

# TCDSB K to 12 Professional Learning Form 2017-2018

<b>SCHOOL - Prin - Sup</b>	St. Charles Catholic School Principal - Antonella De Roma Superintendent - Michael Caccamo
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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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
EQAO Scores 2016-2017 down from 2 years ago  <b>Grade 3</b> Reading 68% Writing 77% Math 55%  <b>Grade 6</b> Reading 82% Writing 88% Math 41%	Safe and Caring Climate Survey Results: 91% born in Canada Over 85% of students feel safe in school (classroom, hallways, while eating lunch) Greatest concern 17% Verbal Bullying and Theft 53% Social Bullying witnessed 20% of students feel unsafe either at indoor or outdoor recess	<ul style="list-style-type: none"> <li>•277 students; enrolment up by about 25 students this academic school year</li> <li>• 22 identified students</li> <li>• 23 not identified on IEPs</li> </ul>	No Empower Reading, 5th Block, Taking Stock, SSI, etc.  Special Education Two .5 teachers one supporting ISP class	<ul style="list-style-type: none"> <li>•TCDSB BLIP/SEF School Staff Survey</li> <li>Strong belief among staff that meaningful assessment, learning goals, success criteria and descriptive feedback are being implemented</li> <li>• greater implementation of 21 C Learning</li> </ul>

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Problem Solving in all strands in Mathematics remains an area of concern for students during assessment in both multiple choice and open response questions.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> <li>-overall need to improve problem solving both in multiple choice and open response questions</li> <li>-multi-step problem solving approach</li> <li>-focus on Mental Math, Problem of the Week, Cubes</li> <li>-better understanding of math language and vocabulary</li> </ul>

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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support our students in their development of problem solving and critical learning skills in relation to Math language understanding?
If... Then... Statement:	If students better understand mathematical language and focus on vocabulary when attempting problem solving questions, then student understanding and achievement will improve.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> <li>-increase differentiated instruction and assessment in Mathematics</li> <li>-help students develop strategies to ask questions when they don't understand the language</li> <li>-development of understanding of Mathematics tasks</li> <li>-understanding of Mathematics multiple choice questions</li> </ul>
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"> <li>-targeting of two students in each class who fall within the 2.5-2.9 range based on strands</li> <li>-targeted students may vary based on the strand</li> </ul>
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-teachers collaborate with other teachers to identify different strategies (monitor through dialoguing with colleagues, moderated marking etc.)</li> <li>-teachers purposely select questions that elicit various solutions (monitor progress through monthly check-ins)</li> <li>-teachers give students opportunities to solve problems in different ways</li> <li>-teachers identify and name the strategies used by students to solve problems</li> <li>-teachers expose students to other strategies and engage in dialogue</li> <li>-collect student solutions that show different strategies</li> <li>-teachers challenge students</li> </ul>
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> <li>-to learn more about differentiated instruction</li> <li>-provide opportunities for moderated marking, co-planning and work more on mathematical language and understanding</li> <li>-share and Analyze evidence that support learning goal and "if" "then" statement</li> <li>-reflect on learning goal and "if" "then" statement and show evidence of success criteria</li> </ul>
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> <li>-differentiated instruction, varied approaches</li> <li>-incorporation of math journals</li> <li>-implementation of Cube method</li> </ul>
PD Required for Staff	<ul style="list-style-type: none"> <li>-programs for ISP students (supporting our ISP students)</li> <li>-collaboration within own division to review best practices and next steps</li> <li>-getting familiar with Cubes</li> </ul>

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Measures/Evidence of Success to be used	Analysis of student work Pre and post assessments Triangulation of data
Resources Required (human, material, #code days)	Code Days provided: 5 days  Code Days for Teachers to engage in co-teaching, planning, collaboration and dialogue

## 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?