RBPS School Council Meeting
Wednesday, January 31, 2024 (6:00 p.m.)
School Report

School Report - Tracey Mark, Shawna Holman, Gerry-Lynn McCann
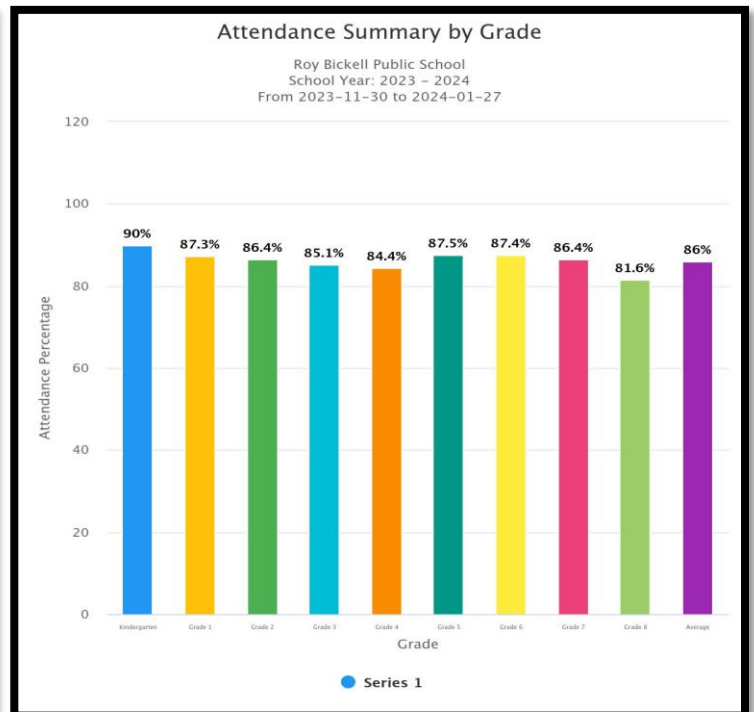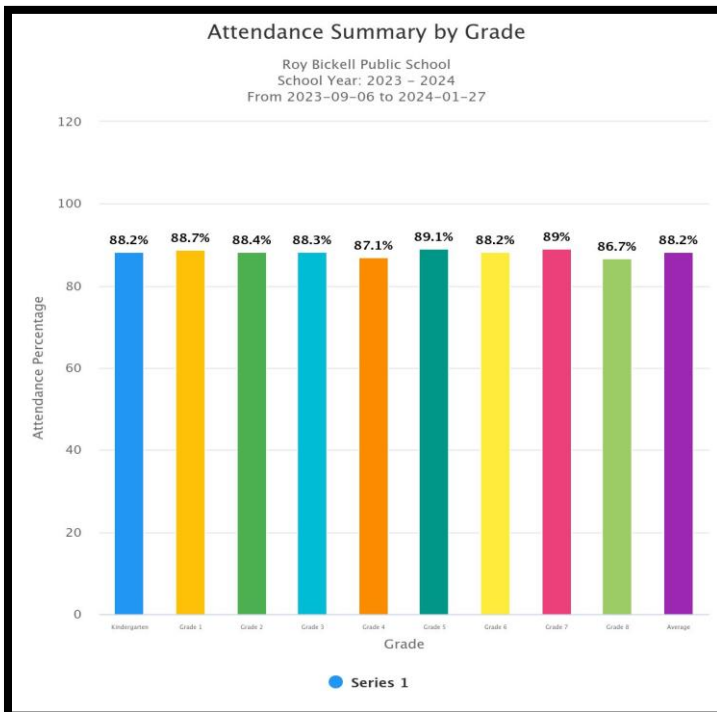
1. **Enrollment**
   Happy New Year!
   Our current enrollment is 423 students (and increase of 10 since our last meeting).

