

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

School: Sherwood Heights Junior High School (7 – 9)

Principal: Faye McConnell **Assistant Principal:** Julie Ginther

Vision Statement

Sherwood Heights Junior High School is a place of excellence where students can achieve full potential in their academic, creative, personal, physical, moral and spiritual development*

*(Logos Program)

It is our Mission to promote, value and demonstrate P.R.I.D.E. each day at school:

Perseverance

Respect

Integrity

Distinction

Enthusiasm

Our school mottos are:

“Reach for the Heights” and “Cougar Pride”.

Sherwood Heights Junior High School is located in the hamlet of Sherwood Park, Alberta and was built in 1959. In September of 2013 the enrolment was 502 students, which is an increase of over 80 students in the past two years. The staff is comprised of 25 teachers and 8 classified employees.

Sherwood Heights Junior High offers a variety of program choices for students in Grades 7, 8 and 9. In addition to the regular grade 7, 8 and 9 classes, Sherwood Heights hosts the division Junior High Logos (inter-denominational Christian alternative program) and EIPS Transition program. Additionally, Sherwood Heights is the designated (Sherwood Park) school for Junior High French Immersion.

Students in Grade 8 and 9 qualify for the Honors program if they demonstrate a 75% average, or higher. Access to the Honors program is ongoing and flexible throughout the school year.

Subsequently, students who experience challenges with the regular education program may choose the integrated support of Knowledge and Employability programming.

All SWH students receive Core program instruction in Language Arts, Social Studies, Mathematics, Science, Physical Education and Health. Students in French Immersion are required to take French and English Language Arts.

The following complementary course offerings are available to students this year:

Grade 7:

Daily Physical Education, Art, Band, Computer programming/processing, Drama, French as a Second Language, Outdoor education, and Sports Acceleration.

Career and Technology (foods, fashion and technology) are mandatory courses for Grade 7 students.

Grade 8

Daily Physical Education, Art, Band, Computer programming/processing, CTS (food, fashion and technology), Drama, French as a Second Language, Media Studies, Outdoor education, School & community services, Sports Acceleration

Grade 9

Daily Physical Education, Applied technologies, Advanced art, Art, Band, Computer programming/processing, Drama, Foods and fashion, French as a Second Language, Graphic Design, Leadership, Outdoor education, Sports Acceleration

Extracurricular Activities

Students have many choices to participate in clubs, sports activities and special events. These include:

Art Club, Awards Assemblies, Badminton, Band, Basketball, Chess Club, Concert Band, Cougar Den Club, Christian Fellowship Club, Cross Country Running, Drama Club, Drama Presentations, Field Trips, Hackers Club, Jazz Band, Leadership, Math Competitions, Mentorship, Pi Day, Quebec Trip, Young Scientist Conference, Track Club, Volleyball, Yearbook, Young Authors' Conference, WISEST Conference

The **Sherwood Heights Parent Council** meets on the third Wednesday of each month. Topics for discussion include the school budget, school education plan, division policies and procedures, school and division priorities. All parents are welcome to attend.

Sherwood Heights Junior High School has a long standing history of parent and community involvement. This year, parents continue to be actively involved on committees such as the Band Parent Association, Quebec Trip Parent Fundraising and the Logos Society. Parent volunteers assist in school events such as The Terry Fox Run (Cougar Run), athletics (coaching), field trips, annual book fair, read-in week, hot lunch program, assemblies and awards programs.

Sherwood Heights Junior High School Goals, Strategies and Outcomes

GOAL #1

All Learners will have engaging learning experiences that prepare them to be active, creative, and knowledgeable participants in our locally and globally networked society.

To meet this goal, we recommend the following strategies:

- Teacher meetings to create new ideas, evaluate and re-design summative assessments
 - Social Studies and Language Arts – Collaborative Assessment
- Revise, create, and implement learning objectives that incorporate the use of technology
- Planning for student learning includes the development of metacognition and inquiry
- Professional Development opportunities for teachers
- Increase available noon hour and after school activities for students (athletics, clubs, mentorships)
- Maximize learning space use in our school
 - Library
 - Cougar Den
- Fine arts (Art, Drama, Music)
 - Drama club, Improv club, Art club, Concert and Jazz Band
 - Showcase student talent at assemblies
- Personal Goal Setting
 - Weekly or monthly goals
- Define ways in which we can ‘give back’ to the local and global community
- Students reading and presenting to peers and students in elementary schools
- Student surveys (class, school) to provide feedback about pride in schoolwork, confidence, participation level)

Outcomes

- Students identify learning goals
- Students proud of their work
- Students confident in front of peers
- Students demonstrate understanding of higher level thinking skills
- Number of students in Honors program
- Students confidence in PBL or collaborative design work
- Number of students participating in extracurricular activities

- Number of students who volunteer in the school and community
- Students and staff use collaborative websites
- Student satisfaction that they have access to a variety of tools to support learning
- Students recognize the educational use of social media sites
- Teachers confident in their use of technology
- Teachers satisfied with professional learning opportunities

Goal #2

Staff and students will be ethical participants within the school, community and global society

