TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL Superintendent Principal	Mother Cabrini Catholic School Superintendent: Doug Yack Principal: Sherryann Ambrose

Based on analysis of the data, in collaboration with staff identify a <u>critical learning need</u> area or strategy that addresses the learning of your <u>school community</u> (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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
2016-2017 EQAO Mathematics - Grade 3: At and above Ministry Standards 65% Below Ministry Standards 35% -Grade 6 At and above Ministry Standards 47% Below Ministry 53%	2016-2017 Safe and Caring School Survey continues to reveal an overall positive climate amongst grade 6 and 8 students in areas such as school safety and bullying.	-N-tiles between 6 and 9. -6 N tiles at 9, 1 at 6 and 1 at 8 -22.9% of students speak a language other than English at home -15.2% of students speak a language other than English at home	-14 Students have been identified reading two years below grade level in grades 1 to 8 -14 students will be receiving support with the Lexia reading, decoding and reading comprehension program from grades 1 to 8	From the 2014-2015 EDI in DIP- Emotional maturity is the highest need Ongoing work with SSLN with a focus on writing assessment question based on the criteria of the Achievement Chart and The Mathematical Processes (problem solving) to bridge the achievement gap between elementary and high school

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	-Move students who are at Level 1 to Level 2 and students at Level 2 to Level 3 by focusing on the Mathematical Processes with an emphasis on Problem Solving and using a variety of relevant and meaningful assessment data on an ongoing bases to monitor student achievement (SEF 1.2)
From the data, what learning conditions will support increased achievement?	-Focus on in-cooperating Reading comprehension strategies in reading and understanding math questions -Invest in reading programs such as Lexia to support students reading below grade level -To continue with routine implementation of Learning Goals, Co-Constructed Success Criteria and Descriptive Feedback to improve students achievement in Mathematics (SEF 1.4) -Through job embedded and professional development opportunities, teachers will continue to implement the mathematical processes with a focus on problem solving -Ongoing use of Assessment For, As, and Of Learning and the Assessment Framework -Ongoing use evidence based strategies such as: The four Step Problems Solving -Ongoing use of past EQAO multi-step questions -Ongoing use of the Triangulation of Data-Conversation, observation and products -Asking Students "What are you leaning today?" "How do you know?"

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	-When given timely, ongoing, descriptive feedback during the instructional program will this practice lead to improvement in students' achievement in Mathematics?

If… Then… Statement:	-If we continue to build a learning culture with consistent use of Learning Goals, Co-Constructed Success Criteria and Descriptive Feedback then students will be able to reason and prove their written responses when problem solving
Learning Goals (related to urgent critical learning need)	-Through collaborative inquiry and job embedded opportunities, teachers will teach effective strategies how to reason and prove their responses when problem solving.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Marker group will be our Students to Move who achieved L1 and L2 on the EQAO or Stanines at or below average on CAT/4. Students to Move are determined on EQAO Raw Scores, CAT/4 and Pre, Mid and Post Assessments -We will continue our practice of Students to Monitor who are the cusp of L3 -In consultation with ELL Resource Teacher, continue to monitor ELL students and their acquisition of the English Language and overall academic achievement
Actions/Interactions (What will we do to meet our goals?)	-Students will be taught instructional strategies on reasoning and proving their written responses and given many opportunities to re-do their work and apply these strategies -Ongoing conferencing with marker students based on pre, mid and post assessments and observations (SEF 1.2). For example, provide students with individual descriptive feedback after key assessments -Teachers to continue to monitor Students to Watch and Students to Move
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-Access community advocates to further understand and explore culturally relevant pedagogy (resources form the TCDSB and MOE) to learn and understand the values and histories of other culture in our school community -Even though we have no students of First Nations, we have had many discussions and learning opportunities for our students to learn about First Nations outside of the curriculum. We have had First Nations presenters and the grade 6 attended a -Blanket Exercise at Mary Ward Centre with an Elder. -Lunch and Learn with Everton Lewis on Equity and Inclusive Education -Continue to incorporate math in other areas of the curriculum (graphing in science, scale in social sciences, patterning and geometry in art). Have students explore as well as communicate to students the connections between the math and other areas of curriculum.
Strategies to address the needs of students who have an IEP or are ELL	-Implementing the Lexia Reading program effective October 2017 -Intensive Support from the Student Support Resource Team (SSRT for 6 weeks -Ongoing monitoring through SBST, SBSLT, Case Conferencing -Differentiating Instruction -Co-planning -Ongoing consultation with parents with the support of translators
PD Required for Staff	-In-service on in-cooperating Reading Comprehension Strategies in the instructional Mathematics program as it relates to Mathematics by Math Resource Teacher -Continue to read the Mathematical Processes with a focus on problem solving -Continue to read the Mathematics Curriculum, going deeper on the Achievement Chart- In 2016-2017 we worked collaboratively with Student Achievement Officers Brian Murray and Lisa Allison on the Mathematical Process and Achievement Chart, as an 'all school' we will continue to advocate for support from TDSB resource personnel -Code days for moderated marking and provide opportunities for collaborative work

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Measures/Evidence of Success to be used	-Ongoing use of a variety of assessment data to continuously monitor learning Running Records, Key Assessments, Rubrics, Report Cards, CAT/4 and EQAO scores -One-on-one and small group conferencing with 'Students to Move and Students to Monitor' on pre, mid assessments and observations, for example, providing students with individual descriptive feedback after key assessments
Resources Required (human, material, #code days)	-Math and Literacy Resource teachers -Student Achievement Officers -Teachers attending Board Math and EQAO in-service as well as MOE EQAO in-service -Ontario Mathematics Curriculum -MOE Monographs -Presentation form coordinator of Equity, Diversity and Indigenous Education Dept -Copies of Equity and Inclusive Education in Ontario Schools. Guidelines for Policy Development and Implementation made available to each staff for implementing -Additional code days

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?