

TCDSB K to 12 Professional Learning Form 2017-2018



SCHOOL:	St. Sebastian
Principal:	Rita Federau
Superintendent:	John Wujek

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.)
<ul style="list-style-type: none"> - EQAO - grade 3s maintained strong scores (100, 100, and 93) and grade 6s improved in all areas (96, 92, and 80) School Summary - EQAO IIR data - CAT/4 data – reading, vocabulary and spelling were weak areas - Venn-like Diagram - track pre- and post-assessment results - OCA and QCA - Report Cards 	<ul style="list-style-type: none"> - Safe and Caring Catholic School Student Survey - BLIP/SEF - Assessment for, as, and of learning - Spatial Reasoning pre- and post-assessments 	<ul style="list-style-type: none"> - # of students with IEP's out of 213 students - number of identified students 	<ul style="list-style-type: none"> - Empower - Language Impairment ISP class 	<ul style="list-style-type: none"> - SSLN

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students need to strengthen their math problem solving skills, especially those related to solving multiple choice questions requiring thinking and application.
From the data, what learning conditions will support increased achievement?	- build a common understanding around the SEF indicators: 1.3. (Assessment for, as, and of learning) and 3.1 (Student Engagement).

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>- Will a focus on Spatial Reasoning, particularly in math, but also across other curriculum areas (e.g., geography, art) increase/improve student engagement, and in turn, improve student mathematics achievement?</p>
<p>If... Then... Statement:</p>	<p>- If we strengthen students' Spatial Reasoning ability and continue to encourage a Growth Mindset, we will see increased achievement in problem solving across all math strands.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> - Math and Literacy achievement through a Spatial Reasoning focus and continued emphasis on a Growth Mindset - Mathematics > problem solving across all strands (in particular, multiple choice questions related to thinking and application) - Literacy/Math > reading for meaning and communicating responses appropriately
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc.)</p>	<ul style="list-style-type: none"> - teachers will determine their group of target students (level 2 and below) for mathematics problem solving, and plot students on a Venn-like diagram in order to track their progress - all students will be represented, with particular attention to the target group
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - conduct pre- and post- assessments related to Spatial Reasoning (numeracy - problem solving) and reading for meaning (literacy – communicating responses) - continue to reinforce a Growth Mindset (particularly perseverance) through the incorporation of word problems and multiple choice questions; with a focus on thinking and application - focus on successful word problem solving strategies - review and deconstruct sample thinking and application questions with students - incorporate Spatial Reasoning activities and problem solving within math instruction - continue the implementation of learning goals and success criteria - focus on helping students communicate their responses appropriately - increase parent engagement through Family Math Night and the sharing of information related to our Spatial Reasoning goal - encourage the student/parent engagement connection with a monthly math piece/math challenge question in the school newsletter

TCDSB K to 12 Professional Learning Form 2017-2018



<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> - differentiated instruction - accommodations and/or modifications where needed - small group literacy/math support for students - support through Special Education teachers (general Spec Ed, ESL/ELL, LI) - assistive technology - suggestions from APT - connecting parents/students with community resources (e.g., Working Women tutoring) - continue to encourage consistent student attendance, and follow-up re students with chronic absenteeism
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - collaboratively driven PD in math and literacy - SAO to provide PD and PD ideas related to Spatial Reasoning focus - math resource support available - examine samples of multiple choice questions re thinking and application to become more familiar with format
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - Venn-like diagram, EQAO, CAT/4, OCA, QCA, Report Cards, Assessment for/as/of learning, running records, weekly/monthly assessments in math - increased student engagement - improved student achievement - Spatial Reasoning pre/post assessments – growth and improvement from pre to post results
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> - Renewed Math Strategy (RMS) support (Ministry PD) for lead math teacher to attend and then share with staff - Renewed Math Strategy (RMS) online resources related to Spatial Reasoning - <i>Taking Shape</i> text (re Spatial Reasoning) - <i>Big Ideas</i> (KG-3), <i>Big Ideas</i> (4-8) texts - <i>Making Math Meaningful</i> text - Jump Math - PRIME – Geometry unit - Classroom Teachers - Special Education teachers - Principal - Math resource staff - Literacy resource staff - Ministry Student Achievement Officer - Assistive Technology - math based apps that focus on Spatial Reasoning (e.g., puzzles, Tetris) - Code Days - Guidance Counsellor



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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?