


TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL Principal Superintendent	 Jean Vanier C.S.S. Principal: Linda Maselli-Jackman Superintendent: Kevin Malcolm
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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 OSSLT 2015-16 Total Students = 202</p> <p>Provincial Standard Applied: JVCSS 39% at/above Prov.Std. and 7% below the Board standard</p> <p>Academic: JVCSS 78% at/above Prov.Std. and 6% below Board standard</p> <p>ELLs=34% Spec Ed: Exc=15% Acc=12% Other Lang@home=15%</p> <p>Meeting Standards – Gr6 to Gr9 Reading: MS Gr6/S OSSLT=67% DNMS Gr6/S OSSLT=15% MS Gr6/U OSSLT=9% DNMS Gr6/U OSSLT=9%</p> <p>Writing: MS Gr6/S OSSLT=66% DNMS Gr6/S OSSLT=16% MS Gr6/U OSSLT=8% DNMS Gr6/U OSSLT=10%</p> <p>EQAO Mathematics 2015-16 Total Students = 265</p> <p>Provincial Standard Applied: JVCSS 44% at/above Prov.Std. and 2% below the Board standard</p> <p>Academic: JVCSS 77% at/above Prov.Std. and 7% below Board standard</p> <p>ELLs=67% Spec Ed Exc=38% Other Lang@home=38%</p> <p>Meeting Standards – Gr6 to Gr9 Applied:</p>	<p>MSMV Survey: OVERALL Jean Vanier scored higher than the Board for the Six Key Factors: 1: Positive School Climate Jean Vanier: 76 Board: 74 2: Student Value of Education Jean Vanier: 81 Board: 79 3: School Emphasis on Student Success Jean Vanier: 75 Board: 72 4: Personalization for Learning Jean Vanier: 73 Board: 72 5: Teaching for Meaning Jean Vanier: 73 Board: 70 6: Value and Availability of Extracurricular Activities Jean Vanier: 67 Board: 65</p> <p>THE CARING ADULT Even though a student recognizes a caring adult that they feel comfortable talking about an academic problem: Jean Vanier: Yes (70.7%); No (8.3%); Not Sure (12.1%); No Response (8.9%) Board: Yes (73.9%); No (11.2%); Not Sure (8.9%); No Response (6.0%) An area for improvement centers on the answers to the following two questions: 1) If you wanted to talk to someone at school, is there a caring adult in your school that you feel comfortable going to talk about a spiritual problem? Jean Vanier: Yes (31.8%); No (35.0%); Not Sure (22.9%); No Response (10.2%) Board: Yes (30.6%); No (36.5%); Not Sure (23.8%); No Response (9.1%) 2) Teachers in my school are interested in me as a person. Jean Vanier: Strongly Agree (11.5%); Agree (42.7%); Disagree (27.4%); Strongly Disagree (6.4%); No Response (12.1%)</p>	<p># Ntiles 1-3 = 6: Gov't transfer payments (3), born outside Canada (2), second language at home (3), parent unemployment (2), rental housing (3).</p> <p>Transition to Secondary Survey (%): Born in Canada: Yes=42.3 No=57.7 Parents born in Canada: Both=6.2 One=1.5 Neither=82.3 Coming to high school: Excited/very excited: 64.6% Nervous/very nervous: 50.8% Participated in Transition SS program: 43.8%</p> <p>Elementary Feeders: Public Board=24.6% St. Albert=6.9% St. Nicholas=6.9% St. Rose of Lima=6.9% Other Country=6.2% St. Barbara=6.2% Catholic OB=4.6% St. Victor=3.8% JohnXXIII=3.1% Precious Blood=3.1% St. Maria Goretti=3.1% St. Lawrence=3.1%</p>	<p>Taking Stock: Students at risk for credit accumulation in: Gr.9=17.8%, > Gr.10=27.8%, > Gr.11=30.5%, > Gr.12=25.8%, > Gr.12+=8.7%. =</p> <p>Comm. Svc. Hours completed in: Gr.9=N/A, Gr.10=40.7%, = Gr.11=7.4%, > Gr.12=77.8% > Gr.12+=95.7%. > This suggests that the current Gr.10s have accessed opportunities for service at a pace that is similar to the rate of the previous years' Gr. 10 students. However, more students in Gr. 10, 11, and 12 have not accumulated hours on target compared the previous year.</p>	<p>DIP Attendance: +20 days absent (%): 15-16=8.2 14-15=8.8 13-14=8.1 12-13=7.1 From 2012-13 to 2014-15 there was a steady increase in in the number of lengthy student absences. Then in 2015-16 there was a slight decrease.</p> <p>+10 days absent (%): 15-16=21.7 No change from the previous year</p> <p>Failure rates by grade/subject area: Gr. 9/10 1=Math 2=Guid/Car 3=Rel 4=Sci 5=Eng</p> <p>Note: MFM1P1 – 25.2%</p> <p>Mathematics course pass rates 2015-16/14-15/13-14 Gr. 9=86.1/88.4/96.7 Gr. 10=84.5/85.4/84.5 Gr. 11=82.4/82.6/85.9 Gr. 12=92.7/87.8/93.8</p>

