



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

**SCHOOL:** SouthPointe School

**PRINCIPAL:** Carol Brown

**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**

- SouthPointe School (SPS) is a rapidly growing K-9 school that serves students that reside in the SouthPointe and Sienna neighborhoods.
- The projected student population for the 2022-23 school year is 650 students. SPS students are served by 50 staff members: 33 certificated staff and 17 support staff in an inclusive environment.
- For 2022-23, we have planned for three kindergarten classes, two grade 1 classes, a 1/2 split class, three grade 2 classes, three grade 3 classes, two grade 4 classes, a grade 4/5 split, two grade 5 classes and two grade 6, 7, 8 and 9 classes.
- SPS opened in August 2017 and has modular classrooms added in 2019, 2020, and 2021.
- A sensory room supports students needing a unique environment outside of the regular classroom for self-regulation.
- Students and families are served by intervention supports from our School Counsellor/Special Education Coordinator, Support for Students Consultant, Speech-Language Consultant, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.
- First Nations Metis and Inuit (FNMI) programming project (0.088 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.
- SPS has 1 to 1 technology for grades 1-9. Kindergarten have access to iPads as needed.
- Diverse learning opportunities for Division 3 students through elective programming.



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- A lead numeracy and literacy teacher are supporting students, targeting learning gaps.
- Many volunteers contribute greatly to the success of SouthPointe School. We have an active group of volunteers who read with students individually or in small groups and perform numerous other important tasks. Other parents participate as executive members and committee members on the School Council and in the Fundraising Association of SouthPointe School. (FASS).

### **EIPS' PRIORITY: Promote growth and success for all students**

**SCHOOL GOAL 1:** By building teacher capacity for all teachers to implement targeted literacy program, 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 (leveled and decodable), and Writers & Readers workshop and Heggerty Phonemic Awareness, orthographic mapping of high frequency words.
- 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.
- Kindergarten EYE-TA assessment
- 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-3 teachers will participate in K-3 EIPS Early Literacy Pilot Project.
- Grades 4-9 teachers will analyze the Provincial Achievement Test results in grade 6 and 9, and Division Common Exams in grade 7 and 8, 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.
- Focus on content-specific vocabulary, developing content literacy, and highlighting reading strategies across diverse sources
- Breaking down short answer questions and keyword identification
- Reinforcement of non-fiction text features and structures across subject areas in Junior High
- Cross-curricular projects



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- Teachers collaborate on projects that meet curricular outcomes in several subjects, with aspects being graded for different subjects.

### **MEASURES:**

- 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 will demonstrate growth in the area of literacy.
- The percentage of families who agree their child's demonstrating growth in literacy (EIPS Parent/Caregiver Survey)
- The percentage of students in grades 9 who agree they're demonstrating growth in literacy (EIPS Parent/Caregiver Survey)
- Average grade equivalent on Star 360 Reading Assessment: 4-year trend data

### **RESULTS:** (This section completed in November 2023 for Assurance Review)

### ***EIPS' PRIORITY: Promoting growth and success for all students.***

***SCHOOL GOAL 2:*** By increasing teachers' capacity to implement small group instruction during math, all students will demonstrate growth in their number sense as indicated by STAR Math, CSL benchmarking and report cards in December, March, and June.

### **STRATEGIES:**

- Ensure the professional learning plan involves consultant modelling and coaching of teachers.
- Each month add numeracy tips into the newsletter to support parents.
- Assess growth using STAR Math, Communicating Student Learning Math Benchmark results and report cards three times a year and adjust plans accordingly.
- STAR Math, 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.



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- 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.
- Continued use of numeracy resources such as Math Equals kit, Building Fact fluency 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.
- Grades 4-9 teachers will analyze the Provincial Achievement Test results in Grade 6 and 9, and Division Common Exams in grades 7 and 8, 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.
- Assess manipulatives for Junior High classrooms. Restock and purchase age-appropriate manipulatives for Junior High use.

### MEASURES

- The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 and 9 Mathematics Provincial Exam.
- The percentage of families who agree their child's demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)
- The percentage of students in grades 9 who agree they are demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)
- Growth in test results on STAR. Math from Fall to Spring assessments.

### RESULTS: (This section completed in November 2023 for Assurance Review)



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

**EIPS' PRIORITY: Enhance high-quality learning and working environments.**

**SCHOOL GOAL 3:** 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 2023.
- Provide classroom opportunities for older students to work with younger students (e.g., reading together, assisting with homework, eating lunch together).
- 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.
- Whole school initiatives around positive behavior supports.
- Presentations from outside agencies (i.e. Saffron) about online safety
- Focus on positive mental health and strategies to support for mental health
- City of Fort Saskatchewan presentations on mental health, stress management and where to get help in the community
- Cross-grade groups for school-based activities (i.e. Track & Field Day, Indigenous Day, Assemblies, challenges, etc.) to build community
- Meet the Teacher night session offerings for parents/caregivers (i.e. Brightspace / Google introduction)
- Welcome Week activities for students, parents to build community (i.e. name tags for all, buddy up older students with younger students)
- Build opportunity for intentional adult-student connections (mentoring, buddies, inter-classroom work time)

**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.
- The percentage of families who agree school staff care about their child (EIPS Parent/Caregiver Survey).



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- The percentage of students in grades 9 who agree they feel the staff at their school care about them (EIPS Student Survey).
- The percentage of families who agree their child's school expects students to behave responsibly and are dealt with fairly if not (EIPS Parent/Caregiver Survey).

**RESULTS:** (This section completed in November 2023 for Assurance Review)

