TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL – Prin. / Sup.	St. John Vianney – Mr. H. Pires / Ms. F. Cifelli

Based on analysis of the data, in collaboration with staff identify a <u>critical learning need</u> area or strategy that addresses the learning of your <u>school community</u> (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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
Cohort Tracking -Report cards -Classroom Assessments -Surveys / DIP Data * Assessments indicate critical need to be in the area of problem solving in mathematics / (EQAO IIR Data) -(CAT/4) - Computational Math -EQAO Gr 3 Math 62%, Gr. 6 Math 38 % -Boys outperform girls Gr 3 87% vs 46 % & Gr 6 44% vs 29%	Review of relevant data through DIP - 10 % of students on IEPS -92 % of students feel safe or very safe at school * 26 % felt unsafe or very unsafe during recess -29 % of students indicated that they had witnessed verbal abuse at school	-EDI 20.9 % of students born outside Canada (EQAO-28%, 24%) -63.5 % speak a second language at home -51 % learned another language before English	High ELL Population	-EDI 35 % of students vulnerable in 1 Domain (Physical Health and Well-being and social competence) -Collaborate with SSLN / Family of Schools

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	*Numeracy:– Problem Solving Strategies, Measurement and Geometry and Spatial Sense (EQAO IIR, and Classroom Assessment Data)*
From the data, what learning conditions will support increased achievement?	-Precise and explicit teaching, peer/teacher feedback, small group instruction, think-alouds, scaffolding and teacher modelling -Mental math integrated into daily activities to reinforce grade level computational math. -Create physical & social environments that optimize mathematical learning - display student solutions, and collaboratively construct math strategy walls, anchor charts and visual display of mathematics ideas

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	* To explore strategies that emphasize a balanced math approach that improves mental math and application through problems with real world connections.

If… Then… Statement:	
Learning Goals (related to urgent critical learning need)	If we collaboratively build on previous skills and continue to engage students in mathematics through explicit learning goals, co-created success criteria, timely descriptive feedback and use manipulatives and other interactive strategies that focus on real problems, then students will demonstrate increased engagement and improved achievement as measured through classroom assessments.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Students working between 2.5-2.9 as identified through classroom data (numeracy mid-point assessments) will be 'marker students'. Teachers to provide year-end targets to be examined by SIT Team……..provide support (mini-lessons) scaffolding as necessary.
Actions/Interactions (What will we do to meet our goals?)	PD focused with numeracy resource staff to look at feedback as school wide strategy. Focus on student work
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	Efforts to coordinate student work (problem solving) to be displayed throughout school. Use of manipulatives - Shared Learning goals and co-constructed success criteria. (Refer to BLIP) - Meetings…share classroom results / student work * Students to Watch - Math resource support/in-service - 4-step problem solving; 3-part lessons, think/pair/share/write
Strategies to address the needs of students who have an IEP or are ELL	Use of consistent math language (word walls) etc throughout the school Efforts to coordinate student work (problem solving) displayed throughout school to encourage teacher collaboration. Use of manipulatives/appropriate apps etc.
PD Required for Staff	Use of Code Days (working with Math Resource Teacher) to support divisional dialogue focused on learning trajectories. Continue emphasizing growth mind sets and student self-reflection.(learning skills and work habits)
Measures/Evidence of Success to be used	Student Math surveys to be completed and analyzed by staff (SIT) -Increased focus on mathematics throughout the school. Classroom observation, assessment results, feedback and conversations that relate to Professional Learning Pre/Post Unit Assessments with tracking of 'marker students' (ELL, Spec. Ed.)
Resources Required (human, material, #code days)	1. Curriculum Mathematics Expectations / Focus on rich problem solving tasks working with Math Resource Teacher (6 Days) 2. EQAO Exemplars 3. Focused school level PD (Code Days) Positive Norms in a Math Classroom 4. Assistive Technology, On-line homework help

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