

SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL

School Education Plan and Results Report

2019-2020



Vision Statement:

The vision of Sherwood Heights Junior High School is to have all students, families and staff be of good character, focus on academics, be respectful of each other and engage in all aspects of school life.

Motto:

"Reach for the Heights"

Students, staff, and parents of Sherwood Heights Junior High School demonstrate "Cougar PRIDE" each day at school.

PERSEVERANCE

RESPECT

INTEGRITY

DEDICATION

ENTHUSIASM



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Students are engaged, active and positive citizens who exemplify Cougar PRIDE. *(EIPS Priority 2; Goal 1, Priority 3; Goal 1)*

GOAL 2: Students develop proactive social, emotional and personal health skills. *(EIPS Priority 2: Goal 1, Priority 3: Goal 2)*

GOAL 3: Literacy and numeracy skills are emphasized in all aspects of school life to support overall academic achievement. *(EIPS Priority1; Goal 2)*

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile

Principal: Paul Pallister

Assistant Principals: Sherri Johnston, Kris Reid

Counsellor: Chantal Harry

Quick Facts:

- Sherwood Heights was built in 1959.
- Sherwood Heights is a grades 7 to 9 school with 591 students.
- There are 29 teachers and 10 support staff members.
- Our school has a leadership program that supports many community initiatives.
- Our school has several programs to meet the needs of our diverse population which include French Immersion, Logos, Impact and Academic Excellence.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges of 2018-19?

1. Three new administrators and a new counsellor provided leadership for the school community. There was a great amount of learning and relationship building in order to generate trust between students, staff and parents.
2. Accountability Pillar survey data was up or maintained in all categories. Seven of the eight categories are evaluated as good or excellent. Work Preparation remains as acceptable.
3. Sherwood Heights continues to provide strong and varied programming opportunities for students in complementary courses. We continue to enroll appropriate numbers of students in our programs of choice – French Immersion, Logos and Academic Excellence. Transitions, our system program, was renamed IMPACT. This program provides excellent supports for students with definable learning disabilities.
4. Classroom Improvement Funds (CIF) were used to support student learning through additional professional development time for staff as well as hiring an EA to provide generalized supports for students in PAWS (Positive Assistance Work Space).
5. One area of generalized supports that continues to be a challenge is attendance and punctuality at school. We continue to work with students and families to stress this importance.
6. School Council continues to be an integral part of school improvement. We had great turn out at our meetings and valuable input was provided by parents in guiding school decisions. Communication to our entire community was enhanced through an increased presence in social media and through our regular newsletter. This enhanced our profile within the community.
7. A continual challenge for Sherwood Heights is the inadequacy of our facility. Poor infrastructure causes a wide variety of issues which hamper student learning. Most significantly in the provision of activity-based programming. As such, we explored with staff and our school council different models of providing regular activity-based classes.
8. Lower levels of achievement in June 2019 Provincial Achievement Test results is a concern.
9. With a change to funding at the school level, different models of timetables were explored with our staff and school council in order to maximize teacher time with students.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

1. We have a new counselor again and our team continues to work together to support the school. Our leadership team provides opportunities for staff and parents to look differently at student programming, in order to provide the best modality possible.
2. We will maintain efforts to ensure our school is safe and caring, provides excellent student learning opportunities and involves parents. With work preparation survey data being lower than other categories, we will provide more information about how each course is teaching student attitudes and behaviors that will make them successful at work when they finish school.
3. All of our specialized programs have excellent enrollment. French Immersion has two classes in grade 7 and 8 with approximately 20 students in each class. These small classes impact the overall school budget. All other homeroom classes have an enrollment between 24 and 33.
4. We determined that generalized EA support was invaluable for students and staff, even though CIF is no longer provided. As such, we budgeted to ensure this support remains in PAWS. The loss of CIF professional development support will lead to a decrease in opportunity to support teacher efficacy. Professional development for staff will have to be accessed differently.
5. We will be communicating regularly with parents regarding excessive absences and provide supports for families.
6. Overall parent survey results on the accountability pillar measures were improved over prior years. We will continue to enhance our communication strategies with our community through school council and other opportunities to engage and include parents in all aspect of school life.
7. As a result of the lack of student activity space and a growing population, we had to revamp our timetable for physical education programming. Recreational fitness option is now part of our regular PE program, entitled activity +.
8. Lower PAT scores needs to be addressed as a school to determine if this was a cohort issue or if we need to revamp pedagogical practices or assessment strategies. We changed the CTF programming opportunities for grade 7 students by providing a Core+ option. This option extends and enhances learning from core classes. Students choose two of the four core classes in either a challenge or booster program. A new 20 minute reading period has been established after lunch for all students and staff.
9. We moved from a 6-day cycle of classes with teachers providing instruction for 33 of 36 periods to an 8-day cycle resulting in teachers providing instruction for 45 of 48 periods.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Students are engaged, active and positive citizens who exemplify Cougar PRIDE.

