

TCDSB K to 12 Professional Learning Form 2017-2018

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SCHOOL - Prin - Sup	Blessed Pier Giorgio Frassati Area 7 Paola Cherrier (Principal) / Kevin Malcolm (Superintendent)
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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.)
<p>Gr. 3 (R & W) 100%; Math 52%</p> <p>Gr. 6(R/W) 100%; Math (72%)</p> <p>CAT4 – Computation and Estimation 20% overall of students in Gr.2/5/7 fall below average)</p>	<p>School Climate Survey – School Safety</p> <p>- High Ratings in terms of school safety</p> <p>Bullying</p> <p>- 75% students bullying NOT a large problem at our school</p> <p>What is Important (Very Important+Important & Strongly Agree+Agree)</p> <p>-do well in school 90 %</p> <p>-take part in leadership activities 60%</p> <p>-my school is healthy active place 80+%</p> <p>-students care about each other 78%</p> <p>-our school promotes Catholic values 90+%</p> <p>- my school is a happy welcoming place 90+%</p>	<p>#IEPs – 37</p> <p># of Gifted- 3</p> <p># of ELL- 6</p> <p>Low Family Income 17%</p> <p>Single Parent Families - 19%</p> <p>Second Language at home 29%</p> <p># of N tiles - 1</p>	<p>N/A</p>	<p>EDI (% of children vulnerable by domain)</p> <p>Physical Health and Well-being 33%</p> <p>Social Competence 36%</p> <p>Language 6 %</p> <p>Communication Skills & General Knowledge 18%</p> <p>Overall <u>Vulnerable on ONE EDI Domain – 52%</u></p> <p><u>Vulnerable on at least TWO EDI Domains – 24%</u></p>

<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Overall our students are happy and doing well academically at our school. Deeper investigation into our data (IIRs and Individual Cat4 scores) indicates that we have some work to do with our French Immersion students.</p> <p>Professional Learning focus will continue to look at mathematics instruction and engagement opportunities as well as teacher PD opportunities.</p>
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<p>From the data, what learning conditions will support increased achievement?</p>	<p>A welcoming, risk-free environment allows not only for trial and error, but growth and development. Our school climate data seems to have positively affected student achievement. Student reporting high levels of “safety”, “happiness/welcoming”, and activity appears to have a positive co-relation to student achievement data.</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How do we bolster mathematics achievement for those students in particular who are second language learners (French Immersion) in regards to understanding the language in order for them to engage in the mathematics learning</p>
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<p>If... Then... Statement:</p>	<p>If we work as interdisciplinary teams to share best practices and strategies, then all students should achieve greater success.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>To develop further understanding about mathematical mindset which is the bedrock in developing a high level of mathematical proficiency for all learners. To understand the chasm between mathematical process and math understanding.</p>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Sub groups – French Immersion students K-3</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>-Staff has examined data and identified areas which need bolstering -Sub groups have been identified -Staff has made plans to identify and implement effective math strategies that can be used both in English and French</p>
<p>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</p>	<p>-Capacity Building Series –<i>Culturally Responsive Pedagogy (monography)</i> - Educational Leadership – <i>A Framework for Culturally Responsive Teaching</i> - - <i>Create Success</i> – Kadhira Rajogopal (2011) Work of Jo Boaler – Mathematical Mindset / Youcubed - Work of Dan Meyer – Real World Problems/ 3 Act Math - Integrative Thinking – Roger Martin</p>

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Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> - <u>Education for All</u> (Implementing Strategies such as:) <ul style="list-style-type: none"> ✓ <i>Universal Design</i> ✓ <i>Differentiated Instruction</i> ✓ <i>Flexibility & Inclusion</i> ✓ <i>Varied Products and Assessment practices</i> ✓ <i>Varied teaching strategies/learning situations</i> - <u>Supporting English Language Learners</u> (Implementing Strategies such as:) <ul style="list-style-type: none"> ✓ <i>Program adaptations/modifications</i> ✓ <i>Understanding the ELL learner</i> ✓ <i>Model and practice</i> ✓ <i>Visual keys / graphic organizers</i> ✓ <i>Design lessons/activities which are culturally responsive</i> ✓ <i>Design lessons that activate prior knowledge</i>
PD Required for Staff	<ul style="list-style-type: none"> - Various
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> - EQAO 2018 scores - CAT4 2018 results - Perceptual Data - Triangulation of classroom data
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> - Code Days for PD (Current allocation is 5 for 2017-2018) - Student Achievement Officers - Materials – books e.g Mathematical Mindset (Jo Boaler) The Elephant in the Classroom (Jo Boaler)

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?