

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Richard Catholic School – Mr. K. Ng – Ms. S. Campbell
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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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p>EQAO 16-17 -Grade 3's performed above TCDSB and Provincial averages in Reading (92%), Writing (92%) and Math (74%).</p> <p>- Grade 6's performed slightly below TCDSB and Provincial averages in Reading (78%) and Writing (72%) but significantly above (72%) in Mathematics.</p> <p>CAT4 -Grade 2's performed below TCDSB averages in all areas except spelling. Data indicates that this a cohort to watch, especially in the area of Mathematics</p> <p>-Grade 5's performed above TCDSB averages in all areas except "vocabulary" which was 1% below the</p>	<p>SCCSC -98.1% of students feel safe to very safe here at school</p> <p>-areas students identified as feeling unsafe are washrooms (7.5%) and walking to/from school (7.5%)</p> <p>-most students report not being bullied here at school (66%), some report being bullied 2-3 times (22.6%), 4-6 times (7.5%) and 7+ times (3.8%)</p>	<p>-Zero Ntiles between 1-3. Most fall between 5 and 7.</p> <p>-Listed as an Neighbourhood improvement area</p> <p>-out of 407 enrolled students, 69 students are on IEPs (not including Gifted)</p>	<p>-two Intensive Support Programs (Multiple Exceptionalities and Language Impaired)</p>	<p>-SSLN focus on closing the gap on Grade 9 Applied Mathematics students</p> <p>-partnered with Jean Vanier Catholic Secondary School</p>

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<p>TCDSB average of 69%.</p> <p>-Grade 7's performed significantly above TCDSB averages in all areas</p>				
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<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>A continued focus on “thinking” and “application” types of questions in mathematics and teaching mathematics through problem solving.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> -collective use of high yield and collaborative strategies for problem solving (e.g., KWC, “give one get one”, 4-step, etc.) -developing a growth mindset -daily one-hour uninterrupted mathematics block -balanced mathematics instruction -a collective commitment to the school learning improvement plan

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>If we focus on explicitly teaching students how to deconstruct “thinking” and “application” types of questions on the EQAO assessment, utilize strategies such as KWC, “give one get one” and the 4-steps approach, and provide meaningful and plentiful opportunities for our students to practice, will we see improvements in their abilities to successfully answer these types</p>
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<p>If... Then... Statement:</p>	<p>If we utilize high-yield strategies such as KWC and/or 4 step model for problem solving, then we will be able to more effectively answer and solve “thinking” and “application” types of questions in mathematics.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> -We are learning how to problem solve by using a KWC and/or 4 step problem solving approach - We are learning mathematics by participating in problem solving activities daily
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>-subgroups achieving at Level 2.5-2.9</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>-a <i>collective commitment</i> to teaching problem solving in mathematics and teaching mathematics through problem solving</p>

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What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> - sharing with the staff the Capacity Building Series monograph “Culturally Responsive Pedagogy” during October PA Day - aligning school resources to ensuring different cultures are reflected in students’ instructional materials (e.g., purchasing library books that tell stories of and include the various cultures around the world) - participating in a whole school workshop on inclusivity, diversity and respecting individual differences
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -continue incorporating various forms of assistive technology -differentiated instruction -continued collaboration between special education teachers and homeroom teachers -incorporating mathematics strategies that are “good for all, necessary for some”
PD Required for Staff	<ul style="list-style-type: none"> -continue to delve deeper in looking at incorporating effective ways of teaching problem solving in mathematics and how to utilize problem solving as a means of teaching mathematics -providing opportunities for staff members to develop and/or look for resources that contain rich, mathematical problem solving tasks -opportunities for staff to co-plan lessons
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> -EQAO results 2018 -CAT4 results -Report Card Data
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> -Work with Earl Totten (Math Resource Teacher – Area 8) -12 code days (will allow for all teachers to participate in two half-days of PD) - Books – Intentional Talk: How to Structure and Lead Productive Mathematical Discussions (Hintz and Kazemi) - Comprehending Math (Hyde)

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?