

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	St. Vincent de Paul CES	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
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**Based on analysis of the data, identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, inferencing, etc.)**

## BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, etc.)	Demographic Data	Program Data (Empower, 5 <sup>th</sup> Block, etc.)	Other (SSLN, SSI, etc.)
CAT 4 Data: - Grade 2 and 5 scored above board results in all areas - Grade 7 scored above board results in all areas except spelling  Overall there has been improvement in the CAT 4 results.  No EQAO results at this time	N/A School climate survey?		Empower- 5 students are all reading at grade level or beyond	

From the data, what key factors are identified for increasing Student Achievement?	There is high achievement in our school but there is a lack of ownership and engagement.
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<b>URGENT CRITICAL NEED</b>	<i>Student Motivation and Engagement/Ownership of Learning- Links between formative assessment and intrinsic motivation</i>
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<i>If... Then... Statement:</i>	<b>If students are able to provide accurate constructive feedback to themselves and their classmates pre-determined by success criteria, then they will develop ownership of their learning and become more engaged in the learning process.</b>
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Learning Goals (related to urgent critical need)	<ul style="list-style-type: none"> <li>- Timely ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria</li> </ul>
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>- Learning goals and success criteria are used consistently to scaffold student learning, provide descriptive feedback and set high expectations for students</li> <li>- Timely, explicit and constructive feedback related to success criteria is descriptive rather than evaluative</li> <li>- Many opportunities to understand descriptive feedback</li> </ul>
PD Required for Staff	<ul style="list-style-type: none"> <li>- Book talk session about descriptive feedback</li> <li>- Lunch n Learn about Success Criteria</li> </ul>

Measures of Success	- Students will be able to provide descriptive feedback for themselves and for other students
Timeline	- 2015/2016 and 2016/2017 School Years
Resources Required (human, material, code days)	- Code days for meetings/ professional development - Advancing Formative Assessment in Every Classroom by: Connie M Moss and Susan M Brookhart - Articles from Descriptive Feedback - 21C Document

Please send the completed copy to your Area Superintendent by September 18, 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?

### Slip

**Goal is to provide descriptive feedback about student progress.**

**Create success criteria as a class so it is co-constructed**

**Learning goals used consistently**

**Students in need – students which are unmotivated or level 2 students who could move if more scaffolding/feedback**