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<p>MS Gr6/Gr9=7% DNMS Gr6/MS Gr9=35% MS Gr6/DNMS Gr9=4% DNMS Gr6/DNMS Gr9=54%</p> <p>Academic: MS Gr6/Gr9=51% DNMS Gr6/MS Gr9=23% MS Gr6/DNMS Gr9=9% DNMS Gr6/DNMS Gr9=17%</p>	<p>Board: Strongly Agree (11.5%); Agree (47.3%); Disagree (24.8%); Strongly Disagree (7.8%); No Response (8.6%)</p> <p>Safe Schools Survey: Ethnicity: Filipino=49.7%, South Asian=21.1%. Black=14.6%, First Nations=5.3%</p> <p>10 aspects of safety: 92.4% feel very safe/safe.</p> <p>Bullying – Forms Experienced: Verbal=83.7% Social=61.2% Physical=22.4%</p> <p>Bullying: Most common reasons= physical appearance=49% interests=38.8% race/colour/ethnicity=36.7%</p> <p>Those who reported preferred: face-to-face contact=56.7%.</p> <p>SEF Focus Points: Areas cited that place Staff at a higher combined Awareness- Early Implementation stage: 1) Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context. Awareness (10%) Early Implementation (17%) Implementation (47%) Routine Use (27%) No Response (0%) 2) Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations. Awareness (3%) Early Implementation (23%) Implementation (40%) Routine Use (33%) No Response (0%) 3) The school community understands and responds to the professional needs of staff. Awareness (10%) Early Implementation (17%) Implementation (43%) Routine Use (27%) No Response (0%) With respect to Staff Satisfaction (Shain (2008) Stress & Satisfaction Offset Score), the following response was noteworthy: In the last 6 months, I have experienced worry, “nerves” or stress from mental fatigue at work. Always (7%) Most of the time (10%) Often (13%) Sometimes (47%) Once in a while (23%) Not at all (0%) No response (0%)</p>			
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Areas of focus for 2016-17:

(In priority order...)

Mathematics = RMS-AEAC (Renewed Mathematics Strategy/Academic Excellence in Applied Courses)

Literacy,

Religion,

Community Service Hours,

Attendance,

Mental Health/Wellness.

<p>URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Mathematics: RMS-AEAC (Renewed Math Strategy-Academic Excellence in Applied Courses) 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>As per the grade 9 EQAO assessment of mathematics in the 2015-2016 school year, the percentage of students at or above the provincial average (level 3 and 4) in Applied Level mathematics courses was 38% which was 5% below the Board average. This demonstrates a slight decrease of 2% 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 2014-2015) were 33% and 40% respectively.</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>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>Mathematics: For the transition from elementary to secondary: Elementary/Secondary SSLNs to further develop collaborative teaching/learning strategies and increased awareness of the critical strands in secondary curriculum by elementary teachers as well as those in elementary curriculum by secondary teachers.</p> <p>For secondary placements: students need to be appropriately placed in Academic, Applied, or Essentials courses. Placement recommendations made by subject specialists factor in students' current as well as past subject-related achievements.</p> <p>Religion: Student Achievement Data: Pass and fail rates by grade and subject (2015-16)</p> <p>Community Service Hours: Last year, our Youth Volunteer Ambassador Team made face-to-appeals to our grade 9 and 10 students only. Their efforts resulted in overall gains at the</p>

