

**SCHOOL DISTRICT #60 (PEACE RIVER NORTH)**  
**COMMITTEE OF THE WHOLE**  
**“REGULAR” MEETING MINUTES**  
MONDAY, FEBRUARY 5, 2024  
1:30 P.M.

*Present:* Helen Gilbert, Chair, Board of Education  
Madeleine Lehmann, Vice-Chair  
Ida Campbell, Trustee  
Nicole Gilliss, Trustee (*via Zoom*)  
Bill Snow, Trustee  
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent  
Angela Telford, Secretary Treasurer  
Jarrod Bell, Director of Instruction  
Leah Reimer, Executive Assistant

*Guests/Media:*  
Michele Wiebe, PRNTA President  
Gwenn Bourdon  
Cindy Bartsch  
Deborah Johnson  
Max Boudier, Energetic City News

*Regrets:* David Scott-Moncrieff, Trustee

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**Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (*Attachments*)

**Ecole Central Elementary School**

*Lynn Cote-Aubin, Administrator*

*Joe Brooks, Vice-Principal*

*Matthew Helliwell, Grade 6 Teacher*

*Emily Lloyd, Grade 3 Teacher*

*Lynn Alexander, ISSW*

- Presentation was made and Ecole Central staff responded to questions asked by trustees

## **Charlie Lake Elementary School**

*Glen Longley, Administrator*

*Hunter MacKay, Vice-Principal*

- Presentation was made and Charlie Lake staff responded to questions asked by trustees

## **Governance**

### **BCPSEA AGM Report Out**

*Vice-Chair Lehmann*

- A comprehensive summary has been provided in the agenda attachment
- KPMG was selected again to be the auditor
- Bargaining session training – in the past, has mostly been attended by district staff. Trustees attending must not be “in conflict”
- Chair Gilbert – see the need for continued messaging addressing the need for systemic ongoing supports (ie. Recruitment and Retention pilot project incentives are only in place one more year. Challenges will be there beyond this.)
- Superintendent – the Recruitment & Retention position initiative has had successes and challenges. Without the additional support, it results in more work for staff off the side of their desks. Having the MLA’s support on the continuation of these initiatives is needed

## **Operations**

### **Operations Report**

*Angela Telford, Secretary-Treasurer*

- Totem Daycare – received a grant from BC Hydro to replace surface flooring, did this affect the sewer line repairs? Secretary-Treasurer – No, it didn’t affect the repair of the sewer line.
- Upper Halfway Elementary School – we are waiting for information from the architect before we are able to apply for an Occupancy Permit from the PRRD. In follow up from the January 22, 2024 meeting, there was a misunderstanding that we were waiting for PRRD for the permit, however, we are waiting on the architects to finish their work before we can apply for the Occupancy Permit from PRRD
  - For the future Wonowon school replacement, discussions have taken place with the architects to ensure this doesn’t happen as it could potentially cause a delay with staff and students not being able to access the new building.
- Wonown School Replacement – architect will be coming here to engage with the teachers, senior staff and the community

- On weekdays, when there are no students in the building, are the custodian schedules adjusted? Secretary-Treasurer - Custodians stay on their regular evening shift schedule as there are still staff in the building. Also, a large majority of custodians also hold days jobs.
- Are there any ongoing issues at MMMCS that resulted from the boiler and water damage during the cold snap? The gym floor is still being monitored. Have left baseboards off to ensure good air flow.
- Technology – what is the new device that they are piloting? Jarrod - they are presenting it to the schools as an option to trial to see how it works in a classroom setting. If it works, it will be another option for them to use. It's a touch screen TV with an Android device inside. Can stream to any device type.
- Transportation – have many routes been cancelled recently? Cancellation of individual routes is rare. We want as many casual drivers as possible to help with upcoming field trips, etc.

# Charlie Lake Elementary Framework for Enhancing Student Learning Presentation 2023-2024



## MISSION STATEMENT

*“At Charlie Lake Elementary School we strive to create a safe learning environment where all students can achieve academic confidence and competence. Our students and staff are caring, critical thinkers and independent problem solvers. Lakers are ready to work, ready to learn and ready for life.”*

# Successful start up

## Home-School communication

- Laker News (Monthly live newsletter) - [Laker News Live Link](#)
- Website - <https://charlielake.prn.bc.ca/>
- Facebook page - <https://www.facebook.com/SD60CL/>
- PAC Facebook page [CL Facebook PAC](#)

## ● Framework Planning day

- Team Building - Goose Chase
- New Staff Introductions (Many)
- Vision Activity
- Values Activity
- School Pillars
- Data Walk and Action Plan
- Report Cards



# School Goals

**Goal # 1 - Intellectual** - To improve reading fluency and comprehension for all students.

**Goal # 2 - Intellectual** - Numeracy - to improve number sense for all students.

**Goal # 3 - Human and Social Development-** To improve the social and emotional learning for all students.

**Goal # 4 - Careers and Applied Design-** To increase access and opportunities for students to explore and to create during ADST

School Community:

