DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Terry Fox Secondary



2022-2023

Intellectual Development

Goal: We strive to develop students as numerate, literate and critical- thinking citizens.

Rationale:

Our APU has been written to support the confinued growth of Terry For and has been informed by our data Our APL is designed for all students; however, we will have a specific focus on ensuing our goals support Black, indjernour and Learnes of Colour Increased access and participation in science and technology for students of all genders - Academically advanced learners - Academically advanced learners - Academically

Planned Actions:

School olide and interlegationated locus on numerical, and what numerical types like in all areas of the curriculum.
 School olide and interlegationated locus on numerical school and the numerical school and to reduce the number of students, who take Workplace Math.
 Introduce a numb folge, comes at the grade 9 level is address the level locus grade 5 STEAM cohort, a project – based interlegation who take Workplace Math.
 Introduce a numb folge, comes at the grade 9 level is address the level locus grade 5 steaders school and to reduce the number of students who take Workplace Math.
 Introduce a numb folge, comes at the grade 9 level is address the level locus grade 1 multiple school and to reduce the number of students who take Workplace Math.
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Indicators of Success:

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 -Deceased course failure rates -Increased number of Indigenous and a gender balance of students taking STEAM related courses. -Increased number of scholarships -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

School Community Engagement Process:

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

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

Terry Fox Secondary

Increasing Success in Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

We strive to develop students as connected, responsible, resilient, and empathic citizens

Planned Actions:

· Renewed focus of Character in Action four pillars: Integrity, Perseverance, Leadership and Kindness. • Keniwed locus of Chatactum in Action rout phales integring, reasswerance, Leadership and Kinoness.
• Utilization of factor social emotional and mental health support
• implementation of District Mental Health Curriculum
- Focus on mighterniting 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
- A focus School wide focus on rebuilding positive culture through assemblies clubs and celebrations. School wide locus on rebuilding positive culture trirougn assemblies, cube 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
 Create school culture and SEL working groups

Indicators of Success:

-Increased attendance rates for all students, particularity disengaged and vulnerable learners. -Increased number of students and staff reporting/displaying positive mental health -Return to pre-pandemic extracurricular, intramural and clubs -Decreased disciplinary interventions -Increased sense of connection and belonging for BIPOC students -Increased sense of connection and belonging for LGTBQ+ students -Increased student activities and connections in the community

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School:

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

Terry Fox Secondary

Increasing Success in Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

We strive to authentically embed Indigenous Ways of Knowing, to incorporate the Truth and Reconciliation Commission's 63rd Call To Action throughout our school, and to authentically introduce an Indigenous-focused graduation requirement

Planned Actions:

Develop and implement curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools at the school

Introduce EFP 11 as our primary Indigenous focused grad course and create a teacher-leader position to lead the implementation

Share information and best practices on teaching curriculum related to residential schools and Aboriginal history.

Build student capacity for intercultural understanding, empathy, and mutual respect

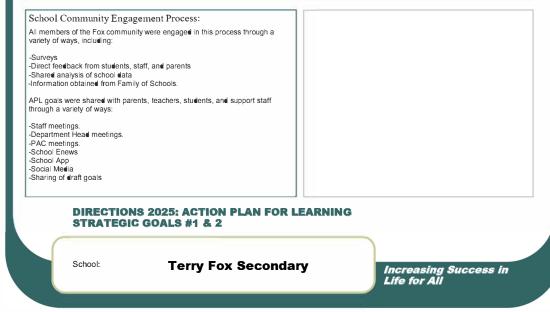
Build the leadership capacity of our Indigenous students

Enhance indigenous culture through art, show cases and events

Indicators of Success:

* Truth and Reconciliation Commission 63rd Call to Action fully integrated into the school

* EFP 11 authentically and successfully implemented



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Terry Fox Secondary

Reflection

We are very excited about the upcoming school year. We will have a renewed focus on building a positive culture in a post-pandemic world. We will be supporting all our students across the school to improve their academic abilities and we will have an authentic and meaningful Indigenous-based grad credit.

Signatures

Title	Name	Signature	Date	
Principal	David Starr	David Starr	July 6th, 202	
Assistant Superintendent	Gerald Shong	1stra	July 5, 2022	
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