

PDIG Final Report Requirements – 2018FSL: November 7th, 2017
(Teachers present: Jade Gauthier, Sabrina Tardif, Catherine Brunet, Administrator: Lisa

1. Project Description: Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

Day A-1 Leadership Team: October 20th 2017: A Conference day with external consultant: information session about Transforming School Culture for the leadership team:

https://www.solutiontree.com/online-courses/transforming-school-culture-online-course.html?utm_source=bing&utm_campaign=AnthonyMuhammad&utm_medium=cpc&utm_content=ShortCourse

Dates of meetings:

Cycle 1 & K: October 24th, 2017

(Teachers present: Sheila Buck, Carole Savard, Melissa Dingman, Christine Letourneau, Kelly Huckins, Jennifer Perkins, Administrator: Marie-Pier Cabana)

Cycle 2: October 5th, 2017

(Teachers present: Shannon Greenwood, Devon Henderson, Danye Brochu, Brigitte Drew, Administrator: Marie-Pier Cabana)

Cycle 3: October 2nd, 2017

(Teachers present: Nathalie Fillion, Vicky Doheny, Administrator: Marie-Pier Cabana)

Gauthier)

Day 1 - Kindergarten and Cycle 1, Cycle 2 and Cycle 3, FSL - Goal achieved

- Discussed Mission. 3 Big ideas that drive the PLC work (p.11 Learning by Doing, <https://www.solutiontree.com/products/learning-by-doing-third-edition.html>)
- P.26 : Study Case : Leadership team, Right Forum, Consensus. Members gave their ideas of how to form our mission : Brainstorm, commonality, same as establishing our values that the entire staff is implicated because we know the students and the curriculum.
- Agreed on the Fist to Five Strategy to run the meetings and make the decisions
- Establishing the norms :

- Five Fingers : I love this proposal. I will champion it.
 - Four fingers : I strongly agree with the proposal.
 - Three fingers : The proposal is okay with me. I am willing to go along.
 - Two fingers : I have reservations and am not yet ready to support this proposal.
 - One finger : If I had authority, I would veto this proposal, regardless of the will of the group.
- We went through the Team Drive to assure everyone is comfortable.
 - Discussion about alignment across cycles
 - Work was done on essential learnings, went through the document.
 - Started looking at exams from previous years.

Day 2- Kindergarten and Cycle 1, Cycle 2 and Cycle 3, FSL

Activities & Related Goals: Goal Achieved

Dates of meetings:

Cycle 1 & K: November 14th, 2017

(Teachers present: Sheila Buck, Carole Savard, Melissa Dingman, Christine Letourneau, Kelly Huckins, Jennifer Perkins, Administrator: Marie-Pier Cabana)

Cycle 2: November 10th, 2017

(Teachers present: Shannon Greenwood, Devon Henderson, Danye Brochu, Brigitte Drew, Administrator: Marie-Pier Cabana)

Cycle 3: November 9th, 2017

(Teachers present: Nathalie Filion, Vicky Doheny, Adam Ruck, Administrator: Marie-Pier Cabana)

FSL: November, 16th 2017

(Teachers present: Jade Gauthier, Sabrina Tardif, Catherine Brunet, Administrator: Marie-Pier Cabana)

For all teams the essential learnings document was created for each cycle. The entire math progression of learning was looked at and discussed. All documents that we will be working with in the next 5 years are on our Team Drive and in this end of year report.

Day 3 - Leadership Team and administrator

Activities & Related Goals: Goal partially achieved

Dates of meetings: November 29th, 2017

(Members present: Lisa Gauthier, Sabrina Tardif, Vicky Dohney, Christine Letourneau, Melissa Dingman, Devon Henderson, Administrator: Marie-Pier Cabana)

The school culture was still showing some challenges in staff collaboration. The staff had not worked collaboratively in the academic area having an aligned goal. Taking the time to look at the QEP, aligning our essential learnings was a bigger step than expected. This took more time than planned and the leadership team decided we needed an extra day to support the staff and the change.

