

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Santa Maria Catholic School – Ms. A. Carreiro-Neto – Mr. D. Yack
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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 Grade 3 18% achieved Level 3 Grade 6 21% achieved Level 3 CAT4 assessments Gr. 2, 5, and 7 Report Card data PRIME Diagnostic	Safe and Caring School Climate Survey More parents have volunteered to be on our CSPC Continue to work on growth mindset	224 students Diverse backgrounds Transient community	ME ISP class Special Education ESL Lexia Reading Program L2L	SSLN – Blessed Archbishop Romero

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-for the 2017-2018 academic school year, teachers in K-3 will study number development of whole numbers and what it looks like in kindergarten, Grade 1, etc...
From the data, what learning conditions will support increased achievement?	-from our EQAO 2016-2017 results the scores on thinking and application math questions are below the board and provincial levels. Instruction needs to focus on teaching and developing various strategies and approaches for problem solving (starting with K-3) -from reviewing the report card data, the students at Santa Maria continue to struggle with number sense and numeration -in consultation with staff, math facilitator, the following strategies will be explored – counting, subitizing, quantity, naming and noticing -teachers teaching K-3 -use google docs to record our learning (PD provided to staff on Oct. 6 PA Day)

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	-what does an effective math lesson/task (in number sense and numeration) look like?
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If... Then... Statement:	If the Santa Maria staff (k-3) engage in professional development by studying mathematics for teaching, focusing on number sense and numeration (development of whole numbers), then we will deepen our understanding of the curriculum and refine instruction to improve student learning.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> -develop precision in students' mathematical understanding of whole numbers -counting strategies, subitizing, quantity and naming and noticing to be explored -identify and co-construct mathematics success criteria in relation to lesson learning goals with students and track students on the move -continue to work on developing a growth mindset with students as some have an "I can't" attitude
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> -Each teacher from FDK – Gr. 8 has identified specific target students using Prime -our focus will be on moving our level 2 students to level 3 (target 2.7 -3.1) -move students who received stanines 4 to 6 on CAT4 -data analyzed by math coach to identify students on the move in Grades 6-8 -IIR data analyzed -track ESL and Sp. Ed students
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -Santa Maria receives intensive support in mathematics -16 code days; professional development for K-3 teachers, including Spec. Ed teacher -to study number development of whole numbers – counting, subitizing, quantity, naming and noticing -math coach works with Gr 6-8 students and teachers -math facilitator co-plans with principal and works with classroom teachers -whole school problem solving; gallery walk
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 the 2016-2017 school year, Gr. 3-6 teachers met -data was analyzed -60 minutes of math – what does it look like? -collective commitments were discussed -3 part math lesson plan was explored; whole school thinking type questions – EQAO -growth mindset for students and teachers began last year -in 2017-2018, continue on developing teacher mindset; alignment of assessment practices -this year, we will focus on K-3 teachers and engage in whole number development in the earlier grades -have focused professional dialogue based on student work samples (noticing and naming) for planning next steps -counting strategies, subitizing, quantity, naming and noticing -read and discuss monograph about culturally responsive pedagogy
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -last year we had a lunch and learn about analyzing psychological reports -discussed how to write IEPs -most ELL students and students with IEPs scored level 1 on EQAO -use more assistive technology with identified students; SEA claims have been received -use of diagnostic testing from PRIME to identify what level the student is at in different strands of math for their appropriate grade learning expectation in the I.E.P. -diagnostic test was administered to all ELL students to determine their step level

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<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -studying math for teaching (key mathematical concepts, learning network trajectories learning, coordinating class discussion for co-construction of mathematics) -success criteria in relation to the lesson learning goal; using student thinking to co-construct success criteria -focus on Number Sense and Numeration – whole number development -Professional dialogues and readings in a small group setting alongside administration
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -school-wide surveys -student work samples (random collection) -students to watch observations -common assessments -PRIME to be administered in Sept, Jan, June -observation and interview of students learning -Standardized testing – CAT4 and EQAO (May 2018) -Report Card Marks -Surveys about student mindset (how do they feel about mathematics) -increased use of assessment for, as and of student achievement -establish and compare pre, mid and post assessments -use videos and/ or gallery walks to demonstrate students work and share different levels for self and peer assessments
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -Student Success Coach – works with students and teachers (Grades 6-8) -Math Facilitator -Math Lead -Code days to be used for PD with staff – 16 code days <u>Reading Resources:</u> -M.O.E. Mathematics Curriculum, 2005 -M.O.E. <i>Learning for All, K-12</i>, 2013 -M.O.E. <i>Capacity Building, Every Student/Every School</i> -<u>Making Math Meaningful</u> by Marian Small -<u>Good Questions: Great Ways to Differentiate Mathematics Instruction</u> by Marian Small -monograph “Culturally Responsive Pedagogy” -Mathology – new resource purchased for K-3

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?