

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Blessed Cardinal Newman – Kristine Carey – Shawna Campbell
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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 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<ul style="list-style-type: none"> - 19.4% of Grade 9 Academic Math Students have never met EQAO standards - 55.5% of Grade 9 Applied Students have never met EQAO standards 	<ul style="list-style-type: none"> - 90.4% of students want to do well in school - 92.5% of students believe learning is important - 83% of students feel they can be successful - 66.4% of students believe that no matter how hard they try, some work will be too hard for them - 34% of Applied and 47% of Academic students said they like Math - 40% of Applied and 47% of Academic students said they are good at Math 	Enrolment 1146 # of IEPs 209 # of ELLs 43 # of Int. Students 95	Applied Grade 9 Math Diagnostic <ul style="list-style-type: none"> - 26% Level R - 24% Level 1 - 42% Level 2 - 8% Level 3/4 - 28% met with success in Measurement & Geometry - 53.5% met with success in Algebra 	Student Success Learning Network <ul style="list-style-type: none"> - If elementary and secondary teachers work collaboratively to identify learning gaps of students struggling in Math, strategies can be implemented to better meet student needs, prepare them for transition to secondary school, and build confidence.

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Both in Diagnostic testing, CAT3 and EQAO, Grade 9 applied students demonstrated a need in the areas of Measurement and Geometry. They will also require development in Algebra.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> - Changing the mindset of Math students - Identifying cross curricular approach to numeracy (explicit teaching of concepts in all subject areas) - Use of strategies in the Math classroom to increase confidence, understanding and knowledge (i.e. descriptive feedback, on-going assessment)

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we identify the needs of students and provide opportunities for students to receive help/support in their area of need? How do we support numeracy across the curriculum? How do we change the mindset of students who say “I don’t like Math”, or “I’m not good at Math”?
If... Then... Statement:	
Learning Goals (related to urgent critical learning need)	If numeracy concepts are identified across the curriculum, students will become familiar with numeracy in subject areas and gain more confidence.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	<ul style="list-style-type: none"> - Applied students who achieved below level 3/4 on diagnostic assessment and in results from EQAO, CAT3 and elementary report cards - All students in Math will benefit from the increased focus on numeracy across the curriculum
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> - Math Clinic - Homework Help - After school numeracy course - Peer Tutoring - One-on-one instruction - Identified PD needs - Review of data - Ongoing assessment and implementation of strategies to meet needs - Focus on Growth Mindset
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> - Regional PD focus - Sharing of best practice - Collaborative learning/planning - SSLN
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> - Being aware of needed accommodation - Collaborating with resource teachers/classroom teacher - Triangulation of data - Additional support in the area of Math/Numeracy
PD Required for Staff	<ul style="list-style-type: none"> - Identifying numeracy across curriculum areas - Identifying learning strategies to assess learning
Measures/Evidence of Success to be used	- Number of students in applied Math who have moved up to level 3/4 (27% at year start to 40% at Midterm)
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> - Code days for departmental/subject area focus on numeracy - Code days for one-on-one, small group work with students - Code days for Math team meetings - SSLN sessions to address needs and set goals