

| Compass Direction<br>(Focus Area)  | Timeline & Key Success Indicators (Balanced Quantitative & Qualitative)   |
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| <p><b>1. Securing Accountability:</b><br/>Compass Direction: Decision-making and critical systems thinking to identify, address and measure transformational shifts in practices through an Indigenous, Equity, Anti-oppressive and Human Rights Lens.</p> | <p>The Roadmap's success hinges on demonstrably improved, more equitable outcomes and experiences for Indigenous, Black, racialized, 2SLGBTQ+, and disabled students, reflected in reduced achievement gaps and increased sense of belonging. Progress towards these goals—which are directly linked to observable shifts in system conditions including increased staff diversity, capacity in equity-focused practices, culturally responsive programming, and authentic family and community engagement—will be assessed using balanced quantitative and qualitative Key Success Indicators across now, ongoing, and future timelines.</p>   |
| <p><a href="#">Goals: Embed Indigenous, human rights, and equity principles in all school-level decision-making, policies, and practices. Specific Practices</a></p>   | <p><b>Now</b> (2024-2025): Meet with departments about establishing/refine tracking systems &amp; reporting forms and developing initial PLNs for CRRP &amp; data analysis; Establish baseline data for SPLPs &amp; equity concerns; Initial implementation of equity focus in SPLPs &amp; PPA discussions.</p> <p><b>Ongoing</b> (2024-2028): Consistent use of tracking systems; Regular data analysis (school/system); Continuous PLNs/coaching on CRRP; Monitor SPLP impact &amp; adjust quarterly; Cyclical policy reviews; Public reporting on trends.</p> <p><b>Future</b> (2026-2028): Deeper analysis linking interventions to outcomes; Refine PPA equity measures; Evaluate long-term impact on disproportionalities.</p> <p><b>Quantitative:</b> Reduced achievement gaps (literacy/math) for underserved students; Reduction in disproportionalities (achievement, well-being, attendance, suspensions); Measurable increase in Indigenous program offerings.</p> <p><b>Qualitative:</b> Increased evidence (observations, lesson plans, reflections) of educator CRRP application; Established &amp; consistently utilized system for tracking equity concerns; Transparent public reporting on trends &amp; actions; Staff/administrator feedback on usability of tools/supports; Documented evidence of equity focus in SPLPs/PPAs.</p> |

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**2. Acknowledge & Recognize Identity Compass Direction: Affirmations and alliances across individual and intersecting identities to build trusting learning and working relationships.**

**Now** (2024-2025): Establish initial identity groups based on identified need; Update/train on Anti-Hate Toolkit & reporting protocols; Deliver foundational PL on diverse identities/histories. (2025-2026): Develop & disseminate decision-making guide; & sustain existing groups;  
**Ongoing** (2024-2028): Consistently integrate identity into curriculum planning/delivery; Address incidents using established protocols; Offer cyclical PL; Utilize decision-making guide in practice.  
**Future** (2026-2028): Expand group offerings based on emerging needs; Evaluate impact of curriculum integration; Analyze incident trends to inform prevention strategies; Develop advanced PL modules.  
**Quantitative:** Increased positive ratings on climate surveys (safety/belonging, disaggregated); Number of active identity-based groups established; Reduction in frequency/severity of reported bias/discrimination/hate incidents; Reduction in suspension rates (disaggregated).  
**Qualitative:** Active participation & positive student feedback in identity groups; Evidence (lesson plans, student work, environment) of integrated, identity-affirming content; Improved representation of marginalized groups in student leadership; Staff/student reports of increased comfort/skill in addressing bias.

**Goals:** Create inclusive learning environments where all students and staff feel a strong sense of belonging, safety, and respect for their identities. Specific Practices

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| <p><b>3. Building Staff Awareness &amp; Capacity</b></p> <p><b>Compass Direction:</b> Agility to unlearn, learn and relearn, apply and embody CRRP, inclusive design, decolonized, anti-racist, equity and inclusive lens to create a safe and welcoming learning and workplace culture.</p> | <p><b>Now</b> (2024-2026): Creation and training of initial mandatory PL rounds (Indigenous ed, anti-racism, human rights, microaggressions, bias, Anti-Hate/CLAIM); Develop SpEd PD plan; Establish tracking for PL participation.</p> <p><b>Ongoing</b> (2024-2028): Continuous PL cycles (CRRP, UDL/DI, restorative practices, BMS); Monitor participation &amp; evidence of application; Provide coaching/feedback; Refine PL based on needs/feedback; Utilize protocols for addressing microaggressions.</p> <p><b>Future</b> (2026-2028): Evaluate long-term impact of PL on practice/school climate; Develop advanced/specialized PL; Integrate PL application evidence more deeply into performance management.</p> <p><b>Quantitative:</b> High completion rates for mandatory PL; Tracked participation rates in ongoing PL (e.g., UDL/DI, CRRP PLCs); Reduction in reported microaggression/bias incidents or complaints.</p> <p><b>Qualitative:</b> Documented evidence (observations, plans, student work, staff reflections) of consistent CRRP/UDL/DI application; Staff self-report/demonstrate increased confidence &amp; competence in addressing equity/implementing inclusive practices; Qualitative feedback on PL effectiveness &amp; relevance; Evidence of staff documenting application of PL in practice.</p> |
| <p><u><b>Goals:</b> Equip all staff with the knowledge, skills, and strategies to create and sustain equitable and anti-oppressive learning environments.</u></p> <p><u><b>Specific Practices</b></u></p>  |   |

