Parkland Secondary School Plan

2020-2021

School Goal Statement #1:

1.   **Rationale:**   Information and "misinformation" is abundant and easily accessible to all students through the internet and the media. It is very important to help students process the information they are presented with discernment and intelligence.

2.   **Strategies:**
   a.   **Taking Action:**
       i.   We will continue our professional growth focus at staff meetings and will highlight pedagogical practices that develop students' critical thinking skills;
       ii. Critical thinking is one of the core competencies and teachers will embed and highlight these skills in their classroom practices;
       iii. When planning school based professional development activities we will look to have workshops on critical thinking and how to engender this in our students; and
       iv. Staff will be encouraged to make explicit and model their own critical thinking processes.

   b.   **Checking/Results:**
       i.   How often did we highlight critical thinking practices at staff meetings?
       ii. How often did the staff engage with critical thinking workshops on professional development days?
       iii. Are teachers noticing an improvement in the ability of students to think critically (anecdotal evidence)?
       iv. What does the 2020/21 data indicate?

Student Achievement Data:

1.   Student Learning Survey:
     Is your school helping you become more media literate? (for example, the ability to access, analyse, evaluate and create messages in a wide variety of forms)

| | Grade 10 | | Grade 12 | |
	2018/19	2019/20	2018/19	2019/20
At no time	3%	4%	5%	0%
Few times	21%	15%	16%	13%
Sometimes	30%	39%	38%	30%
Many times	26%	21%	22%	37%
All of the time	7%	3%	12%	13%
Don't know	10%	16%	4%	5%

2. Student Learning Survey:
   At school are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time	1%	4%	3%	3%
Few times	5%	10%	10%	13%
Sometimes	40%	32%	22%	25%
Many times	41%	31%	42%	40%
All of the time	7%	13%	16%	15%
Don't know	2%	7%	2%	1%

3. Student Learning Survey:
   I am satisfied that in school I am learning basic reasoning skills that I need for the future. (for example, pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time – *Strongly Disagree*	6%	7%	2%	0%
Few times - *Disagree*	7%	14%	8%	1%
Sometimes – *Neither agree nor disagree*	25%	22%	25%	30%
Many times - *Agree*	44%	43%	49%	61%
All of the time – *Strongly Agree*	8%	8%	13%	5%
Don't know	7%	2%	1%	1%

4.   Student Learning Survey:

Critical thinking is the ability to analyse and evaluate an issue in order to form a judgement. Are you learning to be a critical thinker in school? (school question on the 2019/20 survey)

	Grade 10 2019/20	**Grade 12** 2019/20
Never	5%	3%
A few times	11%	9%
Sometimes	51%	42%
Most of the time	26%	37%
All of the time	5%	7%
No answer	0%	0%

School Goal Statement #2: Students will understand and feel empowered to take action on climate change.

1. **Rationale:** Climate Change is arguably the most significant issue of our time and will have huge impacts on the younger generation. It is our responsibility to educate students on this issue and assist them in finding a variety of ways that they can make a positive impact.

2. **Strategies:**
    a. **Taking Action:**
        i.   Teachers will model and make explicit what they are (and/or the school is) doing to reduce our carbon footprint;
        ii. Staff will look for ways to engage students around small school purchasing decisions for disposable items (such as what kind of cutlery should be used in the cafeteria);
        iii. The school will continue to support clubs and activities for students which give them opportunities to make positive contributions to our environment (such as the Garden Club);
        iv. The professional growth focus at our staff meetings will include descriptions of teacher strategies around climate change awareness and action;
        v.   We will create a climate action bulletin board that gets populated with all the actions that students, staff, and the school take to reduce our carbon footprint;
        vi. We will highlight climate actions in our weekly announcements
        vii. Leadership students will be encouraged to take on projects related to climate action; and
        viii. We will attempt to invite guest speakers to Parkland that have developed innovative responses to climate action.

    b. **Checking/Results:**
        i.   Take an inventory of how many action items on climate change (small or significant) that students have undertaken.
        ii. How many action items have been indicated on our climate change action bulletin board?
        iii. Have we been successful in getting guest speakers on the topic of climate action?
        iv. Has the school's purchasing taken into consideration our carbon footprint (eg. Have we avoided plastic utensils and Styrofoam cups?).
        v.   What does the 2020/21 data indicate?

