lessons and experiences Special events and ceremonies	Teacher Reps from each school coming together to share and learn through Indigenous pedagogy to enhance and support the system wide learning and growth.	School based action plans focussed on the FESL, EA and Equity goals.

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

3.2(ii) Learning Environment - As an Equity in Action committee we agreed to focus on the Learning Environment Quadrant.

- Next January we plan to resurvey the WVS Indigenous students and families to determine the effectiveness of the Equity in Action work relative to the three Equity in Action Goals.
- Anecdotally, the WVS Indigenous families have greatly appreciated the coffee mornings and opportunities for increased voice.
- The WVS Indigenous Forum students expressed that they greatly valued the opportunity to come together to share and provide input.
- The Squamish Education Team members have been involved in the development of this plan and value the work we are doing.
- The Equity in Action Committee believes we have made significant progress in relation to the Equity in Action Growth Goals.

3.2(iii) Pedagogical Core

3.2(iv) Learning Profile

3 Successful Practices:

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

The greatest areas of success for the WVS Equity in Action Plans were:

1. Intentionally creating space and time for Indigenous student and parent/family voice.
 - Indigenous Parent Coffee Mornings
 - Indigenous Student Forums
 - Indigenous Student check-ins at school level
 - Indigenous Student Canoe Trips
 - Indigenous gatherings BBQs and Graduations
 - Indigenous parent and student input at the school level
2. The Early Learning Equity engagement process with local First Nations and local community partners.

- Worked closely with the Squamish Education Department to create a teacher Secondment opportunity. (A WVS teacher will be working at Capilano Little Ones School for the 2023-2024 School year).
 - WVS meets monthly with the Squamish Nation Education Department.
 - Invitation to join SEY2KT and CP4YC teams with the Squamish Nation Capilano Little Ones teachers and staff.
 - Collaboration to create communities of practice with the Squamish Nation – Capilano Little Ones teachers and staff (reciprocal learning opportunities at professional learning events and school to school visits and sharing).
 - At all Early Learning events we have made a conscious effort to include Indigenous authors and resources.
 - At Early Learning events we have invited our WVS Elder Advisor to welcome, engage and support participants with respect to Indigenous Ways of knowing.
 - Using the FPPL from the Early Learning Framework to guide our practices.
 - Exploring ways to use the Metis Learning Together Kit from the MOEEC in our Strong Start and Early Learning Spaces.
3. Created greater alignment and clarity with our new WVS Strategic Plan, the WVS Framework for Enhancing Student Learning (FESL), the Equity in Action Plan and Indigenous School Goals. As you will see from question 4.3 we are embedding the Equity Action Goals and Indigenous student success into the new WVS Strategic Plan.
4. The level of connection and positive relationships created by our WVS Indigenous Success Team with parents/families and students.
- Parents and students acknowledged and were grateful for the amazing level of support offered by the WVS Indigenous Success team.

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.

Next January we plan to re-survey the WVS Indigenous students and families to determine the effectiveness of the Equity in Action Work relative to the three Equity in Action Goals.

Qualitatively, the WVS Indigenous families have greatly appreciated the coffee mornings and opportunities for increased voice.

Qualitatively, the WVS Indigenous forum students expressed that they greatly valued the

opportunity to come together to share and provide input.

Qualitatively, Squamish Education Team and the WVS IEC supports the direction we are moving and greatly value the work with respect to Equity in Action.

Qualitatively, the WVS Indigenous Success team and the WVS Elder advisor believe we are making positive strides with respect to our three Equity in Action Growth goals.

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?

Next January we plan to resurvey the WVS Indigenous students and families to determine the effectiveness of the Equity in Action work relative to the three Equity in Action Goals. This data will allow us to measure the effectiveness of the current plan.

The Equity in Action Committee may wish to explore one of the other quadrants if we have achieved significant improvement in the current goal areas.

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?

As an Equity in Action Committee, we agreed to continue to focus on the Learning Environment quadrant into September 2023. Our plan is to continue the work on the three Equity in Action Growth Goal areas as outlined in question 1.

Next January we plan to re-survey the WVS Indigenous students and families to determine the effectiveness of the Equity in Action Work relative to the three Equity in Action Goals.

