

The following is a brief description of our planned professional learning work for May 29, 2026. This work is organized around our district's four collective goals:

- All students shall read, write, and communicate at grade level in both languages of instruction.
- All students shall be at grade level in numeracy.
- All students and staff will feel safe, cared for, and engaged in learning.
- All students shall graduate from high school.

School staff will monitor the impact of their work from May 29, and on subsequent professional learning days, in achieving these goals.

LITERACY

- **K-2 English Teachers:** Looking at an evidence-based assessment systems in K-2: support K-2 teachers in understand what evidence-based assessment system is entails and its value in informing instruction
- **3-5 English Teachers:** Responding to progress monitoring reading data: teachers will bring their data and have K-5 Literacy Team members available to help them interpret and plan instruction / intervention.
- **1-5 French Immersion Teachers:** Rainbow Talk: using oral reading observations to group and support all students in their reading development.
- **6-8 English Teachers:** Teaching students to recognize and use organizational patterns in reading texts and comprehension strategies. Focus on strengthening word recognition, decoding, and fluency strategies.

SCIENTIFIC INQUIRY

- **6-8 Science Teachers:** The *Science That Sticks Series* focuses on supporting teachers in implementing inquiry-based learning through the 5E model (Engage, Explore, Explain, Extend, Evaluate). The series breaks down each phase and explores practical ways—through strategies and resources—to apply it in the classroom.

SAFE, CARED FOR, AND ENGAGED

- - **Specialty teachers:** Inquiry based learning: creativity, critical thinking, centre building, engaging assessment practices, and student voice and choice.

GRADUATION

QES ESS team will continue to review students to ensure they are on the appropriate educational plan. This includes reviewing students who are performing below grade level expectations and working on strategies to support tiers one and two practice. ESS team will also review students deemed at risk for not making connection to staff and peers in the building.

