

April School Council/Association Meeting –Principal Report

Land Acknowledgment-[Video](#) 1:51

Teacher Presentation: Learning Leaders



School Updates

- Grade 6 & 9 PAT's
- Professional Development for 2025-2026

Staffing for Fall 2025:

Grade 4: Ms. Toews and OPEN

Grade 5: Ms. Collins and Ms. Wear

Grade 6: Ms. Nelson and OPEN

Grade 7: Ms. Hiley, OPEN and OPEN

Grade 8: Ms. Morgan, Ms. Eweka and Ms. Wiltsey (temp until Jan)

Grade 9: Ms. Renaud, Mr. Castagne, and OPEN

Physical Education: Ms. Brocklebank

Music/Band: OPEN

Wish List:

- Sensory Pathways-\$1000
- Olive Tree Plant 6' \$69.00
- Palm Tree Plant 4' \$115.00 (2 pack)
- Fluorescent Light covers \$20.99 (2 pack)-need 31
- Wowangce 1 x 4 Feet Fluorescent Covers for Ceiling Lights Magnetic Ceiling Light Cover \$17.99-need 85
- Apicizon 44.5" bench for bedroom \$129.00 each
- GORELAX Leather Accent Chair, Upholstered Side Lounge Armchair \$199.00/chair
- 31.5" Industrial Sofa Table Entrance Table \$53.00 (need 2)

Confirm:

- CBE grant money spent on?

- MathUp licenses \$729/teacher (one per grade team \$5103.00); Brenna can manage licenses
- \$200 classroom funds (\$2800 total)

Questions:

- When will we have Sher-burger?
- Food handling for breakfast club

Year in Review Data

Grade 4/5 Cohort

Strengths:

- Growth in CORE Maze: Many students, such as J (from 0 to 34) and AP (from 34 to 81), show strong fluency gains.
- Words Their Way (WTW): Overall increasing trend—e.g., K from 54 to 58 and C from 65 to 70.
- Math Growth: Multiple students moved from <10% to 50–80%+ in Number & Algebra

Areas for Growth:

- Persistent low performers in CORE Maze and WTW: Students like F, A and H, O remain significantly below benchmarks.
- Attendance issues for some students coincide with low academic performance (e.g., multiple students with 0–9.9% attendance).
- Several students remain in the “Intensive Support” range across all assessments.

Next Steps:

- Implement Tier 2 small-group fluency intervention for non-responders in Maze.
- Continue differentiated spelling/phonics through Words Their Way with progress monitoring.
- Track math fluency via conceptual tasks (e.g., number talks, math games).
- Consider IPP adjustments for persistently low students (e.g., those with LP1 or repeated 0s).

Grade 6 Cohort

Strengths:

- Broad mid-year growth in Maze and WTW: Average WTW score is 62.3, indicating strong decoding and word knowledge.
- Attendance is generally consistent (~16.8 average), which supports instructional access.

Areas for Growth:

- Wide performance gaps: Some students have 0 Maze scores all year
- High number of students remain at <10% on math assessments even in spring

- Several students have consistent performance stagnation.

Next Steps:

- Use targeted progress monitoring tools like M-CAP or numeracy screeners for math.
- Provide intensive small group decoding support and scaffolded comprehension strategies.
- Attendance check-ins and family outreach for chronically low attendees.

Grade 7 Cohort

Strengths:

- Solid mid-year academic gains: Students like K, B and K, C show major progress in Maze.
- WTW scores show strong decoding gains: L, O (28 to 14.5) and N, A (12.5 to 17) show increased phonological awareness.

Areas for Growth:

- Significant math struggles for many students in both Fall and Spring (e.g., A, T and K, A dropped from 37 to 12.5).
- Large group below benchmark on Maze (e.g., many scores below 15 in Spring—well below benchmark of 22).
- Ongoing IPP and LEAD designations, many with minimal progress.

Next Steps:

- Increase Math RTI frequency and implement Number Talks or JUMP Math supplemental lessons.
- Assess foundational reading skills (e.g., phonics, oral reading fluency) using informal tools (QRI or DIBELS-style tasks).
- Collaborate with EAL/IPP teams to ensure scaffolding and student-specific accommodations.

Grade 8 Cohort

Strengths:

- Several students showing strong growth across assessments (e.g., A, R from 17 to 85 WTW).
- Most students achieving $\geq 50\%$ in Number & Algebra by Spring.

Areas for Growth:

- Persistent underperformance in reading fluency: Many Spring Maze scores remain below benchmark of 22.
- Limited growth in some cohorts, with ELL/IPPs scoring static or decreasing (e.g., some LEAD students).
- WTW scores for many still below grade expectations.

Next Steps:

- Prioritize comprehension-based reading instruction with graphic organizers and close reading.
- Implement word study with morphology instruction.
- Use guided math to differentiate based on Spring performance.

General Recommendations Across Grades

- Establish regular data team meetings to review progress monitoring.
- Use tiered interventions in literacy (Maze, WTW, comprehension) and numeracy (conceptual number sense and procedural fluency).
- Integrate attendance monitoring with academic intervention planning.
- Ensure alignment of instructional planning with IPP goals and EAL benchmarks.