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TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link will be sent to you in a subsequent correspondence.

NOTE: All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

SCHOOL - Prin - Sup	School: Blessed Margherita Principal: Mark Stadnyk Superintendent: Michael Caccamo
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Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
EQAO scores in Gr. 6 Mathematics are below the Provincial average EQAO scores for Gr. 6 Writing are below that of the Board CAT4 shows Gr. 3 students experiencing difficulty in Computation/Estimation	Safe and Caring Catholic School Survey 2016 EQAO Survey indicates most students like mathematics	Total student population: 344 Growing Vietnamese community (St. Jane Frances Parish now offers a weekly Vietnamese mass)	EMPOWER Reading program had two groups of primary students Special Education classes in Reading and Mathematics in Junior and Intermediate Levels English as a Second Language in 2016/17	Intermediate teachers worked with SSLN Junior Mathematics workshops for Primary and Junior teachers (with M. Quinn) International Language Program (Italian) Two ME/DD classes

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	The Urgent Critical Learning Need is Junior Mathematics.
From the data, what learning conditions will support increased achievement?	Greater consolidation and mastery of mathematical facts, knowledge and vocabulary.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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Collaborative Inquiry Question (What is the problem of practice?)	Meeting the needs of a heterogeneous ability grouping within each grade. Ensuring the high number of students with IEP's succeed.
If... Then... Statement:	Theory of Action: If we demonstrate a clear emphasis on teaching problem solving and mental math strategies, then students will find themselves more positively engaged in math and better to apply successful strategies when problem solving and working on problems that require the application of mental math skills.
Learning Goals (related to urgent critical learning need)	To help students develop strategies to improve their performance in problem solving and mental math skills. To improve student achievement in all areas of mathematics, as measured level of implementation and student performance.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Teachers have identified students as high Level 2 (C+) and have designated them for special focus. Intervention will be offered in order to bridge the gap and moving these students from Level 2 to Level 3.
Actions/Interactions (What will we do to meet our goals?)	<p>SLIP Goals:</p> <ul style="list-style-type: none"> Students are explicitly taught to use math language, both written and orally, in their responses Math instruction is differentiated Use of co-constructed success criteria Students receive immediate and ongoing descriptive feedback Students regularly work on various types of math questions Students are explicitly taught throughout the year to consistently answer all questions on the test Students are timed to answer sample EQAO questions as per the EQAO requirement Ensure the students are consistently and positively engaged in math Daily mental math
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> Special Education support English as a Second Language support Explicit use of Math Vocabulary Exemplars displayed with classes
PD Required for Staff	<ul style="list-style-type: none"> Book Study Making Math Meaningful by Marian Small Visit other schools in their PLT teams Co-plan and co-teach Math study groups
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> Improve academic achievement as evidenced by students' work Pre, mid-point and post test Ongoing diagnostic and summative assessment (Assessment for Learning, As Learning, Of Learning) Improved in performance on formal testing, including EQAO and CAT4 assessments

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Resources Required (human, material, #code days)	Code days to allow collaboration among staff to support the development of teaching practices Ongoing use of MOE Math Strategies Math articles and resources shared at principals' meetings Book study: Making Math Meaningful by Marian Small Human Resource Personnel – Math Resource Teacher
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Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?
- How are all stakeholders involved in the Professional Learning Plan?
- Does the plan build capacity amongst our staff related to student need?
- Are we using high yield instructional strategies? What does research say about this student learning problem?
- Have we increased the amount and quality of learning related to our student need?