



# ST. PASCHAL BAYLON CATHOLIC SCHOOL

15 St. Paschal Court  
Toronto, Ontario  
M2M 1X6

Phone: 416-393-5283 Fax: 416-229-3748

## St. Paschal Baylon PROFESSIONAL LEARNING FORM

**Principal Name:** Mr. Vince Stellato

**Vice Principal(s):** Mrs. Karen Wagner

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

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

Keep in mind: what's necessary for some is good for all

Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus)

Keep in mind: that focus groups do not name individuals:

We will focus on students who are not currently using representations for additive reasoning tasks.

Marker groups taken from CAT scores (Stanines 4-5), EQAO (GR 3 2.5-2.9; GR 6-2.5-3.1), Running Records (lower end of designated levels), Report cards

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

Use mathematical models to develop additive reasoning:

Our Urgent Critical Need is in Mathematics. As indicated by the data, our students are experiencing difficulties in computation and problem solving due to their lack of proficiency in reading for the following reasons:

- (a) Understanding what they have read (comprehension) as well as understanding mathematical language;
- (b) Transferring the information they have read into written format (metacognition –explaining their thinking);
- (c) Students lack of prior knowledge to make connections to texts they read, see and hear.

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

Across the school teachers and students will engage in deep learning into additive reasoning with an emphasis on the inverse relationship and mathematical models (open number line, decomposition and part-part-whole relationships). A collection of common tasks completed three times per year will allow for teachers to monitor/track 3-4 students in each class; additionally a school wide snapshot will be collected by the principal.

As well as continued focus on problem solving and mathematical vocabulary.

In Grade 3 we will move 10% (5 Students) of our students to a total of 60% at levels 3 & 4 in Math (26 Students at level 3 & 4 in the grade )

In Grade 6 we will move 13% (10 students) of our students to maintain 50% at levels 3&4 (36 Students at level

3 &4 in the grade)

There will be a 10% increase (5 students) in Grade 3 EQAO Mathematics results, from 50% to 60% achieving Levels 3 and 4, by the end of the 2018-2019 school year. There will also be a 13% increase (10 students) in Grade 6 EQAO Mathematics results, to maintain 50% of the students achieving Levels 3 and 4, by the end of the 2018-2019 school year. There will be several opportunities to monitor student achievement of the goal throughout the school year including term 1 and 2 report cards, ongoing formative and summative common grade assessments, and the EQAO assessment in Spring 2019.

## 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 to learn about the three meanings of subtraction and models related to additive reasoning.

Professional Learning will take place in the areas of:

1. Building collaborative structures within grade teams and divisions
  - o encouraging and facilitating the development of common grade assessments
  - o teachers participating in co-teaching and co-planning math lessons
2. Learning how to create and use more open-ended / open response questions for students
3. Learning how to triangulate data to identify areas of need and how to use it to improve student achievement.
4. Teacher Led Divisional Meetings.

To address our Urgent Critical Learning Needs, our school will engage in the following strategies throughout the 2018-2019 school year:

1. Building collaborative structures within grade teams and divisions by
  - encouraging and facilitating the development of common grade assessments
  - teachers participating in co-planning and co-teaching math lessons
2. Providing resources to support creating and using more open-ended / open response questions for students
3. Learning how to triangulate data to identify areas of need and how to use it to improve student achievement
4. Supporting teacher-led divisional meetings that focus on evidence-based instructional strategies to address identified areas of need in mathematics
5. Building mathematical problem solving skills and increasing proficiency with math vocabulary

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

Professional development will be based on principal learning at the Math UP sessions with a focus on mathematical models.

Professional development will include the following:

- Principal learning at Math UP sessions to share with staff with a focus on mathematical models that improve student achievement
- Sharing learning from Math UP sessions with teachers to inform effective teacher instruction in mathematics
- Supporting teachers to identify learning needs in the numeration strand in mathematics (MATH Up) and using the data to provide targeted instruction to address students' needs through Teaching Learning Critical Pathways to be conducted throughout the school year