

# TCDSB K to 12 Professional Learning Form 2016-2017



**NOTE:** All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

<b>SCHOOL - Prin - Sup</b>	Chaminade College School – Tony Augello – Michael 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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p>-Grade 9 academic Math scores on EQAO standardized tests increased. (85% of students scored at level 3 or level 4)</p> <p>-Grade 9 applied Math scores on EQAO standardized test dropped. (42% of students scored at a level 3 or 4)</p> <p>-There was a significant increase in scores for our students in regards to the OSSLT (90% of FTE students passed, which is higher than the board and provincial average)</p> <p>-Grade 9 credit accumulation remains good (As of June 2016, 94% of students have 8 or more credits. This result represents a 11.2% increase over the previous year. The result is also 8.2% over the board average.</p>	<p>-95% of our students fully participated in the OSSLT</p> <p>-90% success rate for FTE students (an increase from the previous year's pass rate of 76%)</p> <p>-5% of students were deferred from writing the OSSLT</p> <p>-19% of students received ISP specific accommodations for the OSSLT</p> <p>-4% of participating students were ELL (2% received special provisions)</p> <p>-Students writing the OSSLT tend to have difficulties with explicitly and implicitly stated questions</p> <p>- few staff members submitted a reflective feedback form last year. Consequently, data is unreliable. However, there does seem to be a discernable pattern in the responses regarding</p>	<p>- 90% of the students who responded to the My School My Voice indicated that doing well in school is “very important” and “important”</p> <p>-92% of students who responded to the My School My Voice “strongly agreed” or “agreed” that learning was important to them.</p> <p>-76.9% of the students who responded to the MY School My Voice survey “strongly agreed” or “agreed” that their teachers have high expectations for them</p> <p>-Students rated themselves highest as needing improvement in the following learning skills – Organization, Self-regulation and Initiative</p>	<p>-SSI focus on grade 9 and 10 Applied Math</p> <p>-SSI projected pass rate for 2016-2017 school year – grade 9 Applied Math 90% - grade 10 Applied Math 80%</p>	<p>-SSLN focus on Numeracy – development and implementation of cross panel PD focused on high yield strategies that bridge the gap between grade 8 - 9</p>

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<p>-Our grade 10 credit accumulation is higher than the board's average (85.2% of our students have attained 16 or more credits) -pass rates remain good as do the graduation rates (88.8% of 2011-2012 cohort attained their OSSD, above the board average)</p>	<p><i>our staff's need to engage in interdepartmental and cross-departmental professional development</i></p>	<p><i>- The reading habits of our students are dominated by email and chat forms of communication</i></p>		
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<p><b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p><i>The teaching of learning skills within each and every course needs to occur. This teaching must involve a methodology that is explicit, infused into the very delivery of each course, and involve a shift in the way that our teachers talk about academic success to our students. Learning skills need to be incorporated into the vernacular of the classroom so that students become blatantly aware of the positive correlation that exists between academic success and their development of the following skills: organization, responsibility, independent work, collaboration, initiative and self-regulation.</i></p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p><i>A clear correlation exists between increased student performance and students who are able to demonstrate a certain age-appropriate mastery of learning skills. The antithesis of this conclusion also appears true, where students who are unable to demonstrate a successful command of the learning skills appear to be underperforming in regards to credit accumulation, grade level attainment and engagement in school culture.</i></p>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p><i>How do we promote the importance of learning skills within our community so that all shareholders (students, staff, parents) have an equal awareness and appreciation of their inherit value in regards to academic success? This position comes from an understanding that the improvement of student learning skills will positively impact student achievement.</i></p>
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<p>If... Then... Statement:</p>	<p><i>If we are able to properly develop our students' learning skills, then we will observe an increase in student credit accumulation, student results on standardized tests and student preparedness for post-secondary planning.</i></p>
<p>Learning Goals (related to urgent critical learning need)</p>	<p><i>Departments will collaborate and devise common assessment/evaluation policies and practices that promote and integrate learning skills</i></p> <p><i>These policies will be communicated to students and parents so that a positive correlation will be established between developing these skills and increased academic performance</i></p> <p><i>These policies will be organized by departments, but will also be absorbed into the larger academic polices for the school community so that our school culture will recognize and perpetuate an understanding of the importance inherent in learning skills development</i></p>
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p><i>Students identified by the Student Success focused CHART meetings – these students are highlighted and identified to be at risk based on Mid-term results and attendance patterns. The intent is to help these students develop their learning skills which should positively impact their progress.</i></p> <p><i>SSI focused on Grade 9 and 10 Applied level students.</i></p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p><i>Setting aside class time and using course evaluations to develop learning skills, specifically the area of organizational skills</i></p> <p><i>Not only laying the foundation of various Learning Skills, but following up throughout the year, again by making it part of course evaluation and class discourse</i></p> <p><i>Share various High Yield Strategies that focus on Learning Skill Development in PLC sessions at the department and cross-department levels.</i></p> <p><i>Monthly PLC meetings with a focus on aligning Assessment and Evaluation practices with a focus on assessment on AS, For and Of learning.</i></p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p><i>Accommodations and modifications as per student needs.</i></p> <p><i>Increased use of assistive technology to develop literacy and learning skills.</i></p>
<p>PD Required for Staff</p>	<p><i>Professional Development within Departments to discuss common assessments/evaluations that integrate learning skill</i></p> <p><i>Further development of teaching methodology via opportunities to meet as departments in order to discuss current practice and how current practice needs to be modified (to incorporate learning skills development)</i></p>

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<b>Measures/Evidence of Success to be used</b>	<i>Informal observation for assessment</i> <i>Formal evaluation of those skills in practice</i> <i>Increased credit accumulation at all levels of study</i> <i>Higher achievement and credit accumulation</i> <i>OSSLT and EQAO Math results</i> <i>Improved test and assignment results</i> <i>Greater participation in the classroom as students become more engaged</i> <i>Resource students permitted the use of assistive technology to facilitate reading and organization in writing could improve results and achievement.</i>
<b>Resources Required (human, material, #code days)</b>	<i>Use of allotted code days for SSI and Student Success focused on staff P.D. and teaching practice alignment.</i>