
St Malachy Catholic School TCDSB PROFESSIONAL LEARNING FORM

Principal Name: Paul Sullivan

Vice Principal(s):

Superintendent Name: Area 8 - Shawna Campbell

FOCUS GROUPS - Groups within the school who require additional support

- Each class teacher, in collaboration with sp ed partner, and in close analysis of data in Data Integration Platform (DIP) in concert with teacher professional judgment, creates "Students to Watch". These students are to be separately tracked and monitored in each math unit. (4,5, or 6 students per class)

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.

The following conclusions were made after reviewing report cards, EQAO and CAT4 data, teacher observation and anecdotal experience this year and last year:

- Mathematic results within the primary assessment comparable to board results.
- Need for a deeper understanding of innovative teaching strategies, based on the RMS, to promote student engagement and a balanced math program
- Perceptual data shows a need to increase confidence and engagement in Math activities.
- Urgent Critical Need reflected in Belief Statement:

"We believe that if we provide increased attention to the Balanced Mathematics Instruction model, and focus as well on basic numeration tasks and applications, then students' performance will reflect higher levels of achievement.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.

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REQUIRED PROFESSIONAL LEARNING

STAFF PROFESSIONAL DEVELOPMENT CRITICAL NEED - In order to address the student urgent critical need of the school and to work toward the school's SMART goal, the following professional development is required.

see also section K:

If we as a staff are more data driven for individual students as well as cohort groups, and if we can create addition collaboration amongst selves on Math planning, shared planning, and aligned implementation of same, then our students will benefit from a richer more balanced math program

PROFESSIONAL DEVELOPMENT PLAN - Professional learning topics that will be undertaken by staff throughout the year.

- in pairs or as a team of 3 with sp ed partner, increased DIP data analysis for individual students as well as group cohorts. (1./2 days, shared with other teams)
- shared and aligned planning and practice in the classroom
- shared schoolwide math problem solving implementation