

# TCDSB K to 12 Professional Learning Form 2017-2018

**NOTE:** All sections except the 'urgent critical learning need' should be completed in point form. Begin each point with a hyphen. Be concise.

SCHOOL - Prin - Sup

St. Martin de Porres Catholic School – Mr. P. Morgan – Ms. S. Campbell

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.)
<p>EQAO 2014-15, 2016-17: - Gr. 3 Math below board - Gr. 6 Math above board but below OME target</p> <p>CAT4 2017: - Gr. 2 Language and Writing Conventions - Gr. 5 Reading and Vocabulary - Gr. 7 Lang. and Writing (minor)</p> <p>Report Card Data 2016-17 concerns from Term 2: - Primary Writing &amp; Measurement - Junior Writing - Intermediate Oral Communication</p>	<p>Staff BLIP/SLIP from Spring 2016 with 14 respondents: - Greater need for 21C learning - Consistent use of success criteria and learning goals</p> <p>SCCSCS 2017 Concerns: - Physical Violence Witnessed (76%) - Property Damage Witnessed (46%) - Verbal Abuse Witnessed (64%)</p>	<p>School classified as high needs with 5 of 8 indicators in low range: - Average combined income of \$44,430 - 66% percent of students were born in Canada - 76.6 % neither parent was born in Canada - Medium Income \$44,000 - Gov Tr. Pay. 31% - Low Income 35% - Single Parent 38% - Second Language 40% - Rental Housing 50%</p>	<p>As integrated into report card data</p>	<p>- EDI 2014: moderate results - Attendance through DIP and student success 2016-17: 64% of students had been absent between 2 and 10 percent of the time, with 16% of students deemed to be at risk. In 2017-18 thus far, the percentages are 40 and 15 respectively - ESL/ELL platform: only 26 ELL learners indicated, of larger group - Anecdotal</p>

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<p><b>URGENT CRITICAL LEARNING NEED</b>          Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>School-wide: address needs of ESL/ELL students and their families. There is no current ESL/ELL staffing and the platform requires updating to accurately reflect school profile as to English Language Learners.</p> <p>Primary</p> <ul style="list-style-type: none"> <li>- Punctuality and consistent attendance are a major issue, as division percentages from 2016-17 were double the junior and intermediate division.</li> <li>- With Language and Math blocks scheduled in the morning, late students are missing important learning</li> </ul> <p>Junior</p> <ul style="list-style-type: none"> <li>- Math focus: NSN, Data Management and Probability</li> <li>- Language focus: Writing</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Data and Geometry (7)</li> <li>- Whole number operations – number sense (8)</li> </ul>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>Primary</p> <ul style="list-style-type: none"> <li>- Improved ESL/ELL resource assistance and early intervention are essential. Addressing language barriers will increase families' engagement with the school.</li> </ul> <p>Junior</p> <ul style="list-style-type: none"> <li>- Uninterrupted Math and Language blocks on a daily basis</li> <li>- The continuation of collaborative planning and divisional consistency (need stability with LTOs)</li> <li>- Prep time and Spec. Ed. supports structured around division when possible</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Uninterrupted Math and Language blocks</li> <li>- More consistent Spec. Ed and specialist teacher supports (need stability with LTOs)</li> <li>- Diagnostic assessments to bridge learning gaps (interdivisional junior – intermediate)</li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Primary</p> <ul style="list-style-type: none"> <li>- Improve attendance and family engagement, so as to support student success in math</li> </ul>
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	<p>Junior</p> <ul style="list-style-type: none"> <li>- Need consistency in staffing and greater supports (ELL, EAs, CYW)</li> <li>- Need resources (21C and others)</li> <li>- Behavioural issues during unstructured time carry into instructional time</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Greater Spec. Ed/ESL-ELL supports</li> <li>- Consistency in daily math and language blocks</li> </ul>
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If... Then... Statement:	<p>Primary</p> <ul style="list-style-type: none"> <li>- If students arrive at school on time, then they will reduce gaps in their learning</li> <li>- If families receive greater communication about Math from the school in their main language, they will be more actively involved in their children's progress.</li> </ul> <p>Junior</p> <ul style="list-style-type: none"> <li>- With consistent staffing and Spec. Ed/ESL-ELL supports, the needs of our students will be better targeted and serviced</li> <li>- If Math and Language teaching blocks were consistent throughout the week (the same time slot every day when possible), then student learning would be predictable and focused</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- If students with specific learning needs have greater access to supports, then they will likely improve and demonstrate an increased level of success.</li> <li>- If Math and Language blocks were consistent throughout each day and week to week, student learning and efficiency would likely increase as well.</li> </ul>
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Learning Goals (related to urgent critical learning need)	<p>School-wide ESL/ELL:</p> <ul style="list-style-type: none"> <li>- pursue additional support for ESL/ELL students</li> <li>- Engage ESL/ELL families</li> </ul> <p>Primary</p> <ul style="list-style-type: none"> <li>- Support our late arrivals and absentees by partnering with parents to problem-solve solutions</li> </ul> <p>Junior</p> <ul style="list-style-type: none"> <li>- Math and Language teaching blocks to be consistent throughout the week, to minimize interruptions, generate program consistency and to maximize Spec. Ed.supports</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Reading comprehension skills need to be further developed (providing evidence and support to back up student response)</li> </ul>
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	<ul style="list-style-type: none"> <li>- Basic numeracy in operations (multiplication, division, whole/decimal numbers) and geometry need to be further developed as well. Math activation strategies to precede lessons.</li> </ul>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Primary</p> <ul style="list-style-type: none"> <li>- Chronically tardy/absent students</li> <li>- ELL students</li> </ul> <p>Junior</p> <ul style="list-style-type: none"> <li>- Level 2 students</li> <li>Term 1- Data Management</li> <li>Term 2 - Measurement</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Level 2 Grade 7 students</li> <li>Term 1 - Data Management</li> <li>Term 2 - Geometry</li> </ul> <ul style="list-style-type: none"> <li>- Level 2 Grade 8 students</li> <li>Term 1 - NSN</li> <li>Term 2 - NSN</li> </ul>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>School-wide ESL/ELL:</p> <ul style="list-style-type: none"> <li>- Update and maintain ESL/ELL platform with assistance from board resource teacher (November 2017) to support push for additional staffing</li> <li>- Lunch &amp; Learn sessions on supporting ESL/ELL students, resources and using Google translator features with Catherine Connors (November 2017)</li> <li>- Staff will increase work in small-group setting with ESL/ELL students for Math (much like in Guided Reading)</li> <li>- Increase use of multiple languages for school publications</li> <li>- Make translators available for parent-teacher interviews as needed</li> <li>- Make use of staff and CSPC language skills to support new families</li> <li>- Connect with settlement worker and TPH for resources</li> </ul> <p>School-wide PD:</p> <ul style="list-style-type: none"> <li>- Lunch &amp; Learn with resource teachers: J. Butler (literacy -- October 12th and December 4th), Math resource (TBD)</li> <li>- GAFE with 21 C resource staff (TBD)</li> </ul> <p>Primary</p> <ul style="list-style-type: none"> <li>- Address late busing with drivers and with the company for recurrences</li> <li>- Send formal letters home to parents for students with attendance concerns, to underscore need for greater punctuality and presence at school</li> <li>- Increased attention from social worker and guidance counselor to student attendance</li> <li>- Post monthly "attendance stars" list</li> </ul>

