

TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: 14 Oct 2016. The link will be sent to you in a subsequent correspondence. *Final Draft Nov. 2, 2016*

NOTE: All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

SCHOOL - Prin - Sup	St. Antoine Daniel Joe Bellissimo (Principal), Peter Aguiar (Superintendent)
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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.)
<p>-Most current CCAT and EQAO from 2014-2015 school year as follows: -Grade 2 CCAT; Literacy 68.5 % and Numeracy 75 %. - Grade 3 EQAO; Reading 40%, Writing 63% and Math 53% - Grade 5 CCAT; Literacy 57% and Numeracy 61% - Grade 6 EQAO; Reading 59%, Writing 74%, Math 46% - Grade 7 CCAT; Literacy 60% and Numeracy 76%</p> <p>-Report Card from June 2016; Reading for Grade 2 (current Grade 3) is 85% at or above level 3; Math for Grade 5 (current Grade 6) is</p>	<p>-Perceptual EQAO survey data reveals that students have limited opportunities to engage in Reading experiences with parents at home. -Some highlights from the School Climate Survey 2016</p> <ul style="list-style-type: none"> • all students responded that the school is a safe and healthy environment • 94% of students understand learning goals and success criteria 	<p>- highly transitional population - 71% is from the Philippines - families are low to mid income range - 82.4% of parents are not born in Canada - 60% of students surveyed (SSCS) were not born in Canada -60% speak another language other than English at home</p> <ul style="list-style-type: none"> • average household income is around \$53,000. 	<p>-no special programs at this time</p>	<p>SSLN 2015-2016 – students using the Blue Print Program to transition into high school and career guidance. SSLN 2016 – 2017 is yet to be determined but will be tailored to meet our urgent critical need. 2014-15 EDI Report shows scores are generally higher than the board average.</p>

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93% at or above level 3. -TLCP results, still to come				
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URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-Reading for meaning will improve problem solving in general and in Math specifically as students need to be able to read and understand directions and terminology in questions.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> - improved support for students who are ELL in the form of staff and resources - ensuring Math is taught each day for the mandated 300 minutes in a 5 day period and Language is taught for 60 minutes each day. - a variety of learning resources is used (i.e. Prodigy, Jump Math, etc.) to ensure a balanced approach. - consistent communication of Learning Goals and Success Criteria followed by meaningful Descriptive Feedback - student learning experiences that have authentic connections between the curriculum and the real world

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we ensure consistency across the divisions regarding content, time-tabling and instructional strategies?
If... Then... Statement:	- If students understand the Math vocabulary (i.e. in questions) and have basic number skills, then they will be able to achieve greater success in problem solving (i.e. UPSET, 4 step problem solving method).
Learning Goals (related to urgent critical learning need)	By 2017, 75% of our current grade 3 students will achieve a level 3 or 4 in their reading comprehension scores as measured by the 2017 grade 3 EQAO. By 2017, 65% (revised) of our current grade 6 students will achieve a level 3 or 4 in their mathematical problem solving skills in the 2017 grade 6 EQAO.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Small groups of grades 3 and 6 students who will be identified through the TLCP will receive intervention facilitated by the ESL/Spec. Ed. Teacher.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - Divisional meetings to monitor learning goal and its implementation in daily programming - Taking time at staff meetings for meet and share, and best practices - Improving our descriptive feedback - All divisions taking part in TLCs whose focus is tailored to the specific needs of the cohort in addressing our Urgent Critical Need. - Develop professional learning opportunities for staff - Use of Math lead teachers to address the Urgent Critical Need - connect our urgent critical need to the SSLN (Junior Math Lead teacher to attend) - schedule and teach Math for 60 mins. each day - implement daily Math drills - implement use of Math word wall and/or focus on content-specific Math vocabulary
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>- integrated model of delivery of ELL/ESL programs as well as Special Education to service students on IEP both identified and not.</p>
<p>PD Required for Staff</p>	<p>Professional Learning in the areas of:</p> <ul style="list-style-type: none"> - 2 Math Lead teachers to receive 7 days of in-servicing - professional learning in the areas of Instructional strategies in Math as well as the use of technology.
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - benchmarked and tracked students through these four areas (CAT 4, EQAO, TLCs, and Report Cards). - compare future results to the above measures. - Emphasis will be on the TLCs reports as current EQAO and CAT results are not available for this year.
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> - On-line reading comprehension programs (e.g. RAZ kids) - Guided reading leveled texts for every classroom - Multileveled texts for every class - EQAO resource supplement material - CODE Days for teacher in-servicing - CODE Days for Math Lead Teachers - on-line teacher resources for Math - chromebooks or laptops for each classroom - supplemental Math texts

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?