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	<p>grades 9 and 10 level. This year YVAT will include all grades to support our grade 11's and any grade 12's that have not yet submitted any hours.</p> <p>Attendance: The total number of full-day absences in 2015-16 was 1060 ~ 15 more than in 2014-15. While the number of 20+ day absences decreased by 0.6%, the number of 0-10 day and 11-20 day absences increased by 0.1% and 0.5% respectively.</p> <p>Mental Health/Wellness: Using the My School My Voice Survey For 2015-16 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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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>As per the grade 9 EQAO assessment of mathematics in the 2015-2016 school year, the percentage of students at or above the provincial average (level 3 and 4) in Applied Level mathematics courses was 38% which was 5% below the Board average. This demonstrates a slight decrease of 2% 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 2014-2015) were 33% and 40% respectively</p> <p>Literacy: How do we address our need to know how:</p> <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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<p>If... Then... Statement:</p>	<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>
<p>Learning Goals (related to urgent critical learning need)</p>	<p>Mathematics: Dep't PLC Teams:</p> <ul style="list-style-type: none"> ✓ Team (1 – EQAO): To increase by 10% the Applied level EQAO math scores for 2016-2017 that are at/above the provincial level. ✓ To raise Gr. 9 Applied Math class averages by 10% in 2016 -2017. 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. ✓ Team (2 – Gr. 10): To improve the passing rate in grade 10 Applied and Academic by 5% measureable by the pass rates stats obtained from the guidance dept. ✓ Team (3 – Senior Grades): To improve the current low passing rate of 82.6% among grade 11s, by 10%, measureable by the passing-rates statistics obtained from the guidance dept. Also, to increase the graduation rates by 5%.
<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Mathematics: Gr. 9 Applied students – RMS/AEAC provincial focus</p>

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>RMS-AEAC:</p> <ul style="list-style-type: none"> ✓ Focus on Gr. 9 Applied level courses ✓ Diagnostic tests to be given in the first few 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. A strong commitment and coordination is required between the scheduling-VP and the guidance department. ✓ 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>Dep't PLC Teams</p> <p>Team (1 – EQAO): After-school Numeracy Program (Nov.1-24). S1 will be set up as a 4-week (2 days/week) session format: Wk1=Nov. 1, 3; Wk2=Nov 8, Nov. 10; Wk3= Nov 15, 17; Wk4=Nov 22, 24, 2016. S2 will be set up as an 8-week (2 day/week, Tue./Thu) session format: Apr 4, 6, 11, 18, 20, 25, 27, 2017; May 2, 2017. EQAO Boot Camp (January 20 & 23, 2017, June 9 & 12,2017), Use of Technology (IPads) in 1P1 courses, Strategic Scheduling of all Gr.9 math courses during the same period for appropriate streaming of students. Make Gr.6 EQAO scores a prerequisite for enrolling in Gr.9 Academic math courses. Most recent Data indicates that 17% and 54% of Academic/Applied students did not meet the Gr.6 EQAO standard, respectively. Assign diagnostic basic skills tests for proper placement of the students in the right levels at the beginning of the semester.</p> <p>Team (2 – Gr. 10): Use of evidence-based instructional strategies (EBISs) such as descriptive feedback, scaffolding, use of technology to motivate the students, etc... as well as more collaboration and coordination among teachers teaching different sections of the same course (order of units to facilitate the switching of levels).</p> <p>Team (3 – Senior Grades): Use of EBISs such as descriptive feedback, scaffolding, etc..., Enhanced promoting of problem solving using variety of methods and examining their pros and cons, use of technology (New IPAD Apps/Graphing calculators).</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>See below (Departmental PLC goals/strategies)</p>
<p>PD Required for Staff</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> ✓ RMS-AEAC face-to-face and on-line training for the Principal, DH, and Gr. 9 Applied Teachers ✓ iPad training ✓ Google classrooms/apps training ✓ D2L training ✓ increased collaboration among Grade 9 Math teachers as well as the Dep't PLC teams.

