

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Vincent de Paul Catholic School D. Kairys-J.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.)
2016-2017 EQAO Detailed Item Information. -Patterning and Algebra Strand achievement was the lowest of the 5 strands for both Gr. 3 and Gr. 6 students. EQAO Gr.3 Mathematics Level 1 – 0% Level 2 – 8% Level 3 – 81% Level 4 – 8% Gr. 6 Mathematics Exempt - 3% Level 1 – 18% Level 2 – 21% Level 3 – 27% Level 4 – 30% Cat4 Mathematics and Computation results for Gr. 2, Gr. 5, Gr. 7 2016-2017 National Stanine 4 and Above Mathematics Gr. 2 – 100% Gr. 5 – 100%	SEF 2017 -#16-4.6 and #22 were identified to be in the early stages of development. -4.6 Resources for students are relevant, current, accessible, inclusive, and monitored for bias. -#22 The community understands and responds to the professional needs of staff.	Gr.3 and Gr. 6 Contextual Information EQAO 2016-2017 Demographic Data Gr. 3 Number of students 36 Gender Female 15 Male 21 Student Status -ELL learners 6% -Students with Sp. Ed. needs (excluding gifted) 6% Place of Birth -Born in Canada 89% -Born outside Canada 11% Language -First language learned at home was other than English 19% Year Student Entered Current School	Empower -7 students LI -3 students	41 Students have IEPs -7 Empower -3 LI -12 Gifted -4 LD -4 Autism -11 not identified *18% of the students in Gr. 6 have an IEP (not gifted)

TCDSB K to 12 Professional Learning Form 2017-2018

<p>Gr. 7 – 100%</p> <p>Computation Gr. 2 – 94% Gr. 5 – 86% Gr. 7 – 96%</p> <p>Mean National Percentile Mathematics Gr. 2 – 90 Gr. 5 – 72 Gr. 7 – 80</p> <p>Computation Gr. 2 – 89 Gr. 5 – 56 Gr. 7 - 63</p>		<p>-Year of assessment 14%</p> <p>-Year prior to assessment 0%</p> <p>-2 years prior to assessment 14%</p> <p>Gr.6 -Number of students 33</p> <p>Gender -Female 52% -Male 48%</p> <p>Student Status -English language learners 12% -Students with Sp.Ed, needs excluding gifted 24%</p> <p>Place of Birth -Born in Canada 91% -Outside Canada 9% -In Canada one year or more 3% -In Canada more than three years 6%</p> <p>Language -First language learned at home was other than English 12%</p> <p>Year Student Entered Current School -Year of the assessment 3% -Year prior to assessment 15% -2 years prior to assessment 9%</p>		
---	--	--	--	--

TCDSB K to 12 Professional Learning Form 2017-2018

		-3 years or more prior to assessment 73%		
--	--	---	--	--

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	To improve thinking and application skills across the five strands in order to close gaps of foundational Math Concepts.
From the data, what learning conditions will support increased achievement?	Student capacity of responding to multi step thinking and application problems.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How to break down a multi-step thinking and application problem into a sequence of steps and provide direct instruction for students?
---	---

If... Then... Statement:	If students are able to identify the operational steps necessary to answer a multi-step thinking and application problem then their capacity of answering these types of problems will improve.
Learning Goals (related to urgent critical learning need)	Students will identify the operational steps necessary to answer a multi-step thinking and application problem
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Use CAT 4 data (Stanine 4-6) and teacher assessment for learning to determine the marker groups.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -Review Ministry criteria of knowledge, thinking and application questions using the achievement chart from the Math Curriculum Document as a resource. -Categorize sample problems from EQAO by knowledge or thinking and application. -Direct teaching of multi-step thinking and application problems across the strands by identifying each step and key vocabulary of the problem. -Assessment for learning. -Consistent use of Math Language across grades and divisions.
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"> -Co-planning with divisional partners -SSLN -Team teaching

TCDSB K to 12 Professional Learning Form 2017-2018

Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -Ability groupings -Modeling -Small group instruction -Use of technology -Reduce the number of questions used to assess a skill -Differentiate instruction -Individual conferences -Scaffolding -Descriptive feedback
PD Required for Staff	<ul style="list-style-type: none"> -Time to co-plan with divisions for continuity of curriculum -SSLN -Professional Development facilitated/guided by Math Department -Math Leads
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> -EQAO -CAT 4 -Report Cards -Observation -Classroom Assessment -tracking of Marker Groups
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> -Code days for co-planning/professional development -Special Education resource -Additional Math Resources -Math bins for students

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?