1. Norms - The team established their norms.
2. Alignement : school alignment from Kindergarten to grade 6 in Math Problem solving (skills needed to be successful in that area)
 - a. This task took most of the day. The team worked, starting with cycle one and working across the cycles to ensure that the alignment was correct. Changes were made to certain essentials, after discussions and votes using fist to five.
3. Finalize document
 - a. The document was finalized and Devon Henderson offered to re-organize the documents for the next meeting.
4. Planning for the next meeting *December 6th date added.
 - a. We created a plan of action for the December 6th meeting

Day 4th: Leadership Team: This day was added to schedule to assure that the staff would feel supported in this process. Once that decision was made and the agenda of the day set, we can say that the goals for this day were achieved. This is what was covered during this day:

Date of meeting: December 6th, 2017

(Members present: Lisa Gauthier, Sabrina Tardif, Vicky Dohney, Christine Letourneau, Melissa Dingman, Devon Henderson, Administrator: Marie-Pier Cabana)

1. Norms - Read and reviewed as a team.
2. Alignement: Creation of two new documents for each cycle with the Essential documents, tweaked from last week. Each cycle now has a document with the

Essential in green, Introduce in blue, and Nice to know in red. We reviewed the documents and some discussion took place. A fist to five was passed to accept the documents with the modifications made by the Leadership team. All in favour.

3. Scheduling for next year: Some discussion took place surrounding the schedule for next year. This is important because we need to plan ahead for our Pathway times and also for common presence time for planning, meeting and preparation.
4. Set-up of the rest of the year

* Notes when considering the new plan of action for the first cycle day in January...

- Math blocks each week during the Pathway would be 3 blocks of pathway (example operations) and 4 blocks of the program as it has been regularly taught.
- A good starting point for the cycle teams will be to revisit our Math text and resources to determine what will be most beneficial to use during the math pathway.
- Some discussion took place and it was felt that operations and number sense was the essential basic that would need to be mastered first.

Day 4 - Kindergarten and cycle 1, cycle 2 and cycle 3, FSL

Activities & Related Goals: Partially achieved

Dates of meetings:

Cycle 1 & K: January 22nd, 2018

(Teachers present: Sheila Buck, Carole Savard, Melissa Dingman, Christine Letourneau, Kelly Huckins, Jennifer Perkins, Leadership Member: Devon Henderson, Administrator: Marie-Pier Cabana)

Cycle 2: January 11th, 2018

(Teachers present: Shannon Greenwood, Devon Henderson, Danye Brochu, Joanie Viens, Leadership Member: Christine Letourneau, Administrator: Marie-Pier Cabana)

Cycle 3: January 31st, 2018

(Teachers present: Adam Ruck, Nathalie Fillion, Leadership Member: Devon Henderson, Melissa Dingman)

FSL: February 12th, 2018

(Teachers present: Jade Gauthier, Sabrina Tardif, Catherine Brunet, Leadership Member: Christine Letourneau, Administrator: Marie-Pier Cabana)

At this point the leadership team and administrator realized the staff was not ready to start a pathway with the students. The resistance was felt. A proposition was made to the staff to modify the PLC implementation. This year would be used to get ready for a full implementation in October 2018 with 3 pathways. The rest of the year would be utilized to get comfortable with the program, alignment, prepare the schedules, the assessments (pre-mid-final), data sheets, collecting of data, etc. Also, the school schedule time and time allocation was modified to have less transition times (1 hour blocks) and common teaching in each cycle to allow reshuffling of students and RTI implementation.

For the FSL team, since no common teaching time will be possible next year in the schedule and the team had to adjust their teaching practices to be aligned with the Français langue de base curriculum, the decision was made to prepare only 1 pathway for next year. Most of the team work time was used with the alignment and preparation of all documents to assure that the essential learnings for each grade will be clear for the years to come. After this process, any teacher can come in and will know exactly what needs to be seen by the end of each cycle. The following process for each day was still followed with a few adjustments for this team.

1. Norms

2. Following information was given to team:

Time frame will be 3 x 8 week pathways 2018-2019

- Oct 1 - Nov 23

- Dec 3 - Feb 8

- Feb 18 - Apr 19

Pathway for Cycle 3

1. Arithmetic & Operations (addition/subtraction)
2. Operations (multiplication/division/integers)
3. Decimals with % & Fractions

Pathway for Cycle 2

1. Arithmetic & Operations (addition/subtraction)
2. Operations (multiplication/division)
3. Decimals & Fractions

Pathway for Cycle 1 & K

1. Arithmetic
2. Operations
3. Fractions

Planning

*Each leadership member will bring printed copies of the monthly and theme evaluations from Pearson to share with cycle teams as working documents.

