



Area 1 - Father Henry Carr 2019-2020 PROFESSIONAL LEARNING FORM

Principal Name: Maria Varacalli-Sturino
Vice Principal(s): Ben Di Millo & Jennifer Correia
Superintendent Name: Flora Cifelli
Next District Review Year:
Date of CSPC Review: 25/09/2019

FOCUS GROUPS - Groups within the school who require additional support
Focus group selected from Grade 10 cohort. We will focus on moving students in Grade 10 Applied English who performed below the provincial standard in Grade 9 Applied English and Geography. We will focus on moving 19 students from level 2 to level 3.

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 school's urgent critical student learning need is understanding implicitly (indirectly) stated ideas and information.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.
S- move 19 Grade 10 students from level 2 to 3 in Applied English
M- diagnostic reading test, mock-literacy tests and subject-specific implicit reading tasks designed by classroom teachers, OSSLT pass rates
A- expand instructional practices and align assessments to improve implicit reading
R- data shows correlation between pass rates on OSSLT and number of students performing below the provincial standard in language based compulsory courses.
T- Focus group to be monitored semester 1 and semester 2. Tracking to take place throughout 1st semester and up to midterm 2nd semester.

If we increase the number of students meeting the provincial standard in Grade 10 Applied English by focusing on the development of implicit reading skills across the curriculum, we will

increase the number of Applied level students that are successful on EQAO literacy assessment.

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.

Staff will require PL to support explicit teaching of strategies to improve implicit reading. Staff will require PL to develop subject-specific materials to support instruction of implicit reading skills.

Staff expressed interest in co-teaching to support instruction of strategies for improving implicit reading skills. (Literacy Lead to facilitate workshops in grade 9/10 applied level classes)

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>

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

November 6th "CLC" agenda with literacy focus for co-planning and alignment of assessment practices. Teachers to incorporate strategies for teaching implicit reading into their lessons and assessments. Teachers will ensure explicit teaching of strategies for inferencing.

Teachers to complete Implicit Reading: Skill Implementation Plan for their department

November 12th Code day used to plan co-teaching/ workshops for Grade 9/10 Applied level classes. Workshops will be to teach students strategies for inferencing

End of November code day to be used for teacher moderation

December 6th Literacy (related to SLIP) PD focus