



## Area 2 - St Bernard Catholic School

### 2019-2020 PROFESSIONAL LEARNING FORM

<b>Principal Name:</b> Maria Aloisi
<b>Vice Principal(s):</b> Rosanna Bottero
<b>Superintendent Name:</b> Maria Meehan
<b>Next District Review Year:</b> 2023
<b>Date of CSPC Review:</b> 22/10/2019 and 5/11/2019



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

We will focus on moving students grades 1-8, achieving 2.5 and 2.9 without IEP in Junior Grades: 4 students per class. Specific focus group will be in grades 4-6. There are 24 classes in grades 1-8, with and additional 5 ELP classes.

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

To improve student thinking and application skills in Mathematics.

**SMART GOAL** - Through ongoing assessment, using EQAO questions in Math that require higher level thinking skills (Thinking and Application questions and anchor responses that align with criteria) the focus group will be monitored in frequency and measure to be determined through the utilization of continued professional development and assessment toolkits. More students will achieve levels 3 and 4 in Thinking and Application type questions. Given the number of marker students in the focus groupings, we expect to see a 15% increase in EQAO Mathematics specifically in the Junior grades. This would be an attainable and realistic goal as 4 students per class would be on the average 15% or more overall.

The timeline would be ongoing through informal assessments and once per term for professional learning cycles.



## REQUIRED PROFESSIONAL LEARNING

### STAFF PROFESSIONAL DEVELOPMENT CRITICAL NEED -

PD focused on developing strategies, learning to identify and create thinking and application questions to improve student proficiency in responding to those questions. Staff will engage in collaborative inquiry with in-school and resource support in building capacity in identifying, creating and understanding the elements of these questions. The goal is to develop common assessments to track student progress and to utilize high yield strategies to support better student responses. Staff will also supplement the Jump Math Program with alternative resources that lend themselves more readily to activities that require higher level thinking skills such as Thinking and Application type questions beginning in grade 4 and upward.

#### References:

The Ontario Curriculum, Grades 1-12, Achievement Charts

Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education, Ontario

Edugains.ca

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

Capacity Building Series, Asking Effective Questions, July 2011

Creating a Collaborative Continuum: Closing the Gap in Mathematics, Primary, Junior and Intermediate Grades, Eastern Ontario Catholic Curriculum Corporation: [www.eoccc.org](http://www.eoccc.org)

EQAO resources: Primary and Junior questions in Mathematics and anchors for assessment levels

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

The plan is for teachers to gain proficiency in understanding the elements of good thinking and application questions, to implement EQAO questions of this type in regular assessments, to develop common assessments for tracking purposes and to develop a common criteria and understanding of what higher level thinking questions and responses would require. The PL should begin in Term One and be ongoing. The Professional Learning will be supported by the Math Resource Dept. leads, to in-service teachers on the development of our assessments focused on thinking and application questions. Post Professional Learning work collaboratively, as a division and grade level to apply learning to develop common assessments to track student progress. Should there be sufficient code days, opportunities to complete some moderated assessments and engage in professional dialogue would be beneficial in better understanding the strengths, needs and next steps in supporting student success in Mathematics.