

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	Blessed Trinity, Lawrence, Area 4
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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, SSI, etc.)	Other (SSLN, EDI, etc.)
-EQAO-Primary R-92%, (2014-70%, 2013-62%) W-100%, (2014-90%, 2013-88%), M-92%, (2014-70%, 2013-69%) -EQAO- Junior R-78%, (2014-76%, 2013-53%), W-83%, (2014-82%, 2013-71%), M-52%, (2014-47%, 2013-29%)	-Safe and caring schools survey _EQAO perceptual data, attitudes toward math -Primary-83% like math, (2014-40%, 2013-62%) -Junior-41% like math (2014-29%, 2013-53%) -2016-School to conduct their own survey	-Low parent engagement -Large number of single parents who are not engaged in their children's learning -Average performing school -Median combined Family Income \$43,170 -25% of families receiving government transfer payments -34% Single parent families -37% have low family income -11% of families are unemployed -16% were born outside of Canada -27% English is the second language spoken at home -45% are renters -6% parents have not completed secondary school	-Empower used to support students in ISP-LI & LD -International visa students -Lexia program used to support students in ISP-Li, LD, behaviour and Special Ed	-SSLN focus on mathematics -Examine gaps on Grade 9 EQAO test

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning	Student EQAO & CAT4 results indicate a critical need in basic numeration and number sense. This will be addressed through a balanced math approach that focuses on mental math, growth mindset; learning goals, success criteria and descriptive feedback.
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problems we need to solve - Professional learning focus for this year.	
From the data, what learning condition will support increased achievement?	<ul style="list-style-type: none"> -Growth mindset (focus: students, staff and parents) -Reflected in monthly newsletter and staff meetings -Karate Math Challenge -Differentiated instructions (modelling, group work, gradual release) -Focus on mastery of basic number sense and numeration -In-service for teachers new to a grade/division -Money for new resources (math makes for each grade) -Alignment of learning goals & success criteria with descriptive feedback -PD for success criteria and jump math mental math strategies -PEI & NS Mental Math Strategies

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we empower students to learn basic computational skills and develop a positive mindset?
If... Then... Statement:	If the BT staff learns a variety of mathematical instructional strategies on number sense and numeration then students will be better equipped to demonstrate and apply conceptual and critical thinking skills in multiple ways.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> -Promote a positive attitude/growth mindset towards mathematics -Mastering of basic skills -Promote critical thinking
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Marker students will include all primary and junior students achieving 2.9 on EQAO and on CAT4
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -Support for teaching of basic number and numeracy skills (math minute and daily basics) -Sharing of student artifacts -Create opportunities for utilization and alignment of learning goals -Displaying of student work in classroom, hallways with a math focus that reflects learning goals, success criteria and descriptive feedback -Use of technology to support math strands -Increase modelling and utilization of gradual release model -School wide math problems (gallery walks-Karate Math Challenge) -Grade 1, 2, 3, 6 and 7 classes using Math Make Senses -Grade 3, 6 and 7 class using interactive Math Makes Sense -Student created practice test questions -STEM

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	<ul style="list-style-type: none"> -Junior Achievement-Financial Literacy -Math vocabulary displayed in all classes all the time Mpower-TVO -Staff will make Learning Goals explicit.
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -ISP classes students receive math support through Jump Math -IEP and ELL students to receive support through Leaps N Bounds, Math Makes Sense Extra time, preferential seating, small group instruction, guided practice, modelling, breaking problems down to simpler form, differentiated instruction, use of technology
PD Required for Staff	<ul style="list-style-type: none"> -In-service for Jump Math mental math strategies -Code days to support alignment of learning goals, success criteria and descriptive feedback -In-service for teachers new to grade or division -TEAMS conference for teachers -STEM Work with Math Resource Teacher on establishing math walls with common vocabulary which will extend to secondary panel
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> -Tracking marker students -Analysis of student work -Use of Jump Math mental math strategy checklist -Pre and post assessment (key assessment questions and end chapter assessment) -EQAO/CAT4 results, report card marks
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> -Jump math assessment charts for mental math strategies -Setting up positive norms in Math class -Prodigy -Code days to support staff collaborative sessions: growth mindset, learning goals, success criteria and descriptive feedback -Money to purchase Math Makes Sense in grade 3 (textbook and workbook)