



Needs Assessment				
Student Achievement Data		Demographic	Program	Perceptual
WBTT	Observation	Maplewood demographic info Class size numbers Disaggregated information Cohort data	District Review Information about effectiveness of program/implementation of SIP/BIP goals (last year and this year) Review of schedules and policies in place to see if time on task is at highest efficiency	How do students see themselves on EQAO survey? How do parents see the board and effectiveness? Are parents, students and teachers engaged in their learning?
EQAO	Survey			
PM	OLA			
CASI	Student			
TLCP	Success			
	Indicators: Credit accumulation Pass rates			

**Analysis of Data**

- + Observation survey results show that 2 of the four elementary schools are on target for the end of K (5 by 5) and grade 1 (6 by 6). The uneven results show that we may have to do some work on consistent practice.
- + PM results show that we have similar issues arising. We have approximately 20% of our students who are not at the expected target range at the end of grades SK, 1, 2, and 3. (Approximations had to be used because there were some problems with the data. Some PM was done in French and some in English and not every PM was collected. This is a serious issue that needs to be remedied.)
- + EQAO results show that we need to continue to focus on writing and reading at the primary level. (We have basically flat lined on each of these areas. R= 57%, W=59%) We have made gains in junior reading and writing but our writing scores are still low. (R=75%, W=65%) Our first time OSSLT continues to build slowly and our Academic Grade 9 Math marks are good. Our score for Previously Eligible (PE) students pts in OSSLT has decreased and shows an alarming trend: only boys failed. (This last trend is also seen in the previous year’s student success indicators and needs some consideration.)
- + The strengths and weakness reports from EQAO point out that in the junior division we have made gains in the curriculum expectations that have been a focus in our ongoing Teaching Learning Critical Pathways (CIL and PLC) work. These include areas in reading for meaning, specifically inferencing and making connections. We have not kept up with the province in our writing expectations however. Specifically, we do not have high scores in the areas of developing and organizing content and using knowledge of form and style in writing.
- + Our disaggregation of data points out a trend that shows that our boys do more poorly in all areas of literacy. This is confirmed by teacher perceptual data gathered during PLC discussions.
- + The high school data shows that credit accumulation and course pass rates are not an issue. Only 22 credits were missed in total last year. However, there are many students who are moving forward with a shaky understanding of the big ideas and key content in their subjects as they have only earned marks between 50 and 59%. There are 10% of students who are earning level 1 in their courses. This is compared to the relatively low rates of level one in EQAO scores in Primary and Junior (**GR3**: R=9%, W and M=0%; **GR6** R=1%, W=1%,M=3%). The teachers are interested in tracking these students to see if they can find ways to improve their level of understanding in subsequent grades. They also want to decrease the number of level 1 students (by increasing the number of level 2 and over). Oddly, the OSSLT strengths and weaknesses point to understanding explicitly stated information as the lowest of the areas.
- + We have a lack of perceptual data to use. We have looked at the EQAO surveys and find that we would like to increase the number of students who report that they are good at reading and writing. From informal data (such as collections of exit slips, a “man on the street” video on the value of choice in work, and some classroom surveys we see that direct and explicit teaching of skills with clear success criteria and co-created anchor charts increased student self perceptions of their own success and efficacy.

So, the needs assessment points to an urgency in the following areas:

Primary reading and writing, Junior writing, students at 50 – 59% in grades 9 – 12 and boys in general.



**Smart Goal**

By June 2011, there will be an increase from:

- + 78% to 85% (K – 3) (and from 72% to 76% for boys)(and from x to x for special needs students)
  - + 61% to 71% (4 – 8) (and from 55% to 65% for boys) (and from x to x for special needs students)
- of students demonstrating their ability to make connections and extend their understanding in reading and being able to show their thinking and understanding in their writing

as seen in grade specific common assessment task scores focusing on :

- + making connections to read for meaning
- + using higher order thinking skills and comprehension strategies to read for meaning
- + demonstrating and extending understanding in reading and writing
- + developing and organizing content in writing
- + using knowledge of form and style in writing

We will also see an increase of

- + 10% in the number of students achieving 60% or higher in grades 9 – 10 (with an increase of 15% for boys) (and x% for special needs students) in all subject areas and using the same focus as listed above.

