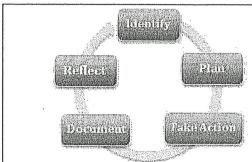
Action Plan for Learning



School Name: Suwa'lkh

School Goal: Literacy

School Year: 2021-2022

Testing was done previously indicating that a significant number of students
 Testing was done previously indicating that a significant number of students are reading and writing below grade level. 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. There are gaps in academic language and the ability to understand critical thinking skills as a result
Student services testing Collection of writing sample beginning and end of year.

Backup Documentation	Note: Class sizes are small, and data will not be shared publicly because it would be possible to identify results of individual students.
Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions?	 Literacy Support Blocks are offered to students on a weekly basis. This is part of our plan continued from the same goal last year. School-wide testing to be undertaken by student services staff in October for any new students. Pro-D for staff specific to targeting reading, writing, and comprehension. Pro-D for staff on Executive function skills and how that impacts learning. Continue to utilize assistive technologies to enhance literacy. Working with the new IEP pilot to make the IEP a 'living' document that supports student needs. Ongoing testing/monitoring of student progress as we develop the program. 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.
Backup Documentation	

Documentation of learning Previous testing demonstrated key gaps in learning for many students, Key evidence of change specifically in the areas of reading and writing. How did your actions • Testing this October will be comprehensive, and any follow-up testing make a difference? will show us how well we are doing to increase student literacy skills. • Choose 1-3 pieces of Writing samples will be collected throughout the year. evidence to demonstrate the impact your actions have had on student learning to meet your goal. Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.

Backup Documentation

 Reflection Highlights Where are we now? What are some patterns emerging? What surprised you? What conclusions / inferences might you draw? How does this inform potential next steps? 	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. We will continue to focus on this area next year as both staff and students become more proficient in its use.
Backup Documentation	

Signatures

School Name: Suwa'lkh	School Goal: Literacy	School Year: 2021-22

Title	Name	Signature
Vice Principal	Rissa Wilson	Alle
Assistant Superintendent	Rob Zambrano	RA.

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