

# WORKING COPY ONLY



## TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link will be sent to you in a subsequent correspondence.

**NOTE:** All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

<b>School Superintendent Principal</b>	Mother Cabrini Catholic School Superintendent: Doug Yack Principal: Sherryann Ambrose
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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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
-2014-2015 5 year trend-drop in Math Junior scores	-2015-2016 Safe and Caring School Climate Survey reveals an overall positive climate amongst grade 6 and 8 in areas such as bullying, and school safety	-N-tiles between 6 and 9. -22.9% of students speak a language other than English at home in 2015-2016 -15.2% of students speak a language other than English at home in 2014-2015	-One student withdrawn for Empower Program at St. Gregory	-2014-2015 EDI-highest need in emotional maturity

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less student learning problems to solve professional learning focus for this year.	-How might we improve our use of Learning Goals, Success Criteria and Descriptive Feedback to improve student learning in mathematics? -Supporting Math Instruction through the inquiry process.
From the data, what learning conditions will support increased achievement?	-To sustain 2014-2015 EQAO scores in Mathematics, we will continue to invest resources in Mathematics in Primary (Year 2) and Pre-Primary (Year 1) and build teacher capacity and job-embedded opportunities to improve student learning through the divisions. -Based on school data, a recent trend in the increase of ELL students requires investment in supports in reading programs and resources. -During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. (SEF 1.4)

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	-Students demonstrate a wide range of transferable skills as a teamwork, advocacy, leadership and global citizenship. (SEF 3.4)
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### PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	-Supporting cross-curricular Math instruction through improved practice in the inquiry process. -Building capacity in the Primary and Pre-primary divisions.
If... Then... Statement:	-If pre-primary and primary teachers are supported with appropriate professional development opportunities related to collaborative inquiry and Mathematics delivery cross-curricular then they will be able to set the foundation for students as they move forward with collaborative inquiry, which will help them to meet with more success as they progress through the divisions.
Learning Goals (related to urgent critical learning need)	-Building capacity for teachers to apply collaborative inquiry across curriculum areas-Math, Science and Social Studies.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	-To target the needs of students who achieved levels 1 and 2 or stanines of 1, 2 and 3 in grades 2, 5 and 7 -Continue to monitor ELL students and their acquisition of the English language and overall academic achievement
Actions/Interactions (What will we do to meet our goals?)	-Math Lead Teacher to attend PD sessions and deliver job-embedded opportunities in the school -SIT team to attend District Review meetings and co-plan and co-teach with colleagues across all divisions -SSLN-continue work from the 2015/2016
Strategies to address the needs of students who have an IEP or are ELL	-SBST, Case Conference and SBSLT -Ongoing monitoring of students by classroom and special education teachers -Ongoing consultation with parents -meeting with Catherine Connors, ELL Resource Teacher k-12 on October 24th
PD Required for Staff	-Math lead teacher to use 5 centrally provided math PD days. Additional codes will be needed for math lead to share learning, co-plan and co-teach with teacher colleagues. -As an “all small school” without numeracy/literacy coach and SAO supports, extra codes are require to support inquiry job-embedded, co-planning and co-teaching opportunities. -To work with an equal performance school within our family of schools to observe best practices and engage in co-planning and co-teaching in cross-curricular math inquiry. -Code days for moderated marking for mathematics.
Measures/Evidence of Success to be used	-changes in teacher practice and student learning (student survey); EDI, running records, report cards, teachers’ professional judgement, CAT and EQAO scores.
Resources Required (human, material, #code days)	-code days to date: November 24 <sup>th</sup> , January 19 <sup>th</sup> , February 23 <sup>rd</sup> -Math Resource Teacher

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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?