

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Bede Catholic Elementary School- Mrs. A. Muir-Mr. K. Malcolm
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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.)
Gr 3 Reading-89% Gr. 3 Writing-94% Gr 3 Mathematics-78% Gr 6-Reading-83% Gr 6 Writing-91% Gr 6 Mathematics-39%	74.1 % of students reported feeling safe in school 25.9% of students reported feeling very safe in school	3 rd N-Tile re: Government assistance 3 rd N-Tile re: Single Parent Families 2 nd N-Tile re: Parent Unemployment	None	EDI-92.3% of ELP students on track in Language and Communication Domain (2014) 84.6% of ELP students on track in Communication and General Knowledge Domain (2014)

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	St Bede Grade 6 EQAO math scores were very low (39%) which indicates that the professional learning focus for 2017-2018 needs to be in all areas of mathematics from ELP-Grade 8
From the data, what learning conditions will support increased achievement?	-overall focus on math teaching and learning throughout the year and through all grade levels

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	If we have an intense school wide focus on mathematics teaching and learning throughout the year, then we will see increased competence in mathematics among teachers and students.
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If... Then... Statement:	
Learning Goals (related to urgent critical learning need)	-focus on increased school wide emphasis on math literacy -infuse math throughout the curriculum -infuse math throughout the school

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Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-school wide focus -students achieving Level 1-2.9, -all genders -all grades
Actions/Interactions (What will we do to meet our goals?)	-analysis of student data (IIRs) -weekly school wide math problem (Waterloo, Math Counts) Daily math drills Daily focus on math foundation skills ELP-gr 8 -explicit teaching of foundational skills -infusing math into all areas of curriculum -math facts, number lines, 100 grids etc. on walls, hallways, classrooms etc. Weekly learning 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?	JUMP math workshops/in-services
Strategies to address the needs of students who have an IEP or are ELL	-spec. ed. teacher to re-inforce
PD Required for Staff	Code days to analyze IIRs, released EQAO grade 6 math questions, choose appropriate math problems, Choose expectations common to all math strands for weekly focus GRASS strategy
Measures/Evidence of Success to be used	-Increased proficiency with math facts, - improved math marks-tests, quizzes, report card -greater appreciation of applied math, -evidence of deeper math thinking, -evidence of perseverance with math problem solving, -evidence of Growth Mindset in regards to math
Resources Required (human, material, #code days)	12 code days, inventory of manipulatives, math materials (class protractors) Video/Youtube clips for weekly school wide math focus -new JUMP gr 1 and 2 teacher resources Inventory of math questions for school wide focus.

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?

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