

Area 5 - Bishop Marrocco-Thomas Merton



2019-2020 PROFESSIONAL LEARNING FORM
Principal Name: Erica Wilson
Vice Principal(s): Michael Alexander
Superintendent Name: John Wujek
Next District Review Year: 2019-20
Date of CSPC Review: 30/10/2019



FOCUS GROUPS - Groups within the school who require additional support

Focus group: All students in Period 2 classes (all subjects, grade levels)

Marker students: Students from the focus group who are achieving at a level 2 on the pre-assessment (October 2019)

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.

Our urgent critical learning need is reading to understand in order to make meaning through application-type questions.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.

S: We will move our focus group one level

M: Move our marker students from level 2 to level 3

A: Application of evidence-based instructional strategies (timely, descriptive feedback) to improve reading for meaning

R: Movement in levels and improvement in student achievement, classroom data, and EQAO scores

T: Mid-point and end of each semester check-in through the collection of student learning artefacts as well as assessment results from the mid (November) and post assessment (January) tasks

REQUIRED PROFESSIONAL LEARNING

STAFF PROFESSIONAL DEVELOPMENT CRITICAL NEED - In order to address the student urgent critical need of the school and to work toward the school's SMART goal, the following professional development is required.

PD to distinguish and establish diverse achievement categories

Ask teachers to bring a sample assessment to a PLC staff meeting, where a student has to read for meaning to answer an application type question(s).

Review specific types of reading strategies from the Think Literacy document teachers can use to have students successfully answer the question. See below.

Students need to be able to recognize the type of question according to category and understand what they are required to do in order to complete the task (Inquiring Minds, 3 levels of questioning)

Strategies are done within the context of modelling. Why and how to differentiate math instruction - resource

- Previewing a Text (including review of features of a text)
- Using & setting the Context to Find Meaning
- Supporting the Main Idea
- Asking Questions to Revise Writing

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

Think Literacy <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>

EduGAINS

http://www.edugains.ca/newsite/literacy/classroomlearning7_12/classroomlearning7_12.html

Review types of strategies teachers can use to have students successfully answer the question.
Strategies: Reading Strategies. Students need to be able to recognize the type of question according to category and understanding what they are required to do in order to complete the task (Inquiring Minds, 3 levels of questioning)
Strategies are done within the context of modelling. Why and how to differentiate math instruction - resource

PROFESSIONAL DEVELOPMENT PLAN - Professional learning topics that will be undertaken by staff throughout the year.

September 25- First SLIP meeting with core team to review pertinent and relevant data to help determine UCLN and school focus for the year.

September 25 - reviewed highlights from the data review meeting with SLIP with CSPC

September 30 - Core team meets to work on draft for PLF

September/October- team continues to work through PLF

October 2 - SLIP, UCLN and upcoming learning cycle discussed at DH meeting

October 7 - Staff asked to complete a pre-assessment/diagnostic in Period 2 class to determine student achievement in regards to UCLN

October 11 - Staff given time to mark and discuss results

October 14 - Staff asked to submit the results of pre-assessment

October 16,17,18 - SS to compile the results of the pre-assessment and determine marker students

October 18 - team completes PLF

October 21 - submit PLF to Superintendent for review

October 30 - review/share PLF with CSPC

November 4 - ongoing PD on teaching strategies discussed above to support both staff and students (PLC time)

November (date TBD)- Staff asked to complete the mid-point assessment/and submit student artifacts

December (date TBD) - Staff will continue to implement teaching strategies in their classroom to improve reading for meaning

January (date TBD)- final assessments will be administered to all students

January - SLIP team will compile the results of the post-assessment and interpret achievement/next steps