

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Principal - Superintendent	St. Victor– Principal-Jennifer Brault – Superintendent-Shawna 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 DATA for participating students only</p> <p>-Gr. 3 students achieving Level 3 or 4 in ~Reading 62% ~Writing 83% ~Math 58%</p> <p>-Gr. 6 students achieving Level 3 or 4 in ~Reading 80% ~Writing 90% ~Math 50%</p> <p>CAT Scores (Gr.2,5,7)</p> <p>~Reading (52,71,66) ~Vocabulary (58,77,69) ~Wrtg Conventions (66,74,84) ~Spelling (81,77,78) ~Mathematics (78,78,91) ~Computation (74,66,75)</p>	<p>-Over 90% of our students feel safe at school -Decrease in feeling safe when out at sporting events and on the school bus -Over 40% of our students have never witnessed any type of violence at school -Over 80% of our students have witnessed very little bullying at school -If any bullying it was due to interests, name calling and appearances -Students feel the school supports them in addressing bullying -Close to 80% of Students report they like school and have friends -Over 82% of our students' parents were not born in Canada</p>	<p>-Enrollment 320 (2017) -IEPs 45 -ELLs 19 -Median Family Income \$61,420 -44% are low income families -23% are single families -17% are born outside of Canada -28% speak a language other than English at home -25% of our families rent their homes -13% of our parents have not completed high school -School recently completed construction for additional classes</p>	<p>- Two of our students attend the PAST program -We have a ME class on site as well as a .5 ESL class -One student attends the Empower program</p>	<p>-Transitioning to high school meetings occur throughout the year with participation in SSLN initiatives -Local high school visits, open houses and transition meetings between elementary and secondary teachers occur to discuss student needs. -EDI survey states St. Victor is above in all scores other than emotional maturity</p>

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Increase student exposure of application questions to enable all students to become more proficient at reading, understanding and solving word problems.
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<p>From the data, what learning conditions will support increased achievement?</p>	<p>The learning conditions that will support increased achievement include; using the 3 Part Lesson involving application questions, with a commitment to making sure lessons are designed to meet the 4 steps in problem solving and follow the balanced math program of 60 minutes per day.</p> <p>Applying learning goals, co-creating success criteria and providing descriptive feedback, while allowing students to solve math problems using manipulatives, both in group work and independently, will support increased achievement.</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<ul style="list-style-type: none"> -Are students understanding and correctly implementing the high yield strategies? -Is group work being effectively carried out and is their consolidation at the end of the lesson? -Can students speak to their learning? Can students identify the learning goal? Are they involved in the creation of the success criteria? Are they effectively using the descriptive feedback? -How do we become more skilled/ proficient in creating and using application questions?
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<p>If... Then... Statement:</p>	<p>If teachers regularly expose students to application questions both independently and in group work, then students should be more successful in solving application questions as measured on EQAO assessments for both grade 3 and 6.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>By the end of the year, students will be able to independently solve application questions using different routes.</p>
<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"> -All classroom teachers will identify their student's level in a particular strand by assigning a key assessment question to establish a benchmark. -Two students identified in the 2.5-2.9 range will be identified as the marker students for each teacher. -Tracking will be recorded in an individual notebook containing the key assessments at the beginning, mid-point and upon completion of the strand -Two students specifically will be tracked to monitor their progress and through interventions will move toward level 3 or above.
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> -Begin lessons identifying the learning goal and co-creating success criteria. -Provide descriptive feedback to further learning in each strand -Math word walls/ journals/ portfolios to reflect on what students have understood, what are they doing well on and where do they still need support -CUBES strategy for word problems
<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>	<ul style="list-style-type: none"> -PA DAY PD -Bringing the outside in- applying math skills in word problems using a Fidget Spinner Stem Unit -Next Steps: -Math/ Language resource team to work with primary and junior divisions on creating commonality of math language, application of skills and working through math word problems by identifying application questions and learning to create them -Intermediate teachers will be involved in SSLN initiatives focusing on common math language, application questions and building smooth transitions

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Strategies to address the needs of students who have an IEP or are ELL	-Small group instruction/ reinforcement -Modelling -Increased visuals, hands on opportunities	-Use of technology -homework websites -EA/ CYW support as required
PD Required for Staff	-Math/ Language resource team to address application questions –what do they look like, where to locate them and how to create them? -Building math journals/portfolios to track student achievement	
Measures/Evidence of Success to be used	-Observations -CAT 4 -Portfolios	-Report Cards -Work Samples -EQAO scores -Movement of student levels on the Venn Diagrams -Key assessment questions
Resources Required (human, material, #code days)	CODE Days -Math in-service with math/ language resource team for Gr. 1-6 teachers to gain knowledge of application questions and math portfolios -Use resources Mathology and Big Ideas -Explore technology and the continued use of the St. Victor google classroom for sharing	

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?