

**SCHOOL EDUCATION PLAN  
AND  
RESULTS REPORTS  
FOR  
Sherwood Heights  
Junior High School  
2009/2012**



## School Profile and Foundation Statements

School: Sherwood Heights Junior High (7-9)

Principal: Bill Schlacht Assistant Principal: Dave Buzzacott

### VISION STATEMENT

At Sherwood Heights we expect that all students, parents and staff will at all times act with good character, focus on academic pursuits, be respectful of each other and engage in activities sponsored by the school.

At Sherwood Heights – We C.A.R.E. (Character Academics Respect Engagement)

Our school mottoes 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 the 1950’s.

In September 2010, our enrolment is 448 students. Our enrolment seems to have dropped by a few students over the past few years.

Our staffing is 24.4 FTE and our class sizes range from 15-32 students. This range is due to the variety of school and system programs existing in the school.

The Academic Excellence program students have an average of over 80% and the program stresses high academic achievement and higher level thinking skills. This year the program has one class at each grade level for a total of 87 students registered in the program.

The Logos Program, a non-denominational Christian alternative program, has 1 class in grade 7 (with a waiting list to enter the program) and one class in each of grade 8 and 9 for a total of 92 students. There are waiting lists to get into the grade 8 and 9 classes as well.

We have the French Immersion program for Sherwood Park students with 21 students in grade 7, 14 students in grade 8, and 16 students in grade 9. This is a significant decline over the past few years; we are finding that nearly half of the students finishing the grade 6 program at Campbelltown are not choosing to continue in the program. Retention of students in this program has become a priority for us.

We are host to the EIPS Transition program, which is for students who have average ability but who have one or more severe learning disabilities. There is one class at each grade with a total enrolment of 27 students. We have two main teachers teaching the core classes, one involved in math / science and the other teaching language arts / social studies, two other teachers support the core classes of this program. Students are integrated for all complementary courses.

A Success program exists at grade 7 for students experiencing difficulty; these students are included in our regular classroom with additional support from educational assists. For students experiencing difficulty in grade 8 and 9 we offer the Knowledge and Employability program. These students are integrated into core classes with additional support from educational assistants. A total of 13 students in our school access these programs.

The balance of the students attending Sherwood Heights, 189 in all, are part of a Regular English language program

for Grades 7, 8 and 9.

Our core program includes Language Arts, Social Studies, Mathematics, Science, Physical Education and Health. The complementary programs are:

Grade 7 Active living, art, band, computer programming, CTS (food, fashion, tech) compulsory program, drama, French, learning strategies, outdoor education, sports acceleration

Grade 8 Active living, art, band, computer programming, CTS (food, fashion, tech) compulsory program, drama, French, learning strategies, outdoor education, school services, sports acceleration

Grade 9 Active living, applied technologies, advanced art, art, band, computer programming, drama, foods and fashion, French, graphic design, leadership, learning strategies, outdoor education, sports acceleration

Students in grade 7 and 8 choose 3 complementary classes in addition to CTS, for a total of 12 periods (3 periods per subject) out of 42 total periods of study. Students in grade 9 choose 3 complementary classes, for a total of 12 periods (4 periods per subject) out of 42 total periods of study.

Students must take at least one activity based option – choosing from active living, outdoor education or sports acceleration in order to meet the daily physical activity requirement.

Students in our French Immersion program choose 2 complementary classes due to the higher number of core classes required to complete their program.

In addition to regular curricular activities, extra-curricular activities are also a major focus in the school, namely:

Art Club, Awards Assemblies, Badminton, Band, Basketball, Boys and Girls club, Christian Fellowship club, Craft club, Cross Country, Drama Club, Drama Presentations, Field Trips, French club, Intra-murals, Logos band, Math Competitions, Mentorship, Principal's Council Positive Referrals, Quebec Trip, Science Conference, Stage Band, Track Club, Volleyball, Wrestling, Yearbook, Young Authors'

Parental involvement in our school is a key to our success. In this past year, we have had over one hundred different parent volunteers. We invite parents and the community to attend a meet the teacher evening in September, Cougar run in September, Awards ceremony in October, Remembrance day ceremony in November, Parent Teacher interviews in November and March, Band concerts in December, March and June, Drama presentations throughout the year, Open house in April, Track meet in May and Grade 9 farewell in June.

We have an active School Council that holds monthly meetings (second Wednesday of each month) and all parents are invited to attend and participate. Our parent council discusses issues related to budget, preparation of the school education plan and results, policies of the board and the direction of the school. We often have guest speakers attend our meetings allowing parents to get a better understanding of educational issues facing our students.

Over the past few years we have been able to make gains in refreshing the look of our 50 year old building. Our school is still in need of funding to allow for upgrades to heating/ventilation, electrical systems and a new gymnasium to meet the needs of our students. Students and staff do take pride in our building and know that a school is not just made of bricks it is the people who walk the halls that allow us to reach for the heights.

## **School Outcomes 2009/2012**

School Outcome #1: As part of our school vision, Sherwood Heights focuses on character and citizenship education in all classes and at all times resulting in an increase of parents, students and staff who feel we offer a safe and caring environment in which to learn.

School Outcome #2: Sherwood Heights maintains a variety of core programs (Academic excellence, French Immersion, Logos, Regular English and Transitions); meeting the needs of families of Sherwood Park. As a result students from our community choose to attend their neighbourhood school. Students in EIPS system programs, which exist at Sherwood Heights, choose to continue their program in our school.

School Outcome #3: A differentiated approach to instruction and an increased emphasis on using technology occurs in all school programs resulting in an increase of 2% in students reaching the acceptable standard for all grade 9 provincial achievement tests.

School Outcome #4: Improve student learning by incorporating the new assessment policy (of, for and as learning) into the way assessment is perceived, practiced and valued at Sherwood Heights; resulting in improved achievement levels and learning opportunities for students.

