

Action Plan for Learning

	School Name: Terry Fox Secondary
	School Goal: Social Responsibility
	School Year: 2017-2018

Goal / Inquiry #1 Character in Action	<ul style="list-style-type: none"> ➤ The aim of this program is to encourage students to take responsibility and develop their character in a positive manner. In essence, students' personally develop by the choices they make. Ultimately, good choices create good habits and in turn these attributes create good character. ➤ Social responsibility is about students having character traits that allow them to be accountable and responsible for their actions. ➤ We wish to focus on these characteristics to enable students to show empathy towards others and appreciate other perspectives, to resolve problems peacefully, establish and maintain healthy relationships and meaningfully contribute to the school community.

Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> ➤ Belief that the development of character attributes namely: integrity, perseverance, leadership and compassion/kindness are assets to students' personal, academic and extracurricular growth. The name of this program the "Character in Action" program. ➤ Teachers and coaches have an opportunity to influence a student's character through connection. This program builds upon the premise that key positive character attributes are the foundation for success in such areas as academics (classroom), athletics (extra-curricular), arts (visual and performing) and community (service). ➤ BC's redesigned curriculum now identifies positive personal identity, personal awareness, personal responsibility and social awareness which collectively comprises and social responsibility. The curriculum lends itself nicely to explicitly teaching such awareness and skills in all faculties and disciplines.
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References and sources to support actions	<ul style="list-style-type: none"> ➤ Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Rudasill, Reio, Stipanovic, & Taylor, 2010).
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Backup Documentation (please see attached folder of images and	
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documentation which provides much more 'color' to our school.	
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<p>Planned Actions Continuing practices working well (1-3)</p> <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? 	<ol style="list-style-type: none"> 1. Continue to distribute more Character in Action Cards for Ravens Rewards. 2. Continue staff awareness on student mental health and overall student wellness - update and renew care and concern list monthly. 3. Embed social responsibility topics into homeroom activities throughout the year. 4 Continue to bring in dynamic and diverse guest speakers that relate to personal and social responsibility. 5. Continue to use a variety of instructional strategies, provide a variety of learning opportunities for our students and provide explicit instruction of the social responsibility core competency. 6. Provide continued student leadership opportunities. 7. Continue providing Professional Development opportunities for staff throughout the year. 8. Ongoing communication with PAC Presentations, enews updates etc . 9. Monitor progress – We hope to have a decrease in number of student lates and unexcused absences and see an increase in students' abilities to solve problems in peaceful ways. 10. Increasing students' digital citizenship, awareness and responsibility –increase in responsible and sensible use.
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<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? 	<ol style="list-style-type: none"> 2. Promote increased and enhanced communication between teachers and parents re: student assessment and reporting. 3. Our staff continues to pride themselves in the diversity of all programs we offer. <ul style="list-style-type: none"> ➤ Continue to see an increase number of students attending school wide tutorials. ➤ Continue to host and promote academic events - science power of ideas tour. ➤ Increase awareness and development of our scholarship club and post secondary opportunities. ➤ Continue to develop the Gifted Program and offer enrichment opportunities such as Science 9 Honours, Robotics Club, Chemistry Science Co-op program, AP Physics, Telus Box Contest for Fine Arts Students. ➤ Increase promotion and celebration of academic successes with events such as "Life After Fox" and Scholar's Banquet –Fox Alumni speakers presenting their academic achievements and experience in their post secondary endeavors.
Backup Documentation	Please see images attached in the folder

<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"> ➤ All stakeholders were engaged in the building and sharing of our APL. ➤ Staff meetings, PAC meetings, and Homerooms activities were all utilized as ways to engage parents, teachers, support workers, and students. ➤ APL goals were shared through our school website, e-news as well as staff meetings and homeroom activities.
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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>We are proud of the Terry Fox Community . We believe we celebrate our diversity in program offerings frequently and well. A pattern we see emerging, through feedback from staff and students is the desire to have this conitued type of exposure of academic excellence and rigor. We will continue to highlight all Terry Fox Programs and the multiple ways in which we afford our students opportunities to be successful in achieving their potential in areas they are passionate about.</p>
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Signatures

School Name: Terry Fox Secondary	School Goal: Social Responsibility	School Year: 2016-2017
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Heather Murphy	
Recommended by Assistant Superintendent:		

Assistant Superintendent	Gerald Shong	
Board and Superintendent Approval:		
Board Chair	Kerri Palmer Isaac	
Superintendent	Patricia Gartland	