

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	<b>St. Francis of Assisi</b>	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: A. Cianchetti
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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 – Published Form

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 <sup>th</sup> Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)
<p><b>Math – EQAO</b>                      Gr 3 (12 students 2014-2015)                      -L3&amp;4=75% (9)                      -Below L3=25% (3)                      Gr 3 (18 students 2013-2014)                      -L3&amp;4=95%                      -Below L3= 6%                      Gr 6 (34 students 2014-2015)                      -L4=12% (3)                      -L3=19% (5)                      -L2=46% (11)                      -L1=23% (6)                      Exempted students=23% (8)                      Gr 6 (15 students 2013-2014)                      -L3&amp;4=85%                      -Below L3=15%</p> <p><b>Math – CAT4 (2014-2015)</b>  <b>Gr 2 (7 of 10 stud)</b>                      Weakness in Computation (NSN), Add/Subtract whole #'s, Estimation  <b>Gr 5 (3 of 9 stud)</b>                      Weakness in NSN (whole #'s, estimation), Geometry, Patterning/Algebra, Data Management  <b>Gr 7 (8 of 13 stud)</b>                      Weakness in Data Management and NSN (Whole #'s,</p>	<p>-Most students (90%) reported feeling safe at school, in their classrooms and surrounding areas.</p> <p>-Few incidents of Bullying reported or seen.</p> <p>-Over 80% of students reported that the school promotes Catholic virtues and practices.</p> <p>-Most students (80%) reported that they take pride in their work, school.</p>	<p>2014-2015 = 165 students</p> <p>-40 students have IEP's, excluding the Gifted students in this number.</p> <p>-A good mix of low-income and middle-income families.</p> <p>-Less than 50% of families speak a second language at home.</p> <p>-Less than 50% of families live in Rental Housing.</p>	<p>-Empower is offered to two groups of 8 students</p> <p>-Special Ed teacher helps out with the Math blocks</p> <p>-Intensive Support Program for students with a Learning Disability. (ISP LD class)</p> <p>-Intensive Support Program for students with a Mild Intellectual Disability. (ISP MID class)</p> <p>-Intensive Support Program for students who are identified as Gifted. (ISP Congregated Gifted class)</p>	<p>-Math Resource works with grade 7 and 8 teachers</p> <p>-Grade 7 and 8 teachers work with the SSLN</p>

decimals and Estimation)				
<i>From the data, what key factors are identified for increasing Student Achievement?</i>	<p>-Math scores are low:  2014-2015  -69% (18) of grade 6 students are below L3 on EQAO  -25% (3) of grade 3 students are below L3 on EQAO  2013-2014  -15% of grade 6 students are below L3 on EQAO  -6% of grade 3 students are below L3 on EQAO</p> <p>2014-2015:  -CAT4 indicates Computation (NSN) area of need  -Current grade 6 students scored below average on NSN, Geometry, Patterning and Algebra and Data Management</p>			

<b>URGENT CRITICAL NEED</b>	<p><b>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</b></p> <p>Provide students with highlights and summary (descriptive feedback) at the end of each math lesson, to improve their consolidation of math concepts. In addition, to develop a growth mindset in math.</p> <ul style="list-style-type: none"> <li>-Students lack practice and/or strategies for estimating and computation in Math. In particular, in NSN.</li> <li>-Give students multiple opportunities to improve and refine work using descriptive feedback.</li> <li>-Explicit teaching of core math is required.</li> </ul>
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**PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:**

Collaborative Inquiry Question (What is the problem of practice?)	How do we get students to use highlights and summary (descriptive feedback) to improve, edit and refine their work in order to improve overall results (consolidation of concepts)?
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<i>If... Then... Statement:</i>	<b>If</b> we provide students with highlights and summary (descriptive feedback), <b>then</b> their understanding and consolidation of math concepts will improve.
Learning Goals (related to urgent critical need)	Students and teachers will conference on a regular basis with teachers providing descriptive feedback. What instructional-strategies, accommodations/modifications can be used/implemented to ensure some student success?
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-Identify at Risk students using available data and provide targeted intervention</li> <li>-Co-construction of the highlights and summary that will help develop the Learning Goals, Success Criteria and Effective Descriptive Feedback</li> <li>-Structure flexible timelines for students to revise/edit work</li> <li>-Teachers to collaborate with other teachers to find different ways of teaching concepts in math and other subjects</li> </ul>
PD Required for Staff	-Clear understanding of how highlights and summary are used to develop Learning Goals and Success Criteria in a math lesson and how to give effective descriptive feedback
Measures/Evidence of Success	<ul style="list-style-type: none"> <li>-Determine who the Students to Watch are in each class</li> <li>-Assignments/tasks with Pre and Post Assessments</li> <li>-Conferencing notes (highlights and summary chart)</li> <li>-Create portfolio for students to watch</li> <li>-KWL charts (Know – Want to learn – Learned)</li> <li>-Student presentations to communicate their understanding of concepts</li> </ul>

Resources Required (human, material, code days)	<ul style="list-style-type: none"> <li>-Growing Success document</li> <li>-Effective Guide to Math</li> <li>-Curricular documents</li> <li>-Invitation to Resource Teacher to come into the classroom</li> <li>-Code days for the following: <ul style="list-style-type: none"> <li>1. to understand problem (LG, SC, DF)</li> <li>2. Co-Planning and Co-Teaching</li> <li>3. Assessments/Assignments</li> <li>4. Study Groups</li> <li>5. SSLN</li> </ul> </li> </ul>
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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?