

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Gerald Catholic School – Ms. A. Garibotti (Principal), Mr. P. Aguiar (Superintendent)
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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 Mathematics Grade 3 -68% (-8% from 2014-2015) Grade 6 -58% (-10% from 2014-2015) CAT4 Scores 2016-2017 (Grades 8, 6) -Scores in mathematics and computation indicate scores above National Percentile (Grades 3) -Scores in mathematics and computation indicate scores below National Percentile 2016-2017 OLSAT -64% of students in the stanines 5	2016-2017 School Climate -55% students born in Canada -50% born outside in Canada -49% of students speak only or mostly English at home -25% speak another language as often as English at home -27% only or mostly speak another language at home Safe and caring School Climate Survey -indicates that students feel safe, respected and take pride in school work	School Wide Demographics 2016-2017 Enrollment- 260 32- IEP Students 54- ELL Students -September 2016, the school population has increased specifically in the area of Canadian Newcomers 2016-2017 EQAO Grade 3 -80% of students are born in Canada -70% of students like math Grade 6 -58% of students are born in Canada -61% of students like math	-ISP Autism Class -ISP MEDD Class -French Immersion, First Year 2017-2018 (1 ELP Class)	-SSLN with Cardinal Carter Mathematics Focus -EDI shows high levels of students on track in all areas, the highest percentages in areas of; Language and Cognitive Development, Emotional Maturity, and Social Competence

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students struggle in mathematics with identifying and solving multi-step application questions in both the primary and junior grades.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> - implementation of targeted application questions in the primary and junior grades - staff collaboration on development of application questions using curriculum expectations to assist with split grade teaching - cross divisional application strategies

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	<ul style="list-style-type: none"> - descriptive feedback - explicit learning goals - co-created success criteria
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we increase student achievement and engagement in the area of application questions for both primary and junior grades?
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If... Then... Statement:	- If we focus in the primary and junior divisions on the explicit teaching of application questions in mathematics, then students will be able to identify application questions, properly apply multi-step strategies, develop stamina and perseverance when independently solving application questions and demonstrate increased success as measured by classroom assessments and observations, CAT4 and EQAO data.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> -increased use and exposure of application questions will develop student fluency and provide consistent opportunities to increase student overall procedural fluency -providing students with explicit teacher modelling following a gradual release model, will develop students' ability to build stamina and perseverance when independently solving multi-step questions -implementing learning goals and success criteria and timely descriptive feedback will assist students to develop, refine and clarify their understanding of mathematics vocabulary particularly in multi-step application questions
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> - focus on all grades - ELL students in homeroom classes, additional targeted ELL math support - students identified between 2.7-3.1 in homeroom classes additional targeted support
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> - job-embedded professional development - opportunities for staff to collaborate and share best practices - align resources with goals; increase technology available to staff and student - opportunities for staff to develop application questions using EQAO model - staff to create a bank of application questions per math strand (primary and junior to focus on multi-step application) - opportunities for students to participate in a gallery walk and visit other classrooms to experience various math application questions - primary math buddy groups - math journals in primary, divisional integration and sharing - junior division "pencil pals" program – students to work in groups on application questions then, present to pencil pals in paired classroom - teacher will identify 1 or 2 application questions on each chapter assessment

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<p>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</p>	<ul style="list-style-type: none"> - PD opportunities: differentiated instruction, high yield strategies i.e., descriptive feedback, success criteria - real life inquiry questions based on real life student experiences
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> - integration of a variety of mathematical resources - use of high-yield strategies in the classroom and resource room - scaffolding of application questions
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - PD sessions with math resource teacher to develop teacher understanding regarding the 3 types of math questions (knowledge and understanding, application, thinking) with a targeted focus on application questions ensuring that teachers regularly use multi-step application questions in their curriculum delivery - divisional co-planning opportunities for staff to understand application question development and share best practices that are successfully leading to an improvement in student achievement - math meetings that focus on tracking of student progress and divisional consistency and alignment - portion of staff meetings that focus on sharing best practices, highlighting ministry resources – monographs, videos, and articles
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - tracking of marker students - analysis of student work focusing on successful use of application strategies - pre- post- assessment on chapter/strand task - EQAO and CAT4 data, Report Card Term 1 & 2 - increase in student engagement identified by staff
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> - code days to support job-embedded professional development - increase in technology for all grades - increase of materials needed to support problem solving and application strategies

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?