

# TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Henry Catholic School –Mrs. D. Carlyle- Mr. K. Malcolm
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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.)
Needs: -Problem Solving: - Thinking & Application Skills -vocabulary -writing conventions -spelling	SCCSCS- 80% of students reported neither parents was born in Canada.	SCCSCS- re: language spoken at home: -38.5% -only or mostly English -44.6% Other language(s) spoken as often as English -15.4 % only or mostly another language	Not Applicable	SSLN: Mathematics Problem Solving: Thinking & application Skills

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	<ul style="list-style-type: none"> <li>• <b>Making Connections:</b> making information relevant and engaging students in their learning.</li> <li>• Reading &amp; Understanding Materials/Problems and Communicating Solutions with an emphasis on Problem Solving -<b>Thinking and Application skills.</b></li> </ul>
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> <li>• If we increase student engagement and embed <b>Talk Structures</b> and <b>Collaborative Structures</b> throughout the Curriculum we can assist the students in developing their <b>Thinking and Application</b> skills when <b>Problem Solving.</b></li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<b>How can we use the information from our EQAO data analysis to assist 75% of our students to achieve a level 3 or 4 on 2018 EQAO assessments?</b>
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If... Then... Statement:	
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<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> <li>• If we emphasize and <b>make the learning goal visible</b> in child friendly language then the students will be more engaged in their learning.</li> <li>• If we put <b>greater emphasis on co-creation of success criteria</b> as it pertains to the lesson goal by using the four step process for development of success criteria (1. brainstorm, 2. sort &amp; categorize, 3. make &amp; post, 4. Use, revisit, revise) then students will be more <b>engaged</b> in their learning.</li> <li>• If we embed <b>Talk Structures</b> and <b>Collaborative Structures</b> throughout the Curriculum we can assist the students in developing their <b>Thinking and Application</b> skills when <b>Problem Solving</b>.</li> <li>• If we focus on <b>oral, immediate feedback</b> during the lesson (timely) then students can make connections and be more engaged in their learning.</li> <li>• If we put <b>greater emphasis on teacher/student and peer/peer conferencing</b> to give descriptive feedback then students will build background knowledge, make connections and further develop communication skills.</li> </ul>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Professional Learning Plan is a school wide focus. Learning that is essential for some is beneficial to all students.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p><b>75% of our students in grade 3 and grade 6 to achieve a level 3 or 4 on 2017-2018 EQAO assessments.</b></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>	<ol style="list-style-type: none"> <li>1. Provide large and small group professional learning opportunities for staff</li> <li>2. Check our progress at regular reporting periods</li> </ol>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>Assistive Technology</p>
<p>PD Required for Staff</p>	<ol style="list-style-type: none"> <li>1. Growth Mindset</li> <li>2. Student Engagement</li> <li>3. Talk Structures and Collaborative Structures</li> <li>4. Assistive Technology</li> </ol>
<p>Measures/Evidence of Success to be used</p>	<p>Student Achievement on Growing Success Report Cards and Standardized testing (Cat 4 and EQAO)</p>
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> <li>• 20 Code Days for Staff Professional Development Opportunities</li> <li>• Comprehending Math: Adapting Reading Strategies to Teach Math K-6 By: Arthur Hyde</li> <li>• Intentional Talk: How to Structure and Lead Productive Mathematical Discussions. By: ElHam Kazemi and Allison Hintz</li> <li>• Consultation with Resource staff (Mathematics and Language)</li> </ul>