SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Salisbury Composite High   **PRINCIPAL:** Sunny Sandhu

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:
To provide high-quality, student-centered 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:

Salisbury, ""Home of the Sabres"", is a school that provides opportunity for the 21st Century Learner. SAL provides diversity in programs and excellent opportunities that prepare and develop students for the future. ""Sabre Pride"" is demonstrated through our positive learning environment in which the members of the school community work together to promote the attitudes, skills, and knowledge that enable individuals to live caring, productive, and fulfilled lives.

Salisbury Composite High School has a proud tradition of excellence, which began in 1953. In June of 1954, 10 teachers organized the first Grad for 27 students. In the fall of 1969, "Salisbury" became Salisbury Composite High School with a move to the present location in Sherwood Park. Salisbury Composite High School has a diverse culture that encompasses all levels of learning. Students can choose from a wide selection of courses in Fine Arts, Career and Technology Studies and Physical Education. Our students have the opportunity to participate in a robust athletics program, student leadership and school clubs.

SAL student athletes compete in the Edmonton Metro High School league. Students can participate in badminton, basketball, cheer team, cross country, curling, football, golf, rugby, indoor co-ed soccer, ninja warriors, outdoor soccer, swimming, team handball, track and field and volleyball. The school sponsored activities include Archery, Aviation, Cooking Club, Culinary Challenge, Debate Club, E-Sport, Encounters Canada, Gay Straight Alliance, Germany Exchange, Grad Committees, Linking Generations, Model UN, Peer Tutoring, Reading Buddies with Brentwood Students, Sabre's Edge, Skills Canada, Sk8trepreneurs, Video Games Club, Welding Club and Yearbook Club. The Principal's Advisory group is comprised of a cross section of students in grades 10, 11 and 12. The SAL Wellness Centre is equipped with a wide range of weight training and cardio equipment. The SAL library is located on two floors. It contains an extensive book and periodical collection in addition to the collection of digital and online resources. SAL has 8 hard-wired computer labs in addition to laptops and chrome books that are portable.

SCHOOL GOAL 1:	
Students demonstrate accountability, compassion, integrity, and respect, and have a sense of belonging at SAL.	

EIPS PRIORITIES AND GOALS:
Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:
- Multiple avenues and opportunities for student engagement through clubs, activities, and teams.
- Leadership activities are intentional with the aim of inclusion and opportunity for all to participate.
- Intentional student voice opportunities with school administration and staff.

MEASURES:
- The annual dropout rate of students aged 14 to 18.
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- 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 teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree students find schoolwork interesting.
- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.

- The percentage of EIPS stakeholders who agree their school is safe.
- 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 families satisfied with the special support their child receives at school.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.

SCHOOL GOAL 2:

Staff use evidence based practices to enhance student learning.

EIPS PRIORITIES AND GOALS:

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

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

STRATEGIES:

- Professional learning opportunities will be made available to teachers to better understand diploma exam results.
- Teachers will analyze student achievement data (STAR, MIPI, in class assessments) to inform and drive instructional practice.
- Collaborative departmental work will identify 'best practice' and research based instructional practice.
- Teachers will be supported to include innovative strategies in their instructional practice by the EIPS literacy and numeracy consultants to strengthen instructional practice.

MEASURES:

- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- 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 EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.

SCHOOL GOAL 3:
Students are equipped to make informed decisions regarding their advancement through high school and beyond.

EIPS PRIORITIES AND GOALS:
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:
- Intentional career counselling conversations (1:1 and group) throughout high school.
- Post secondary institutions, Alberta Apprenticeship Board, along with private and public sector will be invited to SAL for presentation opportunities.
- Grade 10, 11, and 12 students will register with Alberta Education - My Pass and use the graduation planning tool.
- Teachers will identify and communicate on an ongoing basis careers related to their areas of instruction they teach.
- Our First Nations, Metis, and Inuit teacher will support our self-identified students in their academic progress.
- Identification of the attitudes and behaviors that will make students successful at work when they finish high school.
- Working with career pathways and being responsive to best practice and innovative ideas to keep students and staff best equipped to life beyond high school.

MEASURES:
- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- 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 teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.

- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- 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 who agree students and families are kept informed about students' progress and achievement.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.

SCHOOL GOAL 4:
Students achieve success through the support of community partnerships and stakeholder involvement, including caregivers, businesses, community organizations, and support services.

EIPS PRIORITIES AND GOALS:
Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:
- Working with local community businesses to develop partnerships to enhance student opportunity.
- Work with school council to increase collaboration with community.
- Signature events, like our career fair and Bikeathon, to promote partnerships.
- Informational evenings in collaboration with our feeder schools to answer questions and keep the community informed.
- Intentional with varying forms of data collected from stakeholders to inform decision making (surveys, meetings, etc.)

MEASURES:
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- 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.
- The percentage of families satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division's commitment to advocating for public education.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.