

Parkside Secondary School Growth Plan 2018 – 2019

1. Parkside Secondary School Mission Statement

The Parkside Secondary School staff are committed to networking with families, the school district and the community to facilitate academic success for all students within a supportive environment that is structured to meet the needs of the individual, and to foster a sense of belonging and social responsibility while engaging learners. The strength of our school is our people – staff, students, parents and community. The school motto is “Respect for Self; Respect for Others; Responsible for Own Actions”

Parkside Secondary School Profile / Unique Characteristics

Parkside Secondary School offers an alternate program to support the individual needs of students in grades 8-12. Approximately 70% of the student population is Aboriginal. Breakfast and lunch are offered to all students free of charge with the support from the Breakfast Club of Canada and the local school district. Parkside maintains an enrollment of 90 students in the Lakelse academic program and 30 students in the Teen Learning Centre life skills program. Several community agencies such as the Kermode Friendship Society, Child and Youth Mental Health, Nisga’a Family Services, Terrace and District Community Services Society (TDCSS) and the Ministry of Children and Family Development offer their services to support Parkside students on a regular ongoing basis.

The Lakelse academic program has six classrooms with a class size limit of 15 students per room. Every student has either an individualized education program (IEP) or a student learning plan (SLP) prepared by the homeroom teacher in consultation with students and parents. There are three youth support workers and one aboriginal support worker assigned to offer additional support to students in the six Lakelse classrooms. The Lakelse staff give one on one or small group academic/social emotional support in a comfortable, respectful, caring environment so students can experience success and graduate with a Dogwood Diploma. Weekly yoga instruction is available to Lakelse students as an extension of the Physical Education program. There are ongoing Outdoor Education and Visual Fine Arts programs for students as well as a Trades Careers Program situated at the Northwest Community College and an Equestrian Studies program at Copperville Stables.

The Teen Learning Centre life skills program has two classrooms with a class size limit of 15 students per room. Every student has an individualized education plan (IEP) prepared by the homeroom teacher in consultation with students and parents. There is one youth support and one aboriginal support worker to offer extra support to the students who are working with modified or adapted course work with an emphasis on life skills, social responsibility and behavioural management. Students in the Teen Learning Centre will graduate with an Evergreen Certificate or they may transition into the Lakelse program to earn a Dogwood Diploma.

2. Scanning: What’s going on for your learners? How do you know?

⇒ Student Achievement Evidence

1. Course grades and “I” reports created by teachers each term
2. Attendance information (absences / late arrivals)
3. Dogwood Diploma progress reports created each term for Lakelse students in grades 10-12
4. Diagnostic Math Assessments given to students in September or upon registration
5. School Wide Writes given to students in September or upon registration
6. Provincial Numeracy Assessment results
7. School Based assessments (level 2 testing)

⇒ Student Voice Surveys Responses:

What helps you to learn?

- There's more project based learning this year
- A lot of one on one with teachers. Some of the teachers are really helpful and nice
- The self-paced working program is helpful
- It helps a lot that this school is smaller than most. It's more of a little community. There is way less bullying and rumors are less bad because there are way less people than other schools
- The 30 minutes of physical activity in the mornings helps me get my day started
- Working in groups
- I like working in a small class
- I love working at my own pace. It takes a lot of stress away not having due dates but having goals instead
- There is lots of support if needed
- We get all sorts of people coming in and doing presentations. I learn a lot from these
- I like Parkside because I can work at my own pace. The teachers are very helpful
- The amount of freedom during class time is working. Art students (depending on the size of the project) are allowed to work on their projects
- I like the freedom you have to pick your courses
- The staff are very helpful. All of my academic needs are being fulfilled due to help of the staff
- Self-paced is great. The students don't get marks deducted when assignments are late although this could be a problem when the students aren't doing the work. Teachers need to be more organized with students who are determined to graduate
- It is good that we are allowed to have a stress release (for me its art)
- I like that we can listen to music because music really helps me
- I like how I don't have to work in my own class. I can go to the teacher that helps me the most
- The teachers show understanding and love to the students they help
- All of the non-academic activities help me find what I like and who I am as a person. Everything we do is exciting and there are great experiences
- Parkside is way better than Skeena because the teachers are very supportive and I learn a lot on my own
- You can trust the staff and you are able to talk to most or at least some
- The teachers help with hard times and are there to help
- I love the work at your own pace part because I can get [stuff] done faster
- I like our school because we get to have smoke breaks because school can be stressful
- Teachers are always providing help with anything a student is struggling with. Self-paced is great to move ahead faster towards graduation
- I like the way classes are. Different teachers have different skills and they don't teach the same thing the same way
- Playing guitar with Debbie (First Nations Support Worker) really helps and motivates me. It gives me inspiration to get stuff done
- All students work at their own pace and aren't rushed, therefore making them focus better
- I like to talk and be with Tammy (First Nations Support Worker). She makes me feel happy
- There is lots of energy, some positive and some negative, but everyone seems to be able to work together. A lot of things are good. Teachers always try to help but sometimes the staff aren't always on top of things. I wouldn't want anything to change
- Our staff are very supportive and really care about our education
- Lots of our of school trips
- I got the opportunity to do a 4' x 8' art project
- If someone does an act of anger towards someone else, the teachers try to make things work and to understand
- I have the opportunity to graduate early (if I put my mind to it)
- I feel safe and loved here
- They let us get a fish
- I have the ability and opportunity to accomplish tasks that are provided and needed
- I have a voice and say in the activities I choose to do