1. Each cycle team will begin by planning the assessments for first pathway (Pre, Mid and Final)

- Each cycle team will begin by creating the assessments for the pre-assessment, mid-assessment and end of the pathway assessment.
- Cycle teams need to keep in mind that checklist and oral evaluations are also a very viable option for assessment. The assessment needs to clearly evaluate the essential knowledge. Also keeping in mind that the assessments need to be feasible.
- Using the premade test from the Pearson program as a starting point, each team will cross reference the questions from the test and the essential knowledges to see if anything is missing. If an essential knowledge has not be assessed on the test or checklist, the team will need to create question or checklists to assess them.
- The pre-assessment and the end-assessments are the same and should be created first. The mid assessment will be a different test and should be created after the pre and end-assessment.

2. Each cycle team will then planning the first pathway with the Pearson math program to determine which units/lesson/materials best support the pathway. The team will identify what is missing and find these resources to create a program to be used during the pathway.

The goals is that the first pathway be completed.

- If the first pathway is not completed, it is the cycle teams responsibility to finish the first pathway before the next meeting.
- If time allows the team repeats the process for the second and third pathway.
- The six presence time blocks will be used to repeat the process for the second and third pathway AND to verify the validity of the field tested assessments.

*If the pre or mid-assessment results show mastery, the teachers will continue with enrichment and extensions of the essential knowledges.

April Meeting will be used to finalize and ensure that the steps, programs and assessments are organized and complete.

***Day 5: Kindergarten and Cycle 1, Cycle 2 and Cycle 3, FSL
Activities & Related Goals: Partially achieved***

Dates of meetings:

Cycles 1 & K: February 13th 2018, February 27th 2018, March 13th 2018, March 20th 2018 , March 27th 2018, April 10th, 2018

(Teachers present: Sheila Buck, Carole Savard, Melissa Dingman, Christine Letourneau, Kelly Huckins, Jennifer Perkins, Administrator: Marie-Pier Cabana)

Cycle 2: February 13th 2018, February 27th 2018, March 13th 2018, March 20th 2018 , March 27th 2018, April 10th, 2018

(Teachers present: Shannon Greenwood, Devon Henderson, Danye Brochu, Joanie Viens, Administrator: Marie-Pier Cabana)

Cycle 3: February 13th 2018, February 27th 2018, March 13th 2018, March 20th 2018 , March 27th 2018, April 10th, 2018

(Teachers present: Adam Ruck, Nathalie Filion, Vicky Doheny, Julie Leclerc Administrator: Marie-Pier Cabana)

FSL: February 13th 2018, February 27th 2018, March 13th 2018, March 20th 2018 , March 27th 2018, April 10th, 2018

(Teachers present: Jade Gauthier, Sabrina Tardif, Catherine Brunet, Administrator: Marie-Pier Cabana)

The meetings following were used for each cycle to create the 3 pathways, assessments and materials for all pathways, data collection of trial assessments, and compile recommendations for best practices in preparation for next year. All documents are on the drive for each cycle.

Six presence time blocks will be used to repeat the process for the second and third pathway AND to verify the validity of the field tested assessments.

1. February 13th 2018 : 2 :50-3 :50

2. February 27th 2018 : 2 :50-3 :50
3. March 13th 2018: 2 :50-3 :50
4. March 20th 2018 : 2 :50-3 :50
5. March 27th 2018 : 2 :50-3 :50
6. April 10th 2018 : 2 :50-3 :50

Each cycle created the 3 pathways with assessments for the pre-mid-final evaluations. All diagnostic and post assessment tools were finalized for pathways. Manipulatives, best practices, self evaluations, answer keys, and data sheets were prepared for each pathway for implementation in October 2018.

***Day 6: Kindergarten and Cycle 1, Cycle 2 and Cycle 3, FSL
Activities & Related Goals: Partially achieved***

Dates of meetings:

Cycle 1 & K: April 24th, 2018

(Teachers present: Sheila Buck, Carole Savard, Melissa Dingman, Christine Letourneau, Kelly Huckins, Jennifer Perkins, Leadership Member: Devon Henderson, Administrator: Marie-Pier Cabana)

Gather all field testing and results

- The field testing that was accomplished within some classes was brought to the meeting in order to help us go forward with making the necessary adjustments needed in the assessments.

Adjust assessments

- Voted: Do we keep our “I can statements” in our assessment? voted all in favor
- Voted: Kindergarten will assess in both languages and will use the final English assessments to see where to go with the students. Voted all in favor

Finalize Pathways (3)

- Kindergarten finalized adjustments to pathways 1, 2 and 3 so that the assessments had the correct flow for assessing the students.
- Kindergarten made the answer keys for all pathways 1, 2 and 3.
- Kindergarten translated the pathways into French so that students are able to attain the information in their first language and transfer over into English language instruction as our school instructs math in English for cycle 1 to 3.
- Cycle 1 finished making adjustments to pathways 1, 2 and 3 so that the assessments had the correct flow for assessing the students.

