



Elk Island Public Schools

RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL NAME: SHERWOOD HEIGHTS JUNIOR HIGH

PRINCIPAL: PAUL PALLISTER

MISSION STATEMENT:

To provide high quality student-centered education that builds strong, healthy communities.

ELK ISLAND PUBLIC SCHOOL PRIORITIES:

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

2019-2020			
STAFF FTE		BUDGET	
Certificated	28.69	Salaries	\$3,472,684
Classified	6.0	SES	\$165,142
		Total	\$3,637,826
		Surplus/Deficit	\$22,590

SCHOOL PROFILE AND CONTEXT

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 were 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.



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SCHOOL EDUCATION RESULTS REPORT

SCHOOL GOAL #1:

Students are engaged, active and positive citizens who exemplify Cougar PRIDE.

STRATEGIES/ACTIONS IMPLEMENTED:

1. *Parents and school council take on a more active role within the school, supporting student citizenship endeavors.*
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. *Raise awareness of school activities and achievements throughout the community through expanded use of social media and a weekly newsletter.*

RESULTS ACHIEVED:

- A. *Program of Studies measures in the Accountability Pillar remained very high.*
- B. *Citizenship measures in the Accountability Pillar declined over the prior year.*
- C. *Parental involvement measures in the Accountability Pillar declined over the prior year.*
- D. *School improvement measures in the Accountability Pillar declined over the prior year.*
- E. *Students moving from grade 6 to 7 are feeling confident entering Junior High School. Our number of grade 7 students is at an all-time high.*
- F. *Social media and website analytics demonstrate an increase in engagement of parents and the community.*



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SCHOOL EDUCATION RESULTS REPORT

SCHOOL GOAL #2:

Students develop proactive social, emotional and personal health skills.

STRATEGIES/ACTIONS IMPLEMENTED:

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.*
5. *Community programming is accessed to support social, emotional learning.*

RESULTS ACHIEVED:

- A. *A greater variety of Health program opportunities were created.*
- B. *Educational quality measures in the Accountability Pillar declined over the prior year.*
- C. *Safe and caring measures in the Accountability Pillar declined over the prior year.*
- D. *Fewer students were suspended for inappropriate behavior because of interventions of PAWS.*
- E. *More school-wide events focusing on community took place. (Cougar Mile, Careers Day)*
- F. *Attendance and punctuality data improved.*



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SCHOOL EDUCATION RESULTS REPORT

SCHOOL GOAL #3:

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

STRATEGIES/ACTIONS IMPLEMENTED:

1. *Teachers begin to develop reading collections in classrooms.*
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.*

RESULTS ACHIEVED (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, Surveys etc.):

- A. *Teachers each developed a reading collection in their classroom and engaged in daily reading with students.*
- B. *On average students improved their STAR reading level by 0.9 of a grade. Result of positive impact of daily reading in developing a habit. Counter acted by being out of school for months.*
- C. *A greater amount of numeracy support material was presented to students in non-math classes.*
- D. *Math Intervention Programming Instrument (MIPI) scores on average declined from September 2019 – September 2020. We typically see a few more students below the benchmark by grade 9, however in 2019-20 we had a 20 percent increase in students below the benchmark. For 2020-21, all grades show an increase in the percentage of students below the benchmark as compared to the prior grade.*



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SCHOOL EDUCATION RESULTS REPORT

What were your greatest successes and why? What data supports this assessment?

School Council continues to be an integral part of school improvement efforts. We had great turn out at our meetings and valuable input was provided by parents in guiding school decisions throughout the year. When we started meetings virtually, more parents engaged in school operations. We have great turn out to our school celebration events in the first part of the year. We had 800 people attend our fall awards program. It was fortunate that FR Haythorne allowed us to use their space, as our school cannot accommodate that size of an audience. Communication to our entire community was enhanced through an increased presence on social media and through our regular newsletter. This enhanced our profile within the community. Additionally, program of study opportunities is maintained at a very high level.

We changed 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. This program enhanced student learning as well as supported staff development in incorporating student competencies into classroom instruction. A new 20-minute reading period was established after lunch for all students and staff with the goal of supporting literacy development. Based on STAR assessment, an average 0.9-year growth was obtained over the year. With students being away from school for over three months, this result demonstrated the positive effect of the program. At the start of 2020-21, students are more engaged during reading time in Language Arts classes. This may be a result of the development of good habits.

Over the years our staff have been developing their use of technology in instruction. When we stopped in-class teaching in March, staff fully engaged in learning Google Classroom and became quite proficient. Pedagogical practice was modified, while departments collaborated on material development and assessment. It is hoped that staff will continue to improve in their use of educational technology and continue to collaborate in all other areas of teaching at Sherwood Heights.

Our community knows that we offer great programming, and as a result, our school population continues to increase; it has risen by nearly 15% in the past two years. Although it is wonderful to have a positive community image where families are choosing Sherwood Heights, this does come with challenges due to the limitations of our facility.



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What is your one greatest opportunity for growth and what data supports this assessment? How will this impact your School Education Plan moving forward?

The past few years the Sherwood Heights community has petitioned the Government of Alberta for a replacement school. There was great hope that by now, we would be planning for a new school. Last year, we were informed that not only was our school budget being reduced, but there were no plans to replace our aged building. These factors are out of our control, but they continue to have a significant impact on the sentiment of our school by those who attend and work in the building.

