

# TCDSB K to 12 Professional Learning Form 2017-2018

**WORKING COPY ONLY**

Prepare this form for submission by **13 Oct 2017**. Instructions about how to submit your form will be sent at a later date. Once approved by your Superintendent, remove all text that appears in this box (red). You must post the edited and reviewed copy to your school's portal page by **31 Oct 2017**.

Where example text is shown in the white boxes below, please remove it before submitting your form.

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

<b>SCHOOL - Prin - Sup</b>	<b>School:</b> St. Paschal Baylon Catholic School <b>Principal:</b> Mr. Vince Stellato <b>Superintendent:</b> Mr. Peter Aguiar
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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.)
An analysis of EQAO Data indicates a need in the area of Mathematics; CAT 4 results indicate a drop in reading between grades 1 and 2 and a drop in writing between grades 2 and 3; <b>2016-2017: Gr. 3: R: 80%; 79%; 54%; Gr. 6: 75%; 76%; 48%;</b> <b>2014- 2015: Gr. 3: R: 55%; W: 73%; M: 53%; Gr. 6: R: 74%; W:77%; M: 53%;</b> <b>2013-2014:Gr. 3: R: 71%; W: 78%; M: 65%; Gr. 6: R: 70%; W: 77%; M: 45%</b> <b>2012-2013:Gr. 3: R:</b>	16.4 % of student population with IEP's; -24.4 % of student population are ELL; - 93.9 % of our student population feel very safe or safe at school; - There is a strong belief that the school encourages and expects that all students can and will learn;	-44.5 % of our population speak another language or mostly another language other than English at home; - Single Parent Families: 25.9 %; - Parent Unemployment (1 st percentile 8.6 %); - 38.2 % of students born outside of Canada; 56.2 % of families live in rental housing;		-11.1 % of SK students scored as vulnerable or at risk in Physical Health /Well-being; 17. 5 of SK students scored vulnerable or at risk in Language & Cognitive Development; -19.1 % of SK scored vulnerable or at risk in Communications Skills and General Knowledge.

# TCDSB K to 12 Professional Learning Form 2017-2018

<p>55%; W: 78%; M: 50%; Gr. 6: R: 67%; W: 78; M: 59%</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>Our Urgent Critical Need is in Mathematics. As indicated by the data, our students are experiencing difficulties in computation and problem solving due to their lack of proficiency in reading for the following reasons:</p> <p>(a) Understanding what they have read (comprehension);            (b) Transferring the information they have read into written format;            (c) Students lack of prior knowledge to make connections to texts they read, see and hear.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> <li>• Provide timely and effective descriptive feedback for students to monitor their own success and improvement;</li> <li>• implement more independent self-regulation instructional methods, where students can regularly self-assess to become more aware of their own areas of strength and need (for example, the use of math journals to tackle thinking and application questions);</li> <li>• implement mental math activities;</li> <li>• use mental math as a school wide focus</li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How can we improve our students' performance in Mathematics – specifically with thinking, application and problem solving – through literacy instruction?</p>
<p>If... Then... Statement:</p>	<p>If we can support students with the “language of math” using a variety of instructional strategies, then we can reduce the learning and achievement gaps in numeracy.</p>

# TCDSB K to 12 Professional Learning Form 2017-2018

<p>Learning Goals (related to urgent critical learning need)</p>	<ol style="list-style-type: none"> <li>1. To increase our focus on the literacy of mathematics, specifically in regards to problem solving skills (including reading comprehension, reading, identifying and understanding key math vocabulary, etc.)</li> <li>2. To differentiate mathematics instruction to provide students with multiple means of demonstrating mathematical thinking and knowledge (i.e., open response questions, multiple choice strategies, individual/pair/group problem solving Bانشoes)</li> <li>3. To improve reading needed to solve problems in mathematics (ie., using EQAO language across several grades for multi-grade exposure)</li> <li>4. To incorporate a variety of relevant and meaningful assessment data used by students and educators to continuously monitor learning, to inform instruction and to determine next steps (Assessment for/as/of learning) – SEF 1.2</li> <li>5. To create and maintain a culture of high expectations that supports the belief that all students can learn, progress and achieve – SEF 4.1</li> </ol>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> <li>• Students who achieved a level 2 on EQAO in grades 3 and 6</li> <li>• Students who achieved stanines 4, 5 and 6 on CAT-4 in grades 2, 5 and 7</li> <li>• Students who achieved stanines 4, 5 and 6 on the OLSAT in grade 4</li> <li>• Students who are decoding at the lower end of their designated grade level and comprehending at a level 2 on running record assessments in the primary grades</li> </ul>

# TCDSB K to 12 Professional Learning Form 2017-2018

Actions/Interactions  
(What will we do to meet our goals?)

