Professional School Learning Plan 2016-2017

St. Benedict Catholic School

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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.)
EQAO – lower in Math than in Reading and Writing CAT4 - lower in Math than in Reading and Writing Report Cards	Students seem happy and indicate they feel safe and welcome. Parent engagement and parent involvement in student learning is high.	Mix of single parent families, two parent families and demographic data indicates various household incomes.	Empower Reading is historically full with 8 students participating from Gr. 2 – 5.	Intermediate teachers worked with the SSLN teams

URGENT CRITICAL LEARNING NEED	**Mathematics:** Students need to explain their thinking and extend their understanding when solving Mathematics questions. They need to also be open to making mistakes and taking risks. (focus on moving from a fixed mindset to a growth mindset). It is important to set and reinforce positive norms in class.
From the data, what learning conditions will support increased achievement?	**EQAO – Gr. 3** **Reading 69** **Writing 80** **Mathematics 67** **EQAO – Gr. 6** **Reading 83** **Writing 78** **Mathematics 45**

	Mathematics: CAT 4 data: **Gr. 2** Strength in vocabulary Weakness in Conventions **Gr. 5** – strength in analysis of text and weakness in conventions **Gr. 7** 0-1 students working above T/E expect in special vocabulary and writing conventions **MATH** **Gr. 2 –** Strength – Number Sense. Weakness – Sub whole Numbers **Gr. 5** – Strength – Geometry Weakness – Decimal options **Gr. 7** – Strength – Number Sense Weakness – Whole Number Operations

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Students need to move from a fixed mindset to a growth mindset. How do we get our students to accept mistakes are okay, correct their mistakes and use them to change their thinking, growth and development?

If… Then… Statement:	Students develop a growth mindset as seen through student engagement (motivation), then they will perform better in problem solving and other Math activities (as seen through assessment, surveys, conversations, etc.)
Learning Goals (related to urgent critical learning need)	Increase differentiated instruction and assessment in Mathematics; provide timely descriptive feedback for student and focus on learning goals and success criteria related to all math strands. Help students develop strategies to preserve and don't give up on math problems. Students will learn from errors from each other and better understand their thinking.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Students to move – students who are achieving at 2.5-2.9. Focus on all grades.
Actions/Interactions (What will we do to meet our goals?)	Examination of students to watch, focus instruction on 7 Norms of Growth Mindset taught explicitly in all class, co-teaching, monthly divisional meetings to discuss student progress Teachers familiarize themselves with different mindset strategies Teachers model the 7 norms using different strategies; mistakes are okay Teachers collaborate with other teachers to identify different strategies Teachers purposely select questions that elicit various solutions Teachers give students opportunities to solve problems in different ways Teachers identify and name the strategies used by students to solve problems Teachers expose students to other strategies and engage in dialogue Collect student solutions that show different strategies Teachers challenge students

Strategies to address the needs of students who have an IEP or are ELL	□ Problem Solving	□ Mathematical Model	□ SMART BOARD
	□ Scribe	□ Computer	□ Change Environment
	□ Oral Explanation	□ Questioning	□ Review highlights/ consolidation
	□ Peer tutor/Partner	□ Bansho	
	□ Use Manipulatives	□ Class Share	□ 3 Part lesson
	□ Include Visuals	□ Think-Pair-Share	
	□ Extend Lesson	□ Differentiate Instruction (tiered activity)	
	□ Probing	□ Increase time of exploration	
	□ Pair Explore	□ Small Group discussion/debriefing	
	□ Pair Check	□ Learning Contract (learning goal & success criteria)	

PD Required for Staff	To learn more about differentiated instruction, provide opportunities for moderated marking, co-planning and work more on mindsets. Share and Analyze evidence that support learning goal and "if" "then" statement; Reflect on learning goal and "if" "then" statement and show evidence of success criteria
Measures/Evidence of Success to be used	Students to Move – Template, Conferencing, Student Work Samples, Student Assessments and observational data Analysis of student work Pre and post assessments administered to students Students' ability to communicate their understanding of mathematical concepts Success Criteria for meeting expectations Success Criteria for meeting expectations Co-Teaching (anecdotal notes and classroom data)

Resources Required (human, material, #code days)	**Resources:** Classroom Instruction That Works: Research Based strategies for increasing student achievement Robert Marzano Differentiated Instruction (Outside Source), NMSA ON TARGET: Association for Middle Level Education Big Ideas by Marian Small Making Math Meaningful by Marian Small Good Questions: Great ways to differentiate Mathematics Instruction by Marian Small Positive Norms to Encourage in Math Class by Jo Boaler **Making Math Meaningful** by Marian Small **Good Questions: Great Ways to Differentiate Mathematics Instruction** by Marian Small **Mindset** by Carol S. Dweck **Mindsets in The Classroom** by Mary Cay Ricci **Ready-To-Use Resources For Mindsets in the Classroom** by Mary Cay Ricci