

TCDSB K to 12 Professional Learning Form 2017-2018

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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 files, etc) | Program Data (Empower, 5 th Block, Taking Stock, SSI, etc.) | Other (SSLN, EDI, etc.) |
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| <p><u>EQAO (2016-2017)</u> <u>Math Level 3/ 4</u> Gr 3- 44% Gr 6 – 35 % <u>Math Level 2</u> Gr 3 – 56 % Gr 6 – 25 %</p> <p><u>CAT4 (2016-2017)</u> <u>Math</u> <u>Comp</u> Gr 2 70% 72% Gr5 44% 41% Gr7 67% 58%</p> <p><u>2016-2017 Math Report Card Results</u> - On average 75% or more students are meeting or exceeding provincial expectations as reported on TERM 1 and 2 report cards in Grades 1-7.</p> | <p><u>SCCSC Survey</u> - 87.1 % students feel it is important to do well in school - 77.4% take pride in their school work. - 80.6% try hard to do their best when doing school work. - 83.9% state that learning is important to me. - 77.4% state there is a strong belief in my school that all students can learn.</p> | <p>Low Family Income – 26% (4) Government Transfer Payments – 20% (4) Single Parent Family – 35% (2) Second Language at Home 10.3% Unemployment – 9.5% Born Outside Canada – 9.5% Parents who have not completed high school- 16.8% Unemployment -6.4%</p> | <p>- 14 students currently enrolled in EMPOWER Program - 8 students enrolled in the ME/DD Program - school is the site of 3 ISP Programs (ME/DD, LD, LI) - 28.4% of students have an IEP.</p> | <p><u>EDI data 2014-2015</u> - 26.3% students vulnerable on one domain - 15.3% students vulnerable/ at risk in language cognitive domain. Math Strategy - School identified under Math Strategy as a school in need of support.</p> |

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| URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year. | From an analysis of IIR data from EQAO teaching needs to go deeper in the Measurement strand, with a focus on Thinking and Application questions. Students had difficulty |
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| | responding to and employing strategies to accurately answer multiple choice questions. |
| From the data, what learning conditions will support increased achievement? | Focus on Application and Thinking questions and abstract problem solving across all strands in Mathematics with a focus in Measurement. |

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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| Collaborative Inquiry Question (What is the problem of practice?) | How do we support students to improve their application of mathematical concepts and communication of understanding when completing Thinking and Application problems across all strands with a focus on completing multiple choice problems. |
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| If... Then... Statement: | If we consolidate a focus on teaching multiple choice strategies and provide individual student and group opportunities to problem solve in the Math strand of Measurement using a rubric then the students will be better prepared to approach Thinking and Application questions with confidence and greater achievement. |
| Learning Goals (related to urgent critical learning need) | <ul style="list-style-type: none"> - To help all students develop strategies to solve multiple choice question formats with greater success and improve overall achievement. - To improve student achievement in the area of Measurement. |
| 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"> - Teachers will review EQAO (2016 – 2017), CAT/4 (2016 – 2017), and report card data from 2016 – 2017 and have identified students in each achievement level (e.g. Level 2 students 2.5 – 2.9) across each division. - Use of PRIME (Measurement) assessments (interview and paper/pencil) and/ or ONAP assessment to track marker students at targeted achievement levels. |
| Actions/Interactions (What will we do to meet our goals?) | <ul style="list-style-type: none"> - Continue to go deeper with school wide math problem solving opportunities. - Implementation of Problem of the Week (classroom level) using Marian Small resources and Problem of the Week resource – University of Waterloo. - Focused instruction on strategies used to complete Multiple Choice questions. - Focus on problem solving in the area of Measurement with an emphasis on Thinking and Application questions. - Focus on Math expectations in each grade level and problem solving rubrics. - Utilize Math Prodigy with an emphasis on multiple choice questions. |
| What professional learning have you engaged in (or will you engage in) to ensure | <ul style="list-style-type: none"> - Math Coach (Grades 6 – 8) - SSLN – Math focus - Primary Math Workshop focusing on Mathology Resource Kits (Pearson) |

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| that culturally responsive pedagogy is embedded in teaching and learning? | <ul style="list-style-type: none"> - Co-planning of problem of the week questions using a common problem solving rubric. - use of CODE days to go deeper into math skills continuum |
| Strategies to address the needs of students who have an IEP or are ELL | <ul style="list-style-type: none"> - Special Education and ELL support - Explicit focus on use of Math Vocabulary - Exemplars displayed in the classroom. - Co-plan/ Co-teach within the division. |
| PD Required for Staff | <ul style="list-style-type: none"> - Access resources for "Problem of the Week" – Marian Small Resource - <u>Day One PD: Math Strategy PD</u> <ul style="list-style-type: none"> ● AM/ PM session (Primary – AM, Junior/ Intermediate – PM) ● Focus on Math vocabulary and go deeper into math curriculum and link to Math Communication and problem solving rubric. Use of Math continuum as a resource. ● Orientation to PRIME assessment tool – Measurement strand to use as pre-post assessment to track student achievement with target students in each division. - scheduled PD for Grade 1 teachers using the Mathology (Pearson) Resource. - Grade 7 and 8 teacher participation in SSLN activities to focus on math vocabulary across the Intermediate division continuum and vocabulary connections across content subject areas. - As part of the Math Strategy Grades 7 – 8 will be working with a Math Coach (November 2017 – June 2018). - <u>Day Two PD: Math Strategy PD</u> <ul style="list-style-type: none"> ● Manipulatives – utilization and organization ● Moderated marking, looking at assessments - thinking vs application vs content knowledge ● Time to practice using/implementing PRIME assessments ● Mathology Resource Grade 1– sharing student work exemplars |
| Measures/Evidence of Success to be used | <ul style="list-style-type: none"> - Improved academic achievement as evidenced by student work artifacts, pre/ mid-point / post assessment (for, as, of). Improvement on formal assessments (EQAO, CAT/4) - Tracking of target students in each division (e.g. Level 2.5 – 2.9) using PRIME assessment tools with a focus on the Measurement strand. - Tracking student progress using key math assessments and evaluating improvement using problem of the week (Open questions for the 3 Part Lesson, University of Waterloo Problem of the Week). |
| Resources Required (human, material, #code days) | <ul style="list-style-type: none"> - CODE days (7 days through RMS) to allow for collaboration among staff to support the development of teaching practices - Support from Area Math Resource Teacher - Support from Ministry Student Achievement Officer - Math articles/ resources shared at Principal's Meetings. |

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| | <ul style="list-style-type: none">- PRIME Math assessment kits, Measurement strand (Primary, Junior, and Intermediate).- SSLN working group for grades 7 and 8.- Math Coach through RMS.- ONAP Assessment resources- Mario Small Open Questions for the Three Part Math Lesson |
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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?