



School: Samuel Robertson Technical  
 Principal: Ken Elphick  
 Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

To conduct an equity scan of our marginalized communities at Samuel Robertson Technical (SRT)— students, staff, and families — and to use the information we receive to develop an action plan that will create a more inclusive and equitable SRT community.

## B. Rationale

A recent Angus Reid Foundation/UBC survey of 12 to 17 year olds in B.C. found that “visible minority students are three times as likely as white children to say that they have faced personal abuse. Indigenous children are twice as likely to say this.” While we have some guesses as to experiences that these community members have, we are interested in hearing first hand where we’re succeeding and also where we’re missing the mark.

We see this as an important growth opportunity for our school, and one that will take some time to do well. We look forward to this learning so we can work collectively toward changes so all our community members feel seen and valued while on our campus.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We see this as a multi-year commitment. First, we have created an SRT equity scan committee. After creating norms and assessing our values, we will look into white supremacy cultural characteristics while reading Shane Safir and Jamila Dugan’s Street Data. In consultation with Kenneth Headley (district vice principal for racial inclusivity and equity) and Amelia Laidlaw (district helping teacher for racial inclusivity and equity), we will begin constructing questions and reaching out to students and families to allow for participation in these sessions. Then, we will commence listening and learning sessions with our marginalized community members. This qualitative and story-based data will then be compiled, synthesized, and analyzed for areas of success and more importantly areas for growth and understanding. We don’t know yet what we will learn from these listening sessions, but will happily update staff, community members, and district leadership as we continue to learn and make SRT work better for all students and community members.

## D. Evidence / Data (How will you measure success?)

The School Learning Survey and the YDI will provide us with satellite data to compare with the equity scan data we gather. While the SLS and YDI provide us with information from large--scale samples and surveys, we see much of the evidence and data we will gather during the equity scan as what Safir and Dugan refer to as street data. Street data is story and experience based. It is situated within one person, or one group of people — not within large swaths of survey data. For this reason, we see much of the data and evidence we will gather as as anecdotal. We see being explicit in the changes we are trying to make, and then following up with conversations around the impact of those changes, as valuable data and feedback for our efforts. There may be some survey data as well that can point towards progress — or lack thereof — toward our goals. The action plan we will develop for subsequent years will be generated from the data we collect from the equity scan and the broader surveys referenced above.

Principal:

Superintendent:

Board Chairperson:

Date:



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## A. Goal (One goal per page)

To continue changes to school awards at Samuel Robertson Technical (SRT) so that they better reflect the goals of the new curriculum and the recent changes we've made to our assessment practices.

## B. Rationale

We are committed to making our assessment and awards practices support the school district's vision that every individual feels valued and all learners reach their potential. This means promoting and supporting assessments that encourage a growth mindset and focuses on recognizing the progress of students along a continuum of proficiencies and competencies. It also means developing an awards system that recognizes a variety of learners and citizens in our community that has a fair and equitable nomination process.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue positive uptake of proficiency scale among teaching staff
- Meet with our assessment group regularly to discuss assessment practices and read the latest research
- Promote school-based professional development sessions that allow teachers to learn from each other and from experts within the district
- To regularly meet with our awards committee
- To provide opportunities and structure for departments to meet to discuss subject based awards
- To give staff an opportunity to provide input about awards at staff meetings, professional development days, and surveys

## D. Evidence / Data (How will you measure success?)

As recently as two years ago, the majority of school awards were based on our students' percentages in academic classes. Successful change will be measured by an increase in awards that align with a strength-based approach to education and will also recognize growth in all of the core competencies: thinking, communication, and personal/social competencies. Success will also be defined by creating an equitable nomination process.

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