

Designed to fit 11"x 17" paper

You will be sent a link to upload your responses - you should develop your responses in this document and then you will be able to copy

And paste them into the form

School Improvement Planning and Reporting Timelines
September <ol style="list-style-type: none">1. Finalize Professional Learning Form by reviewing data from June Principal IGNITE, meeting with SI Team and Superintendent2. Invite your Superintendent to participate in all your Professional Learning3. Review plan with all staff
Tuesday 21 Oct <ul style="list-style-type: none">• Submit your PLF to your Superintendent for review
October 21-30 <ul style="list-style-type: none">• After receiving the go ahead from your Superintendent, post your plan to the portal• Only the sections highlighted in GREEN get posted publicly <p>Instructions for posting to the portal: https://goo.gl/msorNb</p>
September - January <ul style="list-style-type: none">• Professional Learning occurs• Ensure your Superintendent is invited to all PL
November 12 or 14 K-12 Principal Meetings <ul style="list-style-type: none">• Workshop on copying your Principal Midpoint Check slides, changing permissions correctly, work begins on slide completion
January 29 and February 11&13 Principal Midpoint check <ul style="list-style-type: none">• 6 slides x 2 minutes each• Slide template to be provided• Slide presentations are timed at 12 minutes exactly• Jan 29: Central Critical Friends process - identified schools will be notified• Feb 11&13: K-12 Principals Meetings, Principals who did not present on Jan 29 will present at this meeting, Principals who did present on Jan 29 will be critical friends at this meeting.
February - June <ul style="list-style-type: none">• Follow-up with Superintendents regarding your feedback from Principal Midpoint Check• Professional Learning occurs• Ensure your Superintendent is invited to all PL
April <ul style="list-style-type: none">• Distribution of Principal IGNITE slide template, instructions for changing permissions correctly, work begins on slide completion
June 2 and June 4 <ul style="list-style-type: none">• Wrap-up and next steps• On June 2 and June 4, each principal will be given an assigned time to participate in the Critical Friend Process (1 hour)• Principal IGNITE slides are presented, timed, auto-advance, 5 minute limit exactly
Mid June <ul style="list-style-type: none">• Feedback from Principal IGNITE is shared

PROFESSIONAL LEARNING FORM TEMPLATE

School Name: St. Andre
Principal Name: Joe Gagliardi
Vice Principal(s): Bernadette Connally
Superintendent Name: Shawna Campbell
Next District Review Year: 2022
DATA REVIEW
<p>A. CONSIDER ALL DATA With your School Improvement Team review feedback from June IGNITE presentation and all achievement data. NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.</p> <p>Ignite June 2019 Warm Feedback Continue the use of google docs as a vehicle for collecting and documenting the learning journey of the school</p> <p>Cool Feedback Sharpen SMART goal's specificity so it is clear what the goal is and will assist with the monitoring of the goal and can better address the "How do you Know". Calibrate the language of the SMART goal with staff for clarity. Develop a monitoring plan that is tightly linked to your SMART GOAL...what does the monitoring of "if" and monitoring of "then" look like?</p>
<p>B. DATA RELEVANT TO NEEDS After reviewing all of your school student achievement data, ONLY list the data (provide your actual school data) that points to areas of focus for learning needs for students in the boxes below:</p>

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, etc.)	Perceptual Data: (Survey data, School Climate, etc.)	Demographic Data: (N tiles, etc)	Program Data: (Empower, 5 th Block, Taking Stock, etc.)	Other: (EDI, etc.)
Last year's CAT 4- Grade scores below stanine 3 in language and mathematics.	- 73% of students like coming to school. - 92% of students know that it is important to do	- Parent Education 22% of our parents have not graduated from high school (Ntile 2)	-ISP LD program and Special Education. - 8 Students are in the Empower Program	- 8% of our ELP students have been identified with Special Needs. - 35.5% of the ELP

