



# SCHOOL EDUCATION PLAN

**SCHOOL:** SouthPointe

**PRINCIPAL:** Carol Brown

**ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**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

Staff FTE	Budget
Certificated 25.781	Salaries \$3 452 160
Classified 8.928	SES \$116 234
	Total \$3 604 367
	Surplus/deficit \$35 973

## SCHOOL PROFILE AND CONTEXT

**SPS School Quick Facts:**

- SouthPointe School opened as a K-6 school in August 2017.
- SouthPointe School is a K- 9 School that serves 575 students.
- SouthPointe School is a community school serving the students who reside within the SouthPointe and Sienna subdivisions.

**Programming Highlights:**

- SouthPointe School is an inclusive education setting dedicated to meeting the needs of all learners.
- Literacy kits (Fountas & Pinnell Leveled Literacy Intervention Kits for Kindergarten to grade 8 and Fountas & Pinnell Benchmark Assessments Kits levels 1, 2 and 3).
- Readers Workshop resources for Kindergarten to grade 9.
- Writers Workshop resources for Kindergarten to grade 9.
- Units of Study in Phonics (Kindergarten to grade 2).
- Standardized Test for the Assessment of Reading (STAR) assessments grades 1-9, three times annually.
- Numeracy focus (0.35 Full Time Equivalent Lead Numeracy Teacher).



## SCHOOL EDUCATION PLAN

- Numeracy focus. The intentional use of best practices in numeracy and small group instruction. Our junior high students receive Math instructional time has been increased to 19% from 11% (86 hours of additional instruction in math).
- Numeracy professional development in partnership with our Numeracy Lead teacher, math manipulatives kits for all students grades 1-9 and use of EIPS Communicating Student Learning, (CSL) Numeracy Benchmarking Interview kits to determine student areas of growth.
- Math Intervention/Programming (MIPI) assessment grades 2-9, once annually.
- Grades 2-9 classrooms have student dedicated Chromebook sets for daily use; Grade 1 students have classroom sets of iPads.
- In addition, 30 student laptops, 10 student laptops for use in the Learning Commons.
- First Nations Metis and Inuit (FNMI) programming project (0.15 full time equivalent teacher in the school) – building Truth and Reconciliation understanding for all students. An outdoor learning space has been created in partnership with Elder Wilson and our lead First Nations, Metis, and Inuit teacher. SouthPointe School received a grant from Shell to support this initiative.
- Diverse learning opportunities for division 3 students through elective programming.
- French as a Second Language instruction for grades 4-6.



## SCHOOL EDUCATION PLAN

### **EIPS PRIORITY: Priority 1 - Goal 2**

**SCHOOL GOAL:** By building teacher capacity for all teachers to implement guided reading, every day in their language arts classes, all students will demonstrate growth in their STAR and STAR Early Literacy assessments that are administered in September, January, and June.

### **STRATEGIES:**

- Continued use and implementation of Fountas and Pinnell Literacy kits, Leveled Literacy Intervention, Units of Study in Phonics (K-grade 2), Guided Reading, home reading resources, and Writers & Readers workshop.
- STAR literacy and STAR Early Literacy assessments and teacher assessments will be used to inform instruction and educational programming to further develop students' literacy skills.
- Administration to support professional learning opportunities for staff. Staff will formulate action plans to provide targeted strategies as part of small group instruction to address gaps in literacy.
- K-2 teachers will participate in K-2 EIPS Early Literacy Pilot Project.
- Grades 4-9 teachers will analyze the Provincial Achievement Test results to identify areas of growth with the goal of developing an action plan to increase student mastery.
- Students have access to high interest and engaging materials in our Learning Commons.