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Measures/Evidence of Success to be used	Mathematics: <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.
Resources Required (human, material, #code days)	Mathematics: <ul style="list-style-type: none"> ✓ JVCSS = RMS 2 school. All resources allocated to RMS 2-level schools shall apply this year ✓ Code 83 departmental PLC/PLTs (Professional Learning Communities/Professional Learning Teams ✓ license purchasing for apps

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?

Other Collaborations - Departmental PLC Teams

- The PLC teams for 2016-17 have been designed to support the achievement of goals and outcomes for the 2016-17 PLP.
- Please see attached PLC instructions for Departmental Collaborations engaged in during the October 7, 2016 PD day and beyond during other departmental PLC meetings

Attachment:



Departmental PLCs
2016-17 Planning Con

As Part of the 2016-17 PLP, Departmental PLCs have articulated their programming goals and strategies for Student Success as outlined below.

Other Goals/Strategies of Curriculum Departments

CWS:

Junior Team Goals

1. To improve writing skills (argumentative, summaries)

Senior Team Goals

1. To improve research skills
2. To improve students' ability to transfer knowledge by making connections to new scenarios
3. To increase opportunities for critical thinking

Proposed Strategies/Outcomes:

Junior Team

1. Students' argumentative writing will improve
1. Students' critical thinking skills will improve

Senior Team

1. Students will become proficient in all the stages of the research process
2. Students will become adept at applying knowledge and making connections to new scenarios

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Students will improve their higher level thinking skills

Arts:

M.A.G.A. (Make Arts Great Again) Goals

1. Develop healthy numbers in all Arts courses
2. Showcase student excellence/pride
3. Demonstrate viability of arts as a career

A.L.M. (Arts Lives Matter) Goals

1. Promote healthy minds and relationships for students
2. Stop the stigma of mental health
3. Understand mental health issues and show success in overcoming them

Proposed Strategies/Outcomes:

M.A.G.A.

1. Bring back Artist of the Week
2. Use hall screens to showcase student work
3. Create a digital photography Instagram Account
4. Promote heavy Arts involvement in the Gr. 8 Outreach Program

A.L.M.

1. Implement opportunities for mental health awareness projects in all classes
2. Promote continued involvement with the Stop the Stigma Campaign
3. Career enlightenment with Mental Health and the Arts (Arts-based therapies, hospital clowns, etc.)

English:

Goals:

OLC Team

1. Have students complete assignments in class
2. Create portfolios to make students more aware of work that has/has not been completed – a visual reminder

ENG 2D Team

ENG 3U Team

ENG 1P1 Team

ENG 4U Team

1. Proper student placement

NBE 3C Team

1. Focus on increasing reading comprehension
2. FNMI awareness – research-based student inquiry

ENG 2P Team

1. Increase homework completion
2. Increase passing rate

ESL Team

1. Reduce newcomer student anxieties
2. Foster a love of reading (hook) and increase reading comprehension

French Team

1. Increase homework completion
2. Increase marks
3. Pass rate to be 100% by January 2017

Proposed Strategies/Outcomes:

OLC Team

1. To improve student completion rates

ENG 2D Team

ENG 3U Team

ENG 1P1 Team

ENG 4U Team

NBE 3C Team

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1. Focus on graphic novels; informational text
2. Foster the love of reading
3. ISU Focus: student choice (Aboriginal Artist) and communication

ENG 2P Team

French Team

1. Increase assignments involving oral communication
2. Set up peer-tutoring/homework help

ESL Team

Co-Curricular:

1. Continue the NOW (Newcomer Orientation Week) Aug 28-31
2. Continue the homework club (Tues/Wed 3-4pm)
3. ESL downtown TO walking tour
4. Police Presentation – Bullying and Home Safety
5. Settlement workers – follow-up with students
6. NOW Activities – Tuesday drop-ins
7. Mini-NOW program (October dates after school)
8. Newcomer Reception @ CEC – October

Curricular:

1. Choose new reading materials/texts which address support issues re: newcomer adaptation and settlement ex. Anxiety, isolation, acculturation process, discrimination, bullying
 - a. Texts: novel and drama
 - b. Film/media
2. Increase student love of reading:
 - a. Circle sitting/reading/teacher modelling/repetition
 - b. Circle talks – class discussion of key issues – Think/Pair/Share
 - c. Book presentations, art, technology connection, interviews, drama games
 - d. Library visits ex. TPL presentations
3. Increase reading comprehension:
 - a. Use a variety of graphical texts, informational texts, narratives
 - b. Explicit teaching of graphical features
 - c. Encourage verbal/non-verbal communication re: texts ex. Student interviews, drama games

