

Silver Creek Elementary regular PAC Meeting

Date: Oct 20, 2020

Called to order: 12:06pm

Attendance: Rebecca H, Jessica P, Tannile Lachmuth, Tracy B, Emily C, Michelle P, Jessica W, Ashleigh R.

Trustee Report. Thank you Tannile for the info. New Long Range facilities plan option. Will be put on web site.

Nov. 12, 2020 is the tentative date for town hall meeting regarding new LRFP. Check SD website.

Budget will be tight this year.

Board Meetings are live stream now. They are also recorded.

PRINCIPAL'S REPORT: See Attached

Enrollment down. Total 77, 6 on Soft Start. No dead line date set by district yet for soft start students.

Staffing CEA - 5 (only 4 at the moment. Looking for personal to fill 5th spot), ECE - 1 (Erin W)

Until Christmas, EOW Education Outreach Worker - 1 Thursday Afternoons

COVID - Symptoms list up date. Please Keep being vigilant

Three way conferences, Nov 19 - Virtual.

Book Fair - Open after school - Masks required.

School Improvement Plan: See attached

Wish list: Chrome Books ordered.

Minutes of last Meeting: Read by Rebecca. No errors or omissions.

Treasures' Report: See Attached

Balances:

Budget:

Grants:

Food Days: Nov 13, Hot Dog Day. Order return 10th. out 3rd

Next One: TBD

Fundraising: Poinsettia Flower, Purdy's Chocolate.

DDAC: None.

Old Business: Waiting for invoice on cost of computer

New Business: None.

Next meeting: Silver Creek Elementary School Library

Meeting Adjourned: Emily motioned to adjourned meeting 1:10pm.



YOUR LIFELONG FINANCIAL PARTNER

Last logged in on Thu, Oct 8, 2020, 8:16 AM, PDT via Online Banking.

Account Summary

Account: 829226

Membership 829226

Account Name	Balance
Chequing 00000	\$8,352.11
Equity Shares, Non Guaranteed 00000	\$101.62
Maximizer 00000	\$2,498.42

Scheduled Bill Payments

From Account	To Payee	Date	Amount
You currently do not have any Bill Payments Scheduled.			

Scheduled Transfers

From Account	To Account	Date	Amount
You currently do not have any Transfers Scheduled.			

Silver Creek Elementary PAC

Budget For August 2019 ~~to July 2020~~ 2020 to 2021

** Updated 19 August 2020			Revenue	Expense	Net Profit	Balance	Budget	Projected Balance
CHEQUING ACCOUNT								
Hot Food Day:						\$7,595.88		
September - Welcome Back BBQ					\$0.00			
October - pizza					\$0.00			
November - baked mac & cheese					\$0.00			
January -					\$0.00			
February - hot dogs					\$0.00			
April - breakfast					\$0.00			
May - Salmon River Run					\$0.00			
June					\$0.00			
Total Profit From Hot Food Days:			\$0.00	\$0.00	\$0.00		\$0.00	
Seasonal Fundraising:								
Salmon Arm Fair - Traffic					\$0.00			
Fall Flowers			\$638.00	\$501.77	\$136.23			\$54.00
Cheesecake & Cookie Dough Sales			\$620.00		\$620.00			
Poinsettia Sales					\$0.00		\$400.00	
Purdy's Chocolates - Christmas					\$0.00		\$500.00	
Purdy's Chocolates - Easter					\$0.00		\$50.00	
Spring Flower Fundraiser					\$0.00		\$800.00	230 still owing fro
Spring Carnival					\$0.00		\$5000.00	
Total Profit From Seasonal Fundraising:			\$1,258.00	\$501.77	\$756.23		\$6,750.00	
Activities & Administrative:								
PST Refund					\$0.00			
Walmart Grant					\$0.00			
Gifts					\$0.00			
SD83 to DPAC					\$0.00			
One to One					\$0.00		\$200.00	
Souper Friday wrong deposit					\$0.00			

