

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL NAME	St Gerald CS	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> St Gerald CS Principal Name: Maria Leitao
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Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., 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, etc.)	Other (SSLN, SSI, EDI, etc.)
<p>-Mathematics scores on EQAO have shown a marked decline in performance from 10/11 through 13/14 in both Grades 3 and Grade 6; 2014/15 showed a significant improvement</p> <p>CAT 4 scores in mathematics and computation year to year have exceeded the national average by only on average 10% at the Grade 6 level; Vocabulary parallels results</p> <p>14/15 OLSAT results show a 60-50 % of students in the stanines 6 &7</p>	<p>Safe and Caring School Climate Survey: Students feel they can learn here. They feel empowered (80% avg in learning skills in competence rating), successful belief students can learn, timely feed back, opportunities to improve -avg-82%), value school (91% feel its important to do well in school), Perceive that staff have high expectations (86.8%)and are approachable (caring St Gerald adult) for academic problems (79.8%)</p> <p>EQAO Contextual Measures:(Mind set) Numerous students express a lack of confidence in math, desire to master understanding of mathematics (numbers increase in higher grades)</p> <p>- large number of newcomer parents who cannot support children's learning (due to more preeminent concerns)</p> <p>- newcomer students experienced trauma & lack of schooling</p>	<p>Second language at home 43% (1 in 2)</p> <p>Born outside of Canada 19% (1 in 5)</p> <p>Low income 30%</p> <p>Single parent families 27%</p>	<p>Special Ed support for IEP/identified students struggling in Math for Grades 5, 6(1 in 5 students have IEPs19%)</p> <p>ESL program support is provided through a 1.0 allocation to serve 43% ESL population</p> <p>Mentoring /Tutoring lunch Program in Math</p>	<p>-Gr 2, 3, 5, 6 staff in serviced by TCDSB math dept. last year</p> <p>-Intermediate teachers will work with SSLN teams to impact math</p> <p>-math tutor supported Students to move in Grade 6 for the last 2 years</p> <p>EDI data – Vulnerable and at risk students: 15% Social Competence, Emotional Maturity, Language and Cognitive development, 40% Communication Skill/General Knowledge</p>

From the data, what key factors are identified for increasing Student Achievement?	Regular Inquiry into student performance - monitoring students to watch /move Open honest inquiring into best practices to propel student performance Multidisciplinary team approach (SIT, staff, ESL/Spec ed staff) Professional development: Lunch and Learns, on site workshops, Co Planning / co-teaching opportunities, Examining EQAO strands, questions (thinking , knowledge, applications) Collaborative inquiry - in class completion of activities (learning lab) Parent engagement opportunities and homework help
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URGENT CRITICAL NEED	Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Our students have difficulty communicating their reasoning clearly. We want them to more effectively communicate their findings.
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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 students in the process improving mindset and confidence and as well, hone their understanding of math through reasoning and communication?
If... Then... Statement:	If reasoning and communicating strategies are employed, then understanding will deepen.
Learning Goals (related to urgent critical need)	-Improve achievement in the area of mathematical computation, reasoning and communication, and use of mental math strategies -Deepen student understanding of math concepts and applications through communication strategies -Help students develop multiple strategies to solve problems -Improve student confidence by promoting math culture
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc) *	Each grade/class teacher develops students to watch and students to move list Students to move 2.5-2.9 -provided with mentor and tutoring assists Students to watch to get special education assistance- short intervention 3-5 weeks Grade 3 and 6 to get special attention/focus CYW (Ryerson/Humber) academic support for students to watch in Grades 3 and 6 as well as Grades 2 and 5 ELL groups to have extra support through ESL in Gr 3 and 6
Actions/Interactions (What will we do to meet our goals?)	Teachers develop math talk learning community Using assessment as and for learning, increase use of descriptive feedback in math Differentiating math instruction Teachers promote strategies that amplify the affective domain Teachers collaborate with other teachers to identify different ways to make math more engaging and relevant; Deepen our understanding of the continuum and align practices Teachers purposely select questions that elicit varied solutions; Teachers expose students to captivating and interesting mathematics Close the gap between pre and post assessments and be particularly cognizant of this measure to inform practice Parents engagement
Strategies to address the needs of students who have an IEP or are ELL	-IEP students: Special education assistance- short term intervention programs/content specific booster programs 3-5 weeks -CYW (Ryerson/Humber) academic support for students to watch in Grades 3 and 6 as well as Grades 2 and 5 -ELL groups to be supported in Gr 3 and 6 by ELL teacher
PD Required for Staff	RMS Inservices for teacher Representative, opportunity to inform staff about RMS Lunch and Learns to help staff develop a deep understanding and appreciation of how the affective domain can influence math attitudes Principal to in-service on current ideology, math teaching articles, LNS monographs Co-planning and co-teaching opportunities

	Reflect on learning goal and “if” “then” statement and show evidence of success criteria;
Measures/Evidence of Success	Analysis of student work; Pre and post assessments; Students’ ability to communicate their understanding of various math concepts Students’ able to engage in math talk, use varied strategies, excited to learn math
Resources Required (human, material, code days)	<u>RMS – MOE online Power Point and resources</u> <u>The Math Teachers Know Davis/Renert, Jo Bohler videos</u> <u>Big Ideas</u> by Marian Small, <u>Making Math Meaningful</u> by Marian Small <u>Good Questions: Great Ways to Differentiate Mathematics Instruction</u> by Marian Small Monographs (MOE) Various Code Days for staff PD (for RMS in-services-lead teacher and training for staff)

Please send the completed copy to your Area Superintendent with a copy to N. D’Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

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?