Guidance:

Goals:

A. Coop and GLC Team

- A1. Using coop as a late semester option (such as Continuous Intake Coop) to give students a chance at salvaging an extra credit
- A2. Updating textbook
- A3. Use of computer websites to manage courses and also as an instructional tool
- A4. Continue to request more up-to-date technology
- A5. Meet with potential SHSM coop students as early as possible in the spring for facilitate access to best placements.
- A6. Consider the greater use of Dual Credit as an option for coop students.

B. Student Success Team

- B1. Each SSuccess teacher to identify 15 students that require direct focus from SSuccess Team members
- B2. Advocate for workspace to conduct one-on-one interviews, counselling for all SSuccess Team members.
- B3. Perhaps start the SBST process for grade 9 students that have definitely self-identified during the Transition program.
- B4. Consider the use of diagnostic testing during Transition Program to concrete evidence of need for SBSLT.

Proposed Strategies/Outcomes:

- A1. Reconvene on October 31 to assess the needs of students at risk of failing.
- B1. Consider the use of GPP students to serve not only as mentors to grade 9 but also to act as tutors, where appropriate.

Mathematics:

Goals:

- Team (1):** To increase by 10% the Applied level EQAO math scores for 2016-2017 that are at/above the provincial level.



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Team (2): To improve the passing rate in grade 10 Applied and Academic by 5% measureable by the pass rates stats obtained from the guidance dept.

Team (3) : To improve the current low passing rate of 82.6% among grade 11s, by 10%, measureable by the passing-rates statistics obtained from the guidance dept. Also, to increase the graduation rates by 5%.

Mathematics

Strategies/Outcomes:

Team (1) :After-school Numeracy Program (Nov.1-24), EQAO Boot Camp (January 20 & 23,2017, June 9 & 12,2017), Use of Technology (IPads)in IP1 courses , Strategic Scheduling of all Gr.9 math courses during the same period for appropriate streaming of students. Make Gr.6 EQAO scores a prerequisite for enrolling in Gr.9 Academic math courses. Most recent Data indicates that 17% and 54% of Academic/Applied students did not meet the Gr.6 EQAO standard, respectively. Assign diagnostic basic skills tests for proper placement of the students in the right levels at the beginning of the semester.

Team (2): Use of Pedagogical strategies such as descriptive feedback, scaffolding, use of technology to motivate the students, etc... as well as more collaboration and coordination among teachers teaching different sections of the same course (order of units to facilitate the switching of levels).

Team (3) : Use of Pedagogical strategies such as descriptive feedback, scaffolding, etc..., Enhanced promoting of problem solving using variety of methods and examining their pros and cons, use of technology (New IPAD Apps/Graphing calculators).

Physical Education:

Goals:

Team A: Self-Regulation

Team B: Wellness

Team C: Grade 9

Physical Education:

Strategies/Outcomes:

Team A: Self-regulation

Improve student attendance; teach time management skills; provide self-regulation skills

Team B: Wellness

Create a model for one on one support; create access for healthy food options during the school day; create awareness for support networks (CYW, outside organizations, social workers, student success); teach coping skills

Team C: Gr. 9

Encourage grade 9's to sign-up for intramurals; teach students the importance of community hours through a Catholic lens; promote Gr. 9 achievement and success

Team A: Self-regulation

Students will make the connection between improved attendance and completed assignments with success in school achievement.

Time Line On-going

Team B: Wellness

Students will learn to self-advocate and seek help and guidance when needed. Students will learn basic dietary needs and explore options of eating healthy.

Time Line On-going

Team C: Grade 9

Students will sign up for an extra-curricular activity . Students will be encouraged to submit community hours. Display/promote Gr. 9 achievements to make students feel connected and valued to our school community

Time Line On-going

Special Education:

1. Resource Team:
2. DD/ME Team:
3. Mental Health Team:

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Goals:

To help students who have special education support to become more self-sufficient and independent; specifically with life-skills and employment skills.

