



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: SouthPointe School

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	24.932	Salaries	\$3 438 918
Classified	8.894	SES	\$ 143823
		Total	\$3 582 741
		Surplus/deficit	\$ 35 446

SCHOOL PROFILE AND CONTEXT

SPS School Quick Facts:

- SouthPointe School opened as a K-6 school in August 2017.
- SouthPointe School is currently a K- 9 School that serves 553 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 focus (0.48 full time equivalent Lead Literacy Teacher).
- 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 1-8, three times annually.
- Numeracy focus (.50 full time equivalent Lead Numeracy Teacher).
- 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.

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- 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.

EIPS PRIORITY: Priority 1 - Goal 2

SCHOOL GOAL: By the end of June 2020 more students will demonstrate improved achievement in literacy skills.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- 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 assessment and teacher assessments will be used to inform instruction and educational programming to further develop students' literacy skills.
- Literacy Lead teacher (0.48 FTE) to work alongside teachers to build professional capacity and provide small group targeted instruction.
- Literacy 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 literacy.
- 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.
- SouthPointe school will be hosting a literacy session night for parents (Date TBD-On Hold). The goal of this event is to provide parents/guardians with helpful activities that can be practiced at home to help build stronger skills in literacy.
- Students have access to high interest and engaging materials in our Learning Commons.
- Encourage school staff to attend professional development sessions related to literacy.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Increase in students' reading levels determined through a combination of; Fountas and Pinnell benchmarks guided reading levels, STAR teacher assessments and anecdotal data.
- 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 will demonstrate growth in the area of literacy.
- Meet or exceed the number of students achieving the provincial acceptable standard for the 2020-21 grade 6 Math Provincial Achievement Test.



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- 3% increase in the number of students achieving provincial acceptable standard for the 2020- 21 grade 6 English Language Arts Provincial Achievement Test.
- 3% increase in the number of students achieving provincial excellence standard for the 2020- 21 grade 6 English Language Arts Provincial Achievement Test.

EIPS PRIORITY: Priority 1 - Goal 2

SCHOOL GOAL: By the end of June 2020 more students will demonstrate improved achievement in numeracy skills.

STRATEGIES/ACTIONS IMPLEMENTED:

- 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 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 literacy.
- 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 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 be hosting a numeracy session night for parents (On Hold). The goal of this 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 THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Math Intervention Programming Instrument (MIPI) three times annually and CSL Benchmarking Interview Kit data will be used to identify students that require targeted interventions. These intervention strategies will be delivered within small groups. Information gathered through the Communicating Student Learning Math Benchmarking kit will demonstrate growth in the area of number sense.

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- Meet or exceed the number of students achieving the provincial acceptable standard for the 2020-21 grade 6 Math Provincial Achievement Test.
- 3% increase in the number of students achieving provincial acceptable standard for the 2020- 21 grade 6 Math Provincial Achievement Test.
- 3% increase in the number of students achieving provincial excellence standard for the 2020- 22 grade 6 Math Provincial Achievement Test.

EIPS PRIORITY: Priority 2- Goal 1

SCHOOL GOAL: The learning environment at SouthPointe School is welcoming, inclusive, respectful, and safe.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Continue to provide students with leadership opportunities to allow them to acquire and demonstrate leadership skills.
- Grade 8 and 9 elective Leadership courses will be offered for the 2020-21 school year.
- Continue with current community partnerships and develop new connections.
- Student lead initiatives.
- Outside agency presentations for students.
- 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.
- Whole school initiatives around Positive behaviour supports.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Students will be actively engaged within the school community through leadership opportunities.
- Decrease in the number of playground office referrals for division 1 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