

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL NAME	St. Bartholomew CS	Sup. Area	<input type="checkbox"/> 7 Principal: Roy Chubb
--------------------	--------------------	------------------	--

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. 2013, 2014, 2015)	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.)
<p>-EQAO Grade 6 72 % (2013), 71% (2014), 71%(2015) Level 3 and above in Reading and 84%, 82%, 83% in Writing with 60%, 60% and 71% in Math</p> <p>-EQAO Grade 3 68% (2013), 61% (2014), 58%(2015) Level 3 and above in Reading and 76%, 70%, 58% in Writing with 56%, 52% and 47% in Math</p> <p>-CAT4 supports EQAO data OLSAT supports EQAO and CAT4 data</p>	<p>-35% are considered of low family household combined income -16% receive government transfer payments -34% of school population is Chinese/South East Asian descent with a language other than English as their first language of use -21% are of single parent families</p>	<p>Out of 108 students – 21 students are on IEP -18% born out of Canada -34% have a second language spoken at home -34% are low family income -9% of parents are unemployed -13% rent their home -13% of parents have not completed high school</p>	<p>There is no Empower or 5th Block programs -there is one student formally identified as Multiple Exceptionalities</p>	<p>EDI supports EQAO data</p>

From the data, what key factors are identified for increasing Student Achievement?	<p>-within the Primary grades to increase reading and exposure to writing to enhance the development of language skills especially those related to the increased exposure to new information, the use of prior knowledge, the application of developing knowledge to new situations, to use inferential thinking and apply knowledge to an intended audience in a clear, accurate and concise manner, and overall to develop ideas through making connections and extensions.</p> <p>-within the Primary grades to use higher-order thinking skills of application, creativity, analysis and evaluation</p> <p>-within the Primary grades to use the enquiry process to later propose new ideas and to strive for originality</p>
--	--

URGENT CRITICAL NEED	<p>Professional learning focus for this year within the Primary grades</p> <p>A. – to read for meaning and to extend ideas to new situations and wider applications</p> <p>B. – to readily know very basic numeration facts and skills</p>
-----------------------------	--

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the	How can we assist students to build background knowledge (prior experiences) so that they can make connections and inferences and extend their understanding by identifying big ideas of texts they read, see and hear? (Reading for Meaning R1.3 -1.9)
---	---

focus of solution within our practise?)	
If... Then... Statement:	<ul style="list-style-type: none"> • If we implement gradual release of responsibility throughout literacy learning opportunities then students can use teacher modelling, shared and guided practise, to build their own background knowledge. • If teachers engage students in talk structures to explore texts they then engage in seeing and hearing language then students will be able to build on each other's ideas to build their own background knowledge. • If teachers engage students in collaborative structures and cooperative structures to explore texts then students will be able to build on each other's ideas to build their background knowledge.
Learning Goals (related to urgent critical need)	<ul style="list-style-type: none"> • We are learning to connect our background knowledge to texts we read, see and hear, so that we can extend our understanding by making inferences and extend our connections to bigger ideas.
Actions/Interactions (What will we do to meet our goals?)	<ol style="list-style-type: none"> 1. Create a PLC of interested teachers 2. Invite Resource Teacher to support learning 3. Develop professional learning opportunities for staff
PD Required for Staff	Professional Learning in the areas of: <ol style="list-style-type: none"> 1. Gradual Release of Responsibility 2. Talk Structure 3. Collaborative Structures
Measures/Evidence of Success	Data analysis(documentation, observation, products formations, conversations developed)
Resources Required (human, material, code days)	<ol style="list-style-type: none"> 1. Language Curriculum Document 2. Guide to Effective Literacy Instruction 3. Learning For All 4. Growing Success 5. 6 Code 92 DAYS: (Focus will be the Primary (1– 3) Division) = 6 code days requested (2 teachers for 3 days each) 3 Code 92 days to support Provincial Mathematics Initiatives

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig by September 2016.

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?