Silver Creek Elementary PAC

Budget For August 2019 to July 2020

** Updated 19 August 2020		Revenue	Expense	Net Profit	Balance	Budget	Projected Balance
	Library books			\$0.00			
	Home reading books			\$0.00			
	Office Supplies			\$0.00		-\$18.47	
	Supplies for divisions			\$0.00		\$800.00	
	Grad Hoodies			\$0.00		\$300.00	
	Christmas			\$0.00		\$50.00	
	Total Activities & Administrative:	\$0.00	\$0.00	\$0.00		\$881.53	
	Totals for Year	\$1,258.00	\$501.77	\$756.23	\$8,352.11	\$7,631.53	\$15,983.64
MAXIMIZER ACCOUNT (GAMING FUNDS)							
	BC Gaming Commission	\$1,660.00		\$1,660.00	\$838.36		
	Interest	\$0.06		\$0.06			
	Gymnastics			\$0.00		-\$700.00	
	Swimming			\$0.00		-\$800.00	
	Totals for Year	\$1,660.06	\$0.00	\$1,660.06	\$2,498.42	-\$1,500.00	\$998.42

SILVER CREEK ELEMENTARY SCHOOL
935 SALMON RIVER ROAD, SALMON ARM, BC V1E 3G5
PHONE: 250-832-8282 FAX: 250-833-1167



PAC Principal's Report for October 2020

Mission Statement: Our mission is to provide a rich, nurturing, and differentiated environment in a diverse multiage learning community where students feel safe and cared for. We create and support an environment where students are taught and practice self-regulation skills, personal and social problem solving and restitution.

School Improvement Plan:

Goal #1 To improve Math Skills

Goal #2 To develop Personal Awareness and Responsibility

PAC copy of completed School Improvement plan.

Information and Discussion items

- Update on enrollment and soft start
- Staffing: CEA, ECE, EOW
- Update on Covid Policy
- Field and grounds update: Fence removed, spot seeding on rough spots has occurred, putting up soccer goal posts and long jump pit
- Book Fair Week of November 12-20, Virtual and physical browsing
- Assessment and data collection: Insight Data Management

Wish List:

12 chrome books have been ordered. School is cost sharing with PAC. Teacher accounts.

Upcoming Dates to Remember

October 22: Interim Reports to students

October 23: Pro-D Day, Provincial

October 27: School Photos

October 30: Super Friday, Halloween Activities

November 13-20: Scholastic Book Fair

November 19: Goal Setting Conference Report

November 20: Pro-D Ministry Designated Day

December 21-Jan. 1: Winter Break

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School Improvement Plan 2020-2021

Goal #1:

Improve Math Problem Solving skills

District Strategic Plan: Students First

Rationale

This is the second year of our math goal and we want to continue the momentum with staff competency in math. In the 2019-2020 school year, two teachers and a CEA did an Inquiry project with a math focus. The question was: How can we break down the critical concepts of math even further and illustrate this as learning progressions on a continuum? New practices have evolved from this Inquiry such as the critical concepts passport and the personalized approach to math instruction.

Data Information and Collection Plan

- A. SNACC Results (spring 2019 only available due to Covid) as a baseline
- B. SNACC Fall 2020 and Spring 2021: measure individual growth (see school data from Insight)
- C. School wide MATH FAIR during Student led conferences in the spring will highlight the engagement and effort students have put into a math project.
- D. Staff will create a **performance standard rubric** for math project (early primary, late primary, Intermediate, middle)
- E. Student Self-Assessment of Communication **Core Competency** and **Math Literacy** (of math fair project)
 - *I can take in, understand and present information
 - *I can connect and engage with other people
 - *I can explain, retell, and reflect on events or activities
 - *I understand _____ and am able to explain it to others.

Goal: We want to see math achievement levels improve in all students. If a student is emerging in September, we want to see them proficient in April. We are looking for individual growth not total percentage of achievement of individual grade levels. Each student will be analyzed for improvement.

Strategies:

Home-school connection:

- newsletter includes math ideas and games
- Teachers send home current math focus so kids can practice at home
- Share Critical Concepts with parents at parent-teacher-student goal conference
- Goal Setting with math focus at November Reporting period
- Consider a second math workshop for parents and students (wait until spring Covid restrictions)

School wide focus:

- Math during assemblies
- Math fair during Student Led Conferences, buy nice project boards.
- Class economy, financial literacy lessons
- Team teaching of math, Kirsten cover classes
- Release time for teachers to meet to plan math activities (SIP money)
- Using SNACC results in fall, plan for intervention
- RTI: IEP development and input from CEA's to develop appropriate strategies for special needs learners
- Cribbage Club (Yahtzee, chess)

