

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St Bede	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Annemarie Muir
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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 Reading –Gr 3-39%, Gr 6-47% Math Gr 3-48%, Gr 6-47% CAT/4 supports EQAO data OLSAT supports EQAO and CAT/4 data	St Bede is located in a priority neighbourhood with a large immigrant population	Out of 160 students, 30 have IEPs 25% of families receive government assistance -35% live in rental housing 35% are single parent families -higher percentage of unemployment in geographic area	No Empower or 5 th Block program	Demographic data supports geographic area as high priority

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	Explicit teaching of reading strategies will result in increased EQAO and CAT/4 scores.
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URGENT CRITICAL NEED	<ol style="list-style-type: none"> 1. <i>Reading for Meaning</i> 2. <i>Students need to identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</i> 3. <i>Students need to identify (with initial support) what strategies are most helpful.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<i>How can we assist students to identify and implement strategies that will be most helpful to them in comprehending a variety of texts. (Reading for Meaning R 1.1, 1.3, 1.4, 2.1,2.2, 2.3, 4.1</i>
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If... Then... Statement:	If teachers teach a variety of reading comprehension strategies explicitly then students will eventually be able to identify which strategies are most helpful to them. If teachers teach reading comprehension strategies across the curriculum then students will extend these strategies to other subject areas as well. If teachers establish a collaborative inquiry to work through the problem of Reading for Meaning they will develop a wider range of comprehension strategies in their teaching repertoire. If teachers engage in collaborative inquiry they will develop a wider range of diagnostic tools to identify and mitigate comprehension difficulties.
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Learning Goals (related to urgent critical need)	To develop a wider repertoire of comprehension strategies To develop confidence and skill in the teaching of metacognition
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Actions/Interactions (What will we do to meet our goals?)	Create a collaborative inquiry group with several other schools to work through our dilemma. Invite Resource Teacher to support inquiry.
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PD Required for Staff	Collaborative inquiry in the areas of: <ol style="list-style-type: none"> 1. Identifying a variety of reading comprehension strategies 2. Identifying important ideas and supporting details 3. Recognizing text patterns 4. Text features 5. Text forms 6. Metacognition
Measures/Evidence of Success	Triangulation of data (documentation, observation, products, conversation)
Resources Required (human, material, code days)	<ol style="list-style-type: none"> 1. Comprehensive Literacy Guide 2. Language Curriculum document 3. Guide to Effective Literacy Instruction 4. Primary Reading Discussion Paper 5. Learning For All 6. Growing Success 7. Code Days-Focus will be Primary Junior= 20 Code Days requested (5teachers/4 days)

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?