

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Andrew Catholic School – Ms. M. Rohel– Superintendent – Ms. F. Cifelli
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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>-according to the Spring 2017 EQAO results, in grade 3, 52% of the students achieved a Level 3 or 4 in Reading, 66% of the students achieved a Level 3 or 4 in Writing, and 35% of the students achieved a Level 3 or 4 in Math; in grade 6, 49% of the students achieved a Level 3 or 4 in Reading, 58% of the students achieved a Level 3 or 4 in Writing, and 34% achieved a Level 3 or 4 in Math</p> <p>-in grade 3, our Reading and Writing results improved, according to the EQAO data, and our Math results decreased by 1% as compared to 2 years ago</p> <p>-in grade 6, according to EQAO data, our Reading and Writing results decreased as</p>	<p>-teacher confidence in teaching mathematics has dramatically increased through our Math Study Groups over the past 5 years</p> <p>-according to the EQAO Attitudes and Behaviour Data, 63% of our grade 3 students like Math most of the time and 50% of our grade 6 students like Math most of the time; 40% of the grade 3 students think they are good at math, most of the time, and 30% of the grade 3 students think they are able to answer difficult math questions, most of the time; 39% of the grade 6 students think they are good at math, most of the time, and 31% of the grade 6 students think they are able to answer difficult</p>	<p>-enrollment: 710 students</p> <p>-approximately 70% of the students are from the Middle East (Iraq)</p> <p>-many of the students who arrive as refugees have never been to school before or have gaps in their schooling</p> <p>-2nd largest demographic are from Ghana and Nigeria</p> <p>-according to the TCDSB Demographic Indicators School Report, 7 Ntiles are between 1-3</p> <p>-68% of our students report speaking a language other than English at home</p>	<p>-during the 2016-2017 school year we had a 0.5 5th Block teacher who instructed some of our grade 1 and grade 2 students in Reading; students who go into the 5th Block Program generally see a great improvement in their decoding skills</p> <p>-for the current school year, we have a full-time 5th block teacher at our school</p> <p>-7 of our students attended the Empower Reading Program at a near-by school during 2016-2017</p> <p>-6 of our students are attending the Empower Reading Program at near-by schools during 2017-2018</p> <p>-4 After-School Numeracy Programs (two in grade 3 and two in grade 6, during the</p>	<p>-according to the Early Development Instrument (EDI) from 2014-2015, our Kindergarten students from that year were vulnerable on at least 2 of the EDI domains; 35% of the students were vulnerable or at risk in their language and cognitive development; 33% of the students were vulnerable in terms of their social competence</p>

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<p>compared to 2 years ago, and increased by 9% in Math</p> <p>-further analysis of the EQAO data found specific difficulty in Thinking and Application questions focused on “Comparison” across strands</p>	<p>math questions, most of the time</p>		<p>2016-2017 school year; 18 sessions)</p> <p>-Before and After School Program onsite</p> <p>-St. Andrew Daycare onsite</p> <p>-Albion Boys’ and Girls’ Club afterschool homework club onsite</p>	
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<p>URGENT CRITICAL LEARNING NEED</p> <p>Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>The urgent critical learning need is bridging gaps in Mathematics for students who are learning English as a second language and who come to us with limited prior schooling or gaps in their education.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>-our staff is dedicated to continuing on the path we started five years ago with our Math Study Groups, with a focus on building the math content for teaching knowledge as well as evidenced-based instructional strategies to support gap-closing in Math</p> <p>-we will continue to conduct ourselves as a productive and effective professional learning community</p> <p>-use of the 3-part lesson in Mathematics, with the co-construction of Success Criteria on a consistent basis</p>

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Which evidenced-based instructional strategies, assessment practices, and math content areas do we study and implement in order to best service our student community to bridge learning gaps which exist in Mathematics?</p>
<p>If... Then... Statement:</p>	<p>If the St. Andrew staff engage in collaborative teacher inquiry to identify and improve our Mathematical Content Knowledge, as well as targeted instructional strategies to bridge and close gaps with our students, then we will refine our instruction and improve student achievement and well-being.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>-to develop and utilize a variety of instructional strategies in order to gap-close for our ELL learners, Special Education students, and our “students to move” (e.g., accountable talk, use of descriptive feedback in assessment for/as learning, student voice, strategies to understand the math problem such as visualizing, etc.)</p> <p>-to develop math for teaching knowledge (content knowledge in mathematics) related to comparison across strands (proportional reasoning)</p>

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<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc.)</p>	<ul style="list-style-type: none"> -ESL students (Step 2) -students with special education concerns -students achieving 2.5 to 3.1
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> -4 Math Study Groups with each division (Primary, Junior, Intermediate), inclusive of our ELL teachers and our Special Education teacher -utilize expertise of Math Facilitator, Math Resource Teacher, Student Success Coach -hold Family Math sessions -hold Student-Led Learning Walk, which is numeracy-focused -school wide math surveys which are focused on Mathematics -Student Success Coach co-teaches with all grade 6, 7 and 8 teachers
<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"> -to learn about Culturally Responsive Pedagogy (e.g., use of the Ministry of Ed. monograph) as a staff (embedded in p.d. days, Math Study Group p.d., etc.) -use of students' first language, when needed, in various subjects areas, including mathematics (use of students' first language on Success Criteria, when appropriate)
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -co-construction of Success Criteria; use of anchor charts -use of visuals and concrete materials -development of academic vocabulary in Mathematics -small group instruction -accommodating and/or modifying programming as required -Special Education teacher and ELL teachers are part of the professional learning community -utilizing ELL teachers to support numeracy -creating classes in the ELL Division which delineate students who are ELD and students who are STEP 1 or STEP 2 ELL students -differentiating instruction for ELL students and students who have an IEP
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -math content study, specifically around application and thinking questions related to comparison across strands -develop rich Learning Goals and Success Criteria which focus on the math strategies and not procedure -focus on assessment for/as/of learning -continue to develop mental math strategies and our focus on equivalency
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -PRIME diagnostic assessments -school-wide math questions focused on equivalency, administered 3 times per year -collection of evidence on Google Drive -results from class assessments and observations; analysis of student work during our Math Study Groups -looking at the progress of our marker students throughout the school year
<p>Resources Required (human, material, #code days)</p>	<p>Grade 1 to 6: 18 teachers x 1 full day code = 18 18 teachers x 4 half day codes = 36; total of 54 code 92 days Grade 7 and 8: 6 teachers x 4 full days = 24 code 83 days</p>

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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?