

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	All Saints Catholic School	Sup. Area	X1 <input type="checkbox"/> 2 <input 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: Anthony Morsillo/David Whicher
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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, etc.)	Other (SSLN, SSI, EDI, etc.)
- EQAO math scores 5 year trend; Gr. 3 inconsistent, with needs in (NSN,M, PA) Gr. 6 inconsistent, with needs in (M, GSS) -CAT 4 results in math have been consistent over time - Gr. 3 and Gr. 6 EQAO Scores 2014-2015- 59 % of students achieving Level 3 and 4	64 % Gr.3 like math “most of the time” 18 % Gr.3 are able to answer difficult math questions “most of the time” 61% Gr.6 like math “most of the time” 52 % Gr.6 are able to answer difficult math questions “most of the time”	-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	SSLN: If we continue to build on mental math strategies with our intermediate teachers then students will be better equipped to transition to grade 9 mathematics achievement expectations. Incorporate some Khan Academy (Flipped Class) approaches with students.

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	Learning goals, success criteria and providing descriptive feedback are key strategies to improve student achievement. Use of open ended problems in math lessons. Use of mental math strategies.
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URGENT CRITICAL NEED	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</i> Students lack strategies to solve open-ended math problems. Sub- focus: Students lack a variety on mental math strategies and skills and need encouragement to apply mental math strategies. Gr. 3 (NSN,M, PA) and Gr. 6 (M, GSS)
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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 and mental math computations? (Varied levels of learning as well as time and support for diverse learners)
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<i>If... Then... Statement:</i>	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. If teachers assist students to become more proficient in applying mental math strategies in their daily work then students will be more confident and apt to use these strategies in other areas of math.
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Learning Goals (related to urgent critical need)	To assist students in developing strategies to solve open ended problems. To assist students in developing and implementing a variety of mental math strategies in order to strengthen computational skills.
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; Collect student solutions that show different strategies; Teachers challenge students to identify and name strategies; Continue to monitor “Students to Watch” list; Encourage Co –teaching among teachers; Anchor charts and Math word wall evident in classrooms; Math games and challenges; Invite Math Resource Teacher to support teaching and learning: Math Coach working with Grade 6-8 teachers.
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	Analysis of student work; Teacher observations; Oral and written assessments: Assessment “as” Learning; 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)	Big Ideas by Marian Small Making Math Meaningful by Marian Small Good Questions: Great Ways to Differentiate Mathematics Instruction by Marian Small Monographs (MOE) Code Days for Professional Development and Co-teaching experiences Math Manipulatives Technology- software programs Prodigy