

# TCDSB K to 12 Professional Learning Form 2017-2018

<b>SCHOOL - Principal-Superintendent</b>	St. Lawrence Catholic School – Maria Korenowsky-Ferro, Melanie Wyatt (VP), Kevin Malcolm (Superintendent)
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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.)
-EQAO – -30% decline Interest in Reading Gr. 3 to 6 -Perception of competency in Mathematics, average Gr 3/6 (liking Math, Good at Math) 58% -Gr. 6 attitudinal data higher in perception (than Gr. 3 data) of answering difficult Math questions and doing best in Math; -CAT4 Gr. 2 data indicate large increases in Mathematics & Computation; -CAT4 Gr 2 decrease in Word Analysis; Improvement in Language & Writing Conventions; -CAT4 Gr. 5 – 9% increase in Computation & slight decrease in Mathematics; -CAT4 Gr. 7 – increase in	-SCCSCS 56% of Grade 6 & 8 students – another language other than English spoken at home; -21% of students born outside Canada	-453 students -59.8% of students report speaking a language other than English at home; -7% unemployment rate;	N/A	EDI Data – 2014/2015: Sample of 35 students – of these -40% vulnerable in Physical Health & Well-Being; -20% vulnerable in Communication Skills & General Knowledge; -Grade 6 Teachers – Math Coach 2014/2015 2015/2016 -Junior Teachers – Math Hub PD 2014/2015; -Reading Strategies & Mathematics PD; 2 sessions 2016/2017; -2 Math Lead Teachers – 5 sessions 2016/2017; -Mathematics PD priority for last two years 2014-2016;

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Mathematics & Computation; -CAT4 Gr. 7 – decline in Vocabulary, Language/Writing Conventions; -EQAO & CAT4 data indicate areas for improvement -				
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<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-Fostering the growth mindset of our students to help develop their multi-step problem solving skills
From the data, what learning conditions will support increased achievement?	

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	-How do we best support students to successfully develop multi-step problem solving strategies?
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If... Then... Statement:	-If we provide students with consistent opportunities to learn and practice multi-step problem THEN students will be able to successfully apply learned strategies to multi-step problem-based questions;
Learning Goals (related to urgent critical learning need)	-to support student learning & achievement and increase student confidence & perception in their math abilities (growth mindset) in order that they approach multi-step problem solving with renewed confidence & attempt/utilize various strategies throughout the process;
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	“Students to Watch” who consistently achieve a Level 2 (2.1 – 2.9) will be closely monitored; -Assessment FOR, AS, OF Learning;

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> <li>-Differentiated instruction will be implement to appeal to the diverse learning needs of each student in the classroom.</li> <li>-introduction of an interactive Math word wall so that students become better familiar with math vocabulary</li> <li>-‘math talk’ will be encouraged in the classroom (the use of new vocabulary)</li> <li>the implementation of ability grouping students to create optimal conditions for student success</li> <li>-Strategies to address the needs of students who have an IEP or are ELL: use of manipulatives and concrete tools to demonstrated newly math strategies modelling</li> <li>-guided math groups</li> <li>-scaffolding when necessary</li> <li>-the use of multiple resources (example: JUMP Math, NELSON, TCDSB Summary of Mental Math Strategies)</li> <li>-guided math groups</li> <li>-scaffolding when necessary</li> <li>-the use of multiple resources (example: JUMP Math, NELSON, TCDSB Summary of Mental Math Strategies)</li> <li>-Continued use of the new long-range math plan issued by the school board</li> </ul>
<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"> <li>-Pilot Test Pearson “Mathology” program – focus on diagnostics in Mathematics; Grade 1 teacher; requires code days to attend inservices with Math Lead;</li> <li>-</li> </ul>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> <li>-differentiated instruction, accommodations &amp; modifications (as necessary);</li> <li>-small group: think-pair-share;</li> <li>-three part lessons;</li> <li>-consistent use of manipulatives;</li> <li>-interactive Math Word Walls</li> <li>-ELL’s &amp; IEP’s – simplify the language of Mathematics;</li> <li>-provide students with numerous opportunities to practice, talk, collaborate, present &amp; master;</li> <li>-use of technology to support Mathematics learning;</li> </ul>
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> <li>-Half-day dedicated to local PD across divisions to support divisional/school wide goals;</li> <li>-Time to explore teaching strategies for successful application of solving multi-step problems.</li> <li>-Time to investigate, explore and review the new LONG-TERM Math Plan provided by the school board &amp; Renewed Math Strategy;</li> <li>-consultation with Math Department personnel;</li> <li>-encourage co-teaching opportunities; moderated development of assessments tasks and marking/evaluation;</li> <li>-SSLN with Jean Vanier CHS; Grade 7 &amp; 8 teachers;</li> </ul>

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<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> <li>-Analysis of school work</li> <li>-Pre/post assessments;</li> <li>-Key assessments in Mathematics;</li> <li>-Assessment of/as/for learning</li> <li>-identify “hover groups” in classrooms;</li> <li>-analysis of student work</li> <li>-Observations, quizzes, assessments, report card marks; EQAO &amp; CAT4 data;</li> <li>-math journals;</li> <li>-self &amp; peer evaluation;</li> <li>-</li> </ul>
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> <li>-A Guide to Effective Instruction in Mathematics</li> <li>-NELSON Math Program</li> <li>-JUMP Math Booklets provided to each teacher</li> <li>-Ministry of Education Mental Math articles</li> <li>-Pilot Grade 1 Pearson “Mathology” program;</li> <li>-TCDSB Math Long Range Planner</li> <li>-use of technology;</li> <li>-Divisions to provide PD Plan and request for Code Days to support Collaborative Inquiry;</li> </ul>

## 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?