- Cycle 1 made answer keys for all pathways 1, 2 and 3.

Assure that data sheets are made, finalized and ready to use

- Data sheets for pathways 1, 2 and 3 are created and ready to enter students names once we have the final roster of students for the year 2018-2019.

First Pathway for October 2018 is ready to go tomorrow : copies for students made, documents ready, manuals, materials etc.

- Kindergarten collected materials for being able to accomplish their assessments.
- Cycle 1 worked on gathering materials from our workbooks to help with instruction.

Cycle 2: April 13th, 2018

(Teachers present: Shannon Greenwood, Devon Henderson, Danye Brochu, Joanie Viens, Administrator: Marie-Pier Cabana)

Gather all field testing and results: Pathway 1 and Pathway 2 have been field tested and results. Pathway 3 has not been field tested.

Adjust assessments: Pathway 1 and Pathway 2 adjustments were made.

Finalize Pathways (3): All 3 Pathways Assessments and Answer Keys are finalized and ready for use.

Assure that data sheets are made, finalized and ready to use: Data sheets with color coding and marking scheme completed.

First Pathway for October 2018 is ready to go tomorrow : copies for students made, documents ready, manuals, materials etc. Manipulatives prepared and ready for use for Pathway 1.

Cycle 3: April 11th, 2018

(Teachers present: Adam Ruck, Nathalie Filion, Vicky Doheny, Administrator: Marie-Pier Cabana)

Assessments for all pathways completed and printed(student copies)

Answer keys for all assessments completed (by hand and on drive)

Data sheets completed for all pathways

Mid assessment for pathway 3 created, along with answer key.

FSL: April 19th, 2018

(Teachers present: Jade Gauthier, Sabrina Tardif, Catherine Brunet, Administrator: Marie-Pier Cabana)

Un essai du test de première année a été effectué et nous avons conclu qu'il serait utile d'avoir une feuille séparée afin d'écrire les résultats des élèves.

Au cours de cette dernière rencontre:

- Nous avons modifié quelques questions et terminé les évaluations de la troisième et de la quatrième années.
- Nous avons également finalisé l'évaluation pour le cycle 3.
- Nous avons comparé et finalisé les documents afin de s'assurer que nous avons une question pour chaque savoirs essentiels pour les trois cycles.
- Nous avons modifié quelques questions et réalisé la feuille de collecte des résultats pour le cycle 1.

Notre pathway sera réalisé du 4 février au 5 avril.

Please take note that this day was added to our initial schedule to assure that everything is set to start the 1st Pathway in October with the students followed with pathway 2 and 3 in the next school year. It is a non-negotiable for next year since we decided to assure that our foundation was solid and everyone on board for next year:

The norms were revisited at the beginning of every meeting, revision of notes from last meeting & presence time meetings, gathering all field testing and results, adjust assessments, finalize pathways (3), assure that data sheets are made, finalized and ready to use for first Pathway starting in October 2018, including copies for students, documents ready, manuals, materials etc.

Day 6: Leadership team and administrator

Activities & Related Goals: Partially achieved.

Date of meeting: May 1st 2018

(Members present: Lisa Gauthier, Sabrina Tardif, Vicky Dohney, Christine Letourneau, Melissa Dingman, Devon Henderson, Administrator: Marie-Pier Cabana)

Final Leadership meeting:

Overview of what is done by cycle

- KDG, Cycle One: all assessments completed with answer keys, data sheets, started to create a list of what materials from workbooks we could use to help us begin our pathway 1
- Cycle Two: all assessments completed with answer keys, have created a list of what materials from workbooks we could use, list of manipulatives and games, data sheets

- Cycle Three: all assessments completed with answer keys, *still working on the materials and manipulatives.
- FSL: Test beginning and end (start February 4th for 8 weeks). mid-assessment hesitation to do it so not all the pathway time is used in testing instead of teaching. Will create mid-assessments to set up extra support for the 2nd part of the pathway.