**All students will be better able to extend their understanding while reading for meaning through the use of comprehension strategies. They will show their thinking and understanding in their writing by using form and style and developing and organizing content effectively.**

**Targeted Evidence Based Strategies and Actions**

- + Identify and deconstruct related curriculum expectations and associated success criteria. Build banks of sample success criteria and celebrate examples of co-created anchor charts and effective prompts by sharing successes, visiting each other’s classes and collaborating to create more of those that work.
- + Design common assessments by grade/division that align with Growing Success and address one or more of the following:
  - o making connections to read for meaning
  - o using higher order thinking skills and comprehension strategies to read for meaning
  - o demonstrating and extending understanding in reading and writing
  - o developing and organizing content in writing
  - o using knowledge of form and style in writing
- + Identify appropriate learning and teaching strategies and ways to scaffold learning (specifically using the gradual release model)
- + Encourage a culture of collaboration and an environment of trust. Build a common vocabulary that can be seen and heard across classrooms. Establish norms that encourage time on task and efficient use of student time.
- + Principals take more responsibility for the PLC and TLCP work being done in each school. Principal PLC time is focused on sharing student work and supporting leadership as instructional leaders.

**SEF Indicators**

1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.



- 2.3 Organizational structures are coherent, flexible, and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

**Resources**

Strategic use of personnel, finances, time and existing resources to continuously build on the culture of collaboration and to maintain a focus on:

- o using higher order thinking skills and comprehension strategies to read for meaning
- o demonstrating and extending understanding in reading and writing
- o developing and organizing content in writing
- o using knowledge of form and style in writing

**Professional Learning**

Professional learning teams at the school and board level will focus on using higher order thinking skills and comprehension strategies to read for meaning, demonstrating and extending understanding in reading and writing, developing and organizing content in writing, using knowledge of form and style in writing

Teams will use teaching-learning critical pathways, collaborative inquiry learning in literacy and collaborative marking as well as analysis of student work to build capacity in success criteria, creating good prompts and providing meaningful, authentic, targeted instruction.

Differentiated instruction strategies will emphasize the use of technology that is essential for some but good for all.

**Monitoring**

Date	Action	Person Responsible
May/June	Review of last year’s goal, start on new SIP/BIP process	SEF, SIP teams, SYIT
September	Needs assessment completed	SIP team
	Creation of action plans at school level	SIP team
	Creation of action plans at board level	BIP team
	Communication to stakeholders	SEF, director, principals
	BIP created based on needs at school, board and provincial levels	BIP team (including SEF and director)
October	District reviews begin	SEF and DiRTeams
	Reports back	SEF and DiRTeams
	Targeted interventions begin based on reports from reviews and SIP/BIP	SEF, coordinators, coach, principals
	Baseline data is collected for all TLCP’s and first common assessments are created for these	SIP teams, coach, coordinators, SEF
	1 <sup>st</sup> report back session with Ministry	Bob Greer, Lise Haman, director, SEF
November	CIL-M begins – CLP, CIL-L, PLC meetings continue at school and board level	SEF, SIP teams, SyIT
	First reports back centrally from school based teams are made formally	SIP teams, SEF, principals
December		



Date	Action	Person Responsible
January	Mid term assessment questions are created and done in schools	SIP teams, teachers, principals
	2 <sup>nd</sup> report back to Ministry	Bob Greer, Lise Haman, director, SEF
February	Mid course adjustments are made to the SIP/BIP and action plans as needed	SEF, SIP team, principals, director
March		
April	2 <sup>nd</sup> formal check in from school to board level	SIP teams, SEF, principals
May	2nd District Review to check progress	SEF and DiR Teams
June	Final assessment question created and administered, data collected and sent centrally	SIP teams, coach, coordinators, SEF
	Reflection on SIP/BIP and needs assessment work begins again to start the cycle of creating new BIP/SIP	SEF, SIP teams, SYIT and whole system
	Communication of successes and results to stakeholders	Director, trustees, SEF, principals