Division Outcomes:

Our learning and working environments are welcoming, caring, respectful, and safe.
Student learning is supported and enhanced through parent engagement.

Strategies:

1. Parents and school council take on a more active role within the school supporting student citizenship endeavors. Career days are planned for all students.
2. Students, in all courses, are provided with broader volunteer, leadership and community service opportunities by expanding partnerships with neighborhood agencies and elementary schools.
3. Recognize, appreciate, and celebrate the diversity of our community by increasing the awareness of issues through the development of student clubs and school programs.
4. Create a new registration guide to clarify course choices.
5. Raise awareness of school activities and achievements throughout the community through expanded use of social media and a weekly newsletter

Performance Measures:

- A. Citizenship measures in the Accountability Pillar are maintained.
- B. Parental involvement measures in the Accountability Pillar are maintained.
- C. School improvement measures in the Accountability Pillar are maintained.
- D. Work preparation measures in the Accountability Pillar are improved.
- E. Students moving from grade 6 to 7 feel more confident in entering Junior High School.
- F. Social media and website analytics demonstrate an increase in engagement.

School Goal 2: Students develop proactive social, emotional and personal health skills.

Division Outcomes:

Our learning and working environments are welcoming, caring, respectful, and safe.
Community partnerships support the needs of our students.

Strategies:

1. Our health program provides greater opportunities for students to understand and improve internal awareness.
2. Teacher collaborative work focuses on innovative and engaging learning environments through the effective and appropriate use of technology.
3. Our Positive Assistance Work Space (PAWS) provides greater student opportunities for learning and positive engagement.
4. More school wide events are planned which focus on social and emotional learning.
6. Community programming is accessed to support social, emotional learning through resource links such as PEP and SAFFRON.

Performance Measures:

- A. Educational quality measures in the Accountability Pillar are maintained.
- B. Safe and caring measures in the Accountability Pillar are maintained.
- C. Fewer students are suspended for inappropriate behavior.
- D. Attendance and punctuality data improves.

School Goal 3: Literacy and numeracy skills are emphasized in all aspects of school life to support overall academic achievement.

Division Outcome:

More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- 1. Teachers use reading collections in classrooms to support daily reading period.
- 2. Staff in classrooms and parents at home model reading to create more opportunities for reading.
- 3. Staff, across disciplines, engage in academic discourse in numeracy.
- 4. Numeracy rich environments and activities are created throughout the school.
- 5. Students who are behind in literacy and numeracy are provided additional supports during the school day through grade 7 core + programming.

Performance Measures:

- A. A higher percentage of students are at or above benchmark in the STAR reading assessment.
- B. Math Intervention Programming Instrument (MIPI) scores demonstrate fewer students scoring below benchmark of 64% and more students scoring above benchmark of 85%. Grade 9 Provincial Achievement Test (PAT) Mathematics, part A scores improve.
- C. Provincial Achievement Test scores reach or exceed acceptable and excellence targets in all disciplines and overall results are improved.
- D. Less of a difference between actual and prior level of achievement predictions.
- E. Maintain a very high level of participation in PAT writing.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SWH	86.2	16.8	84.7	14.2	85.8	11.8	92.9	16.7	81.7	12.8	85	17
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18	83	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
French Language Arts 9	SWH	100.0	0.0	77.8	14.8	86.2	0.0	97.1	8.6	95.8	4.2	95	10
	EIPS	95.0	8.3	77.2	10.5	83.8	5.4	87.7	11.1	91	9		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Mathematics 9	SWH	71.4	21.1	68.8	15.3	77.5	16.0	73.1	8.3	64.4	16.7	70	20
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15	60	19		
Science 9	SWH	84.4	25.7	76.1	19.3	81.1	25.4	89.1	17.9	84.4	27.8	85	25
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
Social Studies 9	SWH	74.9	20.4	70.5	16.5	71.0	24.9	84.6	18.6	70.6	17.2	75	20
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		

