TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Jerome Catholic School – Rocco Di Domizio – Michael Caccamo

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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
EQAO Math Results (Spring 2017) -Gr. 3=47% (L3/4) -Gr. 6=57% (L3/4) **EQAO Math Results (Spring 2015)** -Gr. 3=67% (L3/4) -Gr. 6=37% (L3/4) **CAT4 (2017) (Stanines 3 or below)** **Grade 2** -Mathematics=13% -Computation=10% **Grade 5** -Mathematics=10% -Computation=12% **Grade 7** -Mathematics=2% -Computation=11% **CAT4 (2017) Mean National Percentile** Mathematics -Gr. 2=62% -Gr. 5=67% -Gr. 7=77% Computation -Gr. 2=59% -Gr. 5=65% -Gr. 7=67%	-6% of students have absentee rate of 19% of total days -96% feel safe or very safe at school **EQAO Student Engagement Result (Spring 2017)** Gr. 3 -64% like math most of the time -49% see themselves as good at math most of the time -33% say they are able to answer difficult questions most of the time Gr. 6 -51% like math most of the time -51% see themselves as good at math most of the time -35% say they are able to solve difficult questions most of the time	Demographic Indicators (2016/17) -6 N-Tiles between 1 and 3 Low Family Income=24.3%; Born Outside Canada=22.5%; Second Language at Home=44.4%; Rental Housing=52%; Parent Education=27.6%) -Number of IEPs (excluding gifted): 59 -Number of ELL Learners (Receiving Support): 61	-Empower Reading Program (0.5)	EDI (2016/17) -43% of students vulnerable in at least one domain -31% of students vulnerable in at least two domains -Highest percentages of vulnerable students in Physical Health & Well Being domain (31%) and Social Competence domain (29%)

URGENT CRITICAL LEARNING NEED	Mathematics (specifically Mental Math Strategies, Problem Solving, Communicating Math Thinking, and Multi-Step Problem Solving

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Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	
From the data, what learning conditions will support increased achievement?	-EQAO results show that some progress has been made in Grade 6 Mathematics (37% in 2015 to 57% in 2017), but that Grade 3 students continue to struggle (67% in 2015 to 47% in 2017). -Solving multi-step questions is an area of need - Understanding the problem (what is being asked in the question) -Greater focus on building math vocabulary (44.4% of students speak a language other than English at home)

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	1. How can we more effectively use common assessments for learning across all grade levels to plan for student learning needs? 2. How can we more consistently implement a problem solving instructional model across all grade levels?

If… Then… Statement:	-If teachers are able to effectively identify student learning needs then they will be able to plan targeted instruction to meet those needs. -If teachers explicitly teach the language of mathematics then students will be better able to justify their answers/thinking. -If teachers provide students with more opportunities to solve real world problems then students will develop perseverance and problem solving skills.
Learning Goals (related to urgent critical learning need)	-To consistently use common diagnostic assessments across grade levels to inform instruction. -To more consistently implement a problem solving instructional model with a focus on Thinking and Application questions.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Students whose diagnostic assessment indicates learning gaps beyond the previous grade level -Students who demonstrate limited strategies for problem solving -Students achieving between 2.5 & 3.1 on classroom assessments
Actions/Interactions (What will we do to meet our goals?)	-Teachers will meet as grade level partners to choose common diagnostic assessments -Invite SAO to support PD directed at identifying and developing Thinking & Application questions -Co-plan/co-teach problem solving lessons at a school level -Professional reading to support learning goals around diagnostic assessment, use of data to inform instruction, and implementing a problem solving instructional approach -continue to implement the use of learning goals, success criteria, and descriptive feedback during instructional lessons and on assessments.
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	-Teachers will continue to generate and administer common diagnostic assessments -Teachers will use this gap closing data to find trends or patterns across grades/divisions in order to inform teaching practices -Teachers will align lessons to specifically target their teaching to students' needs -As gaps start to close, students will develop strategies for solving multi-step math problems

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Strategies to address the needs of students who have an IEP or are ELL	-Teachers will explicitly teach mathematics language -Use pictures and diagrams to support understanding of word problems (ESL & Special Education teachers, as required) - to measure success, teachers will use classroom observations and student conferences to monitor understanding and growth
PD Required for Staff	-focus on effective implementation of high yield instructional strategies in mathematics (ie. problem solving instructional approach.3-part lesson) -focus on choosing/creating appropriate diagnostic assessments and analyzing learning needs to inform instruction -focus on implementing the 3-part lesson -focus on high yield strategies for improving mental math skills
Measures/Evidence of Success to be used	-Observational Data (student perseverance during problem solving lessons, student engagement, students demonstrate multiple strategies for solving problems) -Evidence of "gap closing" based on diagnostic, ongoing and summative assessments -Improved standardized test scores (EQAO, CAT4)
Resources Required (human, material, #code days)	-Professional Readings (Capacity Building Series, Research Into Practice, etc.) -RMS code days for co-teaching/professional learning with SAO, math resource, administration, etc.) -Student reading materials with mathematics focus in primary and junior grades

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?