

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.)
EQAO – Gr 3 Math - 90% student achieving level 3 and 4 in Math Reading – 92% of students achieving level 3 and 4 Writing – 93% at level 3 and 4 Gr 6 Math – 75% students achieving level 3 and 4 Reading – 94% Writing – 98%	School Safety -84 % feel very safe outside during recess School Climate -82.2% students feel that their school is a happy and welcoming place to learn -90% of students believe that the adults in the school have high expectations for them.	589 students -36 IEP's -14 Gifted Students -41 ELL Learners -42.1% Second Language at home -16.5% students born outside of Canada -19.3% Single Parent Families -25.2% Rental Housing		SSLN – Pathways with Bishop Allen

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students continue to be successful in the area of “Knowledge and Understanding.” The areas of need are in “Application”, “Thinking”, and “Communication”, particularly in solving multi-step problems. Data Management and Probability are areas of need. These strands are usually taught towards the end of the second term and might be skimmed or pushed to the end in some cases.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> • Differentiate instruction • Use of descriptive feedback, based on success criteria, • Create conditions that promote collaborative learning cultures

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Although there has been an increase in Grade 6 students achieving a level 3 and level 4 in math (75%), students continue to experience difficulties in multi-step problems, with communication, thinking and application. Data management and Probability presented the greatest challenge and might be that it is the last chapter taught in some grades.</p>
<p>If... Then... Statement:</p>	<p>If students utilize the success criteria, four-step problem solving model and on-going descriptive feedback, then students will have a greater understanding and level of success with multi-step problems.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>Students will communicate their mathematical thinking and processes by:</p> <ul style="list-style-type: none"> • Using mathematical language • Learning to improve the quality of their work by utilizing teacher and peer descriptive feedback • Share strategies and challenges with their peers through cooperative learning
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> • Focused support will be provided to strengthen math learning, for students achieving level 2.5 to 3.1, especially in the junior grades (grades 4, 5, and 6). • Focus on females as achievement results indicate that girls outperform boys in math in grade 3 and significantly declines in grade 6, same cohort of girls achieving 100% in EQAO in grade 3 to 71% in EQAO in grade 6)
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> • Math Learning Goals and success criteria will be co-created and posted (modelled and practiced). • On-going assessment throughout the chapter (to guide teaching) • Teachers to provide ongoing, descriptive about student learning • Incorporate EQAO sample questions (open response and multiple choice questions) into unit tests and to use the scoring guide to evaluate and assess answers • Sustained focus on instruction and learning, maximize learning time-60 minutes per day of protected math time • Reverse teaching order of Data Management and Probability • Posting of Math Work Wall/new math vocabulary in classroom • Creating Math Journals • Post EQAO key words and definitions in the classroom • Use of relevant authentic tasks (the need for real world connections to math) • Use of Math talk (More math talk during consolidation of lesson) • Continue with high expectations for teachers and students in math (identify ambitious targets against which progress in learning and student achievement are measured) • Adopt a growth mind set amongst staff in regards to student achievement

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<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"> • Co-planning, co-teaching • Sharing of best practices between grade partners and divisions • EQAO workshops • Technology Math workshop • Monthly staff meetings incorporated PD in math/descriptive feedback
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> • Differentiated Instruction • Partnering with a stronger student • Teacher to scribe for assessments • Alternative assessments – reduced questions • More hands-on examples • Use of assistive technology
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> • PD in 3 part Math lesson • PD with Math Resource (ex. Trajectory of problem solving) • Examining effective math classrooms and balanced math instruction
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> • Conference with students • Triangulation of data (conferencing, products, observations) • On-going assessment of learning • EQAO Data • Provincial Report Card Data
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> • Code 92 Days for PD- 12 extra code days • Math Resource Personnel to assist/facilitate • Math Aps/PD with staff

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?