

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	Sacred Heart	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: C. Nazar
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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 – data supports that our students struggle in OR math type questions	Limited parent engagement	Multicultural population	3 ISP classes (25 students in MID/MEDD/LI) Empower program High Spec Ed population	JR div Math Study Group Intermediate teachers SSSLN

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	High correlation between Level 1 and 2 students on EQAO literacy and OR scores in numeracy questions
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URGENT CRITICAL NEED	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Students require strategies to read for meaning to solve open response problems in math.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support our Level 1 and 2 math students to process and develop strategies to respond to open response math problems
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<i>If... Then... Statement:</i>	IF students utilize different math literacy strategies in solving math problems and Open Response question THEN they will be able to improve upon their responses to math problem solving questions
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Learning Goals (related to urgent critical need)	To support students to develop math literacy strategies to solve math problems
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PD Required for Staff	Revisit Reading strategies Consult with Literacy Resource/Math Resource to create a reading strategy tailored to math Collaborate to develop “questioning” strategies to be used in a guided context and for students to master individually.
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Measures/Evidence of Success	Analysis of student response to math Open Response type questions pre and post
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Resources Required (human, material, code days)	Reading for Meaning, Big Ideas by Mariam Small, Leaps and Bounds, Code Days with Math/Literacy Resource
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Please send the completed copy to your Area Superintendent with a copy to N. D’Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

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?