

Annunciation Catholic School PROFESSIONAL LEARNING FORM

Principal Name: Vernon Sweeney
Vice Principal(s):
Superintendent Name: Area 4 - Peter Aguiar

FOCUS GROUPS - Groups within the school who require additional support
11 of 35 grade 3 students achieved level 2 in 2018 EQAO Primary Mathematics testing.
7 of 37 grade 6 students achieved level 2 in 2018 EQAO Primary Mathematics testing.
The focus will be to move level 2 students to level 3.

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.
The professional learning focus will be for students to have greater learning success in Number Sense and Numeration with particular focus on math decoding/problem solving skills for grades 1 – 8.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.
There will be a 31% improvement in Primary student achievement in Mathematics and a 20% improvement in Junior student achievement in Mathematics as measured through the Primary and junior EQAO assessments in May 2019.

Specific:
EQAO Trends

- The five year trend for EQAO results indicate annual declines in the number of Primary students achieving the Provincial standard in Mathematics.
- The five year trend for EQAO results indicate inconsistencies for Junior students achieving the Provincial standard in Mathematics..
- The 2017-18 Primary cohort achieved 46% in Primary EQAO Mathematics.

- The 2017-18 Junior cohort achieved 68% in Junior EQAO Mathematics.

Overview of area of concern:

The area of concern is student achievement in the area of Number Sense, Numeration, and problem solving particularly in primary grades.

Measurable:

-EQAO released IIR for 2017-2018.

-Teacher diagnostics for Number Sense and Numeracy learning units including pre, mid, and post assessments and student work/artefacts.

-Grade 2 and Grade 5 CAT-4 data for Mathematics and Computation/Estimation 2017-2018.

Attainable:

-Review and complete math learning cycles.

-Teachers use assessment for learning and provide explicit student learning feedback.

-Teachers build alignment of expectations and instructional practices across grade levels.

-Engage in teacher moderation, share student work and support teachers in using assessment for learning strategies.

-Focus on differentiated instruction relative to individual student learning in Number Sense, Numeration, and problem solving skills.

Results-Oriented:

-Use pre-assessment task/question from Nelson Math and developed/shared by teacher colleagues.

-Use mid-assessments including assessment for learning questions, teacher checklists, rubrics.

-Use post-assessments including summative questions/tests and student projects/artefacts.

Timeline: Employ/use on-going student math diagnostics, math learning cycle work products, moderated marking, and teacher same grade colleague/divisional team produced assessment materials to monitor and achieve student learning improvement in mathematics.

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 being addressed. Teachers are further developing their knowledge to address math decoding/problem solving skills in grades 1 – 8. Teachers are building their understanding of the Achievement Chart/math question qualities characterized as **Knowledge and Understanding, Thinking, Application, and Communication**. Teachers are building an inventory of shared level 3 and 4 pre, mid, and post assessments to assess/measure student abilities in number sense, numeration and problem solving questions.

Professional development is supported through, not limited to, our Area 4 Math Resource Teacher, the MOE Student Achievement Officer, the SSLN and Secondary Math Resource Teacher, same grade teacher colleagues, divisional grade colleagues, mentor teacher support, cross-divisional grade colleagues, and family-of-school teacher colleagues. The October 5 PA day and October 11 staff meeting provided opportunity for same grade and divisional grade teacher colleagues to work on math diagnostic materials to share and employ in classes.

The MOE Student Achievement Officer and Area 4 Math Resource Teacher will be sought to provide valuable PD to support student learning improvement in mathematics.

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

The October 5 PA day and October 11 staff meeting provided opportunity for same grade and divisional grade teacher colleagues to work on building their bank of math diagnostic materials to share and employ in classes. Teachers are building an inventory of level 3 and 4 pre, mid, and post assessments to assess/measure student abilities in number sense, numeration and problem solving questions.

Teachers will enable students to be more successful with math decoding/problem solving skills in grades 1 – 8. Teachers will employ effective use of pre, mid and post assessments to accurately assess student learning and differentiate instruction appropriately to improve student learning.

The MOE Student Achievement Officer and Area 4 Math Resource Teacher will be sought to provide valuable PD to support student learning improvement in mathematics using available code days.

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