

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup St Margaret CS Principal: Maria Leitao, Superintendent: Peter Aguiar

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	Perceptual Data (Survey data, School Climate)	Demographic Data (N tiles, etc)	Program Data	Other (SSLN, EDI, etc.)
<p>Gr 6 EQAO data: 26% met standard in Gr 3 not in Gr 6 42% did not meet standards Levels 3 and 4 -33% ELL 27% Spec ed 11% 42% born out Can 22% 1yr or less 1st language not English 63% Student engagement measures (like math, good at, able to answer) 48% Cognitive measures Think about steps to prob solving (51% never/sometimes) Parent engagement: talk about math 28% every day, 40% rarely CAT 4 Below national avg- math (10%), computation (15%), vocab (15%) Report Card data</p>	<p>School climate: School work is challenging 85% Good measures on supports: 85% avg Timely feedback All students can learn Leveled work samples avail Caring adult avail Feel good about school Neither parent born in Canada 86% 82% Filipino</p>	<p>Students who learned another language before English: Gr 3 - 87% , Gr 6 – 76 % Born outside Canada 31% Grade 3 42% Grade 6 Low income factors -working parents -time pressures to support student academics 2nd lang 81.6 Financial stressors (5/8 Ntiles between 1-3)</p>	<p>-Special Education support for students -ESL support to newcomer students</p>	<p>-Intermediate teachers working with the SSLN teams-focus on math -Junior Teachers Using JUMP mathematics as a supplemental resource -Primary focusing on hands-on manipulatives for math EDI (Early Development Index): current Grade 6 showed low to medium Communication SK-general knowledge was at 66% Language cognitive development was 66%</p>

URGENT CRITICAL LEARNING NEED

Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.

Our students struggle with numeracy, reasoning and communication skills and need to work on using the 4 step problem solving model. (Junior level Math)

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From the data, what learning conditions will support increased achievement?	<p>EQAO Scores 2016—2017 indicate that in Grade 6:</p> <ul style="list-style-type: none"> • There was a decrease from 36 % to 33% of students who achieved at standard level (Level 3 and Level 4) • 26% met standard in Gr 3 not in Gr 6 • 42% did not meet standard <p>Scores on CAT4 2016/7 indicate current Grade 6 students are below the national average in math (10%), computation (15%), vocabulary (15%)</p> <p>Learning conditions: support language development, computation skills, cognitive understanding of concepts and problems posed</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<p>How do we support students in the process of developing strategies to solve problems involving Estimation and Computation?</p> <p>How do we build numeracy, reasoning and communication skills?</p> <p>How do we improve competence in the problem solving method?</p> <p>Will teacher provided self-reflective assessments help us to better understand students' learning?</p>
If... Then... Statement:	If the school team focuses on the strategies associated with the 4-Step Problem solving model, students will develop a better conceptual understanding.
Learning Goals (related to urgent critical learning need)	<p>Strengthen students' computation skills</p> <p>Practice and apply the 4-step problem solving steps</p> <p>Develop students' problem solving strategies (Estimation/Computation/Number Sense).</p> <p>Continue working towards an increased collaboration in sharing successful classroom practices that focus on growth mindset/creating positive norms</p>
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<p>Identify students achieving math levels in the 2.5-3.1 students in each grade (data – EQAO,CAT4,OLSAT and teacher observation)</p> <p>ELL groups -support with vocabulary and language needs pertaining to math</p> <p>Co-op and Ryerson students to support marker groups</p> <p>Students to move short 3-5 week interventions</p>
Actions/Interactions (What will we do to meet our goals?)	<p>Focus on students to move- data/teacher observations, regular meetings to discuss</p> <p>Deepen understanding and align practices on UCN-math talk learning community</p> <p>Emphasize student understanding of Learning Goals, Success Criteria</p>
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive	<p>Staff and administration working with the Filipino association (University of Toronto) students to support student learning in homework club</p> <p>Teacher working with ESL Resource teacher to create more culturally relevant assessments and acquire more culturally relevant resources</p> <p>Staff Professional development opportunities planned with ESL resource teacher and school settlement worker</p>

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<p>pedagogy is embedded in teaching and learning?</p>	<p>Activities to promote more awareness on staff Teachers encouraged to seek out/use more culturally responsive pedagogy School Improvement team will seek out additional resources</p>
<p>Strategies to address the needs of students who have an IEP/ ELL</p>	<p>Involve Special education and ESL staff in math data collection and PD (Quinn, Connors); strategize as a staff collective 16/17: ELL27%,Spec ed11%</p>
<p>PD Required for Staff</p>	<p>Professional Development on critical urgent need (Review Renewed Math Strategy, Acquire Math Department supports, acquire supports for ELL students) Align staff efforts through Professional Development Regular meetings with staff to target student improvement in math,, sharing of successful practices, Spec Ed/ESL complementing class work Co-plan Math lessons with Math resource teacher Analyze/share successful math teaching/learning strategies Reflect on evidence that support learning goal and “if” “then” statement; Sharing/analyzing best practices with all staff Pre and Post assessment problems that focus on group work and student collaboration while solving a problem. Achieve a more collaborative approach and align practices</p>
<p>Measures/Evidence of Success to be used</p>	<p>Analysis of student work (especially that of Gr 4 to Grade 6 students); Pre and post assessments-practice EQAO style questions Emphasize students’ ability to communicate their understanding of problem solving (triangulation of data: conversation, observation, product); Refine students’ ability to justify their thinking; Identifying and tracking Students to Watch;</p>
<p>Resources Required (human, material, #code days)</p>	<p>Curriculum Mathematics Expectations/Focus on Rich Problem Solving Tasks EQAO Exemplars Focused school level PD -Monographs on Successful Mathematics Classrooms RMS-MOE online Power point and resources; Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne Chapin et al Big Ideas/making Math Meaningful by Marian Small Monographs (MOE)</p>