

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	St Andrew, Culotta, Area 1
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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.)
<p>-since we have no EQAO data or CAT4 data from last year, we are in the process of collecting data through the following: released EQAO questions have been administered to this year's grade 4's and 7"s: from this data we have established that our students struggle most with application and thinking questions, regardless of strand -we are also administering during the month of October, our school-wide "equivalency" question to assess our success with teaching strategies over the past two years which focused on equivalency -this year we are</p>	<p>-teacher confidence in teaching mathematics has dramatically increased through our focused math study over the past 4 years -students readily proclaim math to be their favorite subject -all staff are on-board with studying math content and implementing common strategies across all grades -students have become very capable communicators when explaining their mathematical thinking -staff take pride in their professional collaboration and have extended their learning through presentations at math conferences and</p>	<p>-70% of the school are from the Middle East (Iraq) -many of our students who arrive as refugees have never been to school before -2nd largest demographic are from Ghana and Nigeria; many of these students have also experienced limited prior schooling</p>	<p>- we have a 5th block teacher who instructs students from our school; students who go into this program generally see a great improvement in their decoding skills -we have sent many students to empower program at St. Angela's where they make considerable gains with decoding abilities</p>	<p>EDI supports our demographic data most of our community struggle financially</p>

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<p>also administering a word problem to all students in grades 3-8 which is algebra-based but is accessible to younger students who choose to use strategies like drawing pictures or T-charts. The numbers within the question are not too large for the primary students to compute</p>	<p>public research lessons which they have facilitated and delivered.</p>			
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<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.</p>	<p>Bridging gaps in Mathematics for students who do not speak the language and for whom we are their first formal schooling experience</p>
<p>From the data, what learning condition will support increased achievement?</p>	<ul style="list-style-type: none"> - our staff is dedicated to continuing on the path we started four years ago with our Math Study Groups -we will continue to conduct ourselves as a productive and effective professional learning community -we continue to invite board personnel as well as members of the Ministry of Education to join us in our learning and to build capacity

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How can we best service our student community to bridge learning gaps which exist in Mathematics ?</p>
<p>If... Then... Statement:</p>	<p>If we continue to build our content knowledge in mathematics, practice co-planning and co-teaching 3-part lessons and include our ELL teachers in the learning, then our students will demonstrate increased achievement in Mathematics..</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> -to co-plan 4 times/year/division viable and useful professional development for staff -to include 7 ELL teachers in all of our professional development -to continue to learn best practices for marrying literacy and numeracy in

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	<p>the ELL program</p> <ul style="list-style-type: none"> -to focus on creating questions which are application or thinking questions in our mathematics program
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Grade 4, Key students in grade 3; Math facilitator, Nancy Palarchio working closely with all grade 4 teachers and students and is working with a small group of new to the country grade 3 students to help bridge the gap</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> -math study groups -utilize expertise of math facilitator, math resource teacher, SAO, student success coach, outside expertise/resources (Dr. Joan Moss, Dr. Bev Caswell, Dr. Cathy Bruce, Marion Small) -hold Student-Led Learning Walks which are numeracy-focused -hold family math sessions -school wide math surveys -student success coach co-teaches with all grade 6, 7 and 8 teachers
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -small group instruction modifying programming as required special education teacher is part of the professional learning community utilizing ELL teachers to support numeracy creating classes in ELL division which delineate students who are ELD, LEAP and regular step 1's and 2's and differentiating instruction accordingly
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -math content study -practice with peers to teach 3-part lesson -develop rich LG and SC which focus on math not procedure -develop questions which are reflective of application and thinking questions -continue to develop mental math strategies and our focus on equivalency
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -school-wide math questions administered 3x per year -collection of evidence on google drive -results from class assessments and observations -looking at the progress of our marker students/grade 4 using the released EQAO questions throughout the year
<p>Resources Required (human, material, #code days)</p>	<p>4 x 28 teachers code days for a total of 112; 25 of these days are code 83, the other 87 are code 92</p>