TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Precious Blood Catholic School—Mirella Rossi—Peter Aguiar

Based on analysis of the data, in collaboration with staff identify a <u>critical learning need</u> area or strategy that addresses the learning of your <u>school community</u> (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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
-IIR Reports and 2017 Test Questions for Grade 3 and Grade 6 -K-8 teachers reviewed IIR reports and 2017 Test Questions and identified gaps in student understandings. -CAT/4 -ONAP -Assessment For, As, Of Learning	-Staff BLIP/SEF Survey -To increase staff knowledge of SEF strategies as **"Routine Use" to 75% in all indicators** -SEF indicator 1.5: -Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP). -SEF indicator 4.3: -Teaching and learning in the 21st century is collaborative, innovative and creative within a global context. -SEF indicator 5.4:	-2016 – 2017 Safe and Caring Catholic School Climate Survey -Question #8 *Reducing verbal forms of bullying.* -Question #22 *Increasing students comfort level in talking to caring adults regarding social, spiritual & emotional problems.*	-We will be looking at students who received Empower and 5th Block is previous years and assess their progress after receiving these services.	-2017-18 SSLN: Renewed Math Strategy -2016-17 SSLN: Supporting Minds, Positive Mindsets & Positive Math Norms

	-Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations. -SEF indicator 6.4: -Teaching and learning in the 21st century is collaborative, innovative and creative within a global context.			

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	By using the 'Number Talks' strategy, students will examine responses and focus on math language.
From the data, what learning conditions will support increased achievement?	-Using math language on a daily basis and invite teachers to build math word walls; co-constructed with students.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	-Will the use of the "Number Talks" strategy increase the understanding of mathematical language?

If… Then… Statement:	-If "Number Talks" strategies are introduced consistently in math lessons… Then students will recognize what is being asked of them and which computation method to apply in their answers.
Learning Goals (related to urgent critical learning need)	Our Goal is to implement the "Number Talks" strategy in all classrooms to have students feel confident in recognizing and understanding the meaning of math vocabulary.

Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Classroom teachers are tracking "Learners of Focus" (students that are currently at a level 2 that require support to move to level 3). -Classroom teachers from K-8 will use Venn diagrams to illustrate student levels and progress.

EQAO 2016-2017 Reading Results

	Level 1	Level 2	Level 3	Level 4
Gr 3	4%	23%	58%	12%
Gr 6	0%	49%	43%	8%

EQAO 2016-2017 Writing Results

	Level 1	Level 2	Level 3	Level 4
Gr 3	0%	15%	75%	6%
Gr 6	4%	35%	43%	18%

EQAO 2016-2017 Mathematics Results

	Level 1	Level 2	Level 3	Level 4
Gr 3	2%	27%	58%	10%
Gr 6	27%	41%	25%	4%

Actions/Interactions (What will we do to meet our goals?)	- Teachers will begin math lessons with a discussion of computation strategies using 'Number Talks'. - Students will examine one another's responses and co-create math word walls - Students will co-create success criteria. - Teachers will engage in professional learning at the school level and conduct check-ins to reflect on how our urgent critical need is being met. - Teachers will be invited to share promising practices. - Teachers differentiated instructional strategies. - Tracking students through pre/post-tests and key assessment questions. -All will have Jump Math work books 1 and 2 -Include online resources and links for parents in newsletters -For example, Jo Boaler's You Cubed at: https://www.youcubed.org/resource/parent-resources/
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-Teachers will re-examine the Culturally Relevant Pedagogy monograph from the Ministry of Education as a school wide approach. -We will continue to look deeper into the work of Joe Boaler and encourage positive math talk throughout the school -Student-generated positive math "Number Talks" posters to be displayed in the school

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Strategies to address the needs of students who have an IEP or are ELL	-Simplify language-based questions -Differentiated instruction with the use of visuals and manipulatives. -Opportunities to translate math words into different languages. -ELL newcomer nights will provide newcomers the opportunity to connect with teachers as well as community partners, settlement worker, school social worker. -IEP's are developed in conjunction with SET and APT teacher. -Engaging in three Student Led Learning Walks (November 2017, February 2018 and May 2018)
PD Required for Staff	-Professional Learning Code Days (for teachers and DECEs) -Divisional Meetings (Professional Learning & Reflection) -Opportunities to co-plan math lessons -The result of this PD will allow for teachers to share their learning and use focused strategies to support or focus on developing math language.
Measures/Evidence of Success to be used	-Individual classroom tracking folders (Level 2 students; Venn Diagrams) -Assessment for/as/of learning (related to IIR identified gaps) -Students work – key questions, pre/post-tests -Observation/Anecdotal (Pedagogical Documentation) -Opportunities to share and reflect on learning among staff & with other schools' -We will be looking for evidence of Number Talks displayed in classroom
Resources Required (human, material, #code days)	-Number Talks resource books (for teachers with online teaching videos) -Math Resource Teacher -Jump Math work books -Code days (6 days have been provided) -Parent Resource Kit: Inspiring Your Child to Learn and Love Math

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?