School Outcome #5: The AISI project, on which our school will focus for the next three years, relates to Math learning and instruction which will result in a 5% gain in the number of student achieving the acceptable standard on the grade 9 PAT.

### **Elk Island Priorities: An EIPS Goal for the 2009/2012 District Education Plan is to enhance engagement through:**

- ✓ Differentiation and Assessment
- ✓ Character and Citizenship Education
- ✓ Technology

### **Alberta Initiative for School Improvement:**

- ✓ Mathematics
- ✓ Instructional Technology
- ✓ Assessment

### **Provincial Goals:**

- ✓ **Goal One:** High Quality Learning Opportunities for All
- ✓ **Goal Two:** Excellence in Student Learning Outcomes
- ✓ **Goal Three:** Highly Responsive and Responsible School

## ***School Education Plan (2009/2012)***

### **School Specific Outcome #1:**

As part of our school vision, Sherwood Heights focuses on character and citizenship education in all classes and at all times resulting in an increase of parents, students and staff who feel we offer a safe and caring environment in which to learn.

### **Performance Measures**

Accountability Pillar Survey Results will increase to meet targets in the following areas:

- Students are happy to be in school and find joy in participating in school activities.
- Students feel that they are treated with respect by other students.
- Students feel they are cared for supported by their teachers.
- Students and parents feel that our students model active citizenship.

The number of general clubs, teams, and activities continue to be diverse and inclusive.

### **Strategies**

- **Effective promotion of our new school vision - focusing on Character, Academics, Respect and Engagement.**
- **The leadership class runs special events for all grade levels.**
- **Leadership class provides opportunities for students to be leaders.**
- **The positive referral program and other incentive programs are running on a frequent basis.**
- **Staff is encouraged to offer extra-curricular programs for all students.**
- **Provide an intramural program during lunch.**
- **The staff is recognized for their efforts in providing interest outlets for the students.**
- **That the use of the core phrases of 'Cougar Pride', 'Reach for the Heights' and 'We C.A.R.E.' continue and be incorporated into our new vision for the school.**
- **Staff write monthly postcards to students.**
- **Announcements and homeroom time provides information and incentives to students to be modelling good citizenship.**
- **Cougar run focuses on charity**
- **School clubs and teams focus on building student character.**
- **An athletics philosophy utilized by all coaches.**
- **Effective communication with families via e-teacher.**
- **Motivational speakers are brought in to talk with students.**

- Use of agenda to promote character education.
- Students are recognized for positive effort and excellence in all aspects of school life.
- An awards program to celebrate character development in students.
- Discipline is modeled to teach students how to treat each other with respect.
- Staff is supported in treating students fairly and with care.
- Staff continues to evolve and provide a large number of diverse and inclusive activities where students can participate and belong.
- We form a partnership with the boys and girls club in Sherwood Park, bringing the group into our school on a regular basis.
- A majority of our students have a place in the school for activity and leadership.
- The coaches and P. Ed. staff continue the evolution of a strong code for participation in our athletics programs.
- The families of students going through difficult times are provided with a variety of community resources and are encouraged to use them.
- Students continue to benefit from the presence of the leadership class and principal's council.
- The Health programs of; expecting respect, DARE and Saffron, etc promote a safe and caring school.
- Students are happy to be in school and find joy in engaging in school activities.
- Counselling and discipline in the school utilize an inter-agency approach.
- Our students engage in supporting our community through assisting elderly neighbours with household chores, preventing the spread of litter through 'pitch in' activities, working with 'Mustard Seed' and many other activities.

<b><i>Performance Measures</i></b>	<b><i>Current Result</i></b> <b><i>09/10</i></b>	<b><i>Previous 3-yr Avg.</i></b>	<b><i>Previous Results</i></b>				<b><i>Targets</i></b>		
			05/06	06/07	07/08	09/10	09/10	10/11	11/12
<ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</li> </ul>	89.3	78.3	72.9	73.7	77.9	83.4	85	87	90
<ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>	82.6	67.1	64.1	59.9	66.3	75.1	77	80	83

## ***School Education Results Report (2008/2009)***

### **School reflections on outcome, strategies and results.**

We are very pleased with the increase in our score in these areas as our current results surpass our previous three year average by 10%. A great deal of work has been done over the past year to create a safe learning environment for our students and to have student's model good citizenship. Students in junior high along with their parents need to be assured that our school has many programs in place to educate, proactively reduce and respond to issues surrounding poor behaviour and active citizenship. Providing a safe and caring atmosphere for students to learn is imperative to a well functioning school. Our school wide character education program, service and leadership classes, health program, homeroom time and guest speakers are a few of the strategies employed to educate our students on keeping themselves safe and acting as good citizens.

Staff is provided with opportunities to attend sessions on providing quality character education activities for our students. Proactively, our supervision schedule will allow for greater visibility of staff during student free periods. Our discipline process has been altered to provide restorative justice opportunities for students while giving them time to work with staff on making helpful choices. These programs all are communicated with parents on a regular basis.

Two complementary courses designed at Sherwood Heights are: Service (grade 8) and Leadership (grade 9). Students in these courses provide the school with a wide variety of assistance in making school life more enjoyable for all. They are actively engaged in pursuits to not only improve themselves but to model positive citizenship to the remainder of the school population. Our health program will also expand this year to provide students with more opportunity to learn and demonstrate positive community involvement. We will increase the number of motivational and educational speakers in our school, in an attempt to provide students with additional role models. Our awards program is always successful at celebrating the accomplishments of many of our students.

Our overall character education program will use the agendas provided to students with time, provided in homerooms, to focus on related character education opportunities. All staff members realize that a quality character education program is not an add-on the regular programs, but must be infused into our daily language and attitudes toward work and community life.

