

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Suwa'Ikh

2023-2024



Intellectual Development

Goal: Develop our students readiness to learn and their self efficacy.

Rationale:

Our students struggle with executive function and self regulation skills as well as a willingness/ability to ask for help when engaged in learning activities. Building these skills is an essential to becoming a successful learner.

Planned Actions:

- Offering the self efficacy 10 course to build these skills
- Utilize executive function strategies for learning in all classrooms
- Provide lessons on self regulation and opportunities for students to practice these skills as well as opportunities for self reflection
- Offering voice and choice for meaningful, and engaging learning experiences

Indicators of Success:

- self reflection activities by students indicating a change in their self esteem and success as a learner (3 times per year)
- Parent/teacher conferences - parent feedback
- evidence of improved planning and organizations skills. i.e(ability to organize materials, complete work in given timeline)

School Community Engagement Process:

- Family intake meetings at start of the year. We will intergrating the Indigenous SLP into our current structure as it is more holistic in nature.
- parent/teacher interviews
- Every student assigned a care and concern person who liaises with family about successes and concerns

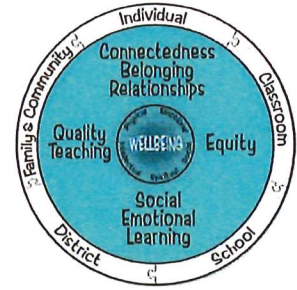


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Suwa'Ikh**

*Increasing Success In
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Human and Social Development

Area of focus:

To ensure a sense of belonging for every child and to foster trusted adult and peer relationships for every learner. To develop authentic connection that enhances a sense of safety, value and belonging.

Planned Actions:

Intake interviews to get a sense of students strengths and stretches to identify what wasn't working prior.
Utilizing the new 4 quadrant SLP (Medicine Wheel)
Community circles and restorative practice to build shared responsibility and sense of belonging.
Outdoor activities - hikes, garden, community forest to connect to mind, body, spirit and emotions (Medicine Wheel teachings and Circle of Courage)
Care and Concern Connector - all students connected to at least one adult in the school who monitors student engagement (discussed weekly)

Indicators of Success:

- Improved attendance from previous home school to indicate connection
- Increase in students reaching out to adults around needs - counsellor/YW tracking
- reflection activity (3 times per year)- discussion and written. Questions and discussion to address feelings of safety, connectedness, identity & ways to improve
- Exit interviews when students leave to return to home school or elsewhere will help identify what is working well and what needs transformation.

School Community Engagement Process:

- Intake interviews with parents to identify hopes and wishes for their child (as above)
- Parent/Teacher conferences & communication home about small transformations & successes
- Invite parents in when appropriate to take part in celebrations of learning and community building activities. i.e community dinners, poetry reading, garden tours.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Increase success of Indigenous learners by addressing not only intellectual needs but physical, emotional and cultural as well. Provide a holistic, reflexive and reflective learning experience with connectedness and a sense of place.

Planned Actions:

Embed Indigenous content in all course areas.
Develop joint strategy with families and local First Nations communities to improve school engagement and define what they believe 'success' is.
Utilize indigenous knowledge and practices in classrooms. Medicine wheel principles infused into school culture through garden and forest.
Access additional Support services i.e. cognitive assessments, vocational training, and transitional programs. .
Connect with the Nation and/or Elder to support indigenous students as needed.

Indicators of Success:

Consistent attendance
Increase in students reaching out to adults around needs/self advocacy
satisfaction survey for students and parents
reflection activity (3 times per year)- discussion and written. Questions and discussion to address student/family perception of success.
Completion of required Grade 10 courses prior to transition from Suwa'lkh and

School Community Engagement Process:

Intake interviews with parents to identify hopes and wishes for their child - what can we do differently?
Parent/Teacher conferences & communication home about small transformations & successes
Invite parents in when appropriate to take part in celebrations of learning and community building activities. i.e community dinners, poetry reading, garden tours.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Suwa'lkh

Reflection

This year we have continued the transition to taking younger students in 8-10. We continue to see that our learners have struggled to connect to their home schools, may be feeling displaced and may have learning gaps. Several students were placed with us through suspension which really impacted the culture of our community this year. Staffing challenges, a few violent incidents and lack of older student models have undermined to safe community feeling that is so important from a trauma informed lense. Additionally, students who came through a well supported transition program and felt they were choosing Suwa'lkh faired much better.

Some of the patterns that have emerged are the wide range of learning gaps seen in our students for a wide variety of reasons. Each student that has come to us this year have unique and significant learning needs to be met. Executive functions skills and routines are not well established for our students so this will be built into our daily activities moving forward. Self regulation and ability to follow basic school expectations was difficult for some but others expressed feeling like they now have a sense of connection, family, and place at Suwa'lkh. Many have significantly increased their attendance and willingness to learn since coming to Suwa'lkh, while others continue to struggle due to transportation challenges, home life and sleep patterns. During our parent teacher conferences parents expressed these observations as well. All three areas of our APL overlap in significant areas. Building a sense of belonging and identity, while developing the skills and attitudes on being a successful learner will improve success for not only our indigenous students (currently over 80% of our population) but all of our students. Our data/information collection was through conversation, student reflections, parent interviews, and student exit interviews. We will continue to gather student voice and engage our parents around individual progress and what they hope for their children while at Suwa'lkh.

Signatures

Title	Name	Signature	Date
Principal	Rissa Wilson		June 30, 2023
Assistant Superintendent	Robert Zambrano		June 30/23

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