TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Madonna, Tschernow, Area 3

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
- EQAO Grade 6 - CAT - 4 Grade 7 - Report Cards: Grade 7&8 - EQAO Grade 9 Results - OSSLT Grade 10 Results - Cohort pass rates - Achievement levels within pass rates - Credit Accumulation Rates (all grades)	- MSMV - Transition Survey - Safe Schools Survey - Student Success Reflective Practice Feedback Form - BLIP/SEF School Staff Survey	- TCDSB Demographic Indicators Project 2015-2016 School Report - Single Parent Family (ntile 3-39.2%) - Low income family (ntile 1-27.5%) - students need to work - Born Outside of Canada (2-44.7%) - many ELLs and their parents may not understand the process, agencies, etc.)	- Qualitative: - Special Education - IEP - SHSM - Health and Wellness - Programming - need to augment pathway programming for - Applied/Open/College/Workplace level students - ILM-1P Pathway data in Mathematics - Target group data @ ¼, mid-, ¾ term intervals - Math Strategy - Departmental professional learning cycle data (e.g., number of students moving between levels, gap closing, etc.)	- SSLN cohort data and areas of inquiry/investigation - Students with an IEP - ELL/ESL students approx. ½ the school population - Renewed Math Strategy - Grade 9 and 10 applied courses

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems we need to solve - Professional learning focus for this year.	- Multi-step problem solving and critical thinking skills - Culture of inclusion/kindness to improve mental health and well-being
From the data, what learning condition will	- Intentional use of assessment for learning tasks to provide students with timely feedback (descriptive: oral and written)

support increased achievement?	- Opportunities for self and peer assessment to give students time to act on this feedback - Facilitate a learning environment that strengthens student's metacognitive development, confidence, and develop a growth mindset in their learning - Build a school culture that will improve self-regulation, mental health and well-being - Continue to develop a culture of inclusion, kindness and equity that will support student learning and increase achievement.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	**What is the impact of using descriptive feedback when providing student with opportunities to revise and re-think when engaging in multi-step problem solving and critical thinking questions?** **How can we increase the mental health and well-being of students by developing a school culture of inclusion, and improving their self-regulation skills? (i.e. managing their behaviour and relationships with others to develop a strong sense of respect, kindness and caring; building resiliency and hope when facing challenges, developing learning goals, building growth mindset, etc.)**

If... Then... Statement:	If we provide students with descriptive feedback (oral and written) that supports their learning in solving multi-step problems and in turn increases their ability to think critically, then students will see the importance of feedback to enhance their learning and increase their overall achievement. If we increase the mental health and well-being of students by developing a school culture of inclusion and improve student self-regulation skills, then students will be able to effectively manage their learning goals, resiliency/hope, and increase their overall achievement.
Learning Goals (related to urgent critical learning need)	- Students will develop strategies that will enable them to scaffold their critical thinking skills and develop a plan to solve multi-step problems (e.g. Strategies such as highlighting/underlining key information. Providing oral and written feedback will also allow students to re-think, revise, and resubmit work to consolidate their new learning and improve their overall achievement.) - Students will learn how to effectively manage stress and anxiety to improve resiliency - Students will learn how to manage relationships so they can build a culture of kindness that supports learning
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	- Students who are achieving R, L1, and L2 in grades 9 and 10 applied mathematics courses - Improve self-regulation skills and resiliency for all students in religious education courses - Students who have an IEP or who receive ELL accommodations will receive additional interventions

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Actions/Interactions (What will we do to meet our goals?)	- Whole department collaborative planning, re: code 83 and code 94 days (e.g., development of pre-assessments, assessment for learning tasks, culminating performance tasks, moderated marking, using student data to inform instruction, etc.) - Intentional use of learning goals with lessons of study - Co-creation of success criteria for lessons of study - Explicit teaching and use of learning skills (especially self-regulation) across curriculum - Assessment for learning opportunities in an on-going and timely manner (descriptive feedback) - Explicit teaching of "reading for meaning" strategies (highlighting/underlining important information, rephrasing to strengthen comprehension) - Use of learning tools and technology (department specific) - Effective questioning within lessons (open, parallel, scaffolding) - Varied lesson design and student groupings - Continue teaching mindfulness meditation across all religious education courses - Bring guest speakers into the school community to facilitate various discussions around mental health and inclusion (e.g. Michael Way Skinner, Get Real Movement, Respect for Life speakers, CAMH, Anti-Bullying) - Monthly Professional Learning Community Meetings that include all staff
Strategies to address the needs of students who have an IEP or are ELL	- Assessment for Learning (timely effective feedback - oral and written) - Explicit teaching of "reading for meaning" strategies (highlighting/underlining important information, rephrasing to strengthen comprehension) - Incorporate assistive technology in lesson planning - Effective questioning within lessons (open, parallel, scaffolding) - Varied lesson design and student groupings - Explicit teaching and use of learning skills (especially self-regulation) - Resource teachers will continue to work collaboratively with subject teachers to support students with IEP's
PD Required for Staff	- iPads - APPS - Google Education (further uses in the classroom) - Departmental collaboration on the integration and explicit teaching of learning skills, with a specific focus on resiliency - Mental health supports (e.g. Supporting Minds) - PD to develop teacher's knowledge and understanding of social/emotional competencies (e.g. professional learning related to building student resiliency) - Use of Code 83 days to collaborate on sharing/building curriculum resources and moderate mark, and collaboratively develop units with a focus on mental health and resiliency strategies
Measures/Evidence of Success to be used	- Overall student achievement (pass rates) will increase in applied level courses - Student achievement across all levels from the marks distribution within the pass rates (e.g., fewer students passing with marks 50-59%) will increase

	- EQAO/OSSLT results will increase (in particular movement within cohort data) - Increase student confidence, positive mindset, and perseverance in MSMV
Resources Required (human, material, #code days)	- Code days for staff collaboration (Departmental, SSLN) - Learning materials (e.g., text & teacher resources, articles/books on mindset and current research, manipulatives, professional learning resources) - Central staff support (e.g., RMS, Literacy, Student Success Regional Meetings, Central Support Staff) - Guest Speakers