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| <p><b>4. Increasing Representation</b><br/> <b>Compass Direction:</b><br/> <b>Implementing Equity and Inclusive Hiring Policy to build a representative workforce.</b></p>     | <p><b>Now</b> (2024-2026): Implement/mandate equitable hiring training for panelists; Establish structured mentorship program framework/resources; Develop &amp; launch voluntary staff demographic survey.</p> <p><b>Ongoing</b> (2024-2028): Consistent application of equitable hiring practices; Ongoing mentorship program operation &amp; refinement; Annual collection/analysis of staff demographic data; Monitor representation/retention trends.</p> <p><b>Future</b> (2026-2028): Implement targeted retention strategies based on data analysis; Evaluate long-term impact of hiring/mentorship on representation &amp; retention.</p> <p><b>Quantitative:</b> All hiring panels include trained member (%); Increased participation rate in mentorship program (%; disaggregated); Staff demographic data collected (% participation, representation levels); Measurable increase in representation of Indigenous, Black, minoritized staff (%); Increase in retention rate of Indigenous, Black, minoritized staff (%).</p> <p><b>Qualitative:</b> Documented rationale for hiring decisions reflects equity goals; Feedback from mentors/mentees on program effectiveness; Staff feedback on workplace climate/belonging (linked to retention); Analysis reports on demographic trends and retention factors.</p> |
| <p><u><b>Goals:</b> Foster a diverse and representative school community through recruitment, hiring, and retention practices.</u></p> <p><u><b>Specific Practices</b></u></p> |  |

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**5. Programming & Supports for Students**  
**Compass Direction: Deep learning and high expectations in a supportive environment to increase well-being and success.**

**Now (2024-2025):** Initiate program reviews with equity lens; Provide foundational PL on CRRC/UDL for curriculum redesign; Ensure targeted support roles (Grad Coaches) are staffed & connected to schools; Expand existing programs (Feather Carriers, AFFIRM).

**Ongoing (2024-2028):** Implement inclusive program delivery models; Continuous curriculum redesign/resource integration; Ongoing collaboration between educators & support staff; Monitor student placement/access data & adjust practices; Maintain/adapt targeted supports based on student need.

**Future (2026-2028):** Evaluate impact of inclusive models & curriculum changes on student outcomes/disproportionality; Scale successful pilot programs; Refine support structures based on long-term data.

**Quantitative:** Reduced disproportionate representation of marginalized students in segregated programs (%); Increased enrollment/participation of underserved students in enriched programs/pathways (%); Documented number of redesigned units/courses; Increased student access/participation rates in targeted supports (Grad Coach caseloads, LST interactions - disaggregated); Availability/access rates for culturally relevant MH programs (Feather Carriers, AFFIRM).

**Qualitative:** Evidence (program descriptions, school schedules) of inclusive models (co-teaching, in-class support); Evidence (lesson plans, curriculum maps, student work) of redesigned units incorporating diverse perspectives; Documented evidence (case notes, reports) of increased engagement/academic success for students accessing targeted supports; Student/family feedback on relevance/effectiveness of supports & programs.

**Goals:** Provide inclusive and culturally relevant programming & supports to meet the diversity of all students & address systemic inequities in access and outcomes.  
**Specific Practices**

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**6. Engagement & Connectedness**  
**Compass Direction: Trusting relationships to foster a community of belonging.**

**Now** (2024-2025): Develop/refine school family engagement plans; Deliver training on PR.586.SCO & relationship building; Identify key community partners & establish initial connections; Develop central communication resources.

**Ongoing** (2024-2028): Implement engagement plans & culturally relevant communication; Build/sustain student-teacher relationships (CRRP focus); Foster/maintain community partnerships; Seek/respond to student/family feedback; Track engagement/attendance/belonging data; Coordinate attendance supports.

**Future** (2026-2028): Evaluate effectiveness of engagement strategies & partnerships; Deepen collaboration with community orgs; Analyze long-term trends in belonging/attendance.

**Quantitative:** Increased participation rates of Indigenous, Black, minoritized families (event attendance, survey response, council membership - %); Increased positive ratings on student climate surveys (relationships/belonging - disaggregated %); Increased number of active community partnerships; Documented effectiveness metrics for partnerships (e.g., referrals, joint programs); Improved attendance rates (disaggregated %).

**Qualitative:** Evidence of comprehensive family engagement plans implemented; Positive feedback from families on feeling welcomed/valued; Evidence of CRRP & relationship-building focus in classroom practice; Student feedback on sense of belonging & connection; Documented collaboration protocols/projects with community partners; Staff reports on confidence/skill in culturally responsive communication & accommodation.

**Goals:** Build and strengthen collaborative relationships with Indigenous, Black, and minoritized students, parents, and staff to create a welcoming and inclusive school environment. Specific Practices