PAC Sentiment - Positive

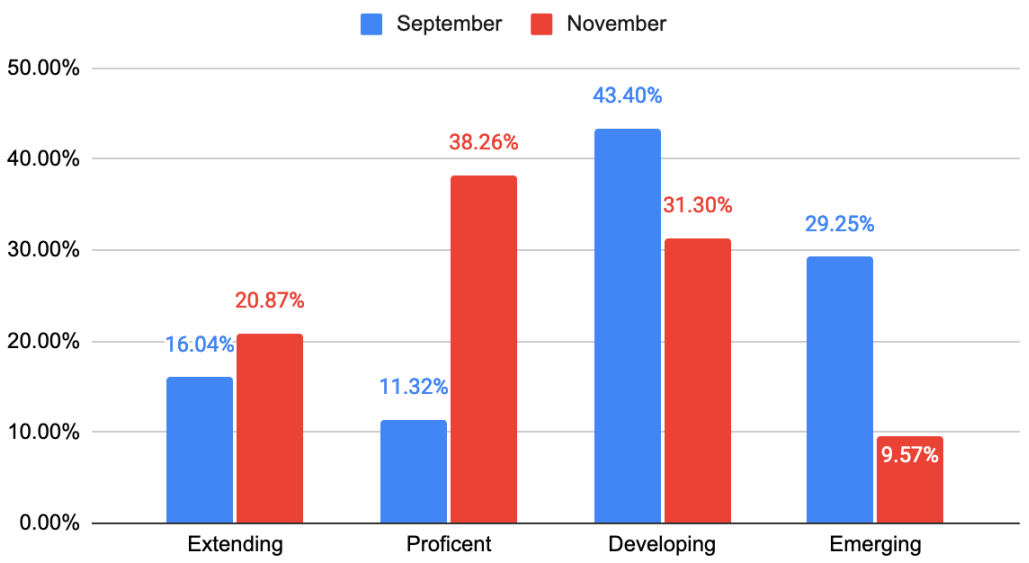
Planning Day - Invite

Pac Questionnaire - Around school goals

Parent Nights - What is next?

Grade	Oct	Supports	Nov 2023	Jan 2024	Math
1	1	ELL	5	10	P
1	1	FN	7		P
1	1	ELL	5		D
1	1		6		P
1	1	***	2	5	P
1	1	ELL	2	6	D
1	1		7		P
1	3		8		P
1	0		3	9	P
1	1		7		P
1	0		3	7	D
1	1		10		P
1	4		10		P
1	1		5		P
1	4		8		P
1	6		11		P
1	6		11		P
1	4	FN	10		P
1	1		7		D
1	0		3	5	D
1	1		5	7	P
1	1		3	9	P
1	0		2	3	P

### Primary Reading 2023



# Writing

- Writing Stamina
  - Report Card consistencies lead to discussion.
  - Adrienne Gear
  - No Cold Write Data - June
  - Six Teachers - Collab Group
  - No Writing Goal - Next year
- 
- FSA

## *Freewriting with Purpose*

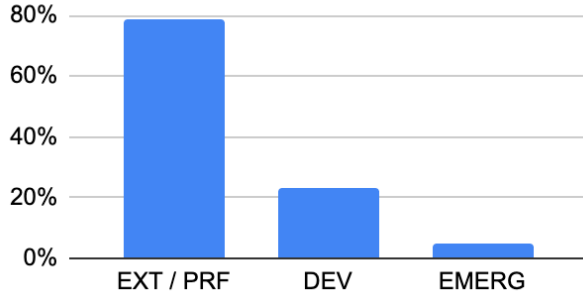
Simple classroom techniques to help students make connections, think critically, and construct meaning