PLUS: to be added in to monitoring: IEP's and monitoring of these

<b>Other Areas to Consider (important projects that could possibly be distractions unless they are carefully aligned with our BIP work)</b>
<b>Leading Student Achievement, OLA, Growing Success, K/1 Collaborative Inquiry, Board data collection and assessment process, Homework Help, Native Studies, New Leaders program, NTIP, special education review, program review, Student Success initiatives, Early Learning Intervention Program</b>



Action Plans by School

Pope John Paul II Action Plan

<u>Date</u>	<u>Involved Parties</u>	<u>Task/Focus</u>
September 10 - 30	Lead SIP Team	Gather Resources. Plan to present to the staff and revise and finalize our goal.
October 6	1) Lead Team 2) All staff	1) Lead Team will email staff prior to meeting with information regarding the school goal. 2) At the Staff Meeting, the lead team will present our school improvement plan and invite discussion and feedback. 3) The goal will be posted in the staff room in a prominent area. Teachers will also receive a copy of the goal to post in their classrooms.
October 12	½ day primary; ½ day junior  Full day Lead Team PLC	<ul style="list-style-type: none"> <li>• PLC's to understand and discuss the goal and to create baseline assessments and success criteria</li> <li>• Introduce RAISE strategy</li> <li>• Baseline assessment deadline is October 19</li> </ul>
October 15	Lead Team; ½ day PM	PLC to review divisional PLC's and plan strategy for moving forward with regard to SIP
October 22 October 26	All Staff (Primary/ Junior) PLC	<ul style="list-style-type: none"> <li>• Moderated marking in grade groups</li> <li>• Divisional sharing</li> <li>• Forward planning/ interventions based on baseline data</li> <li>• PD on strategies (RAISE etc...)</li> </ul>
Ongoing	Lead SIP Team	Role to be a catalyst to informal student focused discussion and sharing. Working to create a culture of collaboration. Encouragement and support to teachers in working with students toward the Goal.
November	All Staff	Working with students; strategic interventions; informal collegial sharing about student needs
November 25	½ day primary; ½ day junior PLC	<ul style="list-style-type: none"> <li>• Check in; re-establish a common focus</li> <li>• Looking at student work</li> <li>• Problem solving and planning based on student needs</li> <li>• Plan for January assessment</li> <li>• Invite Dallis; Victoria; Estelle for support and guidance</li> </ul>
November 26	All Staff	4:01 Celebration of PJP's Collaborative Culture at Tammy Bush's ☺
December	All Staff	Continue working toward goal; continue collaboration; Working with students; strategic interventions; informal collegial sharing about student needs



<u>Date</u>	<u>Involved Parties</u>	<u>Task/Focus</u>
January 10-14	All Staff	Mid Point Assessment window
January 17 January 18	All Staff(Primary /Junior) PLC	<ul style="list-style-type: none"> <li>• Moderated marking in grade groups</li> <li>• Divisional sharing</li> <li>• Forward planning/ interventions based on baseline data</li> <li>• Divisions prepare information to share with all staff at monthly meeting</li> </ul>
January 24	Lead Team  ½ day (pm)PLC	Plan for staff meeting based on results - steering
February 3  (Chinese New Year)	All Staff	Staff Meeting to share results, look at the SIP and choose direction based on student results in mid point assessment. Set a <u>NUMERICAL</u> goal for June.
February	All Staff	“Back at it”...Working with students; strategic interventions; informal collegial sharing about student needs
March 29	½ day primary; ½ day junior PLC	<ul style="list-style-type: none"> <li>• Check in; re-establish a common focus after March Break</li> <li>• Looking at student work</li> <li>• Problem solving and planning based on student needs</li> <li>• Plan for January assessment</li> <li>• Invite Dallis; Victoria; Estelle for support and guidance</li> </ul>
April	All Staff	Working with students; strategic interventions; informal collegial sharing about student needs
May 2-6	All Staff	Final assessment Window
May 9 May 10	All Staff (Primary /Junior) PLC	<ul style="list-style-type: none"> <li>• Moderated marking</li> <li>• Looking ahead to next year (2011/2012) and possibly identifying areas of need</li> </ul>
May 13	All Staff	401 Robin Shouldice’s to celebrate successes!!! ☺ (Tammy will Skype in)

