

The following is a brief description of our planned professional learning work for October 9, 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 October 9, and on subsequent professional learning days, in achieving these goals.

LITERACY

- **K-2 English Teachers:** Assessment Answers Questions. Teachers will collaborate to explore a practical start for interpreting and responding to data to inform intervention and instruction.
- **3-5 English Teachers:** Unpacking text complexity. Teachers will collaborate to explore a practical start for interpreting ORF data and Long-term planning.
- **1-5 French Immersion Teachers:** Teachers will focus on data collection, school improvement planning, and monitoring.
- **6-8 English Teachers:** Teachers will learn how to use reading conferences and reflective prompts to help students identify preferred genres, authors, topics, and text features. Teachers will learn how to support students in evaluating texts based on personal criteria, setting reading goals, making independent reading choices, and developing a positive reading identity.

NUMERACY

- **3-5 Numeracy Teachers:** Teachers will collaborate to explore how to effectively use technology within the numeracy curriculum.
- **6-8 Numeracy Teachers:** Teachers will collaborate to discuss building meaning in the numeracy classroom through Discourse.

SAFE, CARED FOR, AND ENGAGED

- **- Specialty teachers & EAs:** Tiered supports and universal design for learning.

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.

