

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Michelle Jackson– Principal Flora Cifelli – Superintendent St Roch Catholic School
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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>-29% meeting or above provincial standard in gr 6</p> <p>-41% meeting or above provincial standard in gr 3</p> <p>-gr. 3 and 6 results are below provincial and board standards in EQAO</p> <p>-EQAO results are poor in multi-strand questions</p> <p>-CAT4 gr.5 only 6 students received stanine 6 or above in computation, 9 students received stanine 6 or above in mathematics</p> <p>-CAT4 gr.2 only 5 students received stanine 6 or above in computation, 10 students received stanine 6 or above in mathematics</p> <p>Gr. 3- 81-94% getting B or higher on report cards across math strands.</p> <p>Gr6- 56% of students getting B or higher on report cards- This is a significant discrepancy between report cards and</p>	<p>-school climate results</p>	<p>-61 ELL students from JK-GR. 8</p> <p>-74 students in the school on IEP's</p> <p>-24% of gr 3's this year will write EQAO that are on IEP's</p> <p>-26% of gr. 6's this year will write EQAO that are on IEP's</p> <p>-29% of students who wrote gr.6 , 24% of gr. 3 students who wrote EQAO were special education</p> <p>-45% of gr 6 and 35% of gr 3 students who wrote EQAO first language is something other than English</p>	<p>-EMPOWER (gr.2-5)</p> <p>-Fifth Block (gr.1,2)</p>	<p>-SSLN</p>

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EQAO and CAT 4 scores				
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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>Students need to improve their achievement in the area of problem solving when solving Application and Thinking Questions. Students need to engage in Accountable talk and represent their thinking when solving problems involving the concept of comparison across the strands with an emphasis on reasoning and proving.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> -a continued focus on 3 part lesson and co-construction of success criteria and feedback -a continued focus on application and thinking questions -an alignment of assessment strategies

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>The problem of practice for teachers is to select Application and Thinking questions which involve the concept of comparison using the 3 Part Math lesson with focus on accountable talk and annotating student work. Teachers are encouraged to align their assessment tasks and make sure they have a balance of application, thinking and knowledge questions. They will also work on moderated marking and alignment of scoring.</p>
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<p>If... Then... Statement:</p>	<p>If we participate in collaborative learning inquiries focusing on improving our mathematical content knowledge through math study, co-planning and aligning our assessments, then, student achievement in mathematics in the areas of application and thinking will improve.</p>
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<p>Learning Goals (related to urgent critical learning need)</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Study the mathematics concept of comparison across the strands • Use the 3 part lesson format and strategically choose application and thinking questions on the concept of comparison • Lead mathematical discussions and promote accountable talk in math • Use a variety of teacher resources to compliment the math curriculum • Annotate student work to label the mat concepts and strategies students use effectively • Co-construct success criteria with students in relation to lesson learning goals with students and record in the Highlights and Summary of the 3 part lesson • Co-plan and collegially develop common and /or aligned balanced assessment tasks which include the three types of questions in the 3 part lessons (application, thinking and knowledge), develop diagnostic and cumulative testing
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>-all grades to focus on students to target (2.5-2.9) and stanine 5 and 6</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>Teachers will meet divisionally to study mathematics, develop 3 part lessons, develop assessment tasks, share artefacts and engage in co-planning and co-teaching</p>
<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>	<ul style="list-style-type: none"> -math study groups (Area 1) -math study groups (in school gr 6-8, gr 2-5) -lunch and learns -gr 1 and 2 Mathology Workshops -professional readings -divisional meetings -co-planning and teaching -SSLN
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>-strategic withdrawal and integration with Special Education and ELL teachers</p>
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -math study groups -code days
<p>Measures/Evidence of Success to be used</p>	<p>Teachers will develop common assessments (balanced math tests and tasks), aligned marking schemes, moderated marking and sharing of artefacts. Teachers will closely track students to watch through regular conferencing and assessment for, as and of learning opportunities (e.g. descriptive feedback checklists, google forms)</p>

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Resources Required (human, material, #code days)	12 code 92 days used for grades 1-6, code 83 for 6/7, 7 and 8 Teachers will meet 3 times for math study Math Coach to work with teachers from grades 6 to 8 Math Resource teacher will work with teachers from grades 3-5 Debby Culotta to work with principal
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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?