

# St. Gerald PROFESSIONAL LEARNING FORM TEMPLATE



**Principal Name:** Anna Garibotti

**Vice Principal(s):**

**Superintendent Name:** Area 4 - Peter Aguiar

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

In Grade 3 there are 38 students. We will focus on moving 11 marker students who have been identified as scoring between 2.5 and 3.1.

In Grade 6 there are 34 students. We will focus on moving 10 marker students who have been identified as scoring between 2.5 and 3.1.

**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 urgent critical learning need is bridging gaps in Mathematics, specifically when students are independently solving and applying problem solving strategies to application questions in both the primary and junior divisions.

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

We will increase the number of students currently working between 2.7 and 3.1 to achieve a level of 3.2 or higher by: +30% in Grade 3 and +30% in Grade 6 by the end of the school Professional Learning Cycles, and in the overall mathematics application questions in the 2018-2019 EQAO results.

## 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

**Professional Learning:**

-recognize, identify and implement in the classroom new Problem Solving strategies (Mariam Small Open Ended Questions and Contexts) focusing on creating independent learners who apply a variety of problem solving strategies to application questions

-read, discuss, reflect and apply problem solving strategies from Ministry of Education: Math Gains clips (gap closing)

-read, discuss and reflect on Capacity Building Series: Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools

-plan, create, and implement in the classroom a variety of division specific problems that can be solved using a variety of strategies based on Mariam Small's work and strategies documented in the Math Gains clips

-share and analyze evidence with divisional partners that support UCLN

**Professional Learning Focus:**

-Three Part Lesson, Development of Application Questions, and Making Mathematics Accessible to all students segment of the document High Yield Strategies, Ontario Ministry of Education document

-divisional review and alignment of assessment data - as, for, and of learning

-ministry mathematics video clips to guide and inform best practices

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

-October 23 - Math Resource teacher consultation with SLIP Team regarding school professional development

-6 Code Days: 2 days - divisional planning of the professional learning (focus: Mariam Small Open Ended Questions and Contexts), 2 days - post cycle reflection and divisional debrief, 2 days - divisional planning of the professional learning (focus: Math Gains – Clips) -school cycle length will be 6 weeks (Grade ELP-6)

-Monthly Staff Meeting check-ins re Slip Plan and cycle