

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: The link will be sent to you in a subsequent correspondence.

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. Bede-Annemarie Muir, Principal Supt. Area 7-Kevin Malcolm
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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- Gr 3 Math-63%, Gr 6 math-70%, Gr 5 CAT/4-27% stan. 3 or less OLSAT 8 -66% stan. 4 or less	18% of students have an IEP Rate high on feelings of safety within the school but not outside of school	N-tiles 1-3, 3 25% on soc. ass. 2 nd N-tile 30%-low income- 2 nd N-tile 35%-single parent family 11.3%-unemployed 3 rd N-tile	N/A	EDI-rate high in terms of vulnerability, 25% physical well-being, 8% communication

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	This year St Bede's special education allocation has been reduced from 2FTE to .5. Students will no longer have the special education support they were used to having in the past. As a result, students will need to become more independent, be able to self- advocate and build increased confidence in their own ability to learn math (develop Growth Mindset)
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?)	If the Growth Mindset of teachers is increased in the area of Math teaching will this translate into Growth Mindset of students in learning math?
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If... Then... Statement:	If teachers feel more confident teaching JUMP math then this will lead to greater confidence/independence and belief among students in their ability to learn math.
Learning Goals (related to urgent critical learning need)	

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Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-students with IEP for math -small groups of students experiencing common difficulties in math
Actions/Interactions (What will we do to meet our goals?)	-Principal to attend regular JUMP meetings and share learnings with staff -Teachers to participate in regular JUMP inservicing and collaborative dialogue
Strategies to address the needs of students who have an IEP or are ELL	-small group as needed
PD Required for Staff	.5 day JUMP inservices
Measures/Evidence of Success to be used	-report card marks -students demonstrating increased independence -students demonstrating increased use of problem-solving strategies (not limited to math) -increased work completion -increased risk taking in math discussions/ dialogue etc. Increased reports of being good at math/confidence /Growth Mindset
Resources Required (human, material, #code days)	

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?