



School Advisory Council Annual Report – June 2024

School	Harrietsfield Elementary School
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<p>Please list SAC members including names, membership type (i.e., parent, community member, staff), and role (i.e., Chair, Vice Chair).</p> <p>Alexis Kunz – Chair / Parent Christina Neary – Parent Nicole McKeever – Parent Marlo Bonnar – Community Member William Sellars – Community Member Brendan Maguire – Community Member Kathy Reinhardt – Staff Julie Welsh – Staff Andrea Holley - Staff Paula Little – Administrator / Principal</p> <p>*For the 2024-2025 school year, we will be adding 2 new parent members and 3 new community members, as current members have completed their terms.</p>
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<p>Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.</p> <p>This year our SAC meetings focused on sharing information around our school’s Student Success Plan, looking at ways to ensure that the inclusive education policy was anchoring our daily practices and initiating SAC grant spending. During each meeting, time was dedicated to discussing our overarching SSP goals as well as our current short cycle strategies. Each time a new cycle began, we discussed the evidence to support this strategy as well as what impact or gains we were wanting to see as a result of this strategy. Our staff worked throughout the year to ensure that student achievement and well-being were at the forefront of all practices and decisions made. Our 3 overarching goals were: We will improve achievement in literacy for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry; We will improve achievement in mathematics for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry; <i>and</i> We will improve well-being at our school for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.</p> <p>Our strategies and actions were guided by the question: What will you do to impact the learning for ALL students? We looked at evidence of student learning by answering the questions: How are students doing? <i>and</i> How do we know? We also determined criteria to measure progress of student achievement and well-being (what will it look like when students are succeeding?). Determining criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) was also an integral part of our student success plan.</p>
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Literacy Overview:

To support our literacy goal, throughout the year, we committed to spending time as a whole group and in grade level groupings developing our understanding of phonics instruction.

As we began the school year, we focussed our Cycle 1 professional learning and instruction on:

- Completing a Phonics Survey on each student from grades primary to 5 to identify areas of strength and challenge.
- Daily explicit phonics instruction using an evidence-based scope and sequence for each grade level to determine a starting point (for grades primary-2). In grades 3-5, teachers will determine the starting point based on the survey results.

As we moved into Cycles 2 and 3, we committed to explicitly plan and teach lessons to develop reading/writing reciprocity. We noticed, as a staff, that many of our students were not transferring their learned skills from reading workshop and daily phonics instruction into their writing. We wanted to ensure that we were being intentional about creating lots of opportunities to transfer concepts taught in their phonological awareness lessons into reading and writing.

Math Overview:

In math, our overall focus was on improving achievement in math fluency. As we started the year, we committed, as a staff, to implement a designated 30 minute fact fluency block as part of our daily mathematics instructional time. We reflected on our knowledge of fact fluency instruction to identify next steps in implementing best practices in relation to our formative assessments.

As we moved into our second cycle, we wanted to improve on school-wide assessment practices with relation to math fluency in order to really know where each of our students is and where they need to go next. We devoted some of our professional learning time to looking at formative assessment strategies to use for math fluency and we became more familiar with the progression charts for each grade level.

In cycle 3, we used a progression chart to develop small groups for guided math instruction to support students in small groups at least 2 x / week, specifically with those who are not yet in the fluency stage. Teachers shared with administration which students would be selected for this small group intervention for the remainder of the school year.

Well-Being Overview:

Developing the well-being of our students is always at the forefront of our mind and, with the inclusive education policy, grounds us in everything that we do.

As we began the school year, we focussed on:

- Getting to know our students and their families
- Knowing students as they are known
- Learning about their lived experiences and communities

As we moved into cycle 2, we intentionally supported cross-aged relationship building. Some of our students indicated in our student success survey that they do not always feel safe at school. Building these cross-aged relationships helped students to feel that they were known and had connections with others at school, on the bus and at afterschool programs. Our younger students very much enjoyed getting to know some of our older students, and they even had opportunities to support each other in academic activities. Our older students developed leadership skills, which we saw being transferred to less structured times such as recess and lunch outdoor play.

Please list any significant milestones and success stories that the SAC would like to highlight.

Throughout meetings this year, we shared with our SAC the short cycle strategies that we were implementing to support reading improvement, as part of a region-wide goal to have all students reading at benchmark by the end of grade 2. At each meeting, we presented classroom reading data and the progress that was being made at each grade level. We also talked about resources that were being used by teachers to target instruction in the 6 pillars of reading. In September 2022, we shared with our SAC that 39% of our students were meeting in reading. Since then, we have maintained that at least 75% of our students are now meeting in reading.

Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee).

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Statements of Revenues and Expenditures:

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).

Purchases	Costs
Initial Grant Amount	\$5,159
Math Manipulatives	-\$913.22
Classroom Stool	-\$51.74
Classroom Stool	-\$51.74
Reflex Math Subscription	-\$600
Gamenote Mag. Wh. Set	-\$152.95
Magnetic Whiteboard Set	-109.13
Wipebook Flipcharts (Building Thinking Classrooms)	-516.35
Classroom Easel	-727.31
Classroom Bin Systems (x 2)	-1,100.55

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).

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Expenditures covering operational expenses; up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation).

Please return to School Supervisor by Monday, June 14, 2024. Thank you.