

“What are the most powerful ways to foster a nurturing and identity-affirming learning environment?”

CENTRAL TECHNICAL SCHOOL: EQUITY ACTION PLAN

ACTION STATEMENT:

We acknowledge that white supremacy and systemic racism are inherent in our school system and we are committed to dismantling oppression and discrimination within our locus of control. We will work towards developing an anti-oppression, and anti-racist approach that centres the intersectional identities of our learners.

CENTRAL TECH CRITICAL CHALLENGE:

“How will we intentionally remove barriers even if we are not personally disadvantaged by the barriers of our learners?”

STAFF (SELF)

- **Staff will be given opportunities and tools to critically self-reflect on their practice** in order to identify ways these practices are oppressive. Staff will also increase their knowledge of anti-oppression frameworks, including critical race theory. (Ongoing, at every staff meeting and PL day)
- **Annual Learning Plan (ALP)** must have a goal that focuses on dismantling anti-Black, anti-Indigenous racism, and/or anti-oppression
Professional Growth Goal: I will display my commitment to dismantle anti-Black racism and all forms of oppression and discrimination in my teaching practice by . . .

INSTITUTION (SCHOOL)

- **We (staff, students, caregivers and community organizations) will engage with our CTS strategy** to audit our practices and determine our next steps based on the needs of our school. (every PLC, staff meeting and ACL meeting)

CENTRAL TECHNICAL SCHOOL: SCHOOL IMPROVEMENT PLAN

- **We will look to shift our ways of thinking** to better support students in our Enhanced Pathways (Culturally Relevant Pedagogy in Destreamed Contexts) for instance, by incorporating the spiraling of content, design thinking and inquiry based learning. (PLCs, ongoing learning at staff meetings, PL days, Learning Coaches)
- **We will engage in restorative practices and restorative justice** to support building and sustaining relationships, as well as repairing harm (20-24 staff will be trained by the end of 2021/2022)
- **We will develop student leadership opportunities** to be at the leadership table, and to help us co-design our spaces to be more welcoming and engaging

COMMUNITY

- **We will engage in parent/caregiver focus groups** to hold us accountable (Through Pathways Canada, will begin in August 2022)
- We will **ask parents/caregivers to co-construct and engage with our CTS Strategy**(Focus groups/School Council)
- **Engage community partnerships** to act as a bridge between the school and caregivers
- **Engage community partnerships** to support student engagement and success (tutoring and mentoring programs)

WHAT METRICS WILL WE USE?

- Equity Audit
- Student focus groups

CENTRAL TECHNICAL SCHOOL: ACHIEVEMENT ACTION PLAN

ACTION STATEMENT:

We will work as a staff to decolonize our assessment practices in order to be more equitable. We will build culturally responsive learning environments that centre on student lived experiences, and incorporate Universal Design for Learning principles to create student-centred models of learning (Project-Based Learning, Design Thinking, Place-Based Learning, etc) that integrate 21st century competencies through the Overall Expectations across the curricula.

CENTRAL TECH CRITICAL CHALLENGE:

“What are the most significant ways we can create authentic learning experiences that honour students’ identities and variabilities?”

STAFF (SELF)

- **Create Learning Goals** aligned with the curriculum and are achieved with the use of culturally relevant resources, as well as meaningful forms of assessment.
- **Understand the difference** between success criteria and task requirements.
- **Employ** ongoing, descriptive feedback by using Single-Point Rubrics

INSTITUTION

- **Determine** how to **effectively triangulate data** to determine if students are meeting learning goals (tests are not the only measure)
- **Shift from a grading culture to a learning culture.** As a school, we will use Anchor Marks for Grade 9 and 10 in 2023-2024, as well there will be no final exams in Grade 9 and 10 and in grades 11 and 12, they will only be worth a maximum of 10%.
- **Actively engage with data**, using “here’s what”, “so what” and “now what” protocols looking specifically at students formally identified with special education needs and their levels of engagement, achievement and learning skills attainment.
- **We will build Special Education staff capacity** in creating effective IEPs, and **build staff capacity in implementing** them (2022-2023).

