



Annual School Learning Plan 2023-2024
Updated: September 2023





Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands our school partners with:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpew First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

through our Local Education Agreement

<https://my.sd73.bc.ca/en/resources/Agreements/Local-Education-Agreement-2015-2020-FINAL.pdf> and the Aboriginal Education Enhancement Agreement

<https://my.sd73.bc.ca/en/schools/resources/Aboriginal-Education/2016-22-Enhancement-Agreement.pdf>

CONTEXT

Twin Rivers Education Centre (TREC) is designated a Type 3 Alternative Education School.

Alternate education programs focus on educational, social, and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery, and enhanced counselling services based on students' needs.

Students who attend alternate education programs are often the most vulnerable population in the school system. Alternate education programs have disproportionate numbers of children and youth in care, Aboriginal students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade, and youth with mental health concerns. Alternate education programs offer an opportunity for these vulnerable and at-risk students to experience success.

TREC comprises 12 programs, located over 8 sites, working with an average of 500 - 550 students a year; approximately 275 school-aged students from ages 12 - 19 and 250 Adult Continuing Education students ages 19 - 65. Our educators, along with our support staff, believe that if we can get the students into our buildings, we can help them learn to ultimately achieve their goal of graduating with purpose, dignity, and options.

Annually, we work with several community agencies to ensure support is provided for the myriad of needs our students are presented with on a daily basis. At our Continuing Education and First Steps classrooms, we partner with Interior Community Services who meet the social/emotional, housing, and food security needs, as well as a range of community connection and life support for our learners so our teachers can support their educational needs. Very often, our students have struggled for years with educational challenges, while living in at risk environments. All programs work to provide breakfast, snack, and lunch programs for the students.

As part of TREC's Alternative Education programs, we work with many elementary schools and every secondary school in SD73, to help serve the needs of students experiencing challenges in their education. As a member of the NorBrock Family of Schools, we work closely with our colleagues to problem solve and work as a community to provide opportunities and programs for students to experience success. Concurrently, in alignment with SD73's Strategic Plan, our staff is committed to ensuring the success of our Indigenous learners. Annually, approximately 50% of our student population declares aboriginal ancestry in our TREC programs. Achieving parity with the indigenous graduation rates and non-indigenous graduation rates is always at the heart of our practice. We work closely with our Aboriginal Education Workers, Aboriginal Family Counsellors, and Aboriginal Youth and Family Consultants, to support all learners at TREC. We strive to provide opportunities for students and staff to participate in learning, workshops, and school and community events that further our understanding of the residential school experience and its legacy. We promote and engage learning around the process of reconciliation so our educators continue to grow and be more reflective in their practice when supporting all youth in their classrooms, as well as raising awareness in our student population of the impact of the government's historical policies towards Canadian Indigenous peoples.

At the heart of TREC’s work are the relationships that are developed between students and adults in our buildings. Combined with these relationships, TREC provides alternative structures and supports while tailoring a learning environment that strives to meet the social, academic, behavior, and attendance needs of our students and their families/support networks. On an annual basis, we will consult with our staff, student, and parent community, and our Aboriginal partners to review our progress, consistently review our data, and solicit feedback to ensure we are on a path forward of continuous school improvement and growth.

LEARNING GOAL

INTELLECTUAL DEVELOPMENT: To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

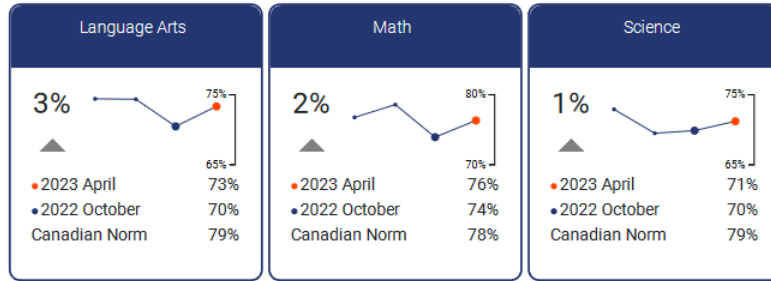
SCHOOL RESULTS ANALYSIS:

Based on our District Engagement, Well-Being, and Resiliency Survey (DEWRS) and data collections, the majority of students identified the following themes as reasons they specifically attend TREC: classroom support, flexible scheduling, self-paced programing, and TREC’s structure has a positive impact on student attendance.