This area will be a focus for administration, counselling services, teachers and support staff. This is one of our key school wide goals.

We will continue providing similar programs to students for the 2009-10 school year.

### ***School Education Results Report 2009/2010***

We continue to celebrate the increase in our results in these areas. Our work has continued over the past year as our school community continues to work hard to create a safe learning environment for our students and to have all of our student's model good citizenship. We continue to be pro-active by programming options that promote good behaviour, citizenship and positive attitudes. We teach our students that along with their academic learning there is nothing more important than positive relationships. Interactions with others may not always go as we would like so good problem solving skills are essential in order for us to be successful in school and in everyday life.

Our staff come to work each day with the philosophy that we are all part of a team, and that includes students, parents, staff and our entire school community. They continue to stay sharp in this area by participating in in-services and by practicing what they believe in. They meet regularly at staff meetings and in department meetings to plan curriculum and to work on consistency for all students. As a staff we try to embed this knowledge, these skills and attitudes within our students.

Our Service and Leadership Classes continue to teach students that we can provide assistance in a variety of ways for both the school and community and the rewards are intrinsic. These students complete a large number of work projects around the school. As our students experience the positive feeling of an intrinsic reward system, they



move to a higher level of learning in all areas. As we did last year, we will celebrate these accomplishments in a variety of venues such as our annual awards night in the fall.

This whole area of citizenship and safe and caring schools is the foundation for everything that we do in our school. This will continue to be a top priority for the school administration, counselling services and for all staff. We truly do have great students at Sherwood Heights School.

## ***School Education Results Report 2010/2011***

### ***School Education Plan (2009/2012)***

#### **School Specific Outcome #2**

Sherwood Heights maintains a variety of core programs (Academic excellence, French Immersion, Logos, Regular English and Transitions); meeting the needs of families of Sherwood Park. As a result students from our community choose to attend their neighbourhood school. Students in EIPS system programs, which exist at Sherwood Heights, choose to continue their program in our school.

#### **Performance Measures**

- Each of our school programs remains a strong and viable choice for our community.
- All students feel part of Sherwood Heights and not part of a program.
- Our school population increases to include more students from our neighbourhood.
- Teachers of specialized programs feel supported in offering their program.
- Parents of students in specialized programs continue to be involved in creating a strong supportive program.
- Overall satisfaction is maintained or improved with our stakeholders by us providing a broad program of studies, having a quality education, children at risk with accessible programs and that all programs are effective.

#### **Strategies**

- The Logos Society is supported in promoting the program in our school.
- The Logos Society promotes the program at Sherwood Heights through the creation of positive literature, public meetings student clubs and word of mouth.
- Parents for French are supported in promoting the program in our school.
- Our transition teachers are supported in providing a quality program.
- Academic excellence continues to maintain its integrity by keeping academic students engaged.
- Families are informed about the positive opportunities for students in the success and K&E program.
- All programs at Sherwood Heights are promoted via our website.
- Positive print literature available to families during our orientation evening in April and throughout the year.
- Special events are planned to celebrate the accomplishments of each core program.



- Ensure appropriate resources are available for all programs.
- Provide adequate PD opportunities for staff in order to be successful in their program area.
- Special events are planned for all students and staff to celebrate and have fun together at various times throughout the school year.

<b><i>Performance Measures</i></b>	<b><i>Current Result 09/10</i></b>	<b><i>Previous 3-yr Avg.</i></b>	<b><i>Previous Results</i></b>				<b><i>Targets</i></b>		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
• 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.	92.0	83.6	78.5	79.1	79.3	92.4	93	93	94
• Overall teacher, parent and student satisfaction with the overall quality of basic education.	89.6	82.2	76.0	77.6	81.3	87.6	89	90	91
• Overall teacher, parent and student agreement that programs for children at risk are easy to access and timely	88.2	74.7	70.2	69.1	73.7	81.4	82	82	89
• Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	77.3	67.3	62.7	63.7	61.7	76.6	77	77	80

## ***School Education Results Report (2008/2009)***

### **School reflections on outcome, strategies and results.**

A 10% or greater gain over the previous three year average was realized in all of the above categories related to effective programs being offered at our school. We are very pleased to be able to offer such a wide variety of programs and that our community is aware of these offerings.

Our school offers a wide variety of specialized programs to our constituents. We have expanded our option choices for students and provided increased option time for our grade nines, in hopes of allowing for a greater balance between the traditional academic programs, fine arts and CTS. To include 'daily physical education' (DPA), we have established a timetable where students have a combination of a daily scheduled PE class and an activity based option. Teachers are

encouraged to present plans to further expand our option choices for students.

Our school continues to focus on literacy objectives, differentiation, and inquiry learning with the objective being to enhance the already superior educational quality in our school. We have a number of professional development activities scheduled in and out of school for all of our staff with the goal of continuing to improve the quality of education delivered to our students.

### ***School Education Results Report 2009/2010***

Over the past three years we have experienced substantial gains in these areas. Our results have increased and we are able to offer students many programming choices for their education. Although we are very happy with our accomplishments we do see some areas where we can make improvements and in turn make a difference for kids. Sherwood Heights offers a variety of choice programming for our students. These choices are available in both the academic and option areas.

In both our academic and option streams we have several programs that are filled to capacity and there are waiting lists for students to get in. One of our projects for this year will be to find solutions to alleviate this pressure. If we are to maximize the learning of all our students we need to not only provide quality programming, we need to provide programming that is accessible and that meets the needs of all our students.

Our staff will continue to participate in in-services to keep up with new educational trends, pedagogy and technology. We will continue to build a strong leadership team that involves all staff, students and the community.

