



## Area 5 - St John Bosco 2019-2020 PROFESSIONAL LEARNING FORM

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| <b>Principal Name:</b> Lucy Caporale        |
| <b>Vice Principal(s):</b>                   |
| <b>Superintendent Name:</b> John Wujek      |
| <b>Next District Review Year:</b> 2020-2021 |
| <b>Date of CSPC Review:</b> 15/10/2019      |

**FOCUS GROUPS** - Groups within the school who require additional support  
•We will focus on moving students who are scoring 2.5-2.9 (22 students) based on data from EQAO and CAT/4

Teachers have identified 22 marker students (two students per class in grades 1 through 8) who they will focus on moving to or above a 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 lack of student proficiency at solving thinking and application questions.

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

By June 2020, we will move 100% of the marker students (22 students) to level 3 or higher in their ability to solve thinking and application type questions, as measured by professional learning cycles throughout the year.

## 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.

- PD focused on analysis of student work identifying misconceptions in word problems specifically looking at Multiple Choice Questions;
- Align assessments within grades/divisions that include EQAO type questions (KITCA)
- Pre- and Post- Assessments to include EQAO Thinking and Application style questions - Multiple Choice
- To develop a set of strategies that will then be taught to students to apply to solving multiple choice math questions.
- Transfer of skills from Language to Math with Determining Important Ideas in M.C. Questions
- Teachers purposely select questions that elicit various solutions (thinking and application questions);
- Teachers give students opportunities to solve problems in different ways (group responses and build success criteria);
- Focused professional dialogue based on student work samples and planning next steps;
- Small group instruction to refine students' ability to justify thinking;
- Utilizing ELL Teachers to support numeracy
- Engaging in professional collaborative inquiry using videos and research based documents to deepen pedagogical understanding of Mathematics and build positive classroom norms during mathematics (Marian Small)

- Consider teachers to use google drive to upload student work (samples from target students)
- & pre & post question bank for future use (google drive)
- Math continuum specifically looking at Geometry strand (Junior & Intermediate) and Measurement strand ( Primary)

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

- Moderated marking with grade part
- Strategies - Act it Out, Use a model, Draw a picture, Guess and Test, Look for a pattern, make a chart, Use friendly numbers, Solve a simpler Problem, Consider all possibilities, Work backwards, Use logical reasoning, Change your point of View, Four Step Problem Solving
- Analysis of marker students' responses
- Divisional/grade programming based on analysis
- November
- Mid point check ins with staff to closely monitor marker students' progress January 2020 & March 2020