



Area 7 - St Marguerite Bourgeoys

75 Alexmuir Blvd,
Scarborough, Ontario
M1V 1H6



2019-2020 PROFESSIONAL LEARNING FORM

Principal Name: Susan Scott
Vice Principal(s): n/a
Superintendent Name: Peter Aguiar
Next District Review Year: 2019 -2020
Date of CSPC Review: 15/10/2019

FOCUS GROUPS - Groups within the school who require additional support

Note, in this school community the number of students/grades form a small sample size. Based on the results from assessments across the grades and teacher feedback a focus group of 2-4 students/grade have been identified. The CAT4 results revealed that a focus on our grade 3 primary students is critical since the foundational skills of literacy need to be strengthened (6 students, 100%). The junior division has 50% of the students that require a focus on language (3 students, 50%). Ongoing monitoring and collaboration by the classroom teacher and the special education teacher will occur to ensure that all students are supported in their achievement of foundational literacy skills.

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 students' reading skills in comprehension to increase their ability to understand & respond accurately to questions in all subjects.

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

To move 40% of targeted students from level 2 to level 3 and 40% from level 3 to 4 by explicitly teaching and modelling effective reading strategies to extend our understanding of the written text which will be evident in the accurate and detailed responses of the students.

We will evaluate our achievement of this goal by administering a Quick Comprehension Assessment (QCA) in the Fall to assess our targeted students' comprehension skills and re-administer this assessment with a new passage in April. Reading response journals will be introduced in each classroom so that we can capture our students' progress and use this evidence to dialogue with teachers about next steps. Teachers will provide feedback about their students' progress in November, January and March with a focus on what needs to be provided to increase student comprehension skills.

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.

Consult with Language Resource Teacher to discuss current reading strategies and effective programs. Engage teachers in a book study on comprehension strategies using the text titled: "The Art of Comprehension". A day of Professional Learning to select key comprehension strategies that will be implemented in all grades. Purchase and review the TCDSB generated posters about reading comprehension strategies, teachers to reference daily with students. Develop a concise reference guide for students to insert in their workbooks, students to reference regularly. Collaborate with teachers to select key school-wide initiatives with a literacy focus (i.e common reading time, analyzing written passages, editing student work with a focus). Use QCA resources to conduct a pre and post diagnostic assessment. Teachers to research and recommend reading materials for our school library and supplemental classroom resources. A day of Professional Learning to explore the student inquiry process in relationship to reading and plan an interactive evening for parents.

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

In term 1 plan a Professional Learning day to introduce the book, "The Art of Comprehension", review and discuss key reading strategies that will be beneficial for our student population. In January plan a Professional Learning day to explore the collaborative student inquiry process in preparation for an interactive evening for parents. Teachers to dialogue about preferred reading materials for students and classroom resources through networking and researching. Create opportunities for teachers and students to champion a leadership role that will promote literacy in our school. Teachers from grades 3-8 to administer the QCA and engage in moderating marking cycle.