### ***School Education Results Report 2010/2011***

## **School Education Plan (2009/2012)**

### **School Specific Outcome #3:**

A differentiated approach to instruction and an increased emphasis on using technology occurs in all school programs resulting in an increase of 2% in students reaching the acceptable standard for all grade 9 provincial achievement tests.

### **Performance Measures**

Student Achievement (school awarded) is improved resulting in fewer students failing a class.

PAT results are improved in all subjects.

Staff participates in professional development opportunities related to differentiation and incorporate this goal in their professional growth plan.

### **Strategies**

- A professional learning community is established to assist in the enhancement of differentiation strategies.

- In-service teachers on new approaches to teaching all levels of students. Supports are in place to assist teachers with the modification of the program.
- Provide PD opportunities during in-service days and staff meetings to assist staff with technology related to differentiation.
- In-servicing of staff on inquiry learning, and higher level thinking analysis and skill building.
- Provide PD activities that give staff a repertoire of skills to use with coded students.
- Principal and Assistant Principal participate in classroom walk through professional development in order to guide teachers with differentiation.
- Homeroom teachers expect students to have the agenda or some equivalent device or method to keep them organized at the start of the day and all teachers expect students to use this every class.
- Students in adapted programs will continue to succeed in handling the regular curriculum.
- Teachers are in-serviced on technology and new approaches to instruction will be explored.
- Teachers bring each lesson by referencing Key Learner Outcomes (KLO) expected to be understood by students.
- Staff is able to incorporate ICT outcomes into lessons.
- Literacy strategies are in place in all subject areas
- K&E program students are integrated into regular classes and supports are available.
- Students in all classes set up personal academic goals.
- IPP's include personal goals generated by students.
- Students develop metacognitive awareness, skills and strategies.
- Instruction is responsive and reflects individual differences.
- Parents are aware that differentiation of instruction is important for the success of all children.

## ***School Education Plan (2009/2012)***

### **School Specific Outcome #4:**

Improve student learning by incorporating the new assessment policy (of, for and as learning) into the way assessment is perceived, practiced and valued at Sherwood Heights; resulting in improved achievement levels and learning opportunities for students.

### **Performance Measures**

An increase in the number of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Student Achievement (School awarded and PAT's)

- Students find greater success in all program areas.

- Students are aware during each class what they are being expected to learn.
- Students develop a greater focus on learning rather than on marks.
- Students understand how they best learn and are given opportunities to demonstrate this learning.
- All teachers create a deepened understanding and use of effective assessment strategies.
- All teachers use KLO's to start a lesson.
- Teachers understand fair assessment practices based on current research.
- All teachers have records of assessment that clearly differentiate assessment 'of' from assessment 'for' learning.

Staff continues to work together in PLC and staff attending PD related to assessment.

## Strategies

- Our professional learning community (PLC) continues to discuss assessment strategies in the school.
- PD is offered to staff on positive assessment strategies.
- Staff implements assessment "of", "for" and "as" learning.
- All departments have common rubrics in place for assessing student work.
- Key Learner Outcomes are posted and discussed with students on a daily basis
- Collaboration occurs with an AISI consultant to provide in-servicing with our PLC to discuss assessment.
- All staff has incorporated into their PGP an outcome related to assessment.
- As staff discuss their PGP with administration, assessment strategies are discussed and staff are encouraged to incorporate assessment into current and future PGPs.
- Administration looks for and promotes assessment "for" learning during a classroom walk through.
- Department coordinators meet with staff to refine rubrics and work through exemplars to ensure consistency.
- All assessments are blue printed against the program of studies.
- Parents have an opportunity to discuss the ramifications of new assessment strategies and how assessment is communicated.
- Students are involved in the collection and interpretation of their assessment information.

## *School Education Plan (2009/2012)*

### **School Specific Outcome #5**

The AISI project, on which our school will focus for the next three years, relates to Math learning and instruction which will result in a 5% gain in the number of student achieving the acceptable standard on the grade 9 PAT.

## **Performance Measures**

- All math staff is actively engaged in the PLC and PD opportunities presented by central services consultants and via our AISI lead teachers.
- All math staff has a goal in their PGP related to math instruction.
- The percentage of students obtaining acceptable standard on the Math PAT is increased by 5%.

## Strategies

- Our Math professional learning community (PLC) discusses instructional strategies in the school.
- PD is offered to staff on instructional strategies.
- Staff implements assessment “of”, “for” and “as” learning in math classes.
- Key Learner Outcomes are posted and discussed with students on a daily basis
- Collaboration occurs with an AISI consultant to provide in-servicing with our PLC to discuss math instruction.
- All math staff has incorporated into their PGP an outcome related to math instruction.
- Administration looks for and promotes good math instruction learning during a classroom walk through.
- Our Math AISI leads coach other math teachers during lessons.

Performance Measures			Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets		
					05/06	06/07	07/08	08/09	09/10	10/11	11/12
• Overall percentage of students in Grade 9 who achieved the acceptable standard on provincial achievement tests.*			88	83.5	85.5	81.3	83.6	78.6	85	85	88
• Overall percentage of students in Grade 9 who achieved the standard of excellence on provincial achievement tests.			17.1	15.8	24.3	17.0	15.8	20.5	20	20	18
Cohort	Provincial Achievement Test							Targets			
	Previous Results										
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average					
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12		
Language Arts											

