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TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: 14 Oct 2016. The link will be sent to you in a subsequent correspondence.

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	-Precious Blood Catholic School -Superintendent Peter Aguiar
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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>-ONAP- J/I Ontario Numeracy Assessment Package</p> <p>-EQAO Education Quality & Accountability Office</p> <p>-CAT/4 Cognitive Abilities Test 4</p> <p>-IIR Item Information Report</p> <p>-Safe & Caring Catholic School Climate Survey</p> <p>-Student Portfolios</p> <p>-“Learners of Focus”</p> <p>-Growing Success Report Cards</p>	<p>-Staff BLIP/SEF Survey-To increase teacher application from “implementation” to “routine” use</p> <p>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). Increased from 21% “routine use” in 2015 to 32% in 2016.</p> <p>SEF indicator 4.3: Teaching and learning in the 21st century is collaborative, innovative and creative within a global context. Increased from 29% “routine use” in 2015 to 44% in 2016.</p> <p>SEF indicator 5.4: Students build on in-school and out-of-school experiences</p>	<p>-Overall need in 6 out of 8 demographic factors.</p> <p>-49.4% of our students speak a language other than English at home.</p> <p>-59.1% of our families rent their homes.</p> <p>-32% of our students live in single parent families.</p> <p>31.9% of our families have a low combined income.</p>	<p>-None</p>	<p>-SSLN: Focusing on Mental Health and Well-Being</p> <p>-EDI 2014/2015 data reveals that *21% of Senior Kindergarten children at Precious Blood demonstrate a vulnerability in communication skills and general knowledge</p> <p>-N.B. The 2015-2016 SK students are currently in Grade 2</p> <p>-*21% is 11% higher than both the Board (10%) and Province (10%)</p>

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<p>(Assessment for, as, of learning)</p> <p>- Grade 3 EQAO Mathematics (School 71% Province 67% Board 66%) - As a school, we moved from 74% to 71% (3% decrease) - Grade 6 EQAO Mathematics (School 47% Province 54% BOARD 53%) - As a school we moved from 39% to 47% (8% increase)</p>	<p>to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.</p> <p>Increased from 21% “routine use” in 2015 to 32% in 2016.</p> <p>SEF indicator 6.4: Teaching and learning in the 21st century is collaborative, innovative and creative within a global context.</p> <p>Increased from 7% “routine use” in 2015 to 41% in 2016.</p>			
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<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Moving from the Enactive Stage (Physical Concrete Model) to the Iconic Stage (Graphic Pictorial Model) to the Symbolic Stage (Arbitrary Abstract Model) in Math.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> - We will engage in three Student Led Learning Walks that will promote student voice, achievement and engagement. - The school community (including parents-CSPC PROGrant, grandparents, police liaison officers, business partners, etc.) will have concrete opportunities to connect to student work and an environment of collaboration, inquiry and growth will be strategically created. - We will aim to promote consistency in pedagogical practices throughout all divisions and provide equitable assessments for all learners. - We will continue to meet with descriptive feedback buddy classes and set learning goals and success criteria in student-friendly language. - At the classroom level, Math classes will be more engaging through student access to manipulatives, diagrams, charts, visible strategies, etc. Student will be encouraged to identify the stages of learning math; namely: Enactive Stage (Physical Concrete

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	<p>Model); Iconic Stage (Graphic Pictorial Model); and Symbolic Stage (Arbitrary Abstract Model).</p> <p>-21st Century skills such as problem solving, collaboration, knowledge construction, communication, critical thinking, creativity and citizenship will be promoted.</p> <p>-Mental Math Strategies and Inquiry Approach to learning will continue to be promoted (From 2015-2016).</p> <p>-Professional Learning- ongoing throughout the year.</p> <p>- Classroom teacher identifies “learners of focus” and then provides specific and targeted supportive strategies to move these students forward. Strategies include: one on one conferencing, extra time and modelling.</p> <p>- Teachers are aware of IEP accommodations and modifications and plan accordingly. Before new learning occurs, teachers take the time to examine the ways to meet learning needs. This allows the teacher to see commonalities as well as differences in the students. - Strategic groupings and preferential seating is implemented to support differentiated instruction.</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we <i>support the use of mathematics manipulatives</i> to help students apply strategies that will move their thinking through the Enactive Stage (Physical Concrete Model), the Iconic Stage (Graphic Pictorial Model) and the Symbolic Stage (Arbitrary Abstract Model) in order to improve mathematical understandings school wide?
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If... Then... Statement:	If teachers <i>support the use of mathematics manipulatives</i> to help students apply strategies that will move their thinking through the Enactive Stage (Physical Concrete Model), the Iconic Stage (Graphic Pictorial Model) and the Symbolic Stage (Arbitrary Abstract Model)...then, students will improve mathematical understandings in all strands.
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<p>Learning Goals (related to urgent critical learning need)</p>	<p>If teachers apply the Theoretical Model of Concreteness Fading in Mathematics and students are able to articulate the associated learning stages, then student learning and achievement will improve in all strands of the Mathematics curriculum as measured by individual classroom assessments for, as, and of, learning.</p>
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Students currently working at a Level 2 will receive intervention as recorded through individual classroom teacher Venn Diagrams and “Learners of Focus” folders that will be submitted for the SLIP team to analyze (rubrics, success criteria, assessments, feedback, etc.).</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>We will use a variety of resources including:</p> <ul style="list-style-type: none"> -Student Led Learning Walks (Focused on Mathematics) – sharing practices -Parent contributions during IEP development -Tracking Pre/Post-test and Key assessment -Co-creating success criteria with students -GAFE -Jump Math -Manipulatives and Supplemental activities -Math Department resources- Math Leads Professional Learning (5 days) -Leaps and Bounds -Prodigy -My Blue Print -Mental math games and strategies -D2L Desire to Learn
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -ELL buddy system to aid newcomers to the school to become familiarized with their new environment -ELL students will use translation apps on iPad -IEP development will be used as a collaborative process with teachers, parents and special education teachers -Simplify language based questions -Differentiated instruction with the use of visuals and manipulatives -Opportunities to practice multi-step mathematical problems using concrete manipulatives (relevant to the learner)
<p>PD Required for Staff</p>	<p>-PD in the following areas would support our goals: GAFE, Jump Math, LSA/SIM</p>

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<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -Students work – key questions, pre/post-tests -Tracking Level 2 students (Individual Classroom “Learners of Focus” folders) -Observation/Anecdotal – ongoing -Opportunities to share information among staff/other schools: <ul style="list-style-type: none"> -Through the implementation of Student Led Learning Walks focused on the stages in Mathematics, students will be able to speak about their learning and investigate the curriculum by looking at and discussing the artifacts displayed school wide. - The students build on their 21Century skills and competencies which include: collaboration, inquiry, knowledge construction, innovation, use of ICT, realistic and relevant world problem finding and problem solving. -Teachers engage in professional learning, math study groups, collaborative inquiries, open space learning staff meetings, self-directed learning and AQ courses throughout the year.
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -Collaborating with school math leads in continuing professional learning with a focus on Theoretical Model of Concreteness Fading while implementing a balanced math program (Renewed math Strategy code days-8 provided #92). -Continued use of technology -Continue E.A. support for students with needs -Classroom resource materials to enhance/promote learning (as requested by teachers that support the use of mathematical manipulatives) -Code days required for school division teams to meet and set goals for learning and how to target specific gaps and needs (SIT Team code days- 6 provided #92)

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?