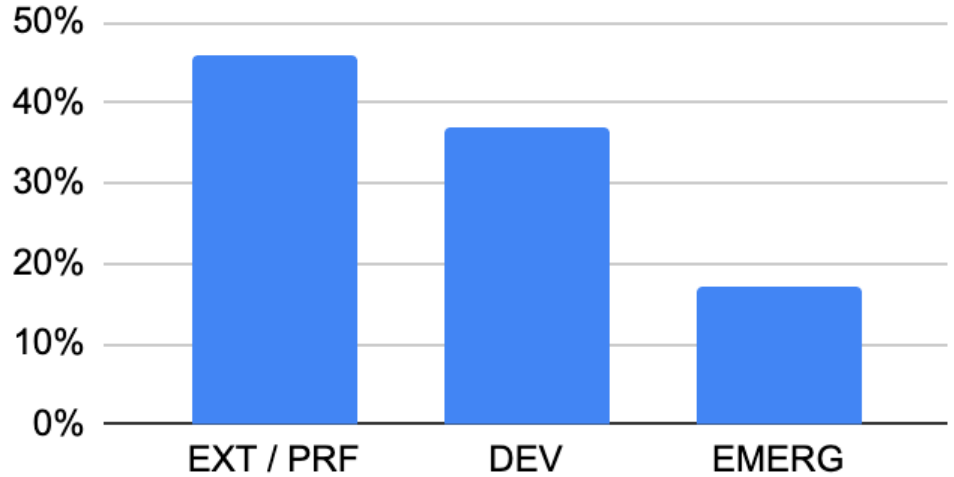
Karen Filewych



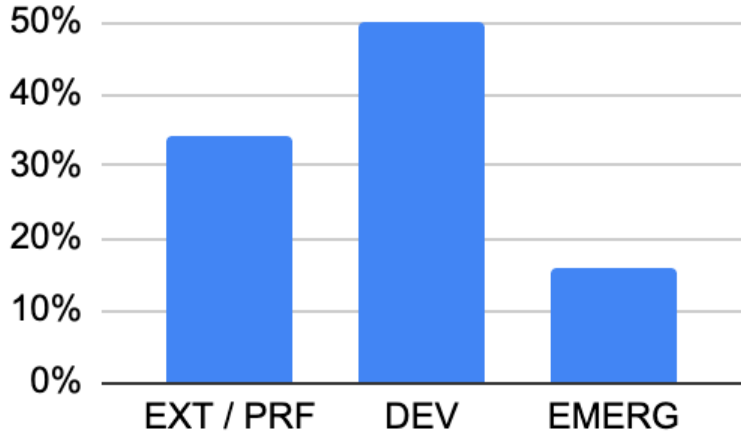
## K- Math



## Primary Math



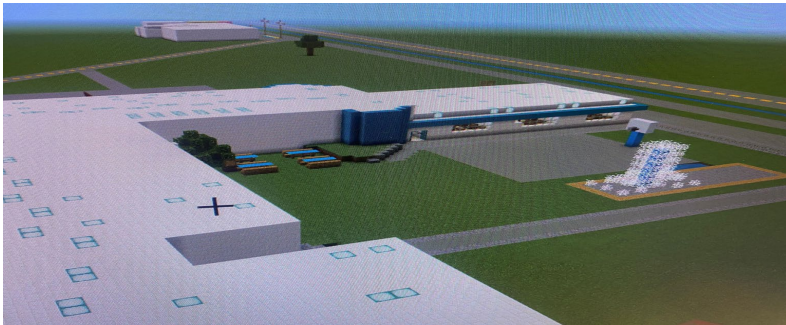
## Intermediate



# Human & Social Development Goal

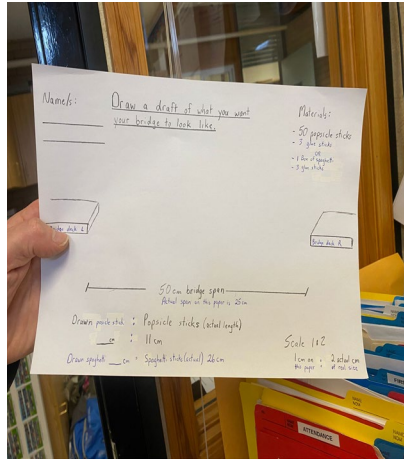
emotional learning for all students.

- SEL (Social, Emotional Lessons) by Brandi and Amy
- Classroom lessons by April Bell on Self-Regulation
- Small groups: friendship, anxiety
- Individual Support
- Colour Team -
- Community Involvement



# Applied Skills & Design/Careers Goal

1. To increase access and opportunities for students to explore and to create during ADST.



Need Picture

## Strategies/Structures:

- Moved the ADST into old Rascals
- Mr. Koop as our ADST teacher
- Intermediate Prep - ADST- lots of projects!
- School wide ADST events
- Technology in classrooms
- Continued PAC support
- Expanding - ADST Opportunities - Paracord and Felting
- Minecraft Club
- Bridge Building
- Expanding Our Tool Instruction
- Limitations - Intermediate Focus

# Indigenous Students

- Lunch Club
- Classroom Support
- Academic - Check-ins - Tutorial Options



06	AM Attenc	34	Non-Status
01	AM Attenc	23	
04	AM Attenc	22	
01	AM Attenc	22	
05	AM Attenc	20	Status - Off Reserve
01	AM Attenc	20	Non-Status
KF	AM Attenc	19	
02	AM Attenc	19	Metis
04	AM Attenc	18	Metis
03	AM Attenc	17	
02	AM Attenc	17	Metis
06	AM Attenc	17	Metis
02	AM Attenc	17	Status - Off Reserve
03	AM Attenc	17	
06	AM Attenc	17	
05	AM Attenc	16	
03	AM Attenc	16	
05	AM Attenc	16	
06	AM Attenc	16	
03	AM Attenc	15	
KF	AM Attenc	15	
01	AM Attenc	15	
05	AM Attenc	15	
05	AM Attenc	14	
01	AM Attenc	14	Status - Off Reserve
KF	AM Attenc	14	
KF	AM Attenc	14	
02	AM Attenc	14	Status - Off Reserve
01	AM Attenc	14	
02	AM Attenc	13	
04	AM Attenc	13	Metis
04	AM Attenc	13	
01	AM Attenc	13	Metis

# Learning Support Fund

- EA Time - Student Needs High - 1:1
- Home Reading Pilot Project
- Math Support Teacher

A	B	C	D	E
Billy	Date:	ISBN	Book	Returned?
	2/2/2024	9781869448561	The Fire	Returned
	2/2/2024	9781869448561	The Fire	Returned
	2/2/2024	9781869448608	Duck and rooster	Out
	2/2/2024	9781442535152	Kids can't read	Returned
	2/2/2024	9781442535152	Kids can't read	Returned
	2/2/2024	9781442535183	Helping out	Returned
	2/2/2024	9781869448776	Dad at the park	Out
	2/2/2024	9781442535183	Helping out	Returned
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
			#N/A	Out
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			#N/A	Out
			#N/A	Out
			#N/A	Out



# Celebrations

- Staffing - Fully staffed for next year
- Reading Data
- Sport Programs - Parent Coaches
- Behavioural Improvements
- Student Opportunities and Celebrations

# Ecole Central Elementary Framework Presentation 2023-2024



# Planning Day

- Invited some PAC members- the president attended for the morning only
- Looked at our goals- How did we do? What did we do well? What do we want to improve? Looked at our past year
- Data walk- What stands out? What is alarming? What questions do we have? How might we make changes to this area?
- Movement break in the gym- tic tac toe
- Report Cards
- SEL/EASE- activity
- SEL Survey
- Framework Review- goals
- Indigenous Learning Activity
- Productive Day
- Not enough time
- Efforts were towards collaboration to increase buy-in from Staff





# What do we believe?

*“Together it Works”*

*“Ensemble ça marche”*

<https://www.youtube.com/watch?v=z1tQ3b61bGc>



# Goal 1: Careers/Skill Development Goal:

To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through classroom and school-wide exploration activities.