COMMUNITY

CENTRAL TECHNICAL SCHOOL: SCHOOL IMPROVEMENT PLAN

- **Engage parents** via student learning conferences (2022-2023)
- **Host an open house** honouring student learning (not only products) (2022-2023)

WHAT METRICS WILL WE USE?

- Equity Audit
- Student focus groups
- Achievement data
- Attendance data

CENTRAL TECHNICAL SCHOOL: WELL-BEING ACTION PLAN

ACTION STATEMENT:

We will cultivate caring relationships with students and empower learners to achieve personal excellence and well-being by honouring the whole child, and amplifying students' voices and identities.

CENTRAL TECH CRITICAL CHALLENGE:

“How can we create learning spaces that are dynamic, representative, responsive and adaptable so that our learners can thrive?”

STAFF (SELF)

- **We will better understand our learners** and focus on developing relationships with individual students so that we can be more responsive to their needs
- **We will create learning spaces** where students can explore their interests and passions to foster creativity and support well-being
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INSTITUTION

- **We will create and support** a mental health room for students to decompress and connect with a caring adult.
- **We will integrate restorative practices** to centre healthy relationships and well-being, and progressive discipline strategies.
- **We will engage with the student organizations:** SAC, SFA, BSA and Pride to co-construct our Mission and Vision statements (By May 2023).
- **We will ensure students with food security realities** are connected to our morning snack program, lunch program and school food bank.
- **We will implement culturally relevant programs that will de-stigmatize mental illness (including substance abuse).**

COMMUNITY

- **We will engage parents and caregivers as partners** in supporting their students thrive (via focus groups)

CENTRAL TECHNICAL SCHOOL: SCHOOL IMPROVEMENT PLAN

- **We will engage community partnerships for our students who identify as Black, Indigenous, racialized and from other oppressed identities** to provide resources that will support their well-being
- **We will seek out programs, services and community partners** to support our students' mental health.

WHAT METRICS WILL WE USE?

- Equity Audit
- Student focus groups
- Number of referrals

CENTRAL TECHNICAL SCHOOL: INDIGENOUS EDUCATION ACTION PLAN

ACTION STATEMENT:

We will begin to reconceptualize our understanding of student achievement to include aspects of Indigenous epistemology of Holism, and Indigenous ways of knowing, and shift from the Western, Eurocentric and racist data models, solely focused on measurement versus learning and transformation.

CENTRAL TECH CRITICAL CHALLENGE:

“How might we embed principles of decolonization to our current practices and to allow all learners (indigenous and non-indigenous) to develop their individual gifts and express their brilliance?”

STAFF (SELF)

- **Staff will honestly self-reflect and self-audit their level** of understanding of the History and oppression of Indigenous Peoples and meaningfully engage in ongoing learning (through book talks and professional learning)
- **Staff will ensure classroom environments are welcoming and nurturing** and that **student voice/experiences are valued and used in the active construction of knowledge** (employ various models of learning)

INSTITUTION (SCHOOL)

- **Leadership hierarchies will be flattened**, and shared with teachers, students and community
- **We will create a mandatory grade 11 NBE credit** for all pathways to support reconciliation, specifically the calls to action #63 (2023-2024)
- **Students will create and broadcast land acknowledgements** demonstrating their relationship with the land and commitment to reconciliation.
- **We will engage with Indigenous students** to support the development of our Vision, Mission and School Goals

COMMUNITY

- **We will engage with the Urban Indigenous Education Centre, knowledge keepers and elders** to help us monitor and review our action plan

CENTRAL TECHNICAL SCHOOL: SCHOOL IMPROVEMENT PLAN

- **We will build meaningful relationships** with community partners based on respect, reciprocity and trust

WHAT METRICS WILL WE USE?

- Equity Audit
- Student focus groups
- Feedback from Indigenous elders, knowledge keepers or teachers from the Indigenous Education Centre
- Race-Based Data collection