

SCHOOL - Prin - Sup	Bishop Marrocco/Thomas Merton Catholic Secondary School .& Regional Arts.Centre (Area 5) Principal - Ms. E. Wilson Superintendent - Mr. J. Wujek
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Based on an analysis of data, and in collaboration with staff, identify a critical learning need or strategy that addresses the learning of your school community (e.g.: numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data	Perceptual Data	Demographic Data	Program Data	Other
<p><u>EQAO Data</u> -EQAO data indicates that only 11% Grade 9 cohort from 2016-2017 year met provincial standards (Level3) in grade 6 EQAO -Of the same Grade 9 cohort, 41% achieved provincial standard on the grade 9 EQAO -Same group of students improved their math scores by 39% from grade 6-9 (10% increase from the previous year's cohort (2015-2016))</p> <p><u>OSSLT</u> 2016-2017 student achievement data. 25% of students achieved a score of 290-295 (70-73%)</p>	<p>- Survey results from the Grade 9 EQAO assessment of math (2016-2017) indicate that the majority of students had lower confidence levels in answering questions from the Number Sense and Algebra strands. -56% of students say they understand most of the math they are taught. -15% of the students answered that they apply mathematical concepts to real life problems. -25% connect new math concepts to what they already know about mathematics in new subjects -67% of students complete their math homework</p>	<p>-The school considered the percentage of parents who have completed secondary school education as well as the percentage of single-parent families, families born outside Canada, and families who speak a second language</p>	<p><u>Taking Stock Report</u> - 29% Grade 9 Students - credit deficit; 38% Grade 10 students - credit deficit; 47% Grade 11 - credit deficit; 25% Grade 12/12+- credit deficit;</p> <p><u>RMS Data</u> -89% pass rate (last year) -Assessment for Learning results - 10 out of 18 students are at level R; 5 students are at L2 -student learning need: basic numeracy skills and literacy skills -confidence building is an area of need (skill retention)</p>	<p>Analysed data from grade 10 OSSLT results for the 2016-17 school year for students who received a mark of 290-295 with EQAO math results from 2015-16 to identify common students who did not meet provincial standard on either test (level 2 and over). We further cross referenced this with our special education data to identify students with an LD, and LI exceptionalities.</p>

<p>-87% of the academic and 88% of the applied Grade 9 cohort (2016-2017) passed the math course, but 48% of academic and 48% of applied level students achieved a level 3 or higher</p>	<p>-68% participate in sports, art, drama or music - 59% of students feel as though their teacher has high expectations for them.</p>			
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<p>URGENT CRITICAL LEARNING NEED (professional learning focus)</p>	<p>Students struggle with the use of academic language and vocabulary in all subject areas, specifically as it relates to multistep problem solving and critical thinking.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>A classroom environment built on developing confidence and instilling a growth mindset will be used to increase achievement.</p> <p>We will continue to foster a culture of learning across all subject areas by providing all students with the following:</p> <ul style="list-style-type: none"> -high academic expectations -clear learning goals -co-constructed success criteria -opportunity to revise work and ideas based on timely and descriptive feedback - provide multiple opportunities to demonstrate learning expectations -engage students in meaningful dialogue and design homework to allow students to reflect upon ideas independently

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>How do we build academic vocabulary across all curriculum areas for our students with and IEP (specifically LD and LI)?</p> <p>How do we teach them to read for meaning across all disciplines?</p>
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<p>If... Then... Statement:</p>	<p>If we explicitly teach academic vocabulary to our students (e.g: think aloud, demonstration/modeling), then we will see an improvement in our students ability to effectively communicate meaning.</p> <p>If we engage students in the feedback process, then it will promote learner self-evaluation and regulation.</p> <p>If we provide a classroom environment built on trust and work towards developing a Growth Mindset, then students may feel more confident with approaching subject-based content.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> -Communicate thinking orally, visually, and in writing -Integrate communication skills (evaluate, analyse, solve, explain and justify) in all curriculum areas. -Incorporate and develop more Assessment For Learning strategies in the classroom.
<p>Marker groups that will receive intervention</p>	<p>Students with an IEP (LI and LD designation) across all grades, and working at a Level 2.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> - Apply assessment for learning strategies (e.g. timely descriptive feedback (oral and written). - Use and develop quantitative ways for checking for understanding (e.g.: Journals/Menti-Score etc.) - Develop a common understanding across departments in respect to academic vocabulary and reading for meaning, determining evidence-based instructional strategies that will support student learning. - In semester 2, move towards starting a professional learning cycle by creating diagnostics to measure starting points of students, apply the strategies, use descriptive feedback and develop an understanding of growth mindset.
<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"> -The DH Symposium will focus on culturally responsive pedagogy geared to assessment. Best practices and highlights of the inservice will be shared with the department members, through a PLC. -DHs and Students Success to lead a PLC, in deconstructing the new equity document 2017 - <i>Realizing the Promise of Diversity</i>

<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -Gradual Release of Responsibility -Scaffolding of assignments -Mass practise -Cross-disciplinary teaching - numeracy -Hands-on, active participation -Simplified Text -Individualized math support -Vertical representation of concepts -Word walls with visuals -Think-alouds -Tactile, concrete experiences in math -Visualizations
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> - Carol Dweck's work- 'Growth Mindset" - John Hattie's work -"Know Thy Impact: Teaching, Learning and Leading" - The importance of the learning environment as discussed in "The Third Teacher" - Further develop understanding of evidenced based instructional strategies (EBIS) in the classroom - Google Education - Mental Health supports - Techniques for using descriptive feedback - iPad Apps
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> - Overall student achievement (increase in pass rates and movement along achievement chart) - OSSLT and EQAO math results will improve
<p>Resources Required</p>	<ul style="list-style-type: none"> - Code days for staff collaboration - Learning materials (additional access to technology and online applications to engage students in learning) - Central staff support