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	<p>Junior</p> <ul style="list-style-type: none"> <li>- Press for staffing supports: a consistent Special Ed. Teacher, an additional EA or CYW, and ELL support</li> <li>- Math scheduling across division to reduce split grades</li> <li>- Continual formal and informal divisional meetings</li> <li>- Ongoing collaboration with divisional partners</li> </ul> <p>Intermediate</p> <ul style="list-style-type: none"> <li>- Provide access to after school homework club</li> <li>- Provide access to teacher supports during recess time</li> <li>- Ongoing repetition and practice related to goals</li> <li>- Communication with parents re: meeting expectations</li> <li>- Ongoing divisional meetings re: progress, obstacles</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>- Increase awareness and sensitivity to FNMI issues – introduction of morning dedication reading, resource support from central staff, FNMI presenters and programming, participation in Northern Spirit Games</li> <li>- Individual ALPs</li> <li>- Math lead workshops</li> <li>- Reading workshops</li> <li>- Bridging of gaps (SSLN)</li> <li>- Library and Literacy - relevant materials, literature for student and community connections</li> </ul>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>See ESL/ELL focus from previous sections</p> <ul style="list-style-type: none"> <li>- IEP – tighter focus, more frequent revisions when goals are met. Parents and students will have greater sense of targets.</li> <li>- Increase consultation with Spec. Ed/SBSLT Team/Resource Teachers, to support differentiated/alternative programming</li> <li>- Visual work/prompts</li> <li>- Small groups</li> <li>- Oral answers</li> <li>- Direct instruction / daily practice / repetition of basic, essential skills</li> <li>- Continued small group instruction</li> <li>- Consistent feedback and communication re: progress (student, parent)</li> </ul>
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> <li>- GAFE training with an emphasis on its translation features</li> <li>- ESL/ELL resources made available to classroom teachers and in the library</li> <li>- French practice opportunities – increased opportunities for FSL teachers to meet and collaborate to support Core/Extended programs</li> <li>- Behaviour management support</li> <li>- Google classroom / new tech applications for student engagement</li> <li>- Attend specific workshops re: areas of critical need (TCDSB/PAL)</li> <li>- Bridging gaps in math (junior to intermediate)</li> </ul>

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<b>Measures/Evidence of Success to be used</b>	<ul style="list-style-type: none"> <li>- Attendance records as per Trillium</li> <li>- Report card data for target students</li> <li>- Parent surveys as to communication</li> <li>- Current student work</li> <li>- Anecdotal observations</li> <li>- DIP data</li> <li>- Report Card data</li> <li>- Diagnostic/Formative/Summative assessments</li> <li>- EQAO/CAT4 data</li> <li>- Exemplars/examples of work (assignments, projects etc.)</li> </ul>
<b>Resources Required (human, material, #code days)</b>	<ul style="list-style-type: none"> <li>- Resource staff for lunch 'n learns (GAFE)</li> <li>- SLIP days for divisional leaders and math lead teachers,</li> <li>- School funds for presenters and ELL materials</li> <li>- Examine math program to identify alternates with reduced or simplified language</li> <li>- Divisional meetings - Math focused</li> <li>- Code days for PD sessions</li> <li>- Increased frequency of divisional meetings</li> <li>- Interdivisional meetings (i.e.: bridging gaps in math)</li> <li>- Integration of IKH initiatives</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?



