

TCDSB K to 12 Professional Learning Form 2017-2018

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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><u>EQAO Math (%)</u> Students achieving the provincial standard Gr. 9 Applied = 35 Gr. 9 Academic = 76</p> <p>Compared to 2015/16: Gr. 9 Applied = 3% decline Gr. 9 Academic = Same</p> <p>Perceptual Data: 67% of Applied students believe that they do their best in their Math classes, Only 50% of them are confident of their work in Linear Relations.</p> <p><u>EQAO Literacy (%)</u> First-Time Eligible (FTE) (%) Fully Participating = 89 Successful Fully Participating = 72</p> <p>Previously Eligible (PE) (%) Fully Participating = 49 Successful Fully Participating = 25</p>	<p><u>MSMV (%)</u> Positive school climate = 72</p> <p>Student value of education = 78</p> <p>School emphasis on student success = 70</p> <p>Personalization for learning = 70</p> <p>Teaching for meaning = 67</p> <p>Value/availability of extra-curricular activities = 61</p> <p>30% + Students do not attend after-school activities due to family care commitments</p> <p>85% say strongly agree school promotes Catholic Values and practices</p> <p>+/- 40% of gr 12 students say they do not like school. This correlates to the 43% who have low attendance.</p> <p>+/- 75% many 10 and 12 students report that they worry or are not as happy as other people their age</p> <p>Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment: Implementation or routine use stage = 68%</p>	<p><u>Number of students:</u> With an IEP = 175 Gifted = 5 ELLs = 239 International = 27</p> <p>(%) Born outside of Canada = 51.5</p> <p>Second language at home = 33.6</p> <p><u>Demographic Ntiles</u> Number between 1-3 = 6</p>	<p><u>Credit accumulation (%)</u> Gr. 9 = 83 Gr. 10 = 78</p> <p><u>Pass Rates Gr. 9</u> English: Academic = 92 Applied = 91 LDCC = 100</p> <p>Mathematics: Academic = 100 Applied = 86 LDCC = 92</p>	<p><u>Completed community service hours (%)</u> 0-9 = 63.2 10-19 = 4.7 20-29 = 3.8 30-39 = 2.6 40+ = 25.7</p> <p><u>SSLN</u> Focus: Promotion of literacy skills in Mathematics</p> <p><u>Student Enrolment</u> Declined from 2016-17</p> <p><u>Staff Team-Building/Morale</u> Developing</p> <p><u>Racial Identity/Cultural Background (%)</u> Filipino = 52.4 South Asian = 23.3 Black = 9.5</p>