**Saint Thomas Aquinas**

**School Improvement Plan Meeting**

**September 8, 2010 – Updated Sept 19**

Our skinny goal

As an effective communicator, students will make connections and extend understanding of explicitly and implicitly stated information

SMART Goals



- ☐ By June 2011 we will increase the number of students above 60% by 10% by decreasing the number of students between 50-59%.
- ☐ By June 2011 we increase student understanding of key concepts in all subject areas, with a special emphasis on boys.

\* Measurement of the SMART Goal with explicit data to be collected analyzed as well as dates are included under monitoring

Component	Indicator
<b>1. Assessment for, as and of learning</b>	1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
<b>2. School and Classroom Leadership</b>	2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
<b>3. Student Voice</b>	3.3 Students are partners in conversations about school improvement.
<b>4. Curriculum, Teaching and Learning</b>	4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
	4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.
<b>5. Programs and Pathways</b>	5.3. Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.

**MONITORING**

Monitoring	Date	Data	Responsibility
<b>Literacy/Numeracy</b>	<b>Sept-Oct</b>	<ul style="list-style-type: none"> <li>• Identify students to be tracked using student at risk profiles</li> <li>• CAT, Maplewood stats from 09/10</li> <li>• Grade level progress reports</li> <li>• Literacy test – Look at Gr.3, 6 &amp; 10</li> <li>• Practice Literacy Test</li> <li>• Numeracy – Look at 3 &amp; 6</li> <li>• EQAO</li> <li>• List of Students involved with SST</li> </ul>	<ul style="list-style-type: none"> <li>• SST</li> <li>• All Teachers &amp; Parents</li> </ul>
		<ul style="list-style-type: none"> <li>• Posted at Staff Meeting the data from students</li> <li>• Communication with parent, teachers, &amp; students</li> </ul>	<ul style="list-style-type: none"> <li>• Synervice</li> <li>• WEB Page</li> <li>• After School</li> </ul>



Monitoring	Date	Data	Responsibility
			<ul style="list-style-type: none"> <li>• Math/Lit</li> <li>• OERB</li> <li>• (Marketing newspaper)</li> </ul>
	Oct-June	<ul style="list-style-type: none"> <li>• Boy’s Literacy – teaching strategies</li> <li>• order boy’s literacy</li> <li>• use ‘Hamburger’ model</li> <li>• Anchor Charts made with students</li> <li>• “Daily Five”</li> </ul>	<ul style="list-style-type: none"> <li>• C.I.L.</li> <li>• Parents</li> <li>• Teachers</li> <li>• M. Cunningham</li> </ul>
Catholic Community Culture and Caring	Oct	<ul style="list-style-type: none"> <li>• Vertical Planning</li> <li>• Re-align religion program Gr. 7-12</li> </ul>	
	Oct-Nov	<ul style="list-style-type: none"> <li>• Math Gr. 7-12 (possibly Gr. 6)</li> </ul>	<ul style="list-style-type: none"> <li>• B. Verbuyst</li> </ul>
	Oct-Nov	<ul style="list-style-type: none"> <li>• Data and forum students survey Gr. 7-12</li> <li>• Survey will consist of:</li> <li>• Thoughts about school</li> <li>• Feelings</li> <li>• Atmosphere</li> <li>• Use Survey Monkey</li> <li>• Film class AVM40 George speakers corner</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• D. Woodbeck</li> <li>• N. Kurtz</li> <li>• M. Sinclair</li> <li>• J. Krisko</li> </ul>

**Using the Pillars**

**Programs & Pathways:**

- Career Cruising – software, parent input
- Gr. 10 Careers Course:
  - integration of skills
  - learning styles
  - How H.S. courses relate to pathways