⇒ Student Voice Surveys Responses:

What helps you to learn?

- I am currently working on socials but I like to work more on my math
- They don't let me swear
- Yes, we do mostly have a say. I prefer to build a stronger relationship with Ted (teacher) to start working on my science a lot more
- I get to talk about my home problems and my personal problems because the teachers actually care. Especially Tammy (First Nations Support Worker) and Colleen (teacher)
- I get the opportunity to do art. I like learning more about my artistic skills
- We never had a vegetarian option but now for lunch we have a meat and a vegetarian option • I feel like I could talk to my teacher if I needed to
- I am able to have a say for what kind of activities work in the gym
- I can choose the courses I want for the most part
- Yes, all of the programs and activities help decide what I enjoy and what I don't enjoy
- There's no free lunch in college/university, but it's awesome that we can have that at school
- The opportunities help for late life decisions
- Yes, you guys are helping me get ready for a job and life on my own
- Maybe we can get more skill based programs where we can do things on our own with help if needed
- The teachers help you plan out your classes that fit for what you're interested in, in the future
- Programs are offered to go to the college for all kinds of trades that will help you in the future
- Lots of opportunities are provided here
- Yes, this place has given me very, very important information for life beyond school
- They do give us the opportunity to do some courses up at the college in the beginning of the year
- In my opinion, yes, because I know how tax deductions work and what kinds of jobs to get
- Self-paced is good because everyone works differently
- Adult grad separated from regular grad is good
- It works with me and my learning disability because like many have said before, we can work at our own pace
- Having a smaller school makes me feel more comfortable unlike a bigger public school
- It's a small school so there is less bullying and we're all like a little family, except for some students • The smaller school is good because you can have more one on one help
- There's a lot of hands-on learning for those who need it
- Going on the mine field trip to learn more about different cultures
- Our school has more of an option to go at our own pace. There are ways we could graduate faster • It's a good school for learning because it's mostly stress free
- They help me with my problems with my school work
- I get to work at my own pace
- There are different options and the teacher's help you get work fit for you and your capabilities
- Everyone, for the most part, is supported
- I get lots of support
- All ethnic groups are welcomed in our school. There is no discrimination what so ever
- I have hard time learning but I get help whenever I need it
- Having the two sides, TLC and Lakelse, is helpful
- Lots of programs for all ethnicities
- The teachers help others when they really need it and what I like about this school because the teachers show that they genuinely care
- I say keep doing it the way we are because everyone is included and it works
- The individual learning program works

⇒ **Student Voice Surveys Responses:**

What are barriers in our school to your learning?

- *What isn't working is the limited textbooks and materials for subjects (i.e.: socials and science)*
- *Students' voices and opinions need to be heard louder*
- *There is never enough food at lunch*
- *Online courses are wanted (i.e.: Nisga'a/Gitksan language classes). There are no teachers at Parkside that are fluent in these languages*
- *I think we should have more female teachers. We also need a female school councillor*
- *Not enough places to "chill". More lounge areas are needed*
- *We need more volunteer workers to show us more skills. (Note: This student may be referring to the role models that come to Parkside to teach different traditional skills and cooking)*
- *I know that we need to do some planning courses. I would like to start some courses toward my graduation*

⇒ **Opportunities to develop a deeper understanding of Indigenous ways of knowing?**

1. Role Models weaving aboriginal culture into curriculum on a regular basis
2. Staff and Student Book Clubs focusing on aboriginal authors
3. Information gathered from FNEESC conference shared with staff

⇒ **What changes have been made following student voice forum?**

1. Lakelse classes have been re-organized to have students placed into one of three possible pods: Junior Students (gr.8-10), High School Students (gr.10-11) and Senior Students (gr.11-12). These homerooms will be where students spend most of their time. These pod structures will create a small community "Family atmosphere".
2. More supplies to enhance "hands on learning" have been purchased.
3. A "Cozy Room" has been enlarged so students experiencing anxiety have a quiet place to relax with staff
4. A Lakelse student lounge area will be created upon completion of a new school kitchen

3. Focusing:

To help raise the literacy and numeracy levels of Parkside students the teachers will assess the students' literacy and numeracy skills in September with school wide writes and diagnostic Math assessments. This will form the starting point of formative assessment to help teachers plan appropriate lessons for their students and personalize instruction to meet the specific needs of each learner. In the morning literacy and numeracy support will be offered to students in small groups or one on one instruction.

