

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Madonna Catholic Secondary School Principal - Mrs. J. Tschernow Superintendent - Mr. M. Caccamo
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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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - MSMV - Student Success BLIP/SEF School Teacher Survey 	<ul style="list-style-type: none"> - TCDSB Demographic Indicators Project 2016-2017 School Report - Low income family (ntile 2 -26.5%) - students need to work - Born Outside of Canada (3-47.6%) - many ELLs and their parents may not understand the process, agencies, etc.) 	<ul style="list-style-type: none"> - Qualitative: <ul style="list-style-type: none"> - Special Education - IEP - SHSM - Health and Wellness, Non-Profit - Programming - need to augment pathway programming for - Applied/Open/College/Workplace level students -RMS Data - 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.) 	<ul style="list-style-type: none"> - 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	- Multi-step problem solving and critical thinking skills across all curriculum and grade levels
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<p>Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> - Intentional use of assessment for and as learning tasks to provide students with timely and targeted descriptive feedback, as well as multiple opportunities to revise and re-submit - Provide students multiple opportunities for self and peer assessment - Create rich learning opportunities that are rooted in real-world problems and require the students to produce artifacts that address the problems - Emphasis on student-centred inquiry-based learning opportunities

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Within the structure and framework of the PLC, 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?</p>
<p>If... Then... Statement:</p>	<p>If staff continues to work together to plan, deliver, and assess multi-step problem solving and critical thinking...then there will be an increase in pass rates, an increase in scores on both the Grade 9 Math EQAO and Grade 10 OSSLT, and ultimately in overall graduation rates.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>- 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.)</p>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> - Students who are achieving R, L1, and L2 in grades 9 and 10 applied mathematics courses - Students in Credit Recovery - SST/Numeracy lead supporting grade 9 math (semester one) - Grade 9 & 10 in-risk students - ELL/ESL students - IEP students
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>- Monthly Professional Learning Community Meetings that include all staff - focus on backward design planning in connection with Ministry Curriculum documents; the assessment and evaluations frameworks described in Growing Success; and working to identify, instruct, and assess/evaluate the learning skills described in Growing Success</p>

TCDSB K to 12 Professional Learning Form 2017-2018

	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Departments are creating common pre-assessment/diagnostic tools to address specific literacy skills, to identify target groups and tailor instruction to improve student achievement
<p>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</p>	<ul style="list-style-type: none"> -IEP and ELL accommodations -FNMI - Grade 9 Native Studies Art, Grade 11 Native Studies English -Continued work to ensure the use of learning goals, success criteria to support student learning -Diverse student learning needs will be reflected in instruction, assessment, and evaluation - students are given multiple opportunities to demonstrate their learning using a variety of evaluative methods that reflect both student voice and choice
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -Ensure that these students are receiving all accommodations they are entitled to according their designation (IEP/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 -Student Success teacher to work collaboratively with resource, guidance, and ELL teachers to ensure students are receiving appropriate supports
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -Monthly PLC meetings -Collaborative inquiry and refresher on problem solving - in order to address higher level thinking skills

TCDSB K to 12 Professional Learning Form 2017-2018

	<ul style="list-style-type: none"> -Instruction on creating and effective inquiry questions. Opportunities to connect with schools that have experience in the inquiry based learning process -Opportunities to learn about and approaches to creating and implementing relevant real-world problem solving learning activities across curriculum
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> - Overall student achievement (pass rates) will increase in all classes - 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)
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> -Code days -Learning materials (example, teacher resources, manipulatives, etc...) -Guest speakers/trips to connect with real-world opportunities to develop and enhance critical thinking and problem solving skills

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?