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TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link will be sent to you in a subsequent correspondence.

NOTE: All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

SCHOOL - Prin - Sup	St. Victor Catholic School Principal: Jennifer Brault Superintendent: Shawna Campbell
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Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, 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, SSI, etc.)	Other (SSLN, EDI, etc.)
EQAO DATA -Gr. 3 students achieving Level 3 or 4 in ~Reading 89% ~Writing 93% ~Math 67% -Gr. 6 students achieving Level 3 or 4 in ~Reading 89% ~Writing 89% ~Math 52% CAT Scores (Gr.2,5,7) ~Reading (57,74,63) ~Vocabulary (65,77,61) ~Wrtg Conventions (45,61,70) ~Spelling (67,69,62) ~Mathematics (74,69,71) ~Computation (67,66,63)	-Over 90% of our students feel safe at school -Decrease in feeling safe when out at sporting events and on the school bus -Over 90% of our students have never witnessed any type of violence at school -Over 80% of our students have witnessed very little bullying at school -If any bullying it was due to interests, name calling and appearances -Students feel the school supports them in addressing bullying -Over 80% of Students report they like school and have friends -50% of our students speak only English, the other 50% speak another language at home -Over 25% of our students have IEPs	-Enrollment 306 (2016) -IEPs 35+ -ELLs 20 -Median Family Income \$55,000 -24% are low income families -24% are single families -17% are born outside of Canada -28% speak a language other than English at home -33% of our families rent their homes -13% of our parents have not completed high school -School is currently under construction for additional classes	-Two of our students attend the PAST program -One student attends TPAS -We have a ME class on site as well as a .5 ESL class	-Transitioning to high school meetings occur throughout the year -Local high school visits, open houses and transition meetings

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URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	The urgent critical need for St. Victor is numeracy, specifically geometry, measurement and problem solving in all strands.
From the data, what learning conditions will support increased achievement?	Balanced math program, Learning goals, Co-created Success Criteria, 60 minutes protected math time each day, parent engagement, a variety of techniques such as: math journals, word walls, problem solving practice, increased use of multiple choice, 3 Part lesson, centers, Bansho, manipulatives

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<ul style="list-style-type: none"> -Using a wide variety of High Yield Strategies as listed above -Embedding group work opportunities to solve problems. -Math Talk-students being able to speak to their learning, show their learning -Identify learning goals, co create success criteria and provide descriptive feedback -How can we help students to show and explain their thinking when solving problems? (PD focus)
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If... Then... Statement:	If students can identify their learning goals and speak to their learning by co-creating success criteria then they will be successful in numeracy specifically geometry, measurement and problem solving in all strands. If students have multiple opportunities to engage in problem solving, then they will be more successful when asked to solve a problem in assessment setting.
Learning Goals (related to urgent critical learning need)	Through the implementation of learning goals, success criteria and descriptive feedback, students will be able to identify their learning and use the feedback to increase student achievement in numeracy.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> -Students in the 2.5-2.9 range of numeracy will be identified using Venn Diagrams to develop specific intervention strategies -Math dialogue, problem/ math challenge of the week will encourage students to write what they know and elaborate on their answers to achieve level 3 or above
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -Model "Math Talk", Co-create success criteria -Use learning goals in math lessons throughout the school -Provide descriptive feedback in numeracy in all grades -Basketball Beginnings tutoring program will be offered afterschool -After school numeracy/ literacy support will be offered to grade 3 and 6 students
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -Small group instruction/ reinforcement -Increased visuals -EA/ CYW support as required -Hands on opportunities -Modelling - technology -homework websites, homework club -Repetition of instructions
PD Required for Staff	<ul style="list-style-type: none"> -Learning Goals/ Success Criteria, Descriptive Feedback in-services Math focus -Divisional meetings to build cross curricular connections -Incorporating Math talk/ journals in the lessons

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Measures/Evidence of Success to be used	-Observations -CAT 4	-Report Cards -District Review	-Work Samples -Movement of Venn Diagrams	-EQAO scores
Resources Required (human, material, #code days)	CODE DAYS -Math talk with math resources –EQAO materials from Ministry (J.Binns) -Literacy/ Math resource team to in-service staff -Inventory of geometry and measurement materials			

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?

Plan Problem solving for geometry and measurement

Use EQAO previous questions to use for problem solving

If you want kids to learn to problem solve let them do it on a regular basis

Measurement moments

School Effectiveness Framework (SEF)

Indicators

1.3 “Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria”

6.3 “The school and community build partnerships to enhance learning opportunities and well-being for students

Be more aware of how we help others identify our efforts

~Haiti

~Me to We

~Reading Buddies/ Learning Buddies

~Food Drive

~Toy Drive

~Bendale Seniors Home connection several times throughout the year

~Through Virtue Assemblies –show connections of what initiatives we are doing and why