



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Salisbury Composite High School **PRINCIPAL:** Sunny Sandhu

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Salisbury, "Home of the Sabres", is a school that provides opportunity for the 21st Century Learner. SAL provides diversity in programs and excellent opportunities that prepare and develop students for the future. "Sabre Pride" is demonstrated through our positive learning environment in which the members of the school community work together to promote the attitudes, skills, and knowledge that enable individuals to live caring, productive, and fulfilled lives.

Salisbury Composite High School has a proud tradition of excellence, which began in 1953. In June of 1954, 10 teachers organized the first Grad for 27 students. In the fall of 1969, "Salisbury" became Salisbury Composite High School with a move to the present location in Sherwood Park. Salisbury Composite High School has a diverse culture that encompasses all levels of learning. Students can choose from a wide selection of courses in Fine Arts, Career and Technology Studies and Physical Education. Our students have the opportunity to participate in a robust athletics program, student leadership and school clubs.



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SAL student athletes compete in the Edmonton Metro High School league. Students can participate in badminton, basketball, cheer team, cross country, curling, football, golf, rugby, indoor co-ed soccer, ninja warriors, outdoor soccer, swimming, team handball, track and field and volleyball. The school sponsored activities include Archery, Aviation, Cooking Club, Culinary Challenge, Debate Club, E-Sport, Encounters Canada, Gay Straight Alliance, Germany Exchange, Grad Committees, Linking Generations, Model UN, Peer Tutoring, Reading Buddies with Brentwood Students, Sabre's Edge, Skills Canada, Sk8trepreneurs, Video Games Club, Welding Club and Yearbook Club. The Principal's Advisory group is comprised of a cross section of students in grades 10, 11 and 12. The SAL Wellness Centre is equipped with a wide range of weight training and cardio equipment. The SAL library is located on two floors. It contains an extensive book and periodical collection in addition to the collection of digital and online resources. SAL has 8 hard-wired computer labs in addition to laptops and chrome books that are portable.

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Positive learning and working environments

SCHOOL GOAL 1: Students demonstrate accountability, compassion, integrity, and respect, and have a sense of belonging at Salisbury.

STRATEGIES:

- Student voice opportunities with teachers, administrators, counselors, classified staff
- Opportunities for student participation in SAL clubs, activities, and teams.
- Principal Advisory Group composed of a wide range of students
- Restorative circles will be offered to students to resolve conflicts
- Students are encouraged to help each other at SAL – Leadership activities are intentional with the aim of inclusion and opportunity for all to participate.
- Students and staff at SAL show mutual respect to each other



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MEASURES:

- Fewer students miss more than 10% of classes each month
- SAL surveys for grade 10, 11 and 12 students
- Increase in the number of students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. (Assurance Review)
- Maintain a 1.1% annual dropout rate of students aged 14 to 18. (Assurance Review)
- Increase in the percentage of teachers, parents and students who are satisfied with students model the characteristics of active citizenship. (Accountability Pillar) • 86% of students are proud of their school. (Assurance Review)

RESULTS:

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: The Division uses evidenced-based practices to improve student engagement and achievement.

SCHOOL GOAL 2: Staff use evidence-based practices to enhance student learning.

STRATEGIES:

- Professional learning opportunities will be made available to teachers to better understand diploma exam results.
- Professional learning will take place at monthly staff meetings and division Professional Learning days
- Teachers will analyze student achievement data (STAR Reading assessment, STAR Math assessments, in class assessments) to inform their instructional practices • Collaborative department work will identify research-based instructional practices.



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- Teachers will be supported and encouraged to include innovative strategies in their instructional practice – Teachers will work with the EIPS High School Literacy and Numeracy consultants to strengthen their instructional practices.
- Access to research and discussion regarding the research • Formative assessments are embedded in each teachers’ instructional practice.

MEASURES:

- Meet the 2021-22 diploma exam targets.
- Increase the diploma examination participation rate (Assurance Review)
- Diploma Results, specifically an increase in Acceptable and Standards of Excellence.

RESULTS:

EIPS PRIORITY: Promote growth and success for all students

EIPS GOAL: Success for Every Student

SCHOOL GOAL 3: Students are equipped to make informed decisions regarding their advancement through high school and beyond. More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

STRATEGIES:

- Grade 10, 11 and 12 students will register with Alberta Education–My Pass and use the graduation-planning tool
- Every student receives a one to one career counselling conversation in Grade 10, 11, and 12 with a parent activity involved as well.



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- Post-secondary institutions and the Alberta Apprenticeship board will be invited to the school for presentations to Grade 12 students.
- Administrators and Counselors will refer to the Alberta Education Detailed Academic Report when meeting with students to review student progress
- Students will be encouraged to set academic goals each semester for each course that they are registered in.
- Our First Nations, Métis, and Inuit lead teacher will support our self-identified First Nations, Salisbury Composite High School Métis, and Inuit students in their academic progress
- Students will be supported in their learning by peer tutors.
- Students will learn study strategies.
- Community partnerships will be developed to set up mentorship programs for students.
- SAL parents will be encouraged to speak about their careers and mentor students interested in those careers
- Teachers will identify careers related to their areas of instructional and the courses they teach
- Identification of the attitudes and behaviors that will make students successful at work when they finish school.

MEASURES:

- Achievement of goals set by students.
- Increase in the number of students eligible for a Rutherford Scholarship.
- Increase in students who completed high school within three, four and five years of entering Grade 10.
- Increase in the high school to post-secondary transition rate of students within four and six years of entering Grade 10.
- Increase in the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

RESULTS:



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