Safe and Caring Schools

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.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.3	87.5	86.9	87.0	86.5	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	93.1	94.2	96.0	95.2	86.4	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	85.4	90.4	85.5	87.2	89.0	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	77.3	78.0	79.1	78.5	84.1	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Student Learning Opportunities

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.6	85.7	84.8	83.1	86.0	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	94.7	90.1	92.0	92.6	82.4	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	77.7	84.0	80.5	79.8	81.3	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	81.4	83.0	81.8	76.7	94.3	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.8	86.8	85.1	87.1	89.0	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	94.2	96.5	97.3	98.0	91.1	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	81.0	85.5	80.0	81.3	90.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	79.1	78.5	77.9	81.9	86.0	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

Percentage of teachers, parents and student agreement that programs for children at risk are easy to access and timely.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.0	82.1	80.2	75.5	85.7	82.5	81.5	82.7	81.6	83.5	84.2	84.6	84.9	84.2	84.7
Teacher	93.6	93.1	94.6	88.2	94.0	93.3	91.9	93.8	93.7	94.1	93.5	94.0	94.1	94.0	94.5
Parent	62.5	71.2	65.8	63.4	75.4	70.0	68.9	72.2	70.3	73.1	75.5	76.6	77.2	77.0	77.8
Student	n/a	n/a	n/a	74.7	87.7	84.2	83.6	82.1	80.7	83.5	83.6	83.1	83.4	81.7	81.9

Preparation for Lifelong Learning, World of Work, Citizenship

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.4	71.7	73.6	84.9	75.0	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	76.9	83.3	96.0	94.1	75.0	89.8	89.0	90.7	89.4	90.8	89.7	90.5	90.4	90.3	90.8
Parent	63.9	60.0	51.3	75.7	75.0	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	74.2	76.2	78.1	75.7	78.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	93.1	91.7	97.6	97.6	80.7	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	65.1	73.2	68.3	69.3	73.3	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	64.3	63.7	68.3	65.0	79.9	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	55.2	59.9	64.4	71.8	75.6	64.7	64.9	65.7	65.5	67.6	70.0	70.7	71.0	70.9	71.4
Teacher	59.6	65.2	79.6	81.8	81.6	73.4	72.7	75.0	74.1	75.4	76.0	77.3	77.3	77.8	78.8
Parent	50.8	54.5	49.3	61.8	69.4	56.0	57.0	56.3	56.9	59.8	64.0	64.2	64.8	64.0	64.0

Continuous Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.1	83.0	79.7	74.7	81.4	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	66.7	95.5	96.0	76.5	75.0	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	72.2	84.2	70.0	73.0	82.9	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	68.3	69.4	73.1	74.7	86.2	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SWH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	71.2	77.2	77.6	75.0	78.7	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	85.8	87.9	92.8	88.2	89.3	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	56.5	66.5	62.3	61.7	68.1	66.2	67.9	67.0	67.0	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

Staff discussion and input was obtained at the end of the 2018-19 school year and in the fall of 2019 at a staff meetings and during our professional development days. School Council was given the opportunity to provide input at our first meeting of the 2019-20 school year. The final plan was shared at our October 2019 School Council meeting. Extensive dialogue with staff and informal discussions with parents, students and community members will continue throughout the year to implement our plan. The plan will be posted on our website and portions shared regularly in our newsletter in order to gain interest and involvement of stakeholders. As stated in our first goal we want more student and parents engaged in our school community. Our communications team will work to facilitate this.