


# Action Plan for Learning

	<b>School Name: Terry Fox</b>
	<b>School Goal: Redesigned Curriculum</b>
	<b>School Year: 2019-2020</b>

<b>Goal / Inquiry</b> Student learning	<p>To fully implement the redesigned curriculum and through it increase academic achievement by creating engaging learning opportunities and utilizing diverse instruction and assessment practices. This goal is an extension of our previous academic goal.</p> <p>While maintaining a school-wide focus on academics, we will also be specifically targeting the following groups of students to increase their academic success:</p> <ul style="list-style-type: none"> <li>• Indigenous students</li> <li>• ELL students</li> <li>• Struggling learners in Grade 9</li> </ul> <p>Additionally, we will continue to put into practice and expand our <b>Character in Action</b> work. integrity, perseverance leadership and kindness are assets required to support a students' personal, academic and extracurricular growth and they form the foundation required for students to achieve their academic potential.</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>New course offerings and assessment procedures provides an opportunity to continue our focus on academic excellence. September of 2019 will see us offer, among others, the following new subjects:</p> <ul style="list-style-type: none"> <li>• <b>CLC 12</b></li> <li>• <b>Political Studies 12</b></li> <li>• <b>Environmental Studies 11</b></li> <li>• <b>Web Development 11 &amp; 12</b></li> <li>• <b>Chess 11 &amp; 12</b></li> <li>• <b>Life Sciences 12</b></li> <li>• <b>Creative Writing 11 and 12</b></li> </ul> <p>New assessment opportunities include self-assessment of the Core Competencies across the grades as well as the new Capstone project. Additionally, the redesigned curriculum provides us with exciting opportunities for Competency-based assessment.</p> <p>Flex Time, a new school structure designed to give students opportunities to work independently, pursue passion projects and receive additional support will also support this goal.</p>
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<p><b>References</b> and sources to support actions</p>	<p>The current work on increasing our academic focus, both in the classroom and with extracurricular opportunities has paid significant dividends school-wide. In the 2018-2019 School year there were many academic highlights. They included:</p> <ul style="list-style-type: none"> <li>• 1.2 Million dollars won in scholarships</li> <li>• 2 Beedie Scholars</li> <li>• 1 Finalist for the Schulich Scholarship</li> <li>• Participation in the Odyssey of the Mind World Championships at Michigan State University</li> <li>• Participation in Fermat, Cayley and Pascal, Euclid, Canadian Intermediate math competitions</li> <li>• Skills Canada finalists</li> <li>• Contemporary music, drama, choir and band success</li> <li>• District Spoken Word medalists</li> <li>• University of Waterloo Computer Competitions</li> <li>• Provincial young entrepreneurs' competition winners</li> <li>• Power of Ideas</li> <li>• 600 students on honour roll</li> </ul>
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Backup Documentation	<a href="https://curriculum.gov.bc.ca/">https://curriculum.gov.bc.ca/</a>
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<p><b>Planned Actions</b> Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Refine report card comments to reflect learning versus behavior, provide parents with increased communication on how they can support classroom practices and core competency development.</li> <li>• Implement Self-assessment and Capstone</li> <li>• Promote increased and enhanced communication between teachers and parents re: student assessment and reporting.</li> <li>• Implement and develop Flex</li> <li>• Increase our partnerships in the middle schools- in particular in academic and fine arts as there is a direct correlation to student's participation in fine arts such as music and academic success</li> <li>• Continue to host and promote academic events - science power of ideas tour.</li> <li>• Increase awareness and development of our scholarship club and post-secondary opportunities.</li> <li>• Continue to develop the Gifted Program and offer enrichment opportunities such as Science 9 Honours, Robotics Club, environmental experiential education, AP Physics and Science, Telus Box Contest for Fine Arts Students.</li> <li>• 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.</li> </ul>
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<p>Target Groups: Specific actions:</p>	<p>Indigenous students, ELL students and at-risk grade 9s entering high school. Our three targeted demographics have several things in common compared to the general population:</p> <ul style="list-style-type: none"> <li>• Underachievement</li> <li>• Lack of attachment to school</li> <li>• Higher number of absences than other demographics</li> <li>• Noticeable struggles in literacy and numeracy</li> </ul> <p>To support at-risk grade 9s a new district/school position has been created. We will work with middle schools to identify these students, provide support and academic support through a case-management model. Strategies will include experiential education, SEL and direct literacy and numeracy support</p> <p>To support Indigenous students, we will be utilizing our two blocks of Indigenous support from the district in addition to youth worker support. Students requiring additional support will be case managed, will receive additional SEL and direct academic support as well as cultural support</p> <p>To support ELL students both domestic and International we will adopt similar processes to those above, in addition to working with the district, SWIS workers and community agencies</p>
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<p>Backup Documentation</p>	<p><a href="https://studentsuccess.gov.bc.ca/">https://studentsuccess.gov.bc.ca/</a></p> <p><a href="https://www.apa.org/pubs/journals/releases/edu-edu0000376.pdf">https://www.apa.org/pubs/journals/releases/edu-edu0000376.pdf</a></p>
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<p><b>Documentation of learning</b> Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>Over the course of the upcoming school year we will monitor and assess our APL Goal. Key sources of data to demonstrate the effectiveness of our work both school-wide and for targeted demographics will include:</p> <ul style="list-style-type: none"> <li>• Enrollment numbers in academically rigorous classes</li> <li>• Number and dollar value of scholarships earned</li> <li>• Number of students on the honour roll and Grand Honour Roll</li> <li>• Increased participation and higher scores on national math and computing tests</li> <li>• Use of Flex time to support academics</li> <li>• Increased participation and success in Skills Canada and other such competitions</li> <li>• Overall GPA increase</li> <li>• Decrease in the number of failed classes</li> <li>• Increase in school attendance for our targeted groups</li> </ul>
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<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents,</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders were engaged in the building and sharing of our APL.</li> <li>• Staff meetings, PAC meetings, and Homerooms activities were all utilized as ways to engage parents, teachers, support workers, and students.</li> <li>• APL goals were shared through our school website, e-news as well as staff meetings and homeroom activities.</li> </ul>
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teachers, students & support staff?	
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<b>Reflection Highlights</b> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>We are proud of the Terry Fox Community. We believe we celebrate our diversity in program offerings frequently and well.</p> <p>A pattern we see emerging, through feedback from staff and students is the desire to have this continued type of exposure of academic excellence and rigor.</p> <p>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

<b>School Name: Terry Fox</b>	<b>School Goal: Redesigned Curriculum</b>	<b>School Year: 2019-2020</b>
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Title	Name	Signature
Principal	David Starr	
Assistant Superintendent	Gerald Shong	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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