DEWRS 2022/2023 Snapshot:

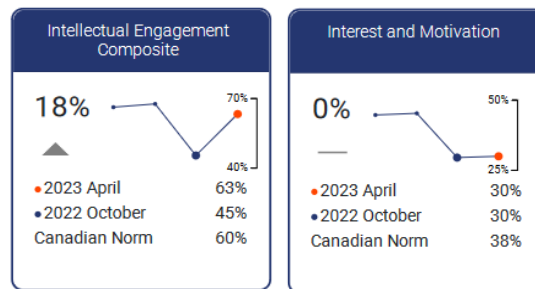
Academic Outcomes

Students at TREC saw a slight increase of 3% this year in literacy skills with the students’ average reported marks of 73% being lower than the Canadian norm. Students also saw a slight increase of 2% this year in numeracy skills with the students’ averaged reported marks of 76% being slightly lower than the Canadian norm. Both literacy and numeracy marks at TREC have remained relatively stable over the last two years, but we are continuously looking for ways to help increase our students’ success with literacy and numeracy skills.



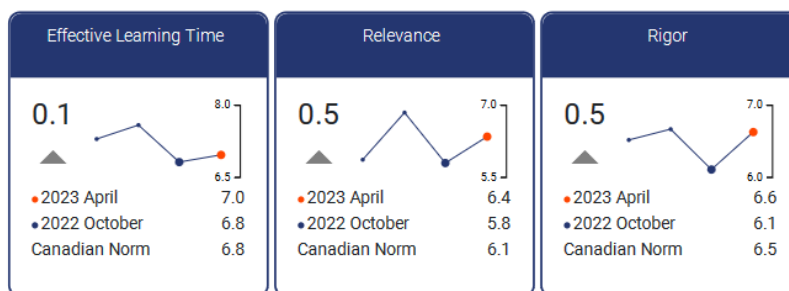
Social Emotional Outcomes:

Students at TREC saw an increase of 18% in Intellectual Engagement, which is 3% above the Canadian norm, and remained unchanged in Interest and Motivation, demonstrating they are intellectually engaged, motivated, and find learning interesting, enjoyable, and relevant.

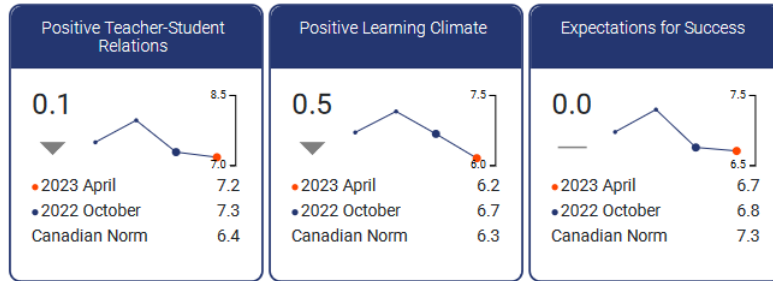


Drivers of Student Outcomes:

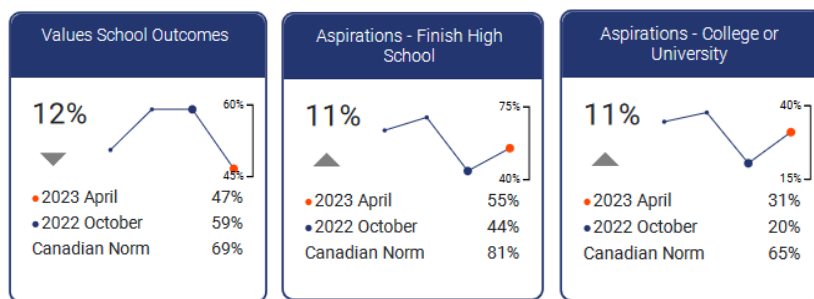
Students at TREC experienced a slight increase in Effective Learning Time, Relevance, and Rigor and scored higher than the Canadian norm in all three areas.