**Literacy & Numeracy:**

- Look @ 3 & 6 Test EQAO scores to improve student success
- Communication between teachers, grades & parents
- Vertical planning 7-12
- Increase boy’s literacy
- Differentiated Instruction



**Catholic, Community Culture & Caring:**

- The whole student, all factors affecting students
- Attitude survey
- Student voice – sharing their thoughts
- Increase retention rates for boys

**Needs Assessment:**

- Focus/research strategies for boys in credit accumulation and retention rates
- Multiple intelligences by gender
- Testing/assessment using D.I.
- Promotion meeting for students sitting with scores below 50%

**Saint John’s Separate School**

**St. John’s Action Plan**

This is incomplete but will added to at the next SIP meeting!

September 20-24	Teachers will identify common goals based on needs assessment (SIP Team). (EQAO, DIRT) Identify strategies to achieve goals. Identify resources. Work into SIP – Co-ordinators
September 28	Share smart goals and review SIP (SIP Team)
October	Initiate P.L.C.’s (3 x / term) – Principal & Staff 1. utilize SEF pillars 2. align common language and success criteria - table talk - moderation - student work – ongoing reflection 3. identify common assessment task

**École Sainte Marguerite Bourgeoys**

*École Sainte-Marguerite Bourgeoys*

***School Improvement Plan 2010-2011***

**Needs Assessment**

<b>Indicators</b>	SMB
SIP	Writing – boys’ literacy, reading and writing comprehension



DiRT (district review team)	literacy strategies: improved
TLCP (What did we focus on in CIL-L?)	Effective feedback, conferencing (assessment), using evidence from the text.
EQAO reading for Meaning	<b>Gr.3:</b> In 2009, our students consistently did NOT go back to the text. Boys 61; girls 67 In 2010, up 12 to 64 No exemptions. IPRC not a large factor 6 Learning Resource students: 33
	<b>Gr.6:</b> 2009-2010 Up 15 to 92 Boys 90; girls 94
EQAO writing audience and purpose	<b>Gr.3</b> 2009-2010 up 6 to 61 Boys 50; girls 72  Learning Resource students:50
	<b>Gr.6:</b> 2009-2010 up 8 to 85 Boys 60, girls 100
PM Benchmarks	English, 3 different programs in French (Alpha-Jeunes, PM Benchmarks, and DRA) = difficult to use results. Needs more consistency in 2010-2011.
CASI	Several students were not independent, and could not read the text or comprehend the questions. Students who are not able to do CASI should continue to do PM. We need to work on gaps.
Ob. Survey	Based on year-end assessment last year, we had many students who were low in Word Matching.
IPRC	
Spec. Ed. Results on EQAO	Total of 6. See EQAO above.
Exemptions	None
EQAO Survey results	Grade 6 metacognition is weak : students have not felt that they were good writers even though their scores were good.

Based on the data above, our current weaknesses seem to be:

Grade 3 Writing and Reading comprehension



Boys' literacy

Grade 4-5 reading and writing autonomy

Especially for: (list groups of students that seem to have gaps)

Grades 4 and 5 Learning Resource students.

Specific students who have difficulty in CASI and PM.

**The 2010-2011 S.M.B. SMART goal:**

Trend data from grade/subject-based common assessment tasks was used to generate this SMART goal.

In 2010-2011, there will be an increase in demonstrating and extending understanding by making connections in reading and writing (1.4 and 1.6). This will be measured by use of a common assessment tool/question created by the school improvement committee.

- x to x at levels 3 and 4 in grades K-2, (for boys, x to x)
- x to x in grades 3-6 (for boys, x to x)
- x to x for Special Education students

**Indicators from School Effectiveness Framework:**

- 1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (I.E.P).
- 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- 1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.7. Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

**Targeted, Evidence-based Strategies/Actions:**

The following strategies/actions will support reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analyzing and evaluating texts, and identifying point of view.)

