

SAC November 28th, 2023 -Meeting Minutes

- Review September 2023 Meeting Minutes
- Principals Report
- SSP
- Discussion of membership 2023-24
- Motion to adjourn

<i>Discussion Items</i>	<i>Minutes</i>
<p><i>Membership 2023-24</i> The Advisory Council shall include the following members:</p> <ul style="list-style-type: none"> • the principal, who is a non-voting member • three parents/guardians • two teachers • one member of the school's support staff • three community members 	<p><i>Members:</i> <i>Tina Waterhouse-Campbell- Principal</i> <i>Nick MacDonald- Vice Principal</i> <i>Community member: Naomi Starratt</i> <i>Dawn Jenkins- Community member (Chair)</i> <i>Parent: Ashley Dando</i></p> <p><i>Regrets:</i> <i>Heather Sullivan- teacher</i> <i>Parent: Alice Miller</i> <i>Colin Lewis- Parent</i> <i>Community member: vacant</i></p>
<p><i>Call to order</i></p>	<p><i>6: 00m call the meeting to order</i></p>
<p><i>Approval of the agenda</i></p>	<p><i>Agenda - Dawn Jenkins</i></p> <ul style="list-style-type: none"> ● Review September Meeting Minutes ● Principals Report ● SSP ● Membership (Representing the diversity of our student population) ● Spending ● Motion to adjourn
<p><i>Approval of September 2023 meeting minutes.</i></p>	

Principals Report and Student Success Planning

School Summary

- *New students club- this club was a success. We have noted that many of our new students have developed friendships and are involved in activities outside during recess and lunch.*
- *Cafeteria- students in the upper elementary were finding the cafeteria loud. We responded by asking the classroom teachers if they would be willing to open up two classrooms to rotating groups. Ms. Collings and Mr. Thompson have both agreed to this and they have gone over their expectations with the groups. We have also offered coloring as an option for students. We found a website that offers 1000's of free sheets that are in areas of high interest to students. This has been very popular and it has also been a great way for students to express and share their interests with staff and peers. (Colors are needed)*
- *Parent teacher was well attended and the teachers felt that the response from the community was very positive. There were lots of parents reporting that their children were enjoying coming to school.*
- *PD in November was focussed on student Wellness. We started our day with a staff light Yoga session and then we met to discuss the success so far of our short cycle goal. The focus has been student belonging. We were exploring "Something you might not know about me" bulletin board and talking about where we were and where we need to go next.*
- *ENGAGEMENT/ Positive School Culture FOCUS*

We have been working hard as a staff to reinforce the school wide expectations. Every classroom is doing some sort of positive reinforcement system to work towards a class room reward. When all classes get the reward we have a school wide reward. We have had three since the last SAC meeting:

- *Thunderbirds came and read with students and taught Lacrosse skills in the gym.*
- *Quincy Mac- NBA warm up entertainer and educator with a message about every child being their personal best and standing up against bullying. He is from 6 Nations in Ontario and shared with students his pride in being Indigenous. Students were thrilled to learn basketball tricks and to get a signature from Quincy.*
- *We had the Domino guy come and do a presentation at the end of the month. Students were very excited and there were cheers all over.*

Other actions to build community, engagement and belonging.

- *We hosted a cross country race at a local park*
- *We had a well attended Remembrance Day Assembly with pictures of veterans from our PLES families*
- *Our Guidance Counsellor has started an Art club.*

PALS - play activity leaders in Schools

- *Upper elementary playground games- organization and problem solving.*
- *Interested students submitted an application form. (20 students)*
- *The PALS has been implemented this week. The idea was not to overwhelm the students, where they are in small groups. Run an activity for upper and lower elementary. This is the first time we are adding the upper elementary.*

Math

Fact Fluency continues to be a focus in all classrooms. Especially 1-6. Our Math coach Paula Follett worked with our grades two and three teachers. Routines were set up in all classrooms, where students are practicing fluency skills by playing Math games related to Math strategies and teachers are able to use this time to circulate to do assessment and collect evidence needed for small group intervention. The grade 2-3 teachers have identified students they will be working with in small group instruction.

School wide teachers are identifying students who are struggling and P-6 to do daily intervention as needed in every classroom during fact fluency time. We are using the fact that fluency continues to chart where students are to group for instruction and to track for growth.

Literacy

Pr-6 we continue to use data walls to track progress and record targeted learning goals for individual students. Allowing the team to group students based on need with intervention teachers and classroom teachers. Our resource support was presented in blocks of short term intervention to allow us to look at progress frequently and regroup as needed. We collected the November data on the classroom based assessment system week and made intervention plans and we have seen improvement. We took the next step with all our students from Pr-2 and looked at the reading behaviors and created strengths and challenges for each student. We also did an inventory of interests. Our grade two students had a higher number of students who were not yet meeting and we looked at matching texts both for students to read and mentor texts to match the students' identities and interests. We interviewed the grade two students who were not yet meeting to ensure we had a list that reflected who they were and both classroom teachers went to Tattle Tales to purchase books for their classroom .

[High Impact Strategy...](#)

[Specifically for Grade 2, SLP will work with grade 2 teachers to improve tier one instruction with UFLI.](#)

	<p>Students who are not yet meeting are placed in intervention groups of 3 or less. Formative assessment is being used to identify ongoing learning targets.</p> <p>There was a TST for every classroom that involved explicit conversations based on formative assessments to plan next steps for all students who need intervention.</p> <p>Teachers are using explicit phonics and comprehension strategies.</p> <p>Literacy coach to come and look at data, support intervention plans and high quality instruction, focusing on grade two.</p>
<p><i>Finance</i> <i>SAC Grant: Ideas must be aligned with SSP goals</i></p>	<p>> I have ordered 15 Chromebooks and 3 LCD projectors.</p>
<p><i>Policy Input</i></p>	<p><i>n/a</i></p>
<p><i>Other</i></p>	
<p><i>Adjournment</i></p>	<p><i>6:52</i></p>
<p><i>Upcoming Meetings</i></p>	<ul style="list-style-type: none"> ● <i>Tuesday January 30th 6pm</i> ● <i>Tuesday February 27th 6pm</i> ● <i>Tuesday April 30th 6pm</i> ● <i>Tuesday June 11th 6pm</i>

