

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL NAME	St. Barbara – James J. Sidsworth Principal – Shawna Campbell 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.)
EQAO Grade 3 marker students CAT/4 Grade 2/5/7 Marker students		1 st -3 rd N tiles		

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	St. Barbara would like all students to realize and fulfill all the Catholic Graduate School Expectations while they pursue their learning at St. Barbara Catholic School.
From the data, what learning conditions will support increased achievement?	

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
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If... Then... Statement:	If all of our students can creatively think and be active problem solvers as students they will be more active participants in their own learning.
Learning Goals (related to urgent critical learning need)	All staff will work with all students to pursue all of the Catholic Graduate Expectations.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	All students will receive some sort of intervention from a caring staff member throughout the academic year – check in with staff at various points of school year. Especially children who sit the EQAO and receive marks between 2.7-2.9 and children that just sit below (10-15%) below the academic norm for the CAT-4 Test
Actions/Interactions (What will we do to meet our goals?)	From monthly staff meetings and monthly assemblies we will ascertain whether our school meet our school goals. Use of our newly created Student Parliament will voice weekly concerns about meeting our school goals with principal.

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What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	All staff will have knowledge of Catholic Graduate Expectations. Through the mechanism of District Review our staff will focus on: Assessment for, as and of Learning (Criteria Goal 1.4) During learning timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. As well from Curriculum Teaching and Learning (Goal 4.1) Creating a culture of high expectations supports the belief that all students can learn, progress and achieve.
Strategies to address the needs of students who have an IEP or are ELL	All IEP/ELL will be monitored closely by school staff to ensure there is understanding.
PD Required for Staff	Focus on SLIP and Professional Activity Days as well as Staff Meetings focus on
Measures/Evidence of Success to be used	Better student engagement in St. Barbara Catholic School. Children having immense pride in their school.
Resources Required (human, material, #code days)	Math Code Days SSLN

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?