

SCHOOL	St. Isaac Jogues Catholic School	Area	<input type="checkbox"/> 6 Principal Name: Phil Gahunia
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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.)
<p>2014-15 EQAO Grade 3: 88% meeting and exceeding the provincial standard in writing and 79% in math.</p> <p>The math increase is up 14 percentage points compared to last year and writing is an increase of 20 percentage points.</p> <p>Relative to math and writing scores, reading is weaker at 67%.</p> <p>Grade 6: 81% at levels 3 and 4 in reading and writing for a strong showing in literacy. Mathematics is an area of highest need – results on par with board-wide and province-wide results. School emphasis on NSN and Measurement strand.</p> <p>CAT/4 Grade 2: Good results overall CAT/4 Grade 5: Lower results in questions dealing with reading, computations, and mathematics CAT/4 Grade 7: Results indicate challenges with data management/probability and number sense</p>	<p>Excellent representation of cultures: racially, we are a very diverse community</p> <p>Large number of parents attending Family Math Night, Family Science and Math Night, and community events here at school</p> <p>When Grade 6 and Grade 8 students were asked how safe they feel at school the results were extremely positive with responses falling in the 81-95% range</p>	<p>Population: 292 11% - IEP</p> <p>5 of 7 N tiles identifying as needy</p> <p>Hard-working, educated school community where families may be facing socio-economic challenges</p> <p>60% of students report speaking a language other than English at home</p>	<p>N/A</p>	<p>June 2015 Report Card Summary: In Grades 1-8 report card data reflect the majority of students meeting or exceeding the provincial standard in Reading, Writing, Number Sense, Measurement, Geometry, Patterning/Algebra and Data Management.</p> <p>Math results for students in Grade 6 were on average 14 percentage points higher.</p>

From the data, what key factors are identified for increasing Student Achievement?	<ul style="list-style-type: none"> - Developing a Professional Learning Community among K-8 teachers - The role of mindset and metacognition in math through rich learning tasks - Develop student understanding of math terminology - Ensure that students take the time to read and re-read math problems in order to fully understand the problem - Increase opportunities for students to explain the steps they have taken to solve problems orally, individually, within pairs, and in writing - Increase opportunities for students to be exposed to multiple-choice questions beginning in Kindergarten - Shift in attitudes around enjoyment of mathematics from Grade 3 to 6
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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. Students should be provided with rich learning tasks in mathematics in order to look at problem solving strategies across all strands including growth mindset.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	What does a cognitively challenging math task look like? How can we achieve greater alignment between the types of word problems students are presented with in daily math lessons with the types of word problems found in EQAO math assessments?
If... Then... Statement:	If staff purposely plan math learning activities that expose students to rich word problems then students should achieve greater success in mathematics. This will be tracked using the EQAO assessment as well as other data and evidence of learning.
Learning Goals (related to urgent critical need)	By June 2018 students will have a deeper and comprehensive understanding of mathematical concepts through rich learning tasks and there will be an increase of 10% in the number of students meeting or exceeding the provincial expectations as measured in the EQAO assessment in mathematics.
Actions/Interactions (What will we do to meet our goals?)	<ol style="list-style-type: none"> 1) Create a PLC of teachers and principals from SIJ and St. Catherine's CS K-8 and LNS representative Nancy Steinhauer to understand growth-mindset 2) Staff will analyze IIRs to identify those questions most challenging for our students 3) Staff will analyze student attitudes toward mathematics and using this data survey student attitudes in their current class now and in the Spring 4) Using those questions identified as most challenging, staff will list/identify the learning expectations identified as problematic 5) Staff will make greater use of pre-assessment tasks and EQAO sample questions to inform lesson planning and delivery within the daily math program 6) Staff will look for more opportunities for students to be exposed to multiple-choice responses
PD Required for Staff	<ol style="list-style-type: none"> 1. Dweck's: growth mindset (started at September PD Day) 2. Analysis of math questions and student responses in order to identify errors in student thinking 3. Examination of most current research related to developing problem solving abilities in students and responsive instruction
Measures/Evidence of Success	<p>Higher levels of student achievement in EQAO tasks, report card data, and student assessments</p> <p>More time spent within each math lesson on the solving of rich word problems</p> <p>Students posting problems and solutions in classrooms and corridors</p> <p>Greater student interaction and more active participation during math lessons</p> <p>Increase in attitudinal surveys from Fall to Spring</p>
Resources Required (human, material, code days)	<ol style="list-style-type: none"> 1. PD Days 2. LNS Monographs