

TCDSB K to 12 Professional Learning Form 2016-2017



| | | | |
|--------------------|-------------------------|------------------|--|
| SCHOOL NAME | Dante Alighieri Academy | Sup. Area | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> x3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Ms. F. Cifelli Instructional Leader |
|--------------------|-------------------------|------------------|--|

*Based on analysis of the data, in collaboration with staff identify a **critical need area** or strategy that addresses the learning of your **school community** (i.e., 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 files, etc) | Program Data (Empower, 5 th Block, Taking Stock, etc.) | Other (SSLN, SSI, EDI, etc.) |
|---|--|---|---|---|
| <p><u>2015-2016 EQAO DATA</u></p> <p><u>Academic</u> 64% of students achieved a Level 3 or Level 4 on the 2015-16 assessment. This is identical to the previous year's EQAO results.</p> <p>Although we were able to maintain achievement levels, we are still below the Board's level of 83%</p> <p><u>Applied</u> 52% of students achieved a Level 3 or Level 4 on the 2015-16 assessment. This represents a decline of 9% from the previous year's EQAO results (63%)</p> <p>Although we saw a decline in achievement levels, we are still above the Board's level of 45%</p> <p>In both the Academic & Applied data, approximately one third of students achieved a Level 2 and no student achieved less than a Level 1.</p> | <p><u>CLASSROOM SURVEY DATA</u></p> <p><u>Academic Math (MPM 1D)</u> 47% of students say they like math. 37% of students think they are good at math. 63% of students say that they are doing their best in math. 30% of students say that the math they do is useful for everyday math.</p> <p><u>Applied Math (MFM 1P)</u> 25% of students say they like math. 6% of students think they are good at math. 62% of students say that they are doing their best in math. 31% of students say that the math they do is useful for everyday math.</p> | <p><u>GENERAL POPULATION DATA</u> Total Number of Grade 9 Students is 199. Total Number of Academic Students is 84 (32 Females & 52 Males) Total Number of Applied Students is 79 (29 Females & 50 Males)</p> <p><u>SPECIAL EDUCATION POPULATION DATA</u> Total Number of Grade 9 Students with an IEP is 62 (10 w/Multiple Exceptionalities) Total Number of Academic Students with IEP is 8. (2 Females & 6 Males) Total Number of Applied Students with an IEP is 32. (9 Females & 23 Males)</p> <p><u>ELL POPULATION DATA</u> Total Number of Academic Students that are ELL is 22. Total Number of Applied Students that are ELL is 5.</p> | <p><u>Taking Stock</u> Identification of students at risk through exchange of information and the Grade 9 Transition Program</p> | <p><u>SSI</u> Continuation of initiative in the MFM 2P1 classes</p> <p><u>SSLN</u> Continue to work on addressing curriculum gaps</p> |

| | |
|---|---|
| From the data, what key factors are identified for increasing Student Achievement? | EQAO data shows students in academic and applied classes are experiencing difficulties in problem solving across the strands (number sense & algebra, linear relations and measurement & geometry). Many of these questions are found in the open response portion of the assessment. |
|---|---|

| | |
|-----------------------------|--|
| URGENT CRITICAL NEED | Students proficiency in problem solving. |
|-----------------------------|--|

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

| | |
|--|---|
| Collaborative Inquiry Question (What is the problem of practice?) | How do we support students in making connections between mathematical skills (i.e. knowledge) and problem solving? |
| If... Then... Statement: | If we use problem solving as the learning goal to drive purposeful teaching and learning then students will be better equipped to make connections between math skills and problem solving. |
| Learning Goals (related to urgent critical need) | <ul style="list-style-type: none"> - To help students make connections between math skills and problem solving. |
| Actions/Interactions (What will we do to meet our goals?) | <ul style="list-style-type: none"> - Teachers are to use problem solving as part of their pre-assessment which will provide students an opportunity to problem solve (based on prior knowledge) as well as establish problem solving as one of the learning goals of the unit. - Teachers will expose students to a variety of problem solving strategies (Modeling, Problem Solving Template, Bansho, Think-Pair-Share, Explicit Teaching of Content, Scaffolding, Use of diagrams) - Teachers will give students multiple opportunities to solve problems - Teachers will purposely select questions that require problem solving strategies and monitor student progress (i.e. post-assessment). - Continue after school remedial programs for grade nine students and encourage students to attend the math clinic. - Teachers will collaborate with other teachers to reflect on their practices |
| PD Required for Staff | <ul style="list-style-type: none"> - Discuss and review the learning cycle and its place in the Renewed Math Strategy - Discuss and develop purposeful pre & post assessments - Opportunity for moderated marking and analysis - Discuss and review different problem solving strategies - Discuss and identify target groups - Create professional learning community to reflect on student progress and the effectiveness of practices - Share evidence that supports student learning |
| Measures/Evidence of Success | <ul style="list-style-type: none"> - Track the achievement of students enrolled in MPM 1D & MFM 1P <ul style="list-style-type: none"> o Target students would be identified by EQAO & DIP data (Students who were below provincial standard in Grade 6 EQAO but have a high CAT4 score in math). - Improvement from mid-term marks - 2016-2017 EQAO results |
| Resources Required (human, material, code days) | <ul style="list-style-type: none"> - Curriculum documents - Growing Success - NAFLC - EQAO question bank <p>*Future code days to facilitate co-planning and co-learning opportunities.</p> |