

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	St Louis, Devlin, Area 2
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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.)
<p>-EQAO-consistent primary scores in numeracy until recent decline in 2014-2015 to 52% at or above provincial standard</p> <p>-EQAO- increase in junior scores in numeracy in 2014-2015 to 78% at or above provincial standard</p> <p>-EQAO- raw data indicates 50% of primary students working at level 2's in numeracy were between 2.7-2.9</p> <p>-CAT4- consistently average to high levels of students working at national percentile or above</p>	<p>-Staff survey based on anecdotal observations and classroom assessments indicates area of need as problem solving in numeracy and student motivation/engagement in problem solving</p> <p>-Safe and Caring School Climate Survey indicates that students feel safe, respected and take pride in school work</p> <p>-EQAO data indicates high levels of student engagement in numeracy with both grade 3 and 6 scores higher in sometimes for " I am able to answer difficult questions"</p>	<p>-Active and involved parent community</p> <p>-CSPC members committed to supporting academic initiatives</p> <p>-Number of Ntiles between 1-3 is 0.</p>	<p>-currently Empower and 5th Block are not programs offered at St. Louis</p> <p>-Gifted and PAST programs run out of the school</p>	<p>-EDI shows high levels of students on track in all areas, the highest percentages in the areas of ; Language and Cognitive Development and Communication Skills and General Knowledge</p> <p>-SSLN focus is on numeracy</p>

<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems we need to solve - Professional</p>	<p>To increase student achievement and engagement in problem solving in numeracy for both primary and junior grades through balanced math</p>
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learning focus for this year.	
From the data, what learning condition will support increased achievement?	<ul style="list-style-type: none"> - implementation of balanced math approach in primary and junior grades with a focus on guided math and shared problem-solving -primary staff collaboration on creation of open questions using curriculum expectations to assist with split grade teaching -increased use of strategic technology in numeracy -increased student engagement through math games and collaborative learning

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we increase student success and engagement in problem solving in numeracy with a balanced math approach?
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If... Then... Statement:	If we focus in the primary and junior divisions on implementing a balanced math approach, with an emphasis on guided math and shared problem solving then we can increase student achievement and engagement as measured by classroom assessments and observations, CAT4 and EQAO data.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> - within the balanced math approach increase opportunities for shared problem solving in all grades -use technology strategically to enhance student engagement and skill development -use of math games to develop numeracy communication skills and strategic thinking -increase use of open questions and parallel tasks based on curriculum expectations -host a primary family math event to encourage continued parental engagement and increase student motivation -regular use of successful literacy strategies in numeracy (example: modelling, think aloud, signal word anchor charts) -intentional use of resources
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-focus on all grades, emphasis on grades 3 and 6
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> -job-embedded PD -demonstrate balanced math approach to parents through primary math event and regular school communications (interviews, CSPC meetings) -opportunities for staff to collaborate and share best practices -align resources with goals; increase in technology available to staff and students

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Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> - use of JUMP math and Leaps and Bounds -use of high-yield instructional strategies in the classroom and resource room
PD Required for Staff	<ul style="list-style-type: none"> -co-teaching and co-planning opportunities for staff in balanced math approach, emphasis on shared problem solving -collaborative planning sessions with math lead and divisional partners -use of ministry resources- monographs, video examples and articles -modelling of the 3 part lesson in combined classes -connect with schools with balanced math approach to share and brainstorm -SSLN work
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> - classroom observations- student work examples, conferences and key assessments - EQAO and CAT4 data -increase in student engagement identified in staff and parental feedback, SCCSS and EQAO
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> - 5-10 code days to support job-embedded PD -increase in school technology for all grades to have access to projectors, iPads and/or net books - purchase copies of Marian Small "Open Questions" for primary and junior divisions -increase in materials needed to support balanced math approach (increase in manipulatives)