Acceptable Standard	89.5	86.8	92.2	90.3	88.4	89.8	90	90	92
Standard of Excellence	19.3	15.4	17.0	24.1	15.9	18.8	20	20	22
Participation Rate	98.3	97.8	97.9	98.6	98.2	98.1	98	98	100
<b>Mathematics</b>									
Acceptable Standard	77.7	72.0	71.9	65.6	74.8	69.8	75	80	80
Standard of Excellence	26.8	19.7	14.9	26.2	23.0	20.3	25	25	25
Participation Rate	98.1	98.1	99.1	99.2	97.8	98.8	98	98	100
<b>Science</b>									
Acceptable Standard	76.4	76.4	73.7	72.7	86.7	74.3	75	80	86
Standard of Excellence	15.3	17.2	10.5	14.9	22.2	14.2	15	20	22
Participation Rate	98.7	98.7	99.1	99.2	98.5	99.0	98	98	100
<b>Social Studies</b>									
Acceptable Standard	84.7	82.2	89.5	84.4	77.8	85.4	85	85	85
Standard of Excellence	23.6	20.4	19.3	35.2	20.7	25.0	20	20	21
Participation Rate	98.7	98.1	99.1	98.4	99.3	98.5	98	98	100

**Cohort 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. It is important to compare the cohort results with those of students actually writing as indicated in the next table.**

Students Writing	Provincial Achievement Test								
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	Targets		
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12
Language Arts									
Acceptable Standard	91.0	88.8	94.2	91.6	90.1	91.5	92	92	92

Standard of Excellence	19.7	15.7	17.4	24.5	16.1	19.2	20	20	20
Participation Rate	98.3	97.8	97.9	98.6	98.2	98.1	98	98	100
<b>Mathematics</b>									
Acceptable Standard	79.2	73.4	72.6	66.1	76.5	70.7	75	80	80
Standard of Excellence	27.3	20.1	15.0	26.4	23.5	20.5	25	25	25
Participation Rate	98.1	98.1	99.1	99.2	97.8	98.8	98	98	100
<b>Science</b>									
Acceptable Standard	77.4	77.4	74.3	73.3	88.0	75.0	75	80	88
Standard of Excellence	15.5	17.4	10.6	15.0	22.6	14.3	15	20	23
Participation Rate	98.1	98.1	99.1	99.2	98.5	98.8	98	98	100
<b>Social Studies</b>									
Acceptable Standard	85.8	83.8	90.3	85.8	78.4	86.6	85	85	85
Standard of Excellence	23.9	20.8	19.5	35.8	20.9	25.3	20	20	21
Participation Rate	98.7	98.1	99.1	98.4	99.3	98.5	98	98	100

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

### French Immersion

Cohort Immme	Provincial Achievement Test								
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	Targets		
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12
French Language Arts									
Acceptable Standard	100	100	81.5	91.7	96.6	91.1	95	95	97
Standard of Excellence	37.5	8.0	11.1	16.7	6.9	11.9	20	20	20



Participation Rate	100	100	96.3	100	100	98.8	98	98	100
<b>Mathematics</b>									
Acceptable Standard	91.7	72.0	74.1	82.6	86.2	76.2	80	80	86
Standard of Excellence	45.8	8.0	14.8	13.0	20.7	11.9	20	20	21
Participation Rate	100	96.0	96.3	100	100	97.4	98	98	100
<b>Science</b>									
Acceptable Standard	95.8	92.0	77.8	87.5	82.8	85.8	90	90	90
Standard of Excellence	29.2	12.0	7.4	8.3	10.3	11.3	20	20	20
Participation Rate	100	100	96.3	100	100	98.8	98	98	100
<b>Social Studies</b>									
Acceptable Standard	91.7	84.0	74.1	91.7	82.8	83.3	90	90	90
Standard of Excellence	16.7	8.0	3.7	8.3	6.9	6.7	20	20	20
Participation Rate	100	96.0	96.3	100	100	97.4	98	98	100

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

**Cohort 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. It is important to compare the cohort results with those of students actually writing as indicated in the next table.**

### French Immersion

Students Writing	Provincial Achievement Test								
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	Targets		
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12
French Language Arts									
Acceptable Standard	100	100	84.6	91.7	96.6	92.1	95	95	97
Standard of Excellence	37.5	8.0	11.5	16.7	6.9	12.1	20	20	20

Participation Rate	100	100	96.3	100	100	98.8	98	98	100
<b>Mathematics</b>									
Acceptable Standard	91.7	75.0	80.0	82.6	86.2	79.2	80	80	86
Standard of Excellence	45.8	8.3	16.0	13.0	20.7	12.4	20	20	21
Participation Rate	100	96.0	92.6	100	100	96.2	98	98	100
<b>Science</b>									
Acceptable Standard	95.8	92.0	80.8	87.5	82.8	86.8	90	90	90
Standard of Excellence	29.2	12.0	7.7	8.3	10.3	9.3	20	20	20
Participation Rate	100	100	96.3	100	100	98.8	98	98	100
<b>Social Studies</b>									
Acceptable Standard	91.7	87.5	76.9	91.7	82.8	85.4	90	90	90
Standard of Excellence	16.7	8.3	3.8	8.3	6.9	6.8	20	20	20
Participation Rate	100	96.0	96.3	100	100	97.4	98	98	100

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

### ***School Education Results Report (2008/2009)***

Additional support is required to provide better differentiation for all students in school, as it is noted that we did not realize and increase of 2% in acceptable standards for PAT scores in all areas. This outcome will be continued as there remain strategies to be implemented during this year.

For our assessment outcome we have done a good job communicating to our students and parents the details and new paradigm of the assessment policy. We know this from parent comments on the progress of the child and from accountability measure results around communication.

Our professional learning community on assessment has met numerous times and staff is working well together in implementing changes and communicating a common message to our students and families. Staff are participating in professional development opportunities surrounding the new policy. Many staff incorporated an assessment goal into their PGP.

As well students are using new terms and ideas when assessing their own work.

We still need to focus on the use of key learning outcomes regularly in the classroom and ensure tests are blue-printed.

## ***School Education Results Report 2009/2010***

Additional support is required to provide better differentiation for all students in school, as it is noted that we did not realize an increase of 2% in acceptable standards for PAT scores in all areas. This outcome will be continued as there remain strategies to be implemented during this year. School improvement is an ongoing process and there are many factors to consider as we work towards maximizing student learning in all areas.

