

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Principal - Superintendent	SACRED HEART CATHOLIC SCHOOL – PRINCIPAL C. NAZAR – SO K. MALCOLM
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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 -CAT4 -REPORT CARD -DIP DATA	Students feel safe, respected	-Large Asian community -Variety of languages spoken at home -Low income, single families, -Difficult family dynamics, -High IEP ratio – 1/3 -Many students on safety plans	-EMPOWER -MID -MEDD -LI -ESL -SPEC ED.	SMTCA – math focus working groups

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-Our area of focus is numeracy with a focus on Application of learned ideas, strategies.
From the data, what learning conditions will support increased achievement?	-Small group instruction, block timetabling, team teaching, Lit/Numeracy support staff, ability grouping, growth mindset strategies, increased mental math strategies , staff PD

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Developing a bank of application strategies for staff to expose to students and practice on a regular basis
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If... Then... Statement:	If we provide students with opportunities and strategies to practice application questions in all math strands then student achievement will improve
Learning Goals (related to urgent critical learning need)	In grade 3 and 6 determining and exposing student to application type questions of math concepts and strategies in all math strands is our focus

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Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-IEP students -2.5-2.9
Actions/Interactions (What will we do to meet our goals?)	-Growth Mindset Month (November) -Block time tabling – one grade math for each teacher -Supplement math program with JUMPP Math for Spec Ed.
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-We have had Math resource at Sacred Heart and have reached out again to Math Resource to support our goals. -Staff have also engaged in EQAO math workshops. The SIT team has provided learning for staff -Review EDI data -Ensure that all events at school respect financial position of our families. -Focus on mental and physical health with staff, public nurse and student nurse
Strategies to address the needs of students who have an IEP or are ELL	-modelling -repetition and practice -hands on/ use of manipulatives -visual aids such as colour coding, anchor charts -small group spec ed / ESL support
PD Required for Staff	-In school professional development to share strategies and resources to use to address our learning goal with the option of team teaching days -invite board math and literacy resource team to conduct model lessons for staff to observe
Measures/Evidence of Success to be used	-EQAO -CAT/4 -Report Cards
Resources Required (human, material, #code days)	-Code Days -Math resource

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?