TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	REGINA MUNDI CATHOLIC SCHOOL- Principal- R. Agostino, Superintendent M. Caccamo

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.)
- Gr. 3 & 6 EQAO Numeracy Scores - EQAO Numeracy Data Analysis- - CAT/4 - Report Card Marks	-Teacher observation and diagnostic assessments - School Climate Survey- 75% like or love school, 92% feel they try hard, 96% believe learning is important	- Parent Education= Ntile 3; - ESL pop.= Ntile 8; -Low Income =Ntile 8	- LI - ESL	- SSLN focus: KTCA questions

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	- Improve achievement in math thinking and application type questions to address the drop in EQAO scores from Grade 3 to Grade 6 in numeracy
From the data, what learning conditions will support increased achievement?	-continued SSLN focus on KTCA - greater teacher focus on creating a 'thinking' classroom through regular application of knowledge in problem solving - EQAO problem of the week- application and thinking questions

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Why do EQAO numeracy scores drop from grade 3 to grade 6? How do we increase the number of grade 6 students who achieve the provincial standard in EQAO? How do we narrow the discrepancy between report card marks in math and EQAO scores in numeracy?

If… Then… Statement:	
Learning Goals (related to urgent critical learning need)	If students are provided greater opportunities to answer thinking and application type questions, then more students will achieve the provincial standard in numeracy.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	- Numeracy Diagnostic Assessment of students-level 2 to 2+ 'students to watch' based on numeracy diagnostic assessment (provided by classroom teachers in October)
Actions/Interactions (What will we do to meet our goals?)	- Greater focus on the consolidation portion of the math lesson will allow students to explore different strategies/steps to arrive to the answer - Problem of the Week (Application and Thinking questions) - Include more application and thinking questions in daily work and tests. - Periodically include thinking and application questions from past chapters for consolidation of learning (instead of only providing questions from the current unit of study) - Monitor progress by providing pre- & post questions with regularly scheduled 'check-ins' and tracking sheet (September to November; November to February; February to May). - Develop tests that reflect more balanced assessment based on EQAO and Grade 9 KTCA
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	- Engage staff in opportunities to explore inquiry-based approaches - Professional learning through the Capacity Building Series - Co-learn with staff on what makes up a thinking and application question and to develop success criteria to achieve a level 3 or higher

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Strategies to address the needs of students who have an IEP or are ELL	- Differentiated instruction - Provide greater daily opportunities for students to work with peers and teachers on application and thinking questions - Practice mental math strategies to use as a tool when answering questions - Consider prior knowledge, interests, learning style when determining questions
PD Required for Staff	- Staff to work with colleagues and math resource teacher to develop application and thinking question bank for one or two math strands (for student work and student assessments)
Measures/Evidence of Success to be used	- EQAO 2018 results in Grade 6 numeracy - Report Card marks in math will align with 2018 EQAO results of numeracy in Grade 3 and 6
Resources Required (human, material, #code days)	- ½ Code Day (Total 4 Days) per grade (Grades 1-8), to examine and then create thinking and application questions for 2 strands over the school year - ½ Code Day (Total 4 Days) per grade for moderated marking - ½ Code Day per term (Total 4 Days), per grade for co-teaching/observation of 'students to watch' during math lesson **Total code days: 12 Code Days**

Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our scho
- 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?