

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. John the Evangelist Catholic School – Ms. L. Graham– Ms. F. Cifelli
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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.)
-Gr. 3 and 6 EQAO Grade 6s have made significant gains over the past 3 years. -Gr. 2, 5, and 7 CAT4 -Report Cards -Pre- and Post-assessments indicate that students are working with problem solving process	-75% of students enjoy school (let's address this) -92% of students have good self esteem -97% of students believe it's important or very important to do well in school -88% and 82% believe that theirs is a school where all students can learn and their culture is reflected in the curriculum and culture respectively -87% of students understand learning goal and success criteria	-5 N tiles between 1 and 3, so there are economic challenges that appear to be growing -80% of students born in Canada but 63% of the students have neither parent born in Canada -Only 50% of students speak English at home -Largest demographic is of European decent, the second largest is students of colour	-A number of students in grade 6 – 8 have returned from the Empower program in the last few years; none are enrolled this year	-St. Basil SSLN – Applied Level math students are the focus; general movement is upward in EQAO

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students and teachers know the problem solving process, they must now develop a deeper understanding of its application and portability through cross curricular use.
From the data, what learning conditions will support increased achievement?	-Continued use of problem solving through cross-curricular problem solving (e.g. Science, Fully Alive, History, etc.) -Increased student voice (SLLW)

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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Collaborative Inquiry Question (What is the problem of practice?)	-While students are familiar with the problem solving process, they need to develop a deeper understanding of its application across curriculum and life.
If... Then... Statement:	-If teachers and students are co-learners in explicitly using the problem solving process across the curriculum then they will develop a deeper understanding of its application.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> -Students and teachers will examine and use problem solving across the curriculum. -They will focus on opportunities to do so with authentic, life lessons. -Students and teachers will see the problem solving process as authentic applicable across the curriculum.
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"> -2 - 4 students in each class as listed in document on google drive. -The majority of these students were at 2.7 – 2.9. -The majority of these students in grade 6 were male.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> - Student led learning walks - Use of board math resource (Kus) - Family Math Night (focus on problem solving and introduction of use of technology in support of student learning) - Continued use of Waterloo problem of the week - Increased use of technology and apps - Continued use of co-created LG and SC - Use of CRT strategies, curriculum, resources - Newsletter communication around problem solving and technology
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> -Embed the following in all PL: <ul style="list-style-type: none"> - Use of CRT strategies - Implementation of CRT methodology - Exploration and implementation of CRT resources - Understanding of CRT curriculum and strategy differences from traditional Euro-centric curriculum
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> - Encourage students who have an IEP or are ELL to access the resource room - Special Education teacher to work in class with identified students - Ensure that all accommodations are implemented - Further individualized support in numeracy through technology apps
PD Required for Staff	<ul style="list-style-type: none"> -CRT session to be a component of all PL <ul style="list-style-type: none"> - Problem solving PL - Use of descriptive feedback specific to problem solving
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> - Pre- and post-assessments - Observation - Report card data - Student voice

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Resources Required (human, material, #code days)	<ul style="list-style-type: none">- Math resource- Race and Ethnic Relations department- 7 code days used for ½ day divisional PL- Staff meetings- GAFE
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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?