

# TCDSB K to 12 Professional Learning Form 2016-2017



<b>SCHOOL - Prin - Sup</b>	Alise Sanborn, Principal John Wujek, Superintendent Area 5
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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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p>-Gr. 3 - Improved school results from 2013-14 to 2014-15; Reading (up 3%), Writing (up 8%), Math (down 3% but 1% above the Board)</p> <p>-Gr. 6 - Improved results in Reading, Writing, Math</p>	<p>-EQAO perceptual data, attitudes toward math – approx. 60% of students indicated they like math most of the time; 30-35% of students indicated they like math some of the time; 5-10% of students indicated they never like math</p> <p>-Safe and Caring Schools Survey</p>	<p>-Special Needs – approx. 25% of students</p> <p>-ELL Steps 1 &amp; 2 – under 10% of students</p> <p>-First Language learned at home other than English – approx. 50% of students</p> <p>-Born in Canada – over 85% of students</p> <p>-Majority of our students are of Portuguese descent; many have grandparents as caregivers</p>	<p>-Empower Decoding, Empower Comprehension, 5<sup>th</sup> Block – measurable gains in reading decoding and comprehension</p> <p>-ELL program, Special Education, -Gifted, and Kindergarten Language Program (KLP) at another site</p>	<p>-SSLN and area focus is mathematics</p> <p>-Four Categories of Achievement Chart (Knowledge &amp; Understanding; Thinking; Communication; Application) with main focus on Thinking and Application</p> <p>-Problem solving and math language/literacy; Growth mindset (connected to Learning Skills)</p> <p>-Holistic approach to problem solving with multi-stranded, real-world/authentic cross-curricular connections</p>

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<p><b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>-Focus on conceptual understanding in math; problem solving of multi-stranded questions; numeracy across the curriculum and within a real world context</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>-A more focused and intentional approach to mathematics instruction with explicit teaching of the Four Categories of Achievement, specifically Thinking and Application -Making real-world connections.</p>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>-How do we support the diverse math learners in our classrooms so that all meet with success?</p>
<p>If... Then... Statement:</p>	<p>-<b>IF</b> we identify the big ideas for math learning and provide instruction using intentional strategies (within a real-world context), <b>THEN</b> student achievement will increase and the gaps between learners will decrease.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>-To identify and measure the impact of instructional strategies on math learning</p>
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc.)</p>	<p>-Gr. 3 - 8; approx. 25% per grade in problem solving?</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>- Team meetings with teacher collaboration on identifying impactful strategies within math units/strands -Pre and post assessments in order to assess impact of strategies used on student learning -Co-teaching/co-learning cross-divisionally -Instructional Strategies: 3-Part Lesson with focus on Consolidation; Co-construction of learning goals and success criteria (explicit goals based on “Big Ideas”); Learning cycles (Pre, Mid, Post Assessments - VENN diagrams); Descriptive Feedback/Teacher-student conferencing</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>-Accommodations/modifications as needed; small group instruction; reinforcement of basic skills</p>

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<b>PD Required for Staff</b>	-Talk structure (professional dialogue) -Collaborative inquiry using current student data -Pedagogical documentation and share impactful strategies across grades/divisions/school -Co-planning pre and post assessments for grade levels
<b>Measures/Evidence of Success to be used</b>	-Triangulation of data (documentation, observation, products, conversations) -Pre and post assessments -Determine impact of strategies by charting student improvement
<b>Resources Required (human, material, #code days)</b>	-Growing Success, Educational and Board websites -Nelson Math, JUMP Math -EQAO questions -Code Days for Staff PD sessions

## 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?