

SMBE SAC Meeting #6 Minutes

Date: **June 17, 2025**

Format: In Person

Present: Shauna Murray, Lynn Wyatt-Reichheld, Kelly Joy, Katie Foley, Harmonie Chafe-Webber, Kirk Campbell, Kelly Joy, Roberta Inglis

Regrets: Ashley Hurshman

- **Welcome** and **call to order**.
- **Minutes:** May minutes approved by Roberta and seconded by Kirk.
- **Reports**
 - **Principals Report**

Kelly provided the following update:

- ❖ Planning for next year has begun and our allocation is showing that we have 16 classrooms from P-5 and two Pre-Primary classrooms.
- ❖ Staffing: Congrats to Maureen Dunn who is retiring. Other staff moving on to new schools are — Christina Nickel, Mary Walsh, Sheri Maclellan, Joe Mosher, Stephanie Wannamaker, Laura Banks, Heather Hilewitz, Kelly MacLellan, Katherine Norris, Kellie Allen, and Samantha Rideout. New staff joining us are Helen Totton (P/1), Jessica Smith (5), Farah Ahmad (4/5), Michelle James (Music), Sara Tillett (School Counselor), and Stacy Young Bragg (School Psychologist).
- ❖ The Arts Specialists have been in this month to do some projects/workshops with the students. They have been learning how to tie dye and its cultural significance/history. They began with the grade fives and it's looking like they won't get to all the classrooms so we will have them back hopefully in the fall so that everyone gets a chance to work with them.
- ❖ We had our first in-school only talent show on the 12th. We are hoping those that didn't get a chance to perform may get to do so on the last day.
- ❖ Our field day will be this Thursday weather permitting, otherwise we will try for Friday or maybe next Tuesday as the rain dates.
- ❖ Our little in school drama production will be performed for some of the student body next week.
- ❖ Our grade 5 bowling trip and closing ceremony are next week and the PTC has helped us cover the costs for these to occur. The students also had a chance to make tie dye t-shirts with the art specialists.

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- ❖ To support our student well-being, the outside games (connect 4) are being used daily and are being enjoyed. The “gravel” (sand) boxes and pea gravel were purchased by the school with our healthy school’s grant. The boxes assembled by some of the Seabright and Tantallon Firefighters and then filled/loaded with the help of one of our parents who had the necessary equipment and time to do it for us. There has been lots of engagement by the students.
- ❖ We’ve been told that our Excel program is going from 48-60 students.
- ❖ HRCE and many schools have been removing themselves from X (formerly Twitter). We will also be doing this and are looking to possibly use the BlueSky platform and or Instagram.
- ❖ The Loyalty Vouchers went home in late May for families to use at the Local Farmer’s Markets.

➤ Student Success Report

Reflecting on our school’s work this year to improve student achievement and well-being Kelly shared the following overview:

- ❖ Building learning partnerships with teachers has helped them to make shifts in their professional practice so that they could learn more about how to use resource materials, criteria, rubrics to identify students’ strengths and next steps of instruction.
- ❖ The following impact/gains were made in student achievement in literacy:
 - Students continued to develop their self-extending system to read more complex texts throughout the year.
 - Students were taught, engaged in and developed comprehension responses to a variety of texts.
 - Students learned more foundational skills (phonics). Professional development was used to show teachers how to monitor student progress.
 - Students learned how to apply foundation skills with comprehension strategies.
 - Writing samples were analyzed, using criteria and exemplars to identify strengths and next steps of instruction.
 - Teachers identified strategies on our Regional Goal, To Improve Student Achievement in Writing, that they wanted professional development in. Teachers used the explicit instruction that was modelled in professional development to help plan and teach explicit lessons to target areas of learning i.e. conventions.
- ❖ Our school-based data shows overall growth in students meeting reading benchmarks and writing outcomes.
 - Foundational skills have been assessed and monitored using a variety of methods; Core Phonics Survey, UFLI Progress Monitoring, teacher observations. We are observing the general impact of students having stronger foundational skills which are helping students more independently solve words in reading and writing. We are also noticing some students who are developing

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foundational skills but need more support to learn how to apply their skills with reading continuous text.

❖ The following impact/gains were made in student achievement in mathematics:

- Our P-5 teachers are gaining a common understanding of computational fluency respective to their grade.

Teachers are using the *Criteria for Determining Students Level of Success for Computational Fluency* to teach and assess students' understanding of computational fluency.

