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**Area 4 - St Matthias**  
**2019-2020 PROFESSIONAL LEARNING FORM**

<b>Principal Name:</b> Laurienne Graham
<b>Vice Principal(s):</b>
<b>Superintendent Name:</b> Cristina Fernandes
<b>Next District Review Year:</b> 2021 - 2022
<b>Date of CSPC Review:</b> 25/09/2019



**FOCUS GROUPS** - Groups within the school who require additional support  
Look at CAT 4 results. Any student with a Stanine 5-6 will be in the 2.5-2.9 Range (grade 3 students - 6; grade 6 students - 6)  
Grade 4 and 7 students are already on the drive from last year's EQAO results.  
Level 2.5 - 2.9 (grade 4 students - 4; grade 4 students 2.1, 2.3 - 2 students with high absenteeism); Level 2.5 - 2.9 (grade 7 students - 6; grade 7 student 2.3 - 2 students with high absenteeism)

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

Improving student learning by focusing on understanding vocabulary in questions and performing multi-step problems (problem solving).

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

To move 67% of identified marker students (4 of 6 students) in each class from level two to level three by the end of May 2020 as measured through pre- and post- math problem assessments.

## 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.

Expand use of Knowledgehook throughout the school for a few reasons. First, there are learning modules for teachers, which can help teachers present material to their classrooms/students. It can help teachers identify areas of need and target instruction through refined assessment (e.g. gaps in problem solving). Secondly, students will become familiar with one specific program instead of a myriad of websites each year. Finally, this will address some aspects of student engagement and learning styles.

Utilize literacy strategies for numeracy problem solving (e.g. identifying the main idea) make explicit links between strategies used in literacy to be used in numeracy; school-wide focus on math vocabulary.

A component of PL will focus on how to support ELL and ESL students in the classroom (e.g., strategies) and on CRT.

PD will give staff the critical time to sit as a division with colleagues and as a staff to discuss math problems/assessment and students needs.

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

On October 7, we will continue our professional learning cycle by reviewing data in EQAO and CAT 4, review IGNITE goals, developing strategies to address our concerns in Math.

On October 11 we will brainstorm ideas for monitoring professional learning and student achievement with support from all staff. Brainstorm ways to incorporate cultural awareness and culturally responsive teaching and pedagogy in the school and classroom. Strategies around more effective use of manipulatives in classrooms.

During November's staff meeting we will set 3 dates for PL throughout the year (November 22, February 21 and May 8) with focus as noted above.

During staff meetings, a portion will be given to divisional discussions re: progress, successful strategies, alignment of assessment.