To explore career opportunities.

## How did we do? What did we do well? What do we want to improve?

### Data Walk Observations and Learning Evidence

- More access to technology
- ProD to use technology/maker room- we have the resources but how do we use them efficiently
- Musical set design
- Invite parents to showcase multiple careers
- Still not enough resources on career
- How do we track data
- Pallet project/Hampers
- Medicine wheel
- Seven Teachings
- ADST teacher- working with a few classes, needlepoint
- ADST Modules- staff felt that they wanted to do their own
- Continue Career Day/Fair- longer sessions
- Time consuming- need low prep high engaging activities
- How do we ensure all students have access to ADST opportunities?

# Goal 1: Careers/Skill Development Goal Learning Evidence



## **Goal 2: Intellectual**

- Improve Literacy in all grades
- a) To improve early literacy skills - the transition from Kindergarten to Grade 1
- b) To maintain our reading comprehension & fluency progress in Grades 1 – 6
- c) To improve and increase writing output at all grades Grades 1-6

**How did we do? What did we do well? What do we want to improve?**

### **Data Walk Observations and Learning Evidence**

- Reading Support- 3 teachers
- Need more interesting reading resources for intermediate students
- GB+ evaluations
- Is how we assess similar enough? Collaborative marking- at intermediate level, clarity and continuity for each level
- Je lis programme
- Workshops for guided reading, phonemic awareness- new staff, does everyone know how to introduce new text, letters, sounds?

- Writing and Oral workshops-
- Fine/gross motor skills
- Audio reading/pronunciation
- Resources for at home
- Writing data was hard to read
- Common language, expectations
- Mindful collection of French writing data
- Is everyone using the provincial writing scales for benchmark
- Writing is difficult and some students shut down
- We need to focus on 1 or 2 areas to improve

# Learning Evidence

## Grade 1

Gelesette Immersion Reading Assessment (FRA) Primary Ending 2020/2021

Date Wall Report - Gr 1-3 Immersion	Level		Reading Accuracy		Reading Recovery	
	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23
01	2		90-94%			
01	8		90-94%		YES	
01	9	9				
01	4		90-94%			
01	7		90-94%			
01	10		90-94%			
01	13		85-100%			
01	9		90-94%			
01	10		90-94%			
01	9		90-94%			
01	8		90-94%			
01	12		90-94%			
01	7		90-94%		YES	
01	10		90-94%			
01	9		90-94%			
01	8		90-94%		YES	
01	8		90-94%			
01	9		90-94%			
01	8		90-94%			
01	7		90-94%			
01	9		90-94%			
01	8		90-94%			
01	7		90-94%		YES	
01	10		90-94%			
01	10		90-94%			
01	7		90-94%		YES	
01	12		90-94%			
01	10		90-94%		YES	
01	9		90-94%			
01	10		90-94%			
01	8		90-94%			

## Grade 2

Gelesette Immersion Reading Assessment (FRA) Primary Ending 2020/2021

Date Wall Report - Gr 1-3 Immersion	Level				Reading Accuracy				Reading Recovery				
	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23
02	18	9	18	90-94%	<90%	90-94%	90-94%	90-94%					
02	7	4	4	90-94%	90-94%	90-94%	90-94%	90-94%					
02	16	9	7	90-94%	<90%	90-94%	90-94%	90-94%	YES	YES	YES		
02	17	9	9	90-94%	<90%	90-94%	90-94%	90-94%					
02	13	7	8	90-100%	<90%	90-94%	90-94%	90-94%					
02	17	10	9	90-100%	<90%	90-94%	90-94%	90-94%					
02	16	11	11	90-100%	90-94%	90-94%	90-94%	90-94%					
02	26	14	13	90-100%	90-94%	90-94%	90-94%	90-94%					
02	9	9	7	90-94%	90-94%	90-94%	90-94%	90-94%		YES	YES		
02	22	12	13	90-100%	90-100%	90-94%	90-94%	90-94%					
02	13	9	10	90-94%	90-94%	90-94%	90-94%	90-94%		YES	YES	YES	
02	10	8	9	90-94%	90-94%	90-94%	90-94%	90-94%		YES	YES	YES	
02	10	8	10	90-94%	90-94%	90-94%	90-94%	90-94%		YES	YES	YES	
02	27	15	15	90-100%	90-94%	90-94%	90-94%	90-94%					
02	12	8	8	90-94%	90-94%	90-94%	90-94%	90-94%					
02	15	10	10	90-94%	90-94%	90-94%	90-94%	90-94%		YES	YES	YES	
02	13	8	9	90-100%	90-94%	90-94%	90-94%	90-94%					
02	8	8	9	90-100%	90-94%	90-94%	90-94%	90-94%					
02	18	7	8	90-94%	<90%	90-94%	90-94%	90-94%		YES	YES	YES	
02	26	14	14	90-100%	90-94%	90-94%	90-94%	90-94%					
02	14	8	9	90-100%	90-94%	90-94%	90-94%	90-94%					
02	12	8	9	90-94%	90-94%	90-94%	90-94%	90-94%					
02	16	9	10	90-94%	90-94%	90-94%	90-94%	90-94%					
02	26	14	14	90-100%	90-94%	90-94%	90-94%	90-94%					
02	20	14	14	90-94%	85-100%	90-94%	90-94%	90-94%					
02	17	10	10	90-94%	<90%	90-94%	90-94%	90-94%					
02	19	10	10	90-100%	90-94%	90-94%	90-94%	90-94%					
02	26	14	14	90-100%	90-94%	90-94%	90-94%	90-94%					
02	13	7	8	90-94%	<90%	90-94%	90-94%	90-94%					
02	14	10	10	90-94%	90-94%	90-94%	90-94%	90-94%					
02	15	8	7	90-94%	90-94%	90-94%	90-94%	90-94%					
02	20	14	13	90-100%	90-94%	90-94%	90-94%	90-94%					
02	26	14	13	90-100%	90-94%	90-94%	90-94%	90-94%					
02	13	8	9	90-94%	<90%	90-94%	90-94%	90-94%					
02	18	10	9	90-100%	<90%	90-94%	90-94%	90-94%					

