

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Numeracy Gr 7 - 12**

## Strand of Focus: Measurement &amp; Geometry

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per School	D # of Days	Monitoring
<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Junior Math: 47% to 53% - Grade 9 Applied Math: 49 to 55%</p>	<p><b>Assist schools in developing and implementing School Professional Learning Plans</b></p> <p><b>Participants:</b> All Secondary Schools</p>	<p><b>Numeracy Data Session:</b> Analyzing data (school achievement and EQAO Data) to identify student needs to inform school planning; focus on assessment for learning, equity and inclusive education (CRRP) and monitoring student achievement.</p> <p><i>Timeline - One session in the fall</i></p>	9-12	32	2	64 (32 x 2 x 1 day)	Common Feedback Forms
	<p><b>Participants:</b> All Secondary Schools</p>	<p><b>In-School Support for Secondary Schools:</b> Supporting the development and implementation of School Professional Learning Plans.</p> <p><i>Timeline - As requested, throughout the year</i></p>	9-12	32	1	32	Anecdotal Feedback
	<p><b>Participants:</b> Targeted Elementary Schools (Intense and Increased Support Schools, as identified by the Ministry)</p>	<p><b>In-School Support for Elementary School:</b> Supporting intensive and increased support schools in the implementation of School Professional Learning Plan by providing schools with resources, co-planning and co-teaching from Numeracy and Literacy Coaches.</p> <p><i>Timeline - Up to 4 days per school, as requested, throughout the year</i></p>	6-8	40	1	160 (40 x 4 days)	Anecdotal Feedback, Student Achievement Data (when available)

<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Grade 9 Applied Math: 49 to 55%</p>	<p><b>Monitoring Student Achievement in Applied Level Courses</b></p> <p><b>Participants:</b> All Secondary Schools</p>	<p><b>Additional Support for Applied Level Math Classes:</b> Additional code days for occasional teachers to provide in-classroom support to Grade 9 Applied Math classes to support EQAO.</p> <p><i>Timeline - Up to 10 days per semester (up to 20 total per school year), as requested by schools throughout the year</i></p>	9 Ap.	32	1	640 (32 x 20 days )	Student Achievement Data (when available)
	<p><b>Participants:</b> All Secondary Schools</p>	<p><b>Monitoring Achievement in Applied Level Math Sessions:</b> Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data.</p> <p><i>Timeline - 2 sessions (one session per semester)</i></p>	9-10 Ap	32	3	192 (32 x 3 x 2 days)	Common Feedback Forms
	<p><b>Participants:</b> Targeted Secondary Schools based on 2017-2018 EQAO School Results</p>	<p><b>In-School Support in Applied Math Classes</b> Providing classroom support (co-planning and co-teaching) by central resource teachers for schools that have been identified as requiring more intense support based on EQAO trend data. (No Codes Days required)</p> <p><i>Timeline - As requested, throughout the year</i></p>	9 Ap.	4	Varies per school)	0 (No codes required)	Anecdotal Feedback, Student Achievement Data (when available)

<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Junior Math: 47% to 53% - Grade 9 Applied Math: 49 to 55%</p> <p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>-Teacher Voice Surveys (based on a range of questions): 67%-76% to 75%-85% - Administrator Voice Surveys (based on a range of questions): 55%-70% to 65%-80%</p>	<p><b>Collaborative Inquiry</b> <i>Strand specific focus for the Collaborative inquiries will be based on school EQAO Item Information Reports (IIR)</i></p> <p><b>Participants:</b> Targeted Secondary Schools based on EQAO trend data and school interest</p> <p><b>Participants:</b> Targeted Secondary Schools currently implementing or interested in implementing the Grade 9 pre-applied to applied pathway</p> <p><b>Participants:</b> Targeted Elementary Schools based on EQAO trend data and school interest</p>	<p><b>Spiraling:</b> Investigating and incorporating spiraling as a classroom practice to increase student achievement in Grade 9 Applied classes. This initiative will include: professional development, co-teaching, co-planning and resource building.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: November, December, April 2 In-school support sessions</i></p> <p><b>Pre-Applied to Applied Pathway:</b> Investigating Locally Developed Mathematics as a pre-applied pathway for students to meet with success in Applied Mathematics. This initiative will include: monitoring student achievement, developing resources and implementation of the program.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: October, November, February 2 In-school support sessions</i></p> <p><b>Assessment Pilot:</b> Utilising evidence through formative assessment to learn and adjust instruction to better meet student needs.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: Two in November, January 2 In-school support sessions</i></p>	9 Ap.	8	2	80 (8 x 2 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)
			9 Ap.	10	3	150 (10 x 3 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)
			6-8	8	3	120 (8 x 3 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)

<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>-Teacher Voice Surveys (based on a range of questions): 67%-76% to 75%-85%</p>	<p><b>Cultivate and Develop Math Leadership to build capacity in schools</b></p> <p><b>Participants:</b> All Secondary Schools</p>	<p><b>Math Leadership Meetings:</b> Numeracy Leads and Mathematic Department Heads will engage and collaborate in learning sessions that may include the following topics:</p> <ul style="list-style-type: none"> <li>• Supporting newcomers and ELLs</li> <li>• Indigenous Education and Math</li> <li>• Culturally Relevant and Response Pedagogy</li> <li>• Integrating Technology</li> <li>• Supporting Special Education students</li> <li>• Sharing promising practices</li> <li>• Monitoring Student achievement</li> <li>• Other topics based on feedback from sessions</li> </ul> <p><i>Timeline: 3 Sessions - November, February, May</i></p>	9-12	32	2	192 (32 x 2 x 3 days)	Common Feedback Forms
<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Grade 9 Applied Math: 49 to 55%</p> <p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Focused Learning Series</b> (Assistive Technology Team / Numeracy Team)</p> <p><b>Participants:</b> Targeted Secondary Schools based on EQAO trend data, and Grade 9 Special Education Student populations and school interest</p>	<p><b>EquatIO Pilot:</b> Utilising the EquatIO extension (an assistive technology tool) to support special education students in Grade 9 Applied classrooms. This initiative will include: professional development for teachers, training for students and support for classroom implementation.</p> <p><i>Timeline: 5 sessions per school 2 Group Sessions 3 In-school support sessions (No Code Days)</i></p>	9 Ap.	4	3	24 (4 x 3 x 2 days)	Common Feedback Forms, Student Achievement Data (when available)

<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy:</p> <p>- Evidence of participation in job-embedded collaborative inquiry will be shared by superintendents, administrators, central special services and curriculum staff , and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2017-2018 baseline</p>	<p><b>SSLN - Student Success Learning Network</b></p> <p>(Literacy Team/ Numeracy Team)</p>	<p>SSLN groups - teachers and principals actively participate in cross-panel SSLN learning sessions, to improve student achievement. Session topics will reflect the individual needs of each SSLN grouping.</p> <p><i>Timeline: 3 sessions per SSLN grouping</i></p>	<p>7-10</p>	<p>31</p>	<p>20</p>	<p>1860 (31 x 20 x 3 days)</p>	<p>Field SOs to Monitor</p>
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<p>(Sept) Total Projected Number of Code Days to be Used: 3,514</p>	<p>(June) Final Total of Code Days Used:</p>
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