Students at TREC experienced a slight decrease in Positive Student-Teacher Relations at 7.2; however, they continue to remain above the Canadian norm of 6.4. Students at TREC experienced a slight decrease in Positive Learning Climate, but remain on par with the Canadian norm. Expectations for Success remain relatively unchanged for students at TREC at 6.7.



Although students at TREC demonstrated a 12% decrease in Valuing School Outcomes, their Aspirations to Finish High School and their Aspirations to attend post-secondary education both increased by 11%.



The ultimate goal of our school staff and community is to help students achieve graduated status. Although some of our students choose to continue with post-secondary, most are goal oriented towards being independent and self-sufficient with the necessary skills to be employable and have the ability to contribute and care for themselves and their families.

SCHOOL GOAL: Every student will develop competencies and skills to develop academically and experience success in their learning.

This goal is a brand new goal and will focus on creating deeper learning experiences in every subject through inquiry based learning projects & instruction. Our school has been very focused on using the District Engagement, Well-Being, Resiliency Survey (DEWRS) and collecting Street Data to establish a consistent baseline for tracking student indicators of success both academically & socio-emotionally.

Connections to LEA:

- *Focus on increasing knowledge of and respect for Aboriginal culture, language, history, which enables a greater understanding for everyone about Aboriginal people.*
- *Aboriginal and school communities track key performance indicators.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies and assessment.*

AREAS TO CELEBRATE:

- 18 of our 43 graduates this year identified as Indigenous learners - almost 42% of our total graduating class

- Began celebrating Honour Roll and Effort Honour Roll Achievements through assemblies
- 16 of our 43 graduates are entering post-secondary or trades programs - 37%
- Increased one block of time for increased Literacy support next year
- Increased 0.5 continuing staffing for Learning Assistance next year
- Through our partnerships and focus on our goals, students have been able to participate in job skills employment training and several have gone on to gain meaningful summer employment and post-graduation employment.

AREAS TO GROW:

- Our staff is continuously looking for ways to increase our students' success with literacy and numeracy.
- Our staff is working diligently to create additional hands-on, experiential learning opportunities for our students and creating new electives.

OBJECTIVES:

- Students will meet or exceed literacy expectations for each level.
- Students will meet or exceed numeracy expectations for each level.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will engage in the following classroom practices:

- Literacy:
 - Provide diverse learning opportunities featuring multi-leveled resources that promote joyful reading, thoughtful written responses, and interesting conversations.
 - Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
 - Implement literacy interventions in reading and writing.
 - Implement strategies from Local Education Agreements and the Aboriginal Enhancement Agreement.
- Numeracy:
 - Provide diverse learning opportunities that ensure an entry point for all learners that promote a positive mathematical mindset and conceptual understanding.
 - Implement effective numeracy approaches using real life problems so that students can interpret, apply, solve, analyze, and communicate.
 - Implement strategies from Local Education Agreements and the Aboriginal Enhancement Agreement.

To improve classroom practices, we will coordinate training and offer the following professional development:

- Increase our knowledge regarding Inclusive Education and CBIEPs, Universal Design for Learning, Trauma-Informed practice, Technology- ReadWorks & Google Read and Write, Assessment-New Reporting Order, Indigenous Education-Truth and Reconciliation, Incorporating First Peoples Principles of Learning and Ways of Knowing, Being, and Doing, and, continue building connections with local Knowledge Keepers and Elders.

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.
- Collect data to review our specific subpopulations who need targeted strategies and consider possible strategies by working with our Student Achievement Coordinator and Student Supports Services team.
- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increased efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC.

To improve Aboriginal student learning, we will:

- Implement strategies in the Local Education Agreements and the Aboriginal Enhancement Agreement.
- Continue to pursue equity and excellence on our path to Truth and Reconciliation. We will incorporate the First Peoples Principles of Learning and Ways of Knowing, Being, and Doing into our classrooms and continue building connections with local Knowledge Keepers and Elders.
- Communicate good news, matters of concern, and the next steps in students' educational journeys with parents, legal guardians, and Education Band Coordinators as early and frequently as possible.

