TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Msgr Percy Johnson, Melo, Area 1

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI,etc.)
OSSLT Data: - 76% in 2016 (74% in 2015) of Fully Participating students were successful Breakdown of Cohort: 2016: 76% females successful compared to 84 Board 2015: -71%females successful (76/107) compared to 86% board/Province. 2016: 75% of males were successful, compared to 78% with board -2015:77% males successful (73/95) compared to 80%B and 78%P. 2016: Spec Ed (51 total excluding GIFTED (3): 20/51 pass; 12 deferred; 19 unsuccessful.	-First language other than English (27%) - Language students speak at home: English (62%); 61% another language as often as English: (28%) 28% -Have a computer at home (96%) - Reading Materials to understand interest: web-sites (92%); magazines/manuals (48% each); novels/fiction (66%); song/poems (75%) MSMV #14 g and h "no matter how hard I try there is still some class work that is too hard for me" 70% agree or strongly agree #3 and 4	-202/240 fully participating (84%); - Info for ELL (N/A); - 45/68 Spec Ed Fully participating 2016: 227 students. 22 deferred (10%); 205 Participating; From 2015-2016, 4 ESL applied students and 2 ESL academic students achieved the provincial standard. - In 2015-2016 cohort, 36 students are ELL which is similar to the population from last year.	2016-2017 cohort students: 29 academic and 38 applied have participated in 5th block/JLI etc. This is a slight decrease from the amount in 2015-2016. From 2015-2016 cohort, 12 IEP (out of 29) applied students and 3 IEP (out of 5) academic students achieved the provincial standard. Data from 2015-2016 cohort indicates that 47 students in applied and 38 students in academic have participated in 5th block/JLI etc.	Some Issues: attendance to receive additional support (after school). Identified students 'at-risk' and provided individualized support Key Questions that students scored the lowest: (2015 and 2016) a. State a main idea and details b. Inference with Graphic Text c. Explain…using specific details to support your answer d. Inference (Dialogue reading) Working with the grade 7/8 teachers on number sense and problem solving. - Grade 7/8/9 teachers will work together using

2015: Spec. Ed. (ex. Gifted) successful 51% (23/45) but IEP only 8/18=44% compared to 60%B and 56%P Students met standard in grade 6 but unsuccessful OSSLT: Reading 8% (16 students); Writing 9% (17 Students) -Applied pass rates 40% (21/52) compared to 51%B and 50%P 2016: 23 of the 50 scored a 290 or 295, and 25 of successful scored a 300 or 305 (Mastery of Learning Skill) - 21 students scored 290-295 (9 of which have IEP) EQAO results from 2015-2016 have increase from the year before. Applied increased from 26% to 55% (increase of 29%). Academic scores increased from 64% and 77% (increase of 13%) EQAO results	47% "are proud of our school" 57% -"like or love school" EQAO survey data from 2016 indicates that students believe that they are doing their best in math (Applied - 70%, Academic - 59%), however, only (Applied - 23%, Academic - 41%) feel they can answer difficult mathematics questions and only (Applied - 41%, Academic - 40%) like mathematics. EQAO survey data from the 2015 student questionnaire indicates that students believe that they are doing their best in math (1P-78% and 1D-75%) but, only (1P-17% and 1D- 39%) of students feel they can answer difficult mathematics questions and only 20% of students like mathematics.			common language in the classroom, using common strategies which will help students make connections between elementary and secondary curriculum. -Introduction of KTCA with elementary teachers and structure of testing in applied and academic.

from 2014-2015 have decreased from the year before. The applied level has dropped 14% from 40% to 26% and the academic level has dropped 11% from 75% to 64%. CAT 4 from current grade 9 students show that problem solving, algebra and number sense are a continued area of focus. Current EQAO data (2015-2016) confirmed that students feel that they continue to struggle in the areas listed below. (*Additional data suggests that academic students are finding linear relations difficult, with 37% feeling confident and 8% feeling very confident) CAT 4 data shows us that our current students continue to struggle with problem solving, algebra and number sense	-Student's mathematical mind set is a continuous focus. Increase students joy and interest in math (growth mindset) will increase their achievement. -To reduce the suspension rate of those incidents that can be dealt with through RCMC and Peer Mediation by 5% for the year. -To increase the number of student venues for making their voice heard on Safe Schools issues by 3 by year end.		- RCMC and other restorative practices (i.e. apologies) - Chaplain involvement (including presence during lunch and after school) -1. Focus groups for students from various cross-sections of the student population through multicultural day on April 3, 2017 doing activities and displaying food from all cultures represented in our school. Diversity and Equity is portrayed on this day and created a caring family in wider community. 2. Monthly spirit wear 3. Monthly Leadership meetings for	

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CAT 4 data also shows that some students are not placed in the correct pathway			students, teachers and admin. 4. Peer Mediation Come to talk it out on Tues and Thurs at lunch portraying honesty and sensitivity in light of gospel values.	

