

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup

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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>EQAO: from the 2016-2017 year Applied level writers have increased by 50% (86% pass rate) and the Academic cohort has increased 10% (67% pass rate)</p> <p>CAT 4-data reveals that some students are on misplaced pathways. Grade 7 & 8 Report Cards Grade 9 Math Diagnostics DIP</p>	<p>School Climate Survey: My School My Voice- -ELL population/born in another country 20% Section D 20. B) 40%</p> <p>EQAO Questionnaire- Only 34% of Academic and 38% of Applied feel that they can answer difficult math questions. -only 53% of applied reveal that they “like math” yet 71% feel that math is their best class.</p>	<p>IEP: 14%</p> <p>ELL: 20%</p> <p>Gender: 48% Female 52% Male</p>	<p>SSI</p> <p>Applied trend EQAO pass rates: 29% (2014-2015), 36% (2015-2016), 86% (2016-2017)</p>	<p>Ministry Intensive Support for Numeracy</p> <p>SSLN-outreach to feeder schools via Math coaches</p>

URGENT CRITICAL LEARNING NEED
Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.

-Improve the numeracy skills, specifically those of grade 9 academic/applied students preparing for the EQAO.
-Our goal is to start teaching students how to tackle problems. Implement scaffolding, which allows students the opportunity to build and explain their mathematical reasoning in a logical

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	<p>sequential manner.</p> <ul style="list-style-type: none"> -Increase collaborative working opportunities so students can share with one another and uncover the various ways a word problem can be solved. -Students are more content with simply acquiring the credit (50%). - Credit accumulation is high, but our standardization test score in the academic stream continues to be below province and Board. -Data shows that grade nine academic students lack problem solving strategies in math. Students struggle with understanding what the problem is asking them and using the math skills that they have in order to provide a solution that is reasonable and correct.
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> -High Expectations in all Grade 9 academic/applied math courses-Set the bar high -Grade 9 academic math program will mirror the Grade 9 applied math program which has proven to be highly successful. -Create a positive attitude toward math learning -Proper level placement ascertained via diagnostic and DIP -Strategic scheduling to allow for lateral movements -Consistency in Grade 9 academic math courses (Collaboration among teachers to allow for consistency of skill/concept delivery) -Common Assessment -Small Group instruction via Intensive Student Success support sections

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Returned focus on academic achievement. Empowering staff to be part of this shift. All staff members must be on board with policies/procedures. From an academic perspective, staff must be on board with raising standards and expectations, and engaging in common assessment/collaboration.</p>
<p>If... Then... Statement:</p>	<p>If we offer intense and focused support, track progress and co-plan assessments and evaluations, then we will progress in moving our students' achievement levels by 5% on EQAO in the academic stream.</p> <p>If we continue to implement the math program initiated last year, we will continue to maintain high levels of achievement in the applied stream.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> -Effective use of evidence based instructional strategies and differentiated instruction. -Ensure that students are engaged. -Increase the overall achievement in EQAO of academic students from 67% to 72% in math. Maintain the high level pass rate in the applied level.
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> -Grade 9 Academic Math Classes -Grade 9 Applied Math Classes
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> • Proper level placement for students (Look at DIP data, Diagnostic Testing) • Interventions to improve attendance via CYW • Common assessment-ongoing Assessment of learning...with descriptive feedback-multiple opportunities for success and to show clear understanding. • Working with the grade 7/8 teachers to bridge the gaps (implementation of Math Coach) • Grade 8/9 teachers will work together using common strategies which help students make connections between elementary and secondary curriculum • 2 Quizzes, 1 Test, 1 EQAO quiz per chapter • In class support by Student Success Numeracy Team • Ongoing review of IEP's ensuring proper accommodations are made. • After School Numeracy Program • EQAO boot camp-3 full days prior to days of testing • Strategic allocation of SS periods • Use strategies that increase student engagement and consequently a joy for learning.

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Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> • Math language glossaries (ELL) • Differentiated Instruction – I-pads, Gizmos, Manipulatives, Smartboard. • Implementation of multiple learning strategies (scaffolding, graphic organizers, think/pair/share...) • Strategic planning for student mental retention (strand planning) • Liaison with feeder schools (SSLN) to bridge and identify gaps in learning. • “Carr Learning Community (CLC) Time” to allow for collaboration on common assessments and evaluation • Student Success Teacher to come in and help reinforce the lesson in a smaller teacher:student ratio.
PD Required for Staff	<ul style="list-style-type: none"> • Cross departmental reinforcement of mathematics for staff • Agenda for “CLC” with a specific focus for staff members. (I.e., Common courses to have common evaluations set up and aligned with ministry expectations/ must be submitted to admin.) • Administration to set goals/pace and ensure accountability • Sharing of strategies via “CLC”
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> • Ongoing review of EQAO/Chapter Assessments • Student Attendance Rates • Student Work Moderation • Ongoing review of running average • Mid-term scores • EQAO scores • Analyze difference between mid-term mark and final marks.
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> • Code days for EQAO prep • Code days for co-planning • Code days for cross-curricular lesson planning • Growing Success-Common Assessment • Subject-Specific material

Questions to Consider:

- Are we being collaborative in our decision making?

Yes we are-as indicated by:

- Grade 9 Applied/Academic Team-Co-teaching, Co-Learning, Co-planning, Common Assessment, Consistency in classes in terms of the implementation of lessons and pace of the program-Strategic use of numeracy focused SS periods
- Building Capacity through Cross-Curricular initiatives-Code days-for ex; Geography-plotting points on a Cartesian Plane and building Proportional Reasoning Skills, Ratio and Rate-Immigration/Emigration push and pull factors and looking at different city perspectives-Calculate birth rate, death rate, emigration rate, immigration rate...etc.
- Resource Board Support –Outreach to Grade 8 feeder schools

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- Are we improving instructional leadership in our school?

Yes-aligning our instructional practices-using co-teaching, co-planning, and co-assessments.

Building Capacity to reinforce skill development.

SEF 4.7- Implementation of descriptive timely feedback-allowing for multiple opportunities for success.

SEF 4.5- Differentiated Instruction-Gizmos, I-pads, Use of Manipulatives.

Work on creating a positive attitude toward math learning (HIF, establish a positive rapport within the classroom).

SEF 4.3-21C Learner-implementation of real-world problems and use of technology-critical thinking.

SEF 4.6-use of relevant resources-use of gizmos, online homework help, KHAN Academy.

- How are all stakeholders involved in the Professional Learning Plan?

SLIP Team-Guidance (Strategic Scheduling), EA's (After-school math support), Building Capacity among Departments.

Parents-CSAC-under advisory what suggestions they may have - Parents being on board for After School support-being aware of the supports available to them from the home for both parents and students.

Ongoing Parental Involvement – signed copies of tests, parent-teacher interviews, consistent dialogue between classroom teacher and parents (mainly for those struggling).

- Does the plan build capacity amongst our staff related to student need?

Yes

- Are we using high yield instructional strategies? What does research say about this student learning problem?

GRASP
Four Corners

Students have the tools within their tool belt but lack understanding in terms of what the questions are asking and which tools need to be used.

- Have we increased the amount and quality of learning related to our student need?

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Yes, via Diagnostic – proper level placement

Strategic strand planning