

# 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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p><b>OSSLT DATA:</b> 69% IN 2017 (compared to 76% in 2016) of fully participating students were successful. (149 out of 216)</p> <p>Breakdown of Cohort: 145 Academic English (83% passed compared to 91% Board) 90 (41%) students (applied English passed (compared to 43% board)</p> <p>Females: 68% passed, compared to 83% board</p> <p>Males: 70% passed, compared to 76% Board)</p> <p>Spec Ed: 48% Successful (53% Board) ESL/ELL 27 out of 31 wrote and 70% successful</p>	<p><b><u>MSMV: (Math and Literacy)</u></b></p> <ul style="list-style-type: none"> <li>Students find their school work challenging (57%)</li> <li>Look at confidence in the ability to be successful at their school work (62%)</li> </ul>	<p><b><u>Math &amp; Literacy</u></b></p> <ul style="list-style-type: none"> <li>Low family income N3</li> <li>Low parent education N3</li> <li>Born outside of Canada N3</li> </ul>		<p>Some Issues: attendance to receive additional support (after school). Identified students ‘at-risk’ and provided individualized support</p> <p>Key Questions that students scored the lowest: (2015 and 2016) and again in 2016 OSSLT</p> <ul style="list-style-type: none"> <li>a. State a main idea and details</li> <li>b. Inference with Graphic Text</li> <li>c. Explain...using specific details to support your answer</li> <li>d. Inference (Dialogue reading)</li> </ul> <p>MATH</p> <ul style="list-style-type: none"> <li>Alignment of KTCA type questions</li> </ul>

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<p>compared to 63% board</p> <p>Previously Eligible: 22% passed</p> <p><b>CURRENT COHORT</b> (grade 10 (DIP 192 students)):</p> <p>Grade 6 EQAO – (Writing) 27% level 2, 68% level 3 and 4% level 4</p> <p>Grade 6 EQAO - (Reading) 6% Level 1, 38% Level 2, 53% Level 3, 4% Level 4</p> <p><b>MATH</b></p> <p>Many of our current grade 9 Cohort dropped or have not met provincial standards Academic (37%) Applied (58%). These stats do not take into account students for which we have no data.</p>				<p>with feeder schools (SSLN)</p>
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<p><b>URGENT CRITICAL LEARNING NEED</b>          Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.</p>	<p>Students embrace a culture of completion, rather than a mastery of learning and application of skills learned. Credit Accumulation is high, but our standardized test scores are below province and Board.</p> <p>Items highlighted in red above (from literacy data) a, b, and c are cross-curricular in nature and need to be addressed by all staff.</p> <p><b>Improving the reading comprehension skills of our students.</b></p>
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	<p><b>Helping students make connections between language used in questions and relevant mathematical skills.</b></p>
<p>From the data, what learning conditions will support increased achievement?</p>	<p>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</p> <p><b>Building on the Literacy PD – teams/groups looking at Mastery of Learning (Literacy Skills) by grade 12. Backward design – what do students need to learn in grade 9? 10? And 11? PD and PLC will align curriculum to Literacy Skills, and create units with EBIS/skills. Backward design model new layer to PD focus.</b></p> <p>Focus on Assessment (for, of and as learning) (2017)</p> <p><b>MATH – Provide students with a safe space to learn, ask questions and multiple occasions to review their work will help build their confidence as math learners.</b></p>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<p>Collaborative Inquiry Question (What is the problem of practice?)</p>	<p>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.</p> <p>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)?</p> <p>Literacy: How do we implement EBIS and Assessment for, and as learning to have students achieve success in the summative tasks and overall achievement?</p> <p><b>MATH – How do we implement evidence base learning strategies in our classrooms effectively.</b></p>
<p>If... Then... Statement:</p>	<p>If all staff use instructional strategies (*EBIS) with purpose and intention, then student achievement will increase.</p> <p><b>MATH – If we increase our use of evidence based learning strategies we will increase the mathematical learning achievements of our students.</b></p>