1. Create a beginning, middle and end-of-year common question based on prompts from the Curriculum document for each grade that will meet the SMART goal. (Beginning question will be created no later than October 1<sup>st</sup>, middle-question by , end-question by )
2. Create and post a chart that shows progression of L.A. expectations 1.4 and 1.6 from grades K-6. (Lee-Anne) in order to identify and deconstruct related curriculum expectations and associated success criteria.
3. Design common assessments by grade that align with Growing Success, that address a cross-curricular extending of understanding. Teachers post prompts on walls for any subject. (See curric. document for suggestions.)
4. Implement The Daily Five: volunteer teachers, need books of the Daily Five in English and in French, CIL-L volunteers for Making Effective Student-generated Anchor charts, book boxes required for each student in those classes.
5. Model co-creating anchor charts to staff.



6. If using RAISE, break it down by grade; we need to use the same language. Colour-coding along with each part of RAISE; students highlight their work according to the coded colours. Student work is posted.

- Restate
- Answer
- It
- Support
- Extend.

- a) expectation for next staff mtg:
  - own anchor charts from their own classes
  - share (principal’s photo gallery walk of anchor charts-photos to be taken pre- staff October mtg) “Open the floor up for anyone to share the creation of their anchor charts”

This was written last June:

- Next steps:
- Add prompt to #1 (October)
- Oral language development
- Writer’s workshop/daily writing opportunities
- Create Success Criteria
- Anchor charts/resources
- Conferencing/editing

Success criteria for each grade:  
What does it look like when my students in Grade 1 can effectively....

Date	Actions		Responsibility
By Sept. 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Create beginning of year questions for all grades and present to teachers at Sept. 16<sup>th</sup> staff meeting.</li> <li>• Provide staff with books for assessment</li> <li>• Launch the Daily Five book club (participants get free book and bins for the classroom for each student)</li> </ul>		SIP team  Mary  Jacquie
By Oct. 1 <sup>st</sup>	1. All beginning of year assessment questions are completed and graded using pre-shared rubric.		1. All Teachers  2. Jacquie D. provides rubric
By Oct. 13 <sup>th</sup>	2. Data is collected and analyzed.		2. SIP Team
By Oct. 14 <sup>th</sup>	Data is shared with staff at staff meeting.		Carlos
	Model RAISE for Grades 3-6 teachers:  Model “OUI” for Grades K-2 teachers.		Ask teachers using RAISE to model for other staff (released by suppl. staff) Mary or Dallis.
September 16 <sup>th</sup> staff meeting	1. Invite teachers to join in the Daily Five Book Club. 2. Purchase books (Fr. and Engl), book boxes for students.	2. Daily Five and Les cinq au quotidien books; book boxes for	1. Jacquie D.,  2. Carlos



Date	Actions		Responsibility
	3. Read book and run book club	students.	3. Dallis, Jacquie, Lee-Anne, and others TBA



## Saint Louis School

SMART Goal –

All Students will use a variety of comprehension strategies to improve reading and writing for meaning by one level by June 2011, as measured by a common assessment.

PLC Dates – St. Louis – 2010 – 2011

<b>PLC - Oct. 13<sup>th</sup></b> – full day – Planning	Making Connections
Start Date – Oct. 18	
<b>PLC – November 10<sup>th</sup></b> – full day –	Marking and Planning, Asking Questions
Start Date – November 15	
<b>PLC – Dec. 7<sup>th</sup></b> – a.m. only –	Marking
<b>PLC – January 5<sup>th</sup></b> – a.m. only –	Planning, Inferring
Start Date – January 10 <sup>th</sup>	
<b>PLC – February 9<sup>th</sup></b> – full day	Marking and Planning, Determining Importance/Main Idea
Start Date – February 14 <sup>th</sup>	
<b>PLC – March 9<sup>th</sup></b> – full day –	Marking and Planning, Synthesizing/Summarizing
Start Date – March 21 <sup>st</sup>	
<b>PLC – April 20<sup>th</sup></b> – full day –	Marking and Planning, Re-focus/Re-Teach
Start Date – April 25 <sup>th</sup>	
<b>PLC – May 25<sup>th</sup></b> – full day - year	Marking, Review the year – Plan for next