

TCDSB K to 12 Professional Learning Form 2015-2016



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| SCHOOL NAME | St. Andrew | Sup. Area | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Debby Culotta |
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Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., 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, etc.) | Other (SSLN, SSI, EDI, etc.) |
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| N/A | | | | |

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| <p><i>From the data, what key factors are identified for increasing Student Achievement?</i></p> | <p>We will continue with our pursuit of excellence in Numeracy based on data from previous years: Improving student explanation (communication and reasoning) of their mathematical thinking to problems; co-constructing mathematical concepts, methods and procedures from students' mathematical thinking during After (Consolidation); bansho (board-writing) provides students with visual record of their collective thinking; student note-taking requires students to process their thinking through several transitions of receptive and expressive language, in oral, concrete models and in written forms</p> |
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| URGENT CRITICAL NEED | <p><i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Closing the gap in achievement in Mathematics for students who come to us with no prior schooling and for whom English is a new language. Students need to improve in their mathematics achievement, in the area of problem solving and mathematical communication, with an emphasis on reasoning and proving</i></p> |
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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| <p>Collaborative Inquiry Question (What is the problem of practice?)</p> | <p>How can we get students who are new to the country and to formal schooling "caught up" sufficiently to be successful in elementary school and subsequently high school?</p> |
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| <p><i>If... Then... Statement:</i></p> | <p>If the St. Andrew staff engage in collaborative teacher inquiry to identify and improve our Mathematical Content Knowledge then we will refine instruction and improve student achievement.</p> |
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| <p>Learning Goals (related to urgent critical need)</p> | <ul style="list-style-type: none"> -as part of our planning, include and address language learning goals alongside mathematics learning goals; -combine language learning and mathematics learning in the same activity; -ensure students have opportunity to talk and write mathematical language -develop precision in students' mathematical understanding and communication, orally, using concrete materials, labeled diagrams and written explanations <p>Identify and co-construct mathematics success criteria in relation to lesson learning goals with students, recorded in Highlights/Summary</p> |
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| <p>Actions/Interactions (What will we do to meet our goals?)</p> | <p>Monthly meetings for each division, inclusive of our ELL and Spec. Ed s to study mathematics for teaching, analyze each other's classroom artefacts; plan, practise analyze bansho (board-writing); consolidation and engage in co-planning and co-teaching; teacher moderation of common assessments; public research lessons with York U teacher candidates;</p> |
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| <p>PD Required for Staff</p> | <p>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</p> |
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| | (Consolidation) and preparing and structuring bansho (board-writing); public research lessons with a focus on Number Sense and Numeration (e.g., proportional reasoning, number operations) |
| Measures/Evidence of Success | School-wide surveys (e.g. equivalency, mental math, NSN (especially proportional reasoning); student work samples (random collection); students to watch observations; Common assessments; observation and interview of students learning and teachers engaging in math instruction |
| Resources Required (human, material, code days) | 6 code days/teacher $37 \times 6 = 222$ days 4 code days/ECE $6 \times 4 = 24$ days Luca Vetta: Student Success Coach; Working with St. Stephen, St. Roch and St. Andre As an OFIP school \$15 000 from Ministry will assist in paying for these days; |

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

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?