<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Address gaps in student learning (Gr. 6,7,8) in Mathematics and Literacy to promote foundational numeracy/literacy skills across the curriculum, resulting in increased problem-solving and critical thinking skills in these areas.</p>
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<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> -Fostering students' ability to understand/solve word problems and linear equations in Math: by making a plan for the solution of word problems; carrying out the plan for the solution of word problems; and determining that answers make sense. -Providing a nurturing Catholic community that promotes student/staff faith development, health and wellness, and facilitates the building of a greater sense of community and morale among students and staff. -Fostering students' ability to be proactive learners, make real-life connections, and to take all possible opportunities to enhance achievement. -Continuing to create learning opportunities designed to help students improve EQAO Math and OSSLT Applied-level scores. -Decreasing the high rate of absenteeism in all grades by creating a variety of enriched, cross-curricular learning opportunities with clearly identifiable learning goals, success criteria, and descriptive feedback that contains information beyond the numeric mark; along with a variety of daily assessments <i>for</i>, <i>of</i>, and <i>as</i> learning. -Addressing the current decline in enrolment by engaging students and staff in cross-curricular promotional events/projects to be shared with students in Gr. 7/8 and their parents/guardians. -Improving the Gr. 10 and IEP student credit accumulation especially in Science, Math, and Religion by engaging differentiated learning strategies that enable all learners to demonstrate their knowledge in a variety of ways. -Providing opportunities for growth and learning by students and parents/guardians about the various course streams: Academic, Applied, Locally Developed; and program pathways: University, College, Apprenticeship, and the Workplace – in order to facilitate the most appropriate placement of students in/towards those according to their abilities and needs, so that optimal student success can be achieved.
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<ul style="list-style-type: none"> -How can we engage students to develop increased personal responsibility for their learning and self-sufficiency in the 21C fluencies of: collaboration, communication, critical thinking, and creativity? -How can we engage students to further develop the required competencies that will lead them towards the successful completion of the Ontario Catholic Graduate Expectations (OCGEs) – which include the nurturing of their full and active participation in the faith life of the school community and their active service in light of Catholic Social Teachings (CSTs) – so as to counteract perceived disinterest (in some) towards engagement in socially-responsible, school-community commitments? -How do we pique students' desire to engage in curricular and co-curricular supports for increased achievement such as: Math Homework Club (Tuesdays), Math Clinic (Wednesdays), the After-School Numeracy Program (ASNP) – Nov/Dec; Ontario Online help (free tutoring service).
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<p>If... Then... Statement:</p>	<p>IF we use the pre-assessment results (across all curriculum areas) to identify the learning needs of the students, THEN through the use of Evidence-Based Instructional Strategies (EBISs), Classroom Structures, and Classroom Tools designed to enhance and reinforce learning, we will create classrooms that provide equitable learning opportunities and supports for all types of student learners.</p>
<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> -Building a greater sense of community among all stakeholders; -Improving student involvement in co-curricular student achievement support activities, clubs, and sports teams; -Re-organizing the school Mass schedule to enable the provision in-school as well as in-church whole-school and class-based Masses; -Teaching students self-advocacy skills across all curricula and as it pertains to real-life needs; -Increasing the percentage of students achieving the provincial standard in the Gr. 9 Applied Mathematics by improving the EQAO scores by at least 10% from 35-45% or above; -Engaging cross-panel collaborative inquiry regarding the development of cross-curricular numeracy skills and literacy skills in Mathematics.
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<ul style="list-style-type: none"> -Gr. 9 Applied Mathematics – and (other) cross-curricular subject areas <ul style="list-style-type: none"> ✓ LR/L1 – Students for whom to consider a level change to suit their needs/abilities ✓ L2 – Students to challenge and move forward ✓ L3/L4 – Students to monitor, maintain, or move forward -Gr. 9 English, Geography, and Religion; -All grades – for attendance management, self-advocacy, and self-directed learning skills.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> -Using common language for structured writing pieces; -Establishing a health-based OSSLT readiness Wellness Day. Wellness weekends (x 2); -Establishing an absences after-school club: staff rotational co-curricular engagement with students who have developed a pattern of lateness/absences, to assist them with the productive make-up of lost course time. This activity will be coupled with healthy eating/healthy living education; -Using evidence-based instructional strategies to promote student success; Engage credit-rescue and credit-recovery supports if/as needed to promote credit accumulation; -Providing consistent messaging to students regarding school-policy compliance, excellence in the wearing of the school uniform and deportment (inter-personal interactions with staff and peers); -Promoting mutual trust between students/parents-guardians/staff through ongoing communications regarding student achievement – to celebrate achievements as well as inform regarding challenges; -Promoting enhanced student/teacher relationships and interactions across all grades through a Teacher Advisory Group (TAG) system such as Houses or Homeroom challenges; -Tracking strategies that aid student success and amend/replace those that do not; -Providing ore practice of reading/word problems especially in multiple choice format to enhance deciphering skills that will ease work with word problems; -Endeavoring (Math teachers) to use a balanced approach between building understanding and developing skills which include problem-solving, direct instruction, investigation, assessment, and practice. It is to be noted that basic skills are as important as applications to real-world problems.
<p>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</p>	<ul style="list-style-type: none"> -Board and school-level workshops/PD; -Additional Qualification Courses (AQs); -Learning Teams/Communities; -Association PD days; -Research journals - language development and acquisition -Student learning profiles and EQAO Individual Item Reports (IIRs) -Teacher collaboration regarding the development self-advocacy skills across the curriculum; -Virtual sessions for Math professional development (some targeted towards helping ELLs and IEPs); -FNMI (Native Studies) focused professional learning.

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<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> -Connections to Staff Supports: Guidance, Special Education, Student Success, Caring adults, CYW, Social Work; -Use IEP to help teach students self-advocacy skills; -Experiential learning; -Support students with IEPs regarding cross-curricular achievement goals; -Consider implementation of ESL-focused Math courses; -Consider implementation of Pre-Applied (1L1) Math courses in S1 to prepare students for a S2 Applied (1P1) course; -Encourage attendance in after-school Literacy and Numeracy courses by combining food and nutrition (hospitality and healthy-eating skills development). - Monitor Credit Counselling Summaries for credit accumulation and pre-requisites;
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> -Teaching self-advocacy skills; -Special Education identifications and appropriate learning strategies; -Mental health initiatives; -Wellness and Team-Building initiatives.
<p>Measures/Evidence of Success to be used</p>	<ul style="list-style-type: none"> -Surveys, questionnaires, report cards, conferencing; -Students with IEPs will independently self-advocate for their learning needs and maximize their achievement which will be reflected in increased credit accumulation across the curriculum; -Diagnostic assessment and course goal-achievement pre-planning; -Teaching-learning cycle implementation: plan, act, observe, reflect; -Early communication (letters, parent calls, other means); -S1 MT report cards -S1 F report cards -S2 MT report cards -S2 F report cards -2017-18 EQAO scores – as will become available in September 2018 -Feedback from subject teachers re: self-advocacy skills; -ELL, Resource, Student Success student-teacher conferencing; -Credit counselling summaries for course pre-requisite and credit accumulation info.
<p>Resources Required (human, material, #code days)</p>	<ul style="list-style-type: none"> -Numeracy lead - a resource teacher who can provide support and with whom to collaborate; -Teacher planners/Planning time; -Special schedule Wellness Day; -Connections to outside agencies ex. Settlement Workers, Youthlink, CANTYD, ICE, CARFLEO; -Code days for: <ul style="list-style-type: none"> ✓ intra- and inter-departmental professional learning teams to discuss strategies for students - especially those at risk, share feedback and progress, and refine teaching/learning process; ✓ professional learning opportunities; ✓ teacher/student descriptive-feedback conferencing. -Technology across the curriculum.

Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?
- How are all stakeholders involved in the Professional Learning Plan?
- Does the plan build capacity amongst our staff related to student need?
- Are we using high yield instructional strategies? What does research say about this student learning problem?
- Have we increased the amount and quality of learning related to our student need?