

Broad Outcome:

By June 2021, students will demonstrate increased literacy skills across subject areas.

<p align="center">Define (Skills, Knowledge, Dispositions)</p>	<p align="center">Design (Strategies)</p>	<p align="center">Assess/Evidence</p>
<ul style="list-style-type: none"> • Subject specific, technical language • Research skills • Paraphrasing skills • Writing for a variety of purposes • Enhanced communication (verbal and visual) • Analysis and critical thinking • Annotation skills • Inference skills • Reading comprehension 	<ul style="list-style-type: none"> • Modeling • Identify and problem solve barriers • Co-construct criteria • Guided practice • Connections to “real life” • Increase time for reading during class. • Student specific goal setting • Exemplars • Graphic organizers • Direct teaching • Feedback • Continue development of class libraries • Incorporate a variety of genres across subject areas e.g. articles, novels, etc. 	<ul style="list-style-type: none"> • Rubrics • Checklist of skills for public speaking • Formative • Summative • IAs • Written works in a variety of genres – technical, creative, short story, poetry, etc. • Annotated works – fiction and non-fiction • Presentations • Observation • Conversation • OPVL charts, lab write ups, one pagers • Peer review • Online publishing e.g. Zine • Scrapbooks • Products that require specific instructions e.g. Foods, electronics, graphic tech, etc. • Students increase use of a variety of reliable sources for research particularly primary documents.

Broad Outcome:

By June 2021, students will demonstrate increased numeracy skills across subject areas.

Define (Skills, Knowledge, Dispositions)	Design (Strategies)	Assess/Evidence
<ul style="list-style-type: none">Reasoning skills including order of operations and algebraProblem solving skillsMental mathData analysisMeasurementConversionsFractionsExponential and Scientific notationComputational fluency and accuracy	<ul style="list-style-type: none">Direct teachingGuided practiceSupport student goal settingScaffoldingDaily mental math/problem of the dayIncreased use of graphs, tables, stats, etc. in a variety of subject areas.	<ul style="list-style-type: none">Demonstrate self- monitoringAccurately use and analyze data from heart monitors.Set SMART goalsConversationsObservationsTests/quizzesApplication of skills to “real world” problemsIncreased student participation in class discussionJournals, one pagers, presentationsRubrics

Broad Outcome:

By June 2021, students will demonstrate increased skills in the areas of the character, critical thinking and collaboration.

An aspect of this deeper thinking domain is mental health – maintenance and further development of healthy coping skills.

Define (Skills, Knowledge, Dispositions)	Design (Strategies)	Assess/Evidence
<ul style="list-style-type: none"> • Improved grit, tenacity, perseverance and resilience when encountering new or difficult concepts. • Critical Thinking • Collaboration 	<ul style="list-style-type: none"> • Use of TEAMS for independent study with classroom follow up <ul style="list-style-type: none"> ○ Completed. TEAMS was also the platform used during remote learning. Teachers taught directly on the system, students submitted comments, questions and assignments. There was an initial steep learning curve as students and staff started using the platform but everyone became much more skilled by the January remote learning period. • Videos, notes pages, textbook • Direct teaching • “Real world” connections • Guided practice • Feedback • Guided reflection • Coaching (from adults and peers) • Group projects (when possible) • Designation of group roles and responsibilities 	<ul style="list-style-type: none"> • Check for understanding (self- checks) • Students come to class prepared with questions • Students can identify a variety of ways to access assistance independently i.e. ask a friend, internet, etc. • Students can verbalize a variety of self-regulation strategies for when they become frustrated, dysregulated, anxious, etc. • Reduction in number of students refusing to present • Conversations • Observations in class and around the school • Online performances, recitals, concerts. <ul style="list-style-type: none"> ○ Individual performances were recorded and posted online including dance, choral, band and musical theatre. (Remembrance Day ceremony, Christmas songs, lip sync with masks). • Anecdotal reports from teachers, student services

	<ul style="list-style-type: none"> • Address topics around mental health and mental wellness in grade 9 and 10 Physical Education by adding a 3rd, 5 day health unit, focusing on the True North Project 11 High School Curriculum. <ul style="list-style-type: none"> ○ First five pilot lessons were completed in grade 9 & 10 and touched on for grade 11 & 12. • Problem solving 1:1, small groups • Continue to celebrate special events as possible (creative, socially distant ways) 	<ul style="list-style-type: none"> • Student surveys
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Broad Outcome:

By December 2020, students will have earned credits and closed learning gaps through recovery learning.

<p>Define (Skills, Knowledge, Dispositions)</p>	<p>Design (Strategies)</p>	<p>Assess/Evidence</p>
<p>Thorough and accurate completion of a PEAEA.</p> <p>Able to share knowledge and opinions regarding current events</p> <p>During class discussions students will demonstrate be awareness of</p>	<ul style="list-style-type: none"> • PEAEA diagnostic written piece • Use of TEAMS for independent study with classroom follow up <ul style="list-style-type: none"> ○ TEAMS was used successfully during in class and remote learning. During designated periods of remote learning 	<ul style="list-style-type: none"> • Increase in credits from those deemed “Incomplete” at the end of June 2020 and those earned by Nov.30, 2020. <ul style="list-style-type: none"> ○ The majority of credits were recovered. Students either completed the missing work, chose not to pursue the credit because it was not needed for graduation or registered for the course again.

multiple opinions and ideas concerning various topics. Students will openly debate/discuss these topics from different perspectives.

Diagnostics will be completed by students during September to determine what topics need to be revisited this year.

student attendance was nearly 100%.

- Videos, notes pages, textbook
- Direct teaching
- “Real world” connections
- Guided practice
- Feedback
- Guided reflection
- Coaching (from adults and peers)
- Credit recovery programming
- Resource supports
- Scheduled resource periods as needed
- Recovery learning support scheduled during the lunch hour
- Teachers will plan lessons around shoring up gaps in knowledge.
- List of non-essential and essential learnings for each course.
 - Completed across high schools for each subject area.
- Adjust timeline of teaching of content to allow extra time for review in September. This may mean some outcomes that are not considered essential learnings for subsequent courses may be removed or moved to a later course.
 - Some units not considered essential were left until the end of the semester to ensure that there

- Conversations
- Observations
- PEAEA exercise used as a diagnostic tool pre and post.
 - Administered to all grades in English class in September. Direct teaching was provided followed by a PEAEA at the end of the semester.
- Anecdotal reports from teachers, student services
- Students identify quality sources and are able to deconstruct various perspective in media, texts, and other sources.
- Evaluate diagnostic, verbal, and written products both formative and summative.

	<p>was enough time for all essential learnings to be covered.</p> <ul style="list-style-type: none">• Identify areas that need to be scaffolded and spend time directly teaching missing content before starting novel content in the new course.<ul style="list-style-type: none">○ Completed in September and October.• Additional help sessions<ul style="list-style-type: none">○ Provided by all teachers as needed. Also provided sessions every other day during the lunch hour for all grades as needed. Students could choose to attend or teachers would recommend. The primary focus for the session was Math and Science.• Increased conferencing with teachers	
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