

Project Description: We closely examined The Progression of Learning to define the Essential Learning and establish an alignment with Cycle I. From this point forward, we divided the Essential Learning by competency and grade level and we worked on learning goals and learning targets. The intention was to target the Essential Learning goals in each year to better support the students who are struggling but also to know what areas we can direct our stronger students in also if they are ready to move forward. From this point forward, we divided the Essential Learning goals by year and competency working on both learning goals and learning targets. The end result gives a much clearer picture of what students will be learning in each level and the target areas for students who require added help. The greatest challenge was the time it took to gather the information in terms of what we currently focus on in each year and working within this frame to determine what our Essential Learning goals should be within this. It was also challenging when it came to taking this information to our Cycle 1 ELA department in terms of going through the same process but with more information regarding what the target areas of each year are within each competency and Cycle and then determining again, what the Essential Learning goals should be for each year and in each competency.

Project Goals: The objective was to define the Essential Learning goals, to establish clear learning targets and common formative assessments, and share best practices to ensure that every student can attain success in the Essentials. We created checklists for each competency and grade level so students can become more familiar with the learning targets and to be able to give better feedback to each other as well as to better self-assess if they have achieved the targets.

Project Outcomes: The project outcomes will enrich our ability to continue to improve our success rates through aligning the Essential Learning goals which will enable our team to address intervention and enrichment across the grade levels in order to meet the needs of diverse learners. This will also build confidence in our learners as we will be able to better target where they begin to have difficulty in order that we can build from where each student is. This will hopefully develop their confidence in their ELA courses in that the belief in their abilities will be strengthened which should lead to more engaged learners with an overall outcome of greater success. Our team will have a better understanding of the program but also about the sequence of the leaning as well, we gained in our understanding of how formative assessment fits in with the learning targets and goals, and this will allow us to work on this aspect next year.

Reinvestment: Throughout the process, we identified Essentials which were targets for RTI (Response to Intervention) at each level of Cycle 2 ELA. It is hoped that the Resource Teacher who was part of our team can use and share these Essential Learning targets with the rest of the Resource teachers, and any subsequent new ELA teachers. The outcome of our time working together is through the conversations that were had in terms of our mindsets as teachers and learners as well what we value and hold to importance within our ELA department. Having had the time to sit together and look in depth at the ELA progression of learning and the essential learning goals we

have been able to not only create a targeted department progression of learning for ELA within our school, that is clear and goal oriented, but also a plan of how to better diagnose learning difficulties and weaknesses in given areas so that we know what we need to target with each student and each level. This outcome will make the adoption of RTI (response to intervention) much more successful and easy to both diagnose and intervene with the appropriate targeted essential skills. Having outline these learning targets through all years of high school English means this will be beneficial to the resource team in our school who work with the students who are struggling in different subjects but the project will also help new teachers to give them a plan and context when working with ELA students of both differing years and skills.

Final Report: Our PDIG was successful in terms of essentially creating our own progression of learning with Essential targets. We still need time to create the resources that will help to measure these targets for the different grade levels, competencies, and Essential tasks. We were able to develop a few checklists for each competency and task but this is an area we hope to continue working on as a department. We anticipate to share with other schools in the board the process that we used. It's best for each school team to do the work of discussing and determining their goals and targets, but the process is something that we would certainly be willing to share.