<p>CAT 4- MATH Grade 2- 25% Grade 5- 10% Grade 7- 8%</p> <p>CAT4- Computation Grade 2- 25% Grade 5- 12% Grade 7- 29%</p> <p>Mathematics - EQAO scores in mathematics show there is a need for improvement</p> <p>Grade 3 Level 2- 25% Level 3- 62% Level 4- 4% (numbers show an increase in level 3 students from previous results)</p> <p>Grade 6 Level 2- 38% Level 3- 22% Level 4- 2% (numbers show a decrease from previous results)</p>	<p>well in school.</p> <p>- 96% of students feel safe at school.</p> <p>- 80% of students reported being verbally bullied.</p> <p>- 64% of students feel that bullying is a problem at school.</p> <p>- 51% of students spend 4-6 hours daily on screen time.</p> <p>- 86% of students feel some sort of worrying.</p> <p>- 87% of students eat unhealthy daily.</p>	<p>Single Parent Homes- 45% (Ntile 1)</p> <p>Renting Homes- 61% (Ntile 2)</p> <p>Government Transfers- 32% (Ntile 1)</p> <p>Second Language spoken at home- 45% (Ntile 2)</p>	<p>(1%)</p> <p>- 5th Block Program offered.</p> <p>- 98 Students are ELL (14%)</p> <p>- 90 students have IEPs and we have 679 students (13%)</p>	<p>students are vulnerable on at least one or more EDI domains.</p>
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Most relevant data from the BLIP SEF Survey: (list the two indicators that will become the focus)

B3.2 - use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

B3.1 - Use evidence-based teaching and learning strategies to provide student opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.

DIGGING DEEPER

Professional Learning Planning
to support and help achieve the UCLN and Smart goal

<p>C. EQUITY OF OUTCOMES - CHALLENGES What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)</p> <p>From our Ntiles, almost half of the school population of students come from single family homes (45%); a lack of parent education (22%) and number of students speaking a second language (45%) contribute to our challenges.</p>	<p>J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies</p>
<p>D. EQUITY OF OUTCOMES - LEARNING NEEDS Consider your responses in A-C above; explain what this data tells you about your student's learning needs ie (Our students struggle with we know this because (be specific)...))</p> <ul style="list-style-type: none"> - Meeting the learning needs of all the students, over 90 students with IEP's and 98 students are ELL learners. - We know our students struggle with Mathematics and Computation (CAT 4 (50% below Stanine 3 in Grade 2; 32% below Stanine 3 in Grade 5 and 37% below Stanine 3 in Grade 7) and in EQAO scores (34% below level 2 in Grade 3; 76% below level 2 in Grade 6). - From classroom observations, we know our students are visual and kinesthetic learners. 	
<p>E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.</p> <ul style="list-style-type: none"> - From PRIME data analysis, a large number of students without IEPs are achieving below Phase. - CAT 4 and EQAO results -Our ELL students in Grade 3 performed the same in mathematics on EQAO compared to the school Mathematics- 63% Level 3 or higher - Our IEP students in Grade 3 performed lower in EQAO then the school Mathematics- 45% Level 3 or higher - Our ELL students in Grade 6 performed almost the same in mathematics on EQAO then the school. Mathematics- 18% Level 3 or higher - Our IEP students in Grade 6 performed lower in mathematics on EQAO then the school Mathematics- 9% Level 3 or higher <p>CAT 4 Grade 2 (CAT- 31% of students were ELL, 0% IEP students) Grade 5 (CAT- 37% of students were ELL, 13% IEP students) Grade 7 (CAT- 39% of students were ELL and 15% IEP students)</p> <p>EQAO Mathematics Grade 3 Level 3/4- 28% ELL, 8% IEP Level 2 or below - 17% ELL, 10% IEP</p> <p>Grade 6</p>	<p>St. Andre will..</p> <ul style="list-style-type: none"> - Encourage inquiry that is relevant to the students, their past and present - Celebrate the diversity of cultures in our school through activities during the various celebratory months, e.g. Black History, Asian months, etc.. - Instruction to include study of indigenous history - Continue to purchase resources and reading material that reflects diversity. - Encourage discussions and inquiry about prejudice and racism and real world issues. - Create curriculum so that relates to the students needs. <p>Engage Parent, Family and Community</p> <ul style="list-style-type: none"> - Work with community partners to help students and families, e.g. Chalkfarm Daycare, Power to Girls Program, Public Health Nurses and Black Creek Community Centre and Library. - Encourage parent involvement through Distribution List and invite all parents to participate in school activities and discussions about programming. - School activities to encourage participation in the school such as Curriculum Night, Math Night possibly and Christmas concerts. - Students work to be posted throughout the school -School to show the diversity of cultures, respect for the past, our Catholic heritage as well as the school community in displays throughout the building.

