PROFESSIONAL LEARNING FORM TEMPLATE

School Name:	
Principal Name:	
Vice Principal(s):	
Superintendent Name:	
Next District Review Year:	

DATA REVIEW

A. CONSIDER ALL DATA

With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.
NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.

B. DATA RELEVANT TO NEEDS

After reviewing all of your school student achievement data, ONLY list the data (provide your actual school data) that points to areas of focus for learning needs for students in the boxes below:

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, 5th Block, Taking Stock, etc.)	Other: (EDI, etc.)

Most relevant data from the BLIP SEF Survey: (list the two indicators that will become the focus)

DIGGING DEEPER	Professional Learning Planning
	to support and help achieve the UCLN and Smart goal
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)	**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
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)…)	
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.	
F. FOCUS GROUPS • 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….) • Identify how many students are in this focus group. 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 NOTE: You will need to keep a record of student names of marker students who fall into this focus group - and show tracking data throughout the year for these students	
G. URGENT CRITICAL LEARNING NEED Using no more than 140 characters – based on info in A-G above – list your school's greatest urgent critical student learning need. Please be as specific as possible. **H. SMART GOAL** Write a SMART goal to address your school's UCLN -– we will move the focus group from 52% to 72%…. 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 https://www.smartsheet.com/blog/essential-guide-writing-smart-goals	**K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PL:** 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

REQUIRED PROFESSIONAL LEARNING

L. STAFF PL CRITICAL NEED

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 PL focused on assessment strategies within a professional learning cycle for all teachers

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 LEARNING PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

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

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL LEARNING

How will you monitor student learning and achievement?
How will you track your Focus Groups and marker students?
What will you monitor in order to document the impact of your professional learning on student achievement?
When and how often will you monitor?

Professional Learning Cycles: https://goo.gl/aJ57nz

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION:

Artefacts include product, observation and conversation
What evidence will you collect to show progress in Student Achievement?
What evidence will you collect to show that PL is effective / aligned with goals?