To improve in learning, we are ensuring that our resources meet our students' intellectual development and diverse needs through the use of

Curriculum resources.

- o By building more equitable resources and program offerings for our diverse learners.
 - Teachers are currently building updated content that connects more to local Indigenous people, cultures, and community. Content will continue to value positive, respectful, and empowering relationships and promote agency, student voice and choice, and self-expression.
- o By increasing hands-on, experiential learning opportunities.
 - Teachers are currently developing new hands-on, experiential learning opportunities that we can offer at our main campus and in the community.
 - By applying for additional Community Links funding in order to increase access to physical and fine arts activities that we do not offer on campus.
 - By brainstorming ways for our students to possibly take electives in other secondary schools or through community partnerships.
 - By looking into ways we can create a Makerspace classroom.
- o By exploring how a blended learning model may be able to support learners who are challenged to engage in a full day of programming.
- o Continue to offer self-paced, individualized learning.

Human resources.

- o By supporting Aboriginal students and students who have diverse needs to expand their educational time through differentiated programming and specialized resources.
- o By increasing our staffing for the Learning Assistance room for additional learning support.

Extracurricular.

- o By offering opportunities and encouraging students to participate in extracurricular activities in order to build their social stamina and confidence in community settings.

Field trips.

- o By offering opportunities to participate in whole school field trips, such as the Salmon Run, skating, skiing, tubing, swimming; paintball; horseback riding; and Tkeel Stem trip, just to name a few.
- o By offering opportunities for connections to the land, history, language, and culture.

Other.

- o By examining a more effective use of physical space.
 - Staff will be collaborating on different ways we can more effectively use/transform the physical space we have at the main campus. This would also enable students who want to increase their school day and take additional courses the ability to do so.

Evidence and Next Steps

- Regularly review our school learning plan at Staff Meetings.
- Strategically plan Pro D with staff to ensure it is targeting our goals.
- Align resource allocation with goals.
- Establish collaborative planning committees in regards to planning school events of recognition and celebration.
- Continue data collection through the DEWRS and Street Data.
- Continued professional learning about best practices for Alternate, Indigenous, and Continuing Education.

WELLBEING GOAL

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT: To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

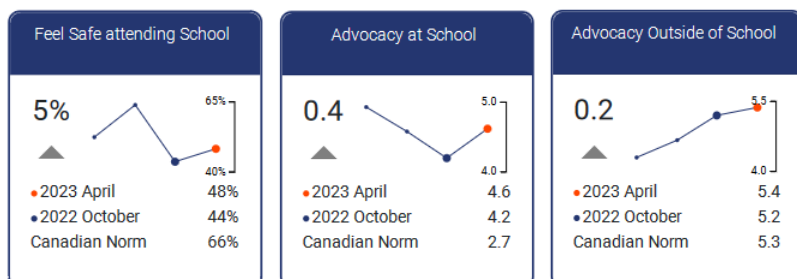
DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

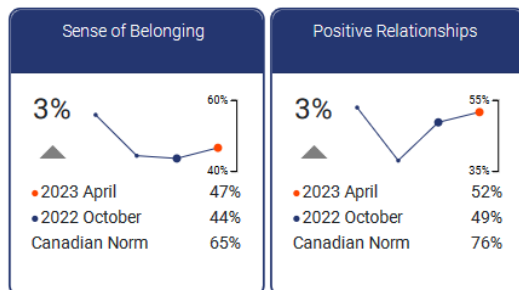
Our DEWRS 2022/2023 Snapshot:

Drivers of Student Outcomes:

Students at TREC experienced a 5% increase in Feeling Safe at our school, as well as travelling to and from school. They have also displayed a slight increase in Advocacy at School, but it is important to note that at 4.6%, students were almost twice the Canadian norm for feeling they have increased Advocacy at TREC, or someone at school who consistently provides encouragement and can be turned to for support. Students at TREC also experienced a slight increase in Advocacy Outside of School, meaning that they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.



