

PROFESSIONAL LEARNING FORM 2018-2019

School Name: ST. GREGORY CATHOLIC SCHOOL
Principal Name: JOE PANNOZZO
Vice Principal(s): Barb Muron
Superintendent Name: FLORA CIFELLI
DATA REVIEW
<p>A. CONSIDER ALL DATA With your School Improvement Team review feedback from June IGNITE presentation and all achievement data. NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.</p>
<p>B. DATA RELEVANT TO NEEDS After reviewing all of your school student achievement data, ONLY list the data that points to areas of focus for learning needs for students in the boxes below:</p>

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, 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.)
Reading and Writing results are higher than mathematics Gr.3 -Reading (88) Writing (95) Mathematics (72) Gr. 6 –Reading (89) Writing (92) Mathematics (47)	Safe and Caring Catholic School Climate Survey indicates respondents feel very safe or safe at school Many students are involved in a wide variety of extracurricular activities (i.e., sports, arts, book club)as well as leadership opportunities Students are recognized for demonstrating virtues on a monthly basis	N tiles (Green) represent low challenge for students Most families live in their own home and parents have completed at least secondary education Average Family Income is \$159,500.00	Empower-Spelling and Decoding Gr.2-5 (students from St. Gregory as well as students from outside the school) Special Education Withdrawal Support (1.5) for language and mathematics (Grades 3 to Gr. 7)	EDI Scores range between 86 % to 93 % indicating better developmental health

DIGGING DEEPER	Professional Learning Planning to support and help achieve the UCLN and Smart goal
<p>C. EQUITY OF OUTCOMES - CHALLENGES What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc.)</p> <ul style="list-style-type: none"> • Student self-perception, academic pressure to achieve • Well-Being of students – a significant number of students are dealing with anxiety issues • Although girls are achieving the same results as boys in reading, writing and math as measured by the 2017 Primary and Junior EQAO assessment, the EQAO Student Questionnaire Results for the school demonstrate a significant gender difference in both grade 3 and 6 students regarding math • Perceptual data from the EQAO Student Questionnaire demonstrates a gender gap in “liking mathematics”, “ being good at math” and “able to answer difficult questions) 42% of Gr. 3 girls like math compared to 76% of Gr. 3 boys 31% of Gr. 6 girls like math compared to 70% of Gr. 6 boys 50% of gr. 3 girls believe they are good at math compared to 65% of gr. 3 boys 46% of gr. 6 girls believe they are good at math compared to 70% of gr. 6 boys 22% of gr. 3 girls are able to answer difficult questions compared to 38% of gr. 3 boys 23% of gr. 3 girls are able to answer difficult questions compared to 51% of gr. 6 boys • In terms of self-advocacy(ask for help if I don’t understand the problem), a gender gap exists at the grade 6 level according to EQAO data 62% of gr. 6 girls self-advocate compared to 36% of gr. 6 boys 	<p>J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies</p> <ul style="list-style-type: none"> • Increasing Access to Resources reflecting student culture as well as cultures they have little familiarity with (indigenous people)- school purchasing fiction and informational texts • All school staff demonstrate commitment to creating conditions for learning which benefit all students • Creating a welcoming school environment which demonstrates a culture of high expectations and inclusion as well as respect for diversity • Ensure equity of opportunity – school will make sure that all students regardless of socio-economic background have the opportunity to participate in all school activities including field trips (school pays for activities when needed) • Invite parents to collaborate on student learning through meetings, conferences and Parent and Family Math Nights • Ongoing communication of the belief that all learners can succeed • Invite students to share their lived experiences and speak to the value and meaningfulness of everyone’s experience
<p>D. EQUITY OF OUTCOMES - LEARNING NEEDS</p> <p>Our students struggle with problem-solving in mathematics</p> <p>Students need to develop deep understanding of the mathematical concepts and procedures, as well as with an emphasis on thinking (specifically planning skills-reading and understanding the problem and making a plan to solve the problem) as well as application in problem-solving.</p>	
<p>E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps Grade 6 students are not performing as well as Grade 3 students in Math - EQAO</p>	

<p>F. FOCUS GROUPS</p> <ul style="list-style-type: none"> • The school will focus on students who are not currently not making a plan and or thinking about the steps to solve math problems • The school will focus on teaching self-advocacy to students who do not ask for help when • The school will focus on moving students who are scoring from 2.5 to 2.9 on Grade Level Numeracy Assessment Cycles 	
<p>G. URGENT CRITICAL LEARNING NEED</p> <p>Teachers consistently teach and model problem-solving skills via the Balanced Math Approach. Students and teachers will learn how to identify and understand mathematical processes, especially thinking and application and follow the 3-part problem-solving structure to develop self-efficacy and to achieve level 3 and 4.</p>	<p>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD</p> <p>Teachers need to collaborate on planning instruction and assessment and experience regular opportunities to engage in co-planning, co-teaching and teacher moderation as well as participating in reflection and next steps in order to develop a shared understanding of thinking and application problems/questions to be able to plan effective instruction to increase student self-efficacy in problem-solving as well as student achievement in problem-solving</p>
<p>H. SMART GOAL</p> <p>Teachers and students will engage in ongoing learning to develop procedural fluency and strategic competence in mathematical problem-solving using the 3-Part Problem-Solving structure through engaging in collaborative unit planning at both the grade level and divisional levels in order to realize the interconnections of mathematics learning (or learning trajectory) and through implementation of the TCDSB Balanced Mathematics Instructional approach across all grade levels (K-8) in order to improve problem-solving skills. Teachers and students from grades JK to Grade 8 will participate in common numeracy assessment supported by a needs-based instructional cycle.</p>	

