

# TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL - Prin - Sup	St Joseph Morrow Park, Coburn, Area 4
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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.)
<p>-Grade 9 EQAO Academic Mathematics 81% achieved Level 3/4 (an increasing trend of 1.2% over last 8 years); 100% of ELL and 76% of Spec. Ed. students at level 3/4; Applied Mathematics 28% achieved Level 3/4 (a decreasing trend of 0.4% over last 8 years); 17% of ELL and 27% of Spec. Ed. students at level 3/4</p> <p>-Pass Rates - Grade 9 Academic Math 98.9% and applied 84.8%; Grade 10 Academic 84.6% and applied 100%</p> <p>-EQAO OSSLT March 2016 Fully Participating FTE 79% Success Rate</p> <p>-Pass Rates Grade 9 Academic and applied English 100% ; Grade 10 English Academic</p>	<p>-MSMV: -#6-Caring Adult 66% of the students are comfortable going to talk to a caring adult about an academic concern; 27% social problem; 21% spiritual or emotional problem</p> <p>-#14k-only 50% would select the same high school again</p> <p>-#17g-students in our school care about each other</p> <p>-60% agree</p> <p>-#13bc-teachers in my school notice when I am doing a good job 65% agree</p>	<p>-92 of 464 students arrived in Canada 2015 or later</p> <p>-ELL Population increased from 48% to 51% as indicated on the OSSLT School Results Report</p> <p>-students who speak a language other than English increased from 45% to 56%</p> <p>-students with an IEP increased from 6% to 7%</p> <p>- 15% of students deferred from writing the OSSLT (this is 3% higher than the board, 9% higher than the province)</p> <p>- 61% enrolled in academic English, 16% Applied, 21% in ESL</p>	<p>-SSI 2015-16 Included English, Math, Science and Social Science at Gr. 9 and Gr. 10 applied levels</p> <p>-Applied math Grade 10 - 21.9% achieved level 1; 6.3% level 2; 9.4% level 3 and 62.5% level 4</p> <p>-Problem solving strategies and Analytical geometry are two areas of need for mathematics</p> <p>-13.6% of ENG2P1 students achieved level 1 but 63.6% achieved a level 3 (this is an increase over last year) and 22.7% achieved level 4</p> <p>-AEAC includes Math and Science at the Gr. 9 and Gr. 10 applied levels focusing on the Renewed Math Strategy in the areas of number sense, linear relations, measurement</p>	<p>-2015-16 SSLN focus was to inform intermediate elementary teachers about required literacy skills for OSSLT and highlight the areas of weakness in our students literacy skills, i.e., inferencing</p> <p>-2016-17 SSLN focus is to narrow gaps in essential Math learnings required for Grade 9 &amp; 10</p> <p>- Extra allocation provided for Sem. 2 to focus on RMS in Applied level Math</p>

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96.7% and applied 100%			and geometry;	
<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.	-Gr. 9 & 10 applied math skills (number sense, linear relations, measurement, geometry) -implicit reading, inferencing & writing skills			
From the data, what learning condition will support increased achievement?	-Exposing students to numeracy skills by taking multiple opportunities to highlight these skills in all courses i.e., incorporate math into all subject areas -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.			

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<b>-All teachers will focus on providing timely descriptive feedback on next steps to improve math skills, reading comprehension, and writing skills</b>
If... Then... Statement:	-IF math teachers along with all teachers across the curriculum, particularly Gr. 9 and 10 applied Math and Science 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. -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.
Learning Goals (related to urgent critical learning need)	-Teachers across the curriculum will focus on developing numeracy skills as related to subject specific expectations. -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. -Timely descriptive feedback on next steps will be provided to continuously improve student skills in these areas.

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<p>Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>-Math skill development will focus on the grade 9 &amp; 10 applied courses in mathematics, science and music (AEAC team)                      -Literacy skill development will focus on ELL students and students who have achieved below 70% in grade 9 geography.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>-Ensure all staff are aware of areas of need in numeracy and highlight these in all curriculum areas, particularly Gr. 9 &amp; 10 Applied Math and Science. 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)                      -Demonstration and modelling of:</p> <ul style="list-style-type: none"> <li>• Success Criteria</li> <li>• Effective TIMELY descriptive feedback</li> <li>• Reciprocal Teaching</li> <li>• Spaced and Massed Practice</li> <li>• Peer editing/conferencing</li> <li>• Graphic organizers</li> <li>• Guided group discussion</li> </ul> <p>- February mock literacy test for all eligible students in period 1 (book 1) and period 2 (book 2); Book 1 marked in period 3; book 2 marked in period 4</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.                      -Crosscurricular departmental literacy and numeracy plans developed at November 18 PD day outlining strategies and plans for school-wide practice activities to target areas of need                      -Semester 1 Math and Science teachers will work one-on-one with target students (students who achieved level 3 – 3.5 at mid-term in Math and Science)                      -Semester 1 English, Social Science, and HPE teachers provide extra support to target students (students who achieved level 2.5 - 2.9 at mid-term in English and Social Science)                      -Semester 2 Student Success Teacher will continue to work one-on-one with target students</p>

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PD Required for Staff	<ul style="list-style-type: none"> <li>-AEAC collaborative learning sessions with Applied Math, Science and Music teachers to develop renewed math strategies</li> <li>-Assessment FOR and AS learning</li> <li>-Clear understanding of learning goals, success criteria, and timely effective descriptive feedback</li> <li>-local level- co-planning with teachers, co-teaching through CLC and AEAC</li> </ul>
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> <li>-mid-term marks</li> <li>-pass rates</li> <li>-level of achievement and movement</li> <li>-improved EQAO results in literacy and numeracy</li> </ul>
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> <li>-Growing Success</li> <li>-Curriculum Documents</li> <li>-Invite Math Resource Teachers to support the process</li> <li>-Code days to facilitate co-planning, co-teaching, and co-learning opportunities</li> <li>-AEAC resource materials</li> <li>-EQAO website</li> <li>-DIP Data</li> <li>-google docs</li> <li>-ipads</li> <li>-chrome books</li> </ul>