

TCDSB K to 12 Professional Learning Form 2017-2018

WORKING COPY ONLY

Prepare this form for submission by **13 Oct 2017**. Instructions about how to submit your form will be sent at a later date. Once approved by your Superintendent, remove all text that appears in this box (red). You must post the edited and reviewed copy to your school's portal page by **31 Oct 2017**.

Where example text is shown in the white boxes below, please remove it before submitting your form.

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. RENE GOUPIL – Principal - John Pasia – Superintendent - Kevin Malcolm
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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.)
- Gr. 3 EQAO - Reading: 82; Writing: 91; Mathematics: 73 - Gr. 6 EQAO - Reading: 88; Writing: 100; Mathematics: 62	-81% of students say it important to do well in school - 56% of students identify their background as Chinese - 69% of the students say they were never bullied	- Of the 56 students, 11 students have an IEP - 50% second language spoken at home - 12% born outside of Canada - 18.7% of the parents did not complete high school	- There is no Empower or 5th Block programs	- Intermediate teacher will work with other schools on the books the Math Curse . - SSLN

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Cross Curricular Reading comprehension with the emphasis on the Language of Mathematics. The students at St. Rene Goupil are majority first generation Canadians. So when the students go home they tend to speak their native language like Mandarin, Cantonese, Talalog, etc. Therefore, the students are the translators for their parents. Our students are having difficulty comprehending problem solving questions not just in the subject of Mathematics but also in the subject of Language Arts. Therefore, our urgent critical need is cross curricular reading comprehension with the emphasis on the language of Mathematics.
From the data, what learning conditions will support increased achievement?	- Focus on vocabulary development across the curriculum especially in Mathematics i.e. math, science, geography, word walls

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	- How do we embed direct vocabulary instruction in all the areas of curriculum especially Mathematics while insuring students have access to rich learning opportunities?
If... Then... Statement:	- If students develop the necessary vocabulary then they will develop the necessary academic background knowledge to do well in school
Learning Goals (related to urgent critical learning need)	- How do we provide inquiry driven tasks to enable students to build capacity and academic knowledge in the area of Mathematics? - How do we extend our knowledge of strategies and rich learning activities to build vocabulary? - How do we independently identify the meaning of instructional words to improve comprehension of mathematical word problems to allow students to demonstrate their learning?
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc.)	- We will be focusing on the following students: Grade 1 → 2 students Grade 2 → 2 students Grade 3 → 3 students Grade 4 → 3 students Grade 5 → 2 students Grade 6 → 2 students Grade 7 → 2 students
Actions/Interactions (What will we do to meet our goals?)	- Create a PLC of interested teachers - Invite Mathematics and Literacy Resource teachers to support learning - Develop professional learning opportunities for staff
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-Staff member with literacy background on dyslexia will have a lunch and learn -Word walls with sight words in all classes -Use of jolly phonics -Have more tactile lessons -Bulletin board with all the flags of the countries represented in the school -School assembly/presentation by a local native chief -Capacity Building Series K-12: Culturally Responsive Pedagogy (November 2013) handout
Strategies to address the needs of students who have an IEP or are ELL	- One on one instruction - Visual charts - Word walls with Mathematics focus - Special education teacher integrated into the classrooms
PD Required for Staff	- Professional Learning in the areas of: 1. best practices for vocabulary instruction in all areas of curriculum especially Mathematics 2. creating challenging inquiry driven tasks with emphasis on academic language of Mathematics and vocabulary
Measures/Evidence of Success to be used	Triangulation of data: documentation, observation, conversations, products

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Resources Required (human, material, #code days)	<ul style="list-style-type: none">- Comprehensive Literacy Guide- Mathematics and Language Curriculum document- Guide to Effective Literacy Instruction- Learning for All Document- Growing Success Document- EQAO Summary of Results and Strategies for Teachers 2013-2014- ESL Mathematics document- CODE DAYS- Capacity Building Series K-12: Culturally Responsive Pedadogy (November 2013)
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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?