

# PROFESSIONAL LEARNING FORM

School Name: Holy Angels
Principal Name: Neil McGrath
Vice Principal(s): Paolo Fietta
Superintendent Name: Patrick Keyes
<b>DATA REVIEW</b>
<p>A. CONSIDER ALL DATA</p> <p>With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.</p> <p>NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.</p>
<p>B. DATA RELEVANT TO NEEDS</p> <p>After reviewing all of your school student achievement data, ONLY list the data that points to areas of focus for learning needs for students in the boxes below:</p>

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, etc.)	Perceptual Data: (Survey data, School Climate, etc.)	Demographic Data: (N tiles, etc)	Program Data: (Empower, 5 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other: (SSLN, EDI, etc.)
-EQAO (past data) -CAT4 -Report cards -Assessments -Student Work -Teacher Observations	-Safe and Caring School Data	-Holy Angels Community Demographic Data from DIP	-Empower Reading Program	-Intermediate teachers worked with the SSLN teams -Math Resource Teacher working with Junior Division

DIGGING DEEPER	Professional Learning Planning to support and help achieve the UCLN and Smart goal
<p>C. EQUITY OF OUTCOMES - CHALLENGES What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)</p> <p><b>There has been an influx of ELL students this academic year coinciding with the elimination of our ELL position. We now have 64 ELLs compared to 36 in 2017-2018.</b></p>	<p>J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies.</p> <ul style="list-style-type: none"> <li>• \$2400.00 has been reserved for the purchase of culturally relevant materials.</li> <li>• Staff will be attending PD on Indigenous education</li> <li>• The Land Acknowledgement is being read daily on morning announcements</li> <li>• Inclusivity and equity integrated through lessons and school initiatives (Bucket Fillers, Agents of Leadership, PALS, Me to We, etc.)</li> </ul>
<p>D. EQUITY OF OUTCOMES - LEARNING NEEDS Consider your responses in A-C above; explain what this data tells you about your student's learning needs ie (Our students struggle with .... we know this because (be specific)...) )</p> <p><b>Our ELL students struggle with decoding and comprehending language based math problems. We know this because existing student work, teacher observation, classroom assessments and standardized assessments suggest that students struggle with reading and writing comprehension tasks ( 2017-2018 grade 3 ELLS 12% and grade 6 ELLs 8%). This year the majority of new ELLs are in Steps 1 and 2. With no ELL allocation at Holy Angels we anticipate additional challenges.</b></p>	
<p>E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.</p> <p><b>As noted in the 2017-2018 EQAO Results Overtime (page 12), 71 percent of female students scored at or above provincial standard, compared with only 57 percent of male students.</b></p>	
<p>F. FOCUS GROUPS</p> <ul style="list-style-type: none"> <li>• Identify groups of students you will monitor – “we will focus on moving students who....” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....)</li> <li>• Identify how many students are in this focus group.</li> </ul> <p>Keep in mind: what's necessary for some is good for all Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus) Keep in mind: that focus groups do not name individuals</p>	