Focus: Special Education Alternative Courses on IEP- individualize and zone in on specific skills:

Resource Team: Self-advocacy Skills/Organizational Skills/ Time-management Skills

DD/ME Team: *Higher- Functioning students:* Employment skills
Lower-Functioning Students: Life-skills

Mental Health Team: Self-advocacy/accessing resources

Student Learning/Achievement: For students to become more independent, responsible and reliable through individually developing these specific/targeted skills throughout each grade/ year and through their secondary school experience.

Outcomes: Assess these targeted skills through: teacher feedback, classroom observations, discussion with student, attendance checks, monitoring sheet feedback, Learning Skills achievement on report cards/Alternative report card progress, and anecdotal notes.

Timeline: comparing grade 9 skills to progress annually at the end of school year; and ultimately at graduation in grade 12/year 7.

Religion

Team A – Junior Grades (9/10)

Team B – Senior Grades (11/12)

Goals:

- Student achievement through the development of *responsibility*, work ethic.
- The aim is to see a growth in *attention span and time management* in the classroom through the application of **literacy** skills, as well as, the optimization of **social** skills through group work
- To develop the above outside of the classroom

Strategies:

Juniors Grades 9 &10

- **Reading Log:** students create a reading log based on the first 15min of the period in addition to what is read at home. To be collected.
- **Group Work:** Create lessons that require group members with specific roles to play. Develop a template for students to follow.
- Twice per semester

Seniors Grade 11 & 12

- **Reading Log:** students create a reading log based on the first 15mins of the period in addition to what is read at home. To be collected.
- **Debating Teams:** Students are given or find articles that they debate. In the process, student experience independence, presentation skills, deconstruction and analytical skills and research.
- Twice per semester
- The above goals will be initiated in October and carry throughout the school year.
- Groups will coordinate their efforts for consistency of both grade and level.
- Religion Dept. will reconvene on Tuesday, November 15th to continue conversations.

Science

Goals:

Team Espresso

- Developing resources – science/tech materials
- Place you live work skills (?)
- Addressing inability to pay for activities (?)

Team Van Der Waals:

- ESL skills development
- Technology access

Team Cannoli:

- Study skills/conferencing
- Attention span

Team Learning Goals:

- English language ability – adjusting classes to suit all language proficiencies
- Lack of exposure to science and tech materials/literature outside the school
- Attention span: blocks of lecture time may be too long?

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- Time spent on homework: educate families on the amount of time needed to be spent on homework
- Study strategies and techniques: focus on just reading material vs. actually knowing the material (study techniques not well developed)
- Not enough access to current technology ex. Computers/tablets which can access ALL websites/hardware.
- Students unable to pay for activities and extension activities

Science and Tech Material Availability

Learning Context: Supplements Student Learning of Curriculum Documents

Problem: Low affluency amongst student population and Vanier community,

Solution: Limit the number of trips

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Solution: Use, in part, SHSM/OYAP budget to encourage student participation in supplemental learning opportunities; Use “Science and Tech Coordinators” or “whatever the new title” at the TCDSB to access supplementary funds (i.e. Outdoor ed. Grant \$2000 from Dan Koenig)

Problem: Access to supplementary reading material for students, bringing in Journals/Magazines/Newspaper

Solution: Engage students in class, during classroom activities to motivate student interest and learning of curriculum material. Use strategies like D.E.A.R. (drop everything and read) to build literacy and numeracy skills into daily activity - spend some time per week where they read something OTHER than the textbook about the material at hand. Seminar sessions built into unit plans where students are given article(s) to breakdown and discuss/dialogue/generate a discourse in small group settings or whole class discussions.

Placewhereyoulive (homework) Skills

Problem: Try to keep in mind that children learn in many different ways. By consciously thinking about this, you’ll be able to use different teaching techniques to reach as many children as possible in your classroom!

- a. Visual Learners
- b. Auditory Learners
- c. Kinesthetic Learners
- d. ESL Students
- e. At-risk Students
- f. Advanced Learners

Problem: Student abuse of Cell Phone usage

Solution: Engage students using “Proper use” of cell phone as a research tool. “Positive Use of Cell Phone”, where students are actively encouraged to use cell phone to problem solve real world problems. Build in time to in-class work time where students are required to access information not available in their textbook or lecture note material.

