TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Bishop Marrocco/Thomas Merton, Wilson, Area 5

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 (21% of Grade 9 Applied students improved to L3/4) -EQAO (32% of Grade 9 Applied students achieved L3 in 2015-2016 - 20% ELL and 52% IEP) -Grade 9 Applied Course Pass Rate in 2015-2016 is 90% -2016-2017 RMS data: Pre-assessment results: Total 37 students - 23 below R; 6 Ll; 4 L2; 4 L3/4 -CAT 4 - Total Grade 9 Cohort is 137 - 56% in range of 3, 4, and 5 stanine level.	-Student Transition Survey: Continue SS Transition Program; High rate of students feeling supported at BM/TM, high expectations from teachers - need to further enhance effort to engage newcomer families -MSMV: students care about their learning - need to enhance sense of community, 75% of students have BOTH parents not Canadian born, many students are caregivers to their siblings - less time for social interaction due to familial responsibilities -School Effectiveness Framework - Teacher Survey: inclusive learning environments resource supports for parents	-the school considered the percentage of parents who were high school educated as well as the percentage of Single-Parent Families, Families Born Outside Canada, and Families who speak a Second Language at Home	-Taking Stock - 21.7% Grade 9 Students - credit deficit; 28.2% Grade 10 students - credit deficit; 19% Grade 11 - credit deficit; 59.6% Grade 12 - credit deficit; Grade 12+ 35.7% - credit deficit	-increase the opportunity for Grade 7, 8, and 9 teachers to visit classrooms across panel -align curriculum, common assessments, academic vocabulary/termi nology, and resources -co-plan/design lessons and co-teaching opportunities across panels

URGENT CRITICAL LEARNING NEED	Students struggle with multistep problem solving/critical thinking and academic language across all subject areas.

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Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.	
From the data, what learning condition will support increased achievement?	-Community engagement (staff and students) -Growth Mindset -Equity Education

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	What is the impact of using oral and written feedback to provide students with opportunities to revise their thinking in order to improve student achievement in the area of multistep problem solving/critical thinking?

If... Then... Statement:	In order to increase student achievement, Assessment for Learning (AfL) strategies such as timely descriptive feedback, will enable students to revise their thinking and improve their confidence and academic achievement. If we provide students with Assessment for Learning tasks (e.g.: timely descriptive feedback) and strategies that support reading for meaning, then they will see the importance of feedback to enhance their learning and increase their overall achievement in multistep problem solving/critical thinking and course content.
Learning Goals (related to urgent critical learning need)	Students have difficulty determining relevant information in multistep problem solving/critical thinking situations. Students require support to develop strategies that will enable them to understand the learning task and then develop and carry out an action plan.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-Grade 9 Applied level students with an IEP currently achieving at a Level 1.
Actions/Interactions (What will we do to meet our goals?)	-Assessment for Learning (Descriptive Feedback - oral and written) -Multistep problem solving process and the mathematical processes -Explicit teaching of "reading for meaning" strategies (highlighting/underlying important information, rephrasing the problem/question to strengthen comprehension) -Communication (Math Talk Learning Community, academic vocabulary, vocabulary in context, Frayer cards, word wall) -Use of learning tools and technology (iPads, Google education, D2L, Manipulatives, SMARTboard tools, Knowledgehook) -Effective questioning -Varied Lesson Design (3-Part Lesson, Investigations, etc.) -Common assessments in courses with multiple sections -Explicit teaching and use of learning skills (especially self-regulation,

	responsibility (homework) and organization) -Lesson study, co-teaching, collaborative inquiry, and moderated marking
Strategies to address the needs of students who have an IEP or are ELL	-Individualized math support -Co-operative learning -Cross-disciplinary teaching - numeracy -Daily re-looping of previously learned material - spiraling -Direct teaching of vocabulary through short time segments -Graphic organizers -Hands-on, active participation -Individual conferencing -Modeling/teacher demonstration -Problem-solving instruction -Word walls -Reciprocal peer tutoring (RPT) -Response journals -Simplified text -Think-alouds -Tactile, concrete experiences in math -Visualization
PD Required for Staff	-iPads - APPS -Google Education -Mental Health supports -Professional learning related to incorporating Professional Learning Cycles in lessons, techniques for using descriptive feedback effectively, growth mindset principles
Measures/Evidence of Success to be used	-Overall student achievement (pass rates) will increase -student achievement across the levels (marks distribution) will increase -EQAO/OSSLT results will improve -increased student confidence and positive mindset and perseverance in their learning (as indicated on MSMV)
Resources Required (human, material, #code days)	-Code days for staff collaboration -Learning materials (e.g.: text & teacher resources, professional learning resources) -central staff support (e.g., RMS, Literacy, Numeracy)