

Meeting Minutes for May 13th, 2026

Attendance: Lisa MacDonald, Kathy Reinhardt, Anita Whyles, Linda

Regrets: Christie Pippy

1. Call to Order / Approval of Agenda

- 5:32
- Lisa & Anita

2. Approval of Last Meeting's Minutes

- Kaylee & Anita

3. Business Arising from the Minutes

- Kathy to follow up about the crossing guard
- Fence put up in the forest area for outdoor time
- Patti Cuttell to provide buddy bench/picnic table, new bike rack & she will look into the bridge in the wooded area.

4. What's Happening at HES

- Operation Update (Capital Project): It's close to being completed. Scaffolding should be coming down within the next month. The rest of the building was not approved within the current budget.
- FTE and Configuration for September: The FTE remained close to the same, except for our school counselor percentage went up to 50%. Current class configurations are P/1, P/1, ½, 2/3, ¾ & 4/5. We are hopeful we can propose in August to adjust this configuration to allow for more straight grades. The Vice-Principal will be returning to the classroom next year at Grosvenor Wentworth. New Vice Principal will meet with SAC once there is a successful applicant.
- Staff/Teacher Appreciation Weeks: Recognized support staff and teachers in two separate weeks. We had bulletin boards to show appreciation, students wrote notes, announcements about them, snack drop in and lunch provided to the staff. Sarah Martin was also nominated for education award.
- Professional Learning Day Grade 3-5 ELA Curriculum: This focused on the new ELA curriculum for grade 3-5. The p-2 teachers looked at the ELA curriculum as well and focused on integrated learning when reviewing the curriculum.

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- LM3 has started this week: Last year 39% passed the writing portion. We have identified that there's an attitude gap with our students where they don't want to write. We've taken this on as an initiative throughout the year.
- Engagement (Talent Show, Bingo, Spring Fair): Great success! Preparations are happening for spring fair.
- Grade 5 Closing: Scheduled for the end of June and families will be notified in the next week or so.

5. Student Success Plan Cycle 3 (share and review plan, school-based data, and Teacher Action Steps)

Literacy Goal: *We will improve achievement in literacy at our school for each of our students, with a specific focus on our students of African and/or Mi'Kmaq/Indigenous ancestry.*

Disaggregated Acadience Screener for Reading Composite Score:

Overall Benchmark Score AT or ABOVE:

Grade P ~ 7/22 (32%)

Grade 1 ~ 11/19 (58%)

Grade 2 ~ 10/23 (43%)

Disaggregated Needs Development Report Card Data for Reading (March 2026):

Grade 1: 4/19 (1 IND not meeting)

Grade 2: 7/21 students (1 ANS not meeting)

Grade 3: 2/19

Grade 4: 1/19

Grade 5: 1/25 (1 ANS)

Disaggregated Needs Development Report Card Data for Writing (March 2026):

Grade 1: 4/19 (1 IND not meeting)

Grade 2: 13/21 (1 ANS not meeting)

Grade 3: 6/19 (1 IND not meeting)

Grade 4: 2/19

Grade 5: 5/25 (1 ANS, 4C's, 1D)

Grade 2 continues to be identified as needing a high level of support for reading (33%) and writing (61%).

Grade 3 has been identified as 31% not meeting in writing. (5% improvement from Term 2)

Grade 5 has been identified as 20% not meeting in writing (8% improvement from Term 2).

There is one Literacy IPP in Grade 5 (ANS)

Our data indicates our focus will be on strengthening early literacy and writing proficiency across all grades, with a targeted emphasis on:

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- I. Primary–Grade 2 early reading development, as Acadience data shows a significant number of students not yet at benchmark (particularly Primary at 32% and Grade 2 at 43%). This includes a strong focus on phonological awareness, decoding, and early comprehension through explicit, systematic instruction (e.g., UFLI).
- II. Grade 2 literacy intervention, as this cohort continues to demonstrate the greatest need, with 33% not meeting in reading and 61% not meeting in writing. This will include intensified Tier 1 instruction alongside responsive Tier 2 and Tier 3 supports.
- III. Writing development across Grades 2–5, with particular attention to Grade 3 (31% not meeting) and Grade 5 (20% not meeting), ensuring continued progress through explicit instruction in writing structures, idea development, and conventions, while building on the improvements already observed.

