TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Santa Maria, Carreiro-Neto, 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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
-Report Card Data reviewed – number sense and numeration identified as a need -2014-2015 Grade 3 EQAO; 35% at Level 2; 52% at Level 3 & 4 -Grade 6 EQAO; 33% at Level 1; 38% at Level 2; 19% at Level 3; 0% at Level 4 -CAT4 assessments were incomplete for 2015-2016 year	-5 parents have volunteers to be on our CSPC -Some students with an "I can't attitude"; need to work on growth mindset	-230 students -Diverse background -Transient community	-ME ISP class -Special Education -ESL	-SSLN with Blessed Archbishop Romero

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems we need to solve - Professional learning focus for this year.	-What does an effective math program look like? -students need to work on more thinking and application math questions
From the data, what learning condition will support increased achievement?	--from EQAO 2014-2015 results, the scores on open response thinking and application (level 3 & 4) math questions are below the board and provincial levels -students need more practice with thinking and application questions -number sense and numeration identified as a need -students need practice with breaking down multi-step problems -develop a growth mindset

	-work on developing 3 part math lessons -discussing what an effective math program looks like -CIL

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	**How do we improve student learning in number sense and numeration (our students struggle with multi-step problems)? Students need to show and justify their mathematical thinking as they work through multi stepped math problems.**

If… Then… Statement:	If we implement effective high yield strategies (mental math), use common assessments tools (PRIME diagnostic) collect student achievement data (pre & post, EQAO Application & Thinking questions) then achievement in Open Response and Application type questions will improve.
Learning Goals (related to urgent critical learning need)	-Santa Maria staff will engage in professional development by studying mathematics for teaching, focusing on number sense and numeration -staff will deepen understanding of the curriculum and refine instruction to improve student learning
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Grade 6 students -students achieving 2.5 – 2.9 -support students with IEPs in Grade 6 -support new to the country who are learning English -math coach working with Grade 6 students
Actions/Interactions (What will we do to meet our goals?)	-school identified by the Ministry as a RMS school -16 code days for PD, Grade 3 -6 teachers, inclusive of our Spec. Ed staff -to study mathematics for teaching, analyze student work; plan, practice analyze bansho (board-writing); consolidation and engage in co-planning and co-teaching; monitoring achievement through teacher moderation of common assessments and professional learning cycles -student voice, parent voice -engage CSPC -students will be given opportunities to show and model their mathematical thinking -student-led math learning walk in February (First Term Parent/Teacher Interviews) -Sp. Ed. Teacher integrated into the regular classroom to co plan and teach math; working in math groups in the class and in alternate settings -prodigy used at home -use PRIME for math diagnostic assessment -Math word wall -SSLN groups, our intermediate teachers will develop focus of SSLN with our secondary teachers from Blessed Archbishop Romero
Strategies to address the needs of students	-special education teacher is co planning and co teaching with Gr. 6, 7, and 8 teacher

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who have an IEP or are ELL	-reviewing IEPs; understanding of the IEP and its implementation as a working document -on going discussion of students with IEPs and their achievement in mathematics -small group instruction with ESL teacher for students new to the country
PD Required for Staff	-Studying math for teaching (key mathematical concepts, learning network trajectories learning, coordinating class discussion for co-construction of mathematics success criteria in relation to the lesson learning goal -using student thinking to co-construct success criteria during After (Consolidation) and preparing and structuring bansho (board-writing) -a focus on Number Sense and Numeration -Professional dialogues and readings in a small group setting alongside administration -mental math strategies -3 part math lesson
Measures/Evidence of Success to be used	-instruction delivery of 60 minutes of math -student work samples (random collection); student work posted outside the classroom in all grades -students to watch observations -common assessment – increased use of assessment for, as and of student achievement -observation and interview of students learning -learning goal and success criteria is posted -Standardized testing – CAT4 and EQAO (May 2017) -Report Card Marks -Surveys about student mindset (how do they feel about mathematics?)
Resources Required (human, material, #code days)	-Principal Learning Team – Santa Maria, St. Marcellus, Our Lady of Victory -SLIP meetings with superintendent -Student Success Coach -Math Facilitator -Math Lead – 5 days of PD - PRIME -Code days to be used for PD with staff; RMS school – 16 code days -M.O.E. Mathematics Curriculum, 2005 -M.O.E. Learning for All, K-12, 2013 -M.O.E. Capacity Building, Every Student/Every School -Making Math Meaningful by Marian Small -Good Questions: Great Ways to Differentiate Mathematics Instruction by Marian Small Monographs (MOE)