

Francis Libermann Catholic School

Professional Learning Form 2016-2017

SCHOOL	Francis Libermann Catholic School
Principal	Lisa McGuckin
Superintendent	Kevin Malcolm

BACKGROUND – DATA ANALYSIS

Student Achievement Data	EQAO, Credit Accumulation & Pass Rates By Year																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">EQAO Pass Rates</th> <th style="width: 15%;">Credit Accumulation</th> <th style="width: 15%;">Math</th> <th style="width: 10%;">&</th> <th style="width: 15%;">English Pass Rates</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td style="text-align: center;">80</td> <td style="text-align: center;">92.3</td> <td style="text-align: center;">96.9</td> <td></td> <td style="text-align: center;">97</td> </tr> <tr> <td>2015</td> <td style="text-align: center;">86</td> <td style="text-align: center;">91.5</td> <td style="text-align: center;">85.7</td> <td></td> <td style="text-align: center;">100</td> </tr> <tr> <td>2016</td> <td style="text-align: center;">78</td> <td style="text-align: center;">93.5</td> <td style="text-align: center;">80.0</td> <td></td> <td style="text-align: center;">90.4</td> </tr> </tbody> </table>		EQAO Pass Rates	Credit Accumulation	Math	&	English Pass Rates	2014	80	92.3	96.9		97	2015	86	91.5	85.7		100	2016	78	93.5	80.0		90.4
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Perceptual Data	<p>My school my voice – school climate & learning</p> <ul style="list-style-type: none"> • 86.6 % of students want to do well in school • 88% of students believe that learning is important • 55% of students find school interesting • 70% of students believe that no matter how hard they try some work will be too hard for them • 81% of students feel that Libermann is a happy and welcoming place • 71% of students take academic • 17% of students take applied • Transition Data to be placed here • “I like Mathematics” has improved from 71% to 81% in applied level courses • -“I am good at Mathematics” has improved from 68% to 88% in applied level courses 																								
Demographic Data	<p>Enrollment # of IEP # of Gifted # of ELL # of International Students</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">905</td> <td style="width: 15%; text-align: center;">168</td> <td style="width: 15%; text-align: center;">59</td> <td style="width: 15%; text-align: center;">64</td> <td style="width: 15%; text-align: center;">65</td> </tr> </table>	905	168	59	64	65																			
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Program Data	<p>Taking Stock Information</p> <p>219 students in grade 9 with 53 students at risk receiving additional support</p>																								
Other	<p>Student Success Learning Network</p> <p>If elementary and secondary teachers work collaboratively to identify, discuss, plan and address the learning gaps of students struggling in math; then students will be more prepared for the transition to secondary school as well as be more confident in their mathematical abilities resulting in higher EQAO scores and pass rates.</p>																								
URGENT CRITICAL LEARNING NEED	<p>Students in Grade 9 applied math require further development in the area of open ended responses, particularly in understanding what the question is asking of them. The specific areas of target are: number sense and proportional reasoning.</p>																								
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> • Attention to applied level students in grade 9 Mathematics • Attention to the wellbeing of students • Ongoing assessment & evaluation • Use of pre-assessment & post-assessment per strand data • Use of data to offer targeted descriptive feedback to individual students 																								

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- Cross curricular connection of transferable numeracy skills for overall success
- Use of OSSLT score specifically graphical text

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question	<p>How do we support students in the process of developing decoding strategies to answer multiple choice questions and open response questions? How do we continue to promote number sense? How do we come together as a community to support numeracy across the curriculum?</p> <p>In courses with English as the language of instruction success is measured in the ability to identify, use, and refine knowledge of the relationship between words & punctuation. Demonstration happens at pre-determined success criteria and must be transferable to all courses.</p>
If... Then... Statement:	If the math department collaboratively decide on curriculum implementation and delivery as well as a consistent approach to data analysis, common misconceptions, and discovery of at risk students, then student overall achievement on grade 9 EQAO assessment of math will improve.
If...Then...Statements of the various school Departments	<ul style="list-style-type: none"> • English & Library – if we replicate the terms used in math problems and their meanings, then we can reinforce their concepts cross circularly in our English courses • Science , Art & Technology – If we assist students in decoding word problems, then an improvement of manipulation of words and graphical analysis will result • Canadian & World Studies & Social Science– if we model decoding skills with directed teaching, then we will see an increase in transferable numeracy skills • Special Ed. & Student Success – if students receive small group instructions with a focus on math vocabulary building, then Mfm1p credit accumulation and EQAO scores will increase
Learning Goals (related to urgent critical learning need)	<p>Our learning goals are to :</p> <ul style="list-style-type: none"> • Increase the overall achievement of grade 9 applied students on EQAO math by 10% from 50% to 60%. • Increase the overall pass rate of students in grade 9 applied math from 80% to 90%. • Poster in every class, place in the agenda, presenting to staff, modeling – focus on student with IEPS
Marker students who will receive intervention	<p>Target Group:</p> <ul style="list-style-type: none"> • grade 9 students in applied math • all students in math will benefit from the increased focus • all students will benefit from the focus of all departments on numeracy across the curriculum

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<p>Actions/Interactions</p>	<p>Implement a multi-pronged approach to increasing pass rates & EQAO Scores of students in the applied math program</p> <ul style="list-style-type: none"> • Review the data integration platform (DIP) • After school Numeracy support – if possible keep count or have sign in • After school board course EQAO preparation • Review the growth mind set to support student well being • Designing Departmental strategies that address the identified urgent critical need • Connecting school math strategies & support with our school learning network initiatives - work with the elementary teachers to ensure understanding of secondary curriculum and levels to close the achievement gap • Creating opportunity for all teachers of applied math to meet and review strategies • How do we incorporate all partners, students, parents? – summer transition program, exchange of information, grade 8 open house • Graduating well rounded students – requires teaching skill sets that are transferable
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> • English & library – if we replicate the terms used in math problems and their meanings, then we can reinforce their concepts cross circularly in our English courses • Special Ed. & Student success – if students receive small group instructions with a focus on math vocabulary building, then MFM1P credit accumulation and EQAO scores will increase • Creation of word wall in GLE • of the 45 students in applied level courses who wrote the EQAO, 66% were ELL students and/or students with an IEP
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> • Collaboration with other RMS schools • Understanding of Math vs numeracy • Moderated marking – whole staff participation • Co-teaching – math department with a move toward whole staff participation • Inquiry based learning - math department model a lesson
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> • Trend analysis of formative assessments • Trend analysis of summative assessments • Mock test: excel charts and graphs by class, by strands, and by department • Discussion of disparities between classes • Compare trends between mock 1 and mock 2 are the students getting better • Student voice – tweak the questions to ensure addressing of transferable skills
<p>Resources Required</p>	<ul style="list-style-type: none"> • More graphing calculators and i-pads • Visual tools such as tips and gap closing for proportional reasoning by Marian small • Code days for moderated marking & mock tests • Code days for math team meetings • Code days for transferring numeracy skills for cross curricular purposes • Code days for facilitators for student voice initiative surrounding numeracy