



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: SouthPointe School

PRINCIPAL: Carol Brown

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred 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 2023-24 school year is 670 students. SPS students are served by 47 staff members: 31 certificated staff and 16 support staff in an inclusive environment.
- For 2023-24, we have planned for two kindergarten classes, four grade 1 classes, 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, 2021 and 2023.
- A sensory space supports students needing a unique environment outside of the regular classroom for self-regulation.
- Our junior high population has access to a Reset Room staffed by a teacher providing students with an opportunity to regulate and return to class to be better able to focus and learn.
- 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.
- Parents participate as executive members and committee members on the School Council and in the Fundraising Association of SouthPointe School. (FASS). Other parents volunteer their time helping in classrooms, reading with students, organizing, and running the hot lunch program and coaching extracurricular school teams.

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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.

EIPS PRIORITIES AND GOALS:

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

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 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.
- 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.
- Teachers collaborate on projects that meet curricular outcomes in several subjects, with aspects being graded for different subjects.
- Access Fort Saskatchewan Reading Specialist to work with students in grade 1-3 that have a specific reading disability.

MEASURES:

- The percentage of Grade 3 Students reading at grade level.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

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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 CSL benchmarking and report cards in December, March, and June

EIPS PRIORITIES AND GOALS:

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

STRATEGIES:

- Ensure the professional learning plan involves consultant modelling and coaching of teachers.
- Use strategies such as the Thinking classroom, Math Talks, VPN and individual whiteboards to work on number sense for all students.
- Each month add numeracy tips into the newsletter to support parents.
- Assess growth using the CSL benchmarking 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.
- 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 events 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 Elementary and Junior High classrooms. Restock and purchase age-appropriate manipulatives that support the new curriculum requirements for elementary students.

MEASURES:

- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

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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.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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

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 2024.
- 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 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 (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).
- Reset room for junior high students to get support and return to classroom.
- The use of the Minds up Curriculum in class to teach students how to regulate their emotions and problem solve peer problems.
- Focus on the Seven Grandfather Teachings positive referral program.



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MEASURES:

- 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.
- 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 teachers, families and students who agree students are learning respect for others.
- The percentage of students who agree they are safe at school.