# TCDSB K to 12 Professional Learning Form 2017-2018

| SCHOOL - Prin - Sup | Holy Angels,  Principal: Neil McGrath, Superintendent: Doug Yack |
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**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.) |
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| -EQAO (past data) <br>-CAT4 <br>-Report cards <br>-Assessments <br>-Student Work <br>-Teacher Observations | -Safe and Caring School Data | -Holy Angels Community Demographic Data from DIP | -Empower Reading Program <br>-ELL | -Intermediate teachers worked with the SSLN teams <br>-Math Resource Teacher working with Primary Division |

| URGENT CRITICAL LEARNING NEED <br>Explain in 140 characters or less … student learning problems to solve -  Professional learning focus for this year. | -Focus on problem solving strategies and communication, so students can deconstruct, solve a problem, and communicate their understanding. |
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| From the data, what learning conditions will support increased achievement? | - School-wide Mental Math time <br>- individual student conferences (with "students to move") <br>- Co-teaching (allowed increased observation of students, and effective feedback to students and teachers) <br>- extra practice activities for the "students to move" (focused on areas to improve in) <br>- review and re-take/re-do certain math problems/ questions/ assessments <br>- 3 Part Lesson <br>- Multiple way to solve problems <br>- BANSHO instruction <br>- Math Buddies (cross-divisional) |

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

| Collaborative Inquiry Question (What is the problem of practice?) | How can we support students in the development of their problem solving skills, and communicating their understanding? |
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| If… Then… Statement: | If we focus on problem solving strategies and effective communication, then students will have a better understanding of how to approach, deconstruct, and solve a problem, and communicate their understanding effectively. |
| Learning Goals (related to urgent critical learning need) | To help students to:<br>- Understand and use math vocabulary appropriately.<br>- Use a variety of problem solving strategies.<br>- Deconstruct a math problem.<br>- Improve our use of the 4 steps to problem solving.<br>- Improve Mental Math skills. |
| Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s),  etc) | - Each grade will select 2 marker students ("students-to-move") who are currently achieving between 2.5-2.9 (based on relevant assessment data) to move to a level 3 or above.<br>- For grade 6 students, note student achievement from Grade 3 EQAO (those who achieved 2.5-2.9 are also "students to move") |
| Actions/Interactions (What will we do to meet our goals?) | - Focus on Application and Thinking categories (achievement chart) during problem solving activities (vs. knowledge/understanding category)<br>- Weekly Mental Math: school-wide scheduling- assists students with strategy selection, confidence, attitude (grit/growth mindset), etc.<br>- Math Buddies (cross divisional)- focus on communication and problem solving strategies<br>- Use of New, revised Long-Range Plans (planning by theme)<br>- Use of new resources (i.e., Jump Math)<br>- In-house PD on software applications to support student learning through Technology<br>- Problem of the week<br>- Co-Teaching and collaboration amongst staff<br>- High yield strategies (Basho, three part lesson, math congress)<br>- Math wall for current vocabulary, learning goals, success criteria and evidence of student learning<br>- Student conferences with marker students<br>- Guided math groups<br>- Student use of iPad during instruction and for practice<br>- Tracking student progress through Professional Learning Cycles |
| What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning? | - SSLN Numeracy PD – Intermediate Division<br>- Local Developed Numeracy PD – Primary and Junior Divisions |
| Strategies to  address the needs of students who have an IEP or are ELL | - Align teaching strategies with special education and ELL teachers to keep consistency in instruction<br>- Differentiate instruction and assessment<br>- Strategic grouping (i.e., through math groups, BANSHO, etc.)<br>- Student math conferences |

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| PD Required for Staff | - Math resource teacher support (to co-plan and co-teach in various classrooms, to facilitate a problem solving lesson, and thinking/application questions)<br>- Teacher collaboration to analyze student solutions<br>- Review and continue PD of mental math strategies (via intranet) |
| Measures/Evidence of Success to be used | - Teacher observation and assessment of student performances.<br>- Students' ability to communicate their understanding of problem solving strategies (make a table, draw a picture etc.)<br>- Students' ability to justify their thinking and reflect upon their learning.<br>- Professional Learning Cycles (NAFLC)<br>- Tracking success of Problems of the Week<br>- EQAO and CAT4 results.<br>- Report card grades<br>- Math Wall (in front of office) focusing on mental math |
| Resources Required (human, material, #code days) | - Math resource teacher<br>- Code days to watch Ministry videos and read "Capacity Building" articles<br>- Code days to co-plan and co-teach<br>- Math anchor charts (Problem solving strategies)<br>- Professional literature (i.e. Marian Small) |

## 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?