

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME  Jean Vanier C.S.S. FINAL Version	Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
		<input type="checkbox"/> Monsignor Fraser Principal Name: Linda Maselli-Jackman

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 tiles, etc.)	Program Data (Empower, 5 th Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)
<p>EQAO Math: Applied: 40% at/above provincial avg. 4% below Board. 34% ELLs; 10% above Board. 50% speak another lang. as much or more than Eng. at home; 6% above Board. Academic: 86% at/above prov. avg. 3% above Board. 20% ELLs; 8% above Board. 43% speak another lang. as much or more than Eng. at home; 7% above Board.</p> <p>EQAO OSSLT: (2014-15): 249 total participants All FTE students: S=162=65%; B=73%; P=77% FP FTE students: S=75%; B=83%; P=82% Trajectory: 14-15=75%; 13-14=78%; 12-13=76%; 11-12=81%; 10-11=77%</p> <p>ELL/Spec Ed: ELLs=46=18%; Spec Ed=42=17%.</p> <p>Special Prov/Accommodations: ELL=25=12% Spec Ed=36=17%</p> <p>Other lang. in home: As often/partly/only=96=45%.</p> <p>Placement: Academic=151=61%, Applied=73=29%, LDC=3=1% ESL/ELD=22=9%. Other language in home only/mostly=52%.</p> <p>ELL FTE Successful: All: S=46%; B=48%; P=54% FP: S=66%; B=73%; P73%</p> <p>All FTE Successful: S=65%; B=73%; P=77% F=78/120=65% M=84/129=65%.</p> <p>FP FTE Students Successful: S=75%; B=83%; 82% F=76%; M=74%</p> <p>Elementary-Secondary: (Total 168) Reading: MS=58; RtoS=43; DfmS=9; NMS=58 Writing: MS=90; RtoS=32; DfmS=9; NMS=37</p>	<p>MSMV Survey: Among 153 respondents it is a virtually even split M/F. 66.7% like/love school. 92.9% are somewhat to very proud in JVCSS. 96.7% have one to many good friends. 75% plan to obtain a post-secondary university/college degree.</p> <p>Safe Schools Survey: Ethnicity: Filipino=49.3%, Black=15%, South Asian=11.4%. First Nations=5.7%</p> <p>10 aspects of safety: 87.2% feel safe/very safe.</p> <p>Most violent, confrontational, or negative behaviours: Verbal abuse=16.4%. Inappropriate sexual comments=15%. Drug use=15%.</p> <p>Bullying: Most common... reasons=physical appearance and interests; forms=name calling, teasing, unwanted comments. Those who reported preferred: face-to-face contact=64.3%.</p> <p>SEF School Staff Survey: results indicate that staff is generally at the "implementation" stage</p>	<p># Ntiles below 3 = 6: Gov't transfer payments (3), low family income (2), born outside Canada (2), second language at home (2), parent unemployment (1), rental housing (3).</p> <p>Transition to Secondary Survey: Excited/very excited: 90% Nervous/very nervous: 80%</p> <p>Participated in Transition SS program: 71%</p> <p>Elementary Feeders: Public Board=23% St. Maria Goretti=13% St. Albert=12%</p>	<p>Taking Stock: Students at risk for credit accumulation in Gr.9=15.9%, Gr.10=23.9%, Gr.11=15.6%, Gr.12=23.5%, Gr.12+=9%. Comm. Svc. Hours completed in Gr.9=N/A, Gr.10=40.7%, Gr.11=5.7%, Gr.12=7.6%, Gr.12+=2.3%. This suggests that the current Gr.10s have accessed opportunities for service at a significantly quicker pace/greater rate than previous years' Gr. 10 students.</p>	<p>DIP 2013-14 Attendance: +20 days absent: '12-'13=7.1%; '13-'14=8.1; '14-'15=8.8%. There has been a steady increase in the number of lengthy student absences.</p> <p>Failure rates by grade/subject: Gr. 9/10 First= Math; Second=Guidance/Careers; Third=Religion.</p> <p>Course type (Gr.11/12): WP=4.4%, C=15.8%, Other=79.8%.</p> <p>Mathematics course pass rates 2014-15: Gr. 10=85% Gr. 11=82.6 Gr. 12=87.8</p>

Areas of focus for 2015-2016:

(In priority order...)