In the past year, administration and teaching staff explored pedagogical practices and assessment strategies to determine the connection to student performance. We had also implemented an innovative timetable to improve student engagement and to bring staff instructional time closer to the agreed optimum. Discipline of our grade 9 cohort and their ultimate engagement in school was a challenge. The negative impact of the grade 9 cohort affected internal school sentiment in a significant way. Staff also shared that professional development opportunities provided through the jurisdiction had declined. The above comments were shared with me via staff interviews held at the start of the 2020 school year and are a factor in why our survey data declined.

Allowing staff to self-direct pedagogy and assessment, going back to a prior iteration of a timetable and having a much more engaged group of grade 9's are all factors that staff feel will improve current data. Staff are happy with the start to this year, even though we are struggling with COVID protocols and jurisdictional support for Bright Space implementation. We will continue to engage staff in new ways as we have moved away from department coordinators.

The data shows that our Accountability Pillar survey data was up or maintained in all categories in the prior year, with seven of the eight categories evaluated as good or excellent. This year we see a decline in five of the seven categories. A significant reason for this decline is the responses of staff, as noted above.

In most areas, student and parent responses have remained consistent over time. The exception is parental involvement in school decisions. We will continue to provide opportunity for parents to engage with the school and share the Parent Engagement documents as prepared by EIPS. It is expected that by holding virtual School Council meetings more parents will realize that they have opportunity to provide input into their child's education and decisions at school.



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Budget Report

Sherwood Heights Junior High

	2020-21 Budget	2019-20 Fall Budget	Variance
Certificated	\$3,109,413 79%	\$2,984,840 81%	\$124,573
Personnel Certificated	\$70,929 2%	\$59,859 2%	\$11,070
Classified	\$453,498 12%	\$446,184 12%	\$7,314
Personnel Classified	\$3,780 0%	\$2,088 0%	\$1,692
Services, Contracts and Supplies	\$265,096 7%	\$182,765 5%	\$82,331
Non-Core Consumable Expenses	\$0 0%	\$0 0%	\$0
Capital & Debt Services	\$8,524 0%	\$8,524 0%	\$0
Expenditures	\$3,911,241	\$3,684,259	\$226,982

Summary

	2020-21 Budget	2018-19 Fall Budget	Variance
Revenues and Allocations To Budget	\$3,911,241	\$3,684,259	\$226,982
Expenditures	\$3,911,241	\$3,684,259	\$226,982
Variance	\$0	\$0	



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Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Sherwood Heights Jr High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.7	86.5	86.8	89.4	89.0	89.2	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	87.0	86.0	84.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	82.6	89.0	87.1	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	1.2	0.0	0.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	75.9	80.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.1	17.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	67.9	75.0	77.8	84.1	83.0	82.7	Low	Declined	Issue
	Citizenship	70.3	78.0	77.3	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	70.2	78.7	77.1	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	70.2	81.4	78.6	81.5	81.0	80.9	Low	Declined Significantly	Concern



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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	84.7	14.2	85.8	11.8	92.9	16.7	81.7	12.8	n/a	n/a	85	15
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
French Language Arts 9 année	School	77.8	14.8	86.2	0.0	97.1	8.6	95.8	4.2	n/a	n/a	90	10
	Authority	77.2	10.5	83.8	5.4	87.7	11.1	91.0	9.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Mathematics 9	School	68.8	15.3	77.5	16.0	73.1	8.3	64.4	16.7	n/a	n/a	75	15
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Science 9	School	76.1	19.3	81.1	25.4	89.1	17.9	84.4	27.8	n/a	n/a	85	25
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
Social Studies 9	School	70.5	16.5	71.0	24.9	84.6	18.6	70.6	17.2	n/a	n/a	75	15
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		



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Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	76.2	78.1	75.7	78.0	70.3	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	91.7	97.6	92.9	80.7	71.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	73.2	68.3	69.3	73.3	65.0	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	63.7	68.3	65.0	79.9	75.0	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Work Preparation – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.7	73.6	84.9	75.0	67.9	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	83.3	96.0	94.1	75.0	64.3	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	60.0	51.3	75.7	75.0	71.4	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	59.9	64.4	71.8	75.6	60.5	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	65.2	79.6	81.8	81.8	64.7	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	54.5	49.3	61.8	69.4	56.4	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6



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Program of Studies – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.7	84.8	83.1	86.0	87.0	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	90.1	92.0	92.6	82.4	86.1	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	84.0	80.5	79.8	81.3	81.4	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	83.0	81.8	76.7	94.3	93.6	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.2	77.6	75.0	78.7	70.2	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	87.9	92.8	88.2	89.3	82.1	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	66.5	62.3	61.7	68.1	58.2	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.8	85.1	87.1	89.0	82.6	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	96.5	97.3	98.0	91.1	83.3	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	85.5	80.0	81.3	90.0	80.6	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	78.5	77.9	81.9	86.0	84.0	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8



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Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.5	86.9	87.0	86.5	82.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	94.2	96.0	95.2	86.4	82.8	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	90.4	85.5	87.2	89.0	85.4	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	78.0	79.1	78.5	84.1	80.1	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

School Improvement – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.0	79.7	74.7	81.4	70.2	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	95.5	96.0	76.5	75.0	57.1	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	84.2	70.0	73.0	82.9	75.0	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	69.4	73.1	74.7	86.2	78.4	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6