

# 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>	St. Simon- Principal Mario Boccia- Flora Cifelli
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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.)
EQAO- Junior 48	Student attitude towards has improved. -60% enjoy math.-57 % think they are good at math	Stable community Middle class	NA	

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	We will continue our focus on Junior Math. Our previous efforts have allowed us to make gains, we feel continuity will help us to meet and exceed board/provincial standards.
From the data, what learning conditions will support increased achievement?	We will continue to utilize the assistance from math resource. Professional development opportunities with Math leads. - Common planning times. –Regular divisional meetings allowing collaborative learning. – Streamlining growth areas in ALPs to meet the school's mathematical needs.

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we unite all the stakeholders (parents, teachers, E.A's, Students, administrators) so that we have a shared vision of our areas of need.
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If... Then... Statement:	If all stake holders move with a common ideology in mathematics then the students will demonstrate achievement from the singular message.
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Learning Goals (related to urgent critical learning need)	Multi-step problems, Basic Numeration skills
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	The entire school selects level 2 students and places them on a “Students to Watch plan.” Student to watch lists are generated by all staff members and shared.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-Continue on our path.</li> <li>-Specifically target students.</li> <li>– Small group instruction.</li> <li>-EQAO questions</li> <li>-Bansho-</li> <li>-Divisional leads facilitate and discuss questions administered to students to discuss next steps.</li> <li>-TLCP process- see how students have moved.</li> <li>- Implementation of a variety of resources such as Nelson, Jump, EQAO questions and teacher generated resources.</li> <li>-Math help delivered to students during recess times, math drop in centre</li> </ul>
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"> <li>-Teachers participate in PD led by our staff, Nancy Barillaro who will clarify the diverse needs of students in the school and how to move away from our Euro centric perspective and more towards a holistic approach that addresses sensitivities related to cultural backgrounds.</li> <li>-address student engagement</li> <li>-select strategies and content in questions that students will be able to relate to.</li> </ul>
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> <li>-Small group instruction</li> <li>– Modelling</li> <li>-Peer mentoring</li> <li>-Use of assistive technology(Lexia)</li> <li>-Prodigy, knowledge hook,</li> <li>-Access to withdrawal when necessary.</li> <li>-Ensure appropriate accommodations are put into place and tailored for students for summative assessments</li> <li>-Peer Linkage Program: offers students, including those with an IEP and are ELL, further individualized support in the subject area from a known peer.</li> </ul>
PD Required for Staff	<ul style="list-style-type: none"> <li>-Professional dialogue surrounding EQAO and CAT4.</li> <li>-Math resource to in-service on specific needs of student body driven by standardized and teacher generated tests.</li> <li>-Divisional meetings to share samples, evidence based discussion on student learning.</li> </ul>
Measures/Evidence of Success to be used	-Teacher generated tests, oral and written explanations by students, standardized testing results

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Resources Required (human, material, #code days)	-Math Resource Lead -Code days for collaboration among teachers (same grade/ same division). -ONAP (explore the use of)
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## Questions to Consider:

- Are we being collaborative in our decision making?  
We are collaborating within divisions which allow teachers to have a voice and share their successes with others.
  
- Are we improving instructional leadership in our school?  
Yes, as teachers are attending workshops and empowered to share knowledge with colleagues in the school.  
Lead teachers continue to inform staff on various educational resources that drive curriculum.
  
- How are all stakeholders involved in the Professional Learning Plan?  
Everyone is aware through division and staff meetings of urgent critical need and have the opportunity to share EQAO questions and best practices to meet our urgent critical need.  
Communication to parents through newsletter, school portal, teacher conferencing.  
Make math visible.
  
- Does the plan build capacity amongst our staff related to student need?  
  
Plan is incumbent in building capacity. All staff contribute to urgent critical need. Building capacity is a living being at St. Simon. It is informed and added to on a daily basis.
  
- Are we using high yield instructional strategies? What does research say about this student learning problem?  
Yes, small group instruction
  
- Have we increased the amount and quality of learning related to our student need?  
Ensure best practices are used as our daily guide. Teachers are aware of them and using them daily.