

February 3, 2026 JESC Minutes

- 6:44PM call to order: Previous minutes approved; Alicia D. motion; seconded
- Grade 4 Teachers:
 - o Campus Calgary Open minds science school (at Telus Spark)
 - Designed a program in concert with Telus Spark that students attended for a full week – were able to do things that they couldn't easily do at school (like attending the planetarium); did coding, etc.
 - o Hope to do an Open Minds session again next year if possible
- School Development Plan Presentation:
 - o What is the SDP? Guides ongoing assessment and review of goals and actions
 - o School development plan is the driver for closing learning gaps and informs: strategies, professional learning, structures and processes for learning, resources, etc. Year 2 of a 3 year development plan:
 - o Goal: Students' achievement in literacy will improve
 - Outcome: student achievement in fluency will support the improvement of word recognition and comprehension of reading skills
 - 3-year goal allows you to build on previous years' success
 - Strong oral fluency skills are an essential "bridging process" that enhances both decoding and comprehension development
 - The "automaticity" of recognising words is critical in supporting working memory
 - Performance in writing is facilitated by fluency skills in reading as students are more efficient
 - Fluency is in the new curriculum – studies are recognising how important it actually is
 - Truth and Reconciliation, Diversity and Inclusion – recognition of oral fluency and storytelling in various cultures; some of our students express themselves best through oral means
 - Well being – self regulation – informed the goal (students who feel they can control their emotions and behaviours and focus on a task. Kids finding it harder to focus)

- JES well being perception (Diversity and Inclusion; School Connectedness; Regulation; Resilience and Mental Health) is reporting well/high across other schools
 - Year to year progress has been shown – improving; JES performing higher on many indicators across CBE and Alberta
 - PAT results show JES performing higher than average across AB
- Data for Monitoring Progress:
 - UFLI check ins
 - Student participation in morning announcements and other public speaking opportunities
 - PLC Teaching Sprints
 - CBE ELAL rubrics: fluency and oral language
 - EAL benchmarks
- Learning Excellence Actions
 - Instructions of high frequency words to support automaticity and accuracy
 - Fluency instructional strategies to support pacing and prosody
 - Ongoing and actionable feedback including peer/self-assessment
- Truth and Reconciliation, Diversity and Inclusion Actions
 - Accessing linguistically and culturally diverse
 - Talking circles
- Student Enrollment Survey: sent out this Friday to fill out about returning to JES
 - Need to be in by end of March
 - Really important to have this completed by parents as this informs our staffing for next year
- Dance Residency:
 - Not just learning one dance; but working through the different decades – parents invited to a Celebration of Dance for Div I and Div II
- Loose Parts Program:

- o Taking out the loose parts at recess and is an added exploration of play
- Art Installation and Decorating – flowers added to the South fence as part of the LAC Community enhancement project, and possibly the front of the school fence as well; update will be given in March
- Dance Update – two divisions to manage capacity
 - o K-gr 3 (first hour and a half)
 - o Gr 4-6 (7-8: 30pm)
 - o Trying a new ticketing platform

Meeting adjourned: 8:06AM