

# TCDSB K to 12 Professional Learning Form 2017-2018

**WORKING COPY ONLY**

Prepare this form for submission by **13 Oct 2017**. Instructions about how to submit your form will be sent at a later date. Once approved by your Superintendent, remove all text that appears in this box (red). You must post the edited and reviewed copy to your school's portal page by **31 Oct 2017**.

Where example text is shown in the white boxes below, please remove it before submitting your form.

**NOTE:** All sections except the 'urgent critical learning need' should be completed in point form. Begin each point with a hyphen. Be concise.

<b>SCHOOL - Prin - Sup</b>	Sts. Cosmas and Damian Catholic School Principal – Mr. N. Del Giudice      Superintendent – Mr. M. Caccamo
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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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p><u>EQAO 2017</u></p> <p>Primary: Reading – 93% (+19) Writing - 95% (+23) Math – 83% (+21)</p> <p>Junior: Reading – 88% (+9) Writing – 90% (+9) Math – 76% (+22)</p> <p><u>CAT4:</u> Grade 2: 57% Math 55% Computation</p> <p>Current Grade 3 target students: 8/36 achieved some Stanines 1-3; 1 of these being ELL, 6 of these students being students with an IEP.</p> <p>Grade 5: 66% Math 69% Computation</p>	<p><b>2016-2017 EQAO Student Questionnaire:</b> 34% (+8) of grade 3 and 38% (+9) of grade 6 students report being able to answer difficult math questions most of the time.</p> <p>54% (+7) of grade 3 and 52% (+10) of grade 6 students report that they are good at math most of the time.</p> <p>59% (+1%) of grade 3 and 52% of (-7%) grade 6 students report thinking about the steps to use in solving</p>	<p>377 (-5) Students 60 IEP Students 70 ELL Students</p> <p>17% (+1%) of grade 3 students are ELL</p> <p>19% (+11%) of grade 3 students on an IEP</p> <p>29% (+3%) of grade 6 students are ELL</p> <p>18% (+5) of grade 6 students are on an IEP</p> <p>The percentage of Special Education and ELL students achieving at level 3 or 4 is consistently and considerably lower for mathematics</p>	<p>Two DHH ISP classes for Junior and Intermediate students.</p>	<p><b>BLIP SEF School Staff Survey June 2017:</b></p> <p>95% of staff report that they implement and routinely use a variety of relevant and meaningful assessment data to inform instruction and determine next steps (1.2)</p> <p>90% of staff report that students and educators share a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria (1.3)</p>

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<p>Current Grade 6 target students: 3/39 achieved some Stanines 1-3; 2 of these being students with an IEP.</p> <p>Grade 7: 82% Math 70% Computation 50% Vocabulary 55% Reading</p> <p><b><u>Report Card Data Term 2, 2017</u></b></p> <p><b><u>Grade 2:</u></b> Measurement: 15% Lvl 4 37% Lvl 3 44% Lvl 2 5% Lvl 1</p> <p><b><u>Grade 2: Geometry and S.S.</u></b> 7% Lvl 4 49% Lvl 3 34% Lvl 2 10% Lvl 1</p> <p><b><u>Grade 5: Measurement</u></b> 45% Lvl 4 30% Lvl 3 18% Lvl 2 8% Lvl 1</p> <p><b><u>Geometry and S.S.</u></b> 40% Lvl 4 29% Lvl 3 17% Lvl 2 7% Lvl 1</p>	<p>problems most of the time.</p> <p>49% (-6%) of grade 3 and 60% (-15%) of grade 6 students report checking their work for mistakes most of the time.</p> <p>68% of Grade 3 students and 43% of Grade 6 students report enjoying Math, most of the time</p>	<p>compared to all students achieving level 3 or 4 across all divisions for TCDSB (BLIP 2014-2018).</p> <p>2013 – 2014 Primary Mathematics 66% all students; 33% of Special Education students and 57% of ELL students.</p> <p>2013 – 2014 Junior Mathematics 53% of all students; 16% of Special Education students and 39% of ELL students.</p>		<p>90% of staff agree that extracurricular activities such as sports, clubs, and the arts are available to all students, to help increase student engagement (Supporting Students)</p> <p>Professional Learning:</p> <p>74% of staff believe they collaboratively engage in Professional Learning Cycles or Collaborative Inquiries, and 74% believe they are data literate and use data to inform their practice (i.e. using data from DIP)</p>
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<p><b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Our school's urgent critical student learning need – aligned with the TCDSB BLIP for 2014 – 2018 and the Renewed Math Strategy in Ontario - is <b>Mathematics</b>. Specific strands across all divisions have been identified in consideration of the range of</p>
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	evidence cited. Students need learning opportunities to further develop skills in problem solving, inclusive of all Mathematics strands.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> <li>- Embed mathematics across the curriculum</li> <li>- Support technology-enabled learning to deepen students' understanding of key math concepts and procedural fluency</li> <li>- School-home partnerships in students' learning</li> <li>- Bridge gap between Grade 2 and 3 Mathematics methodology</li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<b>How can we support students in the process of developing high yield strategies to successfully solve problems inclusive of all strands in mathematics?</b>
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If... Then... Statement:	If teachers provide students with multiple opportunities to develop procedural fluency to solve problems and support them in identifying different problem solving strategies, then students will be able to build their own repertoire of strategies and apply them when solving problems to improve overall mathematics achievement.
Learning Goals (related to urgent critical learning need)	Students will continue to develop strategies to solve problems in mathematics, inclusive of all math strands, by engaging in teacher-organized opportunities to develop proficiency in Mathematics Communication and Computation, and in particular, reviewing solution accuracy.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Based on an analysis of data including Elementary Report Cards, marker students currently at an average of level 2 in grades 3 and 6 will receive additional intervention in order to support them towards achieving provincial standards in curriculum achievement and standardized tests (level 3).

