

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	Blessed Trinity Catholic School	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Beverley Lawrence
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Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., 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, etc.)	Other (SSLN, SSI, EDI, etc.)
EQAO trend data and analysis over time indicates a decline in the area of writing, CAT4 data indicates a decline in conventions, REPORT CARD indicates a decline in writing	Pre-examine results from school survey to determine how students feel about writing Large number of single parents who are not engaged in their children's learning	Out of 180 students 30.6% are on an IEP 15.6% were born out of Canada 51.4% English is the second language spoken at home 42.7% have low family income 52.9% are renters 8.1% parents have not completed secondary school	No 5th Block Empower used to support students in ISP-LI International visa students Lexia program used to support students in ISP-LD and ISP-behaviour	SSLN- focus on writing and examine gaps in OSSLT

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	Students experience difficulty in the area of writing, vocabulary and spelling.
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URGENT CRITICAL NEED	<i>Based on the evidence from the data (CAT4, EQAO, Report Cards) we have determined the urgent critical need to be in writing with a focus on vocabulary, spelling, conventions and mindset.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	What writing practices can we implement to increase student achievement?
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<i>If... Then... Statement:</i>	If we use assessment for, as and of learning to help students set their own goals, monitor their progress, determine their next steps and reflect upon their thinking, then student learning in Literacy should improve
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Learning Goals (related to urgent critical need)	To improve or maintain student achievement in CAT4, EQAO and report card marks in the area of writing To encourage a positive Growth Mindset in approaching problems To differentiate instruction so students are exposed to a variety of resources to support them with writing
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Actions/Interactions (What will we do to meet our goals?)	Teachers will utilize a Growth Mindset and encourage positive mindsets in class Create a PLC of interested teachers Invite Resource Teacher to support learning Select "students on the move" from data Sharing of best practices Provide information and supports for parents to assist their children with writing Involve parent community through CSPC and Newsletter Tips for Parents Increased communication about our goal
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<p>PD Required for Staff</p>	<p>Develop professional learning opportunities for staff (Meetings-school wide, division, SLIP) Resource Teacher to support learning via workshops SSLN: Intermediate teachers in conjunction with Grade 9 teachers will work together to close the gaps in writing</p>
<p>Measures/Evidence of Success</p>	<p>Pre and post survey to determine Growth Mindset Tracking, recording and analyzing student work samples over time Assessment, student conferences and report card marks Parent Feedback on home strategies</p>
<p>Resources Required (human, material, code days)</p>	<p>Language Curriculum Document Learning for All Growing Success Code Days to facilitate process of learning Resource Teacher to support process Parent Tips and Ideas – variety of ideas shared with parents through Newsletter</p>