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Area 1 - MSGR John Corrigan 2019-2020 PROFESSIONAL LEARNING FORM

Principal Name: Sandra Filicetti
Vice Principal(s):
Superintendent Name:
Next District Review Year:
Date of CSPC Review: 15/10/2019

FOCUS GROUPS - Groups within the school who require additional support
Moving students from 2 Plus to 3. 34 students in the entire school.

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

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

An increase in open ended question in Mathematics for 34 target students from level 2.6 and up to level 3. This is measured through data obtained and plotted on Venn Diagrams.

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.

Assessment tools to track ongoing process using open ended thinking questions.

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

Discussion between disconnect standardized testing and report card grades.

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**FULL DETAILS OF PROFESSIONAL LEARNING FORM BEGINS HERE
- NOT TO BE POSTED - FOR SCHOOL AND SUPERINTENDENT USE
ONLY**

2019-2020 PROFESSIONAL LEARNING FORM

Principal Name: Sandra Filicetti

Vice Principal(s):

Superintendent Name: Flora Cifelli

Next District Review Year:

DATA REVIEW

A. CONSIDER ALL DATA

With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.

NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.

B. DATA RELEVANT TO NEEDS

After reviewing all of your school student achievement data, ONLY list the data that points to areas of focus for learning needs for students in the boxes below:

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, etc.)	Perceptual Data: (Survey data, School Climate, etc.)	Demographic Data: (N tiles, etc)	Program Data: (Empower, 5 th Block, Taking Stock, SSI, etc.)	Other: (SSLN, EDI, etc.)
BLIP, SEF Survey	SLIP, EQAO	High ESL/ELL High IEP students, little parental support	Daily diagnostic testing formal and informal	Formal and informal assessments

Most relevant data from the BLIP SEF Survey: (list the two indicators that will become the focus)

4.3 and 4.4

DIGGING DEEPER

Professional Learning Planning

to support and help achieve the UCLN and Smart goal

C. EQUITY OF OUTCOMES - CHALLENGES

What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)

Low parental support. Many IEP's.

J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING

What will you do in order to address the culturally relevant pedagogy needs

<p>D. EQUITY OF OUTCOMES - LEARNING NEEDS Consider your responses in A-C above; explain what this data tells you about your student's learning needs (ie (Our students struggle with we know this because (be specific)...)</p> <p>Teacher moderated marking. Co created success criteria.</p>	<p>of your community, outlined in C. and D. above? List strategies</p> <p>Each student will be challenged to do their personal best.</p>
<p>E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.</p> <p>Venn Diagrams, group work. Teacher collaboration and consultation.</p>	
<p>F. FOCUS GROUPS</p> <ul style="list-style-type: none"> Identify groups of students you will monitor – “we will focus on moving students who....” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....) Identify how many students are in this focus group. <p>Keep in mind: what's necessary for some is good for all Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus) Keep in mind: that focus groups do not name individuals</p> <p>Moving students from 2 Plus to 3. 34 students in the entire school.</p>	
<p>G. URGENT CRITICAL LEARNING NEED Using no more than 140 characters – based on info in A-G above – list your school's <u>greatest</u> urgent critical student learning need. Please be as specific as possible.</p> <p>Open ended multi step thinking tasks.</p>	<p>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD Based on G. and H. above: What needs to change in order for you to</p>

H. SMART GOAL

Write a SMART goal to address your school's UCLN --- we will move the focus group from 52% to 72%....

Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group)

Keep in mind: Specific, Measurable, Attainable, Relevant, Timely

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Increase in open ended response tasks for Mathematics,

meet your goal and address the UCLN? What needs to be done differently in the classroom?

Eg. more emphasis on assessment for learning in the classroom

Moderated marking.

REQUIRED PROFESSIONAL LEARNING

L. STAFF PD CRITICAL NEED

Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students.

What professional learning is required in order to support G. and H. above-- be specific, list classroom, instructional and assessment strategies...

Eg. a day of PD focused on assessment strategies within a professional learning cycle for all teachers

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>

Assessment tools to track ongoing process using open ended thinking questions.

M. PROFESSIONAL DEVELOPMENT PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PD plan? When will you do PD? What PD will you do? Who will support your PD? What other professional learning is occurring outside of CODE days?

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

Discussion between disconnect standardized testing and report card grades.

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL DEVELOPMENT

How will you monitor student learning and achievement?

How will you monitor the effectiveness of professional learning?

What will you monitor?

How often will you monitor?

Who will you monitor?

Professional Learning Cycles: <https://goo.gl/aJ57nz>

Track students using co-created criteria. Rubrics and tracking on Venn Diagrams

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION

What evidence will you collect to show progress in Student Achievement?

What evidence will you collect to show that PD is effective / aligned with goals?

Student success notebook and corresponding rubrics.