

# TCDSB K to 12 Professional Learning Form 2017-2018

<b>SCHOOL - Prin - Sup</b>	St. Denis Catholic School – Mr. R. D’Addario – Mr. J. Shanahan
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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.**

## BACKGROUND – DATA ANALYSIS

Student Achievement Data	Perceptual Data	Demographic Data	Program Data	Other
<p><b>Grade 3 EQAO:</b> Reading 88% Writing 92% Mathematics 83%</p> <p><b>Grade 6 EQAO:</b> Reading 92% Writing 92% Mathematics 72%</p> <p><b>EQAO Math:</b> Grades 3 and 6 students excelled at questions in the <i>Knowledge</i> category and require additional focus on questions in the <i>Thinking</i> and <i>Application</i> categories. This includes both multiple choice and open response.</p> <p><b>CAT4 scores:</b> Consistent with the past 3 years in all areas.</p> <p><b>Report Card:</b> Majority of students working at Level 3 and Level 4 in Math.</p>	<p><b>Safety:</b> 97% of students feel safe <i>in</i> and <i>around</i> the school.</p> <p><b>Learning Skills:</b> Majority of students feel they have a <i>firm understanding</i> of their individual learning skills.</p> <p><b>Math:</b> Majority of Grade 3 (96%) and 6 (92%) students enjoy math <i>sometimes to most of the time.</i></p>	<p><b>Total Enrollment:</b> 300 <b>IEPs:</b> 34 <b>Gifted:</b> 12</p> <p><b>Language:</b> Majority of students are born in Canada and English is their first language at home.</p>	<p>All students identified as gifted attend the Gifted Program once a week.</p>	<p><b>SSLN:</b> Will continue to partner intermediate and secondary teachers to develop effective Numeracy strategies that will assist in student transition to secondary school.</p> <p><b>ELP:</b> Majority of ELP students are on track in the categories of Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development and Communication Skills and General Knowledge.</p>

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<b>URGENT CRITICAL LEARNING NEED</b>	Students require focused learning opportunities to engage in rich math activities mapped to Thinking and Application within all strands.
<b>From the data, what learning conditions will support increased achievement?</b>	<p>Provide opportunities for teachers to participate in co-constructive activities where questions are mapped to Thinking and Application.</p> <p>Embed math activities with 21<sup>st</sup> Century competencies, including Communication, Collaboration, Critical Thinking and Creativity.</p>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<b>Collaborative Inquiry Question</b>	How can we implement effective instructional strategies that focus on rich learning tasks and connect Thinking and Application?
<b>If... Then... Statement:</b>	If students have opportunities to engage in problem-solving and critical thinking within the math curriculum, then students will achieve higher levels of academic success, satisfaction, and competence in mathematics.
<b>Learning Goals</b>	<p><i>Engagement:</i> To engage students in different learning environments that allows demonstration of competence in multiple choice, open response, group work, and other communication expressions.</p> <p><i>Problem-Solving:</i> Encourage students to integrate mathematical processes and engage students through the Four-Step Problem-Solving Model.</p> <p><i>Communication:</i> Students communicate, both written and verbal, their mathematical thinking, processes, and apply their learning in various modelling.</p> <p><i>Data:</i> To increase the overall EQAO math scores in Grades 3 and 6 by 5% from 2016/2017.</p>
<b>Marker groups that will receive intervention</b>	High Level 2 and High Level 3 students will receive intervention in order to increase their academic achievement/levels.

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<b>Actions/Interactions</b>	<ul style="list-style-type: none"> <li>- Use mathematical language (Math Talk) with students to promote mathematical competence.</li> <li>- Provide Thinking and Application questions (through multiple, choice, open response, and a combination of both), within all strands in the math curriculum.</li> <li>- Embed 21<sup>st</sup> Century learning tools (such as Kahoot, Socrative, Knowledge Hook, and Plickers) within daily math activities to enhance engagement and achievement.</li> <li>- Provide professional learning opportunities for teachers to create, implement, and map out (both individually and through co-construction) Thinking and Application questions using a variety of 21<sup>st</sup> Century learning tools.</li> <li>- Each grade will be provided with a workshop on STEAM-related activities (such as coding and robotics) as well as opportunities after school.</li> <li>- Work with the Math Lead and Numeracy Coach to support teacher learning for effective classroom strategies.</li> </ul>
<b>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</b>	<p>Professional Development will focus on:</p> <ul style="list-style-type: none"> <li>- 21<sup>st</sup> Century learning tools.</li> <li>- Categorizing questions to Knowledge, Thinking, Communication, and Application.</li> <li>- Enhanced math activities that focus on real-world problem solving and critical thinking.</li> <li>- STEAM lessons and activities.</li> <li>- Co-teaching and Co-planning.</li> <li>- Conducting Error Analysis on past EQAO questions.</li> <li>- Differentiated Instruction strategies</li> </ul>
<b>Strategies to address the needs of students who have an IEP or are ELL</b>	<ul style="list-style-type: none"> <li>- Small group interactions.</li> <li>- Differentiated instruction and assessment.</li> <li>- Chunking assessments.</li> <li>- Resource teacher connects with Homeroom Teacher to integrate and align strategies and resources.</li> </ul>
<b>PD Required for Staff</b>	<p>Professional Development will focus on learning strategies and will connect with the Numeracy Coach.</p>
<b>Measures/Evidence of Success to be used</b>	<ul style="list-style-type: none"> <li>- Student math work artefacts, including data from questions labelled with KTCA.</li> <li>- Pre and Post Assessments.</li> <li>- Analysis of responses from Thinking and Application questions.</li> <li>- Student observations.</li> <li>- Student marks (letters and percentages) in math assignments and reporting.</li> </ul>
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>- 9 Code Days required to conduct effective and ongoing Professional Development sessions, including co-teaching and co-planning.</li> <li>- Connection with the Numeracy Lead.</li> <li>- Use of a variety of math resources, including Nelson, Jump, Leaps and Bounds and <i>Big Ideas from Dr. Small: K-3 and 4-8</i>.</li> <li>- Use of a variety of 21<sup>st</sup> Century Tools to be used in and out of the classroom.</li> </ul>