

# Action Plan for Learning

<pre> graph TD     Identify --&gt; Plan     Plan --&gt; TakeAction[Take Action]     TakeAction --&gt; Document     Document --&gt; Reflect     Reflect --&gt; Identify             </pre>	<b>School Name: TERRY FOX</b>
	<b>School Goal: Other</b>
	<b>School Year: 2020/2021</b>

This Action Plan for Learning is an Interim plan that began in June. We will be further developing this APL over the summer and into September for us to have a working document to follow for the 2020-2021 School Year.

<b>Goals</b>	<ol style="list-style-type: none"> <li>1. To address the academic challenges caused by COVID in the 2019-2020 school year</li> <li>2. To Increase capacity of online teaching and assessment to ensure academic success in the 2020-2021 school year</li> <li>3. To create attachment and connection to school and community in an online or partial online environment</li> <li>4. To address the mental health challenges caused by the Covid Pandemic</li> </ol>
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<b>Rationale</b>	<p>Because of the Covid pandemic and the suspension of in-person instruction, we have documented an:</p> <ul style="list-style-type: none"> <li>• Increase in failed courses and disengagement</li> <li>• Concern around disrupted learning and gaps in knowledge</li> <li>• Need to build capacity in online instruction and assessment</li> <li>• Marked increase in mental health challenges for all members of our community</li> </ul>
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<b>References and sources to support actions</b>	<ul style="list-style-type: none"> <li>• Report card Data</li> <li>• Counselling referrals</li> <li>• Teacher feedback</li> <li>• Attendance data</li> <li>• Student and parent feedback</li> <li>• Forms data and surveys</li> </ul>
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**Planned Actions:**

We will be aligning all school structures to meet the goals outlined above. Those structures include:

- 1) FLEX
- 2) Learning Commons/LSS
- 3) RISE
- 4) Peer Tutors
- 5) Staff and DH meetings
- 6) Counseling and Youth Worker
- 7) Professional Development
- 8) Budgets
- 9) Mentor teachers and IT teachers

**Address the academic deficiencies caused by COVID in the 2019-2020 school year**

The Covid-19 Pandemic has dramatically altered the foundational structures and practices of the education system. We reacted quickly after spring break to transition to an online platform, but the data referenced above shows that we had many students who struggled with the online platform. Many students:

1. Were disengaged in one, some or all their classes
2. Were not successful with the online program and did not complete or pass all classes
3. Minimally met expectations
4. Will lack content knowledge and skills necessary to be fully successful in subsequent grades

We anticipate a hybrid model in September and are planning accordingly. In order to address the learning needs created by the pandemic and in order to “fill the gaps” for many students we will be:

- 1) Reprogramming some students to repeat courses with additional support
- 2) Use Learning Commons and RISE to give students opportunities to fill the gaps and move on rather than repeat courses
- 3) Utilize peer tutors in a targeted way to support deficient learners
- 4) Identify vulnerable learners and have them supported in the building more than two days a week

**Increase capacity of online teaching and assessment to ensure academic success in the 2020-2021 school year**

Staff did a tremendous job quickly transitioning from the traditional in-person class to online learning and then into the hybrid Framework stage 2.

As we move forward into the 2020-2021 school year, and with more time to plan and develop teaching and learning strategies and structures, the school will:

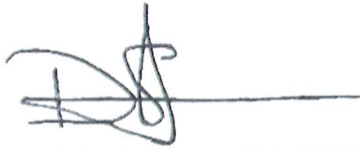

1. Increase staff knowledge and capacity with Microsoft Teams through
  - professional development
  - sharing ideas, success stories and best practices
  - district support
2. Maximize the value of the time students will be in the building to support the online platform through
  - small group tutorials
  - peer tutors
  - Learning commons and non-enrolling support
3. Improve assessment techniques based on the online platform through:
  - In person assessments
  - Differentiated evaluation
  - Focus on key learning outcomes and Core Competencies

<p><b>Create attachment and connection to school and community in an online or partial online environment</b></p>	<p>Creating attachment-based and caring relationships between all members of the school community is vital to have a healthy school. With students absent from the building for two months this year and with the potential for the continuation of a hybrid online and in-person learning, our ability to forge these relationships will require attention. We will look to do this through:</p> <ul style="list-style-type: none"> <li>-Utilizing LINK CREW to welcome grade 9s in small groups</li> <li>-Pairing Peer tutors with new, International and other at-risk students</li> <li>-Using FLEX as a time dedicated to connecting and building relationships as well as using this time to explicitly teach 4 Pillars with an emphasis on Perseverance.</li> <li>-As many bonding activities as possible within the confines of the PHO guidelines</li> <li>-Utilization of 2 blocks of district outreach</li> </ul>
<p><b>Address the mental health challenges caused by the Covid Pandemic</b></p>	<p>All members of our school community have been impacted by COVID. We plan on supporting the wellness of our community in the following ways:</p> <ol style="list-style-type: none"> <li>1. Increase staff knowledge and capacity around trauma and how to implement Trauma-informed care <ul style="list-style-type: none"> <li>- Pro D, staff meeting and DH time</li> <li>- The development of a common language</li> <li>- Aligning budget to purchase resources</li> <li>- Guest speakers and workshops</li> </ul> </li> <li>2. Increase student capacity for perseverance as part of our 4 Pillars/Character in Action approach <ul style="list-style-type: none"> <li>-Dedicated lessons in FLEX</li> <li>-Utilization of peer tutors and LINK crew</li> <li>-Utilization of Youth Worker, Indigenous Youth Worker, Indigenous Advocate</li> </ul> </li> </ol>
<p><b>Documentation of learning</b></p>	<ul style="list-style-type: none"> <li>- Report card data</li> <li>- Surveys and forms</li> <li>- Anecdotal feedback from parents, staff and students</li> </ul>

<p><b>School Community Engagement Process</b></p>	<ul style="list-style-type: none"> <li>- Surveys</li> <li>- Interviews</li> <li>- PAC meetings</li> <li>- Feedback from individuals</li> <li>- Feedback from Care and Concern meetings</li> </ul>
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# Signatures

School Name: Terry Fox	School Goal: Other	School Year: 2020/21
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Title	Name	Signature
Principal	David Starr	
Assistant Superintendent	Gerald Strong	

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