REQUIRED PROFESSIONAL LEARNING

L. STAFF PD CRITICAL NEED

Staff will engage in professional learning to learn about the effective implementation of the problem-solving structure within a professional numeracy learning cycle

Staff will engage in professional learning to develop knowledge and strategies to increase girl's self-concept and self-efficacy in mathematics (i.e., growth mindset, teacher feedback, etc)

Research shows that students who have low levels of mathematics self-concept perform worse in mathematics than students who are more confident in their own abilities as mathematics learners

Use of Common Teacher Created Assessments/Co-planning – Grade-Level/Divisional

Book study –What to Look For (Alex Lawson)

Moderated Assessment/Collaboration-sharing teacher learning - problems/solutions

Encourage exploration/real-life math problem-solving (food drive-estimate & count)- Process-oriented - encourage inquiry, flexibility, and creativity

Regular Opportunities for student collaboration, problem-solving, practice

Students share learning, solutions, questions, next steps- conferences through consolidation strategies (Bansho, Math Congress)

Instruction – guided math

Math Language - direct instruction, anchor charts, word walls

Descriptive Feedback, Success Criteria, Learning Goals, Student Self-assessment

Ongoing Practice – 3-part problem-solving structure

Teacher Modeling - view “mistakes” as learning opportunities, encourage risk-taking

Teacher Modeling - application and thinking - deconstruct answers/solutions

Assistive Technology, Manipulatives

Home Connections- Family Math Night, Monthly Newsletter

SSLN

M. PROFESSIONAL DEVELOPMENT PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PD plan? When will you do PD? What PD will you do? Who will support your PD? What other professional learning is occurring outside of CODE days?

1. The school will work on three professional learning cycle throughout the year focused on thinking and application problems/question by co-creating common assessments addressing UCLN, across three strands of math: Number Sense and Numeration, Patterning and Algebra and Measurement.
2. School has purchased copies of the book - **What to Look For** (A. Lawson) and shared them among the primary division teachers. Lead teachers from grades 1, 2 and 3 participated in a Professional Development Workshop led by TCDSB Numeracy and Literacy Resource Teachers along with staff from Nativity of Our Lord School and Mother Cabrini School. This resource will guide the collaborative implementation of instruction and assessment strategies and help to plan next steps for teachers to use when creating guided math groups.
3. The school has collaborated with the Math and Memory Organization to provide extracurricular opportunities for the students in grades 2, 3, 4 and 6 to develop their math skills and grow their confidence as math learners. Students participate in engaging activities and games to learn and reinforce math concepts. A teacher rep works with the Math and Memory Organization to ensure that the focus is on challenging material in the Ontario Curriculum (Mathematics).
4. The school has implemented an Intermediate Math Club to provide opportunities for students in grades 7 and 8 to delve deeper into problem-solving and engage in activities to develop their interest in math and learn about real-life math applications.

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL DEVELOPMENT

Grade level teachers are committed to co-creating diagnostic assessments to inform instruction and using the structure of Professional Numeracy Cycles to collaborate on instruction and assessment

Marker or Focus students

Variety of Instructional Strategies to monitor students learning needs

Self-Assessment – Promote Reflection/Metacognition

Teacher Moderation

Professional Learning Cycle Dialogue

Attendance at Family Math Night

Teacher Feedback

Student Work/Talk

Teacher/Student Report Better Group Work Skills

Teachers talking about application and thinking

Students talking about application and thinking

Professional Learning Cycles: <https://goo.gl/aJ57nz>

Prevalent use of 3-party problem-solving structure mathematical models as evidenced in classrooms and in student artefacts and on completed common tasks.

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION

What evidence will you collect to show progress in Student Achievement?

School Created Professional Numeracy Cycle Planner

Documentation of Student Work- process (photos, videos) as assessment tool

Document Student/Teacher or Student/Student Conferences/Dialogue

Anecdotal Notes/Observation

Teacher Feedback/Student Feedback

Assessment & Evaluation

Professional Culture/Enthusiasm around Problem-Solving

Teacher Feedback

Student Work/Talk

Teacher/Student Report Better Group Work Skills

Teachers and students talking about application and thinking