

TCDSB K to 12 Professional Learning Form 2016-2017



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| SCHOOL - Prin - Sup | St John The Evangelist, Graham, 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.) |
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| <p>-CAT 2015 (Grades 7) indicates a need in Number Operations and Estimation</p> <p>-EQAO 2014 (Grade 6) indicated a needs across all strands.</p> <p>-Current - Report Card Data was improved and did not reflect these needs</p> | <p>-2016 Analysis of cohorts (safe schools, internal surveys) indicated improved perception of voice</p> <p>However, this is still an important SLIP goal</p> <p>-Gr. 6 - 12% identified</p> <p>- 25% Born outside Canada</p> <p>Less and less diversity in population due to off-site location</p> <p>Socio-economic features are consistent with urban school</p> <p>-6 Ntiles between 1 to 3 "increasing numbers indicate possible overall need in the school due to demographic factors" (Censusplus.ca)</p> | <p>-Less and less diversity in population due to off-site location</p> <p>-Socio-economic features are consistent with urban school</p> <p>-6 Ntiles between 1 to 3 "increasing numbers indicate possible overall need in the school due to demographic factors" (Censusplus.ca)</p> | N/A | <p>-Intermediate participation in SSLN has been consistent</p> <p>-Good collaboration with secondary schools</p> |

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| <p>URGENT CRITICAL LEARNING NEED</p> <p>Explain in 140 characters or less ... student learning problems we need to</p> | <p>Number operations, estimation and problem solving</p> |
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| solve - Professional learning focus for this year. | |
| From the data, what learning condition will support increased achievement? | Collaborative learning (staff, students, admin) |

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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| Collaborative Inquiry Question (What is the problem of practice?) | How to improve student understanding of number operations, estimation and problem solving. |
| If... Then... Statement: | -If students participate fully in problem solving (utilizing number operations and estimation), then they will use the problem solving steps consistently and recognize role of number operations and estimation in this problem solving. |
| Learning Goals (related to urgent critical learning need) | -Students will improve their number operations and estimation skills -Students will understand steps in problem solving and use these steps consistently. -Students will understand and seek out descriptive feedback on their work |
| Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc) | - All grades – 2 students of focus from each class (4 – 5 per grade) - $\frac{3}{4}$ male cohort - 2.7 – 2.9 was achievement level (C+ or @66 – 69%) - Additional students will be focus in Term 2 (if improvements in existing marker students) |
| Actions/Interactions (What will we do to meet our goals?) | - Teachers will increase the implementation of problem solving at least 2 times per week - Students will consistently use the problem solving steps - Teachers will use descriptive feedback to increase student understanding of problem solving - Principal will work in a classroom on the problem solving process at least once per week - Principal will give timely feedback to students and teachers (conferences and classroom visits) |
| Strategies to address the needs of students who have an IEP or are ELL | - Same interventions as marker students (by special education and ELL teachers) |
| PD Required for Staff | - Descriptive Feedback (all divisions) == ⊕ (grades 1 – 8) code day - Continue Math workshops focusing on – problem solving/co-teaching (grades 1 – 8) code day - Use of technology/blended Learning = ⊕ (grades 5 – 8) staff meetings |

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| Measures/Evidence of Success to be used | <ul style="list-style-type: none">- Obvious engagement (work completed, class/group participation, increased attendance, improved behaviours - SS)- increased grades and EQAO/CAT assessments- SCSS, school survey |
| Resources Required (human, material, #code days) | <ul style="list-style-type: none">- Code Day 1: Number sense/estimation/problem solving (math Admin and math leads) co-teach (grades 1 – 8) .5 X 14 (7 code days)- Code Day 2: Descriptive feedback/Assessments (grades 1 – 8) |