TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Regina Mundi, Agostino, Area 3

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
EQAO (limited) CAT 4 (limited) Report Cards Key Assessments Diagnostic Chapter Tasks Summative Tests	- Teacher Observation - School Climate Survey- 98 percent report feeling safe at school - Analysis of self-evaluation of learning skills and comparison of report card indicators and achievement levels - BLIP/SEF data	- Mix of single parent families, two parent families, and demographic data indicates various household incomes. - Low number of Ntiles indicate that the overall need is not due to demographic factors	ESL LI	- SSLN: focus on learning skills to prepare for transition to grade 9

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems we need to solve - Professional learning focus for this year.	Improve collaboration and self-regulation for problem-solving and 21st Century fluencies.
From the data, what learning conditions will support increased achievement?	- Based on the School Climate Survey, students feeling safe - Results from learning skills question on survey - BLIP survey by staff

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	**How do we help students become better problem solvers?** **What is needed for students to be better collaborators and have greater self-regulation?**

If… Then… Statement:	If students have a clear understanding of the expectations for collaboration and self-regulation, then they will have greater success at implementing these skills when engaging in problem solving activities.

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Learning Goals (related to urgent critical learning need)	- Students will be better collaborators - Students will be better at self-regulation - Students will become better problem-solvers - Goal: 2 to 3 students in each class will move one level (1-4)from pre to post results in a mathematical problem solving
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	- Students who have an "N" or "S" designation in the areas of self-regulation and collaboration - Level 2 to 2+ average in all strands of math
Actions/Interactions (What will we do to meet our goals?)	- Developing Success Criteria for Self-Regulation and Collaboration - Develop success criteria for successful problem-solving - Use of graphic organizers, modelling of problem-solving strategies - Opportunities for solving collaborative investigative
Strategies to address the needs of students who have an IEP or are ELL	- Differentiated instruction - Collaboration with Special Service teachers and EAs
PD Required for Staff	- to be determined by division to support goals
Measures/Evidence of Success to be used	- Improvement in Learning Skill indicator levels - Pre and post assessments for each strand in math
Resources Required (human, material, #code days)	- to be determined by division to support goals