

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St. Richard Catholic School	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 x 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Kevin Ng
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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.)
CAT4 and Report Card data show writing as an area of need. Teacher anecdotal reports confirm this. Students performed well on EQAO in the area of writing.	Lack of relationships between students in the English and Extended French stream - Student safety: students report feeling unsafe in stairwells	64/378 students are on IEP 26/378 are English Language Learners \$59450 Medium Income – none of the data in Ntiles 1-3	St. Richard does not have Empower or 5 th Block programs	

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	<ul style="list-style-type: none"> • More focus on editing and revising in writing to improve written communication • Need to improve student engagement and motivation in the writing process • Focus on process rather than task completion • Students need to see errors as opportunities for improvement
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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. Increasing student engagement and achievement in writing through active participation in the co-creation of success criteria and in the descriptive feedback process.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we improve student motivation to actively participate and engage in their own learning?
<i>If... Then... Statement:</i>	If we purposely plan lessons where students are actively involved in the co-creation of success criteria and provided with meaningful feedback and the time to make their revisions, then the caliber of student writing should improve. If we increase student motivation and engagement to participate in the writing process, then the quality and quantity of writing should improve.
Learning Goals (related to urgent critical need)	By June 2018, we will see a 6% increase in Junior writing as measured in the EQAO assessment
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> • Regular opportunities for “free writing” • Commit to substantial time for writing within weekly timetable • Staff will collaborate to plan writing tasks and assessments
PD Required for Staff	Success Criteria, Learning Goals, Descriptive Feedback, research looking at factors that motivate students to write

Measures/Evidence of Success	Students will become more actively engaged in the writing process by taking more time to revise and edit their work. Success criteria posted in classrooms. Student portfolios containing drafts, feedback, final product
Resources Required (human, material, code days)	5 supply teachers that will allow the Junior and Intermediate divisions to meet three times per year for a total of 15 code days Consult with Toni McCann, Literacy Resource Teacher, to assist with planning Look at LNS Monograms and webcasts for best practice strategies

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?