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems we need to solve - Professional learning focus for this year.	-explicitly teach students how to tackle math problems. Think out loud, increase group work and accountable math talk.
From the data, what learning condition will support increased achievement?	Explicit teaching of learning skills Mastery of learning - creating a culture of high expectations, Fine tuning our instructional strategies – picking the right strategy (EBIS) to fit the purpose (skill/learning taking place) and the learner Mathematics (2016-2017): problem solving and number sense scores continue to be an area of focus for both the applied and academic levels/pathways Mathematics (2015-2016): problem solving and number sense scores have dropped in both the applied and academic levels/pathways Girls in comparison to boys have dropped in their level of achievement

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	**Teachers use various learning/teaching strategies, however, there needs to be a more seamless use of terminology and expectation so that students can transfer skills across various disciplines.** **How do we shift student mindset from a 'culture of completion' (to earn level one) to a culture of 'mastery of learning' (level three plus)?** **How do we support students in the process of developing strategies to answer word problems either using multiple choice or open responses?**

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If… Then… Statement:	If all staff use instructional strategies (*EBIS) with purpose and intention then student achievement will increase.
Learning Goals (related to urgent critical learning need)	• Effectively use Evidence Based Instructional Strategies. • Unravel descriptive feedback and success criteria with staff in order to ensure that our students are engaged in the best method possible. • Embed backward design in all unit planning – focus on assessment to drive instruction. Math: • In 2017, increase the overall achievement of academic students from 77% to 80% and the applied students from 55% to 57 % in math • In 2016, increase the overall achievement of academic students from 64% to 68% and the applied students from 26% to 40 % in math
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	grade 9 and 10 students identified in the 2.5 - 2.9 range for both math and English are being monitored
Actions/Interactions (What will we do to meet our goals?)	• Departments share best practice (EBIS) and student artifact/work with staff (Monthly meeting) • Co-planning to ensure curriculum alignment. • EBIS (Modelling, Scaffolding, Descriptive Feedback), Classroom structures and Tools (Graphic Organizers/Exemplars) • Every staff member will work towards: -creating a culture of high expectations for all students -explicitly teach and provide opportunities to practice learning skills that support a growth mindset (mastery of learning) FOR MATH: -Analyze student data to ensure students are in the correct pathways. If students are not in the correct level, start conversation early with student and parents to have student transfer to the correct pathway. Use information from HIF program to help engage the correct pathway for students. -Use a variety of evidence-based instructional strategies to reach all our students needs - Work on modifying lessons to make them more engaging and fused with EQAO type questioning -Create homework help club just for grade 9 students. Make a safe space where they can come ask questions without fear of older students - Work with grade 7/8 teachers during SSLN to close the gaps on problem solving and number sense. - Work with grade 8 teacher during exchange of information to get future

	students in the right pathway before they start grade 9.
Strategies to address the needs of students who have an IEP or are ELL	EBIS as indicated in PD section
PD Required for Staff	• Local level- co-planning with teachers, co-teaching • Support from resource staff (literacy and numeracy) • Code days to plan, deliver, observe and then reflect on instructional decisions implemented Code days to allow for the department to work on modifying lessons/create new activities to reach more students' needs (embed backward design) Working with resource team from the board to create lessons with an 'elementary hat' in order to ease the students' transition from elementary school to high school.
Measures/Evidence of Success to be used	-Pre and Post Assessments -Student Artifact/Moderation -Mid-Term Success Rate -MSMV Results -EQAO & OSSLT Looking at student's scores from MOCK EQAO assessment to their final EQAO results Looking at students' report card grade to see if there is an increase from the midterm grade to their final grade.
Resources Required (human, material, #code days)	-Growing Success -Curriculum Documents -Invite Resource Teachers to support process-work with central resource staff (literacy, numeracy and numeracy coaches) -Code days to facilitate co-planning, co-teaching, and co-learning opportunities -Evelyn Paris to work with teachers