

St Rose of Lima 2017-2018

TCDSB K to 12 Professional Learning Form



The draft notes from this form will need to be keyed into an online form by: **16 Oct 2017**. The link will be sent to you in a subsequent correspondence.

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 Rose of Lima C. S. G. Iafrate, Principal S. Campbell, Superintendent.
----------------------------	---

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.)

EQAO DATA	Gr 3 Reading	Gr3 Writing	Gr3 Math	Gr6 Reading	Gr6 Writing	Gr6 Math
2012-2013	59	54	56	58	75	48
2013-2014	54	72	61	67	80	42
2014-2015	43	68	46	76	67	47
2016-2017	90	75	65	86	90	32

EQAO Grade 3 (n=51)	Exempt	NoData	NE1	Level1	Level2	Level3	Level4
Reading	0%	0%	0%	0%	10%	75%	16%
Writing	0%	0%	0%	0%	25%	73%	2%
Mathematics	0%	0%	0%	0%	35%	53%	12%

EQAO Grade 6 (n=50)	Exempt	NoData	NE1	Level1	Level2	Level3	Level4
Reading	0%	0%	0%	2%	12%	80%	6%
Writing	0%	0%	0%	0%	10%	86%	4%
Mathematics	0%	0%	0%	28%	40%	30%	2%

CAT4	Reading	Vocabulary	Lang/Wrt Con	Spelling	Mathematics	Computation
Gr 2 n40	51	45	59	60	67	74
Gr 5 n29	45	60	42	53	51	48
Gr 7 n34	43	54	64	56	71	56

OSLAT/4	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
School (n=38)	0%	15%	10%	5%	28%	23%	13%	0%	2%
Nat. Norm	4%	7%	12%	17%	20%	17%	12%	7%	4%

St Rose of Lima 2017-2018

TCDSB K to 12 Professional Learning Form



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.)
See Above	School pride is improving, students are very aware of progressive discipline steps and how to get assistance See Below Is there a caring adult in your school that you feel comfortable going to talk to? Yes 66.7%	Low Family Income 30.4% Born Outside of Canada 24.0% Second Language at Home 30.5% Parent Unemployment 11.5% Rental Housing 41.1%	LD, Behaviour and 5th block, Empower and ELL/ESL, 1.5 FTE resource classes and Gifted program offered in the school.	Parent engagement is higher in the younger grades ELP to Grade 2
How do you feel about school? I love school	<i>I like school</i>	<i>I don't really care either way</i>	<i>I don't like school</i>	<i>No response</i>
19.1%	56.2%	20.2%	4.5%	0%

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	<i>Mathematical Literacy...</i> Teaching Numeracy through Reading Strategies. Improve student thinking and students produce more detailed responses demonstrating critical thinking in numeracy using literacy strategies. Using the everyday reading strategies to work through numeracy using questioning strategies 'to make math' precise, practical and personal.
From the data, what learning conditions will support increased achievement?	<i>Acknowledging and using the data to... Teaching Math through Reading Strategies.</i> Beginning stages of using reading strategies as a focus with specific expectations focusing on using “Effective Questioning Strategies” when teaching 1.5 Making Inferences, 1.6 Extending Understanding, 1.8 Point of View, ... Critical thinking skills applied throughout while using explicit and implicit information while solving problem. Setting higher goals to achieve, collaboratively establishing Learning Goals, Success Criteria and descriptive feedback. <i>Using EQAO, CAT4, OSLAT, QCA, OCA, DIP, ESL/ELL, and Running Records</i>

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Can we effectively adapt reading strategies to teach mathematics? (Arthur Hyde) How can we improve student thinking and students' understanding in numeracy through problem solving and 'make math' precise, practical and personal?
If... Then... Statement:	If <i>we use the data and unpack curriculum expectations, to find 'Big Ideas' and begin using Reading strategies to solve math problems</i> then <i>our students will have a greater understanding of mathematical concepts and improve problem solving and apply it to real life experiences.</i>
Learning Goals (related to urgent critical learning need)	Improve student thinking and application of numeracy skills by using the literacy reading strategies. TEXT <u>Comprehending Math, Learning Math through Reading Strategies, Arthur Hyde.</u>

St Rose of Lima 2017-2018

TCDSB K to 12 Professional Learning Form



Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Each grade team/class identifying students to watch for... or sub groups of students not at the grade reading level... divide into three learning groups with different levels of achievement use modification and accommodations to meet the needs. Focus on initial learning years and intervention FDK to Grade 2
Actions/Interactions (What will we do to meet our goals?)	For all grades, use the reading focus expectations listed above pre and post examination with focused teaching/learning throughout in all areas of study. Establish; learning goals and success criteria and descriptive feedback. Differentiated instruction/evaluation, continue using the vocabulary and strategies in FDK and Grade 2 for initial stages...5th Block intervention, reading readiness, resource classes and Empower to support learning.
Strategies to address the needs of students who have an IEP or are ELL	Using the LNS documents and working with resource team and SBSLT team on how to write IEPs and contacting the departments and ministry documents on how to address students with IEPs and ELL. Using various math resources, various teaching strategies, scaffolding, small group, 'Guided Math Groups', pair and share, time for student talk to occur, KWL and KWC..
PD Required for Staff	As per board mandate through Literacy and Numeracy dept. hub meetings and focus Numeracy HUB, opportunities for divisional meetings, math workshops
Measures/Evidence of Success to be used	Pre, During and After Assessment, grade team discussions of results and best practices, using EQAO, CAT4, OSLAT, QCA, OCA, DIP, ESL/ELL learning stages, running records, observations... examine target groups and how they learn and modifications and accommodations needed, look at FDK to Grade 2 reading readiness assessments, build on each division.
Resources Required (human, material, #code days)	Numeracy teachers coming into school Grade 6 to 8 assist in class. Literacy teachers coming into school Grade 6 and 8 assist in class. PD provided... grade team Math workshops for new and experienced teachers, PAL workshops, purchase book for staff ... Arthur Hyde, <i>COMPREHENDING MATH</i> Adapting Reading Strategies to Teach Math.

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?