

Father Henry Carr
PROFESSIONAL LEARNING FORM TEMPLATE

Principal Name: Robert Merolle
Vice Principal(s): Natalia Sosniak and Pedro Rodrigues
Superintendent Name: Area 1 - Flora Cifelli

FOCUS GROUPS - Groups within the school who require additional support
Using a “tiered approach to prevention and intervention” (Learning For All, 2013.) The following subgroups will be monitored and receive added intervention via our literacy “supports”. Literacy supports will include appropriate interventions that respond to the individual learning needs of these particular student groups and include: small group instruction once a week, after school programming and OSSLT “Boot Camp”. The student subgroups are as follows:

- Students that progressed from ESL to ENG1P2/ Students at level 1 in 1P English currently in 2P who we will focus on moving to a level 2
- ”Bubble” students identified from achievement data/diagnostic testing who we will focus on moving from high 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 need is literacy development among applied level students in grades 9 & 10. Literacy development that will target **skill development** that is transferable and focused on improving implicit reading and critical literacy. The goal will be for students to develop a lens through which to view information and make meaningful connections. Additionally, proper level placement beginning in grade 9 to be ascertained via diagnostic testing, DIP data and the implementation of a more focused literacy component to the HIF program.

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

- S- improve literacy skill development among applied level students in grades 9 & 10
- M- improved success rates on EQAO assessment among applied level students, increase in the percentage of Grade 9 and 10 students working above Level 2 in English.
- A- expand instructional practices and align assessments to improve implicit reading/ student ability to make connections. Utilize tiered approach to target subgroups through frequent monitoring and the use of different instructional strategies for example, descriptive feedback and small group/collaborative teaching.
- R- Achievement gaps have been identified among applied level students. They are performing below province on EQAO assessment and grade 9/10 mark distribution shows that a large percentage of applied level English students are working below ministry standard.
- T- Subgroups to receive support throughout semester 1. Additional supports to be continued semester 2 and during summer transition program.

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 engage in teacher moderation in order to expand instructional practices and align assessment practices among common courses in each grade level (specifically among English courses)

-Staff will also explore and familiarize themselves with the Universal Design for Learning to enable them to respond effectively to the strengths and needs of all students. The aim would be to have greater personalization in instruction, thereby allowing students to make more meaningful connections to their reading material (text to self, text to text, text to world), and in turn, to their learning at large.

-Collaborative Inquiry Team to identify and design strategies to improve student achievement in the area of literacy.

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

-Code days for teacher moderation/ cross-curricular planning with teacher from Literacy Central Team.

-Code days and "Team Time" agenda with literacy focus for co-planning and alignment of assessment practices. Teachers will weave multiple choice questions into their assessments and ensure explicit teaching of strategies for responding to multiple choice questions.