



St. Martin de Porres Catholic School

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"To each is given the manifestation of the Spirit for the common good" - 1 Corinthians 12:7

Area 8 - St Martin De Porres 2019-20 PROFESSIONAL LEARNING FORM

Principal Name: Paddy Morgan	Superintendent Name: Kevin Malcolm
Next District Review Year: To be determined	Date of CSPC Review: 09/10/2019

FOCUS GROUPS - Groups within the school who require additional support
 Each class will select two or three marker students at level two in Mathematics, based on triangulated data. This will feature an increased balance of conversations, observations and products. Students with good attendance and minimal behavioural concerns will be selected, so as to ensure that the impact of instructional and assessment strategies can be validly measured.

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.
 Develop students' critical thinking in applying reading strategies to math problem-solving questions, through the use of explicit and varied assessment, emphasizing self-assessment.

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

Students in grades 3 and up will apply familiar reading comprehension strategies from the language program to mathematics questions, with an emphasis on problem-solving. In second term, Primary students will make overt use of tools such as the math word wall and other resources to explain their understanding of problem-solving tasks and the strategies they select.

Students in all grades will increase their use of self-assessment in Numeracy, in response to teachers' regular use of learning goals and success criteria, descriptive feedback, rubrics, conference sheets, checklists and so forth.

Self-assessment tools will be embedded in all Numeracy summative tasks, as well as formalized in conferencing, homework checks and so forth. These will specifically target students' reflections on their application of the Reading Strategies. Staff aim to move 30% of the marker students to level 3 by June 2020.

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.
 Varying assessment, student self-assessment, and measuring impact.

PROFESSIONAL DEVELOPMENT PLAN - Professional learning topics that will be undertaken by staff throughout the year.
 Staff are looking for code days to delve more deeply into the "Growing Success" document, and to examine John Hattie's work on "Visible Learning" and effect sizes, such as Metacognitive Strategies (.60) and Evaluation & Reflection (.75). At divisional meetings, staff will share progress of marker students in their application of selected Reading Strategies in relation to problem-solving in Mathematics. Tools such as Knowledge Hook can also be explored, pending sufficient code allocations. The Junior division plans to increase the consistency of their instructional and assessment practices by mentoring teachers who are new to the division. This will involve staff observing each other's work with targeted Reading Strategies. Primary staff will continue to examine Alex Lawson's "What to Look For". FSL staff also hope to be allocated code days to build an area 7&8 support network, for the purpose of sharing best practise and increasing uniform quality of programming. At a local level, they hope to compare their use of student self-assessment practices.