

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	Sts. Cosmas and Damian Catholic School 111 Danesbury Avenue, North York, On	Sup. Area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
			<input type="checkbox"/> Monsignor Fraser Principal Name:							

**Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., 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, etc.)	Other (SSLN, SSI, EDI, etc.)
<p>EQAO 2013-2014 Math: Grade 3 – 68% (From 59% previous) Grade 6 – 53%, (from 78% previous year achievement)</p> <p>EQAO 2014-2015 Math: Grade 3 – Minor decline Grade 6 – Minor Improvement (Specific Achievement levels to be released November 18<sup>th</sup>/15</p> <p>CAT4: Grade 2 – Mathematics – 33% (From 60% previous) Computation – 24% (From 71% Previous)</p> <p>Grade 5 – Mathematics – 73% (From 61% previous) Computation – 63% (From 79% previous)</p> <p>Grade 7 – Mathematics – 71% (From 78% previous) Computation – 57% (From 58% previous)</p>	<p>EQAO Student Questionnaire: 42% of students report being able to answer difficult math questions most of the time.</p> <p>53% of students report that they are good at math most of the time.</p> <p>74% of students report they do their best when they do math activities in class most of the time.</p> <p>47% of students report thinking about the steps to use in solving problems most of the time.</p> <p>44% of students report checking their work for mistakes most of the time.</p>	<p>400 Students 65 IEP Students 53 ELL Students</p> <p>23% of students were born outside of Canada.</p> <p>47% of students speak a second language at home.</p> <p>49% of Grade 3 students learned a language other than English as First Language</p> <p>56% of Grade 6 students learned a language other than English as First Language</p> <p>81% of Grade 3 students were born in Canada</p> <p>73% of Grade 6 students were born in Canada</p>	<p>Two DHH ISP classes for Junior and Intermediate students.</p>	<p>BLIP SEF School Staff Survey June 2015:</p> <p>64% of staff report routine use of a variety of relevant and meaningful assessment data used by students and educators to continuously monitor learning, inform instruction and determine next steps. (1.2)</p> <p>73% of staff report that staff, students, parents and the school community routinely promote and sustain student well-being and positive student behavior in a safe, accepting, inclusive and healthy learning environment. (2.5)</p> <p>82% of staff report the presence of a culture of high expectations, supporting the belief that all students can learn, progress and achieve. (4.1)</p>

From the data, what key factors are identified for increasing Student Achievement?	-Student achievement in CAT4 and EQAO indicate significant learning gaps in all strands of Mathematics.
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	<p>-Students do not demonstrate confidence in their ability to perform well at mathematics and are not using high yield strategies which will support mathematics understanding and achievement.</p> <p>-Build towards consistent classroom use of learning goals, success criteria and offering ongoing, descriptive feedback.</p>
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URGENT CRITICAL NEED	<p><i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</i></p> <p>-Students need learning opportunities to further develop skills in problem solving, inclusive of all Mathematics strands.</p>
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## 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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<i>If... Then... Statement:</i>	If teachers provide students with multiple opportunities to solve problems and support them in identifying different problem solving strategies, then students will be able to build their own repertoire of strategies to use when solving problems and improve overall mathematics achievement.
Learning Goals (related to urgent critical need)	Students will 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.
Actions/Interactions (What will we do to meet our goals?)	<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.</li> <li>-Teachers and instructional leaders to participate in collaborative teacher inquiry to examine evidence-based teaching strategies.</li> <li>-Teachers to incorporate EQAO Sample Assessment Questions in Key Assessment Tasks to allow students to explore and work through various curriculum expectations in all math strands. Include Multiple Choice and Open Response-type questions. Provide EQAO Resources to Grade 3 and 6 classes.</li> <li>-Use EQAO 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.</li> <li>-Initiate a Mathematics Homework Club, engaging students from all divisions.</li> <li>-Broaden the use of Prodigy Math to increase mathematics engagement and understanding in all strands.</li> <li>-Introduce Daily Math Minute to engage students in computation exercises to improve proficiency</li> </ul>
PD Required for Staff	<p>Review the effective use of success criteria, learning goals and timely, ongoing feedback with regards to problem solving in all strands of Mathematics.</p> <p>Allow opportunities for teachers to co-plan and co-teach problem solving lessons.</p> <p>Provide opportunities for teachers to perform moderated marking of EQAO-Type Key Assessment Questions.</p> <p>Study different problem solving approaches.</p> <p>Literacy and Numeracy in-servicing by Anne Afheldt and Margaret Quinn, Resource for Area 3.</p>
Measures/Evidence of Success	<p>Increased visible use of Problem Solving Steps across individual and cooperative problem solving tasks/activities (i.e. Bansho)</p> <p>Analysis of student work.</p> <p>In consideration of the Triangulation of Perceptual and Achievement Data, would achievement levels indicate alignment across the various indicators (EQAO, CAT4, Report Card)</p>
Resources Required (human, material, code days)	<p>EduGains Professional MOE Website (<a href="http://www.edugains.ca">www.edugains.ca</a>)</p> <p>A Guide to Effective Instruction in Mathematics (MOE Publication)</p> <p>Consultation with Margaret Quin, Resource Personnel with TCDSB Area 3</p> <p>Marion Small Resources</p>

14 Code Days:

- 5 days used on October 22<sup>nd</sup>, 2015 for School Improvement Team Meeting
- 2 days used on October 29<sup>th</sup>, 2015 for School Improvement Team Meeting
- 5 days to be used on November 5<sup>th</sup>, 2015 for continued School Improvement Team work and presentation of the School Learning and Improvement Plan
- 5 days; 1 half day session for each teacher in the Primary (5 teachers) and Junior Divisions (5 teachers). Each half day to focus upon either Literacy (Resource Anne Afheldt) or Numeracy (Margaret Quinn)

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

**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?