   We welcome Emma Selzer to staff in grade 5/6 and Aisha Fiaz grade 1, Duncan Eckstrom in Music

2. **Attendance** *(Tracey)*
   Our attendance remains in the appropriate range. What is most apparent in this information is the consistency in grade levels (from K-8)

3. **Budget** *(Tracey)*
   a. Option Fees
      i. $6,675.00 is outstanding
   b. Grade 2-4 Agenda Fees
      i. $540.00 is outstanding

4. **Website Upgrade** *(Tracey)*
   a. Absence Submission

Attendance - Report an Absence

Success in school starts with regular attendance from the early years right through high school completion. It is important that if your child is going to be absent from school you let the school know.

See more information on the "Every Day Counts" campaign on attendance by visiting the Grande Prairie Public School Division's website.

Please complete the form below or call the school (780-830-3286) to report your child's absence.

Parent's First Name *

Parent's Last Name *

Parent's email *

Student's First Name *

Student's Last Name *

Student Grade *

Choose one...

Date of Absence *

Time of Absence *
- Morning
- Afternoon
- All Day
- Other

If selected Other, please provide us the time

5. **Science PL** *(Tracey)*
Through the year, K-6 teachers are working in cross-graded groups with Krista Sterr (Elementary Science/Math Curriculum Lead Teacher) to first understand the archetype of the new curriculum, then moving on to long term plans, and then medium-term plans.
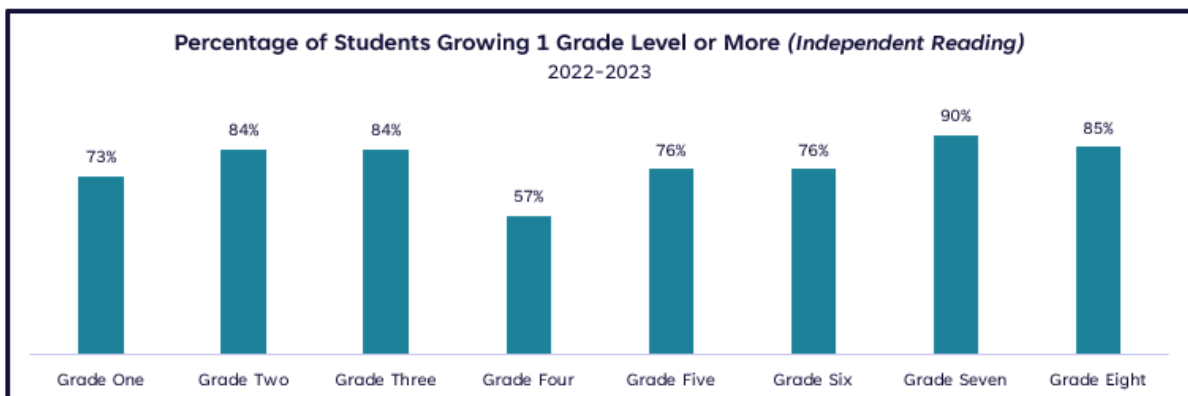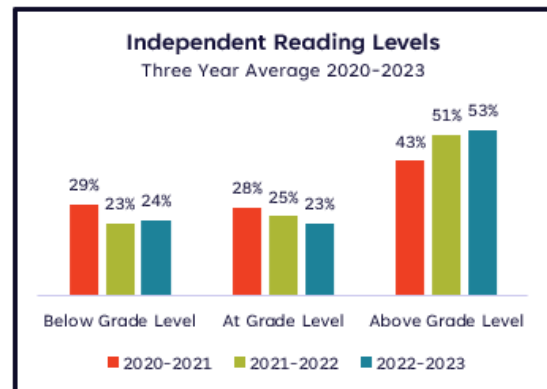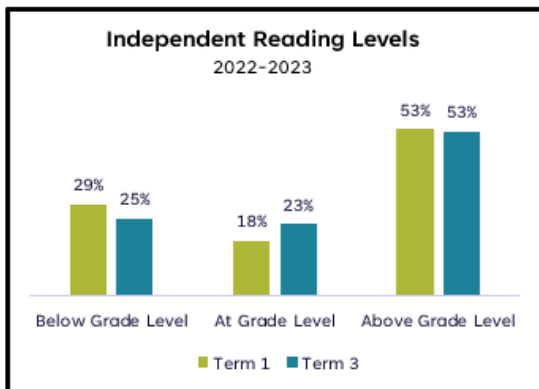
6. Results Report – page 4 *(Tracey)*

