SAC Updates

May-June, 2022

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| **Literacy Goal:** We will improve student achievement in Literacy. |

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| **Mathematics Goal:** We will improve student achievement in Mathematics. |

**Well-Being:** We will improve student well-being.

**Updates sent to:**

Melissa Bonnell, Chair/Parent

Jocelyn Taylor, Parent

Amelia Kennedy, Community Member

Mickie McDow, Community Member

Shanda Keddy, Staff (Teaching)

Stacey Isenor, Staff (Non-Teaching)

**MVEC’s SSP Progress**

Our SSP progress has been strong!

Literacy (\*though teachers collect writing assessment info to inform instruction and summative assessments, we did not collect writing assessment data for SSP tracking purposes this year)-

In grades P-6, 70% students were meeting expectations in reading according to classroom reading assessment data in Term 2.

Our strategies have been:

* plan and implement daily, culturally responsive reader’s workshop lessons, with a focus on reading strategies to support improvement in  fluency, accuracy and comprehension.
* use learning targets (I Can statements), and co-construct success criteria with students, guiding them to self-assess in relation to this criteria.
* use formative assessment information based on reading behaviours to create flexible groupings for small group instruction.
* use unassigned instructional time to work with groups of students.
* discuss ‘points of practice’ to identify, and plan instruction for, students, reflecting on the effectiveness of these lessons.

Math-

In grades P-6, 78% students met number sense expectation on HRCE Math Assessments in Term 2.

Our strategies have been:

* plan and implement daily, constructivist, culturally responsive three-part lessons with explicit instruction, conferencing and guided practice with fluency
* se a balanced approach to classroom assessment (conversations, observations, and products) to assess students’ mathematical problem solving, using the information to plan next instructional steps.
* discuss ‘points of practice’ to identify, and plan instruction for, students, reflecting on the effectiveness of these lessons.

**HRCE Well-Being Survey**

Each school was directed to create a well-being goal as based on results of a recent survey by HRCE of Grades 4-6 students (see goal above).

As the survey was administered during the last few days before the winter holiday break, our sample size was only 23 students. Some of the highlights of this survey include:

100% of student respondents agree/strongly agree there is at least one teacher they trust and can go to if they need someone to talk to.

94% of student respondents agree/strongly agree they feel they belong at their school.

95% of student respondents agree/strongly agree at least one of their teachers notices when something is bothering them and they do their best to help them.

100% of student respondents agree/strongly agree they have at least one friend they can go to if they need to talk to someone.

89% of student respondents agree/strongly agree at least one of their teachers knows what their life is like outside of school.

Noteworthy was: 55% of students did not eat or plan to eat fruits of vegetables at lunch. This is an area we aim to promote through our Breakfast Program moving into next year.

**P-2 Literacy Initiative**

In September, HRCE challenged every school to work toward having each P-2 student reading ‘at grade level’ by the end of the year. We have worked hard and steadily toward this aim, and am happy to report the following data to date:

In Primary, 16 students of our 22 are reading at grade level (73%).

In Grade One, 16 students of our 20 are reading at grade level (80%).

In Grade Two, 14 of our 18 are reading at grade level (78%).

Students who are not yet meeting grade level benchmarks through whole class instruction are supported by our resource teacher, speech-language pathologist, learning specialist, EPAs, Ms. Logan, myself, learning buddies, home reading programming and other teachers when their students are in French and available to do so.

We hope to achieve the goal, and are working toward it a bit each day. If we don’t quite make it, are SO proud of the progress and hard work of each and every student!

**Inclusive Ed and Anti-Black Racism**

SAC supported the purchase of games/toys/puzzles to support our Learning Centre, as well as the purchase of levelled books reflecting a range of diversity. Staff works to weave these resources, and ensuing conversations, into classroom experiences. A series of transition days, so our Grade 6 students supported by the Learning Centre may visit MRHS, are planned as a support into next year.

Additionally, in the promotion of anti-black racism, we hosted a PERFORM group, a husband and wife team from Ghana and have invited HRCE’s Otis Daye to provide PD and workshops to our Grade 5 and 6 teachers/students.

**Classes now and projected for 2022-2023**

Current Enrollment as of May 11, 2022=135

* Pre-Primary- 16
* Primary- 22
* One- 20
* Two/Three- 18/4
* Three/Four- 8/16
* Five- 13
* Six- 18

Projected enrollment for next year as of May 11, 2022=129

* PP- 11
* P/1- 9/10
* P/1- 8/12
* 2- 20
* 3- 18
* 4/5- 12/8
* 5/6- 8/13

P-2 classes are capped at 20 (soft cap)- 22 (hard cap)

Grade 3-6 classes are capped at 25 (soft cap)-27 (hard cap)

**SAC Membership, Budget and Year-End Report**

Membership- Before year-end, we must confirm who will remain as an SAC member for the 2022-2023 school year. I ask you to please email me with your intent no later than Friday, May 27. If I do not hear from you, I will assume we can continue to rely on your leadership and support.

Budget- We started the year with $10 231.00 (which includes a carry-over of $5133 from the previous year).

Expenditures totaled $8025.91, and included standing desks, performances of the Polar Express and dancers from Ghana, Field day supplies, Addams Family trip, Pool Trip, Tattoo Trip, and books

Balance to date is $2205.09

Year-End Report- The SAC year-end report is attached. Please peruse it, and take pride in knowing the ventures you supported went to exclusively supporting students in enriching their school experience in ways they hadn’t had the fortune of having these past two years due to the pandemic. Thank you, again, for your support and leadership.