Mathematics Goal: *We will improve achievement in mathematics at our school for each of our students, with a specific focus on our students of African and/or Mi'Kmaq/Indigenous ancestry.*

Disaggregated Math Fluency Data Summary (March 2026):

Primary

18/22 meeting - Counting

19/22 meeting - Number Relationships

1 IND: Not meeting in Counting & Number Relationships

1 IND: Meeting in Counting & Number Relationships

Grade 1:

12/19 meeting - Counting

17/19 - Number Relationships

1 IND: 1 not meeting Counting & Number Relations

* 1 student not meeting is on the Program Planning Process (SLP, Communication diagnosis)

Grade 2:

12/23 meeting - Addition

12/23 meeting - Subtraction

1 ANS: 1 not yet meeting in Addition and not yet meeting Subtraction

*1 ANS student is receiving Tier 2 and 3 support for Cycle 3

Grade 3:

22/24 meeting - Addition

21/24 meeting - Subtraction

2 IND: meeting Addition and Subtraction

2 ANS: meeting Addition and Subtraction

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Grade 4:

13/19 meeting - Addition & Subtraction

13/19 meeting - Multiplication & Division

1 IND - not meeting in Addition and Subtraction and not meeting Multiplication & Division

1 IND - meeting in Addition and Subtraction and meeting Multiplication & Division

Grade 5:

22/25 meeting - Addition & Subtraction (1 IPP)

20/25 meeting - Multiplication & Division (1 IPP)

1 ANS - IPP student receiving Tier 3 support and integrated SIO's in Life Skills

1 ANS - Meeting in Addition and Subtraction and meeting Multiplication & Division

Our data indicates our focus will be on strengthening computational fluency across all grades, with a particular emphasis on:

- I. Early number sense (Primary–Grade 1), specifically counting and number relationships, to ensure all students develop a strong foundational understanding.
- II. Addition and subtraction fluency (Grades 2–4), as a significant proportion of students are not yet meeting expectations in these core operations.

Well-Being Goal: *We will improve wellbeing at our school for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.*

Our students are demonstrating a strong and growing sense of belonging, pride, and connection to our school community.

We know this because students are:

- Actively using shared language and expectations, such as referring to “the Hammerhead Way” and holding one another accountable in respectful ways.
- Showing enthusiasm and engagement in community-building opportunities, including School Family Gatherings, where they eagerly anticipate participation and contribute through singing, celebration, and shared experiences.
- Developing a sense of identity and pride in their school, as seen through their excitement around our mascot Clark, participation in the school song, and recognition through Hammerhead High Fives.
- Building positive relationships and social connections, with students expressing that friendships, staff, outdoor play, and learning are what they value most about HES.
- Engaging in inclusive and reflective thinking, demonstrated by their curiosity and questions about diversity and inclusion through activities like Clark’s board and whole-school initiatives.
- Participating in culturally responsive learning opportunities, such as choir performances that highlight important cultural teachings and promote awareness and respect.

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- Benefiting from increased family engagement, with families attending school events and celebrating student success alongside us.
- Thriving in outdoor and natural learning environments, where students show joy, engagement, and connection to place.

Additionally, staff are contributing to a shared understanding of student success by documenting and celebrating student achievement and well-being through increased use of the team drive.

6. New Business

a) School Photographer for 2026-2027

Pineapple Studios

Lifetouch

Harvey Studios

- Discussed the different options and reviewed presentations. We are looking forward to being able to have digital only, retakes, choice with the backgrounds and access to the class photos. Lisa to explore further.

b) Inviting grads of HES to come back to help and lead field day activities on June 19 (8am-1pm). Looking to having SAC provide lunch for the day. SAC to fund the lunch for them → Approved Linda & Anita

2025-2026 Meeting Dates

Jan 21, 2026 @ 5:30pm (virtual)

March 11, 2026 @ 5:30pm (virtual)

April 22, 2025 @ 5:30pm (proposing date change)

June 3 @ 5:30pm (proposing date change) → Changed to June 17

7. AOB

8. Adjournment: 615pm

Next meeting: June 17th @ 5:30pm