<p>Level 3/4- 7% ELL, 3% IEP Level 2 or below- 31% ELL, 36% IEP</p> <p>EQAO Reading Grade 3 Level 3/4 - 38% ELL, 15% IEP Level 2 or below- 5% ELL, 3% IEP Grade 6 Level 3/4 - 19% ELL, 17% IEP Level 2 or below- 20% ELL, 22% IEP</p> <p>EQAO Writing Grade 3 Level 3/4 - 5% ELL, 10% IEP Level 2 or below- 7% ELL, 8% IEP</p> <p>Grade 6 Level 3/4 - 24% ELL, 27% IEP Level 2 or below- 17% ELL, 12% IEP</p>	<p>- School Improvement Team to look at contextual and assessment data and plan accordingly. - Programs such as ELL, 5th Block, Empower. LD-ISP, Special Education to help address needs. - Safe Schools plan to consider student responses and concerns and plan to reduce verbal bullying and encourage student engagement and involvement. - Resource Teachers to assist as well as Math Coach and Math Facilitator (when needed).</p> <p>Build Leadership and Engaging Student Voice - Provide many opportunities for students to be leaders in and out of the class through collaborative and critical thinking activities. - Provide students many opportunities to be engaged and leaders in the school by offering activities in the school such as athletics, and in clubs (chess, yoga, Robotics, STEAM) class buddies and L2L and leading assemblies and concerts etc... - Activities through the board to promote engagements such as Power to Girls SMILE, Media Club, ME to We, Ecoclub, Leadership and others.</p>
<p>F. FOCUS GROUPS</p> <ul style="list-style-type: none"> Identify groups of students you will monitor – “we will focus on moving students who....” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....) Identify how many students are in this focus group. <p>Keep in mind: what’s necessary for some is good for all Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus) Keep in mind: that focus groups do not name individuals</p> <p>NOTE: You will need to keep a record of student names of marker students who fall into this focus group - and show tracking data throughout the year for these students</p>	<p>We will focus on moving students throughout all grades, who achieved a Level 2 in testing previous years and in current math work. We came to this decision from our analysis of CAT4 data, EQAO.</p> <p>We will select 2-3 students from each class (marker students, Level 2.5-2.7), which will be shared with the entire school on Google Drive.</p> <p>Use of PRIME (Sept, Jan, June) and Running Records (to assess the students who have difficulty in Reading and Comprehension in math..</p> <p>Common mental math assessment to be administered in Oct, Feb, and May</p> <p>Use google drive to document progress (chart and graph)</p>
<p>G. URGENT CRITICAL LEARNING NEED In mathematics- applications and critical thinking, students who’s score based on data, was level 2.5-2.7, goal is to increase .5, or level 3. Attendance and punctuality.</p> <p>- Focus on problem solving strategies and develop math literacy skills so students can deconstruct, solve a problem, and communicate their understanding.</p>	<p>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PL: Based on G. and H. above: What needs to change in order for you to meet your goal and address the</p>

H. SMART GOAL In math applications and critical thinking, students who's score based on data, was level 2.5-2.7, goal is to increase .5, or level 3.

Prime assessment of number sense and numeration, to measure the change, first assessment in October midpoint check in January 2020. There will be an increase in implicit questions in Grade 6 EQAO results from 65% to 70% by the end of 2019-2020 school year.

Overall increase of 10% in attendance and punctuality of marker students, by January 2020, to be revisited in June 2020. Will use trillium to review attendance and punctuality in January.

Write a SMART goal to address your school's UCLN --- we will move the focus group from 52% to 72%....

Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group)

Keep in mind: Specific, Measurable, Attainable, Relevant, Timely <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

- St. Andre will increase the number of students that are achieving Level 2.5-2.7 in mathematics by focussing specifically on improving conceptual understanding of mathematics through problem solving and communication (using PRIME and Mental Math diagnostic assessments, 3 times a year) as measured by EQAO and CAT 4 assessments. By June 2020, we will increase the number of students achieving Level 2.5-2.7 in Primary and Junior Mathematics in EQAO testing to a Level 3+ which would result in a 10% increase to the score Grade 3 (6 students) and by 15% in Grade 6 (9 students).

