

School Education Plan and Results Report

2015-2018

Year 3



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 active citizens who promote and celebrate diversity.

GOAL 2: Students are engaged in school and value learning.

GOAL 3: Student needs are met through effective use of supports and services.

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.

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 and Foundation Statements

Principal: Weylin Gilewich
Assistant Principals: Amit Mali, Rod Woitas
Counsellor: Rod Woitas

Sherwood Heights Quick Facts:

- Sherwood Heights was built in 1959.
- Sherwood Heights is a grade 7 to 9 school with 510 students.
- There are 28 teachers and 11 support staff members.
- Our school has a leadership program that supports many community initiatives.
- The school has several programs to meet the needs of our diverse population.

Programming Highlights:

- French Immersion program.
- Logos Christian program.
- Transitions system special education program.
- Full range of option programs to complement core programming.

SECTION THREE: School Education Results Report (2016-2017)

What were the greatest successes/challenges in 2016-2017

We were successful in implementing a program that focuses on numeracy for a targeted group of grade 7 students. Through identifying students with specific needs through our student support program and MIPI results, we were able to target small group instruction and support. The numeracy lead teacher created a program in which students recognized they needed support, and were genuinely pleased to participate in and progress.

Our school continues to be successful with providing leadership opportunities for students, many extra-curricular activities, and a variety of programming options. The diversity of our programming allows students to experience a wide variety of areas in junior high.

We continued our work with the digital citizenship project for the school, and recognize this will be an ongoing education piece for students and parents. Our staff continue to face challenges with the role social media plays on an ongoing basis in the classroom.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

We are continuing to support students in the area of numeracy, and through our successful project last year, plan to implement a similar literacy model to support groups of students in need.

The planning cycle for the three year plan will continue to focus on many of the same strategies.

There was some great work in relation to digital citizenship and focusing on instruction in the classrooms. We have been working well as a staff to improve assessment practices and provide opportunities for students to show growth in their academics. By focusing on identifying students with specific needs last year, we need to continue to develop action plans to support the many students that we recognize have some difficulties. Our staff will collaborate and learn from each other this year with a focus on professional development.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

Students are active citizens who promote and celebrate diversity.

Division Outcome:

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

Strategies:

1. Leadership opportunities that connect with community partners.
2. Raise awareness about the importance of citizenship; focusing on school community.
3. Engage students in activities that celebrate school pride and the diversity of our programming.
4. Promote awareness that honors Indigenous history, cultures, languages and perspectives.

Performance Measures:

1. 5% increase in the student satisfaction on Safe and Caring Accountability Pillar Measures.
2. 5% increase in the overall Active Citizenship Accountability Pillar Measure.

School Goal 2:

Students are engaged in school and value learning.

Division Outcome:

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

Strategies:

1. Teachers are reviewing benchmarks for students in numeracy and literacy.
2. Teachers are utilizing strategies in all core areas to develop literacy skills with students.
3. Teachers are communicating with parents regularly.
4. Develop a plan to help connect parents with what is happening in the classroom, and what to expect.
5. Teachers are collaborating and sharing best practices within departments.

Performance Measures:

1. Increase in the Education Quality Accountability Pillar Results.
2. 5% increase in the Acceptable Standard for our Mathematics 9 PAT results.

School Goal 3

More student needs are met through supports and services.

Division Outcome:

Community partnerships support the needs of our students.

Strategies:

1. Connect with our feeder schools for all programs to promote positive transitions into and out of Sherwood Heights, with a specific focus on Logos and French Immersion programming.
2. Effectively use our school website, social media, and newsletters to promote awareness of our school and services.

- Raise awareness with students and staff for our student support program and educational assistant support.

Performance Measures:

- Student feedback collected from supports offered within the school. (Data collected at the school level)
- 5% increase in the parent feedback for parental involvement in the Accountability Pillar Results.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SWH	91.2	16.3	83.9	28.7	86.2	16.8	84.7	14.2	85.8	11.8	87	15
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
French Language Arts 9	SWH	88.2	11.8	90.5	14.3	100.0	0.0	77.8	14.8	86.2	0.0	87	10
	EIPS	85.7	12.2	88.0	8.0	95.0	8.3	77.2	10.5	83.8	5.4		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Mathematics 9	SWH	76.0	26.0	77.0	23.7	71.4	21.1	68.8	15.3	77.5	16.0	80	20
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	SWH	82.4	20.9	79.0	25.2	84.4	25.7	76.1	19.3	81.1	25.4	83	27
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	SWH	73.0	20.9	69.2	26.6	74.9	20.4	70.5	16.5	71.0	24.9	75	25
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	SWH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	1.0	1.4	0.8	0.3	0.0	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	n/a	*	*	*	*	20.9	31.8	34.1	21.0	19.8	22.8	20.7	20.9	18.2	18.9

Student Engagement Measures

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.2	87.9	85.3	87.5	86.9	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	98.7	95.5	93.1	94.2	96.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	84.8	87.3	85.4	90.4	85.5	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	84.0	80.9	77.3	78.0	79.1	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SWH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.5	75.6	74.2	76.2	78.1	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	92.2	93.1	91.7	97.6	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	64.5	68.1	65.1	73.2	68.3	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	80.1	66.4	64.3	63.7	68.3	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.0	73.3	70.4	71.7	73.6	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	83.3	76.9	83.3	96.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	52.0	63.3	63.9	60.0	51.3	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

		2015	2016	2017
Tell Them From Me				
Survey Results				
Intellectual Engagement Composite	SWH	59	64	65
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	61	64	67
	Canada	56	56	56
Effort	SWH	70	73	74
Percentage of students who report they try hard to succeed in their learning.	EIPS*	70	70	72
	Canada	73	73	73
Students who are interested and motivated	SWH	32	37	39
Percentage of students who report they are interested and motivated in their learning	EIPS*	38	40	42
	Canada	34	34	34
Student that value school outcomes	SWH	71	69	73
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS*	64	65	67
	Canada	80	80	80
Relevance	SWH	6.1	6.3	6.5
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS*	6.1	6.2	6.3
	Canada	6.3	6.3	6.3
Advocacy at School	SWH	2.6	2.6	2.7
Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	EIPS*	2.6	2.7	2.7
	Canada	2.9	2.9	2.9

*EIPS data is for Grades through 12

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SWH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.1	83.2	84.8	86.8	85.1	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	97.9	93.5	94.2	96.5	97.3	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	80.5	76.3	81.0	85.5	80.0	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	85.8	79.9	79.1	78.5	77.9	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.7	86.3	84.6	85.7	84.8	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	85.8	97.2	94.7	90.1	92.0	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	84.0	78.9	77.7	84.0	80.5	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	90.3	83.0	81.4	83.0	81.8	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.1	59.4	69.1	83.0	79.7	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	93.8	56.3	66.7	95.5	96.0	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	72.0	51.7	72.2	84.2	70.0	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	86.7	70.3	68.3	69.4	73.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

The School Education Plan was briefly discussed at the School Advisory Committee meeting in September. The discussion outlined the school goals and the advisory group was encouraged by the direction. The staff at Sherwood Heights were involved in discussion prior to the school advisory committee meeting.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SWH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.5	73.5	71.2	77.2	77.6	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	91.1	84.4	85.8	87.9	92.8	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	65.8	62.6	56.5	66.5	62.3	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

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