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Student Achievement Data:

1.   Student Learning Survey:
     At school, are you learning about how human activity affects our environment? (for example, the health of different plants and animals, climate change)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time	4%	2%	5%	6%
Few times	10%	8%	17%	6%
Sometimes	21%	32%	32%	28%
Many times	37%	40%	26%	47%
All of the time	20%	13%	14%	10%
Don't know	5%	1%	2%	0%

2.   Student Learning Survey:
     I feel I that I can make a difference in my community (for example by volunteering with local organizations)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Strongly disagree	3%	10%	2%	3%
Disagree	6%	11%	2%	6%
Neither agree or disagree	36%	31%	24%	30%
Agree	43%	37%	44%	45%
Strongly agree	6%	5%	17%	10%
Don't know	4%	2%	8%	3%

3.   NPR Ipsos polls of 1,1007 US adults and 505 teachers (March 21-29, 2019):
     Schools should teach about climate change and its impacts on our environment, economy and society.

Teachers	74%
Parents	68%

Schools should teach that climate change exists, but not the potential impacts.

Teachers	12%
Parents	16%

Schools should not teach anything about climate change.

Teachers	8%
Parents	9%

4. Student Learning Survey:

How concerned are you about climate change and the environment? (school question on the 2019/20 survey)

	Grade 10 2019/20	**Grade 12** 2019/20
Not concerned at all	11%	3%
Somewhat concerned	51%	27%
Very concerned	26%	38%
Extremely concerned	10%	29%
No answer	0%	0%

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School Goal Statement #3: The mental health of students at Parkland will improve.

1.   **Rationale:** At Parkland we are seeing increased levels of mental health concerns amongst students. The counselling department is struggling to manage all the demands on their time. Levels of anxiety and depression have risen over the past 10 years. This is exacerbated by the challenges and worry associated with the pandemic.

2.   **Strategies:**
   a. **Taking Action:**
      i.   Retain our ILC/SIDES satellite which enables students to access their education in an alternate environment;
      ii. Continue to retain a full time Youth and Family Counsellor;
      iii. Develop a series of seminars delivered at grade wide assemblies that help educate students on how to best address and ameliorate mental health challenges (this will have to be adapted to comply with Covid Health and Safety regulations).
      iv. Create staff professional development opportunities to strengthen teachers' capacity to understand and support students in their classes with mental health issues;
      v.   Encourage teachers to incorporate movement breaks and time outdoors for their students; and
      vi. Include strategies to address mental health issues as part of our professional growth focus at staff meetings.
      vii.
   b. **Checking Results:**
      i.   Counsellors will keep track of the number of students that they see;
      ii. Were we successful in creating mental health seminars for all students?
      iii. Were we successful in creating at least one professional development opportunity for staff on the topic of mental health? And
      iv. How do students self-report the state of their mental health on surveys such as the Ministry Satisfaction survey?

Student Achievement Data:

1.   Student Learning Survey:
       At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Strongly disagree	16%	22%	14%	20%
Disagree	11%	22%	14%	20%
Neither agree or disagree	31%	14%	29%	30%

Agree	33%	28%	21%	28%
Strongly agree	4%	2%	13%	0%
Don't know	3%	8%	5%	0%

2. Student Learning Survey:
   How would you describe your health (mental or physical)?

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Excellent	19%	14%	21%	12%
Very good	24%	17%	14%	13%
Good	27%	23%	26%	25%
Fair	10%	20%	30%	31%
Poor	11%	14%	2%	13%
Don't know	5%	7%	2%	3%

3. Student Learning Survey:
   How would you rate your overall mental health? (school question on the 2019/20 survey**)**

	Grade 10 2019/20	Grade 12 2019/20
Excellent	14%	16%
Very Good	21%	7%
Good	19%	24%
Fair	26%	39%
Poor	16%	9%
Don't know	1%	1%
No answer	0%	0%