

SAC Meeting Minutes October 17th

SAC Members

Rosalind Rossi: Principal

Lyndsay Sim(Teacher Member): Vice-Principal

SAC Chair (Parent Member): Brittany Trollope

Parent Member:

Parent Member:

Teacher Member: Amy Lynch

Teacher Member: Jennifer Becker

Community Member: Rhonda Naugle-Gilby

Community Member:

Community Member:

1. **Attendance:** Rosalind Rossi, Lyndsay Sim, Brittany Trollope, Amy Lynch, Jennifer Becker, Rhonda Naugle-Gilby, Laura Samson, Dolores Sentner

Regrets: Kaitlyn Bragg, Michelle MacDonald

2. **Call to Order:** Lyndsay Sim

3. **Minutes Approved:** Dolores Sentner

4. **Review [SAC Bylaws](#)**
Reviewed SAC Bylaws and membership.

5. **SAC Membership**
We can decide amongst ourselves who the official members of SAC will be or we can have a vote if candidates feel strongly about being part of the SAC.

6. **Provincial SAC Conference**
Brittany provided an overview of the SAC conference and what was shared and discussed in the various sessions. Sessions included 3 Braids Professional Development, Student Success Planning, Provincial Code of Conduct and the new provincial lunch program.

7. **Provincial Lunch Program**
Starting at the end of October. The vendor for our school lunches will be Scarlet House and ordering will begin October 18th. Meals will be prepared and delivered to classrooms (where students eat). Our first meals will be delivered

October 28th. There is a website [NSLunch.ca](https://www.nslunch.ca) where families can find additional information.

8. Student Success Plan

During our professional learning on October 11th we discussed Fact Fluency in our classrooms and best ways to provide instruction and assessment in this area. In relation to our SSP goal teachers identified that students had difficulty describing their mathematical thinking and strategies when asked. They also experienced difficulty with addition and subtraction when regrouping was involved. Based on this information we created the following action steps in relation to our Math goal: **We will improve student achievement in mathematics, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.**

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

Mathematics Cycle 1: September - November

<p>Evidence: How are students doing? How do you know? Students are struggling describing their thinking and strategies used when explaining how they solved computational fluency questions.</p> <ul style="list-style-type: none"> • Classroom based fact fluency assessment • Teacher observation <p>Students experience difficulty with both addition and subtraction questions that involve regrouping.</p> <ul style="list-style-type: none"> • Classroom based math assessment • Teacher observation 	<p>Strategy/Actions: What will you do to impact the learning for ALL students? Teachers will front load language for students.</p> <p>Teachers will provide instruction around place value to support student understanding of regrouping. Teachers will provide instruction that more directly connects place value to regrouping in operations.</p> <p>Getting to know our students as mathematicians and gather ongoing evidence of student understanding in relation to computational fluency</p>
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Students will provide more detailed responses that describe strategies used for fact fluency.</p> <p>Students will be able to accurately complete addition and subtraction questions that involve regrouping.</p>	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teachers will model, provide in class references and offer examples of language used to describe math thinking and strategies.</p> <p>4</p> <p>Teachers will use assessment to determine current student understanding of place value to determine next best</p>
<p>Students will be able to explain why they are regrouping and how this process works.</p> <p>Students will use feedback from teachers to apply to their learning. Students will apply computational fluency strategies to solve problems.</p>	<p>instructional steps. Teachers will provide explicit instruction that connects the idea of place value to regrouping in operations.</p> <p>Teachers will use various ways to gather evidence of student learning (observations, exit slips, note taking from small group conversations, self assessments, math running records). Teachers will provide actionable feedback to students. Teachers will use evidence of learning to plan next steps to support student learning.</p>

9. New Business

Photo Day was October 7th. It seemed everything went very smoothly during the Day.

Circus night with Mrs. Kennedy on October 8th was a hit.

Math Coach, Allison Kelly has arrived

Preparations for the school dance are underway (we will find out more during PTO)

Preparation for the Remembrance Day assembly are being overseen by Mr. Burseze (our music teacher) and Mrs. Gough (resource teacher)

SAC will look into school photos for next year. Brochures came out around November.

10. Next Meeting November 14, 6:00pm

11. Adjournment- Rhonda Adjourned the meeting 6:43