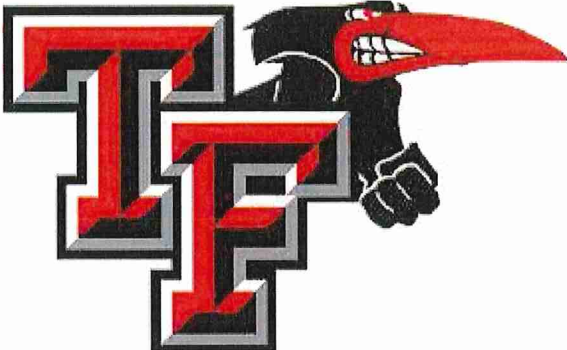


Action Plan for Learning

	Terry Fox Secondary School
	Goal 1: To develop students as numerate citizens who practice mathematical habits of mind.
	Goal 2: To develop students as literate and critically thinking citizens
	Goal 3: To develop students as connected, responsible, resilient, and empathic citizens
	2021-2022

Rationale

Our APL has been written to support the continued growth of Terry Fox and has been informed by our data. Our APL is designed for all students; however, we will have a specific focus on ensuring our goals support:

- **Black, Indigenous and Learners of Colour**
- **Increased access and participation in science and technology for students of all genders**
- **Vulnerable learners**
- **Academically advanced learners**
- **LGBTQ+ learners**

We will also align school leadership structure and budgets to these goals. For example, we will split the Student Services Department into two separate departments: DH “Inclusion”, DH “Engagement and Learning”. We have also created a leadership position specific to meeting the literacy, numeracy and critical thinking goals of the PL to help us align school goals with Directions 2025 to prepare students for the challenges and opportunities of the 21st Century.

What metrics were used to inform this plan and select our goals?

- Report cards
- Student and Parent surveys from school and Ministry of Education
- Literacy and Numeracy assessments
- Qualitative feedback from staff, parents and students
- Attendance data
- Failure rates
- Student selection of courses by age, gender, and demographic
- Ministry of Education Data: Completion rates, School vs. District vs. Province data

Data and metrics will appear in a complementary document. This data will provide our baseline as well as show our progress.

What Are Our Planned Actions?

Goal 1: To develop students as numerate citizens who practice mathematical habits of mind.

- Schoolwide and interdepartmental focus on numeracy, and what numeracy looks like in all areas of the curriculum.
- Introduce a STEAM cohort at the grade 9 level to provide a project – based interdisciplinary approach to science, technology, engineering, art, and math.
- Introduce a math bridge course at the grade 9 level to address the identified learning gaps for students coming from middle school and to reduce the number of students who take Workplace Math.
- Increase math and science support for all students in our Learning Centre
- Create a network of peer tutors who will support fellow students across the curriculum, particularly in the areas of science and math.
- Provide opportunities to incorporate Indigenous content across the curriculum in science and math.
- Provide additional support for students taking the numeracy assessment.
- Develop and offer additional courses at the 10-12 level in STEAM.
- Create additional opportunities in science co-op.
- Increase gender equity of enrollment into STEAM classes.
- Flex time will be utilized to support numeracy.
- Ensure inclusionary practices for students with exceptionalities in STEAM.
- Highlight the connections between STEAM and Fine Arts and encourage increased participation in the fine arts.

Goal 2: To develop students as literate and critically thinking citizens.

- Schoolwide and interdepartmental focus on literacy and critical thinking.
- Increase literacy support for all students in our Learning Centre.
- Create a network of peer tutors who will support students in building their literacy skills.
- Provide opportunities to incorporate Indigenous content in English and Social Studies.
- Provide additional support for students taking the literacy assessment.
- Flex time will be utilized to support Literacy.
- Provide opportunities to incorporate indigenous way of learning and knowing in English and Social Studies.
- Provide LGBTQ+ content in the curriculum.
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Goal 3: To develop students as connected, responsible, resilient, and empathic citizens.

- Renewed focus of Character in Action four pillars: Integrity, Perseverance, Leadership and Kindness.
- Utilization of flex for social emotional and mental health support
- Implementation of District Mental Health Curriculum
- Focus on implementing Truth and Reconciliation committee's Calls To Actions
- Transition of Link Crew to a new structure called "CONNECT", targeted work on emotional wellbeing, self-esteem, resilience with a specific focus on empowering young women.
- A focus on environmentalism
- School wide focus on rebuilding positive culture through assemblies, clubs and celebrations
- Renewed focus on building sport, extracurricular and intramural activities.
- Additional supports put in place for vulnerable and disengaged learners.
- Deliberate focus on inclusion for students with exceptionalities.
- Renewed focus on leadership and community connections.
- Continued focus on supporting LGBTQ+ students
- Ongoing support of GSA/Diversity Club

All members of the Fox community were engaged in this process through a variety of ways, including:

- Surveys
- Direct feedback from students, staff, and parents
- Shared analysis of school data
- Information obtained from Family of Schools.

APL goals were shared with parents, teachers, students, and support staff through a variety of ways:

- Staff meetings.
- Department Head meetings.
- PAC meetings.
- School Enews
- School App
- Social Media
- Sharing of draft goals

The following metrics will be used to evaluate the success of our plan and we will report out our progress to our school community in June of each year.

- Improvement on numeracy and literacy results
- Improvement in report card letter grades
- Decrease course failure rates
- Increased number of Indigenous and a gender balance of students taking STEAM related courses.
- Increased attendance rates for all students, particularly disengaged and vulnerable learners.
- Increase in the number of students and staff reporting/displaying positive mental health
- Return to pre-pandemic extracurricular, intramural and clubs
- Improved graduation rates for all students, in particular: Indigenous, students with exceptionalities, vulnerable/disengaged learners.
- Increase number of students accepted into post-secondary in STEAM

Signatures

School Name: Terry Fox Secondary	School Year: 2021-2022
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Title	Name	Signature
Principal	David Starr	
Assistant Superintendent	Gerald Shong	