Students at TREC experienced an increase of 3% in Sense of Belonging and in Positive Relationships. These are two areas that the staff has been working very hard at improving this year.



SCHOOL GOAL: Every learner will feel welcome, safe, empowered to achieve balance in their lives, and connect to their environment.

This goal is a new goal to support students with their overall physical and mental health challenges. As of September and October, TREC leadership has worked closely with our LART, AEW, CEWs, AFSC and counselling staff to adjust learning support distribution to better meet the needs of our students. We currently work with a range of agencies to ensure support for our students is a possibility, including LMO, SCFS, Boys & Girls Club, MCFD, CYMH, the Phoenix Centre, Active Care, A Way Home, The Youth Shelter, the Y, Open Door, the RCMP, Youth Probation, Parkview, Kamloops Centre for Sexual Assault, and others.

In addition, our School Achievement Coordinator and additional counselling time for the upcoming school year will be focused on regulating mental health, anxiety and supporting students to be prepared to regulate for learning and improve peer relationships.

Connections to LEA:

- *Increase the sense of identity, belonging and pride in all Aboriginal students.*
- *Connecting students the concepts of Mastery, Belonging, Generosity and Independence.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies and assessment.*

AREAS TO CELEBRATE:

- We have received additional school-based and Drug and Alcohol counselling staffing for next year.
- Positive Partnerships with the Connective Program (formerly John Howard/Blade Runners Youth Employment Program) that supports youth skills training that supports our goal of student independence and graduation.
- Positive Partnership with BGC Club that supports our youth: present in our school two times per week to offer support, outside of school at after-school and evening club, provide a weekly meals and nutrition information program within our school.

AREAS TO GROW:

- Continuing to establish partnerships with community agencies to support our student learners and their families/caregivers.
- Increasing positive sense of belonging and well-being so that students feel accepted and valued by their peers, as well as more positive relationships with friends at school who encourage them to make positive choices.

OBJECTIVES:

- Students will feel welcome, safe, and connected to TREC.

SCHOOL STRATEGIES:

To improve our students' sense of belonging and well-being, we will engage in the following classroom practices:

- Ensure we offer welcoming, supportive, safe classroom environments and spaces.
- Teach social emotional skills to support mental health, physical well-being, and student success.
- Proactively address inequities experienced on the basis of race, physical, mental, intellectual ability, sex, sexual orientation, gender identity, or expression and others to support meaningful and positive connections within the school community.
- Implement trauma-informed school support models to ensure that every student feels safe and connected to school.
- Maintain active clubs or groups dedicated to specific groups of diverse students: example: LGBTQ+ and indigenous social groups.
- Prioritize daily check-ins and greetings at the door.
- Continue to promote and value positive, respectful, safe, and empowering relationships.
- Encourage student agency, voice, choice, and self-expression.
- Offer whole campus fun learning activities each month: tie-dying; Pictionary; Minute-to-Win-It, etc.

To improve classroom practices, we will coordinate training and offer the following professional development:

- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy.
- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of sexual health education.
- Increase our knowledge regarding Inclusive Education and CBIEPs; Trauma-Informed practice; Suicide prevention, intervention and post-vention; Youth Justice/Outreach at ICS; staff and student training for the signs and symptoms of drug misuse/overdose; and, knowledge regarding the issues which significantly impact our at-risk youth - drug use, gang and street life awareness, mental health, violence, etc. and available programs and supports.

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.

- Collect data to review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our Student Achievement Coordinator and Student Supports Services team.
- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.

To improve Aboriginal student learning, we will:

- Implement strategies in the Local Education Agreements and the Aboriginal Enhancement Agreement.
- Continue to pursue equity and excellence on our path to Truth and Reconciliation. We will incorporate the First Peoples Principles of Learning and Ways of Knowing, Being, and Doing into our classrooms and continue building connections with local Knowledge Keepers and Elders.
- Communicate good news, matters of concern, and the next steps in students' educational journeys with parents, legal guardians, and Education Band Coordinators as early and frequently as possible.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increase efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC.