2. Overview of what still needs to be done by cycle

- KDG, Cycle One: Prepare the essential learning on flash cards for all
- Cycle Two: Prepare the essential learning on flash cards for all
- Cycle Three: Prepare the essential learning on flash cards for all
- FSL: Prepare the essential learning on flash cards for all
- Make a list of manipulatives in the school, where would they go and what will need to be purchased in 2018-2019.
- create a document on the Drive to have a feedback : ex.: 1 positive and 1 what I would do differently?

3. Values/School Mission

Staff will be asked how they feel about the values, what needs to be changed. (Before the start of 2018-2019)

Build a common language of how to address when the values aren't followed.

4. Ideas of expertise for each individual in Leadership Team for next year

Technology: Devon Henderson

Math Institute (Resource): Melissa Dingman, Christine Létourneau

Cycle leader: FSL: Sabrina Tardif, Cycle 3: Vicky Doheny, Cycle 2: Devon Henderson, K & Cycle 1: Melissa & Christine

Organization: Lisa Gauthier (reshuffling, addition of support, areas to work, etc)

Observations in classes during teaching Math: all members

5. Expectations-Needs June 5th François Massé

- How to have our values apply?
- How do we speak to each other?
- Learn to talk to each other?
- How do we take the role of leaders for the values and also in the Math PLC ?
- Looking at the negative vs to sabotage change. While we are busy with this the rest is put to a stop.
- How to keep moving forward?
- How do we embrace our role as the leadership team?
- How do we deal with the resistance?
- Experience in other schools you've been?
- Resources to share

- How to assure that all have the basics of the PLC?
- Professional Development vs Resistance
- We need to change the narrative of our school whereby, historically leaders in our school are viewed as showing off rather than providing support and expertise that they have developed.

6. Evaluation of the project: Create a document on the Drive to have a feedback from the staff for next year : ex.: 1 positive and 1 what I would do differently?

7. Items of discussion:

- There will be an eventual shift to more hands-on manipulative math from a worksheet/workbook math teaching. This will create a need for more manipulatives. It was agreed that each teacher is more likely to use manipulatives that stay in their classroom. Also that parents are sometimes wanting to “see” the results of the work being done on a daily basis. This could be addressed at the Open House; using pictures and other support to our in-class activities that are no longer just pencil and paper.

Purchase requests: Each cycle is asked to submit requests to be purchased at the end of this school year. *Each cycle should also prepare a list of the manipulatives that they already have before they make requests to purchase.*

- KDG:
- Cycle one:
- Cycle two: white boards and base ten stamps
- Cycle three:

Questions brought to the Leadership Team:

A. Are supposed to teach all essential knowledges in the first half of the pathway?

Response: You will test everything for pre and post assessment. You only teach the essential knowledges for the first half of the pathway that will be assessed on your mid-assessment.

B. When we reshuffle our students is it for the full hour or are we teaching essential knowledges and then reshuffling on what they still haven't mastered from the first half?

Response: First four weeks we all keep our own classes. After the mid-test we will reshuffle - this will be based on the needs of the students and the way that the cycle needs to work based on the students. We need to identify where the students are the weakest and focus on this. We might reshuffle less during the first pathway and we also need to be vigilant to monitor the acquisition of knowledge as it happens.

C. What do we do for those students who are modified when we are doing the testing? Could the resource teacher be doing the testing with those students? The students

who are modified that are going up to grade 3 etc. are they going to be using the cycle below assessment?

Response: The modified students will need to be working with the resource teachers and will need to do the test of the cycle/level they are at.

D. What do we do with the students who achieve “green” success on the diagnostic test as we have planned for re-shuffling students only after the mid assessment.

Response: Keep pushing them! We are not to stop or hold back the student. We can pick from the next cycle’s since this information is already there. Keep developing deep and not wide. Not “busy work” but work that is challenging and building from the acquired essential knowledge.

E. Helping with guiding the structuring of what our blocks would look like when we are in pathway blocks.

Response: Learning and teaching by doing. Cycles will work together to determine what is being taught when - the order. Each cycle will decide which essential knowledges are to be taught according to what is tested on the mid-assessment for the first section of the pathway blocks and then the other essential knowledges will be covered in the second half of the pathway.

F. The other 3 blocks that we are working on in math what would they look like.
Response: As a cycle you would decide which other sections are to be taught (measurement/geometry etc) that are not touched upon in the pathway and also include problem solving.