## SCHOOL EDUCATION PLAN

### MEASURES:

- More students will meet or exceed the Division's growth expectation for the 2020-21 school year.
- Assessment data and teacher anecdotal records will be used to identify students that require targeted interventions. These intervention strategies will be delivered within small groups; students will demonstrate growth in literacy.
- 100% of staff are implementing the best practices in Guided Reading in their Language Arts Classes as measured by administration observations.
- 100% of teachers report on the Staff Engagement survey that this year, they had opportunities to grow at work.
- 100% of students demonstrate growth as measured by the STAR - September to January and January to June results.
- 80% of students demonstrate one years' growth as measured by the STAR Sept – June Results.
- There is a 5% increase in the number of students meeting the acceptable standard on the Grade 6 PAT reading results and a 3% increase in the standard of excellence.
- 90% of parents report on the EIPS parent survey that their child is demonstrating growth in reading.
- 95% of teachers report that their professional learning was focused, systematic and contributed significantly to their professional learning.
- Each month add literacy tips into the newsletter to support parents.

**RESULTS:** (To be added for Results Review)



## SCHOOL EDUCATION PLAN

**EIPS PRIORITY: Priority 1 - Goal 2**

**SCHOOL GOAL: By increasing teachers' capacity to implement small group instruction during math, all students will demonstrate growth in their number sense as indicated by CSL benchmarking and report cards in December, March, and June.**

**STRATEGIES:**

- Review research with the entire school team to identify the 4-5 common best practices that comprise high quality small group instruction in math.
- Establish an Instructional Leadership team comprised of principal, assistant principal, numeracy lead, and teachers from Division 1, Division 2, and Division 3 to work collaboratively to establish a targeted professional learning plan that builds capacity in small group instructional best practices.
- Ensure the professional learning plan involves consultant modelling and coaching of teachers.
- Establish collaborative learning teams comprised of grade level teachers to share, observe, analyze data on an ongoing basis to adjust instruction as required.
- Each month add numeracy tips into the newsletter to support parents.
- Co-create criteria with staff on what good small group math instruction looks like to guide observations/feedback when administration is in classrooms.
- Assess growth using the CSL benchmarking and report cards three times a year and adjust plans accordingly.
- Math Intervention Programming Instrument (MIPI), Communicating Student Learning Math Benchmark Interview kit and teacher assessments will be used to inform instruction and educational programming to further develop students' numeracy skills.
- Numeracy lead teacher will work with staff in the following areas to build our collective efficacy in small group numeracy instruction: coaching/modeling, programming, and collaborative planning.
- Numeracy lead teachers and the administration team to provide professional learning opportunities for staff. Staff will formulate action plans to provide targeted strategies as part of small group instruction to address gaps in numeracy.
- Staff will formulate action plans with the support of our numeracy lead teacher to provide targeted strategies as part of small group instruction to address gaps in foundational math skills.



## SCHOOL EDUCATION PLAN

- Continued use of numeracy resources such as Math Equals kit and Communicating Student Learning Math Benchmark Interview kits and student math manipulative tool kits. Junior High students will continue to receive increased Math instructional time from 11% to 19%.
- Grades 4-9 teachers will analyze the Provincial Achievement Test results to identify areas of growth with the goal of developing an action plan to increase student mastery.
- Infusion of numeracy themed books into literacy (guided reading, Readers Workshop, and home reading program).
- SouthPointe school will host numeracy sessions for parents. The goal of these event is to provide parents/guardians with helpful activities that can be practiced at home to help build stronger skills in numeracy.
- School wide numeracy events during week of Inspirational Math.
- Numeracy visuals will be posted on classroom walls to support current and future learnings in math.
- Encourage school staff to attend professional development sessions related to numeracy.

### **MEASURES:**

- 100% of staff are implementing the best practices in small group instruction in their Math Classes as measured by administration observations.
- 100% of teachers report on the Staff Engagement survey that this year, they had opportunities to grow at work.
- 100% of students demonstrate growth as measured by the CSL benchmark and report cards- December, March and June
- There is a 5% increase in the number of students meeting the acceptable standard on the Grade 6 PAT reading results and a 3% increase in the standard of excellence.
- 90% of parents report on the EIPS parent survey that their child is demonstrating growth in numeracy.
- 95% of teachers report that their professional learning was focused, systematic and contributed significantly to their professional learning.



