

Bishop Marrocco/Thomas Merton C.S.S. and Regional Arts Centre PROFESSIONAL LEARNING FORM TEMPLATE



Principal Name: Erica Wilson

Vice Principal(s): Michael Alexander and Bernice Peacock

Superintendent Name: Area 5 - John Wujek

FOCUS GROUPS - Groups within the school who require additional support
Grade 9 students who are achieving at level 2.5-2.9.

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.
Students struggle with specific aspects of multi-step problem solving specifically in the areas of: reading for meaning, organizing information, making connections between ideas and concepts, and clearly communicating their learning.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.
The school will focus on improving the number of Grade 9 students achieving at a level 2.5 - 2.9 to level 3 by the end of each semester. By using the R.A.C.E.S. model (Response to text strategy) and evidence based instructional strategies (descriptive feedback and the gradual release model) to explicitly teach multi-step problem solving to students, the overall goal is to improve the school's EQAO scores. In the interim, the results of the pre- and post-assessment from the teaching/learning cycle, OCA test scores, as well as the mid-term and final semester marks will determine the overall impact of the instructional strategies used.

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.

Improve knowledge about the learning needs of the student population by providing staff with information about student demographic data, results of a student voice survey on learning needs as well as diagnostic results from the professional/learning cycle implemented by teachers in the classroom.

Develop a deeper understanding of the indicators that reflect our learners and to what degree student learning needs are met.

Departments will collaborate to align their understanding of essential curriculum outcomes, and develop activities to support assessment for, assessment as, and assessment of learning to better improve outcomes specific to each grade and level.

Further develop an understanding of best practices associated with the use of timely descriptive feedback and the gradual release model as an evidenced-based instructional strategy.

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

Ongoing teacher collaboration about learning outcomes, best practices' and a variety of assessment activities/tools/strategies used to evaluate the overall curriculum expectations.

Continue to explore and create a variety of student groupings as a teaching strategy in classrooms.

Continue to promote the use of technology in the classroom and integrate technology in lessons.

Support students when using first language or culture in the classroom to help their own learning.

Staff will continue to hold positive and affirming viewpoints of students of all backgrounds.