PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/704d385d4c232b3dd50fa97f26a4c5b8a4804191/

Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

École Puntledge Park Elementary

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)

Variable	Response
Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)	1	Laura Greenlaw (K/1), Melissa Littke (K/1 Aboriginal), Gayle den Otter (1/2), Bridget Mawhinney (2), Lisa Pedersen-Skene (3), Katie Arsenault (LST)

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.

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If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.	Key contact	Katie Arsenault

Professional Learning Communities often take up to three years to fully mature and produce consistent results in student learning. The next 2 questions seek to determine where you feel we are on the spectrum of PLC development.Please consider the STAIRS model and following quote, and choose a category below that best describes where your team/school was situated in relation to the definition at the beginning of the year?

"An effective professional learning community has the capacity to promote and sustain the learning of all professional and other staff in the school community with the collective purpose of enhancing pupil learning." (Creating and Sustaining Effective Professional Learning Communities, Louise Stoll et al, 2005, p 181)

a mature/established professional learning community (achieved all the steps)

Where do you feel your group fit on this continuum at the end of the year. At the end of the year our team was:

a mature/established professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

5. Evaluating/revising

INFORMATION ABOUT YOUR PLC INQUIRY

1. Planning: What is/was your Inquiry Question?

How do we support the diverse literacy needs of our primary students?

2. To what student need are/were you responding?

Low Literacy Levels in Primary

3. ACTING: What actions/interventions/strategies did you or will you implement or explore?

Building Essential Skills List, Building an Assessment Package, Building Community with Parents around Literacy, Building Common Language and Consisitancy throughout early primary grades.

3a. What resources, materials, links, tools, experts, or research did you use?

Please provide details so others may easily access those same resources in their similiar inquiries.

Joyful Literacy Interventions: Early Learning Classroom Essentials - Janet Mort, Carol Walters - District Literacy Teacher, Reading 44, Phonemic Awareness, Firm Foundations, Kindergarten Teacher's Resource Book, Dibels, Jolly Phonics, Marie Clay, Alison Walkley,

3b. Did you co-create any new tools, assessments, resources or materials?

Yes. We built games, essential skills list, assessment package, PALS materials and workshop

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K-3 - Literacy
ii. If they are accessible for other educators to use, where are they located?	(No response)

4. OBSERVING: What are/were the results of your inquiry/implementation/project?

The vulnerability that we see in Kindergarten has impacted our primary population and has resulted in a high of students not at grade level expectations. We feel that by building consistent assessment package we will be able to track our vulnerable students more efficiently and identify students requiring interventions.

5. What types of information/observations/data did you monitor or collect to confirm your intervention is/was working?

We collected DIBELS, Benchmarks, Tricky Words and Letter Sound Assessments.

6. How did your project improve student learning? If you are just starting, in what ways do you anticipate your project will improve student learning?

We hope to track at risk students more efficiently beginning in kindergarten and provide interventions in the early years so that 90% of students are reading at grade level by the end of grade 2.

7. REFLECTING: What are/were some of the highlights of your PLC journey so far? What worked well?

(No response)

8. What are/were some of the challenges? (By sharing this information, we are better able to identify needed resources, guides or solutions)

Lack of personnel to focus on early intervention. Lack of books for home reading and resources for literacy centres used in the classroom. Lack of home support for reading on a nightly basis.

9. What might be helpful to have/know/do next time in order to improve results or move forward?

An Experienced Early Intervention Specialist.

10. What are your next steps, moving forward? (i.e. Continue on same project, adapt or expand the project or start on a new focus area/project)

We will begin to implement Essentials Skill Assessment Tool that we developed at the beginning of next year. We hope to front end load support in our kindergarten for the first term, and then that support will be distributed to primary grades as decided by the collaborative team of primary teachers. We plan on revising the assessment tool as we implement it. We may add in writing and oral language assessments as we see fit.

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

What's next? We will keep you informed as to where the collection of responses may be accessed, ideally by late May or Early June. It was asked that we have the results of this form sorted into a key-word searchable format, which requires working with IT to develop an appropriate platform or platforms. Themes will also be pulled from the data and shared district wide. Thank you.