### **Grade Nine Mathematics**

Our students in the regular program of our school placed above the provincial average in the Acceptable Standard and in the Standard of Excellence categories. The female population of our school placed above the provincial average in three out of four strands. When we break down the exam into the different areas we see that we placed slightly higher on knowledge questions than on skills and we scored higher on the numbers, statistics and probability components of the exam.

This year we will need to continue to work on our overall Math skills. Students will need to experience more success in Shape and Space questions and they will have to improve on Patterns and Relations. We will work to continue to have all of our students experience a better understanding of mathematics.

Strategies for improvement include:

- To use formative and summative assessment to improve student learning
- To differentiate instruction based upon student needs
- To spend more time improving students skills by using Number Sense exercises in grades 7,8 and 9
- To spend more time in Shape and Space in grades 8 and 9
- To spend more time on the Patterns and Relations strand
- To continue to monitor students progress using a variety of assessment tools
- To give cumulative midterm and  $\frac{3}{4}$  term exams in grades 7,8, and 9
- To have students complete a self-evaluation and goal-setting forms on the basis of exam results
- Key learning Outcomes are made accessible to students, staff and parents
- To continue to provide tutoring at lunch time and after school for all students
- To continue to attend professional development in-services
- The Math coordinator (AISI Coaches) continue to work with other Math Teachers to become more consistent and to better prepare students
- Continuity of delivery and practice is needed to improve student's learning which could be achieved by daily instruction of Math

### **Grade Nine Science**

Our 2009 goal was to improve the Science PAT scores by 5%. We were very successful and we saw improvement by 14% in some areas. 98.5% of our students wrote the PAT compared to the rest of the province which was at

89.8%. Our student population includes the Transition Program which were all included in these results. 86.7% of our students received acceptable standard compared to 72.9% of the province. 22.2% of our students achieved the Standard of Excellence compared to 17.8% of the province. Only 11.9% of our students achieved below Acceptable Standards compared to 16.9% of the province.

Strategies For Improvement Include:

- To use Formative and Summative Evaluation to improve student learning
- High expectations held for all students
- Frequent monitoring of student progress and parental contact is maintained
- Teachers work together and cooperate on a regular basis to ensure quality and consistency of instruction
- Extensive review process occurs utilizing PAT specific content and testing techniques
- Teachers will be encouraged to participate in local professional development opportunities and attend the ATA Science Conference
- Teachers will participate in the development of local in-services on curriculum
- Sherwood Heights Students were comparatively weakest in Unit C Environmental Chemistry with a score of 7.0/11 as compared to the provinces 7.2/11.
- Students writing the online PAT must be taught some strategies that will allow them to be more successful. The suggestion that each student complete the hard copy then transfer their answers onto the computer may allow greater thought and time to ensure greater success.
- Our department goal this year is to focus on maintaining a strong performance in overall test scores in Grade 9 by focusing on instructional content and its direct relationship to the learning outcomes, aligning our midterm with PAT formats, and developing a comprehensive review package for year end preparation.
- Strategies to assist students with an online testing format

### **Grade Nine Language Arts**

The students of Sherwood Heights School placed above the provincial average in the Acceptable Standard and in the Standard of Excellence in the reading comprehension portion of the PAT Exam. This year we will need to provide a greater focus on the writing skills in all programs within our school. The teachers will review and discuss the following sections of the reading comprehension. We will be working on the following areas:

- Infer what details in four frames of a cartoon convey about a character's circumstances
- Consider the context created in an excerpt from a memoir to determine what specific phrases include by the writer that they wanted to reinforce
- Identify the literary device that is exemplified in a quotation from a poem
- Identify the quotation from a memoir in which the writer draws a comparison to enhance clarity
- Determine the context what a phrase indicates about a character from an excerpt from a play
- Draw a conclusion regarding how events are to be performed as illustrated in lines in an excerpt from a play

Strategies will include:

- To use formative practice to improve student writing

- To use technology to help students enhance their writing
- To differentiate instruction based on student needs
- To spend more time on analyzing cartoons, memoirs, and play for reading comprehension

Targets:

To achieve 92.5% in the Acceptable Standard in Writing on the 2011 PAT

To achieve 17% in the Standard of Excellence in Writing on the 2011 PAT

To achieve 87% in the Acceptable Standard for Reading on the 2011 PAT

To achieve 27% in the Standard of Excellence in Reading on the 2011 PAT

### Grade Nine Social Studies

The participation rate for students writing the Grade Nine PAT was 99.3% as compared to the provincial participation rate of 89.7%. Our students scored 77.8% on the Acceptable Standard as compared to the provincial average of 68%. In the Standard of Excellence category we scored 20.7% as compared to the provincial average of 18.8%. Our students outperformed the province in all categories of the exam but there is still room for improvement.

Strategies for improvement include:

- High expectations for all students, continue to improve in all categories of the evaluation
- To use formative and summative assessment to improve student learning
- To differentiate instruction based upon student needs
- To continue to use technology in innovative ways to provide new opportunities for learning
- Frequent monitoring of student progress and parental contact is maintained, increased use of Power School to monitor progress by both students and parents
- To update Teacher e-pages on a regular basis
- To provide an extensive review for all students utilizing PAT specific content and testing techniques

## ***School Education Results Report 2010/2011***

<i><b>Performance Measures</b></i>	<i><b>Current Result 09/10</b></i>	<i><b>Previous 3-yr Avg.</b></i>	<i><b>Previous Results</b></i>				<i><b>Targets</b></i>		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
• Annual dropout rate of students aged 14 to 18.	0.4	1.0	1.0	1.2	1.0	0.8	1.0	1.0	.04

