



FLCH Professional Learning Form 2015-2016

Our School Goal: To Increase Student Achievement.



School	FRANCIS LIBERMANN	DATE	OCTOBER 30 TH 2015
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Based on analysis of the data, in collaboration with department members identify a critical need area or strategy that addresses the learning of your department (i.e., assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS: Indicate the data you have used to determine your need.

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, My School My Voice, Grade 9 Transition etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)
EQAO Pass Rates 2013 86 2014 80 2015 86 Credit Accumulation in Grade 10 Applied 2013 93% 2014 92% 2015 92% Math Applied Pass Rates in Grade 9 2013 91% 2014 95% 2015 95% English Applied Pass Rates in Grade 10 2013 96% 2014 97% 2015 98%	Positive School Climate 73% of students feel the school has a positive school climate 78% of students value education 72% of student believe that the school emphasizes student success 70% of students believe the school attempts to provide personalization for learning 67% of students believe that there is teaching for meaning 65% of students believe the school values extracurricular activities	Enrollment 888 # of IEP 152 # of Gifted 51 # of ELL 45 # of International Students 46	We have identified 20 students at risk of not graduating. We have identified a target group of junior students that will need support to be successful this year as well as the next 2 to 3 years.	

<i>From the data, what key factors are identified for increasing Student Achievement?</i>	The key factors we identified for increasing student achievement are: <ul style="list-style-type: none"> • Attention to applied level students in grade 9 & 10 • Attention to the wellbeing of students • Use of data to offer targeted descriptive feedback to individual students • Matching teacher interests with student needs
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URGENT CRITICAL NEED	Our professional learning focus for the year 2015-2016 is: Junior students (Grade 9 & 10) in applied Level courses require further development in the areas of topic development and inferencing across the curriculum to achieve greater success and sense of wellbeing. When given a Question or topic, what Literacy skills do students need in order to develop appropriate responses in all curriculum areas?
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Will having a deeper knowledge of students' strengths, interests, and needs help teachers better position their students for wellbeing and success?
<i>If... Then... Statement:</i>	If teachers focus on connecting curriculum expectations to students' strengths, interests, and needs then students will become more engaged in their learning, and they will then perform better on Literacy and Math EQAO provincial testing.
Learning Goals (related to urgent critical need)	The learning goals of the Francis Libermann are to : <ul style="list-style-type: none"> • Increase the overall achievement on the grade 9 EQAO mathematics assessment of students in the applied level by 3% (55 to 58) • Increase the overall achievement on the grade 10 EQAO literacy test of students in the applied level by 3% (62 to 65)
Actions/Interactions (What will we do to meet our goals?)	Create a cross curricular approach to teaching inferencing and topic development through: <ul style="list-style-type: none"> • In-servicing staff on the data integration platform (DIP) • In-servicing staff on the growth mind set to support student well being • Designing Departmental strategies that address the identified urgent critical need • Providing sample templates on Question analysis to departments for review and implementation (The templates will assist students in their understanding of what is being asked and how to respond appropriately) • Aligning our initiatives with 21st century learning
PD Required for Staff	<ul style="list-style-type: none"> • Professional development in the areas of: Growth Mind Set & Data Integration Platform • Overview of google drive as a means to sharing resources
Measures/Evidence of Success	<ul style="list-style-type: none"> • EQAO results in math and literacy • My school My Voice: paying special attention to school climate and emphasis on student success • Anecdotal responses from department heads re: the effectiveness of the plan • Transition survey focusing on sense of belonging
Resources Required (human, material, code days)	<ul style="list-style-type: none"> • Code days and/or late start to support the adjustment of the templates • Time to meet and collaborate • Growth mind set article