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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 will be sent to you in a subsequent correspondence.

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

SCHOOL - Prin - Sup	Cathy Crispo – Peter Aguiar
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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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
EQAO Grade 3 and 6, 2013– 2014 and 2014-2015 School Summary Report, 2013-2014 and 2014-2015 CAT4 2013-2014 and 2014-2015 in Math and Computation TCDSB Demographic Indicators 2011-2012 and 2015-2016 Attendance Percentage of Students 2014-2015 and 2015-2016	BLIP Survey: Strong focus on student achievement and fine arts	DIP: 30% of students born outside of Canada	ELL (English Language Learning Program) Sp.Ed. (Special Education) ME (Multiple Exceptionalities)	Continue to focus on Mathematics

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Understanding and solving multi-step problems in measurement, data management within our primary and junior grades.
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From the data, what learning conditions will support increased achievement?	Differentiating mathematical instruction will help students understand problem solving and the use of manipulatives with our growing number of ELL students.
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we <i>differentiate mathematics instruction</i> to help students understand problem solving and apply strategies to solve them in a variety of ways?
If... Then... Statement:	If we support all of our students by promoting a growth mindset, nurture a love of learning in Mathematics and intently teach (explicit, direct, small group instruction) multi-step problem solving, then student achievement will improve in the areas of mathematical computation, reasoning and problem solving.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> To provide rubrics, success criteria, co-created success criteria and ongoing descriptive feedback for mathematical problems (focus on multi-step problems) To encourage a positive Growth Mindset in approaching Mathematical problems (create bulletin boards in classrooms) To differentiate instruction To implement a more balanced math program (i.e. Daily 3 Math)
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	All level two students will receive intervention in Mathematics differentiated instruction and all level 2 students will be tracked but only one student portfolio per class will be submitted for the SLIP team to analyze (rubrics, success criteria, assessments, feedback, etc.)
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> Share best practices Math Leads PD (5 sessions) Professional Activity days Tracking Pre/Post-test and Key assessment Co-creating success criteria with students Use a variety of differentiated instruction (grouping students according to grade / levels)
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> Simplify language based questions Differentiated instruction with the use of visuals and manipulatives Opportunities to practice multi-step mathematical problems
PD Required for Staff	Growth Mindset, Balanced Math; co-plan lessons, share best practices within our school community as well as neighbouring schools

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Measures/Evidence of Success to be used	Students work – key questions, pre/post-tests Tracking Level 2 students Observation/Anecdotal Opportunities to share information among staff/other schools
Resources Required (human, material, #code days)	Collaborating with math leads in developing PD for staff with focus on multi-step problem solving and implementing a balanced math program (6 code days provided)

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?