

PAC General Meeting

Date; April 9th 2025

6:36pm Call to Order

Attendees - Quorum required is 7 members.

Cole Logan (Vice), Joanne Barr (Treas), Sam Seeley (Sec) Mike Johnston (Fundraising), Jen Storey (DPAC) Zale Darnel (Principal, Guest), Dannell Hunter, Kayla (online), Melissa neufeld, Valerie Gregor, Rebecca Williams

Welcome

Minutes and Agenda Approvals

March 12th, 2025 Minutes Dannell motion to approve, Sam second, all in favour

meeting agenda, Sam motion to approved, Jen second, all in favour

Principal Report 6:35 to 7

Per Zale -see attached

Chair Report 7 to 7:10

NTR

Discussions

Old Business - no old business

New Business

- Joanne request to add Kayla to PAC email for fun fair use, Jan motion, Rebecca second, all in favour
- May AGM meeting, voting for all PAC postions, looking for new volunteers, Zale has chip and jenga and the meetings are fun.

Committee Reports 7:10 to 7:30

Hot Lunch - Joanne NTR - discussion around whole wheat hot dog buns, Joanne to look into supply

Fun Fair - Kayla - Budget of \$5000 approved previously, games committee to spend extra \$200 on bubble guns - updated budget to be provided - not currently over budget -bounce cost \$1200 - wrist band cost

Motion to Adjourn at 7:34 Joanne motion, Val and Jen second

Upcoming dates

Next Meeting

May 14th, 2025 AGM

\$200 - no sponsorship yet - post donation letter to FB pages and school newsletter - all planning on schedule

Fundraising - Mike NTR

Events – Cole - NTR

Policy and Procedures - Joanne - NTR

Indigenous Connection - Valerie -meeting with Zale, committee to change to community committee. Finding an artist has been difficult and school layout plans have changed. Mural outside to be extended to inside front doors to gym doors with artist Jason Craft. Look for artist to commission indigenous carving for front office (Joanne and Val), Quote for mural \$3412, new gym floor will be blue and mural will tie in, art committee and student input, will be 95% completed by fall

Legacy fund is \$3600 Jen motion to allocate legacy funds to mural, dannell second, All in favour.

Rescind motion on table

A local community member has offered to cover the cost of the mural. Jen motion to reallocate legacy fund to cover cost of new furniture and extras for front entrance, Val second, all in favour.

Trustee Report 7:30 to 7:40

NTR

DPAC Report - 7:40 to 7:45

NTR

Treasurer Report - 7:45 to 8

Report from Joanne attached

Open Discussion

-no reply from bussing company regarding bus safety. Joanne will continue to follow up at a district level.

-craft day upcoming April 26 2:30-4:30

-open gym will continue until the attendance levels drop

Community School discussion

-sald bar is going very well

-librarian Ms Sam is looking for a new volunteer to sew library bags - pattern available

Miracle Beach Elementary School Goals – 2024/2025

School goal #1 - How can we create a supportive school environment that fosters a strong sense of belonging and community?

Design Principal(s):

- Inclusion
- Social Emotional Learning (SEL)

Rationale:

A strong sense of belonging is fundamental to student success, well-being, and engagement in learning. When students feel connected to their peers, staff, and school community, they are more likely to thrive academically, socially, and emotionally. By fostering meaningful relationships, creating inclusive spaces, and providing opportunities for student involvement, we can ensure that all learners feel valued, supported, and empowered.

Research shows that small but meaningful interventions can significantly impact a student's sense of belonging and long-term academic success. Studies on affirmation and identity reveal that when students see themselves reflected in their learning environment and feel that their teachers value them as individuals, they are more likely to stay engaged, persist through difficulties, and develop a positive self-concept (Belonging, Geoffrey L. Cohen).

An example of this in practice is a teacher providing personalized feedback that affirms a student's potential. In one of Cohen's studies, when students received feedback that emphasized their capability and high expectations—rather than just corrections on their work—their motivation and performance improved significantly. Schools that implement mentorship programs, culturally responsive teaching, and peer support networks can help reinforce this sense of belonging and academic confidence.

Building a culture of belonging requires intentional practices, ongoing reflection, and a commitment to supporting every student. By ensuring that school environments are welcoming, inclusive, and affirming, educators can help students develop a strong sense of identity, purpose, and connection. When students feel that they matter and are part of a caring community, they are more likely to take risks in their learning, support their peers, and contribute positively to their school and beyond.

Action Plan:

Inclusion

To support inclusion, we will:

- Incorporate diverse perspectives, texts, and learning experiences that reflect students' backgrounds.
- Create opportunities for students to connect with mentors or peers who can guide and support them.
- Ensure Equitable Access to Resources – Provide the tools, technology, and support needed for all students to fully participate in learning.

- Apply flexible teaching approaches that accommodate different learning needs and strengths.
- Recognize and honor diverse backgrounds through school-wide events, assemblies, and student-led initiatives.

Social Emotional Learning (SEL)

To foster emotional growth and build resilience, we will:

- Implement restorative practices and student-led solutions instead of punitive discipline.
- Offer affirming feedback that highlights student strengths and potential, rather than just corrections.
- Incorporate mindfulness, breathing exercises, and self-reflection techniques to help students manage emotions.
- Foster Positive Teacher-Student Relationships – Build trust and connection through one-on-one check-ins, and consistent support.
- Provide students with opportunities to take on leadership roles and contribute meaningfully to the school community.

