

# Action Plan for Learning

<pre> graph TD     Identify --&gt; Plan     Plan --&gt; TakeAction[Take Action]     TakeAction --&gt; Document     Document --&gt; Reflect     Reflect --&gt; Identify             </pre>	<p><b>School Name:</b> Suwa'lkh</p> <hr/> <p><b>School Goal:</b> Literacy</p> <hr/> <p><b>School Year:</b> 2021-2022</p>
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<b>Goal / Inquiry</b> Student learning	<b>To improve literacy with a focus on the development of reading skills and academic language to support of academic achievement.</b>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ol style="list-style-type: none"> <li>1. Testing was done previously indicating that a significant number of students are reading and writing below grade level.</li> <li>2. Student reading, writing, and comprehension levels are hindering their ability to achieve success, and student self esteem and belief in their own abilities are hindered.</li> <li>3. There are gaps in academic language and the ability to understand critical thinking skills as a result</li> </ol>
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<b>References and sources to support actions</b>	Student services testing Collection of writing sample beginning and end of year.
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<b>Backup Documentation</b>	<b>Note: Class sizes are small, and data will not be shared publicly because it would be possible to identify results of individual students.</b>
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<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Support Blocks are offered to students on a weekly basis. This is part of our plan continued from the same goal last year.</li> <li>• School-wide testing to be undertaken by student services staff in October for any new students.</li> <li>• Pro-D for staff specific to targeting reading, writing, and comprehension.</li> <li>• Pro-D for staff on Executive function skills and how that impacts learning.</li> <li>• Continue to utilize assistive technologies to enhance literacy.</li> <li>• Working with the new IEP pilot to make the IEP a 'living' document that supports student needs.</li> <li>• Ongoing testing/monitoring of student progress as we develop the program.</li> <li>• We have already started building a library of books based on both reading levels and culturally appropriate indigenous content. A focus on stories and storytelling will play a key role in our delivery of content and learning materials.</li> </ul>
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<b>Backup Documentation</b>	
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<p><b>Documentation of learning</b> Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Previous testing demonstrated key gaps in learning for many students, specifically in the areas of reading and writing.</b></li> <li>• <b>Testing this October will be comprehensive, and any follow-up testing will show us how well we are doing to increase student literacy skills.</b></li> <li>• <b>Writing samples will be collected throughout the year.</b></li> </ul>
Backup Documentation	

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feedback from previous testing demonstrated gaps in many of the students reading, writing and comprehension skills and the need to improve literacy skills in general.</b></li> <li>• <b>All staff have seen the need to focus in this area, as a result of the testing and the students ability to access content across curricula.</b></li> <li>• <b>Reporting will specifically comment on the need for improvement and positive progress made in the areas of reading and writing.</b></li> </ul>
Backup Documentation	

<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>This goal (started in 2018-2019) and it was developed as a result of testing done at that time, which indicated that many students were reading and writing below school level. This is not a surprise since many students come to us with gaps in their schooling, or with significant absenteeism in their school records. We know that students improve significantly at reading and writing over the school year with us, but most of the evidence has been anecdotal rather than based on specific and measurable data. The introduction of assistive technologies this past year has provided access for students to improve their written output as well as access written material.</p> <p>We will continue to focus on this area next year as both staff and students become more proficient in its use.</p>
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# Signatures

School Name: Suwa'lkh	School Goal: Literacy	School Year: 2021-22
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Title	Name	Signature
Vice Principal	Rissa Wilson	
Assistant Superintendent	Rob Zambrano	

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here	
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