

**Area 3 - James Cardinal McGuigan
2019-2020 PROFESSIONAL LEARNING FORM**



Principal Name: Antonio Bisceglia
Vice Principal(s): Nancy Medeiros and William Fedele
Superintendent Name: Shawna Campbell
Next District Review Year:
Date of CSPC Review: 08/10/2019

FOCUS GROUPS - Groups within the school who require additional support We will focus on 15 Grade 10 students with an IEP and enrolled in Applied English who have been identified as requiring additional support in literacy.
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 Student Learning Need is to increase the reading comprehension skill, implicit thinking, for all students with an IEP designation to help increase their overall Literacy skills.
SMART GOAL - School goal for student learning that school will focus on achieving throughout the year. By the end of the year, we will move the Grade 10 Applied English final marks of the 15, Grade 10 Applied students with an IEP, by 5-10% higher than their Grade 9 Applied English final marks.

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. <ul style="list-style-type: none">- Understanding Individual Education Plans, the different types of Learning Disabilities and Learning Styles- Understanding and implementing accommodations in the classroom, crosscurricularly, and during assessments and evaluations- Use of Google Read and Write Technology- STEAM incentives to help differentiate learning styles- Focused literacy skill development: implicit thinking

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

Early Oct: Continue to develop PLF and SLIP with staff

Mid Oct: Moderating Marking of Grade 10 OSSLT mock test - monitor and assess implicit thinking skills of the focus group

Nov: Google read and write training from board personnel (4 -5 teachers & GLS/GLE classes)

Nov - Jan:

- PL for staff during meetings around IEPs, accommodations and google read and write

- Departmental PL around building/delivering lessons that are inclusive of IEPs

Jan - Feb: PL for staff during meetings around integrating implicit thinking skills to subject curriculum and providing accommodations to students

Feb - March: Departmental PL around integrating implicit thinking into subject-specific lessons

March - June: Departmental PL around accommodating assessments and final evaluations