

# TCDSB K to 12 Professional Learning Form 2017-2018

<b>SCHOOL - Prin - Sup</b>	Blessed Trinity – Ms. Nanssi Chahine – Mr. Peter Aguiar
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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>-EQAO &amp; CAT 4 Fluctuating and inconsistency in primary and junior math</p> <p>-74% of G. 3 students are achieving the Provincial Standard in Reading &amp; Writing.</p> <p>-84% of G. 3 students are achieving the Provincial Standard in Math.</p> <p>-90% of G. 6 students are achieving the Provincial Standard in Reading.</p> <p>-95% of G. 6 students are achieving the Provincial Standard in Writing.</p> <p>-50% of G. 6 students are achieving the</p>	<p>-Safe &amp; caring school survey</p> <p>-majority of students report feeling safe at school.</p> <p>-majority of students report feeling at ease speaking to staff members about issues with classmates.</p> <p>-majority of students enjoy coming to school.</p>	<p>-16% of students were born outside of Canada</p> <p>-27% Reports speaking a language other than English at home.</p> <p>-virtually all parents completed secondary school</p> <p>- majority of students live in a 2 parents family</p>	<p>-variety of specialized ISP classes</p> <p>-Empower used to support students in ISP-LI &amp; LD</p>	<p>-SSLN continues to focus on math, examine gaps on Grade 9 EQAO test</p> <p>- Ongoing focus on successful transition from Grade 8 to 9.</p>

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Provincial Standard in Math.  -Reading and Writing scores have shown consistent improvement over the past 5 years.				
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<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Student EQAO, CAT4 and report card results indicate a critical need for students to engage with questions mapped to Application in all strands of mathematics.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> <li>-Developing and owning a growth mindset (I can). Focus: (students, staff and parents), reflected in staff meetings, Mr. DeMaio multiplication tables songs.</li> <li>-Focus on mental math, growth mindset; learning goals, success and descriptive feedback.</li> <li>-Alignment of learning goals &amp; success criteria with descriptive feedback.</li> <li>-continue to identify instructional strategies in areas of content and pedagogy with a focus on questions mapped to application.</li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<ul style="list-style-type: none"> <li>-How do we empower students in real world context?</li> <li>-Development of a positive mindset</li> </ul>
If... Then... Statement:	-If the BT staff identify and implement a variety of mathematical instructional strategies focused on application then students' achievements on tasks will improve.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> <li>-Build more positive attitude/growth mindset towards mathematics</li> <li>-Continue mastering of basic skills and focus on Number Sense and Numeration.</li> </ul>

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	<ul style="list-style-type: none"> <li>-Help students develop strategies to deconstruct the language in math by using language learned from literacy, math wall and gallery walk.</li> <li>- Build student confidence in answering multiple questions.</li> <li>-Promote critical thinking through authentic problem-solving opportunities (application)</li> </ul>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Marker students will include students achieving between 2.5 and 2.9</p> <ul style="list-style-type: none"> <li>Gr. 1 = 4</li> <li>Gr. 2 = 3</li> <li>Gr. 3 = 2</li> <li>Gr. 4 = 2</li> <li>Gr. 5 = 2</li> <li>Gr. 6 = 1</li> <li>Gr. 7 = 2</li> <li>Gr. 8 = 2</li> </ul> <p>-ESL students need to be moved however, language is the main focus at this time.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> <li>-School wide support for teaching of basic number and numeracy skills (math minute and daily basics)</li> <li>- Invite teachers to participate in a collaboratively to show student artifacts, analyze student work and use the finding to identify next steps.</li> <li>-Use of Four Step Problem Solving Model.</li> <li>-Compare pre/post survey of student engagement in math.</li> <li>-Create opportunities for utilization and alignment of learning goals</li> <li>-Displaying of student work I classroom hallways with a math focus that reflects learning goals, success criteria and descriptive feedback</li> <li>-Use of technology to support math strands (prodigy, xtramath, mpower)</li> <li>-Increase modeling and utilization of gradual release model</li> <li>-School wide math problems (gallery walks)</li> <li>-Collaboratively construct math word walls, anchor charts and other visual display of mathematical ideas.</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 authentic learning situations that begin with the variety of prior knowledge and experiences that our students bring to learning situations.</li> <li>-Select learning materials that reflect the many backgrounds of our students, allowing all students to see themselves reflected in the texts and other resources used in school.</li> </ul>

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<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>ISP classes – students use Jump Math program</p> <p>IEP and ELL students to receive support through Leaps N Bounds, Jump Math and Math Makes Sense</p> <p>Extra time, preferential seating, small group instruction, guided practice, modeling, breaking problems down to simpler form, differentiated instruction, use of technology</p>
<p>PD Required for Staff</p>	<p>Code Days to support alignment of learning goals, success criteria and descriptive feedback</p> <p>In-services for teachers new to grade or division</p> <p>TEAMS conference for teachers</p> <p>Work with Math Resource Teach to establishing math walls with common vocabulary and use of manipulatives, knowledge &amp; skill</p>
<p>Measures/Evidence of Success to be used</p>	<p>Tracking marker students</p> <p>Analysis of students work</p> <p>Use of Jump Math, mental math, strategy checklist</p> <p>Pre and post assessment (Key assessment question and end chapter assessment)/EQAO / CAT4 results, report card marks</p>
<p>Resources Required (human, material, #code days)</p>	<p>Creating Positive Mindset in Math Class</p> <p>Prodigy, Mpower, xtramath</p> <p>Code days to support staff collaborative sessions: growth mindset, learning goals, success criteria and descriptive feedback</p>