TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	All Saints Catholic School Principal: A. Morsillo Superintendent : A. Della Mora

Based on analysis of the data, in collaboration with staff identify a <u>critical learning need</u> area or strategy that addresses the learning of your <u>school community</u> (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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
- EQAO scores 5 year trend ; Gr. 3 consistent, with needs in (NSN,M, PA) Gr. 6 inconsistent, with needs in (M, GSS) -CAT 4 results in math have been consistent over the years -Cohort Report Grade 6: grade 3 EQAO results conclude that 76% achieved the provincial standard in math	-65 % Gr.3 like math "most of the time" -44% Gr.3 are able to answer difficult math questions -60% Gr.6 like math "most of the time" -40% Gr.6 are able to answer difficult math questions	-25% single parents -40% renting homes -increase in ESL /Special Needs/Autism population -83 % of students speak English or mostly English at home	N/A	- assessment in Mathematics ithe intermediate division and High School - Learning Cycles in Mathematics

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	Students lack strategies to solve open-ended problem solving questions in all math strands.
From the data, what learning conditions will support increased achievement?	-the use of on-going learning goals, success criteria and descriptive feedback are key strategies to improve student achievement as well as the use of open ended problems in math lessons -create an environment where students can confidently collaborate and solve math problems

TCDSB K to 12 Professional Learning Form 2016-2017

	-use of technology software such Google Sketch up and math manipulatives

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support students in the process of developing strategies to solve open-ended problems? (Varied levels of learning as well as time and support for diverse learners)

If… Then… Statement:	**-if** teachers assist students to recognize and identify problem solving strategies to solve open-ended questions **then** they will able to build their own repertoire of strategies to use when solving open-ended problems
Learning Goals (related to urgent critical learning need)	-to assist students in developing strategies to solve open ended problems
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-students on the move (2.5-2.9) -monitor progress using Venn Diagrams in all classrooms
Actions/Interactions (What will we do to meet our goals?)	-teachers familiarize themselves with different strategies to solve problems; -teachers collaborate with other teachers to identify different strategies used in solutions; -teachers give students opportunities to solve problems in different ways; -teachers identify and name the strategies used by students to solve problems; -math buddies (Grade 2 students with intermediate students) with a focus on problem solving -collect student solutions that show different strategies; -teachers challenge students to identify and name strategies; -continue to monitor "Students to on the Move" list; - include interventions/strategies with each S.O.M. -encourage co –teaching experiences among teachers; -Mathletics Math/Leadership Lunches (i.e. all grade 6 students in teams, games to reinforce math learning and problem solving) -introduce and challenge students to solve real-world problems in Mathematics, Geography, and Science -student participation in the I-Cubed Learning Participation Network -reinforce the importance of study skills when learning math and for students to take initiatives to use online support systems -allow for opportunities for students to become resilient learners -teachers to stress the importance of learning skills vs student obsession over grades

TCDSB K to 12 Professional Learning Form 2016-2017

	-provide students with opportunities to develop communication and collaboration skills through coding
Strategies to address the needs of students who have an IEP or are ELL	- concrete/hands-on materials/manipulatives - partial scribing - information read to students - extra time for processing/ reduced tasks - individual/small group lesson - modelling - visual supports (e.g., 100 Chart, anchor charts) - verbal cues/prompting - provide frequent opportunities for feedback - extra time - read and clarify questions - strategic seating
PD Required for Staff	-recognize and identify different problem solving strategies; -co-plan and co-teach problem solving lesson and choose an appropriate problem that can be solved using a variety of strategies; -share and Analyze evidence that support learning goal and "if" "then" statement; -reflect on learning goal and "if" "then" statement and show evidence of success criteria;
Measures/Evidence of Success to be used	-analysis of student work; -teacher observations; -pre and post assessments (Venn Diagrams); -students' ability to communicate their understanding of problem solving strategies; -students' ability to justify their thinking
Resources Required (human, material, #code days)	- Code Days for Professional Development and Co-Teaching Experiences -Big Ideas by Marian Small -Making Math Meaningful by Marian Small -Good Questions: Great Ways to Differentiate Mathematics Instruction by Marian Small -Elementary and Middle School Mathematics: Teaching Developmentally- John Van De Walle -Monographs (MOE) -Math Manipulatives -Technology- software programs and assistive technology

TCDSB K to 12 Professional Learning Form 2016-2017

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?