6/13/2023 3:29:04 PM

## Grade 3

Date Wall Report - Gr 1-3 Immersion	Level			Reading Accuracy			Reading Recovery		
	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22	Immersion Beginning 2022-23	Immersion Ending 2021-22
03	27	22	28	90-94%	90-94%	90-94%			
03	27	21	23	90-94%	90-94%	90-94%			
03	26	17	16	95-100%	90-94%	85-100%			YES
03	25	18	20	90-94%	90-94%	90-94%			
03	19	15	11	90-94%	90-94%	90-94%			
03	18	21	21	95-100%	90-94%	95-100%			
03	22	18	19	90-94%	90-94%	90-94%			YES
03	25	17	19	90-94%	90-94%	90-94%			
03	28	22		95-100%	90-94%	90-94%			
03	20	17	16	90-94%	90-94%	90-94%			
03	22	18	19	95-100%	90-94%	90-94%			
03	20	18	16	90-94%	90-94%	90-94%			
03	25	18	18	95-100%	90-94%	90-94%			YES
03	24	22	24	95-100%	90-94%	90-94%			
03	16	11	12	90-94%	90-94%	<90%			
03	15	15	17	95-100%	90-94%	90-94%			
03	23	17	16	95-100%	90-94%	90-94%			
03	18	11	11	95-100%	90-94%	90-94%			YES
03	16	15	16	90-94%	90-94%	90-94%			YES
03	27	23	24	90-94%	90-94%	95-100%			
03	27	21	25	90-94%	90-94%	95-100%			
03	25	18	20	90-94%	90-94%	85-100%			
03	26	21	21	90-94%	90-94%	85-100%			
03	20	17	15	90-94%	90-94%	90-94%			YES
03	20	17	15	90-94%	90-94%	90-94%			YES
03	22	18	18	90-94%	90-94%	90-94%			
03	25	17	19	95-100%	90-94%	90-94%			
03	28	17	19	90-94%	90-94%	95-100%			
03	26	18	17	95-100%	90-94%	90-94%			
03	22	18	19	95-100%	90-94%	90-94%			
03	25	12	16	90-94%	90-94%	90-94%			
03	24	22	23	95-100%	90-94%	95-100%			
03	28	22	24	95-100%	90-94%	85-100%			
03	20	17	16	90-94%	90-94%	90-94%			

