

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	Mother Cabrini CES	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:
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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.)

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, etc.)	Other (SSLN, SSI, EDI, etc.)
Math-5 year trend-grade 6 significant increase with sporadic trend -grade 3-stable trend with slight decrease	-Safe and Caring Catholic School Climate Survey		-grade 6 student attitudes-Math Mindsets (2014/15 PLP Project)	-focus for SSLN from the 2014-15 school year-Math Co-teaching with secondary teachers from MPSJ -CAT/4 scores-comparing 3 grades with relative need in Mathematics
<i>From the data, what key factors are identified for increasing Student Achievement?</i>	-continued investment of resources in Mathematics Primary division to build capacity instruction with teachers to improve learning for students through the divisions			

URGENT CRITICAL NEED	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. Continued focus with the knowledge building project (Collaborative Inquiry) building capacity with the primary division. Supporting Math instruction through the inquiry process.</i>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	Supporting Math instruction through improved practice in the inquiry process. Building capacity in the Primary division.
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If... Then... Statement:	If primary teachers are supported with appropriate professional development opportunities related to collaborative inquiry and Mathematics delivery then they will be able to set the foundation for students as they move forward with collaborative inquiry learning, which will help them to meet with more success as they progress through the divisions.
Learning Goals (related to urgent critical need)	Building capacity for teachers to apply collaborative inquiry across curriculum areas-Math, Science and Social Studies
Actions/Interactions (What will we do to meet our goals?)	-Involvement in Knowledge Building project through board and ministry -involvement in PLT-Principal Learning Team-Mindsets on Math -SSLN-continued work from the 2014/15 school year-co-teaching Math at the Secondary Panel
PD Required for Staff	-release days through KB (Knowledge Building) project, release days for teachers to collaborate
Measures/Evidence of Success	-changes in teacher practice and student learning (student survey)-Safe and Caring Catholic School Climate Survey, PLT results (student survey-post results)
Resources Required (human, material, code days)	-releases days

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

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?