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

The Equity in Action work has helped inform the new WVS Strategic Plan. Although the Strategic Plan is still in **draft** form, we are including language around:

Please note the following statements are in DRAFT form and are subject to change:

Prioritizing the journey of Truth and Reconciliation to improve Indigenous student outcomes

- Focus on closing the achievement gap between Indigenous and non-Indigenous students in the areas of literacy and numeracy

- Improve Indigenous students' and family's sense of belonging by providing space and time to ensure Indigenous students' and family's voice, input, and connections
- Improve five-year completion rates for Indigenous learners by monitoring, supporting, and enhancing programming and resources for Indigenous learners

Expanding Indigenous Worldviews and local Squamish perspective for all students

- Work towards the full implementation of the Indigenous-focused Graduation Requirement courses and opportunities
- Deepen the district-wide understanding of the First Peoples Principles of Learning
- Strengthen our relationship with the Squamish Nation

Supporting Indigenous student success by facilitating transitions and pathways throughout their learning journey

- Further develop a comprehensive transition and pathway plan for Indigenous students which incorporates input from Indigenous students and families
- Develop targeted transition initiatives and opportunities to support the specific needs of Indigenous students
- Engage with Indigenous students and their families before, during and after school transitions
- Work with the Squamish Nation Advocates when supporting Squamish Nation student transitions

Honouring the West Vancouver Schools and Squamish Nation Protocol Agreement to further enhance our relationship

- Work with the Squamish Nation and Squamish elders and knowledge keepers to support student learning and understanding of Squamish culture, language, and history

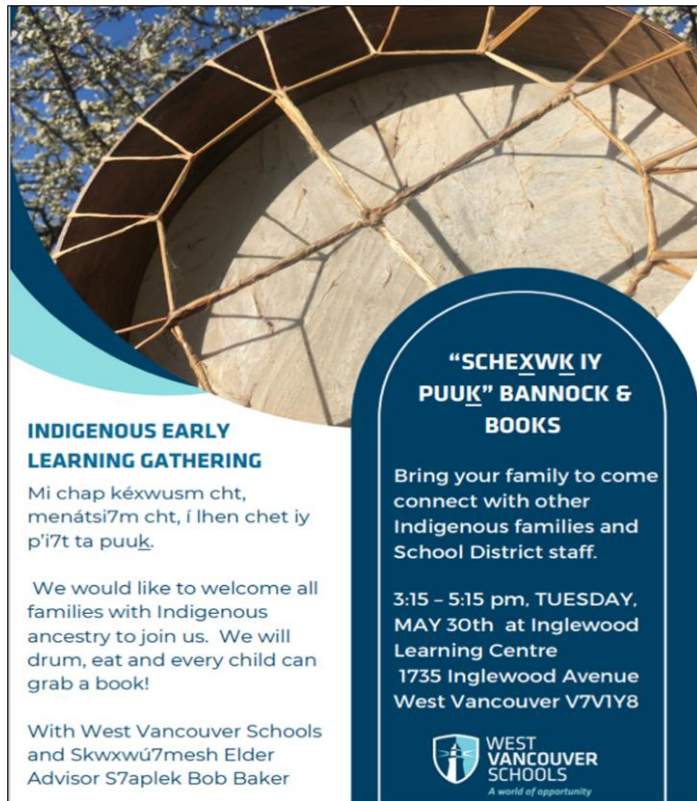
5 Recommendations/Additional Comments:

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

Please consider combining the **Framework for Enhancing Student Learning** with **Equity in Action Plans**. Doing both is very repetitive and I believe that combining the Equity in Action process as part of the district FESL would be a great way to connect Indigenous Equity to each school district's Framework for Enhancing Student Learning. This would be a natural way to ensure Indigenous student success as part of the Provincial reporting and planning process. It would also bring the Equity in Action Plan under the umbrella of district improvement plans.

- 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.

WVS Equity In Action artifacts from 2022-2023 highlighted below



INDIGENOUS EARLY LEARNING GATHERING

Mi chap kéxwusm cht, menátsi7m cht, í lhen chet iy p'i7t ta puuk.

We would like to welcome all families with Indigenous ancestry to join us. We will drum, eat and every child can grab a book!

