

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St Malachy Catholic School Superintendent: Shawna Campbell – Area 8 Principal: Paul Sullivan
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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.)
<p>School vs (Board)</p> <p>EQAO 2016-2017 Eqao Primary 24 Students <i>Current Gr. 4's</i> R-67% vs (76%) W-71% vs (78%) M- 54% vs (63%)</p> <p>EQAO Junior 36 students <i>Current Gr. 7's</i> R-83% vs (80%) W-94% vs (82%) M-50% vs (48%)</p> <p>CAT4 2016-2017 Primary 19 Students <i>Current Gr 3's</i> National Percentile Reading: 38vs (49) Word Anl: 31vs (42) Vocab: 34vs (54) Lang/Wrt Con: 33vs (45) Spelling: 29vs (56) Math: 47vs (65) Computation: 49vs (61) ** General – below par</p>	<p>EQAO 2016-2017 Mathematics Perceptual Data Primary <i>Current Grade 4's Student</i> Engagement I like mathematics most of the time: 64%</p> <p>I am good at mathematics most of the time: 32%</p> <p>I am able to answer difficult mathematics questions most of the time: 18%</p> <p>I do my best when I do mathematics activities in class most of the time: 73%</p> <p><i>Cognitive Strategies Used in Mathematics</i> I read over the problem first most of the time: 68%</p> <p>I think about the steps most of the time: 36%</p>	<p>Enrolment: 282 Number of IEPs: 47 Number of Gifted Students: 5 Number of ELLs: 11</p> <p>TCDSB Demographic Data Domains 3 of 9 domains in stanine 5 and 6 **Moderate Risk</p> <p>Born Outside Canada 12.5% Low Family Income 18.9% Second Language at Home 30.4%</p> <p>- solid level of parent engagement</p>	<p>LD ISP **Alignment with schoolwide strategies</p>	<p>EDI 2014-2015 Current Grade 2's Percentage of children vulnerable: Physical Health & Well-Being: 0% Social Competence: 29% Emotional Maturity: 29% Language & Cognitive Development: 0% Communication Skills and General Knowledge: 14% ** 3 of 5 domains higher than TCDSB and Province ** Considered At Risk level high</p> <p>- SSLN area focus on mathematics and successful transition to High School</p>

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<p>CAT4 2016-2017 Junior 30 Students <i>Current Gr. 6's</i> National Percentile Reading: 64vs (66) Vocab: 67vs (69) Lang/Wrt Con: 48vs (57) Spelling: 69vs (64) Math: 72vs (67) Computation: 65vs (67) ** General – on par</p> <p>Intermediate 29 Students <i>Current Gr 8's</i> National Percentile Reading: 66vs (57) Vocab: 60vs (58) Wrt Con: 77vs (67) Spelling: 77vs (64) Math: 90vs (77) Computation: 81vs (64) ** General – above par</p>	<p><i>Parental Engagement</i> We talk about the mathematics work I do in school every day or almost every day: 41%</p> <p><i>EQAO 2016-2017</i> Mathematics Perceptual Data Junior <i>Current Grade 8's</i> <i>Student Engagement</i> I like mathematics most of the time: 40%</p> <p>I am good at mathematics most of the time: 54%</p> <p>I am able to answer difficult mathematics questions most of the time: 31%</p> <p>I do my best when I do mathematics activities in class most of the time: 80%</p> <p><i>Cognitive Strategies Used in Mathematics</i> I read over the problem first most of the time: 80%</p> <p>I think about the steps most of the time: 37%</p> <p><i>Parental Engagement</i> We talk about mathematics work I do in school every day or almost every day: 43%</p>			
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<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> -school results -teacher observations -Progress Report Card Data 2017-2018 to analyzed end of November -FDK – FDK Team Discernment of strengths and needs <ul style="list-style-type: none"> - EDI results concerning significantly in three of five domains – Social Competence 29% vulnerable, Emotional Maturity 29% vulnerable, Communication Skills and Knowledge 14% vulnerable. <p>This will continue to be addressed through the implementation of the Balanced Mathematics Instruction (Renewed Math Strategy) and focus on number sense and numeration. Additional focus on student engagement, learning goals, co-constructed success criteria and descriptive feedback.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>Identified Problem: The need for a more “balanced” approach especially in the area of number sense and numeration.</p> <p>Professional Learning & Staff engagement/collaboration required to address it:</p> <ul style="list-style-type: none"> -Renew Math Strategy Focus as per Ministry direction -Utilize Balanced Mathematics Instruction (K-8) document – review 5 domains for areas of strengths, and areas of renewed emphasis. Ongoing staff conversation (and at staff meetings) - Use of Jump Math and Nelson resources to support the Balanced Mathematics Instruction - Technology as a tool used to support our urgent critical need; dedicated staff meeting time - Reflect on Balanced Math “Purposeful Practice” as it relates to homework reinforcement & in-class work - Staff meeting allocation of time for math focus (staff collaboration) and technology - Sharing and display of student artifacts in math that reflect learning goals, success criteria and descriptive feedback - Continued collaboration with grade specific teachers to create common focus and assessments - create opportunities for the utilization and alignment of learning goals, success criteria and descriptive feedback - Math Game Day (either by division or with older students collaborating/assisting/leading younger students) -use of peer buddies as collaboration between junior/intermediate students and the FDK and Grade 1 team. - Schoolwide Math Problem (quick math moment during assemblies)