We understand that GR and SGI are not new structures, but they remain important ones. These areas of focus not only have a positive impact on student achievement, but also on teacher practice. As a result of this focus, we noted an increase in students reading "at grade level" and a decrease in students reading "below grade level". These structures allow students focused time to develop their readings skills, with 78.13% of students demonstrating 1 year of growth in their independent reading levels. This certainly is encouraging, although 25% of students remain below grade level. This is a 2% increase from 2020/21 school year, although it remains an improvement from the year prior to that when 30% of students were reading below grade level.

We know that reading and writing are intertwined with each other. To build reading skills you need to focus on writing skills and vice versa. Last year we introduced Powerful Writing Structures with author Adreinne Gear. Our staff engaged in Professional Development that reinforced structures and lessons that they already had in place, while also helped them execute adjustments to their instructional practice, their intentional planning, and assessment of student writing. Like the structures teachers used for reading, they planned for whole group, small group, and individual instruction in writing. Our PAT results showed 96.9% of students achieving the acceptable standard, which was over a 4% increase from the last time the PATs for Language Arts were written. With factors such as the introduction an updated curriculum, we do not yet have consistent PAT results to analyze and inform instruction.

Building on this, we introduce this year, a School Wide Write. This is where every grade K-8 student, three times a school year will complete a non-fiction piece of writing based off an anchor text. With each grade using a common rubric, the students writing will be assessed. The information gathered will show students how they are doing, as well as show teachers how they are doing instructionally. Teachers will use this information to report student achievement as well as tobe response in their teaching.

By continuing to focus on sound reading instruction that includes Guided Reading, and planning structured writing lessons that are delivered through whole group, small group instruction, we anticipate that students will continue achieving consistent growth in reading levels.

7. **Athletics** (Gerry-Lynn)
   a. JH Basketball has continued with us being about halfway through the season. Thank you to Mrs. McCann and Muira Ewan who are coaching the boys and Miss. Ophus is coaching the girls. Grade 5/6 has Basketball began today! The coaches are Mrs. Schulz and Mrs. Waugh. Students practice two times per week during break 2 recess. The culminating tournament is Saturday, March 2nd.

8. **Maintenance** *(Gerry-Lynn)*
   a. All washroom faucets have been replaced. Swapping out motion activated for depression style sinks. This will decrease water waste as well as ensure all facets are functioning.

9. **Create, Give, Explore** *(Gerry-Lynn)*
   The Grade 4 classes are planning to support the Odessey House. Between April 8-22nd they will collect items such as:

Unused/Unopened:
- Toothbrushes
- Toothpaste
- Socks
- Women & children underwear
- Shampoo/conditioner
- Nail clippers
- Baby products

Can be gently used:
- Board games
- Toys
- Craft supplies
- Travel bags etc.

After the period Odessey Houses Public Education coordinator will complete 1-hour presentations in some classrooms. Topics may include Being Kind and Calm, Emotions and Self Esteem.

February 2024

February 1, 2024: Classroom Newsletter Sent Home
February 2, 2024: Professional Learning Day (No School)
February 5, 2024: JH Try-it Activity - Wheelchair Basketball
February 6, 2024: JH Try-it Activity - Wheelchair Basketball
February 7, 2024: School Council Hot Lunch
February 7 & 8, 2024: Try-it - Rocks & Rings Curling
February 14, 2024: 100th Day of School
February 15, 2024: School Spirit - PJ Day
February 16, 2024: Non-Operational Day (No School)
February 19, 2024: Family Day (No School)
February 22, 2024: School Council Hot Lunch
February 23, 2024: Professional Learning Day (No School)
February 28, 2024: School Spirit: Pink Shirt Day