

# TCDSB K to 12 Professional Learning Form 2016-2017



The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link sent to you in a subsequent correspondence.

will be

**NOTE:** All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

<b>SCHOOL - Prin - Sup</b>	St. Demetrius Principal: Lily Hordienko Superintendent: Doug Yack
----------------------------	---

**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.)**

## 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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
-2014-2015 EQAO and CAT4 Results -Classroom Observation - Report Card marks	-all data has been considered -students feel safe and welcome at the school -many students are involved in extra curricular activities after school - parent involvement is high and the community supports the school	- the majority of students' primary language at home is not English ( Ukrainian is spoken in most homes)	-JK/SK Ukrainian Immersion -Grades 1-8: 30 minutes daily of Ukrainian Instruction	-Grade 7 and 8 teachers and administrators will continue their focus on Numeracy -Continued work with the SSLN will help to narrow the focus throughout the school year.

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Numeracy:  The students are struggling with their oral and written expression when problem solving. When using appropriate strategies, the students require teacher modelling and regular opportunities to express themselves in Mathematics.
From the data, what learning conditions will support increased achievement?	-home and school will work together to address the Urgent Critical Need in Numeracy -CSPC will have portions of the monthly meetings dedicated to Numeracy and the various strategies taught at school -home involvement further encouraged through Math Corner inserts in the monthly newsletters, including exemplars of different leveled answers. -understanding vocabulary

# TCDSB K to 12 Professional Learning Form 2016-2017



	<ul style="list-style-type: none"> <li>-understanding and utilizing the 4 Steps to Problem Solving process in the classroom</li> <li>-group work</li> <li>-communication of mathematical thinking both orally and written</li> <li>-application of knowledge</li> <li>-making connections with Math</li> </ul>
--	--

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support students in developing their mathematical thinking through oral and written expression?
---	---

If... Then... Statement:	If we assist students in becoming more proficient in developing expressive mathematical language (oral and written), then students will become more confident and proficient in numeracy.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> <li>-to develop students' abilities to communicate their mathematical/thinking process when solving a problem</li> <li>-to help students develop a greater repertoire of understanding and communication skills in Numeracy</li> <li>- through modelling, problem solving will be the focus : with home and school involved in the process</li> </ul>
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> <li>-students achieving levels 2.5-2.9 will be the focus</li> <li>-all grade levels will be involved</li> </ul>
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-BANSHO/Student work will be displayed</li> <li>-school Math Wall with key terms will be encouraged and displayed</li> <li>-math dictionary/study guides and exemplars will be widely used</li> <li>-videos and assistive technology will be an integral part of the program</li> <li>-parent Math Night</li> <li>-math learning walks during school and CSPC meetings</li> <li>-continue with key assessments</li> <li>-supplementary Math resources</li> <li>-continue with Math café</li> <li>-co-teaching with Math resource teacher</li> <li>-TED talks</li> <li>-staff meetings utilizing Ministry monographs</li> <li>-use of Learning Goals and Success Criteria</li> </ul>

# TCDSB K to 12 Professional Learning Form 2016-2017



<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> <li>-teach specific strategies for reading mathematics and the textbook</li> <li>-model how to deconstruct unfamiliar text</li> <li>-simplify vocabulary within directions, instructions and in problem solving situations</li> <li>-allow students to act out problems or translate them into their first language for better comprehension</li> <li>-make strategic use of the learner's first language :especially in math journals and communication activities</li> <li>-consider specific gaps that might exist in the ELL's mathematical knowledge and experience</li> <li>-encourage the use of their first language in formative assessment</li> <li>-provide ample practice before giving a test: include involving the students in preparing test practice questions</li> <li>-Four Steps to Problem Solving utilized in grades 1-8</li> </ul>
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> <li>-utilizing the Math resource personnel for the school ( involve in staff meetings, instruction in the classrooms, co-teaching opportunities and grade level learning sessions with the teachers)</li> <li>-visit local schools and colleagues to share and observe best practices in Numeracy</li> </ul>
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> <li>-when analyzing student work, there is an improvement in: oral, written and visual assessments, informal and formal assessments, and post assessments</li> <li>-students are able to successfully and effectively communicate their understanding of various problem solving strategies</li> <li>-students are successfully able to justify their thinking</li> <li>-anchor charts are visible and utilized</li> <li>-effective use of the math wall</li> <li>-evidence of learning walks in the school</li> </ul>
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> <li>-“Mathematics and the English Language Learner”( supplied by the TCDSB ELL department)</li> <li>-continued use of Prodigy</li> <li>-continued use of Nelson Math, Jump Math, Math Smart, My Ontario Math</li> <li>-EQAO past practice assessments</li> <li>-analyze and reflect on student work- school focus</li> <li>- requesting 4 additional CODE days</li> <li>-dialoguing with Numeracy Resource Teacher</li> <li>-ELL Resource Teacher</li> <li>-School APT</li> </ul>

## 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?