



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.)
-EQAO 2016-2017 -GR. 3 and GR. 6 Upward Trend: From Preliminary EQAO results -Grade 3: Reading 69 % -76% Board Up from 58% 2014-2015 Writing: 81%-78% Board Up from 75% in 2014-2015 Math 67%-63% Board Up from 53% in 2014-2015 -Grade 6: Reading 62% - 80% Board Up 49% in 2014/15 Writing 71%-82% Board Up from 41% in 2014/15 Math 18%-48% Board Down from 21% in 2014/15 From Cohort in Gr.3	-GRADE 6: EQAO Perceptual data: Math questionnaire; 56% of the students like Mathematics but 36% think about the steps to solve a problem (application) combined percentage (60% of the students) do not think about the steps to solve problems (“never” or “sometimes” -62% of Grade six students surveyed indicate that they are “never” or “sometimes” able to answer difficult Mathematics questions Safe and Caring School Climate Survey Results: 77.3% born in Canada Over 85% of students feel safe in the school	-Enrolment-670 students -33% identified students -57 not identified with IEPs -92 Students with IEPs in all -approximately 32% of the students speak a language other than English at home -41 English Language Learners as per Demographic information Oct/16	-Empower Program -Fifth Block Reading Program (Gr. 1 and 2) -LD ISP class -Nutrition Program -Before and After School Program (Brookhaven Daycare; St. Bernard Site) -L2L Program: Peer support (grade 3s with grade 7 tutors re: EQAO questions in Language and Math)	-TCDSB BLIP/SEF School Staff Survey -67% of staff surveyed indicate routine use of collaborative instructional leadership that builds capacity to strengthen and enhance teaching and learning (SEF 2.1) -73% of staff surveyed view a culture of high expectations that believes that all students can learn, progress and achieve (SEF 4.1) -67% of staff surveyed believe that the teaching and learning environment is inclusive and promotes the intellectual engagement of all students that reflects individual student strengths, needs and learning preferences and cultural



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<p>Reading : 59%- now up to 62% I Gr. 6 Writing: 71%- stayed the same Math 40%-down 22%</p>	<p>(classroom, hallways, while eating lunch) Greatest concern: 90% Verbal Bullying 47.7% Social Bullying witnessed</p>			<p>perspectives. (SEF 3.1) -Strong belief among staff that meaningful assessment, learning goals, learning goals, success criteria and descriptive feedback are being implemented -EDI survey shows cohort from 2009 demonstrated a lag in school preparedness</p>
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<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Students demonstrate a need to better apply the tools, strategies and thinking skills for effective problem solving.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>Our learning conditions include: supplementing current Jump Math program with EQAO sample questions and delivering Math lessons using a problem solving approach.</p>

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How do we support our students to better develop problem solving and critical thinking skills in number development.</p>
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<p>If... Then... Statement:</p>	<p>If we engage in preparing and delivering rich math tasks that allows students to effectively problem solve and demonstrate critical thinking, then students will achieve higher levels of success in mathematics.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>Students will develop the ability to apply problem solving strategies and demonstrate a critical thinking process.</p>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>From each class, student achieving level 2.5-2.9 (or up to 3.1) will be identified as “students to move” using intentional, instructional strategies to perform tasks at or above Provincial Standard.</p>



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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>We will incorporate EQAO sample assessment questions as students explore and work through curriculum expectations in all strands.</p> <p>We will analyze student work for evidence of learning by using assessment PRE/MID and POST. Teachers will use PRIME (number development) for diagnostic assessments and tracking.</p> <p>Through collaborative inquiry teachers will use findings from assessments to determine next steps, to scaffold, to redirect, to supplement or extend learning as required. Teachers provide tasks designed to demonstrate an increased development of learning skills from knowledge questions, to application questions, to thinking questions.</p> <p>Students will be given opportunities to show and model their mathematical thinking and engage in self and peer assessment.</p> <p>The school will use the CUBES strategy to assist students in understanding word problems to scaffold a question.</p>
<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>	<p>Share Capacity Building Series Secretariat Special Edition Monograph #35, K-12: <u><i>Culturally Responsive Pedagogy</i></u></p> <ul style="list-style-type: none"> -Viewing curriculum as flexible and adaptive to the lived experiences of students so they see themselves and their lives reflected in daily learning opportunities. -Getting to know students and building upon students' prior knowledge, interests, strengths, understanding, thinking and learning styles as they are foundational to the learning experiences in the classroom and the school. Focused professional dialogue sessions based on student work samples and planning next steps. Utilizing PRE/MID and POST assessments and class trackers to support targeted instruction, creating student and class profiles. <p>Teachers bring planned tasks to help anticipate student responses and monitor their work.</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>-using of manipulatives, math games, modelling, visuals, anchor charts, scaffolding activities, Math journals and dictionaries, small group work and the use of IT and PRIME assessments to help with grade level appropriate IEP planning.</p>
<p>PD Required for Staff</p>	<p>48 code days have been allocated to our school for Renewed Math Strategy meetings by division and mid point check in. Emphasis on:</p> <ul style="list-style-type: none"> -Collaborative Inquiry and data analysis -Focused professional dialogue sessions based on student work samples and planning next steps. Utilizing PRE/MID and POST assessments and class trackers to support targeted instruction, creating student and class profiles. -Teachers bring planned tasks to help anticipate student responses and monitor their work.
<p>Measures/Evidence of Success to be used</p>	<p>Analysis of student work, pre and post assessments (Prime, EQAO, JUMP) Triangulation of data, videos, self and peer assessments</p>
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -EQAO website, Ministry monographs (Math based, Collaborative Inquiry topics and Culturally Responsive Pedagogy), Math Curriculum document MOE. -consultation with Math Resource (Math Lead Teacher, Math Facilitator, Math Coach), Prime Assessments, Long Range Planners -Math strategy walls, <u>Making Math Meaningful</u> by Marian Small <u>Big Ideas</u> by Marian Small

Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?



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- 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?