<p>We will focus on moving students who are scoring between 2.5 to 2.9 into level three. Teachers will monitor 2 students to move per semester using this Assessment Tool sent out through Google Drive: <a href="https://goo.gl/forms/yACjfJSuyXAIM5oF3">https://goo.gl/forms/yACjfJSuyXAIM5oF3</a></p>	
<p><b>G. URGENT CRITICAL LEARNING NEED</b> Using no more than 140 characters – based on info in A-G above – list your school’s <u>greatest</u> urgent critical student learning need. Please be as specific as possible.</p> <p><b>Focus on problem solving strategies and communication, so students can deconstruct, solve a problem, and communicate their understanding.</b></p>	<p>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD Based on G. and H. above: What needs to change in order for you to meet your goal and address the UCLN? What needs to be done differently in the classroom? Eg. more emphasis on assessment for learning in the classroom</p>
<p><b>H. SMART GOAL</b> Write a SMART goal to address your school’s UCLN --- we will move the focus group from 52% to 72%....</p> <p>Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group) Keep in mind: Specific, Measurable, Attainable, Relevant, Timely <a href="https://www.smartsheet.com/blog/essential-guide-writing-smart-goals">https://www.smartsheet.com/blog/essential-guide-writing-smart-goals</a></p> <p><b>Of the 47 students in grade six, 31 students (65 percent) will achieve in the level three or above range as measured by the 2018-2019 EQAO results.</b></p>	<ul style="list-style-type: none"> <li>● Local P.D. (i.e. lunch and learns, board code days) focusing on problem solving strategies and communication</li> <li>● School wide weekly mental math</li> <li>● Grade seven and eight will continue to participate in SSLN</li> <li>● Review and create student assessments according to the four categories of assessment (KATC)</li> <li>● Strategic use of math resource teacher</li> <li>● Co-teaching amongst grade partners and throughout divisions</li> <li>● Math learning walk to demonstrate the continuum of learning expectations</li> </ul>

## REQUIRED PROFESSIONAL LEARNING

<p><b>L. STAFF PD CRITICAL NEED</b> Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students. What professional learning is required in order to support G. and H. above– be specific, list classroom, instructional and assessment strategies... Eg. a day of PD focused on assessment strategies within a professional learning cycle for all teachers</p> <ul style="list-style-type: none"> <li>● Local P.D. (i.e. lunch and learns, board code days) focusing on problem solving strategies and communication</li> </ul>
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- School wide weekly mental math and problem of the week
- Grade seven and eight will continue to participate in SSLN
- Review and create student assessments according to the four categories of assessment (KATC)
- Strategic use of math resource teacher
- Co-teaching amongst grade partners and throughout divisions
- Math learning walk to demonstrate the continuum of learning expectations (Catholic Education Week)
- Sharing of best practices and resources amongst colleagues

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

#### M. PROFESSIONAL DEVELOPMENT PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PD plan? When will you do PD? What PD will you do? Who will support your PD? What other professional learning is occurring outside of CODE days?

- With support from Lucas Vetta, TCDSB Math Resource Teacher, PD will be planned to utilize the 9 code days with the Junior Division, focussing on our Area of Critical Need.
- Lunch and Learn opportunities for Google Read and Write to support SEA students and access of technology for all students
- Sharing of best practices and resources at staff meetings
- Teachers receiving PD from the TCDSB to share with staff at staff meetings
- Co-teaching opportunities amongst teaching staff

### Monitoring Professional Learning and Student Achievement

#### N. MONITORING STUDENT PROGRESS AND PROFESSIONAL DEVELOPMENT

How will you monitor student learning and achievement?

How will you monitor the effectiveness of professional learning?

What will you monitored?

How often will you monitoring?

Who will you monitor?

#### Monitoring of Student work and achievement through:

- Teachers to complete 3 cycles of electronic tracking forms for Students to Move (November and February and May) <https://goo.gl/forms/yACjfJSuyXAIM5oF3>
- Strategic use of the Data Export from DIP
- Teacher use learning cycles using 'for, as and of' assessments to observe student progress

#### O. HOW WILL YOU KNOW? ARTEFACT COLLECTION

What evidence will you collect to show progress in Student Achievement?

- **Student work**
- **Student assessment**
- **Student conferencing**
- **Observations**
- **Anecdotal notes**
- **test/quiz/task results**
- **Collaborative inquiry presentations**

What evidence will you collect to show that PD is effective / aligned with goals?

- **Student work samples showing evidence of strategies explicitly taught in class ( i.e.; mental math strategies, 4 steps to problem solving strategies)**
- **Improved student communication, student engagement**
  - **Math survey**
  - **Observation (through co-teaching)**
  - **Student self assessment (EQAO)**
- **Overall student achievement**