# Learning Evidence

## Grade 4

**Excellence: Immersion Reading Assessment (FRIAL Ending 2022/2023)**

Data Wall Report - G4-0 Immersion	Level		Fluency		Comprehension	
	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022
04	GRADE 4- FRIAL 1	GRADE 4- FRIAL 1	4	4	3	3
04	GRADE 4- FRIAL 2	GRADE 4- FRIAL 2	2	2	2	2
04	GRADE 4- FRIAL 3	GRADE 4- FRIAL 3	2	2	2	2
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	4	4	3	3
04	GRADE 4- FRIAL 5	GRADE 4- FRIAL 5	2	1	1	2
04	GRADE 4- FRIAL 6	GRADE 4- FRIAL 6	2	2	2	2
04	GRADE 4- FRIAL 7	GRADE 4- FRIAL 7	2	2	2	1
04	GRADE 4- FRIAL 8	GRADE 4- FRIAL 8	2	2	2	2
04	GRADE 4- FRIAL 9	GRADE 4- FRIAL 9	2	2	2	2
04	GRADE 4- FRIAL 10	GRADE 4- FRIAL 10	2	2	2	2
04	GRADE 4- FRIAL 11	GRADE 4- FRIAL 11	2	2	2	2
04	GRADE 4- FRIAL 12	GRADE 4- FRIAL 12	2	2	2	2
04	GRADE 4- FRIAL 13	GRADE 4- FRIAL 13	2	2	2	2
04	GRADE 4- FRIAL 14	GRADE 4- FRIAL 14	2	2	2	2
04	GRADE 4- FRIAL 15	GRADE 4- FRIAL 15	2	2	2	2
04	GRADE 4- FRIAL 16	GRADE 4- FRIAL 16	2	2	2	2
04	GRADE 4- FRIAL 17	GRADE 4- FRIAL 17	2	2	2	2
04	GRADE 4- FRIAL 18	GRADE 4- FRIAL 18	2	2	2	2
04	GRADE 4- FRIAL 19	GRADE 4- FRIAL 19	2	2	2	2
04	GRADE 4- FRIAL 20	GRADE 4- FRIAL 20	2	2	2	2
04	GRADE 4- FRIAL 21	GRADE 4- FRIAL 21	2	2	2	2
04	GRADE 4- FRIAL 22	GRADE 4- FRIAL 22	2	2	2	2
04	GRADE 4- FRIAL 23	GRADE 4- FRIAL 23	2	2	2	2
04	GRADE 4- FRIAL 24	GRADE 4- FRIAL 24	2	2	2	2
04	GRADE 4- FRIAL 25	GRADE 4- FRIAL 25	2	2	2	2
04	GRADE 4- FRIAL 26	GRADE 4- FRIAL 26	2	2	2	2
04	GRADE 4- FRIAL 27	GRADE 4- FRIAL 27	2	2	2	2
04	GRADE 4- FRIAL 28	GRADE 4- FRIAL 28	2	2	2	2
04	GRADE 4- FRIAL 29	GRADE 4- FRIAL 29	2	2	2	2
04	GRADE 4- FRIAL 30	GRADE 4- FRIAL 30	2	2	2	2
04	GRADE 4- FRIAL 31	GRADE 4- FRIAL 31	2	2	2	2
04	GRADE 4- FRIAL 32	GRADE 4- FRIAL 32	2	2	2	2
04	GRADE 4- FRIAL 33	GRADE 4- FRIAL 33	2	2	2	2
04	GRADE 4- FRIAL 34	GRADE 4- FRIAL 34	2	2	2	2
04	GRADE 4- FRIAL 35	GRADE 4- FRIAL 35	2	2	2	2
04	GRADE 4- FRIAL 36	GRADE 4- FRIAL 36	2	2	2	2
04	GRADE 4- FRIAL 37	GRADE 4- FRIAL 37	2	2	2	2
04	GRADE 4- FRIAL 38	GRADE 4- FRIAL 38	2	2	2	2
04	GRADE 4- FRIAL 39	GRADE 4- FRIAL 39	2	2	2	2
04	GRADE 4- FRIAL 40	GRADE 4- FRIAL 40	2	2	2	2
04	GRADE 4- FRIAL 41	GRADE 4- FRIAL 41	2	2	2	2
04	GRADE 4- FRIAL 42	GRADE 4- FRIAL 42	2	2	2	2
04	GRADE 4- FRIAL 43	GRADE 4- FRIAL 43	2	2	2	2
04	GRADE 4- FRIAL 44	GRADE 4- FRIAL 44	2	2	2	2
04	GRADE 4- FRIAL 45	GRADE 4- FRIAL 45	2	2	2	2
04	GRADE 4- FRIAL 46	GRADE 4- FRIAL 46	2	2	2	2
04	GRADE 4- FRIAL 47	GRADE 4- FRIAL 47	2	2	2	2
04	GRADE 4- FRIAL 48	GRADE 4- FRIAL 48	2	2	2	2
04	GRADE 4- FRIAL 49	GRADE 4- FRIAL 49	2	2	2	2
04	GRADE 4- FRIAL 50	GRADE 4- FRIAL 50	2	2	2	2

**Data Wall Report - G4-0  
Immersion**

	Level		Fluency		Comprehension	
	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022	G4-0 Immersion Ending 2021	G4-0 Immersion Beginning 2022
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	3	3	2	1
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	1	2	2	3
04		GRADE 4- FRIAL 4		1		1
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	2	3	2	1
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	3	3	2	2
04	GRADE 4- FRIAL 4	GRADE 4- FRIAL 4	3	3	3	2
04		GRADE 4- FRIAL 4				

# Learning Evidence

## Grade 5

**Mathematics Immersion Reading Assessment (FRA), Ending Assessment**

Student ID	Level	Fluency			Comprehension		
		Q4-0	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0
001	GRADE 5: FRA 1	3	2	3	4	4	4
002	GRADE 5: FRA 2	2	2	2	2	2	2
003	GRADE 5: FRA 3	3	2	3	3	3	3
004	GRADE 5: FRA 4	4	3	2	4	4	4
005	GRADE 5: FRA 5	3	2	2	3	2	3
006	GRADE 5: FRA 6	4	3	2	4	4	4
007	GRADE 5: FRA 7	3	2	2	3	2	3
008	GRADE 5: FRA 8	3	2	2	3	2	3
009	GRADE 5: FRA 9	2	2	2	2	2	2
010	GRADE 5: FRA 10	4	3	4	4	4	4

**Data Wall Report - G4-0 Immersion**

Level	Fluency			Comprehension		
	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0
001	3	2	3	3	3	3
002	2	1	2	2	2	2
003	3	2	3	3	2	3
004	4	4	4	4	4	4
005	3	2	3	3	3	3
006	3	2	3	3	3	3
007	3	2	2	3	1	2
008	3	2	2	3	2	2
009	2	2	2	2	2	2
010	4	2	3	4	3	3
011	3	2	3	3	3	3
012	3	2	2	3	2	2
013	3	2	3	3	3	3
014	3	2	2	3	2	2
015	3	2	2	3	2	2
016	3	2	2	3	2	2
017	3	2	2	3	2	2
018	3	2	2	3	2	2
019	3	2	2	3	2	2
020	3	2	2	3	2	2

## Grade 6

**Data Wall Report - G4-0 Immersion**

Level	Fluency			Comprehension		
	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0
001	3	2	3	4	4	4
002	2	2	2	2	2	2
003	3	2	2	3	2	2
004	4	3	2	4	4	4
005	3	2	3	3	3	3
006	3	2	2	3	2	3
007	4	4	4	4	4	4
008	2	2	2	2	2	2
009	2	3	2	3	2	3
010	4	3	4	4	4	4

