

# TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	St Norbert, Tucci, Area 3
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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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p>-CAT/4: Grade 2 (current grade 3s and 4s) -scores have dropped in the past two years (Literacy and Mathematics – all areas) -Grade 5 (2014-2015 – current grade 7s) -scores have improved in the past year (Literacy and Mathematics – in all areas) -Grade 7 (current grade 8s) -scores have dropped in the past year (Literacy and Mathematics- all areas) - EQAO: (Spring 2014 – current grade 5s); Grade 3 - Increase in Reading, Writing and Math -Grade 6 – (Spring 2014 – current grade 8s) -Decrease in Reading, Writing and Math -Classroom</p>	<p>-School created Student Surveys; (Surveys all students in Gr 1 to Gr 8 and indicates a “like” for Mathematics and/or Strands of Mathematics); Results below. -Grades 2-3 students (47 students total): Analysis: The majority of students feel happy towards Mathematics. -Grades 4-6 students (approx. 77 student responses total): Analysis: The majority of students like all strands of Mathematics, at least “half &amp; half” or more. In all strands (except G&amp;SS) the majority of students (&gt;50%) “like it” or “like it a lot”. -Grades 7-8 students (approx. 79 student responses total):</p>	<p>-increase number of ESL students in 2016 (overall increase over the last 3 years) -N tiles: 1 (Parent Education)</p>	<p>-high number of students with IEPs in testing years; -ESL students in testing year;</p>	<p>-intermediate teachers to work with SSLN team; -2 teachers to take on math lead roles to work with RMS teacher (professional dialogue/development)</p>

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<p>diagnostics, assessments, anecdotal</p> <p>-teachers noted an improvement in interest and participation by the students</p> <p>-student engagement has improved</p> <p>-report card marks are reflections of descriptive feedback, accommodations, etc., performed in the classroom.</p>	<p>Analysis: The majority of students like all strands of Mathematics, at least "half &amp; half" or more. In only 2/5 strands (NS&amp;N and DM&amp;P) the majority of students (&gt;50%) "like it" or "like it a lot". In 3/5 strands (M, P&amp;A, G&amp;SS) only approx. 33% of students "like it" or "like it a lot".</p> <p>-School Climate Survey was reviewed and considered</p>			
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<p><b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.</p>	<ul style="list-style-type: none"> <li>• Primary, Junior AND Intermediate Math is the MOST urgent critical need.</li> </ul>
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<p>From the data, what learning condition will support increased achievement?</p>	<p>-continue to work on problem-solving; mental math; building fluency and recall of math facts;</p> <p>-continue to work on Math concepts; enforcing strengths displayed by students to improve attitude and confidence;</p> <p>-teachers to continue to work collaboratively to focus on Math skills; consistent language;</p>
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p><b>-Will the students' overall success in Numeracy increase if the teaching staff engages in a focused approach to teach fundamental skills in Mathematics?</b></p>
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<p>If... Then... Statement:</p>	<p>-If we provide regular opportunities for the students to practice and build on their fundamental math skills, then we should expect to see improvement in confidence, accuracy and fluency in these skills as measured in CAT/4 and EQAO.</p>
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<p>Learning Goals (related to urgent critical learning need)</p>	<p>-By learning and implementing the necessary math strategies, students will develop confidence, improve mathematical fluency, develop a better understanding, and improve accuracy when solving math problems.</p>
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>-Students achieving 2.0 to 2.7 (Classroom Assessments and EQAO); -Students achieving below stanine 4 (CAT/4) -Students with IEPs, ESL/ELL (but not limited to), were not considered as Marker Students</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>-Incorporate 15-20 minutes of FUN mental math into each and every day of instruction. -Use of Math Drills to address concerns in the area of Computation. -Consider "Problem of the week/month" to engage students in problem-solving/thinking activities. -Include Abstract Problem Solving questions in Math lessons. -Reinforce Problem Solving Strategies and Steps regularly. (Examples: "Pictures, Numbers, Words"; oral and visual cues for problem solving.) -Promote Math Language in daily Lessons. (Examples: Use of Word Wall, consistent language throughout grades.) -Students need to see how Math relates to them in the "real-world". -Math lessons need to incorporate more hands-on activities to hook the students into the lesson. (Examples: Use of manipulatives, games, toys, etc.) -Continue to use TLCP as a professional teaching tool; Daily 5; Student Learning Walks (Bansho); working on "Big Ideas" -implement Moderated Marking -Improve home-school connection in Mathematics and Reading &amp; Writing – what can you do to strengthen this potential connection?</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>-Leveled Math groups in Grade 7 and Grade 8; -Direct and/or In-Direct SET support for students in Grade 3 to Grade 8; -In Direct Teacher SET support in all grades; -Differentiated Instruction by classroom teachers; -limited EA support in all grades; -Student Success Resources and other curriculum based materials to support learning by ELL/ESL and IEP students;</p>
<p>PD Required for Staff</p>	<p>-Math work-shops -professional dialogue at the school -co-teaching and moderated marking with colleagues</p>
<p>Measures/Evidence of Success to be used</p>	<p>-increased number of students achieving greater than 3.0 in EQAO and Classroom Assessments; -increased number of students achieving greater than stanine 4 in CAT/4; -increased positive responses from Student Surveys (Perceptual Data); attitudes towards Mathematics improves.</p>

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Resources Required (human, material, #code days)	<ul style="list-style-type: none"><li>- EA support</li><li>- Additional SET allocation</li><li>- Teacher Candidates</li><li>- Additional resources for ESL students – (ESL Teacher, ESL/Student Success texts for students)</li><li>- Code days for professional development opportunities</li></ul>
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