
Area 1 - Monsignor Percy Johnson 2019-2020 PROFESSIONAL LEARNING FORM

Principal Name: Rita Mammone
Vice Principal(s): Monica Calligaro; John D'Onofrio
Superintendent Name: Flora Cifelli
Next District Review Year:
Date of CSPC Review: 17/10/2019



FOCUS GROUPS - Groups within the school who require additional support

Literacy: *** Please see student breakdown data on a separate page **

Grade 10 2019 data was reviewed. We examined the following data: IEP/ESL, EQAO (Grade 3) Reading, Writing, Mathematics; EQAO 9 Grade Marks in Geography, English and Religion. The following cohort of students were identified.

Pass/Check (P) - Students who are on track achieving 3+/4: 49 students

Bubble (B+) - Students encouraged to taker after school support to help strengthen skills: 26 students

Bubble (B) - Work one-on-one Literacy member/Resource/Student Success: 68 students

Bubble Minus (B-) - Currently struggling with a Level 2 achievement (Work one-on-one and afterschool support): 64 students

Remedial (R)/Possible Deferral -Currently struggling to achieve credits: 36 students

Undetermined - New to country/school and no data to assess: 3 students

Numeracy:

Grade 9 (2019) data was reviewed. We examine the following data: IEP/ESL, EQAO 9(Grade 3) Reading, Writing, Mathematics; Grade 7 CAT 4 Mathematics, Computation, Reading, Writing, Language; Grade 8 Mathematics marks for each strand. The following cohort of students were identified:

Academic focus group:

Grade 7- CAT 4 Mathematics:

% Scores 4-6= 43% (63/146)

Grade 7- CAT 4 Computation:

% 4-6=45.9% (67/146)

Applied focus groups:

Grade 7- CAT 4 Mathematics:

% Scores 4-6= 65.9% (58/88)

% no data = 12.5% (11)

Grade 7 - CAT 4 Computation:

% Scores 4-6=42.1% (37/88)

% no data= 12.5% (11)

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

Improve our students' ability to understand implicit information and develop critical thinking skills.

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

we will move the focus group from 52% to 72%....

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.

- PLC's that focus on incorporating strategies into regular classroom practice
- PD on Critical Thinking Strategies
- Individual department development of assessment that requires critical thinking skills

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

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

November 2019, (1 teacher from each department) staff will begin a professional learning cycle focused on assessment addressing Urgent Critical Learning Need, with support from central staff (Literacy Resource Teacher)

Board -Wide Collaborative Inquiry- November 2019, Grade 9 and 10 applied level teachers (English, Social Science, Religion, Special Education and Math)

School Wide/ In House Collaborative Inquiry for Grade 10 teachers in the above specified courses

March 2020, Mock Literacy (OSSLT) - moderated marking

Small group instruction for Literacy skill development (ongoing)

After school literacy support (Continuing Education)

Monthly meetings with school core team for updates and next steps (after-school);

Student Success Learning Network (SSLN) Meetings- ongoing to work with grade 8 teachers (align skill development and use common language) (Central Support Team and schools staff)

RMS days- small group meeting days in December, January, April, and June

Code 83 for applied classes to be used in November, January and June

SSLN- dates have not been finalized