To meet this goal, we recommend the following strategies/supports:

- Establish Cougar Pride Committee
 - New acronym PRIDE
 - **(Perseverance, Respect, Integrity, Distinction, Enthusiasm)**
 - Posters displayed throughout the school
- Increase the number of available lunch hour and after school activities
 - Increase student engagement in activities beyond the classroom
- Leadership
 - Reading to elementary students (buddy program with Pine Street)
 - Movember
 - Wake a thon (Muscular Dystrophy)
 - Grade 7 Orientation
- Strive to have kids make positive choices in their learning
 - Encourage students to do well
 - SWH postcard initiative
- Provide opportunities for students to volunteer within the school
- Monthly assemblies that promote student participation in teams, clubs and those who volunteer
 - Guest speakers/Experts
 - Mitch Dorge/ anti-bullying presentation
 - Remembrance Day assembly
- Student recognition program
 - SWH 'Pride' postcards sent to students from staff
- Staff model expectations for students
- Staff emphasize the importance of global awareness

Outcomes

- Students develop understandings of global events
- Students take pride in volunteer work

- All students recognized for participation or volunteering (assemblies, postcards)
- Participation rate of students involved in clubs and extracurricular activities

GOAL #3

Re design of learning spaces to meet the needs of 21st century learning

To meet this goal, we recommend the following actions:

- SWH Ed Tech Committee
 - Develop school mobile device plan
 - Recommend collaborative sites for student and teacher use
 - Provide PD support for teachers
- School Library = Learning Commons
 - Revisit the current structure of the school library
 - Input from Library Tech, School staff, students and Facilities
- Staff and student input regarding option course selection
 - Courses reflect collaborative and creative learning opportunities

Outcomes

- Re design of library space that emphasizes creative learning space
- Staff satisfied with PD opportunities
- Course creation is connected to appropriate learning space and design

Elk Island Public School Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.

- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:

Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Department meetings to review June PAT results and develop school goals. Video streaming inservice (Discovery)	#1
April 11	Junior High Technology	#2 #3
May 16	Learning space redesign Collaborative planning	#1#3

Performance Indicators

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Sherwood Heights Junior High School	81.5	79.1
	Province	83.4	82.0
Percentage of teacher, parent and student agreement 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.	Sherwood Heights Junior High School	89.2	86.3
	Province	89.0	88.1

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Sherwood Heights Junior High School	86.7	89.7
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Sherwood Heights Junior High School	88.1	89.3
	Province	89.8	89.3
Annual dropout rate of students aged 14 to 18.	Sherwood Heights Junior High School	0.8	0.1
	Province	3.5	3.9
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Sherwood Heights Junior High School	76.0	78.5
	Province	80.3	79.9

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Sherwood Heights Junior High School	78.5	79.9
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Sherwood Heights Junior High School	84.1	77.1
	Province	80.6	80.0

Performance Indicators

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Sherwood Heights Junior High School	86.9	87.8
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Sherwood Heights Junior High School	18.3	18.0
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Junior High					
English Language Arts 9	Sherwood Heights Junior High School	91.2	16.3	90.9	16.8
	Province	76.4	14.7	78.6	15.9
English Lang Arts 9 KAE	Sherwood Heights Junior High School	**	**	**	**
	Province	62.4	4.3	65.2	7.2
French Language Arts 9	Sherwood Heights Junior High School	88.2	11.8	98.9	2.3
	Province	87.2	13.9	87.5	13.2
Mathematics 9	Sherwood Heights Junior High School	76.0	26.0	76.5	24.4

	Province	66.5	18.2	66.3	17.6
Mathematics 9 KAE	Sherwood Heights Junior High School	**	**	**	**
	Province	65.9	14.7	64.3	15.2
Science 9	Sherwood Heights Junior High School	82.4	20.9	83.3	21.1
	Province	72.6	19.9	74.2	20.3
Science 9 KAE	Sherwood Heights Junior High School	**	**	**	**
	Province	68.4	17.1	68.2	15.6
Social Studies 9	Sherwood Heights Junior High School	73.0	20.9	77.5	20.4
	Province	65.3	18.7	68.4	19.0
Social Studies 9 KAE	Sherwood Heights Junior High School	**	**	**	**
	Province	64.6	13.0	63.3	14.4

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

Staff and School Council Involvement and Communication of Plan

The Sherwood Heights Junior High School Education Plan (previous year) was presented at the November School Council Meeting. Parents were asked to provide feedback and suggestions for the 2013 school year plan.

The Sherwood Heights staff discussed the School Education plan during the December staff meeting. Staff provided suggestions and recommendations which were used in the development of the 2013 plan. The draft plan will be presented to parents in January 2014.

Results

Sherwood Heights continues to celebrate high achievement levels in all subject areas. The analysis of results reveals a need to increase the percentage of excellence. As a dedicated staff, Sherwood Heights will explore various means to increase student engagement. Of critical importance is our ability to encourage and challenge students to do their best. Student ownership of their learning will be a key component toward success, and staff is committed to guide and support student learning with the development of personal learning goals.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.