

TCDSB PROFESSIONAL LEARNING FORM 2018-19:

St. Martin de Porres CS



Principal Name: Paddy Morgan

Superintendent Name: Area 8 - Shawna Campbell

FOCUS GROUPS - Groups within the school who require additional support

All students: "Necessary for some, good for all".

Sub-focus:

Intermediate -- IEP and ELL students in Patterning and Algebra, as supported by common assessment from PD session

Junior -- High level 2 students in Problem-solving, as determined by common assessment from PD session

Primary -- Level 2 students in Numeracy, as determined by common assessment from PD session

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

INTERMEDIATE UCLN: Focused attention to be given to students with IEPs and those who are ESL. In Patterning and Algebra, increase the number of students meeting provincial expectations, given the apparent curriculum gaps between Junior achievement and expectations of grade 9 Math programs. Incorporate the use of reading strategies to support student understanding of questions and problem solving. Leveling of students to be conducted through a jointly-developed assessment tool and moderated marking.

JUNIOR UCLN: Move high level 2 students to a level 3 in Problem-solving, by improving Math comprehension through consistent reinforcement of reading strategies, in relation to reading and understanding open-response questions. For these students, also reinforce basic numeracy skills (multiplication, division) and apply a learned concept to other similar problems within and among the strands, using established Reading Strategies. Leveling of students to be conducted through a common assessment tool and moderated marking.

PRIMARY UCLN: In Numeracy, students struggled with understanding Math questions, particularly when in a multiple choice format. The focus will be on moving students from level 2 to 3, by improving math vocabulary and understanding language, as well as by increasing students' familiarity with questions presented as multiple choice. Leveling of students to be conducted through a jointly-developed assessment tool and moderated marking.

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

INTERMEDIATE SMART GOAL

We will implement a diagnostic assessment tool, to identify our target students, and to plan and gear our lessons accordingly so as to meet their needs. We will move our identified students to Level 3 in Patterning and Algebra. The diagnostic assessment and moderated marking will be a collaborative effort in December, as a follow-up to the PD sessions on November 20th. We will assist students in making connections with the real-world application of algebra, in keeping with the continuum of learning in secondary school programs.

JUNIOR SMART GOAL

We will implement a diagnostic assessment tool, to identify our target students, and to plan and gear our lessons accordingly so as to meet their needs. We will move our identified high-level 2 students to Level 3 in Problem-solving. The diagnostic assessment and moderated marking will be a collaborative effort in December, as a follow-up to the PD sessions on November 20th. We will assist students in applying Reading Strategies to their comprehension of Mathematics questions: "Determining Important Ideas, Visualizing, Making Connections".

PRIMARY SMART GOAL

We will implement a diagnostic assessment tool, to identify our target students, and to plan and gear our lessons accordingly so as to meet their needs. We will move our identified level 2 students to Level 3 in Numeracy. The diagnostic assessment and moderated marking will be a collaborative effort in December, as a follow-up to the PD sessions on November 20th. We will assist students in applying reading strategies to multiple-choice questions, when appropriate for the Early Years Continuum in Mathematics. Teachers will explicitly model and assess math language, as well as use Math Word Walls.

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.

Create time to increase Professional Learning Plan Collaboration -- Use of code days across all divisions, ensuring inclusion of DECE staff.

Work with board resource personnel on unpacking Math language for open-response questions, and to support Specialist Teachers in integrating Mathematics across the curriculum.

PRIMARY STAFF ADDITION: Request additional release days to visit an intensive math school/math up school, and to explore different math resources and mentor texts: Alex Lawson's "What to Look For", Marian Small text.

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

First "lunch and learn" on assistive technology took place on October 11th, coordinated by Special Education Team. A follow-up session took place on "Boardmaker" on November 22nd. Board resource staff worked with divisional teams on November 20th, working on unpacking Math Language. December 7th and 14th will support common assessment and moderated marking. A plenary session will take place on March 5th to assess successes and gaps.