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.)

<table>
<thead>
<tr>
<th>BACKGROUND – DATA ANALYSIS</th>
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</thead>
<tbody>
<tr>
<td>Student Achievement Data (EQAO, CAT4, etc.)</td>
</tr>
<tr>
<td>- Gr. 3 &amp; 6 EQAO Numeracy Scores - EQAO Numeracy Data Analysis - CAT/4 - Report Card Marks</td>
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</tbody>
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URGENT CRITICAL LEARNING NEED
Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.

- Improve achievement in math thinking and application type questions to address the drop in EQAO scores from Grade 3 to Grade 6 in numeracy

From the data, what learning conditions will support increased achievement?

- continued SSLN focus on KTCA
- greater teacher focus on creating a ‘thinking’ classroom through regular application of knowledge in problem solving
- EQAO problem of the week- application and thinking questions
**PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:**

| Collaborative Inquiry Question (What is the problem of practice?) | Why do EQAO numeracy scores drop from grade 3 to grade 6?  
How do we increase the number of grade 6 students who achieve the provincial standard in EQAO?  
How do we narrow the discrepancy between report card marks in math and EQAO scores in numeracy? |
| --- | --- |

| If... Then... Statement: |
| --- | --- |
| **Learning Goals** (related to urgent critical learning need) | If students are provided greater opportunities to answer thinking and application type questions, then more students will achieve the provincial standard in numeracy. |
| **Marker groups that will receive intervention** (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc) | - Numeracy Diagnostic Assessment of students-level 2 to 2+ ‘students to watch’ based on numeracy diagnostic assessment (provided by classroom teachers in October) |
| **Actions/Interactions** (What will we do to meet our goals?) | - Greater focus on the consolidation portion of the math lesson will allow students to explore different strategies/steps to arrive to the answer  
- Problem of the Week (Application and Thinking questions)  
- Include more application and thinking questions in daily work and tests.  
- Periodically include thinking and application questions from past chapters for consolidation of learning (instead of only providing questions from the current unit of study)  
- Monitor progress by providing pre- 8 post questions with regularly scheduled ‘check-ins’ and tracking sheet (September to November; November to February; February to May).  
- Develop tests that reflect more balanced assessment based on EQAO and Grade 9 KTCA |
| **What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?** | - Engage staff in opportunities to explore inquiry-based approaches  
- Professional learning through the Capacity Building Series  
- Co-learn with staff on what makes up a thinking and application question and to develop success criteria to achieve a level 3 or higher |
Strategies to address the needs of students who have an IEP or are ELL

- Differentiated instruction
- Provide greater daily opportunities for students to work with peers and teachers on application and thinking questions
- Practice mental math strategies to use as a tool when answering questions
- Consider prior knowledge, interests, learning style when determining questions

PD Required for Staff

- Staff to work with colleagues and math resource teacher to develop application and thinking question bank for one or two math strands (for student work and student assessments)

Measures/Evidence of Success to be used

- EQAO 2018 results in Grade 6 numeracy
- Report Card marks in math will align with 2018 EQAO results of numeracy in Grade 3 and 6

Resources Required (human, material, code days)

- ½ Code Day (Total 4 Days) per grade (Grades 1-8), to examine and then create thinking and application questions for 2 strands over the school year
- ½ Code Day (Total 4 Days) per grade for moderated marking
- ½ Code Day per term (Total 4 Days), per grade for co-teaching/observation of ‘students to watch’ during math lesson

**Total code days: 12 Code Days**

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?