

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	Josyf Cardinal Slipyj, Iwasykiw, 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 – Downward trend in Grade 6 students achieving level 3, 4 in Math 2011-2012 96% 2012-2013 90% 2013-2014 65% 2014-2015 64%	School Safety -80% feel very safe/safe outside during recess School Climate -71 % love/like the school EQAO – Student Questionnaire -51% students stated that they are good at Math -44% students are able to answer difficult math questions -44% students think about the steps they will use to solve math problems.	600 students -51 IEP's -14 Gifted Students -32 ELL students -42.1% (3 Ntile) Second Language at home -15.7% (5 Ntile) students born outside of Canada -19.6% (9 Ntile) Single parent families -28.7% (7 Ntile) 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.	Facilitating students to solve math problems using oral and written communication, using math terminology, math vocabulary, and math dialogue.
From the data, what learning conditions will support increased achievement?	-Differentiated instruction -More collaboration, facilitate learning in a nonthreatening environment -developing a growth mindset with teachers, students and parents

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:



<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>EQAO levels of students achieving level 3 and 4 in math in Grade 3 are 80 to 90%. There is a significant downward trend in Grade 6 in math. CAT scores indicate proficiency in Number Sense and Computations. Problem - Students experience difficulties communicating their math solutions, in both oral and written form. Teachers need to give students more opportunities to dialogue and to express different solutions to math problems.</p>
<p>If... Then... Statement:</p>	<ul style="list-style-type: none"> - If teachers present different strategies to solve math problems then students can choose to pick what's best for them that leads to student success - If teachers promote a growth mind set then students will persevere and learn how to persevere in solving math problems. - If we create a culture of high achievement towards mathematics then student achievement and perceptions in mathematics will increase as measured by standardizes assessments and EQAO perceptual data.
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> - To have students communicate both orally and in written form using math language, math vocabulary, and math terminology.
<p>Marker students who will receive intervention (subgroups e.g., Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> - Focused support will be provided to strengthen math learning, for student with special education needs and level 2.5-2.9 students.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - Sustained focus on instruction and learning, maximize learning time – 60 minutes per day of protected math time - Share and clarify math learning goals and success criteria with students (Ex. use of anchor charts/rubrics/success criteria in student friendly language) - Teachers to provide ongoing, descriptive feedback about student progress. - Create opportunities in the classroom for more math dialogue using math language (ex. Consolidation of lesson) - More Mental math opportunities in the classroom (5 to 10 minutes per day) - Posting of Math Word Wall/math vocabulary in classroom - Creating Math Journals - Monthly Staff Meetings to include PD in Growth Mindset - Collaborative learning, co-planning and/or co-teaching to meet the needs of students, thereby students will confidently engage in the learning process - Incorporate EQAO's sample assessment questions (open responses and multiple choice questions) into unit test and to use the scoring guides to evaluate and assess answers. - Post EQAO key words and definitions in the classroom (review) - 2 Math Leads to facilitate and share math research and practices - Parent resources and sharing of student progress at CSPC meetings and Monthly Newsletters that provide helpful tips and information on the math curriculum (ex. Online access to math resources such as Homework Help to encourage students to use these resources at home when they need help) - Professional learning opportunities for teachers - High expectations for teachers and students in math
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> - Focused support, Jump math, collaboration, co planning, co teaching - Use of assistive technology as accommodation for students with learning disabilities and learning tools for all students
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - PD in 3 part Math lesson - Examining effective math classrooms and balanced math instruction, 3 part lesson - PD with Math Department (Ex. Solving a problem from gr. 1 to 8...to see continuous scaffolding of problem from year to year)
<p>Measures/Evidence of Success to be used</p>	<p>Assessment of learning (unit tests, quizzes, key questions, presentations) Pre and Post Assessments Triangulation of Data (conferencing, products, observations) Rubrics and Checklists Provincial Report Card Data Perceptual Data on EQAO student surveys</p>

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<p>Resources Required (human, material, #code days)</p>	<p>Math Department Personnel to assist/facilitate Code Days for Professional Development TCDSB Balanced math Instruction K-8, 2016 Final Nelson Math Resources Ontario Math Curriculum Mathematical Mindsets- Jo Boaler Capacity Building Series- Communication in the Mathematics Classroom</p>
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