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	<ul style="list-style-type: none"> - Staff Weekly Newsletter -- Strategies outlined & shared ** forthcoming - Students to watch tracking **forthcoming - implement Renewed Math Strategy by accessing 9 Math Strategy Professional Learning code days to support teacher professional development & Math Lead Teachers 5 code days (2 math lead teachers at Blessed Sacrament) - differentiated instruction embedding modelling, group work and gradual release - rotary math for Gr 7 & 8 - increase focus on mastery of basic number sense and numeration, as a successful foundation for critical thinking and problem solving. - in-services for teachers new to a grade/division - collaboration and focused alignment of grade specific expectations - alignment of learning goals and success criteria with timely descriptive feedback -use of math quick warm-ups at onset of lessons to reinforce skip counting and other basic math facts/skills
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we make mathematics more meaningful for our students? Integration of real world problem solving and development of growth mindset.
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If... Then... Statement:	<p>We believe that if we provide increased attention to the Balanced Mathematics Instruction model, and focus as well on basic numeration tasks and applications, then students will of result in higher levels achievement.</p> <p><i>FDK</i> –If we provide more opportunities for child directed activities and exploration in a structured environment, then they will gain confidence in solving problems, take risks in their learning and be responsible learners.</p>
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Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> - increased attention with basic math skills (stronger understanding of numbers) - display of learning goals - provide support for collaborative inquiry (questioning, strategies for researching, collaboration, etc.) - to build a more positive attitude towards mathematics by developing and reinforcing skills already acquired. - to implement the Balanced Mathematics Instruction model and Renewed Math Strategy to foster mastery of basic skills alongside rich/real world problem solving and critical thinking -in FDK provide open rotation math centres (students can explore 5-7 centres based on their interests and abilities rather than making students visit one centre a day) to increase exposure to and increase interest in mathematical thinking and basic math facts -provide loose and open-ended materials rather than commercial toys that have only one purpose (allows for creativity and improved problem-solving skills) in FDK
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<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Students to Watch Students Below 2.7</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - support for direct teaching of basic number and numeracy skills - analysis of Grade 3 and 6 EQAO 2015-2016 SAMPLE QUESTIONS - support for explanation of thinking with problem solving tasks - sharing and display of student artifacts in math that reflect learning goals, success criteria and descriptive feedback - identify resources and routines that build independence - collaborate with grade specific teachers to create common focus and assessments, - common Gr 6 Homework Package (reinforcement and consolidation)-- Pilot - create opportunities for the utilization and alignment of learning goals, success criteria and descriptive feedback - use technology and manipulatives to support math strands - increase modelling and utilization of gradual release model - strategies outlined in staff weekly - use of Jump Math and Nelson resources to support the Balanced Mathematics Instruction model - math rotary for Gr 7 & 8
<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>	<p>TCDSB Resources Staff sharing of Resources Cultural sharing Safe School Plan – Focus on acceptance and engagement of all</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> - formative and summative assessments: assessments for, as and of learning - align curriculum expectations to IEP program - consistent use of learning goals, co-constructed success criteria, timely descriptive feedback - consistent use of manipulatives and technology, differentiated instruction - consistent implementation of accommodations and modifications as outlined in IEP program
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - Math Lead code days, 5 days - Renewed Math Strategy 9 code days to support implementation of Balanced Mathematics Instruction Model and Renewed Math Strategy, learning goals, co-constructed success criteria, descriptive feedback - in-services for teachers new to division - staff meeting allocation of time for math focus and technology
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - student tracking, Students to Move, Watch - student surveys - student self-assessment of learning skills - analysis of student work - pre and post assessments of key assessment questions and end of chapter assessment task - EQAO, CAT/4, Report Card data

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Resources Required
(human, material, #code
days)

- Prodigy; Jump Math Support
- code days as indicated in PD required for staff
- Math resources from LNS: monographs, videos
- consultation with Math Resource Teacher and secondary schools (SSLN)
- Grade 3 and 6 EQAO Sample Question Analysis 2015-2016

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?