

TCDSB K to 12 Professional Learning Form 2017-2018

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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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
-Gr. 6 EQAO Math scores low to very low year-over-year. -Gr. 3 EQAO Math scores are below provincial targets. -Thinking and Application questions continue to be more challenging for our students (4-year analysis). -Measurement and Geometry & Spatial Sense continue to be the most challenging for our students (4-year analysis). -Annually, CAT4 data shows stronger results relative to EQAO.	-Many parents report having difficulty supporting their children’s learning of Math at home. -Most students have internet access at home. -French Immersion students receive Math instruction in French up to Grade 5.	-8% of students have an IEP. -Majority of students were born in Canada; majority of parents born outside. -2 Ntile of parents without high school diploma. -25% of families have a low combined income. -1/4 of students live in lone parent families. -28% of students speak a second language at home.	-LD and MID ISP programs. -1.5 S.E.T.	-Intermediate teachers work with SSLN teams. -EDI mean scores lower than board and provincial scores in the area of Health and Wellness, Emotional Maturity, Language Development, and Communication and General Knowledge. -42% are “vulnerable” on at least one EDI measure.

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students lack ability to apply knowledge and understanding of basic math concepts to solve multi-step problems.
From the data, what learning conditions will support increased achievement?	Availability and use of meaningful resources to support the teaching of Mathematics.

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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: 1) developing Knowledge and Understanding; and, 2) applying to solve multi-step problems across all Math strands?
If... Then... Statement:	If instruction focuses on strengthening students' Knowledge and Understanding, and resources are incorporated which allow for greater support both at school and home, then student achievement in Mathematics will improve.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> -Students will have improved capacity to solve basic Math computations. -Students will solve application questions with greater accuracy. -Teachers will identify and use with fluency, on-line and print resources beyond Nelson Math to support students in their solving of multi-step problems.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Attention to be given to all students with the objective of further advancing Level 3 and 4 students, and supporting Level 1 and 2 students to achieve provincial standards.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -Teachers teaching teachers through arranged lunch and learn sessions. -SIT to continue to identify and share with staff, a suite of "usable" teaching resources. Examples include: U of W Problem of the week, Nelson Math Teacher Centre and On-line teacher resources, JUMP Math, Khan Academy, EQAO teacher resources, and Knowledge Hook. -Mental Math strategies for each grade will be shared with teachers, who will engage with students on a daily basis. -Teachers will use long range planners available through the TCDSB Math Department to support their practice. -Teachers will use diagnostic assessments to inform their instruction in Mathematics. -Teachers will track student performance and share observations and student work samples during dedicated divisional meetings throughout the year.
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	School is in the early stages of development. We look forward to drawing on knowledge, insight, and resources from other schools and the boards Equity and Diversity department.
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -Direct, explicit teaching of Math concepts. -Access to support from special education teachers.

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<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -Opportunities for teachers to share in-class observations, student work samples, and assessment data as a means of guiding teaching practice. -Demonstration of and opportunities to practice with effective, readily available teaching resources to supplement Nelson Math. -Develop understanding of various strategies to solve Math computations -Explore various representations of Math and how students can use to solve problems. -Engage with manipulatives and deepen knowledge regarding how they can be used to support student learning. -Share best practices with colleagues specific to classroom management when working with small groups.
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -Assessment results gathered throughout the school year. -Anecdotal evidence from teachers' in-class observations. -Results of 2018 EQAO assessment.
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -Gathering of teacher-identified "usable" resources (e.g., U of W Problem of the Week, student use of crib sheets, Nelson Math Teacher Centre and On-line teacher resources, JUMP Math, Khan Academy, EQAO teacher Resources, Knowledge Hook). -Code Days to allow teachers to share effective use of resources noted above and to collaborate on lessons and engage in moderation of student work. -Reliance on support from Math Resource Teacher and Student Achievement Officer. -Purchase of Math resources, as needed. -Sharing of, and opportunity for teachers to engage with, grade-specific mental math strategies.

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?