Plan: November 4th 2016, (SBI4U SES4U TTJ201-03 TTJ201-02 SPH3U) Student Seminar session implemented. November 3rd students are given article (Drop Everything And Read - D.E.A.R.) related to course content and are informed of next day’s seminar session. Student requirement: complete reading and make a list of 5-10 arguments/points for discussion during the next day’s seminar. Students break off into small groups of 4-5, select 1 question to focus on, they will be permitted to use “Positive Use of Cell Phone” technique as research tool, put answers on Chart Paper/use Google Docs. Final half hour of class is used for groups to discuss answers and challenge their peers with their idea framework.

Accessibility to Extracurricular Materials & Resources

Problem: Limited number of working devices (laptops, desktops, tablets) to utilize programs like GIZMOS, Kahoot, Online Manipulatives,

Solution: Use, in part, SHSM/OYAP budget to encourage student participation in supplemental learning opportunities; Use “Science and Tech Coordinators” or “whatever the new title” at the TCDSB to access supplementary funds (i.e. Outdoor ed. Grant \$2000 from Dan Koenig).

Assessment of Strategy Effectiveness

Teachers from sections SBI4U SES4U TTJ201-03 TTJ201-02 SPH3U reconvene after activity on November 4th. Analyze student engagement. Assess student understanding through overview of student chart work. Kahoot game (www.kahoot.it) or Socrative quiz (www.socrative.com). Use of specific program “Electrode”. Teachers list Pros/Cons to strategy and evaluate how to move forward with further implementation strategies.

Team Van Der Waals

* ESL *Technology access

Problem - understanding Science for ELL/ESL students taking SNC1P8

- A very diverse class of different ESL levels A to E; including international students with very little or no prior knowledge of English.
- When using technology with wifi access, how do we ensure academic honesty is observed.

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Suggested Solutions:

- Have two different classes: one class for Levels A/B, and another for Levels C-E
 - Example: SNC1P8 can be split into classes of 9 levels A-B, and 13 levels C-E.
 - --- waiting for approval/feedback.
- Differentiated-Instruction would then be more effective.
- Gather 'better' resources/workbooks that are focused on the applied science curriculum for ESL level.
- Invest in technology that allows students to translate English to their own language without wifi access or texting.
- For example: Portable Dictionary Pen- Quicktionary TS Premium with the following dictionaries loaded - Spanish, Tagalog, and Chinese. Estimated Cost = \$200 per pen.
 - (will try to get funding for at least 2 or 3 pens by semester two.)
- Use auto-translate on youtube videos to select a specific language. - will try this out in class. --- awaiting feedback.
- Use google translator to prepare quizzes with English/selected language questions.

Team Cannoli

*study skills/conferencing

*attention span

Problem: Inadequate Study Skills

Solution: Study Strategies Skills Set

- 1) Goal sheet - First day of school: Students must include a numerical goal that they hope to achieve. They will also include four strategies.
 - Students get a goal sheet on the first day of school/semester
 - Record student's goal value
- 2) First unit test and other assessment results recorded (RA)
- 3) Presentation of Specific Study Strategy
 - Could be in the form of a video or teacher exemplar
 - 15 minute interval to study and highlight important notes with a 5 minutes break (evidence -based learning)
 - Show an exemplar of a note card/cue card
 - Students produce note cards from their highlighted notes
 - Students placed in groups and will quiz each other using the cue cards
 - Students are to use their cue cards to prepare for their assessment in their own time
- 4) Post assessment
 - Compare individual student goal with running average
 - Individual conference with the student
 - Teacher analysis of results – goal-first RA-second RA
- 5) Evaluate success of the strategy
 - Strategy will be implemented at the teacher's discretion during semester 1 and results will be analyzed at the end of semester 1. Team goal is 5% increase from students' last current average.

Funky-40 Community Service hours (2011-2016)

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Gr 9 Gold	26/120	21.6%	51/185	27.5%	62/216	28%	41/171	24%	55/171	32%
Gr 10 Silver	53/126	42%*	64/259	24.7%	36/202	17.8%	39/236	16.5%	48/236	20%
Gr 11 Bronze	NDA		53/229	23%	57/269	21%	66/211	31%	41/211	19%