

TCDSB K to 12 Professional Learning Form 2015-2016



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| SCHOOL NAME | Our Lady of Wisdom Catholic School | Sup. Area | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: William Kwon (Acting) |
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Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., 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, etc.) | Other (SSLN, SSI, EDI, etc.) |
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| <p><u>Recap of the EQAO data:</u></p> <p>- In Grade 3, 52 students wrote the EQAO assessment in Math only -21% are students with special needs, almost a quarter of the cohort -19% of students have the first language learned at home other than English -Born outside of Canada (9thtile) -12.2% Raw data, Second language at home (8th ntile) <u>-IIR:</u> According to the latest Item Information Report for EQAO, students struggled most with multiple choice and short answer questions</p> | <p><u>Perceptual Data:</u></p> <p>For the Grade 3 cohort from 2013-2014: 48% sometimes like to read and 17 % sometimes like math</p> <p><u>Perceptual Data:</u> For the Grade 6 cohort from 2013-2014: 50% sometimes like to read and 36 % sometimes like math</p> <p>According to the BLIP/SEF Survey</p> <p>3. Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria. 55% Implementation</p> <p>12. Students demonstrate a wide range of transferable skills such as</p> | <p>Low Family Income 25.7% 6 Ntile based on Income Tax2012-2013</p> <p>Parent Unemployment 9.3% 5 Ntile</p> <p>Single Parent Families: 24.7 % 6Ntile</p> <p>16% self-identify as from African-Canadian Heritage</p> <p>No Internet 5%</p> | | <p>The SSLN with Marshall McLuhan secondary gave teachers in the intermediate division a glimpse of how feedback is used and what opportunities students are given to use the feedback, facilitated by technology along with accountable talk, i.e. teacher speaking to students about problem areas which became evident during real time quizzes (Socratic)</p> <p>This continues to be an area of interest in enabling students to document their learning and receive and apply immediate descriptive feedback to improve understanding of math concepts and demonstrate skills -Perceived results after learning task debriefing, are enhanced ability of students to revise and correct errors</p> |

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| <p>in the Measurement strand (4 sections)</p> <p><u>EQAO Math Data/ 5 year trend:</u></p> <p>2009-2010 (75%)</p> <p>2010-2011 (72%)</p> <p>2011-2012 (61%) –a drop of 11% from the previous year</p> <p>2012-2013 (60%)</p> <p>2013-2014 (62%) –indication of a modest 2% increase</p> <p>-students have achieved at level 2 range for the past 3 years. What are the variables? Disengagement, difficulty with basic computation, problem solving, vocabulary?</p> <p>-Of the 52 students who wrote only 26 of them or 50% reached level 3 and above, compared to 54% at the board</p> | <p>teamwork, advocacy, leadership and global citizenship. (3.4)</p> <p>-45% Routine Use</p> <p>Resources for students are relevant, current, accessible, inclusive and monitored for bias. (4.6)</p> <p>-27% Routine Use</p> <p>Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs. (5.2)</p> <p>45% Routine</p> | | | <p>and improved understanding of math concepts and ability to apply related skills</p> <p>-information for the teachers on how to structure critical checkpoints for the students to receive and use descriptive feedback on the product/task, processing of the task and self-regulation</p> |
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-Math 4% below the board, 5% below the province

Recap of Junior Data for OLW CES (Grade 6 cohort from 2013-2014)

- 24 students wrote the EQAO assessments in Reading, Writing and Math
- 0 % are ELL
- 4% have special needs
- 21% of students have the first language learned at home other than English
- Born outside of Canada (9ntile)
- 12.2% Raw data, Second language at home (8th ntile)

IIR: According to the latest Item Information Report for EQAO, students struggled most with multiple choice and short answer questions in Geometry and Spatial Sense and Data Management and

probability (3 sections a piece)

EQAO Math
Data/5 Year
Trend:

2009-2010: 75%

2010-2011: 66%
-drop of 9% from previous year

2011-2012: 67%
-signs of improvement in next 3 cohorts

2012-2013: 68%

2013-2014: 75%
-increase of 7% from previous year

-Of the 24 students who wrote, 12 of them or 50% reached level 3, compared to the board at 42%

-Math 22% above the board, stats for the province N/A

-Comparing the percentages of Grade 3 students achieving levels 2 in 2011 at 25%, there is a major decrease in the percentage of students

