

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL-Principal-Superintendent-	School: St. Helen Principal: M. Manuela Sardo-Antunes Superintendent: John Wujek, Area 5
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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.)
<p>EQAO Results: Gr. 3...</p> <ul style="list-style-type: none"> - Math score 41% -Writing score 55% -Reading score 55% <p>EQAO Results: Gr. 6 ...</p> <ul style="list-style-type: none"> -Math score 52% -Writing score 92% -Reading score 88% <p>CAT4 results</p>	<p>EQAO Perceptual Data towards math – approx. 55% of students indicated they like math most of the time</p> <ul style="list-style-type: none"> -approx. 29%-34% of the students like math some of the time -approx. 12% of the students indicated they never like math -Safe and Caring Schools Survey 	<ul style="list-style-type: none"> -Special Needs. approx. 24% of students -ELL Steps 1 & 2 – under 10% of students -First Language learned at home other than English.. approx. 50% of students -Born in Canada...over 85 % of students -Majority of our students are of Portuguese descent; many have grandparents as caregivers 	<ul style="list-style-type: none"> -EMPOWER Decoding -EMPOWER Comprehension -5th Block ...measurable gains in reading decoding and comprehension -ELL program -Special Education -Gifted & Kindergarten Language Program (KLP) at another site 	<ul style="list-style-type: none"> -SSLN and area focus is mathematics -Four Categories of Achievement Chart (Knowledge & Understanding: Thinking: Communication: Application) with main focus on thinking and Application - Problem solving and math language/literacy; Growth mindset (connected to Learning Skills) -Holistic approach to problem solving with multi-stranded, real-world/authentic cross-curricular connections

URGENT CRITICAL LEARNING NEED	Students need to develop problem solving skills with open response/multiple choice questions, while mastering basic computation skills.
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Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	
From the data, what learning conditions will support increased achievement?	If we include more Problem Solving questions as part of our daily/weekly practices, then students who are in Level 2 /2+ should achieve better results and move up a level for the EQAO testing in 2018.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support the diverse math learners in our classrooms so that all meet with success?
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If... Then... Statement:	If we identify the math problem solving process, and then provide instruction using intentional strategies (within a real-world context), then student achievement will increase.
Learning Goals (related to urgent critical learning need)	-Students will strengthen their skills in problem solving skills in the area of mathematical computation, reasoning and communication through explicit learning goals, co-created success criteria and timely descriptive feedback -We will instill a growth mindset about learning mathematics in our students
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Teachers will choose 2-3 marker students per class based on analysis of EQAO and Cat4 by the time progress reports are submitted. (Students that are scoring in the 2 to 2+ range.)
Actions/Interactions (What will we do to meet our goals?)	Identify at Risk students using available data and provide targeted intervention -invite Resource Teacher to support learning -promote more teacher collaboration -continue to build home/school communication -bring awareness of Growth Mindset to our school community
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-Family of Schools getting together to share "Best Practices" -Balanced Math approach (Guided/Shared/Independent) -Sharing and Learning sessions with our school community -Team Teaching/Co-Teaching
Strategies to address the needs of students who have an IEP or are ELL	-Daily re-looping of previously learned material -A student-developed math vocabulary books -Teacher think-alouds -Using manipulatives -Relating mathematics to real life -Using visuals

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	<ul style="list-style-type: none"> -Drill and practice -Hands-on participation -Teacher modeling -Simplifying problems -Use of math games/apps (ie. Chess / OWARE / Prodigy)
PD Required for Staff	<p>Professional Learning in the areas of:</p> <ul style="list-style-type: none"> -Creating a non-threatening classroom environment -Further integration of Learning Goals, co-created success criteria and descriptive feedback -A professional community to analyze student solutions -Collaborative structures using current student data/ Share impactful strategies across grades, divisions, and school -Growth mindset
Measures/Evidence of Success to be used	<p>Triangulation of data (documentation, observation, assessment results, feedback conversations)</p> <ul style="list-style-type: none"> -Pre- and Post Assessments -Determine impact of strategies by charting student improvement
Resources Required (human, material, #code days)	<p>Growing Success, Educational and Board websites</p> <ul style="list-style-type: none"> -Nelson Math, JUMP Math -EQAO questions -Code Days for Staff PD sessions

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?