

# WORKING COPY ONLY

## TCDSB K to 12 Professional Learning Form 2016-2017



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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.)
Data used to discuss support provided for L1 and L2 students, identified the types of questions that were challenging for L3 and L4 students (i.e. Math: application and thinking)	78% of primary students indicated that they are sometimes able to answer difficult math questions	26% of student population has an IEP 91% born in Canada 42% have a second language spoken at home	Special Education Teacher and an ISP ME/DD class	SSLN focus on bridging the gap in Mathematics, specifically effective strategies to support applied students in both panels

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-utilizing reading strategies to comprehend math problem solving questions -students will learn strategies to extract relevant information from problem solving questions prior to responding
From the data, what learning conditions will support increased achievement?	-explicit modelling of steps to implement when reading a math problem solving questions and reinforcement of the application of math concepts -creating areas in the classroom where students can easily access mathematical resources and manipulatives -increasing visibility of math concepts and vocabulary (i.e. math wall, charts etc.)

### PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Within our math lessons are we explicitly teaching students how to understand a problem solving question before attempting a solution? What support is needed to strengthen our students' application of math concepts in multi-step problems?
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If... Then... Statement:	If teachers explicitly teach the language of math and apply reading strategies to decipher the meaning of word problems then students will have an enhanced level of comprehension before starting to solve the problem which will allow them to effectively apply their understanding of math concepts to solve the question.
Learning Goals (related to urgent critical learning need)	Students will be taught to utilize their understanding of reading strategies during math lessons. Through direct modelling students will learn to take the time to review math word problems before attempting to record a solution. Once students can successfully decipher the question they will effectively apply their understanding of specific math concepts to produce a solution.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	We have identified 2-3 students/grade for intervention. Discussions with staff about the types of intervention for specific students who are at risk.
Actions/Interactions (What will we do to meet our goals?)	Collaboratively share and explore strategies for deepening student understanding of math questions. Provide professional development on Balanced Math Instruction and Math Continuum, available resources and current literature from the Capacity Building Series. Encourage each grade to practice mental math strategies to reinforce math skills.
Strategies to address the needs of students who have an IEP or are ELL	Special Education teacher will provide direct support or teacher consultation for identified students and ELL learners. Teachers will use key assessment questions to monitor understanding of concepts and intervene accordingly using a variety of resources. Direct teacher instruction (individually or small group) and additional time to consolidate new math vocabulary and concepts.
PD Required for Staff	Use of code days to explore strategies for strengthening our students' ability to decipher problem solving questions, understanding and applying math concepts. Easy access to resources and manipulatives to enhance their math program.
Measures/Evidence of Success to be used	Emphasis in math lesson on deciphering the meaning of a question before attempting a solution. Evidence of math talk across the grades. Review preliminary and post student work samples.
Resources Required (human, material, #code days)	-gather on site math resources and make them accessible and known to all teachers -create grade specific math resource binders for the classroom teachers -Math led for school to share his/her experiences with the staff -code days to review resources, establish effective strategies and deepen our understanding of the continuum -build staff capacity in mathematics and engage in collaborative learning

### 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?