To ensure graduation for every learner; crossing the stage with dignity, purpose and options the high school students and their parents will be given regular diploma progress reports so they can be aware with each report card of progress towards graduation.

To enhance learner engagement, opportunities and choice through personalized learning, teachers will implement project-based learning units in their courses. The school's PBL teacher will work collaboratively with teachers to plan inquiry based projects.

INQUIRY QUESTION: Will doing project based learning and implementing a pod system of two teachers and one youth support worker help improve students' course completion rates and attendance for our students?

4. Developing a Hunch:

The expectations for students have been raised at Parkside Secondary School. There has been a renewed focus on earning a Dogwood Diploma to transition from high school to post-secondary education or the local work force. To foster a sense community for students and enhance their social-emotional learning staff will work with students in small pods. Students in the Teen Learning Centre will transition into the Lakelse program when they have demonstrated a readiness for this change.

5. Professional Learning:

Staff will receive quick reference guides for Project Based Learning and Creating a Trauma Sensitive Classroom. Project Based Learning will be a focus at every monthly staff meeting (book club discussion) so teachers will be planning meaningful lessons. The Teachers will survey students to plan activities that are relevant and engaging for students. Teachers will have a common "prep time" in the mornings so they have the opportunity to meet as a team to discuss and share curriculum ideas. A copy of the Aboriginal Enhancement Agreement will be provided to every staff member and the goals will be reviewed throughout the school year.

6. Taking Action:

⇒ ***What are the roles of Teachers, Support Staff, Principals and Vice Principals***

1. The staff will monitor student attendance and connect with parents when absenteeism is a concern.
2. A free breakfast will be prepared by the Principal and First Nations Support workers each day. A free lunch will be made by the Meal Coordinator in consultation with the Home Economics teacher and students enrolled in the Foods course so students will not be distracted from their learning by hunger.
3. At the beginning of the school year teachers will engage in formative assessment practices (school wide writes, numeracy assessments) to gather knowledge about their students' literacy and numeracy skills so as to plan appropriate instruction.
4. Teachers of students enrolled in the Dogwood program will prepare reports indicating progress towards graduation at the end of each term. This will be shared with students and their parents.
5. Teachers will participate in School Based Team Meetings (SBTM) every two weeks to discuss concerns about student behaviour and or academic progress for the purpose of developing collaboratively plans of action.
6. The Support Staff will phone parents when students are absent from school each morning to encourage attendance and make inquiries for support.
7. The Principal will send to parents and students emails regarding events happening at the school to encourage participation. With each report card the principal will monitor the number of courses students finish and family meetings will be scheduled if academic progress is marginal.

⇒ ***What actions/ changes are happening based on what the students have identified as barriers to learning?***

1. A designated space (the "Cozy Room") will be prepared for students who need a quiet space to work under the guidance of a staff member.
2. Electives will be available at Caledonia Secondary for students wanting to take courses not offered at Parkside. Students will be monitored by the Principal and First Nations Support Worker with support and encouragement offered routinely.
3. Headphones will be available in the main office for students to sign out on a daily basis for music.
4. Morning exercise will be available for students and staff to encourage a healthy lifestyle

⇒ ***How are you communicating this to parents and incorporating their feedback?***

1. Weekly emails will be sent to parents to allow for information to be given and feedback to be received.
2. Family meetings with teachers, indigenous support workers and the principal will be scheduled when the need arises.

7. Checking:

⇒ ***When will you check in and how often?***

Daily evaluation of students by staff will be conducted and progress recorded. Weekly and monthly attendance reports will be shared with staff so comparisons can be made. Family meetings will be scheduled by teachers for students who do not demonstrate regular attendance so a plan of support can be established. With each report card students enrolled in the Dogwood program will receive an insert indicating the courses that a student has finished and those courses remaining for graduation to be achieved. Parents and students will be aware of their child's progress towards graduation. After each term is completed the principal will calculate course completion rates for students and share this information with staff. Any students who are not meeting expectations for work completion will receive a caution report prepared by the teacher indicating areas of concern. These caution reports will be mailed to parents.

⇒ ***How can you do it in a way that allows for immediate adjustment?***

Staff will participate in discussions of student work habits and behaviour after every school day has concluded. Information will be recorded on a chart to track student progress. Teachers will participate in school based team meetings twice a month to discuss students of concern and actions needed for support. Students who are not meeting expectations will be invited to participate in a family meeting with their teacher and indigenous support worker so a plan of improvement can be created collaboratively.

School Principal Signature:

A handwritten signature in cursive script, appearing to read "Jane Arsenault", written over a horizontal line.