

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL –	St. Isaac Jogues Catholic School
Principal/Superintendent	Carol Ann LeMoine – John Shanahan

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>16/17 CAT/4 Reading/Math Gr 2- 63%/68% Gr 5- 80%/87% Gr 7- 45%/71%</p> <p>16/17 EQAO R/W/M - %-L3/L4 Gr 3- Reading – 58/26 Writing - 74/8 Math - 39/26 Gr 6- Reading – 80/2 Writing - 73/14 Math - 32/11 * L1-23, L2-34* *F/M- %-3+4– 27/50*</p> <p>Current Grade 6s Gr 5 CAT/4 – R/M 80/87 Gr 3 EQAO-R/W/M 77/88/80</p> <p>Current Grade 3s Gr 2 CAT/4 - R/M- 63/68</p>	<p>SCSCS (16/17) On the School Climate Survey many students report that, “No matter how hard I try, there is some class work that is too difficult for me.” 13.6% Strongly Agree 51.5% - Agree.</p>	<p>-7 of 8 N tiles are in N tiles 1-3 - 60 % of students report speaking another language at home. - 28.9% low income - 31.5% single parent families</p>	<p>- n/a</p>	<p>EDI (2014/2015) -current Grade 3s -- -28.6% of students at risk in the area of Communication and General Knowledge</p>

<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<ul style="list-style-type: none"> To further increase Student Achievement, students must develop their skills and confidence in critical thinking and communicating. This will allow them to better articulate their understanding of abstract concepts and to better advocate for their learning needs, in particular, in mathematics.
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> Focus on Communication and Thinking questions, in all strands in Mathematics

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	<ul style="list-style-type: none"> • Explicit teaching of the Problem Solving Model • Explicit connections to Reading Comprehension Strategies in Mathematics • Greater Self-Advocacy to help them deepen their understanding of their learning strengths and needs (e.g., looking at Success Criteria, incorporating Descriptive Feedback from teacher or peer, applying comprehension strategies; applying the Problem Solving Model; asking for help) and to develop a more positive self-concept (e.g., Growth Mindset concepts, Mindfulness practices) • Resources: Math Buddies (modeling), Prodigy
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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 to improve their skills and increase their confidence in critical thinking and communicating and to be better equipped to advocate for their learning, especially in mathematics?
If... Then... Statement:	<i>If teachers support students' understanding of, solving of and communicating of abstract problems, then students will become more confident critical thinkers who can effectively advocate for and articulate their understanding, especially in mathematics.</i>
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> • To support students' understanding and application of the Problem Solving Model. • To support students' Communication in Mathematics, especially, the development and application of reading comprehension strategies and the effective communication of their understanding, especially in problem solving. • Improved Self-Advocacy and increased Confidence in students by supporting the development of a Growth Mindset and increased Mindfulness
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"> • Tracking the progress of all students, in particular, Marker students in the Level 2 range have been identified by individual teachers in each of the 15 classroom SLIP goals in Mathematics. These students will be tracked at the beginning, mid-point and at the end of the year to assess their progress in problem solving and/or communication. Student attitude /confidence will also be explored (e.g., anecdotally or by survey) • The School Improvement Team (SIT) will examine and track these 15 students throughout the year. • Artefacts may include assessments for and of learning and may include tests, quizzes, performance tasks, Key Assessment Questions, observations, anecdotal notes, surveys, etc.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> • Focus math assessments and instruction on Problem Solving and Communication (i.e., the Overall Categories and Mathematical Processes) • Encourage students to explicitly apply Reading Comprehension Strategies when solving 'word problems' in mathematics (e.g., underlining, highlighting, previewing vocabulary, etc.) • Encourage students to explicitly apply the Problem Solving Model when problem solving to support metacognition and communication • Use Learning Goals and Success Criteria (co-constructed) to guide Descriptive Feedback to students during Assessment For and Of Learning • Support the development of Mindfulness strategies in students • Support the development of a Growth Mindset in students, encouraging students to take risks and make mistakes • Encourage cross-divisional Math Buddies
<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>	<ul style="list-style-type: none"> • Consult Equity and Inclusive Education documents and policies • Consult resource staff (ELL teacher, SpEd Teacher, Literacy Resource Teacher, Math Resource Teacher, Assessment and Programming Teacher, FMNI Resource Teacher, Autism Resource Teacher, Psychologist, etc.) as needed
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> • Scaffold and differentiate instruction based on individual IEPs focusing on assessment for learning • Consult resource staff (ELL Teacher, SpEd Teacher, Literacy Resource Teacher, Math Resource Teacher, Assessment and Programming Teacher, Autism Resource Teacher, Psychologist, etc.) as needed
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> • Working with the Achievement Chart to identify and integrate Thinking and Communication questions across mathematics instruction, practice and assessment and to link these to the Problem Solving Model • Create a professional learning community to analyze assessments and tasks to better understand and incorporate Thinking and Communication tasks and to explore examples of Descriptive Feedback to support next steps • Explore the connections between Reading Comprehension Strategies and problem solving 'word problems' in mathematics • Deepen understanding of Growth Mindset and Mindfulness
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> • Increased student achievement as measured and tracked by all teachers in their individual School Learning Improvement Plans • Analysis of student work focusing on Communication and Thinking • Increased student achievement in the identified marker students as measured by classroom teachers and the School Improvement Team • Improved self-advocacy in students and increased willingness to take risks and persist in math tasks

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<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> ● Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, Grades 1-12 ● EduGains resources on Assessment for Learning, Assessment As Learning, Learning Goals and Success Criteria, Descriptive Feedback ● Growth Mindset resources (e.g., Carol Dweck, Jo Boaler, etc.) ● Mindfulness resources (e.g., Headspace) ● Curriculum Documents – Literacy, Mathematics ● Comprehensive Literacy documents ● Literacy Resource Teacher support ● Mathematics Resource Teacher support ● Student Achievement Officer support ● Professional development days provided for all teachers offered in three 90 minute sessions per day – presented by principal/resource teacher, in addition to 2 PA days focusing on provincial initiatives. ● Code days to develop work with the Achievement Chart, collaborate on student achievement and assessment in divisional groups, co-planning, support work with Reading Comprehension Strategies, the Problem Solving Model and Growth Mindset and Mindfulness strategies
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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?