<i><b>Performance Measures</b></i>	<i><b>Current Result 09/10</b></i>	<i><b>Previous 3-yr Avg.</b></i>	<i><b>Previous Results</b></i>				<i><b>Targets</b></i>		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12

<ul style="list-style-type: none"> <li>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>	80.5	75.6	60.8	70.3	72.7	83.9	80	80	82
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<i><b>Performance Measures</b></i>	<i><b>Current Result</b></i> <b>09/10</b>	<i><b>Previous 3-yr Avg.</b></i>	<i><b>Previous Results</b></i>				<i><b>Targets</b></i>		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
<ul style="list-style-type: none"> <li>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> </ul>	83.0	76.3	67.7	70.6	77.0	81.5	82	82	84

### ***School Education Results Report (2008/2009)***

#### **School reflections on outcome.**

We are very pleased with the efforts put in this past year to get an increase of involvement of parents in all aspects of school. Parent advisory council, the web page, telephone calls, weekly newsletters and teacher emails have all contributed to this increase in satisfaction.

### ***School Education Results Report 2009/ 2010***

Once again we are very pleased to see another increase in these results. In order keep our results at status quo or increase them even more, we realize that we will have to work even harder this year to open new lines of communication. We will continue to work with our school community. School and home communication is essential and we will continue to improve and maximize student learning opportunities. With the introduction of Power School in EIPS we have new opportunities to communicate immediate progress to both students and parents. Information on lates, absences, academic progress and homework will also be expedited and provided on a regular basis.

### ***School Education Results Report 2010/2011***

<i><b>Performance Measures</b></i>	<i><b>Current Result</b></i> <b>09/10</b>	<i><b>Previous 3-yr Avg.</b></i>	<i><b>Previous Results</b></i>				<i><b>Targets</b></i>		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
<ul style="list-style-type: none"> <li>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.</li> </ul>	77.4	71.4	63.7	70.1	66.3	77.8	80	80	85

<ul style="list-style-type: none"> <li>Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.</li> </ul>	92.8	87.8	65.3	83.3	88.5	91.7	90	90	95
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### ***School Education Results Report (2008/2009)***

#### **School reflections on outcome.**

It is good to see that parents, students and teachers feel that our school and the jurisdiction have improved over the past few years. We have worked hard at Sherwood Heights and within EIPS to provide quality professional development opportunities for staff.

### ***School Education Results Report 2009/ 2010***

School improvement is an ongoing process. Once again we are happy to see that our results have increased in this area. If our school is to continue to improve and improve in its results we need to improve in our processes. We are happy to see that our professional development opportunities are improving and becoming more specific to our current needs. This had made a difference in making our school a better place for kids. This year will work directly with and include our staff in our professional development choices.

### ***School Education Results Report 2010/2011***



## **First Nations, Métis And Inuit**

Beginning 2008/2009, all schools received a \$3000 FNMI allocation. In addition, schools had the opportunity to submit an FNMI project proposal. This process will continue for 2010/2011.

1. Briefly summarize how you used your 2009/2010 FNMI allocation?  
Please see attached information.
2. Please provide a brief overview of your FNMI project for 2010/2011.  
Please see attached information.

### **FNMI Initiatives and Innovation Fund Project Proposal**

#### **Sherwood Heights Junior High School**

#### **Why are you applying for the project? What are the needs in your school specific to FNMI programming?**

Sherwood Heights Junior High School is applying to the project in order to find more ways to promote Aboriginal students, their learning and success and to increase whole school involvement and awareness of Aboriginal culture and activities.

September of 2009, 21 students or 4.5% of population were self identified FNMI students. Overall core average of these students was 60%. Approximately ½ of these students are in need of adapted or modified programming to support success. ( similar to last year stats).

Overall accountability pillar information would suggest that our school is in need of improvement in the areas of character education, active citizenship, parent involvement, and quality of education. Recognizing this data could be influenced in part by our FNMI students, we feel that supports for these students as well as the entire school population would go far to improve these measures.

## **What is the proposed programming?**

This past school year (2009-10) Sherwood Heights received additional funding for FNMI projects. Sherwood Heights also received funding in the previous school year. With this extra funding (including .2 staffing) we have been able to move our FNMI projects forward in our school and would very much like to continue to do so next year as well. We are also interested in increasing FNMI cultural awareness across the whole staff, and infusing FNMI culture into our options. Building upon the what we have been able to do this past school year, we are confident we can do even more next year. We are confident these projects would have longevity and could be continued in future years.

A short summary of what we have done in this past school year includes:

- had Mark McKennitt in from Dancing Fox Spirit to do small class workshops: discussed his aboriginal background, danced and created a beaded keychain craft with all grade 7 classes
- had James Jones and Linsay Willer present "Dreams in Motion": this was a cost share arranged together with Pine Street Elementary
- had Herb Belcourt in to do a blessing/prayer for Remembrance Day
- sent two staff members to see Dr. Martin Brokenleg
- purchasing craft supplies to complete painted turtle rock activity in grade 7 social studies for grade 7 classes
- attended "Raven Stole the Sun" dance, music, and storytelling presentation at Festival Place with grade 8 students and additional FNMI students.
- Field trip to Fort Edmonton to celebrate fur trade and Canadian history
- Expansion of the soap stone carving in art classes 7-9 (supplies)
- Creation of an FNMI display case and poster (donated and created by Sal Comp) of FNMI dancer
- Staff allocation- Counsellor was able to call and connect with many of the families, arrange presentations, and liaison with staff and students
- Teacher- allowed Ms. Nally to plan aboriginal activities to be integrated into Social Studies classes and work with other staff members to promote awareness.

