

# WORKING COPY ONLY



## TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link will be sent to you in a subsequent correspondence.

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

SCHOOL - Principal - Superintendent	ST. RENE GOUPIL – John Pasia - Kevin Malcolm
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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.)
- Gr. 3 EQAO - Reading: 100; Writing: 100; Mathematics: 91 - Gr. 6 EQAO - Reading: 85; Writing: 85; Mathematics: 77	- 100% of students say it important to do well in school - 50% of students identify their background as South East Asian	- Of the 73 students, 11 students have an IEP - 50% second language spoken at home - 12% born outside of Canada	- There is no Empower or 5 <sup>th</sup> Block programs	- Intermediate teachers worked with secondary school on issues of transition

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	- Cross Curricular Reading comprehension with the emphasis on the Language of Mathematics
From the data, what learning conditions will support increased achievement?	- Focus on vocabulary development across the curriculum especially in Mathematics i.e. math, science, geography word walls

### PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	- How do we embed direct vocabulary instruction in all the areas of curriculum especially Mathematics while insuring students have access to rich learning opportunities?
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If... Then... Statement:	- If students develop the necessary vocabulary then they will develop the necessary academic background knowledge to do well in school
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Learning Goals (related to urgent critical learning need)	- How do we provide inquiry driven tasks to enable students to build capacity and academic knowledge in the area of Mathematics? - How do we extend our knowledge of strategies and rich learning activities to build vocabulary? - How do we independently identify the meaning of instructional words to improve comprehension of mathematical word problems to allow students to demonstrate their learning?
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	- We will be focusing on the following students: Grade 3 - Isabel L., Kaylee L., Maia M., Grade 4 - Eric C., Peter L., Emily W. Noah B., Lilla M. Grade 6 - Allan C., Ryan H
Actions/Interactions (What will we do to meet our goals?)	- Create a PLC of interested teachers - Invite Mathematics and Literacy Resource teachers to support learning - Develop professional learning opportunities for staff
Strategies to address the needs of students who have an IEP or are ELL	- One on one instruction - Visual charts - Word walls with Mathematics focus - Special education teacher integrated into the classrooms
PD Required for Staff	- Professional Learning in the areas of: 1. best practices for vocabulary instruction in all areas of curriculum especially Mathematics 2. creating challenging inquiry driven tasks with emphasis on academic language of Mathematics and vocabulary
Measures/Evidence of Success to be used	- Triangulation of data: documentation, observation, conversations, products
Resources Required (human, material, #code days)	- Comprehensive Literacy Guide - Mathematics and Language Curriculum document - Guide to Effective Literacy Instruction - Learning for All Document - Growing Success Document - EQAO Summary of Results and Strategies for Teachers 2013-2014 - ESL Mathematics document - CODE DAYS

### 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?