

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	Father Henry Carr CSS	Sup. Area	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Rob Merolle
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**Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, learning skills, etc.): Assessment for, as, and of learning SEF 1.4/1.5**

## 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, etc.)	Other (SSLN, SSI, EDI, etc.)
<ul style="list-style-type: none"> <li>EQAO</li> <li>CAT 4</li> <li>Course pass rates (DIP)</li> <li>Grade 8 language/math scores</li> </ul>	<ul style="list-style-type: none"> <li>My School My Voice</li> </ul>	<ul style="list-style-type: none"> <li>ELL</li> <li>Attendance</li> <li>Gender</li> <li>IEP</li> </ul>	<ul style="list-style-type: none"> <li>Taking Stock</li> </ul>	

From the data, what key factors are identified for increasing Student Achievement?	<ul style="list-style-type: none"> <li>Increasing OSSLT pass rates for both first time eligible/previously eligible students</li> <li>Increasing EQAO scores</li> <li>Building on the use and regular practice of descriptive feedback</li> <li>Improving attendance and self-regulation</li> </ul>
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<b>URGENT CRITICAL NEED</b>	Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. <ul style="list-style-type: none"> <li>Improving course/EQAO/OSSLT pass rates to meet board levels of achievement</li> </ul>
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we augment classroom learning to improve academic success as indicated in both course pass rates and EQAO testing?
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If... Then... Statement:	If we utilize, monitor, and track the success of specific, learner-centered strategies, then we move our students closer to achieving at board level.
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Learning Goals (related to urgent critical need)	<ul style="list-style-type: none"> <li>Implementation of course/subject specific learning strategies to increase engagement, scaffold learning, and create meaningful conversations around learning and achievement.</li> <li>Implement tracking and monitoring strategies specific to each department in order to determine progress.</li> <li>Offer educators opportunities to collaborate (CLC's) in order to discuss learning needs and areas for growth in teaching and learning.</li> </ul>
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Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>Each department will meet in order to discuss which strategies will augment the learning process in their subject/level specific level.</li> <li>The school will meet bi-weekly in professional learning communities to monitor progress, offer feedback, and devise next steps.</li> <li>Teachers will meet with students deemed "in risk" in order to offer supports and feedback to aid in bridging learning gaps.</li> </ul>
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PD Required for Staff	<ul style="list-style-type: none"> <li>Bi-weekly CLC's/Team Time</li> </ul>
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	<ul style="list-style-type: none"> <li>• Job-embedded learning opportunities for staff</li> </ul>
Measures/Evidence of Success	<ul style="list-style-type: none"> <li>• Marked improvement in course pass rates/EQAO</li> <li>• student feedback surveys (MSMV)</li> </ul>
Resources Required (human, material, code days)	<ul style="list-style-type: none"> <li>• Code days to support learning and planning</li> <li>• Access to technology as a means of enhancing the learning process</li> </ul>

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.