

St. Marguerite Bourgeoys Catholic School
Professional Learning Form 2018 – 2019



Principal Name: Susan Scott
Vice Principal(s): n/a
Superintendent Name: Kevin Malcolm

DATA REVIEW

A. CONSIDER ALL DATA

With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.

NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.

B. DATA RELEVANT TO NEEDS

After reviewing all of your school student achievement data, ONLY list the data that points to areas of focus for learning needs for students in the boxes below:

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, 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.)
Data analysis revealed that the majority of our student population is meeting the provincial standards. We need to support a small group of students with the conceptual understanding and application of mathematics. We have more students who require support with the initial reading of information to ensure understanding and processing steps	The student responses about reading and math indicated that there were no students who disliked the subject areas. The responses for liking math most of the time were higher. A higher percentage of students stated that they like	35% of our student population have experienced another language at home, English was not their first language. Also, 20% of our student population have an IEP.	Special Education teacher, ISP ME/DD class, utilizing the Lexia reading license for five students and a student attending KLP	CSPC focus on STEAM approach to engage student learning and success and parental engagement, SSLN focus on mathematical gaps between the elementary and secondary panel, greater use of inquiry learning in classrooms

required for further analysis.	reading sometimes, this may be an indicator of an area of need.			
--------------------------------	-----------------------------------------------------------------	--	--	--

DIGGING DEEPER	Professional Learning Planning to support and help achieve the UCLN and Smart goal
<p>C. EQUITY OF OUTCOMES - CHALLENGES What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)</p> <p>Some members of our parent community are not as familiar with the North American approach to teaching students. We need to explicitly explain the curriculum continuum, learning skills, utilize interpreters and provide translations of material. Differentiated instruction is needed for our students, teachers have become more familiar with implementing an IEP for non-identified students.</p>	<p>J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies</p> <p>Utilize scaffolding approaches within the math program, use multiple resources to explore math concepts, purchase additional resources (i.e. Jump Math for classroom teachers). Invite parents to evening events to learn about our school initiatives with interpreters present. Encourage students to practice math facts and mental math strategies at home and school.</p>
<p>D. EQUITY OF OUTCOMES - LEARNING NEEDS Consider your responses in A-C above; explain what this data tells you about your student's learning needs ie (Our students struggle with we know this because (be specific)...))</p> <p>Our students understand specific math concepts in each strand and can perform related tasks however they are challenged with interpreting the wording of questions. Also, multiple step questions are not fully followed through to completion.</p>	

<p>E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.</p> <p>Teachers are aware of students who are born in Canada but possess ELL learning needs since the first language spoken at home is not English. Developing a culture that all students can achieve success by providing differentiated programming as needed.</p>	
<p>F. FOCUS GROUPS</p> <ul style="list-style-type: none"> • Identify groups of students you will monitor – “we will focus on moving students who...” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....) • Identify how many students are in this focus group. <p>Keep in mind: what’s necessary for some is good for all Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus) Keep in mind: that focus groups do not name individuals</p> <p>Provide support from classroom teacher and resource teacher for level 2 students and those students who scored on a lower stanine in the CAT4 tests. Teaching staff to utilize and share best practices to move level 3 students and stanine 6-7 students forward based on current data from EQAO and CAT4.</p>	
<p>G. URGENT CRITICAL LEARNING NEED Using no more than 140 characters – based on info in A-G above – list your school’s <u>greatest</u> urgent critical student learning need. Please be as specific as possible.</p>	<p>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD Based on G. and H. above: What needs to change in order for you to meet your goal and address</p>

Students will work with teaching staff and peers to deconstruct questions before attempting a response/solution with all curriculum subjects. For multiple step problem solving questions in mathematics, students will practice recording each step as they work through the problem and review the questions to determine if they have completed the task. Also, the introduction of STEAM will be used to assist students with developing their ability to interpret written text through student lead investigations, reading material of interest.

H. SMART GOAL

Write a SMART goal to address your school's UCLN --- we will move the focus group from 52% to 72%....

Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group)

Keep in mind: Specific, Measurable, Attainable, Relevant, Timely

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Through explicit teaching, student demonstrations and practicing we will move 30% of low level 3 and stanine 6 students along the continuum (i.e. high level 3 and stanine 7) as reflected through the assessment and reporting process. Through SBSLT we will monitor L2 and lower stanine students to determine the type of support required for optimal success.

the UCLN? What needs to be done differently in the classroom? Eg. more emphasis on assessment for learning in the classroom

Some changes that will be different in the classroom are: varying the type of questions asked in assessments (i.e. multiple choice, computation, explanation with diagrams), extending student learning through group analysis of key questions, visual learning charts and vocabulary for student to reference, greater engagement in inquiry based learning to develop student interests and relevancy of the curriculum. Google forms will be used with the SSLN partnership to create assessments for grade 7 and 8.

REQUIRED PROFESSIONAL LEARNING

L. STAFF PD CRITICAL NEED

Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students.

What professional learning is required in order to support G. and H. above– be specific, list classroom, instructional and assessment strategies...

Eg. a day of PD focused on assessment strategies within a professional learning cycle for all teachers

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

- Presentation to staff by the SLIP team members to highlight specific data results (an in depth look)
- Scheduled PD days for teachers to share best practices and review current literature (i.e. promoting positive school climate) and an opportunity for teachers to expand their understanding of STEAM & GAFE (Google Apps for Education to create varied assessments)
- New IT resources being used across the grades
- Consultation with the literacy and mathematics resource teachers to extend our learning

M. PROFESSIONAL DEVELOPMENT PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PD plan? When will you do PD? What PD will you do? Who will support your PD? What other professional learning is occurring outside of CODE days?

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

- Preliminary session with teachers to discuss best practices and collectively determine strategies that all classroom teachers can adopt (October)
- Research STEAM and determine level of understanding and degree of implementation in each classroom (November)
- Build resources to support STEAM & network with elementary and high school colleagues (December)
- Consult with resource teachers to extend our understanding of available resources, best practices and effective apps to support student achievement (January)
- Learning sessions with assistive technology resource staff for educators (February)

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL DEVELOPMENT

How will you monitor student learning and achievement?

How will you monitor the effectiveness of professional learning?

What will you monitored?

How often will you monitoring?

Who will you monitor?

- Review progress of students in identified focus groups
- Provide student work samples for moderated marking
- Document the visual changes in the classrooms (i.e. group work, math vocabulary wall)
- Dialogue between parents, teachers and students is centred around student achievement

Professional Learning Cycles: <https://goo.gl/aJ57nz>

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION

What evidence will you collect to show progress in Student Achievement?

What evidence will you collect to show that PD is effective / aligned with goals?

- Student work samples of solutions/responses to key questions
- Visual learning charts and embedded vocabulary evident in classrooms
- IT resources introduced to students and shared with parent community