G. Concerning with only two days for assessment in K since they split one day/one day.

Response: The leadership team will provide suggestions to help support the teachers in choosing strategies or ways of administering the evaluations so that the KDG teachers can administer and correct their own assessments. Possible strategies:

1. Put both classes together and one teacher teaches while the other one does the testing.
2. During centre time you take aside one student at a time.
3. Another teacher can come in to help supervise while testing is being given one on one.
4. Students from grade 5 or 6 could help come in and supervise/do activities with while the testing is being done.
5. During movie time at the end of September students can be taken out and complete the testing one on one.

Day 7: Leadership team and administrator

Date of meeting: June 5th, 2018

(Members present: Lisa Gauthier, Sabrina Tardif, Vicky Dohney, Christine Letourneau, Melissa Dingman, Devon Henderson, Administrator: Marie-Pier Cabana)

Day conference with Mr. François Massé on PLC leadership and team building.

2. Project Goals: Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

The goals for the PLC implementation were partially met to assure the staff was supported and given time to collaborate academically with each other prior to implementing this process with the students.

The meeting times were used to create and establish 3 pathways that will be implemented starting October 2018. Using this time to establish the pathways created more harmony and less resistance amongst staff to prepare for the changes in teaching with an aligned curriculum.

Please refer to question #1 for details of the achieved goals and explanation.

3. Project Outcomes: Describe/show the gains that the participating teachers achieved through this project. (add in alignment, documents created)

School team members (including leadership team): All teachers

There has been a huge shift in the school culture. Team work, though not always an easy task, really improved at Princess Elizabeth Elementary School. The dialogue in the school has shifted from focus on behaviors to positive pedagogical discussions. The work done with the alignment and preparation of pathways brought willingness to collaborate in the PLC domaine as well as others. In Math, we can now know that for the essential learnings, no matter who the teacher will be, they are all OUR students and will ALL go through the same process. The school team is now willing to put all their energy to work collaboratively to improve the success of all our students.

The staff has increased their knowledge in the Math area. Sharing, experimenting, and utilizing tools and methods is becoming a common practice.

The teaching enthusiasm is present and helped us to develop a framework of vertical integration (alignment) to assure the success of all our students. Also, this process will allow us to increase student achievement in Math Problem Solving from Kindergarten to Grade 6. Though no pathway was done this year, we already notice a shift in the practices and are convinced it is already making a difference for our students. The team has fully integrated a change in the way of working at PEES with the Professional Learning Community approach. A foundation has been set for the future years of growth with this implementation.

Leadership team members: (Devon Henderson, Sabrina Tardif, Melissa Dingman, Christine Létourneau, Vicky Doheny, Lisa Gauthier). The implication of these 6 teachers and administrator as leaders in the school has benefited the entire community. These members chose to put in the time to develop expertise in Math but also as leaders. The impact has been felt in different areas of change in the school (Positive behaviors between staff members and with students, attachment more integrated in daily interactions with students, positive code of conduct, effort in making the school a safer and better place for all). The leaders of this team have shown interest in professional development. They attended different sessions available this year (LCEEQ, UDL (flexible seating), RTI presentation at school, formative assessment workshops, math consultant conferences at school, etc.).

Every member is invested in this process to assure it moves forward. Very solution oriented, the members gained confidence to step up and setting the standards and expectations of the rest of the school team. Feeling supported and backed-up, it allowed them to propose other ways of doing, to sit in other cycle meetings as the leaders and be comfortable in that role.

4.Reinvestment: Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

We have made available (see link) all our documents to share with the educational community at large, if desired. You will find each cycle alignment, math alignment, school alignment, pre-mid-final assessments for 3 cycles for 3 pathways.

(Arithmetic & Operations (addition/subtraction), Operations and Decimals with Percentages & Fractions).

This project has initiated some intensive engagement from the staff for the years to come to work in attaining our goal of success for ALL our students: Team cycle 1 members (2 teachers and administrator) on the leadership team are attending the cohort 4 for Summer Math Cycle Institute (LCEEQ) to bring back the expertise. This involvement on their part will benefit to the greater community and bring extra support to the staff and the students to assure success in the years to come.

8 members of the staff are attending the Solution Tree Conference next autumn on assessments to improve this area in our Math development.

The PLC initiative at Princess Elizabeth Elementary is a long term project with an objective of 5 years to attain 95% success rate for our students in the Math curriculum. This will support the high school with the opportunity to achieve certification at the end of their secondary years. It is an ongoing effort that will benefit our community directly but also the english community at large with the implication and sharing for all. The staff, students, and community are implicated in the process of aiming for success for ALL students.

<https://drive.google.com/open?id=1LzOnmLu-mNMXDPb1OtjiIGZL0fI0tcEv>