- Mathematics,
- Literacy,
- Religion,
- Community Service Hours,
- Attendance,
- Mental Health/Wellness.

<p><i>From the data, what key factors are identified for increasing Student Achievement?</i></p>	<p>Mathematics: As per the grade 9 EQAO assessment of mathematics in the 2014-2015 school year, the percentage of students at or above the provincial average (level 3 and 4) in Applied Level mathematics courses was 40% which was 4% below the Board average. This demonstrates an increase of 10% over the previous year.</p> <p>Additional Evidence (data): The same data results for the last two consecutive school years (i.e. 2013-2014 and 2012-2013) were 30% and 33% respectively.</p> <p>Literacy:</p> <ul style="list-style-type: none"> ✓ 44% of applied level students were successful on OSSLT (Source: EQAO) ✓ 49% failure rate of Previously Eligible (PE) Students (Source: EQAO) ✓ An examination of grade 9 scores in English, Geography & Religion to determine students on the cusp (of passing the OSSLT) in order to make up the remedial "SMART 20" group (source: DIP) ✓ 33% of students spend 3 hours or less per week reading English, not including for homework (Source: EQAO Student Questionnaire) <p>Religion: Student Achievement Data: Pass and fail rates by grade and subject (2014-15)</p> <p>Community Service Hours: The 2011-2015 data from Trillium and the "Funky 40" Club list shows the students who achieved Gold, Silver and Bronze certification in grades 9, 10, and 11. This data indicates that the number of community service hours achieved on average by outstanding individual students in 2013-2014 decreased from a previous high of 168 hours down to 154 hours.</p> <p>Attendance: About 22% of our student population (last year) were absent more than 10 + days. 9% of those students were away more than 20 days.</p> <p>Mental Health/Wellness: Using the My School My Voice Survey For 2014-2015 as a reference, the indicators of self-worth and anxiety regarding test-taking are key factors affecting students' academic success. The survey questions that give testament to those considerations are: Self-Worth 7, 10, 16(h), 17; and Test Taking 16(c) and (b).</p>
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<p>URGENT CRITICAL NEEDS</p>	<p>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</p> <p>Mathematics: Focus on Grade 9 Applied level Mathematics in order to enhance achievement as a result of appropriate streaming, thereby facilitating student progression and credit accumulation in consecutive years.</p> <p>Literacy: To move Applied level students to Level 3 both in-class and on the OSSLT. To improve success rates of Previously Eligible Students on OSSLT.</p> <p>Religion: To decrease failure rates in our intermediate (Gr. 9/10) Religion courses.</p> <p>Community Service Hours: More students need to get their 40 hours of community service before grade 12.</p> <p>Attendance: To increase the immediacy of accountability for unexplained absences.</p> <p>Mental Health/Wellness: To decrease test-taking anxiety and its effect on students' feelings of self-worth</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>Mathematics: How do we encourage students' active engagement and responsibility for their own learning? How do we ensure that students are placed appropriately and are able to engage in self-reflective practice?</p> <p>Literacy: How do we address our need to know how:</p>
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	<ol style="list-style-type: none"> 1. To support students in developing literacy skills such as inferencing, identifying main idea and summarizing? 2. To help students in becoming self-reflective (self-questioning) learners? 3. To support teachers in providing timely, descriptive feedback? 4. To encourage independent reading (home and school)? <p>Religion: How do we support students with achieving success in intermediate (grades 9 and 10) Religion?</p> <p>Community Service Hours: How do we support the grade 12s who are finishing up their hours in grade 12 when we want them to finish before the end of grade 11?</p> <p>Attendance: In what way can we hold students accountable for their absences so that the correction of the problem becomes more immediate than it is currently?</p> <p>Mental Health/Wellness: How do we support students in test taking to help alleviate anxiety and increase their feelings of self-worth?</p>