UCLN? What needs to be done differently in the classroom?

Eg. more emphasis on assessment for learning in the classroom

- Success Criteria- co-constructed with colleagues with student input;
- Learning Goals- clearly posted and accessible for students.
- Descriptive Feedback- timely, appropriate and targeted.
- Bansho's in class
- Four step solution to math problems.
- Anchor Charts- co-created by students.
- 15 minutes of mental math daily.
- Student lead lessons so all students can be engaged in learning.
- Co-curricular approach to teaching students (how all subjects relate to each other, e.g. Science and Math).
- Math events throughout the school (Jump Math, Math Olympics, Math Fair) these events can make math relevant to the students.
- Staff will study the PEI mental math guide; strategies are outlined for every grade. For example, in Grade 1 the strategies are listed: patterned set recognition, part-part-whole relationships; counting on and back; next number, ten-frame visualization for numbers 0-10; one more/one less, two more/two less relationships.
- Staff will implement the strategies during the 15 minutes devoted daily to mental math and then bring student work to professional development to analyze.

REQUIRED PROFESSIONAL LEARNING

L. STAFF PL CRITICAL NEED - PD code 83, Manipulatives, Numeracy and Numeracy Resources support, administration support

Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students.

What professional learning is required in order to support G. and H. above– be specific, list classroom, instructional and assessment strategies...

Eg. a day of PL focused on assessment strategies within a professional learning cycle for all teachers

PD to focus on problem solving and mental math strategies:

Professional Readings:

- What to Look For, by Alex Lawson
- Big Ideas, by Marian Small
- Open Responses Questions, by Marian Small
- Staff will be given the PEI mental math strategies documents and engage in professional development to implement them in their classrooms during the daily 15 minutes dedicated to mental math.

<https://www.princeedwardisland.ca/en/information/education-and-lifelong-learning/mathematics-curriculum>

- Strategies to deal with math vocabulary in the classroom (Mathology books are an excellent resource)
- Mid point check-ins to discuss tracking and monitoring of students
- Review and support new staff members using PRIME and knowledge hook
- First PA Day - Oct. 11th - share plan and begin the discussion
- Support staff with the use of tracking forms on google; encourage the use of photos and videos

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzI>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

M. PROFESSIONAL LEARNING PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PL plan? When will you do PL? What PL will you do? Who will support your PL What other professional learning is occurring outside of CODE days?

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

- On Oct. 11th, our PD plan will be shared with the entire staff. The resource will be shared with staff and they will need time to read and discuss implementation.
- Two mid point check-ins (November and March)
- Work with math coach and math facilitator to develop other PD sessions
- Focus on how to use the Four Part Problem Solving approach to mathematical questions and create success criteria and descriptive feedback.
- Study content to develop a deeper understanding of mental math strategies for all grades (PEI link)
- Create units and share ideas to make mathematics authentic with real world applications.
- Co-plan and co-teach lessons and choose appropriate problems that can be solved using a variety of strategies.
- Use of Code Days to share artefacts and discuss how to address learning needs and gaps, professional reading.
- Use of Google Drive for monthly PD and tracking of students to watch.

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL LEARNING

How will you monitor student learning and achievement?

How will you track your Focus Groups and marker students?

What will you monitor in order to document the impact of your professional learning on student achievement?

When and how often will you monitor?

Professional Learning Cycles: <https://goo.gl/aJ57nz>

- Common tracking form will be used with staff to track “marker students”
- Form is on google drive
- Administer common assessment for mental math strategies 3 times this school year, chart student data
- Analyze student work and discuss next steps

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION:

Artefacts include product, observation and conversation

What evidence will you collect to show progress in Student Achievement?

What evidence will you collect to show that PL is effective / aligned with goals?

- Diagnostic for mental math strategies, collect, mark and input into graphs; administer 3 times a year
- Also administer PRIME 3 times per year (number sense and numeration)
- Use of google drive to document photos/videos