

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	St. Alphonsus	<b>Sup. Area</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> x5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name:
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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 <sup>th</sup> Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)
Mathematics: Cat 4 scores, classroom teacher observations and assessments have indicated that this area has been a challenge for our students.	School survey concludes that the school is a safe and welcoming community.	School population is diverse and reflective of our multicultural nature.	Students with identification of LD enter into our ISP LD program;  Arrowsmith program instructs 5 students.  Multiple Exceptionalities class has 8 students.	Primary Division: Special Education teacher held small group learning in area of numeracy; Junior division: Board support resource teachers (Bart and Sandy) provided JUMP inservices (highlighting lessons on the SMART Board); Intermediate division: worked with ONAP as a resource.

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	From our data, it appears that Mathematics, specifically problem solving, presents as an area in which student achievement must be addressed.
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<b>URGENT CRITICAL NEED</b>	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Students need specific instruction in the area of reading a problem in order to deduce and to decode what the question/problem is asking them to compute.</i>
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<b>Collaborative Inquiry Question (What is the problem of practice?)</b>	<b>Our problem of practice: How do we address the process of problem solving and how do we assist students in the process of developing these strategies?</b>
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<i>If... Then... Statement:</i>	If teachers guide students to recognize and identify different problem solving strategies, then, students will be empowered to build their own bank of strategies to draw upon when they need to do so.
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<b>Learning Goals (related to urgent critical need)</b>	To guide students in developing problem solving strategies that cite key words and catch phrases that suggest a specific order of thinking and procedures.
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<b>Actions/Interactions (What will we do to meet our goals?)</b>	Teachers will collaborate with each other and model for each other key concepts or instructional strategies that enhance student learning. Teachers will engage in purposeful
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	learning that elicit various solutions to problem solving. Teachers will encourage and provide opportunities for students to use various strategies to solve problems.
PD Required for Staff	Create a professional community of learners that invite honest conversations to look at best teaching practices. Share and analyze evidence that supports the learning goal. Co-plan and co-teach lessons that enhance concepts inherent in problem solving.
Measures/Evidence of Success	Pre and post assessments; analysis of student work; students ability to communicate their understanding of concepts for problem solving; students' ability to share their new bank of strategies; why they selected that particular strategy and how they came to their answers/solutions; triangulation of data: conversation, observation and product.
Resources Required (human, material, code days)	<u>Big Ideas</u> by Marian Small <u>Making Math Meaningful</u> by Marian Small <u>Ministry of Education Monographs</u> <u>Code Days for the teachers to work together as instructional leaders.</u>

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?