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<p>Learning Goals (related to urgent critical learning need)</p>	<ul style="list-style-type: none"> <li>• Effectively use Evidence Based Instructional Strategies.</li> <li>• Collaboratively develop units (Backward design) with Literacy skills (end in mind) – intentional planning</li> <li>• Unravel descriptive feedback and success criteria with staff in order to ensure that our students are engaged in the best method possible.</li> <li>• Understand Assessment (for, of and as learning) and how assessment informs instruction and grounded in curriculum (relationship) MATH – Our students should be able to state explicitly what a question is asking</li> <li>• Identify and understand key pieces of information and problem solving</li> <li>• Make connections between information acquired and mathematical skills and concepts relevant to questions.</li> </ul>
<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>Current Grade 10 cohort achievement in Grade 9 English: MATH – Marker group to receive this intervention are grade 9 applied and academic students</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<ul style="list-style-type: none"> <li>• Departments share best practice (EBIS) and student artifact/work with staff (Monthly meeting)</li> <li>• Co-planning to ensure curriculum alignment.</li> <li>• EBIS (Modelling, Scaffolding, Descriptive Feedback), Classroom structures and Tools (Graphic Organizers/Exemplars)</li> <li>• Every staff member will work towards:             <ul style="list-style-type: none"> <li>-creating a culture of high expectations for all students</li> <li>-explicitly teach and provide opportunities to practice learning skills that support a growth mindset (mastery of learning) – Backward Design and Align curriculum expectations</li> </ul> </li> <li>• Collaborate and plan assessment (for, of and as learning) in order to inform instruction. What's the path to success? How do we react to student learning rather than delivery of content?</li> <li>• MATH – Have math and science teachers use same vocabulary and math skills in areas they use common skills</li> <li>• Using language deconstruction technique to help students understand important facts in problem solving</li> </ul>

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<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>	<p>Literacy: Grade 9 and 10 (English, Social Science and Religion teachers) meet 4 PD sessions to focus on assessment and regular lunch time meetings to share strategies and check ins. Have an understanding of assessment for, of and as learning in order to inform instruction. Use of student assessments to inform instruction.</p> <ul style="list-style-type: none"> <li>● <b>MATH – Use simplified problem solving acronyms like GRASP to model solutions for students</b></li> <li>● <b>Emphasize the importance of reading and comprehension using mathematical articles</b></li> <li>● <b>RMS math/science looked at what are relevant math concepts in bedded in the grade 9 applied and academic science curriculum and vice versa</b></li> <li>● <b>SSLN we are working on aligning questions to KTCA with feeder schools</b></li> </ul>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<ul style="list-style-type: none"> <li>● <b>Use of EBIS encourages certain accommodations that benefit students with IEP – such as: chunking, scaffolding, graphic organizers, etc.</b></li> </ul> <p><b>Resource teacher invited to Literacy PD – new this year – so that conversation will continue with specific view and input from Resource teacher</b></p>
<p>PD Required for Staff</p>	<ul style="list-style-type: none"> <li>● Local level- co-planning with teachers, co-teaching</li> <li>● Support from resource staff (literacy and numeracy)</li> <li>● Code days to plan, deliver, observe and then reflect on instructional decisions implemented</li> <li>● <b>MATH – Assessment strategies and evidence based learning strategies</b></li> </ul>
<p>Measures/Evidence of Success to be used</p>	<p>Pre and Post Assessments          -Student Artifact/Moderation          -Mid-Term Success Rate          -MSMV Results          -EQAO &amp; OSSLT</p> <ul style="list-style-type: none"> <li>● <b>MATH – Student using appropriate math vocabulary</b></li> <li>● <b>Frequent formative assessment strategies aimed at giving students multiple occasions to review and revise their work</b></li> <li>● <b>Summative assessment/EQAO</b></li> </ul>
<p>Resources Required (human, material, #code days)</p>	<p>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 (3 teachers per department (3 departments) to meet 4 times throughout school year.</p>

## 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?



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- Have we increased the amount and quality of learning related to our student need?