**Mathematics Immersion Reading Assessment (FRA) Ending Assessment**

Level	Fluency			Comprehension		
	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0	Q4-0
001	3	2	3	3	3	3
002	4	4	4	4	4	4
003	3	2	3	3	3	3
004	4	4	4	4	4	4
005	3	2	3	3	3	3
006	3	2	2	3	3	3
007	1					2
008	3	2	2	3	2	3
009	3	3	3	3	3	3
010	3	2	3	4	3	3
011	4	3	4	3	3	3
012	4	4	4	3	3	3
013	3	2	2	3	4	3
014	3	3	3	4	3	3
015	3	3	3	3	3	3
016	3	2	2	3	4	3
017	4	3	4	4	4	4
018	3	3	3	4	4	4



## **Goal 2: Intellectual**

- Numeracy:
  - a) To improve number sense in all grades
  - b) To connect numbers/math to real life

**How did we do? What did we do well? What do we want to improve?**

### **Data Walk Observations and Learning Evidence**

- Mathologie- great for primary, now have intermediates on board
- Using manipulatives more often
- Still would like consistency for primary/intermediate in math- continuation
- How can we help/improve the sections: understanding and solving, connecting and reflection? Most grades are low
- How can we improve our teaching- multiple strategies for addition, subtraction, multiplication and division
- We need to use our EAs more during math time
- How do we coordinate resources between each grade level



### **Goal 3: Human and Social Goal:**

- a) To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.  
For students to identify their feelings and respond with expected self-regulation strategies.
- b) To continue to build a sense of community of empathetic learners. “Together we are better”. “Ensemble ça marche”.

### **How did we do? What did we do well? What do we want to improve?**

#### **Data Walk Observations and Learning Evidence**

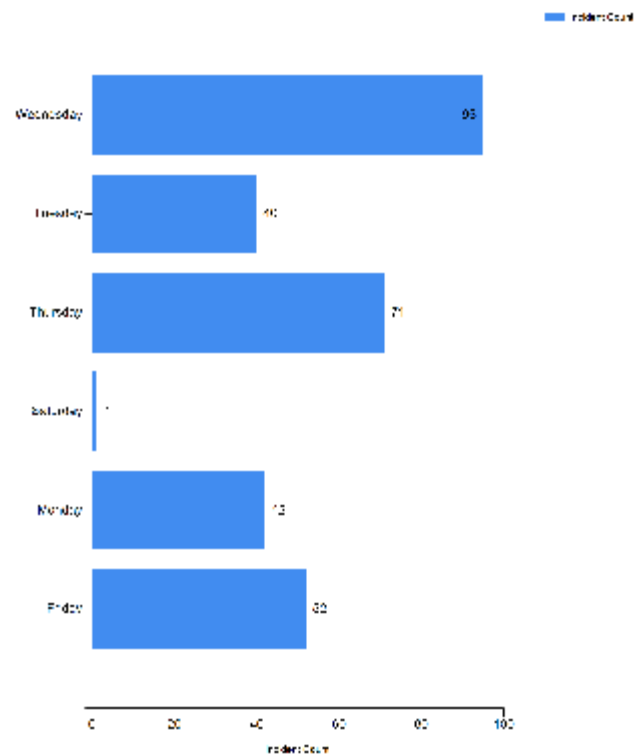
- Monthly assemblies
- More activities to come together as a community
- Continue to use the ARTS- update our posters
- Kindness club
- EASE program- some staff did the training
- We need to celebrate all accomplishments
- Feel that we still do not have enough Indigenous activities/tie in
- More collaborative art projects

- Address cultural holidays/occasions, bulletin board, World Culture day, celebration board, display case
- Make a school wide house team system
- Gotcha system for overhearing students speak French- whole school
- Interclass relationships
- Communicating needs with SBT
- Seeing more communication between students when conflicts arise
- New workers- YCW, SEL teacher will help address social/human goals, kindness club helped
- Common language so that all teachers are on the same page
- Quiet time
- Survey students on connectedness/belong
- School wide activities- keep and add kindness, Terry Fox,
- Women's Resource Centre, Hampers
- Need to track the time of the incidents to see if there is any patterns



