

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	St John Vianney, Pires, 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.)
-Report cards -Classroom Assessments -Surveys / DIP Data * Assessments indicate critical need to be in the area of problem solving in mathematics / computational Math (CAT/4)	Review of relevant data through DIP	School Community is made up of 25 ethnic groups (largest groups are from Syria and Iraq) 60-65 % of our students speak another language at home	High ELL Population	EDI Collaborate with SSLN / Family of Schools

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.	Numeracy: Accountable Math Talk Problem Solving Strategies, Measurement & Data Management (Report Card, EQAO and Classroom Assessment Data)
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From the data, what learning condition will support increased achievement?	-Precise and explicit teaching, peer/teacher feedback, small group instruction, co-teaching, think-alouds, scaffolding and teacher modelling -Mental math integrated into daily activities to reinforce grade level computational math. -Create physical & social environments that optimize mathematical learning - display student solutions, and collaboratively construct math strategy walls, anchor charts and visual display of mathematics ideas
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	* To explore strategies that emphasize a balanced math approach that improves mental math and application through problems with real world connections.
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If... Then... Statement:	If we collaboratively build on previous skills and continue to engage students in mathematics through explicit learning goals, co-created
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	success criteria, timely descriptive feedback and use manipulatives and other interactive strategies that focus on real problems, then students will demonstrate increased engagement and improved achievement as measured through classroom assessments.
Learning Goals (related to urgent critical learning need)	-To establish a professional culture of learners engaged in Numeracy (math problem-solving, measurement and data management through accountable talk.)
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Teachers to identity 'marker students' based on classroom work and assessments and provide support (mini-lessons) scaffolding as necessary.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> - Shared Learning goals and co-constructed success criteria. (Refer to BLIP) - Meetings...share classroom results / student work * Students to Watch - Strategic use of Math Prodigy in primary/junior/intermediate grades - Math resource support/in-service - 4-step problem solving; 3-part lessons, think/pair/share/write - Co-teaching/co-planning (Math Resource Teacher)
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> -In-service staff to align assessment tasks with curriculum. -Math resource teacher support / JUMP Math -Teacher collaboration; use of manipulatives and technology
PD Required for Staff	<p>Use of code days to work with staff to support local PD / Work with math resource</p> <p>In-service staff to align assessment tasks with curriculum./ Work toward balanced math approach</p>
Measures/Evidence of Success to be used	<p>-Increased focus on mathematics throughout the school. Classroom observation, assessment results, feedback and conversations that relate to Professional Learning</p> <p>Pre/Post Unit Assessments with tracking of 'marker students' (ELL, Spec. Ed.)</p>
Resources Required (human, material, #code days)	<ol style="list-style-type: none"> 1. Curriculum Mathematics Expectations / Focus on rich problem solving tasks working with Math Resource Teacher (18 Days) 2. EQAO Exemplars 3. Focused school level PD (Code Days) Positive Norms in a Math Classroom 4. Assistive Technology, On-line homework help