

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St. Jerome	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Rocco Di Domizio
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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 2014: poor results in both gr 3 (42%) and g. 6(37%) Gr 2 CAT 4 results (2015) show 17% and 19% respectively at stanine 3 or below Gr 6 EQAO Results Spring 2015: (37% at level ¾)	7% of students have absentee rate of 19% of total days 88% feel safe or very safe in school 43% of gr 3 students like math most of time (EQAO, 2014) 29% of gr 6 students like math most of time (eqao,2014)	5 N tiles between 1 and 3 IEPs (Oct 2014), 73 Number of ELLs:39 Single parent Families: 36% Second Language at Home:42%	School has .50 Empower program	Highest need: Language and Cognitive Development (2011 EDI report)

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	Mathematics will remain our focus for this school year-we are on 3 year plan...this is year 2. EQAO results in math were not strong in gr 3 (2013,14) and gr.6 (2012-2014).CAT 4 results in computation in gr 2. were stronger than gr 5 and gr 7 EQAO Results from spring 2015: (Gr 3's at Level ¾, is 67%) (Gr. 6's at Level ¾ is 38%)
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URGENT CRITICAL NEED	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</i> Math Computation/Problem Solving and Communication/Mental Math/Number sense and Numeration
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we ensure that 3 Part Math Lesson is completed in one session? Teaching practices and assessments need to be consistent throughout the school How can we support students in developing strategies to solve word problems How can we develop and create practical mental math skills with our students
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If... Then... Statement:	If teachers explicitly teach the language of math, students will be better prepared to understand and answer problem solving questions If we continue to develop a love of math then students will be more willing to believe in their abilities to achieve at a higher level
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Learning Goals (related to urgent critical need)	Student Achievement in the area of Number Sense and Numeration in gr 3 to 6 will improve
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Actions/Interactions (What will we do to meet our goals?)	Teachers will familiarize themselves with different ways and methods to develop love of math Teachers will continually develop Learning Goals and Success Criteria for Problems Teachers will give students opportunities to solve problems in a variety of ways Teachers will make us of the Frayer Model Teachers will continue to build math word walls Administration will dedicate a regular portion of newsletter to Math Info and strategies that they can use at home
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	Admin to set up a Family Math Night Oct 27 th will be dedicated to Mental Math Skills parents can use at home License to Learn-continue School will work very closely with Student Achievement Officers in order to ensure these goals are met.
PD Required for Staff	Professional Learning Opportunities in the area of: a) Triangulation of data b) Co-planning and co-teaching from colleagues within school and family of schools Identifying strong, practical mental math strategies that yield success and build on them year to year
Measures/Evidence of Success	Analysis of student work Pre and post assessments Students develop love of math (reduced anxiety) Math scores increase to level that meets or exceeds Board and Province
Resources Required (human, material, code days)	Code Days as required Student Reading materials that have a math focus (esp in primary and junior grades) Monographs (MOE)

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?