

# TCDSB K to 12 Professional Learning Form 2016-2017

SCHOOL - Prin - Sup	Blessed Cardinal Newman, Carey, Area 8
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## 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.)
<ul style="list-style-type: none"> <li>- Applied Math: 55% at level 3/4; 37% at level 2; 6% at level 1</li> <li>- Academic Math: 81% at level 3/4; 14% at level 2; 3% at level 1</li> </ul>	<ul style="list-style-type: none"> <li>- My School, My Voice: Emphasis on Student Success drop from 78% in 2013-14 to 72 % in 2015-16; Teaching for Meaning 72% to 66% - SEF identifies area of need in student self-assessment (1.5) and Professional Learning (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>- Only a 1% gap between pass rate for Academic vs. Applied but huge gap in EQAO but a huge gap in those performing at level 3/4 (80% vs. 46%) Girls performed better at the applied level 100% versus 89% for boys.</li> </ul>	<ul style="list-style-type: none"> <li>- 27/42 students are at or below level 2 in Applied Math</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of incoming grade 9s at our summer transition program and Grade 9 Applied diagnostic tests are used to accumulate data in order to inform teaching and strategies used for improvement</li> </ul>

<p><b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve</p> <ul style="list-style-type: none"> <li>- Professional learning focus for this year.</li> </ul>	<p>Close the gap on % of students achieving level 3/4 at the Applied versus the Academic Levels with a focus on Measurement and Geometry tasks.</p>
<p>From the data, what learning conditions will support increased achievement?</p>	<ul style="list-style-type: none"> <li>- Greater level of student engagement</li> <li>- Increased focus on individual learning needs and learning styles</li> <li>- One-on-one support to meet individual needs</li> </ul>

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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Collaborative Inquiry Question (What is the problem of practice?)	What strategies can be implemented to increase the foundational knowledge/skills of Applied level Math students?
If... Then... Statement:	If teachers identify student need and apply strategies in the grade 9 applied classrooms, then students will be more successful on EQAO Assessment and more students will perform at a higher level.
Learning Goals (related to urgent critical learning need)	Students will develop skills to more effectively self-assess learning and identify areas of needed improvement.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> <li>- Grade 9 Applied Math, especially males</li> <li>- increased instruction in Measurement and Geometry</li> <li>- All students will practice self-assessment skills</li> </ul>
Actions/Interactions (What will we do to meet our goals?)	- moderated marking; journal writing; feedback and conferencing to evaluate student understanding and engagement; strategies for self-assessment (traffic light, success criteria, checklists)
Strategies to address the needs of students who have an IEP or are ELL	- invite Resource teachers into the classroom to share instruction - use of consistent strategies across all classrooms/departments
PD Required for Staff	- explore self-assessment strategies; describe what this looks like; share practices within departments and at staff meetings - develop authentic learning experiences to practice knowledge
Measures/Evidence of Success to be used	- percentage of students performing at level 3/4 in applied levels classes (Math, English, Geography, Science) compared to last year's data
Resources Required (human, material, #code days)	- Ministry document 'Building Capacity' series on Self-Assessment - Work in Departments to investigate strategies to use in the classroom that will teach students self-assessment skills - identifying areas of need and implement other strategies to improve learning and level of achievement - Time at staff meetings to explore strategies (successes)