



## Area 4 - Our Lady of Wisdom 2019-2020 PROFESSIONAL LEARNING FORM

<b>Principal Name:</b> William Kwon
<b>Vice Principal(s):</b> None
<b>Superintendent Name:</b> Cristina Fernandes
<b>Next District Review Year:</b> 2020-21
<b>Date of CSPC Review:</b> 16/10/2019

### **FOCUS GROUPS** - Groups within the school who require additional support

We will focus on moving students achieving in the 2.7 to 3.1 range, specifically informed by results from math diagnostics, such as Prime and/or other diagnostic tools decided on by the teachers in Number Sense and Numeration with the goal of moving those marker students into the level 3 range and assisting those students already in the level 3 range to maintain their achievement and/or make improvements. Each class will focus on at least 2-3 students with steady attendance records who they feel they can realistically move with targeted intervention, using gap closing resources, remediation, and high yield strategies such as spacing and spiralling.

Our Marker students:

Gr.1: 17% of the students at this grade level

Gr. 2: 20% of the students at this grade level

Gr. 3: 22% of the students at this grade level

Gr. 4: 24% of the students at this grade level

Gr. 5: 25% of the students at this grade level

Gr. 6: 25% of the students at this grade level

Gr. 7: 37% of the students at this grade level

Gr. 8: 17% of the students at this grade level

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

Students will use appropriate problem solving strategies to solve multi-step implicit questions.

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

There will be a 10 percent increase in the percentage of marker students achieving at level 3 in Number Sense and Numeration for implicit questions (pre- and post tests for each unit, and ongoing review of concepts and skills taught. This will be confirmed by the Grade 3 and 6 EQAO results by the end of May 2020, based on Term 2 report card marks and the final phase of PRIME Numbers tests (March 4, 2020), as compared to the first phase of PRIME Numbers test (October 10, 2019) in 4 week check-in cycles.

## 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.

A Day of Professional Learning based on reviewing the key concepts and skills from "Focusing on Fundamentals of Math" Teacher's Guide and the Number Sense and Numeration Continuum, as well as review of our past work with mental math strategies.

A Day of Professional Learning to demonstrate the uses of Knowledgehook for grades 3-8 and how to compile banks of questions that address student areas.

A Day of Professional Learning dedicated to staff collaboration in small focused teacher groups with the grade levels below and above to plan common lessons and assessment which will address the specific key concepts and skills in Number Sense and Numeration that students are struggling with.

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

PD initial consultation with Area 4 Math resource on Wednesday, Sept. 11, 2019 and secondary consultation on October 17, 2019

On Oct. 11th, 2019, staff will communicate established marker students based on school wide diagnostic math data and class specific math data based on Number Sense. Staff will review the Professional Learning Form and adjust as required. Challenges with French and English Literacy in relation to students' understanding of implicit math questions in Number Sense will be explored using problem solving frameworks and applying them to released gr. 3 and gr. 6 EQAO questions.

On Nov. 21, 2019, the principal will check-in with all homeroom math teachers to debrief on marker students' progress, determine how gaps are being addressed, identify the resources used, and discuss and facilitate planning based on evidence of students' challenges and improvements and proficiency in problem-solving rooted in Number Sense and Numeration and based on the Thinking and Application Categories of the Ontario Math Curriculum Achievement Chart.

On Dec. 6th, 2019, the staff's professional learning will include a review of the key concepts and skills from "Focusing on Fundamentals of Math" Teacher's Guide and the Number Sense and Numeration Continuum, as well as review of our past work with mental math strategies that students should know and be able to use by grade. Also, we will explore the use of Knowledge Hook Premium to compile banks of questions that address student areas of need.

On Jan. 21st, 2020, staff will collaborate in small focused teacher groups with the grade levels below and above to plan common lessons and assessment which will address the specific key concepts and skills in Number Sense and Numeration that students are struggling with. Teachers will further plan for the use of evidence based strategies based on common student need, examine the levels of student achievement based on current math diagnostic data from math cycles and use professional resources, such as, Guide to Using the Developmental Map" and the "Background and Strategies" booklets to select strategies and interventions. Staff will more deeply consider math content and plan how to address gaps in using operations involving fractions and decimals and the knowledge and understanding involved by exploring "Fractions Across the Curriculum."