With West Vancouver Schools and Skwxwú7mesh Elder Advisor S7aplek Bob Baker

"SCHEXWK IV PUUK" BANNOCK & BOOKS

Bring your family to come connect with other Indigenous families and School District staff.

3:15 - 5:15 pm, TUESDAY, MAY 30th at Inglewood Learning Centre
1735 Inglewood Avenue
West Vancouver V7V1Y8

WEST VANCOUVER SCHOOLS
A world of opportunity

Indigenous Early Learning Gathering (above)

Indigenous Graduation event and Gathering (below)





WVS Student Forum - Presenting to WVS Staff on Sense of Belonging (above)

WVS Indigenous Welcome Back BBQ(below)



WVS Indigenous Canoe Trips (below)



WVS Indigenous PD Day Focussed on Sense of Belonging (Below)

MORNING SPEAKERS



Circle Work: Being together in Relation - Pedagogy and Practice of Circles with Carolyn Roberts

Everything we do in education is about relationships. Carolyn will provide an overview of the importance of Circle Work and how this practice could transform your learning communities. Circle work promotes a relational shift, allowing all members to have a voice and actively listen to each other. When circles are a part of our practice, we are creating relationships within the learning community. It allows for people to talk about topics at a deeper level and connect in a way that would not be possible if we were all sitting in a more traditional way.

Speaker Bio:

Carolyn Roberts uses her voice to support Indigenous resurgence through education. She is a Coast Salish woman belonging to the Baker family from Squamish Nation and the Kelly Family from the Tzeachten Nation. Carolyn is an Indigenous academic working in the Faculty of Education at Simon Fraser University as a Faculty lecturer and Indigenous Pedagogies Teaching Fellow. She has been an educator and administrator for over 20 years in the K-12 system. Carolyn's work is grounded in educating about Indigenous people and the decolonization of the education system. She works with pre-service teachers to help build their understanding in Indigenous history, education, and ancestral ways of knowing, to create a brighter future for all Indigenous people and the seven generations yet to come.



Connecting Language, Cultures and the Land to Education and Truth and Reconciliation with Rebecca Duncan

In this session Rebecca will share some of the traditions around her upbringing and ancestral teachings "Nəxwniw". She will describe how story can teach us about belief systems, world view, stewardship, connection to the land, animals, people and each other. Throughout the session Rebecca will weave in many of the First Peoples Principles of Learning to support our learning and growth as educators.

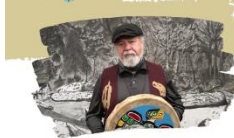
Speaker Bio:

Tsitsyemaaat - Rebecca Duncan is of Squamish and Musqueam descent. Rebecca has devoted her life to preserving Squamish Language and cultural teachings that have been handed down from her late Papa and his Papa since the beginning of time. Rebecca specializes in cultural activities including language games, traditional song and dance, traditional cooking, weaving, traditional health and wellness, Indigenous history and storytelling. Rebecca has performed and taught worldwide, promoting language and culture, sharing learnings and protocols through song, dance, and story to empower others. Rebecca is a teacher at the Capilano Little Ones School and is a very well-respected Squamish cultural leader and knowledge keeper.



Connecting Song, Land and Legends with Sahplek-Bob Baker and Ketximtn-Alroy Baker

West Vancouver Schools is located on the lands of the Skwxw7mesh (Squamish) Nation and the district is proud to learn and work on these lands. Over the years, both Bob and Alroy have become very important friends and advisors from the Nation and they have helped all of us in West Van Schools to guide our understanding of the history of this land and its people. During this session, Bob and Alroy will connect us to the local lands and legends through story and song. We encourage everyone who has a drum to bring one.



Speaker Bio:

Sahplek-Bob Baker and Ketximtn-Alroy Baker are both Skwxw7mesh Nation elders and advisors for West Vancouver Schools. Bob has been sharing his cultural knowledge through stories, songs, dances and with West Vancouver Schools for over 15 years. Bob is also co-founder of Spakwus Siolem (Eagle SongDancers) and a canoe knowledge keeper for the community. Alroy has been teaching and sharing Skwxw7mesh language and cultural teachings with students from across the North Shore for many years and has also recently been a Skwxw7mesh council member.