To improve wellbeing, we are allocating our financial resources towards:

- **Increasing mental health support.**
 - Our counsellors will facilitate increased access and relationships with our community partners (Knowledge Keepers and Elders, MCFD, SCFD, LMO, Day 1 Society, BGC, ICS, KSAC, CYMH, Connective Program, RCMP, and TRU).

- o We have received additional staffing in counselling and learning assistance for next year.
- o Students will also receive opportunities to participate in fun, learning activities as a whole campus one afternoon per month (ex: tie-dying, Pictionary, Minute-to-Win-It, scavenger hunts, etc.)
- o school clothing ordered for all students to increase their sense of belonging and well-being
- **Increasing physical health supports.**
 - o We currently offer a food program that provides breakfast, snacks, and lunches to our students. We are reimagining the foods and beverages we are providing to ensure they are healthier choices (ex: switching iced tea to water filled with fruits and vegetables). We will also plan more whole campus gatherings for meals, including cooking with Elders and Knowledge Keepers.
 - o As our school does not offer team sports, we are planning to educate our students about KidSport, a community-based, sport-funding program that would enable them to play in a sport season of their choice for free. Our teachers are also applying for additional Community Links grants to help bring community members to our school for physical activities, such as yoga.
 - o Our teachers will pursue more field trips that encourage physical activity, such as swimming, skating, skiing, snowboarding, bowling, basketball, pickleball, and horseback riding. Our goal is to provide more opportunities for physical activity and to reduce any economic barriers.
 - o We have also increased access to health supports by bringing in street nurses on a monthly basis and a drug and alcohol counsellor three times per week for the upcoming school year.

Evidence and Next Steps

- Regularly review our school learning plan at Staff Meetings.
- Strategically plan Pro D with staff to ensure it is targeting our goals.
- Align resource allocation with goals.
- Establish collaborative planning committees in regards to planning school events of recognition and celebration.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT: To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism,

discrimination, sexism, harassment, and homophobia.

SCHOOL GOAL: Every learner will feel safe and thrive personally and culturally.

Connections to LEA:

- *Focus on increasing knowledge of and respect for Aboriginal culture, language, history, which enables a greater understanding for everyone about Aboriginal people.*
- *Provide learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Worldviews and Perspectives, including authentic inclusion of relevant Aboriginal content locally and globally, Truth and Reconciliation Recommendations for Education, history and impact of Residential Schools, Aboriginal ways of living, learning and teaching, connections to the land, history, language and culture, and provincially and locally developed programs, curricula and materials.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity, and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies, and assessment.*

AREAS TO CELEBRATE:

- 18 out of 43 graduates have Aboriginal ancestry
- GSA met regularly and established a stable group of participants; these students gained confidence to start participating in District-wide events
- Staff and students participated in cultural activities including smudges, sweats and Drum Making
- All staff and students participated in cultural activity stations for Day of Suwentwécw
- All students received TREC clothing to celebrate school culture and identity

AREAS TO GROW:

- Develop deeper understanding and strategies for Truth and Reconciliation in our school community
- Involve staff and students in more direct planning for cultural events Grow the GSA in size and confidence to be visible

OBJECTIVES:

- Learners will have educational experiences that are free from racism, discrimination, sexism, harassment, and homophobia.
- Establish a baseline of awareness about cultural safety, cultural humility, and identity with students, staff, and parents.

SCHOOL STRATEGIES:

To improve cultural safety and cultural humility, we:

- Worked with several documents, including the District Strategic Plan, to create new Vision and Mission Statements and three new school goals this year. This helped us to identify necessary areas of support for our staff and students and focus our professional learning for the next few years.

- Surveyed our student, staff, and parent communities to hear from them the ways we can make our school and classrooms more equitable and inclusive. Our staff collated and analyzed the data to look for common themes. We then narrowed our focus to examine ways we can help improve students' sense of belonging and well-being at school and collected student artifacts to hear their voices and their needs.
- Provided students opportunities to participate in school and district-level SOGI Clubs. We are working to increase our knowledge and awareness around the use of pronouns/ appropriate use of name changes, reporting and assessment comments that reflect correct pronouns, school facilities (washrooms) that reflect the diversity and composition of our student population, and equity within all communication and student acknowledgements.
- Visibly acknowledge and celebrate diversity in our learning environments.
- Annually review and revise school and classroom policies and practices for biases and report on and revise strategies based on results.
- Create opportunities for inclusive community consultation and support.
- Implement strategies in Local Education Agreements and Aboriginal Education Enhancement Agreement.

