

**Area 5 - St Nicholas of Bari
2019-2020 PROFESSIONAL LEARNING FORM**

Principal Name: Anna Arciero
Vice Principal(s): Margarida Duarte
Superintendent Name: John Wujek
Next District Review Year: 2019-2020
Date of CSPC Review: 26/09/2019



FOCUS GROUPS - Groups within the school who require additional support
 Focus Group: Juniors We will focus on moving 3-5 level 2 marker students in each class who are not using mathematical models such as open number lines, deconstruction and the ABC model correctly and with understanding.

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 develop and improve additive reasoning, the relationships between the operations of addition and subtraction, and address the gaps in connected number strategies using mathematical models.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.
 Through a whole school approach, teachers and students will continue to engage in deep learning in additive reasoning with an emphasis on their inverse relationship and mathematical models (open number line, decomposition and part-part-whole relationships) in Math Up! A collection of common tasks completed three times per year and the Criteria for Analysis Tracker will allow teachers to monitor/track 3-5 level 2 marker students in each class to determine if students are progressing on the additive reasoning continuum. Students' increased use and sophistication of models will be measured and compared against previous common tasks at least three times per school year. The principal will also collect a school wide snapshot to better understand not only the degree of use of mathematical models, but also if students have a level of understanding.

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.

Staff will engage in PD focusing on collaborative inquiry:

- to better understand connected number theory to address the needs identified by the Math Up! Common Tasks as well as problem solving in general;
- to focus on the inverse relationship of addition and subtraction and learn about or review the three meanings of subtraction;
- to learn about or review the Mathematical models (e.g., open number line, decomposition, and parts whole relationships) related to additive reasoning.

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

Inquiry-based professional development of staff to deepen understanding of additive reasoning and connected number theory will be based on:

- principal's learning at the Math Up! sessions with a focus on mathematical models;
- Math Up! School Resources (videos and tutorials);
- Math Up! Strategies (adding up by benchmarks, subtracting by benchmarks, difference/comparison, decomposition, number line orientation, and checking for reasonableness);
- 3 half day PD sessions supported by Bart Vanslack, Math Resource Teacher; and
- co-planning and co-teaching mathematical models with Math Facilitator.