

TCDSB K to 12 Professional Learning Form 2017-2018

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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.)
CAT/4 Gr. 2: at W (early) Gr. 5: At W (early) Gr. 7: At W (early) All grades have shown improvement, within low to mid range expectations – we need to focus to get results at the high end EQAO... in mid to high 70s in Reading and Writing, but in mid 30s to mid 40s in Math – need to do something in math to change	-Best practices have been lacking ...slow progress -Resources are now here and need to implement -Teachers want to focus more on numeracy - Teachers see a need to better understand literacy and assessments -Need to address “self-regulation”	-High ESL/ELL -Increased special needs IEPs- 51 students -Lower Income community -High needs community	- Fifth Block - Spec. Ed. needs to re-imagine how the delivery model is to be implemented to better address the growing needs of students, both academically and socio-emotional needs -University and College supports for students: Providing some ECEs, CYCs, and Teacher Candidates in every classroom to support students and teachers alike.	1/ Implementation of JUMP MATH to supplement Nelson Math to make math more relevant and understandable for all; scaffolding is better as well. Review in the spring to see if we’ll go full JUMP with some Nelson supplement for next year ... and what are the results? 2/ Growth Mindset 3/ Rigor in School 4/ Spirit-wear 5/ Rebranding of school logo 6/ Creation and implementation of HOUSE SYSTEM

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	- LITERACY ... WE continue to need time to fully understand and implement our Literacy Continuum: REFLECT – THEORY/PLAN – ACT – OBSERVE ... WE HAVE CREATED A LITERACY CONTINUUM FROM K TO 8 ... ALL AREAS (READING/WRITING/ASSESSMENTS/MEDIA) - NUMERACY ... We were not fond of the Nelson Math as it left us wanting more and students needing more. So, we implemented the use of JUMP MATH to supplement the current math program. WE will re-visit in the spring to see results in math – are they better and are we better?
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From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> - Growth Mindset - Better understanding of the Literacy continuum and Math continuum - Explicit teaching of WH & LS and deliberate and special attention to “self regulation” - Further creating a culture of high expectations with positivity to support those who need it and to expect students to demonstrate their learning
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<ul style="list-style-type: none"> - How do we get people who are stuck in the “old” ways and not working as a member of the village to actually change without a grievance or feeling slighted? - How do we show people that by putting in the work at the front-end, it will pay off in the back end? By engaging in PLP, it will benefit not only the student, but you in the long run.
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If... Then... Statement:	<ul style="list-style-type: none"> - <i>If</i> learning skills are the drivers of learning <i>then</i> how is a student supposed to learn these skills if the skills themselves are not explicitly taught, modeled, and practiced? If we value the skills, why are students not given opportunities to demonstrate acquisition of these skills? - <i>If</i> we create a non-threatening learning environment that promotes risk-taking in learning, <i>then</i> each student can achieve success in all areas of learning (i.e., reduce learning gaps in literacy and numeracy, feel part of the school community, etc.).
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Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> - <i>Our Ultimate Goal: To create a non-threatening learning environment that promotes a culture of the high expectations supporting the belief that each student can learn, each student will be supported to learn, and each student will demonstrate personal growth and achievement in learning.</i> - Attention to Numeracy - Attention to Literacy - Attention to Work Habits & Learning Skills - Attention to “culture” and “school spirit” - Attention to community building & inclusivity
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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"> - Utilizing VENN Diagrams ... selecting 1-3 students per class to “target” in all areas of focus (e.g., Math, Language, Self Regulation); - Number of Incident Reports, Suspensions, and visits to the Office - By way of EQAO scores, to “target” those students from 2.5-2.9
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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - Provide NEW math student books (Jump Math) and utilize math continuum - Provide the READING/WRITING Continuums to teachers - Provide self-regulation and WH & LS engagement and development - Provide opportunities for professional develop to teachers (via Literacy Dept) - Develop and implement a HOUSE SYSTEM - Rebrand the St. Albert sports logo - Provide opportunities to build culture and affiliation - Utilize University/College students to support students
<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>	<ul style="list-style-type: none"> - Literacy Dept collaboration with Primary Teachers (Running Records), utilize writing folders, assessment folders - AST with support to classroom teachers - Attending workshops/in-services (e.g., Lexia)
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> - Re-alignment of human resources in spec. ed. dept. including EAs, and College/University students to provide support where needed; Collaboration amongst staff to address student needs.
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - yes
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - Empirical data (classroom teachers) - Report Cards - CAT/4 - EQAO - Feedback from parents, students, and other staff
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> - Code days to meet with staff as UPPER SCHOOL and LOWER SCHOOL in order to address needs, involvement in school life, engagement of students; further goal-setting -Further assess where we were, where we're at, and where we want to go

Questions to Consider:

- Are we being collaborative in our decision making? As much as we can be, if people want to have a voice
- Are we improving instructional leadership in our school? A bit, but we need greater leadership from rank and file
- How are all stakeholders involved in the Professional Learning Plan? It takes a village ... change in attitude
- Does the plan build capacity amongst our staff related to student need? Yes, personal initiative and pride
- Are we using high yield instructional strategies? Not always, old ways are slow to dissipate ... with time.
- What does research say about this student learning problem? We need to get into 21st Century soon, FB+