### **Proposed Programming for 2010 -2011**

- In order to continue our programming, we'd like to have .2 staffing assigned to Heights as well. This would be for a teacher and for the counsellor to continue in similar roles as this past school year. We are also interested in building and infusing FNMI culture into our arts program (Art and CTS). Both of these teachers have a real appreciation of FNMI culture and would like to celebrate it in their option programs. In Art we'd like to continue our expanded soapstone carving and offer it to all art students in grade 7-9 and require additional supplies and tools. In CTS, we'd like to incorporate FNMI culture in the food studies

units. This would include all grade seven students making bannock, making Inukshuk cookies, and looking at the art of drying and preserving herbs, berries, and meat. In Language Arts classes, we are interested in adding and incorporating a story telling unit in grade 7 LA classes. This unit would focus on legend/myth telling and would culminate with a craft project.

### **Staffing request**

- In order to continue our FNMI program, time is required to explore options, work with fellow teachers, and research needs of community and determine programming needs for FNMI students and entire school population.
- Develop curricular activities and lessons that incorporate and infuse FNMI culture into curricular subjects
  - Staff member would liaise with all departments to include FNMI programming into each subject area. Majority of curricular support provided to Social Studies/LA department.
  - Staff member would also use prep time to work with and do activities in other classes with students
  - Plan, purchase, and distribute new learning lessons to other teachers (includes crafts and sharing/modeling of lessons)
  - Coordinate any FNMI curricular activities
  - Plan school aboriginal day celebrations
- Research to determine appropriate print, web and AV materials to be obtained for library and subject area departments and purchase further materials.
- Staff member would also share ideas of what has worked well and been successful with other EIPS teachers (best practice).

### **FTE request of 0.1 for social studies teacher with FNMI background knowledge**

- In order to provide advice to students of FNMI heritage specific counselling services are also required to assist students. This person would also work with other teachers regarding student needs.
  - Identify new grade 7 students with FNMI status and determine what form of assistance would be required to ensure a smooth transition to junior high.
  - Assist in determining level of differentiated instruction for FNMI students.
  - Communicate to high school counsellors special provisions required for outgoing grade 9 students with FNMI background.
- Counsellor would contact all self identified FNMI families and research how school may be able to assist in programming for the students.
- Counsellor would also work with LA teachers to coordinate the storytelling unit and arrange craft instruction.
- As well counsellor would work with teachers in health classes to discuss FNMI issues and determine if we have students who did not self identify on registration.
- Counsellor will continue work on character education and find presenters and programs that focus on positive FNMI role models in the community.
- Counsellor would also work with school leadership class to gain buy in from students in planning activities for school wide events.
  - Ex: presentations for school wide assemblies, plan school intramural and school wide activities for promotion of FNMI culture

## **What will success look like? What are the desired outcomes of the project and how will you measure them?**

Success is the continued heightened cultural awareness in our school of Aboriginal issues, culture and history. The inclusion of all students, FNMI and non-FNMI students in activities so all of them can learn and be aware in all aspects of our school community including Social Studies, Art, Band, and Character education.

Teachers who use FNMI resources and participated in FNMI PD days will feel more capable and effective when teaching FNMI learners. Staff members create improved curricular opportunities for students that incorporate and infuse FNMI into their teachings.

### **Measured Success**

- Students will improved knowledge of FNMI role models in the community
- Number of FNMI self declared students reflects reality of population.
- New FNMI families contacted and feedback obtained for how to better serve students and families in the community. Families would also be invited to attend our celebrations through out the year.
- Increased infusion and enrichment of our school based arts programming in the areas of art (soap stone)
- Increased enrichment in Language arts to understand the importance of creation and legend via a storytelling unit. Students get to create and keep craft.
- Increased understanding of the value of the land and FNMI tradition in food preparation, creation, and value.
- School-wide participation in June Aboriginal Day Celebration. (includes food, activity centers, speakers, and craft supplies)
- Improved number of resources available to teachers for curricular planning to better differentiate needs of learners (best practices shared)
- Improved feeling of belonging (students and parents) – cultural events that include and celebrate FNMI culture and ancestry
- Improvement in the accountability survey numbers related to character education, safe and caring attitudes in school, effective programming, broad range of opportunities, accessibility of services, parental involvement in school decisions, PD opportunities for staff, teaching of attitude and behaviors

## School Council Involvement and Communication of Plan

In the spring of the 2009 -2010 school year the School Education Plan and the process for updating was shared at our monthly parent council meetings. At this time there were opportunities for input from our school community. In the fall of the 2010 -2011 school year our School Education Plan was once again reviewed at our Parent Council Meeting. Copies were made and the time was taken to review goals and outcomes. Opportunities were given for the school community to participate in the 2020 – 2011 SEP. It was stated that this plan is a working document and is open for discussion and change at all times. We look forward to ongoing discussion with our school community in this area. At the November Parent Council meeting the SEP will once again be on the agenda.

## Class Size Information

### AVERAGE CLASS SIZES CHART (All subjects)

<b>Average Class Size</b>	<b>7 - 9</b>
EIPS September 2005	24.5
Sherwood Heights September 2005	24.2
EIPS September 2006	24.0
Sherwood Heights September 2006	24.4
EIPS September 2007	23.4
Sherwood Heights September 2007	22.6
EIPS September 2008	23.6
Sherwood Heights September 2008	23.3
EIPS September 2009	23.3
Sherwood Heights September 2009	21.7
EIPS September 2010	23.8
Sherwood Heights September 2010	20.9

*Analysis, comments on class size:*

Sherwood Heights Junior High School offers the following programs: Logos, Transitions, French Immersion, Academic Excellence, and the Regular Program. Some of these programs are full and have waiting lists and other programs are not so full. As a result some of our classes are quite large in terms of the number of students in them while others are quite small. The class size average number may not be indicative of the actual number of students in particular classes.

*A complete class size report for each school in EIPS may be viewed at*

<http://www.eips.ca/content.php?page=241>