

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Blessed Margherita Principal: Mark Stadnyk Superintendent: Michael Caccamo
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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 scores in Grade 6 Mathematics for 2016-17 (41% pass rate) are below the provincial average (50 % pass rate)	Safe and Caring Catholic School Survey 2017 EQAO Survey indicates most students like mathematics	Total student population is 320 Growing Vietnamese community. St. Jane Frances Parish now offers a weekly Vietnamese Mass.	EMPOWER Reading Program had two groups of primary students. Special Education classes in Reading and Mathematics at the Junior and Intermediate Levels. Increased 0.5 allocation of Special Education for 2017-18 to 2.0 teachers.	Intermediate teachers with SSLN at Madonna CSS. Junior Mathematics workshops for Primary and Junior teachers with TCDSB math resource staff. International Language Program (Italian). Two ME/DD classes.

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	The Urgent Critical Learning Need is Junior Mathematics.
From the data, what learning conditions will support increased achievement?	Greater consolidation and mastery of mathematical facts, knowledge and vocabulary.

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Meeting the needs of a heterogeneous ability grouping within each grade. Ensuring the high number of students with IEP's succeed.
If... Then... Statement:	Theory of Action: If we demonstrate a clear emphasis on teaching problem solving and mental math strategies, then students will find themselves more positively engaged in math and better to apply successful strategies when problem solving and working on problems that require the application of mental math skills.
Learning Goals (related to urgent critical learning need)	To help students develop strategies to improve their performance in problem solving and mental math skills. To improve student achievement in all areas of mathematics, as measured level of implementation and student performance.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Teachers have identified students as high Level 2 (C+) and have designated them for special focus. Intervention will be offered in order to bridge the gap and moving these students from Level 2 to Level 3.
Actions/Interactions (What will we do to meet our goals?)	<p>SLIP Goals:</p> <ul style="list-style-type: none"> Students are explicitly taught to use math language, both written and orally, in their responses. Math instruction is differentiated Use of co-constructed success criteria Students receive immediate and ongoing descriptive feedback Students regularly work on various types of math questions Students are explicitly taught to attempt to answer all questions on a test Students are timed to answer sample EQAO questions as per the EQAO requirement Ensure the students are consistently and positively engaged in math Daily mental math and review Games, journals, target questions, including culturally meaningful relevant questions
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> In-servicing staff on Ontario's Equity and Inclusive Education Strategy (2009) document and the Ontario Education Equity Plan Strategy (2017). Encourage culturally relevant practices in the classroom that consider the cultural context of students Encourage students to incorporate their own culture – stories, experiences, symbols, and language – into problem-solving opportunities Encourage teachers to incorporate culture into teaching practices to promote engagement and a sense of classroom community
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> Special Education and ELL support Explicit use of Math Vocabulary Exemplars displayed within classes
PD Required for Staff	<ul style="list-style-type: none"> Visit other schools in their PLT teams Co-plan and co-teach within division Math Study groups Ongoing in-services with the staff from JUMP Math School Math Representative – A. Sacco

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Measures/Evidence of Success to be used	Improve academic achievement as evidenced by students' work Pre, mid-point and post test Ongoing diagnostic and summative assessment (Assessment for Learning, As Learning, Of Learning) Improve in performance on formal testing, including EQAO and CAT-4 assessments
Resources Required (human, material, #code days)	Code days to allow collaboration among staff to support the development of teaching practices Ongoing use of Ministry of Education Mathematics Strategies Math articles and resources shared at principals' meetings Human Resource Personnel – Mathematics Resource Teacher

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?