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<i>If... Then... Statement:</i>	<p>Mathematics: If we identify students in grade nine applied who are at risk and implement our action/interaction plan then student overall achievement on Grade 9 Applied EQAO Assessment of Mathematics will improve, especially in Number Sense</p> <p>Literacy: If teachers provide students with the opportunities and structures for: inferencing, identifying the main idea and self-reflection; and, in addition, provide timely feedback, then more applied level students and PE (previously eligible) students will achieve level 3 on the OSSLT and in course work.</p> <p>Religion: If teachers provide students with every opportunity to succeed through early identification of at-risk students and the implementation of a Credit Rescue model, then students will succeed having been given every opportunity to do so.</p> <p>Community Service Hours: If students are given enough opportunities, information, and incentives to pursue attaining 40 hours, then there will be fewer students in grade 12 pressed to complete their hours who could instead focus on current courses.</p> <p>Attendance: If we focus on students who are not legitimately absent, then the number of unexplained absences will decrease.</p> <p>Mental Health/Wellness: If teachers help decrease feelings of test anxiety in class using, for example, more descriptive feedback, pre-testing and assessment throughout their course, then students' feelings of self-worth will increase accordingly.</p>
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Learning Goals (related to urgent critical need)	<p>Mathematics:</p> <ul style="list-style-type: none"> ✓ To increase by 10% the number of Applied level EQAO Math scores for 2015-16 that are at/above provincial level ✓ To raise Gr. 9 Applied Math class averages by 5% in 2015-2016. This targeted improvement in class averages will be inversely proportional to failure rates so as to minimize failure rates at this level/stream. ✓ To track attendance in order improve by 5% the consistency of attendance of students in Gr.9 Applied Mathematics classes. <p>Literacy:</p> <ul style="list-style-type: none"> ✓ 15% of Applied-level students will achieve results on the OSSLT that move them from a L2 to L3. ✓ 40% of the "Smart 20" cohort of students will achieve (at least) a level 3 on the OSSLT. ✓ There will be a 10 % increase in the number of students who report on the OSSLT questionnaire "reading for pleasure," other than for homework, and more than three hours but less than five hours/wk. <p>Religion: Improve failure rates by 20% in our intermediate (Gr. 9/10) Religion courses.</p> <p>Community Service Hours:</p> <ul style="list-style-type: none"> ✓ (At the end of June, the Guidance Dep't runs numbers to see how many 9s, 10s and 11s have logged hours). The goal is to increase the number of students who will attain 40 hours in grades 9, 10 (and 11).
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	<p>Attendance: To decrease the number of full day absences by 5%.</p> <p>Mental Health/Wellness: Using the My School My Voice survey for 2015-2016 as a reference, the goal is to create the conditions for success that would contribute to a 3% increase in the number of positive student responses pertaining to their perception of personal knowledge of material and feelings of self-worth.</p>
<p>Actions/ Interactions (What will we do to meet our goals?)</p>	<p>Mathematics: Diagnostic test:</p> <ul style="list-style-type: none"> ✓ To be given in the first three days of the semester ✓ Moderated marking (Code 83 day) ✓ Code 83 used also to communicate with students on a one-to-one basis and with parents ✓ Level change recommended based on results of diagnostic test <p>Strategic Scheduling:</p> <ul style="list-style-type: none"> ✓ Endeavour to schedule all grade 9 math courses during the same period ✓ Students who arrive mid-semester will be recommended for placement in the Grade 9 math course in the following semester ✓ Suggest that Grade 10 - 12 students not be placed in a Grade 9 Math class; recommend that they take summer school instead ✓ Recommend that students who fail Grade 9 Academic, and students who are in ESL levels Level A & B take Math in second semester after achieving Level C <p>EQAO Boot Camp:</p> <ul style="list-style-type: none"> ✓ Grade 9 Applied/Academic students engage in a full day math session that is scheduled on 2 consecutive days before the test: S1= F 15 Jan '16, M 18 Jan '16; and S2=F 3Jun '16, M 6 Jun '16 ✓ Students work through additional EQAO questions/past exams/mock tests ✓ ***continue to have a late start schedule on the day of the EQAO test day <p>After-School Numeracy Sessions:</p> <ul style="list-style-type: none"> ✓ scheduled during BOTH semesters, (for Applied/Academic students) ✓ S1 will be set up as a 4-week (2 days/week) session format: Wk 1=Nov. 23, 25; Wk2=Nov 30, Dec 2; Wk3= Dec 7,9; Wk4=Dec 14, 16. ✓ S2 will be set up as an 8-week (1 day/week, Tuesdays) session format: Apr 5, 12, 19, 26; May 3, 10, 17, 24 <p>Technology:</p> <ul style="list-style-type: none"> ✓ use of iPad Math apps ✓ Use of Google apps, knowledge hook, class website (D2L) <p>Literacy:</p> <ul style="list-style-type: none"> ✓ English Department will lead OSSLT-focused lessons created as a department and taught to grade 10s ✓ "SMART 20" pull-out sessions will take place with the 20 most challenged students who achieve at level 2. ✓ After-School Literacy Course will take place in both semesters with a special focus on FTE (first-time eligible), PE (previously-eligible) students; as well as on ESL (English as a Second Language learners), and Special Education students (separate foci). ✓ "D.E.A.R." Drop Everything and Read sessions will take place for Applied-level students and will include the development of a Literacy Portfolio based on "What in the World." Successful completions will be eligible to win gift cards. ✓ Literacy League: 8 volunteer coaches will train 10 students in literacy (with Literacy Committee assistance). The team with the most successful preparatory assignment completions will get a meal. <p>Religion:</p> <ul style="list-style-type: none"> ✓ Identify at mid-term, in conjunction with the Department Head, the students at risk of failing, and outline strategies that will be employed to ensure success. ✓ Employ a Credit Rescue model for students between 40%-50%, in conjunction with Student Success, to allow these students the opportunity to salvage the credit. <p>Community Service Hours:</p> <ul style="list-style-type: none"> ✓ Promotion of Funky 40 Club through draws (eg. Tim Horton's cards and movie tickets). There will be a volunteer fair on Nov. 12th. We will continue to recognize them at awards night and give out lapel pins denoting gold, silver and bronze achievements. <p>Attendance:</p> <ul style="list-style-type: none"> ✓ All teachers must send students with unexplained absences to the Main Office immediately (the next day) to get a note from a VP or Principal. ✓ Student Success and Special Education teachers will also follow up with students who are skipping.

	<p>Mental Health/Wellness:</p> <ul style="list-style-type: none"> ✓ To address the weighting of tests/exams, student-centered test-taking/studying workshops, co-constructed success criteria, Girls/Boys for change, and a continuation of the Stop the Stigma campaign.
<p>PD Required for Staff</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> ✓ iPad training ✓ Google classrooms/apps training ✓ D2L training ✓ more collaboration among Grade 9 Math teachers <p>Literacy:</p> <ul style="list-style-type: none"> ✓ Direct instruction to teachers of the D.E.A.R. program, moderated marking, descriptive feedback collaboration sessions. <p>Religion:</p> <ul style="list-style-type: none"> ✓ Department meetings; implementing PLCs (Professional Learning Communities) <p>Community Service Hours:</p> <ul style="list-style-type: none"> ✓ Share with staff websites and other volunteer opportunities that they can then share with their students <p>Attendance:</p> <ul style="list-style-type: none"> ✓ Provide an education day/event for parents to be in-serviced on effective student attendance practices: timeliness for all classes, attendance in all classes, and avoidance of full-day and/or repetitive absences. ✓ Provide ongoing staff data in-services on the effects of all attendance matters (above) on the achievement and well-being of students. ✓ Provide reminders to staff regarding the need for a consistent application of attendance policies as well as the communication of attendance concerns to students, parents/guardians. <p>Mental Health/Wellness:</p> <ul style="list-style-type: none"> ✓ Staff PD dedicated to descriptive feedback and test taking strategies, having mental health professional come in and discuss anxiety issues/disorders <p>Whole-Staff PD Plan: <u>Proposed PLCs – Professional Learning Community Monthly Meetings – Late Start Schedule</u> (*In addition to the pre-existing staff meeting/late start schedules):</p> <p>*December: Wed., Dec. 9</p> <p>[February: Fri. Feb. 12 PA Day: PLCs, DIP (Data Integration Platform), and GAFE (Google Apps for Education) training]</p> <p>*March: Wed. Mar. 9</p> <p>*April: Wed. Apr. 12</p> <p>*May: Thurs. May 12</p> <p>[June: Tues. June 28 PA Day: Local Priorities – PLC Planning for 2016-2017]</p>
