

TCDSB K to 12 Professional Learning Form 2017-2018



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

SCHOOL Chaminade College School	Chaminade College School – Tony Augello (Principal) Superintendent – 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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p><i>-Grade 9 academic Math scores on EQAO standardized tests have increased (90% of students scored at Level 3/4).</i></p> <p><i>-Grade 9 applied Math scores on EQAO standardized test dropped significantly (32 % of students scored at Level 3/4)</i></p> <p><i>-There was a slight drop in scores for our students in regards to the OSSLT (80% of FTE students passed, which is consistent with the board and provincial average)</i></p> <p><i>-Grade 9 credit accumulation remains consistently positive (As of June 2017, 90.4% of students have 8 or more credits. This result represents a similar result from the previous year of 94.4%. The result is also over the board average.</i></p>	<p><i>- 97% of our students fully participated in the OSSLT</i></p> <p><i>-80% success rate for FTE students (a slight drop from the previous year's pass rate of 90%)</i></p> <p><i>- 3% of students were deferred from writing the OSSLT</i></p> <p><i>-20% of students received ISP specific accommodations for the OSSLT</i></p> <p><i>- 5% of participating students were ELL</i></p> <p><i>-Students writing the OSSLT tend to have difficulties with explicitly and implicitly stated questions</i></p> <p><i>- 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 our staff's need to engage in interdepartmental and cross-departmental</i></p>	<p><i>- 50.7% of the students who responded to the My School My Voice indicated that doing well in school is “very important” and “important”</i></p> <p><i>-82.9% of students who responded to the My School My Voice “strongly agreed” or “agreed” that learning was important to them.</i></p> <p><i>-70.9% of the students who responded to the MY School My Voice survey “strongly agreed” or “agreed” that their teachers have high expectations for them</i></p> <p><i>-Students rated themselves highest as needing improvement in the following learning skills – Organization, Self-regulation and Initiative</i></p> <p><i>- The reading habits of our students are dominated by email and</i></p>	<p><i>-SSI focus on grade 9 and 10 Applied Math</i></p> <p><i>-SSI projected pass rate for 2017-2018 school year – grade 9 Applied Math 90 % - grade 10 Applied Math 80%</i></p>	<p><i>-SSLN focus on Numeracy – development and implementation of cross panel PD focused on high yield strategies that bridge the gap between grade 8 – 9</i></p> <p><i>-development of transition program (continuation from SSLN) to support numeracy skills.</i></p> <p><i>-development of program to assess students numeracy needs in grade 9 from the early assessment communication reporting period.</i></p> <p><i>-flag important numeracy components and address them across curriculum</i></p> <p><i>-work with elementary teachers (grades 7 and 8) to develop appropriate assessments for</i></p>

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<p><i>-Our grade 10 credit accumulation is higher than the board's average (87.1% of our students have attained 16 or more credits)</i></p> <p><i>-Pass rates remain consistently positive, as do the graduation rates (91.6% of 2012-2013 cohort attained their OSSD, above the board average)</i></p>	<p><i>professional development</i></p>	<p><i>chat forms of communication</i></p>		<p><i>numeracy and literacy.</i></p> <p><i>-boot camp for both terms to develop stronger capacities in numeracy</i></p>
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<p>URGENT CRITICAL LEARNING NEED (Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.)</p>	<p><i>The teaching and learning needs of the school will be focused on numeracy throughout the curriculum. There will be a consistent emphasis on balanced numeracy, connection between numeracy and literacy, and a strong focus on contextual and relevant material. Numeracy needs to be a collective community effort. The teaching must reflect the multiple opportunities for numeracy to be explored within the curriculum in every subject domain. Building mathematical capacities is in line with the ministry and board objectives. A mind-shift change is necessary for students, teachers and parents to embrace the concepts of active learners of mathematics and recognize that it is everyone's responsibility for numeracy development. As in previous years, there will be a continued focus on the development of Learning Skills.</i></p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p><i>Numeracy has been identified as a provincial and board critical learning need. From the data, numeracy has been identified as a critical need. There is also a clear correlation between student performance on EQAO and credits achieved. Students require active learning of numeracy across curriculum subject domains. Students who are underperforming are directly linked to literacy and numeracy deficiencies. Thus, assessment for learning and assessment as learning that address numeracy could support increased achievement for EQAO and OSSLD.</i></p>

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<i>How do we promote the importance of cross curricular numeracy skills in our community so that all shareholders (students, staff, parents) have an appreciation and belief in a numeracy growth mindset?</i>
If... Then... Statement:	<i>If we are able to promote a numeracy growth mindset through a learning community focus on cross-curricular numeracy skills, then we will observe an increase in student achievement, student results on standardized tests, student well-being and engagement in mathematics.</i>
Learning Goals (related to urgent critical learning need)	<i>As a learning community, staff will collaborate and develop curriculum specific common assessment/evaluation practices that promote and integrate numeracy skills in their respective areas of study.</i>
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<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 numeracy and literacy which should positively impact their progress. SSI focused on Grade 9 and 10 Applied level students.</i>
Actions/Interactions (What will we do to meet our goals?)	<i>Setting aside class time and using course evaluations to develop more emphasis on numeracy (in particular looking at relevant and contextual resources/instruction for students). Promote a Numeracy growth mindset. Share various High Yield Strategies that focus on Learning Skill Development in PLC sessions at the department and cross-department levels. Monthly PLC meetings with a focus on aligning Assessment and Evaluation practices with a focus on assessment on AS, For and Of learning. Focus on numeracy across the curriculum as a critical need. Multiple opportunities for student Math talk – student centered environment where students are encouraged to “teach” each other by sharing their knowledge. Inquiry based/problem solving approach. Student conferences – direct descriptive feedback.</i>
Strategies to address the needs of students who have an IEP or are ELL	<i>Accommodations and modifications as per student needs. Increased use of assistive technology to develop numeracy and literacy skills. Differentiated instruction. Student conferences – direct descriptive feedback.</i>

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<p>PD Required for Staff</p>	<p><i>Professional Development within Departments to discuss common assessments/evaluations that integrate numeracy and literacy components.</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 numeracy across the curriculum).</i></p>
<p>Measures/Evidence of Success to be used</p>	<p><i>Informal observation for assessment</i></p> <p><i>Formal evaluation of those skills in practice</i></p> <p><i>Increased credit accumulation at all levels of study</i></p> <p><i>Higher achievement and credit accumulation</i></p> <p><i>OSSLT and EQAO Math results</i></p> <p><i>Improved test and assignment results</i></p> <p><i>Greater participation in the classroom as students become more engaged in numeracy</i></p> <p><i>Resource students permitted the use of assistive technology to facilitate literacy and numeracy could improve results and achievement.</i></p>
<p>Resources Required (human, material, #code days)</p>	<p><i>Use of allotted code days for SSI, SSLN and Student Success focused on staff P.D. and teaching practice alignment.</i></p>