- Teachers are using the instructional (slide decks) and assessment materials located on the HRCE's Teaching and Learning site for computational fluency.
 - Teachers are using a variety of ways to gather evidence of student understanding of computational fluency and learning more about what each student knows and the thinking strategies they use to solve problems.
 - We are collecting school-wide data on computational fluency and professionally collaborating on what's going well with the lessons and identifying what students' need for further instruction.
- ❖ Our school-based data reflects some growth in students' achievement in mathematics.
- Our P-2 teachers have a better understanding of computational fluency and connecting it to their current practice. 3-5 teachers have been sharing what instructional resources and lessons work well with students.
 - Using *Criteria for Determining Students Level of Success for Computational Fluency* helps teachers know what to teach and gather evidence of student understanding.
 - Teachers are monitoring progress of student learning; however, more attention is needed with identifying where in the Math curriculum outcomes that students are needing instruction to develop their progression of understanding of computational fluency. Teachers need support in preparing games to help differentiate instruction.
- ❖ The following impact/gains are related to student well-being:
- Establishing PALS helped to develop and support more school leaders.
 - Students have learned about how to use and access a wide variety of materials to support play activities when outside. Based on observations when students are outside, they are independently accessing and using the play materials provided this year. More students are engaged in cooperative play with other students.
 - Students have options of activities and play materials to choose from that suits their playing style.
 - Students have been able to develop stronger relationships with their peers and cross-age students. Our Well-being Micro Survey data show students have a very high perception of positive peer relationships.
 - Based on observations and conversations with students, they are learning how to apply their emotional regulation and conflict resolution skills.
 - P-2 Students are better able to identify their emotions and can use verbal and non-verbal conflict resolution skills.

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- ❖ The following are some of the impact/gains that were made in teacher practices this year based on the work we have done to support our students:
- Teachers have accessed our TST and have had short cycles of support including student-centred coaching from our ELSTs in the areas of guided reading and reading comprehension, foundations of language, and writing development.
 - Teachers have been using the explicit mini lessons modelled in Professional Development sessions with their students.
 - Teachers have learned more about how to teach phonics instruction and developed a deeper understanding of phonics instruction as one of the Six Pillars of Effective Reading Instruction.
 - Teachers have learned about the purpose of and how to teach students to read decodable passages.
 - Teachers have been using the UFLI progress monitoring with students that was modelled in a Professional Development session.
 - Teachers have learned more about how to assess student writing samples to grade level expectations using criteria and writing exemplars.
 - Teachers are gaining a deeper understanding of what computational fluency means for their grade levels.
 - They are using *Criteria for Determining Students Level of Success for Computational Fluency* to support their teaching focus in their computational fluency blocks.
 - Teachers are collaborating and using the slide decks and other supporting resources to teach and to get to know more about each student's level of understanding of computational fluency.
 - Teachers are bringing student evidence of computational fluency tasks and engaging conversations of strengths and next steps of instruction. Collaborating with cross grade level colleagues to share learning tasks that can support learning of specific students.
 - Teachers are collecting computational fluency data for our Classroom Based Assessment System (internal).
 - Teachers have been collaborating and sharing ways that they use to get to know each student more focused on their well-being.
 - Getting to know our students in a variety of ways is allowing us to use another lens with our students so we can use the Common Cultural Behaviours Observation Chart, this will further support our work in Disruptive Inequities at our school.

➤ Financial Report

The following is how our monies were spent this year:

Syllasense Purchase of Decodable Books (Classroom B Set)	\$1092.13
Tattletales Purchase of Books for Guided Reading (Sets of 4 Level P-R Various Titles)	\$999.77
Tattletales Purchase of Books for Guided Reading (Various Titles)	\$623.32

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Professional Resources for Admin re pd (Onward, Coaching for Equity, Figuring out Fluency, 10 Mind Frames for Leaders)	\$308.43
Amazon Purchase of Decodable Comic Book Set (Yak Pack) and Chapter Books (various titles)	\$361.39
Secret Learning Tools & Assistive Technology purchase of Phonic Books for Catch up Readers (-Magic Belt Series)	\$220.33
Tattletales Purchase of Picture Books (P-2) to support comprehension lessons	\$197.51
8.5 substitute days (@258.00) for professional learning/collaboration	\$2193.00
SAC Member Parking and Mileage for the SAC Provincial Meeting (September 2024)	\$59.36
Meal from Mezza for an evening working group	\$190
Total	\$6245.24

- **New Business**

- **Annual Report:** School Admin and the Chair shared the Annual Report that is submitted to HRCE and the EECD.
- **Membership:**
 - Shawna will be stepping down as Chair as she has done her two-year term and with her son moving on to Junior High, she is open to the idea of switching to a community member for the SMBE SAC. As of now, all other members are open to returning
 - Recruitment and elections will occur in September
- **Approval of these Meeting Minutes:** The minutes were approved by Harmonie and seconded by Katie. This means our meeting minutes for 2024-2025 can be posted to the school website in June.

- **Meeting Adjourned at 7:25 pm**