<p>Measures/ Evidence of Success</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> ✓ Analysis of student work - improvement in the quality of the work produced by the students - proper use of mathematical notation, showing work in multi-step problems, following 4 steps of problem solving (i.e. 1.Understand the problem, 2. Make a Plan, 3. Carry out the plan, 4. Look back) in real-world applications, etc. ✓ Pre- and post-assessment - Comparing INITIAL diagnostic test results with those of the FINAL examination papers as an indicator of success. ✓ Students' ability to communicate their understanding of math concepts (triangulation of data: conversation, observation, outcome) ✓ Students' ability to justify their thinking by using proper mathematical vocabulary in response to verbs such as To Explain, Verify, Describe, Prove, Interpret, Predict. <p>Literacy:</p> <ul style="list-style-type: none"> ✓ Portfolios, writing folders, notes from conferences ✓ Movement through achievement levels (level 1 to 2, level 2 to 3, etc.) <p>Religion:</p> <p>Student Achievement Data – an increasing number of students will experience success in intermediate (Gr.9/10) Religion, which will result in an improvement of data with respect to pass and fail rates by grade and subject.</p> <ul style="list-style-type: none"> ✓ Analysis of student work - improvement in quality of the work produced by the students which demonstrates a more intent focus on and application of religion concepts. ✓ Students' ability to communicate their understanding of religion concepts ex. Ontario Catholic Graduate Expectations (OCGEs) and the Principles of Catholic Social Teachings (CSTs) through their writings, discussions, and actions. <p>Community Service Hours:</p>

	<ul style="list-style-type: none"> ✓ A greater number of intermediate-level (Gr.9/10) students will achieve the completion of all of their community service hours. ✓ An increased number of students will achieve recognition for community service hours completed by graduation that number above and beyond the minimum requirement of 40 hours. <p>Attendance:</p> <ul style="list-style-type: none"> ✓ An increased number of students who return to school following an absence will be prepared with a note or follow-up call from parents/guardians (if the call had not already been made to the office in advance of the student's absence). ✓ An increased number of students will be sent down to the main office (on the day immediately after an absence) to meet with their VP or the Principal in order to follow up with <i>unexplained</i> absences. ✓ Student Success and Special Education teachers will continue to follow up with students who are skipping. <p>Mental Health/Wellness:</p> <ul style="list-style-type: none"> ✓ An analysis of students' Learning Skills acquisitions: responsibility, organization, independent work, collaboration, initiative, and self-regulation ✓ An analysis of students' identified feelings about school ✓ Students' ability to connect with a caring adult at school ✓ The ability of students in all grades to articulate their post-secondary plans ✓ The degree of students' participation in extra-curricular activities ✓ The degree of importance placed by students on: doing well in school, trying one's best in school, and making friends ✓ The degree of importance placed by students on: teachers' high expectations of them, and teachers' recognition of their doing a good job on their school work.
<p>Resources Required (human, material, code days)</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> ✓ Code 83 for moderated marking of diagnostic test ✓ license purchasing for apps <p>Literacy:</p> <ul style="list-style-type: none"> ✓ Staff meeting time ✓ Proposed additional staff meeting/PLC (Professional Learning Community) collaboration time ✓ Literacy Committee members act as facilitators at both types of staff collaboration sessions listed above <p>Religion:</p> <ul style="list-style-type: none"> ✓ Engaging Student Success (Credit Rescue model) and Special Education staff <p>Community Service Hours:</p> <ul style="list-style-type: none"> ✓ Tri-fold (info brochure), Guidance bulletin board, and Remind 101 (app) <p>Attendance:</p> <ul style="list-style-type: none"> ✓ Attendance secretary ✓ Student Success Teachers ✓ Special Education Teachers ✓ Subject (classroom) teachers ✓ Parent engagement/information session at a CSPC (Catholic School Parent Council) meeting <p>Mental Health/Wellness:</p> <ul style="list-style-type: none"> ✓ Tapping in to the Bell Canada "Let's Talk" campaign during mental health month, and establishing a SAC (Student Administrative Council) "Wellness Rep"