## SCHOOL EDUCATION PLAN

**RESULTS:** (To be added for Results Review)

**EIPS PRIORITY: Priority 2- Goal 1**

**SCHOOL GOAL:** By fostering a welcoming, inclusive, respectful, and safe learning environment that encourages positive relationships and promotes positive mental health, students will experience higher levels of well-being and success.

**STRATEGIES:**

- A school counsellor will work with students, staff, and families to enhance the students' development, promote a welcoming, inclusive respectful, and safe learning environment, and empower students towards positive change.
- Create stronger connections between older and younger students by providing opportunities for mentorship and interaction by June 2022.
- Provide classroom opportunities for older students to work with younger students (e.g., reading together, assisting with homework, completing projects).
- Continue to provide students with leadership opportunities to allow them to acquire and demonstrate leadership skills.
- Continue with current community partnerships and develop new connections.
- Student lead initiatives.
- Outside agency presentations for students.



## SCHOOL EDUCATION PLAN

- Whole school initiatives around positive behaviour supports.
- Continued Implementation of the WITS (Walk Away, Ignore, Talk it out, Seek Help) program; in partnership with the school resource officer, for students in ECS to grade 3.

### **MEASURES:**

- School counsellor and the administration team will meet frequently to analyze and use the data gathered to measure results of counselling supports. Action plans will be formulated at each meeting to address current needs of our students.
- Staff will see an increase in the number of students using a common language to solve peer related problems.
- Very High-level satisfaction in the overall School Culture Performance Measures Section on the 2020-21 Accountability Pillar Survey (A.4. E.2).
- High level satisfaction in the overall Student Engagement Measures section on the 2020-21 Accountability Pillar Survey (B.4, A.6).
- High level satisfaction in the overall Safe and Caring measure on the 2020-21 Accountability Pillar Survey.





# SCHOOL EDUCATION PLAN

**RESULTS:** (To be added for Results Review)

## *LEARNING GAP ALLOCATION*

<b>Check all that Apply</b>	<b>Categories</b>	<b>Proposed Distribution of Funds</b>
✓	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g., Lead teacher; Instructional coaching, literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <ul style="list-style-type: none"> <li>• Our school will use these funds to provide numeracy support for students in K-9. Our school budget will cover the remaining cost of the FTE for our numeracy lead teacher.</li> </ul>	<b>\$18 474</b>
✓	<p>Support for Professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	<b>\$0</b>



## SCHOOL EDUCATION PLAN

	<ul style="list-style-type: none"> <li>• Staff will have dedicated professional learning time at each staff meeting next year to discuss student performance, review data and formulate action plans to address.</li> <li>• Staff will work with our numeracy lead teacher and administration to provide professional development regarding best practices in numeracy and small group instruction.</li> <li>• Numeracy lead teacher will work with staff in the following areas to build our collective efficacy in small group numeracy instruction: coaching/modeling, programming, and collaborative planning.</li> </ul>	
	<p>Materials/resources or non-capital equipment for the classroom (e.g., Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	<b>\$0</b>
		<p>Total Allocated</p> <p><b>\$18 474</b></p>



## SCHOOL EDUCATION PLAN

### *SOCIAL/ EMOTIONAL SUPPORT ALLOCATION*

Check all that Apply	Categories	Proposed Distribution of Funds
✓	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <ul style="list-style-type: none"> <li>• This funding will be used to add additional FTE to our counselling position, an increase of 0.158 for a total of 0.658 Full Time Equivalent counselling time.</li> </ul>	<b>\$16 868</b>
	<p>Support for Professional learning (e.g., Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	<b>\$0</b>
	<p>Materials/resources or non-capital equipment for the classroom e.g., Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	<b>\$0</b>
		<p>Total Allocated</p> <p><b>\$16 868</b></p>



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