Classroom strategies:

- Math Pro-D focus. (school based)
- 100 minutes of math daily
- Teachers adopting personalized math routines (centers, rotations)
- Develop teacher clarity when teaching math using learning intentions and success criteria
- Jo Boaler resources, You cubed, Steve Wyborney resources (esti-mysteries, Splats), weekly investigations
- Learning Carpet, encourage use and share ideas with staff
- 22 minute math preps: Kirsten
- Math Centers-tasks, problems, increase time spent on math to **60 minutes** a day
- Daily Math 3 or 5 : based on Daily 5, stations or centers, Math ladder
- Team teaching math, model-reflect and share. Kirsten to cover classes.

Goal #2:

To develop the Core Competency of Personal Awareness and Responsibility

District Strategic Plan: Wellness

Rationale:

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

We recognize that many of our students struggle with self-advocating, self-regulation and well-being. Many of our students may have experienced trauma or are living in disadvantaged homes.

We are also aware that our students need continual support in emotional regulation, interpersonal problem solving and building relationships.

Data Information:

- A. Middle Years Development Instrument, (MDI) Social and Emotional Development. Using the MDI data as a guide, we can impact children's well-being by helping them build their social and emotional skills and enriching their assets.

Social and emotional learning (SEL) is the development of skills or competencies that help us "feel" and positively relate to one another. This learning can take place at home, in schools and in the community and will not only help promote children's well-being and success in life now, but will also equip them with lifelong tools to foster well-being. On the MDI, social and emotional competencies are measured by asking children about their levels of optimism, empathy, prosocial behaviour, self-esteem, happiness, sadness, worries and self-regulation. For grade 7, the MDI also includes questions about responsible decision-making, self-awareness, perseverance, assertiveness, citizenship, and social responsibility.

(Include Social and Emotional Development data grade 4 and 7) Focus on Self Regulation (short term) and Self-Awareness. This year the survey will be given to grade 5 and 8 so we will be able to track the same kids this year only. Is there growth in these areas? What areas are concerning?

2018/2019		
Grade	Self Regulation	Self Esteem
4	40%	80%
7	33%	57%

2019/2020		
Grade	Self Regulation	Self Esteem
4	29%	71%
7	33%	43%

2020/2021		
Grade	Self Regulation	Self Esteem
4		
7		

- B. Self assessment of this Core Competency, Personal Awareness and Responsibility (October 2020 and May 2021) . Qualitative Assessment. Teachers are using a variety of ways to record this assessment. (draw a picture when..., write a paragraph showing evidence,)

Strategies:**Home-School Connection:**

- Teach our families about the core competencies through newsletters, conversations, at conferences and inviting parents to view and reflect on student's self-assessment of CC
- Ask families to do assignments together (Home-School Connections) this will help shed light on the CC with families.
- Invite all parents to the goal setting conference in November and Student Led Conferences in May. Highlight the Core Competencies and student self-assessment
- Teach students language associated with self-regulation, well-being and share with their families

School Wide Focus:

- School assemblies: learn about the core competency of Personal Awareness and Responsibility
- Staff meetings: Discuss self assessment strategies and ideas on how to name, nurture and notice
- Pro-D on Self Regulation and trauma informed schools
- Teach Zones of Regulation
- Teach WITS
- Teach and reinforce Virtues using PBS principles.
- Add vocabulary such as self esteem, self advocacy, resilience, to monthly virtues
- Student Recognition for these character traits. Announcements, phone call home, note to parents,

Classroom Strategies:

- Share ideas with teachers on how to embed this competency into curriculum
- Using My Blueprint or Core Competency journal develop this understanding and record evidence
- Focus on language of Personal Awareness and terms like self regulation. Name, Notice, Nurture
- Teacher Librarian resources on the competencies
- Literature based lessons (6 cedar trees, Mind up)
- LRT: Focus on SEL for students with autism. How can we help these children recognize their skills in social interactions and advocate for their needs.
- Zones of Regulation teaching
- Virtues teaching
- Restitution program, discuss at October staff meeting

Story: Evidence of these goals in action.

Consider Inquiry project for interested staff members, (three years in a row our staff have been involved in this).

Photos, videos, work samples, action research on target students