

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	Holy Angels, Levay, Area 2
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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-inconsistent junior scores, consistent primary scores -CAT4 data-high average primary and junior scores -consistent high performing school overall	-Safe and caring schools survey, Good student engagement -EQAO perceptual data, attitudes toward math -high performing school	-parent involvement is high -CSPC actively supports academic initiatives -parents want to support school efforts with student achievement in all areas	-Empower Program-consistent positive results with high percentage of students, parent feedback has been positive	SSLN and area focus is mathematics
URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.	-Mathematics-balanced Math approach to be consistent among the divisions and sharing of best practice among the staff			
From the data, what learning condition will support increased achievement?	-implementation of a balanced mathematics approach -need consistency with junior math scores in EQAO -inquiry learning predominately in the junior division			

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we make mathematics more meaningful for our students in a balance mathematics approach?
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If... Then... Statement:	If we provide a balanced mathematics approach across the divisions, then our students will be more engaged in mathematics, and develop a positive growth mindset with mathematics and EQAO scores in Primary will remain consistent and the Junior scores will stabilize within the 5 year trend.
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<p>Learning Goals (related to urgent critical learning need)</p>	<p>-within the balance mathematics approach-building basic facts and operational skills, purposeful practice, teaching through problem solving, variety of instructional practices and intentional use of resources--provide support for staff to use these strategies consistently throughout each grade</p>
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>-focus on all grades but emphasis and Grade 3 and 6 for EQAO preparation</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>-provide opportunities for teachers to share strategies and best practices -educate and showcase balanced mathematics concepts with parents -job embedded PD -SSLN-secondary school learning, network</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>-differentiated instructions-Jump Math -support in small groups with teacher candidates and placement students</p>
<p>PD Required for Staff</p>	<p>-school embedded PD-sharing of best practices for balance math -brainstorming effective strategies, professional articles and Secretariat videos -support from Math Resource teacher-3 Part Lesson for primary division -SSLN for liaison with secondary school -visits to other schools who have successfully implemented a balanced math approach</p>
<p>Measures/Evidence of Success to be used</p>	<p>-meet EQAO targets -student work and attitudes-evidence of use of balanced math -parent feedback</p>
<p>Resources Required (human, material, #code days)</p>	<p>- 15 code days to support SLIP/Urgent Critical need -SSLN days -professional resources for staff-Ministry resources, professional books and journals -support from Math resource teacher and coach -classroom resources to support balanced math if required</p>