To improve classroom practices, we will coordinate training and offer the following professional development:

- Implement targeted professional learning focused on diversity, cultural humility and safety, and inclusive practices.
- Prioritize the importance of consistent and regular self-reflection.
 - Teachers will continue reflecting on their personal identities and biases, as well as the curriculum, resources, and learning environments, to ensure that they are offering an inclusive and equitable classroom where every student feels an increased sense of belonging and well-being.
 - Many teachers have committed to delving deeper into collecting Street Data next year.
- Build more equitable resources and program offerings for our diverse learners.
 - Teachers are currently building updated content that connects more to local Indigenous people, cultures, and community. Content will continue to value positive, respectful, and empowering relationships and promote agency, student voice and choice, and self-expression.
- Engage directly in professional learning opportunities.
 - We will improve our knowledge and awareness in the following areas: The Seven Grandfather Teachings; Cultural Humility and Cultural Safety; Professional Standard 9 – Truth and Reconciliation, Moving Forward Together; the Circle of Courage: Mastery, Belonging, Independence, and Generosity; Values, Identities, and Actions; Equity and the Equity Transformation Cycle; Indigenous Education: BC Context and Assumptions, Incorporating First Peoples Principles of Learning, Anti-Racism, the BC Curriculum and Core Competencies, and Authentic Resources; First Nations Health Authority - Traditional Foods; Red Dress and Moose Hide Campaign; “Collecting Street Data”; Shifting Epistemologies; Embracing a Mindset of Radical Inclusion; Indigenous and Western Ways of Knowing, Being, and Doing; The Pedagogy of Voice; and Ways to Measure 4 Components of Student Agency: Identity, Mastery, Belonging, and Efficacy.

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.
- Collect data to review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our Student Achievement Coordinator and Student Supports Services team.

- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.
- Work to create and promote awareness of the Truth & Reconciliation Calls to Action. For example, we received an Art Starts grant this year and completed a mural project as a response to the 63rd Call to Action in the Truth and Reconciliation Report: "to [build] student capacity for intercultural understanding, empathy, and mutual respect". The mural also serves to welcome people of all cultures, abilities, and gender identities as they enter our building.
- Continue having our AEW and AYFC travel to our offsite programs to engage students with Indigenous Ways of Being, Knowing, and Doing. This has provided the opportunity to reach a wider audience of students and connect those students of Indigenous ancestry to Knowledge Keepers and Elders. They also help us to facilitate regular smudging at our school sites and for our staff and students who would like to participate.
- Continue designing indigenized and inclusive classrooms and school sites. It is important to us that students feel safe, welcome, and at home while they are at school and that they see themselves reflected on our school walls and in the curriculum.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increased efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC.

To improve cultural safety and cultural humility, we are allocating our financial resources towards:

- Create whole campus gatherings for meals: Taco in a bag; Thanksgiving lunch; Christmas lunch; Lunar lunch; making soup with Elders; pickle on a stick & green lemonade; Bannock and Hamburger Soup/Stew with Elders; Spring Barbeque; MasterChef Bannock Bake Off; and the End-of-Year Barbeque.
- Purchase sewing machines for sewing Ribbon Skirts
- Offer field trips for land based learning opportunities

- GSA met regularly and established a stable group of participants; these students gained confidence to start participating in District-wide events

Evidence and Next Steps:

- Continued cultural education and supports for Truth and Reconciliation in our school community
- TREC to plan and host school-based Powwow for students and families
- TREC to support students in being involved in planning for cultural days and activities (ie Day of Truth and Reconciliation and National Indigenous People's Day)
- Empower the GSA club to be more visible within the school community; support the club in setting up a school-based Pride event such as an information fair or carnival.