

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	St. Michael's Choir School – Mr. L. Soares – Mr. J. Shanahan
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Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<ul style="list-style-type: none"> - EQAO: Gr. 3 – 87% (Math) Gr. 6 – 90% (Math) Gr. 9 – 96% - CAT4 Gr. 7 – 97% (Math) Gr. 5 – 88% (Math) 	<ul style="list-style-type: none"> - My School My Voice - Student survey from Student Assembly - Student Focus Groups 	<ul style="list-style-type: none"> - All High School Boys - Middle to Upper Class 	<ul style="list-style-type: none"> - Taking Stock 	<ul style="list-style-type: none"> - Crescent School (STEM) - Boys School Coalition

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	To ensure that students are appropriately responding to their academic and choral commitments by improving their well-being by focusing on at least three of the areas of S.T.E.M (Sleep more, Think/Talk more, Eat well and Move more) at school and home.
From the data, what learning conditions will support increased achievement?	By focusing on at least three of the four areas of S.T.E.M, students will be able to focus co-construct their learning needs to improve their well-being and achievement.

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we properly support boy's well-being in an environment that is very demanding both academically and chorally?
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If... Then... Statement:	If our staff help our boys focus on the S.T.E.M approach then they are more likely be better balanced with choral and academic commitments thus improving their well-being
Learning Goals (related to urgent critical learning need)	Each student, through focus groups and school activities, show a better understanding of the S.T.E.M approach, which would increase our overall well-being at school from 56% to 80%. In our Elementary school, this would mean approximately 20 students as per our Focus Group data and in our High School approximately 7 students as per our data in My School My Voice.

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<p>Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)</p>	<p>All secondary and elementary students through the house system and assemblies will receive intervention. However, we will focus specifically on the 20 students in elementary and 7 students in High school based on our data from Focus Groups and Surveys.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>We will:</p> <ul style="list-style-type: none"> - Work plan student assemblies to focus on a different aspect of S.T.E.M - We will have different and varied activities which speak to each aspect of S.T.E.M - We will provide different workshops for students to enhance their understanding of S.T.E.M - House activities will focus on S.T.E.M - PD with staff on S.T.E.M - CSPC providing a leading boys speaker to talk to parents about the S.T.E.M approach and boy well-being
<p>What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?</p>	<p>We have:</p> <ul style="list-style-type: none"> - Sent a group of teachers to Crescent School to complete PD on S.T.E.M - Having focus groups/town halls to assist in helping us better understand our boys cultural perspective and how that may affect their understanding of S.T.E.M - Including all students and families in the process of improving the response of S.T.E.M at school and at home - Our Superintendent nominated our school as a candidate for the next phase of the Elementary Mentor Stop the Stigma expansion. Therefore, a grade seven teacher and CYW attended the Stop the Stigma Champions Project Symposium.
<p>Strategies to address the needs of students who have an IEP or are ELL</p>	<p>We will:</p> <ul style="list-style-type: none"> - Have our Special Education teacher work with students on a more direct approach for the understanding of S.T.E.M - Account for any accommodations that would assist students with an IEP
<p>PD Required for Staff</p>	<p>We will have:</p> <ul style="list-style-type: none"> • PD on S.T.E.M at PD Days • Using Code 83s to plan assemblies and house events that focus on S.T.E.M
<p>Measures/Evidence of Success to be used</p>	<p>We will measure by:</p> <ul style="list-style-type: none"> • In 'My School My Voice' at least 80% of our boys feel supported and proud at St. Michael's Choir School • Work on a pre and post survey to measure success of S.T.E.M and how it has improved boys well being
<p>Resources Required (human, material, #code days)</p>	<p>We will need:</p> <ul style="list-style-type: none"> • 15 Code 83 days • Funds for a poster series • Funds for incentives as S.T.E.M activities get completed