

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Joseph Morrow Park C.S.S.– P. Coburn – Superintendent P. Aguiar
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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><u>Grade 9 EQAO</u> Numeracy: Academic grade 9 EQAO level 3/4- 70%</p> <p>Applied grade 9 32% level 3 or above and increased 4%</p> <p>Pass Rates Grade 9 Academic 89.1% Applied 97.1%.</p> <p><u>EQAO OSSLT</u> <u>March 2017</u> Fully participating FTE 83% Success Rate Pass Rates Grade 9 Academic and Applied English 100%; Grade 10 English Academic 100% and Applied 84.6%.</p>	<p>Numeracy: 53% of grade 9 have not participated in a mock math EQAO, in addition another 5 students did not participate in the grade 6 math EQAO test. 96% of grade 9 students find math difficult; in geometry, 70% are less than confident. 36% complete homework; 79% use the internet and 11% work sometimes at a paid job.</p> <p>Literacy: 50% of population is ELL; 62% first language at home other than English; 23% speak only or mostly another language at home.</p> <p>Literacy Survey: Greatest amount of time reading is spent on websites, emails and Chat. Writing top time is social media and</p>	<p>Mathematics: Academic-70% achieved Level 3/4 Applied- 32% achieved level 3 or 4 <u>MSMV</u> Caring Adult 69.6% of the students are comfortable going to talk to a caring adult about an academic concern; 37.8% social problem; 28.1% spiritual and 23.7% emotional problem 26.7% of students often had feelings that affect them in a negative way in their school work and 47% sometimes.</p>	<p><u>AEAC 2016-17</u> included Math and Science at the Gr. 9 and Gr. 10 Applied Academic and Applied English 100%; Grade 10 English Academic 96.7% and Applied 100%</p>	<p><u>2016-17 SSLN</u> Focus is to narrow gaps in essential Math learnings required for Grade 9 & 10 AEAC looked at applied level courses in Math and Science 13.6% of ENG2P1 students achieved level 1 and 41% achieved a level 3/4</p> <p><i>Problem solving strategies and Analytical geometry are two areas of need for mathematics</i></p>

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	texts and then homework.			
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URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Urgent Critical need is to improve implicit reading skills in particular inference skills and continue explicit teaching of writing skills. Renewed Math Strategy to improve numeracy across the curriculum.
From the data, what learning conditions will support increased achievement?	Continue to encourage daily writing practice to develop the main idea with sufficient supporting data, use of writing conventions, and topic development. Focus on reading comprehension skills through daily reading across the curriculum and modelling. Regular focus on numeracy in all subject areas. Develop specific activities to practice numeracy skills in all subject areas.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	All teachers will focus on providing timely descriptive feedback on next steps to improve reading comprehension, writing skills and math skills.
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If... Then... Statement:	IF teachers in all classes across the curriculum emphasize co-creation of success criteria and explicit teaching of writing forms for different purposes through the writing process and provide timely descriptive feedback on next steps to students THEN students' writing skills will develop. IF all teachers in all classes across the curriculum emphasize oral communication (pair-shared reading) and co-operative learning in groups to discuss reading and key concepts in classes THEN reading comprehension skills will improve. IF math teachers along with all teachers across the curriculum focus on lessons developing numeracy skills related to their subject and encourage the Growth Mindset in students THEN the goals of the Renewed Math Strategy will develop.
Learning Goals (related to urgent critical learning need)	All teachers in all classes across the curriculum shall emphasize explicit teaching of writing forms for different purposes and audiences through the writing process and focus on oral communication and cooperative learning in groups to discuss reading and key concepts in classes. Teachers across the curriculum will focus on developing numeracy skills as related to subject specific expectations. Timely descriptive feedback on next steps will be provided to continuously improve student skills in these areas.
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	Literacy skill development will focus on ELL students and students who have achieved below 70% in grade 9 geography. <i>Math skill development will focus on the grade 9 applied courses in mathematics and science (AEAC subgroups).</i> Grade 9 target students will be withdrawn for small-group numeracy support.

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<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>Action: To explicitly teach different writing forms. To focus on oral communication, pair-share and cooperative learning in groups to discuss reading and new concepts. To co-construct Success Criteria (which is the basis of descriptive feedback)</p> <p>-Demonstration and modelling of:</p> <ul style="list-style-type: none"> • Success Criteria • Effective TIMELY descriptive feedback • Reciprocal Teaching • Spaced and Massed Practice • Peer editing/conferencing • Graphic organizers • Guided group discussion
<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>Our ELL student list indicates the culturally diverse background of our student population. This data will be used in our CLC meetings to direct conversation around strategies necessary to address the learning needs of our students, particularly with respect to numeracy and literacy terminology. Our school's diverse population is also addressed in the selection of resources used across the curriculum.</p>
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>All teachers across the curriculum in all grades, in particular our ELL/ESL learners, will continue to focus on language-speaking skills, group work, and reading and writing strategies having students look for main ideas, answering multiple choice questions and developing inference skills. A key focus will be on timely descriptive feedback both written and oral to help students improve and move to the next step.</p>
<p>PD Required for Staff</p>	<p><i>AEAC collaborative learning sessions with Applied Math, and Science teachers to develop renewed math strategies.</i></p> <p>Assessment FOR and AS learning</p> <p>Clear understanding of learning goals, success criteria, and timely effective descriptive feedback</p> <p>-local level- co-planning with teachers, co-teaching through CLC and AEAC</p> <p>Our Student Success Team used EQAO data to identify areas of need in literacy and numeracy. This info was shared with Department Heads who identified where these needs could be addressed in their specific curriculum expectations.</p> <p>Departments met to co-plan activities to implement in their courses. PD Sessions will include sharing of departmental strategies and activities and department review of student progress. Student results will inform next steps.</p>
<p>Measures/Evidence of Success to be used</p>	<p>-regular monitoring of student progress by classroom teacher – daily identification of students not achieving the level 3 expectation and/or not understanding learning goals and demonstrating success criteria</p> <p>-mid-term marks</p> <p>-pass rates</p> <p>-level of achievement and movement</p> <p>-improved EQAO results in literacy and numeracy</p>

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Resources Required (human, material, #code days)	<ul style="list-style-type: none"> -Growing Success -Curriculum Documents -Invite Math Resource Teachers to support the process -Code days to facilitate co-planning, co-teaching, and co-learning opportunities -AEAC resource materials -EQAO website -DIP Data -google docs -ipads -chrome books
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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?