



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Sherwood Heights Junior High

PRINCIPAL: Amit Mali

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:

Principal: Amit Mali
Assistant Principals: Aaron Tuckwood and Jess Miskiw
Counsellor: Jess Miskiw

Sherwood Heights is home of the Cougars. Our school has a proud history of making our community better for over 60 years. At Sherwood Heights, we know that all students, families and staff share in our motto of PRIDE - Perseverance, Respect, Integrity, Dedication and Enthusiasm in all aspects of life.

Sherwood Heights is proud to offer the system programs of French Immersion and IMPACT, as well as the alternative LOGOS program. We also offer the Honours program at the grade 8 and 9 levels.

We offer all students excellent extra-curricular programs in addition to our 21 different option choices.



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SCHOOL GOAL 1:

Enhance stakeholder engagement and communication to ensure our school effectively addresses local needs, fosters a deeper understanding of educational matters, and promotes high-quality decision-making by incorporating diverse perspectives.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Strategy 2: Staff Engagement
 - Strengthen leadership teams responsible for developing relevant professional development opportunities and providing responsive support to all staff members
 - Encourage staff ownership and leadership in school-wide structures, traditions, learning celebrations, and mentorship programs
 - Implement strategies to gather and address teacher feedback during staff meetings and professional learning sessions
- Strategy 3: Parent Engagement
 - Consistently seek parent feedback regarding the school's direction through various channels, including:
 - AERR/EIPS surveys for all parents
 - Recognizing and celebrating School Council achievements and initiatives
 - Enhance collaboration with the School Council to involve more parents and improve cooperation
 - Offer opportunities for parents and community members to participate in school activities (Wellness Day, Terry Fox Run, holiday events, Farewell etc.)
- Strategy 4: Community Engagement
 - Establish and maintain partnerships with current and future community support systems to provide accurate information to families and staff, including:
 - Strathcona County
 - FCS
 - Food Bank
 - RCMP
 - Children's Services
 - Boys and Girls Club
 - AHS Addictions
 - School Resource Officer
- Strategy 5: Communications
 - Share new opportunities for school council involvement, volunteering, and school initiatives through a well-planned social media strategy



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- Distribute concise, weekly Cougar Tracks (S'more) newsletters with consistent release dates for parents
- Finalize and distribute staff and parent handbooks, gather feedback, and make necessary adjustments; share with faculty and post on the school website
- Initiate a minimum of monthly curriculum newsletters to keep stakeholders informed

MEASURES:

- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- Creating opportunity through School Council to improve parent engagement. We will look to provide varied opportunities (ie. online, daytime School Council meeting) as a means to involve more parents.



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SCHOOL GOAL 2:

Sherwood Heights will continue to innovate and enhance our student support system. Recognizing that our students and families require support beyond the classroom and the school environment, we will continue to develop strategies that strengthen connections among home, school, and community.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- Strategy 1: Continuum of Supports
 - Collaboratively develop and implement a universal and targeted, holistic approach to well-being by addressing the physical, emotional, mental, and spiritual aspects of a student's life.
- Strategy 2: Embedded Weekly Time with SBSW (School Based Social Worker)
 - Integrate sessions with the SBSW as part of classroom health and wellness times, with a focus on addressing students' specific needs.
 - Launch the Health/Bionic initiative to incorporate time for community partners and enhance overall student well-being.
- Strategy 3: Multiple Channels for Student Support
 - Offer students various ways to seek help from the Student Support Team, including:
 - A QR code accessible on the school website and throughout the campus
 - Email referrals
 - Staff referrals
 - Parent referrals
 - Walk-in appointments

MEASURES:

- The percentage of families satisfied with the special support their child receives at school.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of students who agree they are safe at school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.

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- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of families who agree teachers care about their child.
- The percentage of EIPS stakeholders who agree students individual needs are met.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- Data Collection and Analysis
 - Systematically collect and analyze data on student access to the Reset Room, identifying trends and patterns related to specific needs, behaviors, and triggers.
 - Targeted Interventions
 - Use insights gained from Reset Room data analysis to develop and implement targeted interventions and support strategies for individual students and groups.
 - Collaboration and Communication
 - Collaborate with teachers, counselors, and support staff to share insights from Reset Room data and develop a cohesive approach to addressing students' needs.
 - Communicate with parents and guardians about their child's progress and any support strategies being implemented.
 - Professional Development
 - Provide professional development opportunities for staff to enhance their understanding of student behavior, social-emotional learning, and effective intervention strategies.
 - Monitor Progress and Adjust Strategies
 - Continuously monitor student progress and the effectiveness of implemented interventions, adjusting strategies as needed to ensure optimal support and growth for each learner.



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SCHOOL GOAL 3:

Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success. This goal will be pursued through the implementation of instruction and assessment which engage students in the classroom. We aim to achieve one year's growth for every student each year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

Strategy 1: Differentiated Instruction - Tailor instruction to meet the individual needs of students. Use a variety of teaching methods, materials, and resources to engage students at different levels and learning styles. Provide additional support or challenges based on each student's abilities and progress.

Strategy 2: Use Authentic Assessment - Go beyond traditional tests and quizzes by incorporating real-world, meaningful assessments that allow students to apply their knowledge and skills. Projects, presentations, portfolios, and performance-based assessments can provide a more comprehensive understanding of student abilities.

Strategy 3: Incorporate Technology - Leverage educational technology tools to enhance learning experiences and engagement. Interactive apps, online platforms, and educational software can provide personalized learning opportunities and immediate feedback for students.

Strategy 4: Cultivate a Love for Reading - Encourage regular reading habits by providing a rich and diverse selection of books and reading materials. Create a supportive reading environment, offer reading incentives, and provide opportunities for students to share their thoughts and discoveries from their readings.

Strategy 5: Foster Numeracy Skills - Incorporate hands-on and real-life math activities to make numeracy engaging and practical. Use manipulatives, problem-solving tasks, and group activities to promote critical thinking, problem-solving, and mathematical reasoning.

Strategy 6: Collaborative Learning - Encourage collaboration and peer-to-peer interaction in the classroom. Incorporate group projects, discussions, and cooperative learning activities that promote active participation and learning from each other.

Strategy 7: Professional Development for Teachers - Provide ongoing professional development opportunities for teachers to enhance their instructional practices, keep up with research-based strategies, and improve their knowledge of subject content and pedagogy.

Strategy 8: Individualized Support - Identify students who require additional support or interventions and provide targeted instruction to



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address their specific needs. Offer tutoring, small group instruction, or personalized learning plans to help struggling students catch up and succeed.

Strategy 9 Parent and Community Involvement - Foster strong partnerships with parents and the wider community. Communicate regularly with parents about student progress, involve them in their child's learning, and seek their input and support. Engage community resources to provide additional learning opportunities beyond the classroom.

Strategy 10: Monitor Progress - Regularly assess student progress and provide timely feedback. Use data to identify areas of improvement and adjust instruction accordingly. Monitor individual student growth to ensure that each student is making progress towards the goal of one year's growth each year.

MEASURES:

- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.