Evidence / Data

To measure progress and inform instruction, we will track:

- Academic Engagement: Students who feel they belong show increased motivation and better academic performance.
- Emotional Regulation: Restorative practices and student-led solutions reduce disciplinary issues and improve relationships among students.
- Student Participation:
- Student Learning Survey Results
- Middle Years Diagnostic (MDI) Results

School Goal #2 - How can we enhance student achievement in numeracy?

Design Principal(s):

- Personalized Learning
- Flexible Learning Environments
- Experiential Learning

Rationale:

Numeracy is an essential skill that supports students' ability to think critically, solve problems, and navigate real-world situations. Strengthening foundational numeracy will ensure equity for all learners as they develop foundational skills that will provide confidence for lifelong achievement.

Assessment plays a key role in guiding instruction and ensuring students receive targeted support.

Regularly collecting and analyzing student performance data allows educators to identify strengths, address learning gaps, and make informed decisions about instruction. This approach ensures that all students, regardless of their starting point, are given the opportunity to grow and succeed in mathematics.

Through a thoughtful and structured approach, we aim to cultivate an environment where students feel empowered in their numeracy learning, develop fluency and problem-solving skills, and achieve year-over-year growth in their mathematical abilities.

Action Plan:

Personalized Learning

To ensure each student receives targeted support, we will:

- Conduct whole school SNAP Assessments to establish baseline data and track student progress.
- Store and analyze assessment data in a school-wide progress monitoring spreadsheet to inform instruction.
- Use First Steps in Math targeted diagnostic assessments for students identified as emerging or developing to pinpoint specific learning gaps.
- Implement First Steps in Math learning activities and leveled Number Sense booklets to build foundational skills and address individual student needs.
- Provide access to Mathletics for both home and school use to reinforce learning and support student progress.
- Celebrate Kindergarten's 100th day of school with engaging activities that highlight the importance of numbers in everyday life.
- Integrate math games into classrooms to develop fluency, problem-solving skills, and a love for mathematics.
- The Curriculum Support Teacher (CST) is providing professional learning opportunities and resources to enhance staff capacity in numeracy instruction.
 - District Numeracy Support Teacher, Serina Allison, is working alongside our CST and other staff to implement effective strategies, strengthen instructional practices, and support student learning in mathematics.
- Organize interactive math experiences, such as a Primary Gym Sale and other hands-on activities, to support real-world applications of financial literacy and number sense.

Flexible Learning Environments

Recognizing that students learn in different ways, we will create adaptable learning spaces and instructional strategies, including:

- Utilizing high-yield instructional routines from Serina Alison's M3 videos on Learn71, such as Estimation 180, Esti Mysteries, Clothesline Math, Slow Reveal Graphs, and Number Talks.
- Providing access to the Number Sense Assessment Package binder for each grade level to support targeted instruction.
- Adjusting instruction based on student progress data to ensure responsive teaching practices.
- Add...

Experiential Learning

To enhance student engagement and deepen mathematical understanding, we will:

- Incorporate hands-on, real-world numeracy activities that allow students to see the relevance of math in their everyday lives.
 - Examples – Gravity Cars....
- Host a Numeracy Night to involve families in numeracy learning, providing strategies and resources to support math development at home.
 - Including a school store component where families can participate in numeracy-related activities, practice real-world financial literacy skills, and apply math concepts by purchasing items in a hands-on learning experience.

Evidence / Data

To measure progress and inform instruction, we will track:

- SNAP Assessment results (K-7) to monitor growth and guide next steps.
- FSA results (Grades 4 & 7) to analyze trends and overall achievement.
- Ongoing student progress monitoring to identify students needing intervention and determine areas for future focus.

Numeracy Focus

Our goal is to improve student achievement in numeracy each year by fostering a learning environment where students develop confidence, fluency, and problem-solving skills. By implementing a structured and data-driven approach, we aim to ensure all students experience success in mathematics.

PAC Report April 2025

- School Goals
- Upcoming Events
 - April 15 – Welcome to K
 - April 16 - Island Health Presentation for 6/7
 - April 18, 21 – Easter Weekend (No School)
 - April 22 – Earth Day – Biologist Presentation
 - April 23 – Primary Gym Sale
 - April 24 – Student Vote
 - April 28 – Art Starts Presentation
 - April 29 to 30 – Cycling program for grade 4/5
 - May 6 – Numeracy Night and Art Walk
 - May 7 – Track and Field
 - May 8 – Try A Trade for grade 6/7
 - May 13 - Special Track Meet
 - May 15 – Class Photos
 - May 15 – Big House for grade 4
 - May 16 – Dress like a teacher
 - May 19 – No School (Victoria Day)
 - May 20 – Author Visit
 - May 23 – Fun Fair
 - May 26 – Indigenous Elder Visit
 - June 3 to 5 – Camp Homewood
 - June 10 – Primary Fun Day
 - June 19 – Playland
 - June 23 – Grade 7 Tour of GP Vanier
 - June 23 – Final Reports Sent Home
 - June 23 – Grade 7 Grad
 - June 24 – Primary Beach Day and Cookie Bus
 - June 26 – Year end assembly and last day of school