

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	O L of Sorrows, Genova, Area 2
---------------------	--------------------------------

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.)
<p>-EQAO: junior scores can as a whole consistently drop in comparison to primary scores,</p> <p>-CAT4 data: high average primary and junior scores</p> <p>- Report Card: high achieving overall</p> <p>-Consistent high performing school overall -SS dialogue: Continue the conversation regarding graduating students and their academic progress at associate SS school</p>	<p>-Safe and caring schools survey, excellent student and parental engagement, implement the 'The School Economy' on macro level</p> <p>-EQAO perceptual data, attitudes toward math -high performing school</p> <p>-Outdoor education and leadership initiatives are well received and help to engage students within the academic year</p>	<p>-parents are fully engaged with the community of learners as active participants</p> <p>-CSPC actively supports academic and various co-curricular initiatives throughout the academic year</p> <p>-parents want to support school efforts with student achievement in all areas</p>	<p>-In-House programming of EQAO Club, Chess and Mathematics has received positive feedback from stakeholders</p> <p>-In-House programming has yielded positive returns</p>	<p>SSLN initiatives, area 1 (PLT) focus is mathematics and Literacy and Numeracy after-school program.</p>

<p>URGENT CRITICAL LEARNING NEED</p> <p>Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.</p>	<p>-Mathematics: balanced Mathematics approach to be consistent among the divisions and sharing of best practice among the staff</p>
<p>From the data, what learning condition will support increased achievement?</p>	<p>-Implementation of a balanced mathematics approach - Pilot of the 'flipped' mathematics class (all grade 5 students) -Require consistency with junior math scores in EQAO -inquiry learning, making learning personalized - Technology Tuesdays: Continue best practice sharing sessions</p>

TCDSB K to 12 Professional Learning Form 2016-2017



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 (inquiry-based focus)?
If... Then... Statement:	If we provide a balanced mathematics approach across all 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.
Learning Goals (related to urgent critical learning need)	-Balance mathematics approach: building basic facts and transferable skills, purposeful practice, teaching through problem solving, variety of instructional practices and intentional use of resources--provide resources, both human and tactical, for staff to use these strategies consistently throughout each grade
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Focus on all grades but emphasis and Grade 3 and 6 for EQAO preparation -IIR Data: used to identify students 'at-risk' -Literacy periods used to support identified students (2 blocks of 30 minutes per week), from the FSL teacher
Actions/Interactions (What will we do to meet our goals?)	-Technology Tuesdays: Provide opportunities for teachers to share strategies and best practices, technology and beyond -Mathematics Night: Educate and showcase balanced mathematics concepts with parents -Job embedded PD, as well as PAL opportunities. Actively seek PD opportunities by sharing upcoming aligned PD (PAL dates) -SSLN: secondary school learning network, continue to collaborate with associate SS
Strategies to address the needs of students who have an IEP or are ELL	-DI: differentiated instruction -Jump Math and Nelson Workbooks: support in small groups with teacher candidates and co-op placement students -Numeracy Program - after-school -Math Club: Peer2Peer tutoring
PD Required for Staff	-Staff Meeting and Tech Tuesdays: School embedded PD-sharing of best practices for balance math -Support from Math Resource teacher -3 Part Lesson for primary division -SSLN for liaison with secondary school
Measures/Evidence of Success to be used	-Achieve EQAO benchmarks -Student work and attitudes -Evidence of use of balanced math -Staff and Parent feedback
Resources Required (human, material, #code days)	-20 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 Math Leads at OLS -Classroom resources to support balanced math if required