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| <p>achieving level 2 at 12%.</p> <p>-teachers observed that when tracking the grade 1 cohort in 2010-2011 throughout 5 years using report card data, Patterning and Algebra generally posed a challenge for that cohort up to grade 3, students achieving C</p> <p>-Grade 2 cohort from 2010-2011 until 2014-2015, Number Sense and Numeration became an issue with 24% achieving at level C, along with challenges in PA and Data Management,</p> <p>Also, when you look at the grade 3 and Grade 4 cohorts in 2010-2011, both of these groups experience and increase in the percentage of students achieving in the C range once</p> | | | | |
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| <p>they enter grade 5, specifically in number sense and geometry and spatial sense</p> <p>-issue transitioning from French language in Grade 4 (Math and Language) to 5 (math and language) in English</p> <p>-Percentage of students at Stanines 3 and below in computation has consistently been around 10 to 15% in Grade 5 from 2011-2015</p> <p>- Percentage of students at Stanines 3 and below in computation has ranged from 6%, 3%, 11%, 12% in Grade 7 from 2011-2015</p> | | | | |
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| <p><i>From the data, what key factors are identified for increasing Student Achievement?</i></p> | <p>Increased attention throughout the grades with multiple choice style questions, specifically in the area of Patterning and Algebra, Geometry and Spatial Sense, Number Sense and Numeration at the higher end of primary, Continuation with problem-solving as the main focus to address the skills in various strands, at times combined. There is continued need to explicitly provide instruction in French and English math vocabulary, especially transitioning from grades 4 to 5.</p> <p>-Further enrichment with a key-word approach in problem solving learning tasks</p> <p>-The apparent need for sentence prompts, specifically in the Grade 5 English math program</p> <p>Parents not understanding and being able to assist students at home with math in French</p> |
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| URGENT CRITICAL NEED | <i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Staff will continue to focus their attention in the area of Mathematics especially multi step problem solving in each division, specifically in the primary and junior divisions with increased attention paid to implementing high yield strategies which address the disconnection between mathematical language and computational reasoning.</i> |
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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| Collaborative Inquiry Question (What is the problem of practice?) | The problem of practice is the challenge of student misunderstanding Key French and English math vocabulary which can be addressed by using the key term approach consistently and implementing wide scale use of “learning goal and success criteria notebook” for consolidation purposes. Therefore, How do we support students in the process of understanding, applying and communicating key French and English math vocabulary in context as it applies to specific concepts, skills and problem-solving? |
| <i>If... Then... Statement:</i> | If all teachers adopt routinely in their instructional practice with the students the use of a learning goals and success criteria notebook and glossary of key terms used in context with specific examples, then understanding in specific problematic strands will be addressed with enhanced problem-solving skill. |
| Learning Goals (related to urgent critical need) | Our school community is learning to facilitate multiple ways of representing mathematical thinking, making connections and developing math concepts amongst our students -Improving students’ computation and mental math capabilities - developing a mathematics learning environment for all students with opportunities for student-student as well as teacher-student talk and interaction -responding to students’ thinking by providing timely feedback with opportunities to act on that feedback and planning next steps for instruction -focusing on problematic key concepts in the mathematics curriculum -ensuring cross-curricular connections -developing authentic tasks founded on key concepts in mathematics -ensuring an intentional use of learning experiences and selecting technologies, manipulatives and content knowledge to involve students in learning actively |
| Actions/Interactions (What will we do to meet our goals?) | -Continue to use Jump Math in French and English to establish baseline data and determine and address gaps Divisional meetings to touch base about the results of tested strategies, to address any relevant concerns -Divisional math meetings with the purpose of sharing the results of a strategy used and/or explanation and debriefing of a learning task -i.e., Bring a list of ways you use descriptive feedback in your math block and how you/students might anticipate using them, exemplars |
| PD Required for Staff | Learning about new math strategies with in-house expertise, modelling of use feedback within the math block (larger problem, small group work, pair work, ...) - Ongoing student work sample analysis with teachers -How to use GAFE (Google Apps for Education) to facilitate collaborative problem solving, pedagogical documentation and the integration of descriptive feedback in audio and digital formats |
| Measures/Evidence of Success | Increased proficiency in problem solving and the communication of math language in French and English within the appropriate context, |
| Resources Required (human, material, code days) | Greater opportunity to network again with other schools, math study hubs with area schools, use of CODE Days to facilitate learning walks - Greater partnership with Math resource staff, local expertise, etc. - Greater accessibility to technology for all classes, innovative manipulatives (i.e. abaci) |

Please send the completed copy to your Area Superintendent with a copy to N. D’Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

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?