



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: SouthPointe School

PRINCIPAL: Laurie Caines

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 who reside in the SouthPointe and Sienna neighborhoods.

The projected student population for the 2024-25 school year is 695 students. SPS students are served by 49 staff members: 35 certificated staff and 14 support staff in an inclusive environment.

For 2024-25, we have planned for three kindergarten classes, two grade 1 classes, three grade 2 classes, a $\frac{2}{3}$ combined, two grade 3 classes, three grade 4 classes, a grade 4/5 combined, two grade 5 classes, three grade 6 classes, and two classes each of grades 7, 8 and 9.

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.

Students and families are served by intervention support from our School Counsellor, Support for Students Consultant, Speech-Language Consultant, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.

First Nations Metis and Inuit programming project (0.088 full-time equivalent teachers in the school) – building Truth and Reconciliation understanding for all students. An outdoor learning space has been created in partnership with Elder



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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. Kindergarteners 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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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 1:

By building teacher capacity in literacy best practices all students will demonstrate growth in literacy as measured by Government of Alberta screeners/assessments, PATs, and report cards by the end of the year.

STRATEGIES:

- Continued use and implementation of high-impact research-based literacy strategies and practices:
 - Reading benchmarks
 - Units of Study in Phonics (K-Grade 2)
 - Guided Reading/small group work and instruction
 - Home reading resources (leveled and decodable)
 - Writers & Readers workshop
 - Heggerty Phonemic Awareness
 - Orthographic mapping of high-frequency words
 - READ program intervention for grade 2 students
 - Implementing UFLI in Division 1 classes
 - Words Their Way
 - Razz Kids/Epic
 - Google Read & Write to support students in the classroom in Div 2 & 3
- Intervention (push in/pull out) support in Division 1
- Teachers will use benchmarking to inform instruction and educational programming.
- Administration will support professional learning opportunities for staff.
- Grades 1-6 staff will participate as a Test Drive School for the Writing Pilot 2024-25.
- SPS is part of the 3 year George Georgio Pilot for Reading Intervention starting 2024-25.
- Staff will formulate action plans to provide targeted strategies as part of small group instruction to address gaps in literacy.
- Staff will analyze the Provincial Achievement Test results in grades 6 and 9, and Division Common Exams in grades 7 and 8, to identify areas of growth to develop an action plan to increase student mastery.
- Students have access to high-interest and engaging materials in our Learning Commons.



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MEASURES:

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

OTHER MEASURES:

The percentage of Grade 3 students reading at grade level as measured by benchmarking, Government of Alberta screeners/assessments, and year end reporting.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 2:

By building teachers' capacity around the teaching and learning process of foundational math skills, all students will demonstrate growth in their number sense as indicated by CSL benchmarking, Government of Alberta screeners/assessments, PATs, and report cards by the end of the year.

STRATEGIES:

- Provide professional learning opportunities to build teacher capacity to support improvement in foundational math skills, mathematical thinking, and confidence (e.g. consultant modeling, coaching, observations)
- Use strategies such as the Thinking Classroom, Math Talks, VPN, small group instruction, and individual whiteboards to work on number sense for all students
- Assess growth using CSL benchmarking, and report cards three times a year and adjust instructional plans accordingly
- 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 student math manipulative tool kits
- Junior High students will continue to receive increased Math instructional time
- Staff will analyze the Provincial Achievement Test results in Grades 6 and 9, and Division Common Exams in grades 7 and 8, to identify areas of growth to develop an action plan to increase student mastery
- Infusion of numeracy-themed books into literacy (guided reading, Readers Workshop, and home reading program).
- School-wide numeracy events during the 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
- Numeracy night to demonstrate to parents how to support and enhance numeracy at home



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MEASURES:

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.

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.

OTHER MEASURES:

The percentage of Grade 3 students performing mathematics at grade level as measured by CSL benchmarking, GOA screeners/assessments, and year end reporting.



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EIPS PRIORITIES AND GOALS:

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 3:

To enhance student well-being and success, we will foster a welcoming, inclusive, and respectful learning environment that encourages positive relationships and improves mental health as measured by parent, student, and staff survey data.

STRATEGIES:

- Provide classroom opportunities for older students to work with younger students (e.g., Buddy groups, reading together, assisting with homework, eating lunch together)
- The use of the Minds Up Curriculum in class to teach students how to regulate their emotions and solve peer problems
- 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. (e.g. SYNC, multicultural presentations FCSS)
- Student led initiatives (e.g. Spirit Days, contests)
- Presentations from outside agencies (i.e. Saffron, City of Fort Saskatchewan) about online safety, mental health, stress management, and community support
- Cross-grade groups for school-based activities (i.e. Track & Field Day, Indigenous Day, Assemblies, challenges, etc.) to build community
- Meet the staff night sessions for parents and students before the first day of school to provide opportunities for our school community to see their child's classroom, drop off supplies, and mingle with staff
- Welcome Week activities for students, parents to build community (i.e. name tags for all, school-wide activities)
- Promotion of Shark Pride for all students and staff



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MEASURES:

The percentage of teachers, families and students who agree students at their school model of 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 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 parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

The percentage of students who agree they are safe at school.

OTHER MEASURES: No "other" measures noted.