



St. Michael's Choir School PROFESSIONAL LEARNING FORM TEMPLATE

Principal Name: Linton Soares

Vice Principal(s):

Superintendent Name: Area 6 - John Shanahan

FOCUS GROUPS - Groups within the school who require additional support

We will focus on a total of 5 students in Grade 7, who have received level 1 or 2 in EQAO Grade 6 and monitor their achievement to ensure that they are moving to a level 3. This will be accomplished through peer tutoring with grade 9 student leaders and address the gaps in computation with the aid of a high school math specialist teacher.

We will focus on 8 students who demonstrated willingness to lead their peers through the completion of a local school survey, focus group, and interview in our elementary and secondary panels. We will assist these students in fostering their leadership skills so they can in turn build a sense of brotherhood through student-led leadership activities that are designed around supporting our data in promoting social and emotional well-being.

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

Based on our data (i.e. EQAO, identification and analysis of questions from EQAO that students found difficult) our urgent critical need is computation. More specifically students struggle with questions from Knowledge/thinking categories in the Spatial and Probability strands.

Based on our data (i.e. MSMV survey) our urgent critical need is to foster student well-being and brotherhood, by increasing student leadership with the support of caring adults and big brothers (i.e. Prefect system, and student led House activities)

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

85% of Students who achieved a level 1 or 2 in EQAO (Mathematics) last year will be at level 3 and 4 by the end of grade 7 this year using peer tutoring, and one on one support from a specialist High School Math teacher.

We will move students who believe that taking part in leadership groups is not important at all from 18.3% to 10% by the next MSMV survey (May 2019).

We will move students who believe that there is a caring adult in the school from 40% to 65% by the next MSMV survey (May 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 PLC to brainstorm ways in which staff can address the need for a caring adult. Eg. training in mental health and safe-talk training, visuals through "dot-activity", participation in student-led initiatives

More emphasis on working with Prefects to better their public speaking skills in order to form discussions and encourage brotherhood among houses. To emphasize a 'Ted Talk' (legacy piece) approach from our Sr. students to our elementary students

Using Code days to sit with our Math Resource teacher to dissect the data from last year's Grade 6 EQAO and looking at CAT4 results for this years Grade 6 students. Devising a plan to assist our Grade 7 students with their gap in computation. This will assist in identifying students and areas of need from EQAO data

Using Code days to have our Grade 3-6 teachers work together to identify student needs in the area of math.

We will continue our PD around this Reference:https://www.theibsc.org/uploaded/IBSC/News/Crescent-Relational-Handbook_FINAL.pdf

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

On Oct. 5 the staff will begin to focus and understand the data from MSMV and the CCCSC to address our UCLN. This will take place with material taken from professional learning from public all-boy schools and listening to all stakeholders. We would like to continue this professional learning cycle during PLCs in Elementary and Secondary. We would also like to take a group of teachers to different publically funded all-boy schools to focus on relational teaching and to assist us in helping our boys become aware of a caring person. We will also send staff teams to learn strategies from other Toronto all-boy schools to assist us in designing activities to support our Grade 3-12 students. This will help us develop our skills to provide student led activities that will foster a positive brotherhood.