

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL NAME	St. Martin de Porres C.S.	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 type="checkbox"/> 7 <input type="checkbox"/> x8 <input type="checkbox"/> Monsignor Fraser Principal Name: Felice Accogli
--------------------	---------------------------	------------------	---

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 CAT4 Report Cards	School Climate Survey EQAO Student Survey	EDI Results	Empower	-SSLN: Transitioning and Math -EDI Results

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	In Math, 14% (4) met the EQAO standard in Grade 3 but did not meet it in Grade 6 and 21% (6) did not meet the 2015 EQAO standard in Grade 3 and did not in Grade 6. In Math, 66% (19) at or above provincial standard for Grade 3 (2015) Comparatively, 61% (19) at or above provincial standard for Grade 6 (2015)
---	---

URGENT CRITICAL NEED	<i>Primary/Junior Math specifically in computation and number sense. Through teacher observations and formal data analysis, it is apparent that many of our students could improve in their understanding of some basic computational skills.</i>
-----------------------------	---

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	What other resources can be incorporated and/or supplemented in addition to the Nelson Math Program to further enhance student learning and engagement in computation and number sense?
<i>If... Then... Statement:</i>	If students are encouraged to participate in Math activities on a daily basis, this will allow students to strengthen and reinforce basic math concepts. Then, the school can anticipate an increase in student understanding and achievement which will positively impact the students in their future math studies.
Learning Goals (related to urgent critical need)	To provide timely ongoing descriptive feedback about student progress during learning based on student action and co-constructed success criteria (1.4)
Actions/Interactions (What will we do to meet our goals?)	Use learning goals and success criteria to scaffold student learning. Constructive feedback is descriptive rather than evaluative and students are given multiple opportunities to revise and refine demonstration of their learning.
PD Required for Staff	Release days provided for divisional Math PD focused on best practices and strategies for improving student achievement and engagement. Utilize provincial monograms and video resources.
Measures/Evidence of Success	Report Cards, EQAO, CAT4 results
Resources Required (human, material, code days)	As we are a school under district review, we will be utilizing our code days (18) and developing supplemental resources (purchased, created) to enhance and improve the delivery of the Math program throughout the school.

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.