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> <li>-Work with students to make their mathematics thinking visible, and provide models of how to answer open-response questions with accurate and precise written communication (i.e. Bansho)</li> <li>- RMS: Teachers and instructional leaders to participate in collaborative teacher inquiry to examine evidence-based teaching strategies.</li> <li>- Continue to reinforce and implement 7 step problem solving template within the Grade 6 through 8 classes, aligning with SSLN goals.</li> <li>-Teachers to incorporate EQAO Sample Assessment Questions in Assessment Tasks to allow students to explore and work through various curriculum expectations in all math strands</li> <li>- Include Multiple Choice and Open Response-type questions.</li> <li>- Provide EQAO Resources to Grade 3 and 6 classes including scoring guides to generate discussions and help students become aware of the requirements for a complete mathematics solution.</li> <li>-Initiate an EQAO Prep Program to build proficiency in answering EQAO-type questions.</li> <li>- Math Word Walls for each strand and Frayer’s Model for most essential strand vocabulary. Frayer Model Vocabulary Booklets provided for every student, Grades 1-8</li> <li>- Initiate a Mathematics club to provide proficiency training to Intermediate students which involves higher-level thinking strategies (align with SSLN goals)</li> <li>- Explore the use of Buzz Math and mPower to increase mathematics engagement and understanding in all strands</li> <li>- In addition to Buzz Math, expand repertoire of mathematics websites to engage students in building understanding and proficiency in math</li> <li>- Continue to integrate engaging technology lessons (i.e. Smartboard Exchange, teacher-created websites), to support and enrich the math learning experience</li> <li>-Continue practice of Daily Math Minute and Jump Math to engage students in computation exercises to improve proficiency</li> <li>-Recent gap analysis of CAT4 Stanine data has revealed greater concern for Grade 3 achievement levels, as there has been a noticeable decline in math achievement, year over year, with same student cohort, from grade 2 to grade 3: strategies to address in proactive fashion are in place.</li> <li>- Continue to familiarize grade 2 students with the concept of using both the Mathematics textbook and notebook as well as key assessment questions</li> <li>- Ensure consistent scheduling of protected mathematics blocks in all classes, with at least 300 minutes weekly, 60 minutes daily, as per ministry mandate</li> <li>- Continue to engage and implement a 3-part lesson as best practice</li> <li>- Initiate best practice of “Math Talk” to consolidate understanding in introducing and finalizing math lessons.</li> </ul>
<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"> <li>- ensure culturally responsive learning materials and resources are readily available to all students</li> <li>- library purchases for this academic year will focus upon culturally diverse content and will complement curriculum programs already in place (i.e. Social Studies, Geography, Religion and Family Life)</li> <li>- recognize monthly cultural focus as per TCDSB heritage month practices</li> <li>- Consistent use of accessing student prior knowledge and perspectives in all lessons, validating student stories and background.</li> </ul>

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Strategies to address the needs of students who have an IEP or are ELL	Students will receive a range of intervention strategies including explicit training with Assistive Technology software for classroom and standardized assessments (i.e. Google Apps for Education – Read and Write and Voice Notebook.com). Lexia Reading Program will also be used to support specific at-risk students with reading fluency and comprehension. Students will also receive explicit support in vocabulary development aligned with mathematical knowledge and understanding (i.e. <i>do</i> words for math including ‘calculate’ and ‘justify’) to enhance application and communication.
PD Required for Staff	Review the effective use of success criteria, learning goals and timely, ongoing feedback with regards to problem solving and communication of ideas in all strands of Mathematics. Allow opportunities for teachers to co-plan and co-teach problem solving lessons, as well as engage in moderated marking to build greater consistency in assessment and evaluation. Provide opportunities for teachers to co-create EQAO-Type Key Assessment Questions. Build greater capacity among staff to integrate technology and engaging software to enrich the learning experience. Study different problem solving approaches. Geometry and Spatial Sense/Measurement in-servicing by Margaret Quinn, Resource for Area 3.
Measures/Evidence of Success to be used	Continued use of Problem Solving Steps, focusing on Geometry and Spatial Sense/Measurement across individual and cooperative problem solving tasks/activities (i.e. Bansho) Analysis of student work, i.e. Assessment for/as/of Learning In consideration of the Triangulation of Perceptual and Achievement Data, would achievement levels indicate alignment across the various indicators (EQAO, CAT4, and Report Card).
Resources Required (human, material, #code days)	EduGains Professional MOE Website ( <a href="http://www.edugains.ca">www.edugains.ca</a> ) A Guide to Effective Instruction in Mathematics (MOE Publication) Consultation with Margaret Quinn, Resource Personnel with TCDSB Area 3 Marion Small Resources Renewed Math Strategy Website and RMS In-Servicing with math lead participation 14 Code Days: - 1.5 Days used on October 18 <sup>th</sup> , 2016 for School Improvement Team Meeting

## 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?