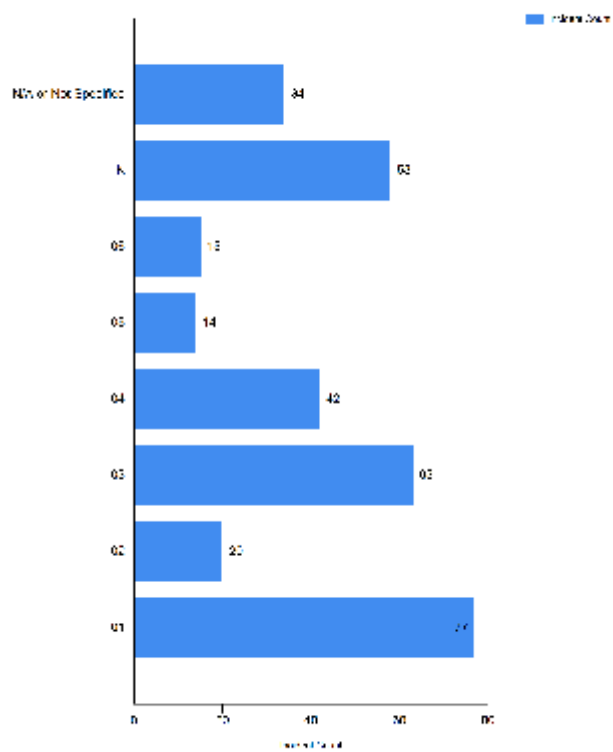
## Incident Counts

Incidents between 8/15/2022 and 8/16/2023



## Incident Counts

Incidents between 8/15/2022 and 8/16/2023



## ISSW

- ISSW- Seven teachings (seven week lessons) all classes
- Monthly Art Contest- continued from last year
- Bannock lesson- Grades 5,6
- Intermediate students- works one on one/reading and whatever they need
- Supports the English Language Arts classes
- Orange Shirt Day/Reconciliation Day Activities
- Indigenous games
- Traditional stories
- Code Talkers-(Charles Tomkins)
- 12 Days of bannock.
- Bannock provided for our Christmas social
- Regular contact with all the Indigenous students.
- Special projects with Indigenous students-Jewelry making, Play Indigenous games, Reading Indigenous books, coloring, Medicine wheel project Gr.6, painted wooden eagles Gr 5/6
- Special classroom projects-teacher led/Haida art gr.4, Weaving Gr.5/6, Sewing Beaver tails, Making tipi's gr.1, Medicine pouches Gr4
- School Presentation (indigenous Dancing with Diane Barclay)
- Provide support to Indigenous students such as a break, try help them get on track, etc
- Soup and Bannock-Indigenous Day (June 21st) Inviting parents in.
- Medicine Wheel teachings
- Talking Circle

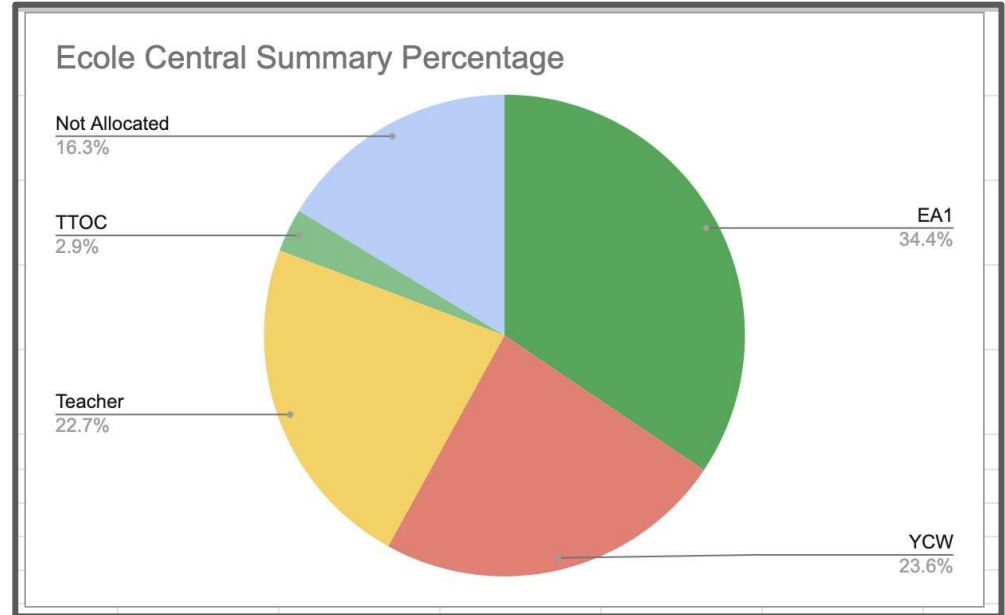


# Learning Support Budget

Key Targets based on our:

Class profiles, learning plans/IEP meetings, collaborative meetings, 2 full time EAs, 1 part time EA, SEL teacher, YCW

- Focus on SEL in our school community
- Extra LAT based on needs/IEP/Learning Plans
- Purchase resources as needed
- Continue implementation of mathologie programme for all teachers (ttoc)



# Celebrations!

- Musical involving entire school-school wide effort - involving every student in the school - set and prop design
- We see progress in reading levels
- Grade 6 Québec trip
- Terry Fox Run
- Pallet project- hamper baskets
- All inclusive practice -not just for some but involving all
- Every staff member has buy in
- Team prep for framework presentation
- Women's resource Centre
- Random Acts of kindness- kindness Club
- Artist of the month (ISSW)
- Participate in Doig Days
- French Immersion week- Carnaval
- 12 Days of Bannock
- Winter and Summer fundays
- Differences and diversity
- Sports, field trips, theme days
- Mistakes and bravery
- Growth Mindset
- Student achievements in and out of the school





# Communication

- Weekly staff update
- Facebook
- Web page
- Newsletter- email via MyEd
- PAC- monthly

## Together it Works/Ensemble ça marche!

Monday, November 7, 2022

École Central Elementary School of the Arts

Month at a glance...



### November Dates

10th – Remembrance Day Assembly in the gym at 11:00 am

11th – Remembrance Day- no school

18th – Dress in your favourite colour Day

22nd–24th – Scholastic Bookfair in the library

22nd – Report Cards go home

23rd and 24th – Early Dismissal at 1:52pm

25th - NID - Parent/Teacher Interviews

Hello Central Families,

We are already at the beginning of November! The weather is getting much colder, please

### Happenings/Websites

Facebook: <https://www.facebook.com/sd60ec/>

Central Website: <https://central.prn.bc.ca>

### JessDance

