

# TCDSB K to 12 Professional Learning Form 2015-2016



<b>SCHOOL NAME</b>	Msgr Fraser College	Sup. Area	<input type="checkbox"/> Monsignor Fraser College Area 9 Principal Name: Marcello Mancuso
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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 (EQAQ, 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.)
Internal: 25 to Grad (Internal Student Success data). EQAO.	My School My Voice. Taking Stock. Safe Schools Survey. Internally developed surveys: student barriers to engagement; staff perception of student barriers to engagement. Collaborative identification of student challenges.	Student demographic data: TCDSB, internal surveys, Ward Profiles (City of Toronto, StatsCan). Aggregated student success data: DIP.	Urban High Priority Schools Grant program reporting data. Taking Stock.	Enrolment by campus. Course enrolment minima/maxima (retention rate). Historical enrolment and retention rates by school, campus, department, course. Internally developed instruments: Course retention data.

From the data, what key factors are identified for increasing Student Achievement?	<b>Alternative teaching practices.</b> Relational and dialogic teacher-student structures. Caring adult model. Community of care and early team intervention. Invitational practices. Appropriate and programmatic administrative supports. Msgr. Fraser serves students from a broad demographic and academic spectrum, who have experienced learning challenges in other settings.
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<b>URGENT CRITICAL NEED</b>	Our students are challenged by the presence and history of poverty, mental health issues, transience and the resulting disengagement.
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<b>Can student engagement be improved through a series of targeted teaching and administrative practices?</b>  (In the Msgr. Fraser Alternative learning community, student engagement is a key condition for success. Fraser Alternative students come to learning from challenged and challenging histories, conditions and circumstances. Alternative teaching/learning practices, strongly supported by good administrative practices, should support student engagement and, therefore, success).
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If... Then... Statement:	If teaching and administrative practices targeted at student engagement and appropriate to the student profiles and teaching cultures of the eight different Fraser campuses are put in place, student engagement and success will improve and increase.
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Learning Goals (related to urgent critical need)	<p>Identification of gaps in teaching practice.</p> <p>Identification of challenges to student engagement.</p> <p>Identification of current successful practices.</p> <p>Identification of promising practices by school, campus, department and teacher.</p>
Actions/Interactions (What will we do to meet our goals?)	<p>Identify, test and evaluate promising practice at each target level (teacher, department, campus and school).</p> <p>Teacher, department, campus and school meetings.</p> <p>Data gathering (internally developed instruments).</p> <p>Collaborative data analysis.</p> <p>Practice implementation, measurement and review.</p> <p>Community partnership development.</p>
PD Required for Staff	<p>Ongoing PD with a focus on teaching practice in alternative education.</p> <p>Development of in person and online collaborative structures and practices.</p> <p>Professional learning and dialogue.</p> <p>Alignment of all school activities to SLIP goal.</p> <p>Alignment of teacher ALPs to SLIP goal.</p> <p>Collaborative and active design of PD activities.</p> <p>Department head meeting and online collaboration.</p> <p>Co-teaching.</p> <p>Campus walks.</p> <p>Campus meetings.</p>
Measures/Evidence of Success	<p>Change in engagement measured as student attendance, retention rates and credit accumulation.</p> <p>Measurements will be taken Quad over Quad, Quad Start over Quad End, Year over Year, per course code.</p>
Resources Required (human, material, code days)	<p>Administrative leadership and support.</p> <p>Data gathering infrastructure (Google Apps for Education).</p> <p>Support of teachers by administration and board staff.</p> <p>Code days.</p>

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?