

Action Plan for Learning

	School Name: Suwa'lkh
	School Goal: Literacy
	School Year: 2018-2019

Goal / Inquiry Student learning	To improve literacy in support of academic achievement.
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> 1. Testing was done last year indicating that a significant number of students are reading and writing below grade level. 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.
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References and sources to support actions	<p>Student services testing last year.</p> <p>School-wide testing coming in October, and then again either in May/June or next year in October.</p>
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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.
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • School-wide testing to be undertaken by staff and Learning Services department in October. • Results will be grouped by student needs, and supports will be provided by students services to help teachers group students by ability for a specific program 2-3 times per week. • Pro-D for staff specific to reading, writing, and comprehension. • 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. • Feedback to parents, (including on report cards), specific to reading, writing and/or comprehension skills of students. • We have already started building a library of books based on both reading levels and culturally appropriate indigenous content for small reading groups. A focus on stories and storytelling will play a key role in our delivery of content and learning materials.
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Backup Documentation	
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<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of 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. 	<ul style="list-style-type: none"> • Testing last year demonstrated key gaps in learning for many students, specifically in the areas of reading and writing. • Testing this October will be comprehensive, and any follow-up testing will show us how well we are doing to increase student literacy skills. • Writing samples will be collected throughout the year.
Backup Documentation	

<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<ul style="list-style-type: none"> • 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. • All staff including teachers, EA's, and Youth Workers have seen the need to focus in this area, as a result of the testing done last year. • Reporting will specifically comment on the need for improvement and positive progress made in the areas of reading and writing.
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<p>Reflection Highlights</p> <ul style="list-style-type: none"> • 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? 	<p>This is a new goal and it was developed as a result of testing done last year 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. Early October data collection, with the support of learning services, will be key to providing meaningful feedback and will allow us to reflect on our progress throughout the year.</p>
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Signatures

School Name: Suwa'lkh	School Goal: Literacy	School Year:
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Title	Name	Signature
Principal	David Truss	
Assistant Superintendent	Robert Zambrano	

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