Our school will specifically focus on the following three core strategies:

- Provide timely and effective descriptive feedback for students to monitor their own success and improvement
- Implement more independent self-regulation instructional methods, where students can regularly self-assess to become more aware of their own areas of strength and need (for example, the use of math journals to tackle thinking and application questions)
- Implement mental math activities and identify mental math as a school wide focus

As a school, we will employ the following strategies to support our teachers and students:

- sharing and celebrating different approaches, best practices, and instructional strategies
- engaging in co-creating success criteria with students to support learning specific mathematical concepts or procedures
- providing a variety of resources for students to demonstrate their learning (i.e., Nelson Mathematics, Jump, Addison Wesley, etc.)
- co-teaching with same grade partners and colleagues
- having students use online support programs for math such as Prodigy
- using a classroom word walls consistently
- having ESL teachers dedicating some time to support mathematics instruction with their students
- using picture books to teach math and support the consolidation of mathematical concepts
- implementing a “question of the day” to have students engage in problem solving and to promote mathematical thinking
- providing pre-testing opportunities to students before issuing final chapter tests or tasks
- students orally present math problems to the class
- inviting students in order grades to the younger grades to teach or support students in the younger grades using class management incentives that utilize mathematical concepts, such as ‘bonus bucks’
- providing opportunities for teachers to attend “lunch and learns” to learn and share best practices
- use code days to facilitate professional development supporting the three core strategies

# TCDSB K to 12 Professional Learning Form 2017-2018

<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>In terms of embedding culturally responsive pedagogy into student teaching and learning, our school will be embarking on the following throughout the school year:</p> <ul style="list-style-type: none"> <li>• <b>Settlement Worker Program</b> – Newcomer children in the school will meet with the settlement worker in the school every Friday to discuss and learn the norms and values of Canadian society and bridge the cultural gap students are experiencing as new immigrants</li> <li>• <b>NAARA Tutoring Program</b> – This is an after school program that involves mentoring students to help them with character building, values and social skills. In addition, students can receive support for Math and Language. The program is available for students in grades four through eight twice per week at St. Paschal Baylon Catholic Church. It is run by former students of St. Paschal Baylon and can provide extra support for students in the Filipino community.</li> </ul>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>Teachers will use strategies to differentiate instruction by:</p> <ul style="list-style-type: none"> <li>• Sharing and celebrating different approaches, best practices and instructional strategies to meet the needs of our students</li> <li>• Engaging in co-creating success criteria with students</li> <li>• Provide continuous and timely effective descriptive feedback for students to monitor their own success and improvement</li> <li>• Co-teaching with same grade partners and colleagues</li> <li>• Seeking the support of the English Language Learner Resource Teacher for instructional practices and resources that can best support our ELL student community</li> <li>• Using technology to support the learning of mathematical concepts such as Prodigy</li> <li>• Consistently using Word Walls to identify mathematical terms and concepts</li> <li>• Modelling good self-assessment strategies and providing opportunities for students to self-assess their own work to become more aware of their own areas of strength and need</li> </ul>

# TCDSB K to 12 Professional Learning Form 2017-2018

<p>PD Required for Staff</p>	<p>Professional Learning will take place in the areas of:</p> <ol style="list-style-type: none"> <li>1. Building collaborative structures within grade teams and divisions</li> <li>2. Using the gradual release of responsibility in mathematics instruction</li> <li>3. Learning how to create and use more open-ended / open response questions for students</li> <li>4. Learning how triangulate data to identify areas of need and how to use it to improve student achievement</li> </ol> <p>In addition, our staff will embark on the following Professional Development:</p> <ul style="list-style-type: none"> <li>• inviting teachers to voluntarily participate in a lunch and learns if they wish to attend</li> <li>• familiarizing teachers with mental math teaching strategies</li> <li>• facilitating teachers to participate in divisional meetings and share best practices</li> <li>• encouraging and facilitating the development of common grade assessments</li> <li>• teachers participating in co-teaching and co-planning math lessons</li> </ul>
<p>Measures/Evidence of Success to be used</p>	<p>Our school will use the following as measures or evidence of success:</p> <ul style="list-style-type: none"> <li>• Mid-year check-in with Students on the Move as indicated on individual teacher tracking sheets</li> <li>• Primary and Junior EQAO assessment in the spring of 2018 to see if we met our annual goal</li> <li>• CAT-4 assessments for grade 2, 5 and 7 in the spring of 2018</li> <li>• Regular running records assessments of primary students throughout the year</li> <li>• Term 1 and Term 2 individual report cards</li> <li>• Assessment as/of/for learning in each classroom</li> </ul>
<p>Resources Required (human, material, #code days)</p>	<p>Our school will consult the following resources to assist in addressing our urgent critical need:</p> <ol style="list-style-type: none"> <li>1. Ontario Mathematics Curriculum</li> <li>2. Ontario Language Arts Curriculum</li> <li>3. Growing Success</li> <li>4. Supporting English Language Learners: A Practical Guide for Ontario Educators - Grades 1 to 8</li> </ol>

## Questions to Consider:

- Are we being collaborative in our decision making?



# TCDSB K to 12 Professional Learning Form 2017-2018

- 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?