

# TCDSB K to 12 Professional Learning Form 2017-2018

<b>SCHOOL - Prin - Sup</b>	St. Louis Catholic School Principal: Michelle Devlin Superintendent: Doug Yack Area 2
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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 files, etc)	Program Data (Empower, 5 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p><b>2016-2017 EQAO:</b> Grade 3 Math- 70% of students scored level 3 and 4 Grade 6 Math- 75% of students scored level 3 and 4.</p> <p><b>2016-2017 EQAO:</b> Grade 3 Reading- 85% of students scored level 3 and 4 Grade 6 Reading- 83% of students scored level 3 and 4.</p> <p><b>CAT4:</b> School trends demonstrate consistency amongst scores in Reading for all grades and an increase in scores for Spelling and Computation.</p>	<p><b>Safety:</b> 97.5% of students report feeling safe at school.</p> <p><b>Student Engagement (Literacy):</b> Majority of Grade 3 students (80%) and Grade 6 students (75%) feel that they are good readers. Majority of Grade 3 (100%) and Grade 6 (96%) report that they enjoy reading some or most of the time.</p> <p><b>Student Engagement (Numeracy):</b> Over half of Grade 6 (62%) and Grade 3 (70%) students report that they like mathematics. Over half of Grade</p>	<p>Number of N Tiles between 1-3 is 0.</p> <p>School demographics have remained consistent according to DIIP raw data, 6.8% of students are born outside of Canada and 13.5% speak a second language at home.</p> <p>Parent involvement remains supportive and consistent for school activities and events, as evidenced through participation and feedback.</p>	<p><b>Total Population:</b> 201</p> <p><b>Number of IEP's excluding Gifted:</b> 18</p> <p><b>Number of Gifted IEP's:</b> 11</p> <p><b>Number of ELL students:</b> 6</p>	<p><b>EDI</b> EDI from 2014-2015 demonstrates majority of students (81%) on track for language and cognitive development and communication skills and general knowledge.</p> <p><b>SSLN</b> SSLN focus is in Numeracy and aligning assessment from the elementary to secondary panel, with a focus on understanding questions and explaining thinking to demonstrate work.</p>

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	6 (54%) and Grade 3 (65%) students report that they are good at math most of the time.			
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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.	Students will benefit from diverse learning opportunities and collaborative problem solving to meet the identified needs in multi-step word problem solving, mathematical communication and building independence.
From the data, what learning conditions will support increased achievement?	Provide opportunities for staff to co-plan collaborative math inquiries that will promote student skills in multi-step problem solving and build independence. Increased use of mathematical word walls, math talk and targeted lessons on how to understand questions and explain your thinking in numeracy. Transfer of literacy skills into the numeracy context.

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<b>Collaborative Inquiry Question</b> (What is the problem of practice?)	How can we increase student's ability to solve multi-step word problems and build independence in a variety of numeracy contexts?
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<b>If... Then... Statement:</b>	If we model our thinking, use exemplars and provide collaborative problem solving opportunities in numeracy then we will see an increase in student's ability to answer multi-step problem solving and build independence as evident though CAT4 data, EQAO data and classroom assessments/observations.
<b>Learning Goals</b> (related to urgent critical learning need)	<ul style="list-style-type: none"> <li>-develop student skills in solving multi-step word problems in numeracy</li> <li>-deepen understanding of numeracy questions in a broader context</li> <li>-build independence in student work through an increased confidence in their ability to show their work and explain their thinking with mathematical concepts</li> <li>-increase collaborative problem solving opportunities to develop students ability to work together and self and peer asses their work</li> </ul>
<b>Marker groups that will receive intervention</b> (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Students working through Level 2 and early Level 3 will receive increased intervention to promote skill development and comfort level with mathematical concepts in a variety of contexts. Students receiving support through the Special Education teacher will receive intervention aligned with homeroom class and expectations, example: opportunities for collaboration in the smaller group setting.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>Use of “math talk” in the classroom and school to develop mathematical communication and activate prior knowledge.          Opportunities for collaborative/shared problem solving with open questions across all divisions ( example: Bansho)          Alignment of mathematical terminology across divisions through schoolwide math word walls and vocabulary anchor charts          A variety of assessments used to evaluate student progress and areas of need (example: Key Assessment Questions, Chapter Tasks, Quizzes/Tests)          Use of self and peer assessments to build independence and understanding</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>	<p>Staff meet with divisional partners to co-plan and align assessment criteria          Best practices and current concerns are shared frequently in formal and informal staff dialogue          Staff Math Lead has shared resources and strategies on collaborative problem solving and critical thinking          Homework/Assignments are taken up on a consistent basis to ensure student success moving forward and provide opportunities to see mistakes as beneficial to learning          21<sup>st</sup> Century Learning is embedded into classrooms, staff share school technology, Staff 21<sup>st</sup> Century Lead shares resources/strategies on an on-going basis</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>Will be aligned with high yield strategies being utilized in the larger classroom. Opportunities for greater scaffolding and modelling will be provided to build skill level, confidence and independence in collaborative problem solving.</p>
<p>PD Required for Staff</p>	<p>Job-embedded PD is required, opportunities to co-plan and co-teach in the school, PLC sessions to discuss best practices and areas of need, moderated marking to align assessments and criteria used to evaluate collaborative problem solving</p>
<p>Measures/Evidence of Success to be used</p>	<p>Classroom Assessments- Key assessment questions, formative and summative tests/quizzes, taking up homework in class to correct mistakes early on in skill development and promote growth mindset          Classroom Observations- Descriptive feedback and conference observations          Self and Peer Assessments- from collaborative problem solving opportunities, example: Bansho activities          Student Grades/ Feedbacks on pre and post unit activities, example: Chapter Tasks          CAT4 and EQAO data</p>
<p>Resources Required (human, material, #code days)</p>	<p>12 Code Days required for job-embedded Professional Development and opportunities for staff to co-plan and co-construct open questions for multi-step problem solving</p>

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	<p>Connection with Area Numeracy and Literacy Lead on strategies and resources</p> <p>Opportunities for 21<sup>st</sup> Century skill development through increased access to technology and real-world problem solving</p> <p>A variety of resources utilized to implement the Numeracy Curriculum, Nelson, Jump, Leaps and Bounds, etc.</p>
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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?