

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Annunciation Catholic School – Mr. V. Sweeney – Mr. J. Shanahan
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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.)
<u>EQAO Levels 3&4</u> Prim. Reading-79% Prim. Writing-85% Prim. Math-70% Jr. Reading-94% Jr. Writing-89% Jr. Math-78% <u>CAT/4 percentiles</u> Gr 2 Math 70 Gr 5 Math 59 Gr 7 Math 76 plus Report card data & Real-time classroom data	Safe and Caring School Climate, EQAO student surveys	2 nd Lang – 26.8% LIM – 19.5% Sing Prt. – 17.9% Out of Can – 15.1% Gov't trans – 14.2%		SSLN data for math goal

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	We seek to continue having Grade 3 and 6 EQAO results reflect an increase of students achieving Level 3 and 4 in Mathematics assessments. The professional learning focus will be for students to have greater learning success with math decoding/problem solving in grades 1 – 8, and for there to be strong understanding by teachers and students of the Achievement Chart/math question qualities characterized as <i>Knowledge and Understanding, Thinking, Application, and Communication.</i>
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From the data, what learning conditions will support increased achievement?

- Maintain a Professional Learning Community among K-8 teachers where there is routine use of learning goals, co-created success criteria, and descriptive feedback;
- enable students to critically understand the qualities of math questions characterized as ***Knowledge and Understanding, Thinking, Application, and Communication;***
- lay a solid foundation of skills and vocabulary to help students and their overall understanding of what questions are asking in all areas of the curriculum;
- provide consistent availability of manipulatives for each classroom as a high yield strategy to help with math/science/other academic learning. Equip students with skills to effectively select tools to help solve word problems.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How do we better support students to develop understanding of the Achievement Chart/math question qualities characterized as <i>Knowledge and Understanding, Thinking, Application, and Communication</i> and have this understanding lead to greater student learning success with decoding/problem solving in grades 1 - 8?</p>
<p>If... Then... Statement:</p>	<p>If teachers have a clear understanding of math curriculum expectations and the Achievement Chart/math question qualities characterized as <i>Knowledge and Understanding, Thinking, Application, and Communication</i> and use this knowledge for developing and implementing highly effective math instruction and assessment then there will be a 6 – 9 % increase in the number of grade 1 – 8 students achieving the provincial standard for learning success with math decoding/problem solving.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>Teachers will help students develop their understanding of the Achievement Chart/math question qualities characterized as <i>Knowledge and Understanding, Thinking, Application, and Communication</i> and use this knowledge for greater learning success with math decoding/problem solving in grades 1 – 8. Teachers will use pre, mid, and post assessments to assess/measure student abilities in <i>thinking</i> and <i>application</i> questions, level three and four problem solving questions. This assessment information will then be used to inform future instruction for improving student problem solving abilities.</p>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>All students receive intervention to support increased learning success seeking to move level 1 learners to level 2, level 2 learners to level 3, and level 3 learners to level 4.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>Teachers shall employ a strong professional knowledge of math curriculum expectations and the Achievement Chart/math question qualities for developing and implementing highly effective math instruction and assessment of math decoding/problem solving in grades 1 – 8.</p> <p>Teachers shall plan critically to provide instruction, assessment, and student descriptive feedback (effective and appropriate use of learning goals, success criteria, and descriptive feedback) that elevates student learning success and competency with each math question quality (appropriate to grade curriculum and student learning needs) and assess appropriately for question qualities for their respective grade expectations. Based upon assessment results, teachers will plan/differentiate instruction to bring about the desired student learning success. Promote/encourage/maintain effective use of manipulative.</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>Professional development is supported through, not limited to, our Area 6 Math Resource Teacher, the MOE Student Achievement Officer, the SSLN and Secondary Math Resource Teacher, same grade teacher colleagues, divisional grade colleagues, mentor teacher support, cross-divisional grade colleagues, and family-of-school teacher colleagues.</p> <p>The MOE Student Achievement Officer and Area 6 Math Resource Teacher have provided valuable PD on the Achievement Chart. Teachers are building an inventory of level 3 and 4 pre, mid, and post assessments to assess/measure student abilities in <i>thinking</i> and <i>application</i> questions/problem solving questions.</p>

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<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -understand student's learning strengths and needs -provide differentiated instruction -be very intentional to help students learn new skills, including learning skill validation through descriptive feedback -provide typical accommodations including additional time and preferential seating -intentional conferencing with teacher -resource support through SET and ESL teacher -use of visual and manipulative aids
<p>PD Required for Staff</p>	<p>Professional development will be supported through, not limited to, our Area 6 Math Resource Teacher, the MOE Student Achievement Officer, the SSLN, the Secondary Math Resource Teacher, same grade teacher colleagues, divisional grade colleagues, mentor teacher support, cross-divisional grade colleagues, family-of-school teacher colleagues.</p>
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -Employ on-going assessment of student work and provide routine descriptive feedback to assess and improve the students' knowledge of the Achievement Chart/math question qualities; to assess students' ability to employ/describe a variety of problem solving strategies (based on grade level expectations) and solve rich math tasks/multi-step problems (appropriate to their grade level expectation); to assess student's ability to justify their thinking/assess student's ability to self-reflect upon and improve their learning. -Track marker students to measure learning success movement of students, grades 1 – 8, moving from level 2 to the provincial standard of level 3/4. -Use EQAO, CAT/4, report card data, real-time classroom data to monitor student learning success.
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -professional reading including various math resources from Dr. Marian Small -Grade 7 – 9 SSLN work -resources shared between school staff -use of six code 92 days for Grade 1 – 8 P.D. with Math Resource Teacher and MOE Student Achievement Officer

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?