


# Action Plan for Learning




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|  | <b>School Name: École Montgomery Middle</b> |
|   | <b>School Goal: Other</b>                   |
|   | <b>School Year: 2021-2022</b>               |

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| <p><b>Goal / Inquiry</b><br/>Student learning</p> | <p><b>Our primary goal (SEL) is to develop students’ pro social behavior and empathy.</b></p> <p><b>Through the school wide implementation of, We Well Being, we will explicitly teach SEL skills to support positive student behavior (pro social behavior) and empathy as measured on the MDI.</b></p> <p><b>We will focus specifically on the development of empathy and pro social behavior through a focus on building gratitude, compassion, and resilience by fostering positive attributes.</b></p> <p>We – Well Being is designed to achieve the following outcomes:</p> <ol style="list-style-type: none"> <li>1) Promoting Positive, inclusive, safe, and caring environments and relationships</li> <li>2) Reducing stigma, celebrating diversity, and fostering resilience</li> <li>3) Increasing social, emotional, physical, and mental well being</li> </ol> <p><b>Our secondary goal is to develop</b> students’ critical thinking skills through a numeracy lens by using three common school wide weekly math routines (Would You Rather, Which One Doesn’t Belong? and Esti-Mysteries)</p> <p>We will focus specifically on the development of students’ capacity to analyze, critique, question, investigate and design by;</p> <ol style="list-style-type: none"> <li>1. identifying a number in each math set that does not belong and provide detailed rational for their selection.</li> <li>2. selecting one option to solve a mathematical problem and provide detailed rational for their selection.</li> <li>3. Using a set of visual clues to estimate a quantity and provide detailed rational for their estimation.</li> </ol> |
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| <p><b>Rationale</b><br/>1-3 reasons for choosing goal</p> | <p><b>SEL Goal</b><br/>Results from the MDI data showed that in the areas of pro social behavior and empathy our students self-reported below the district average.</p> <p>The COVID-19 Pandemic has impacted our students and staff well-being.</p> <p>With the onset of a new school year and the reduction of Covid-19 protocols we have a chance to shift our school culture. Our incoming 6’s and our current grade 7’s and 8’s</p> |
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|  | <p>have had a unique middle school experience amidst a global pandemic. We see this as an opportunity to rebuild and develop the skills our students have self-identified as needing support in.</p> <p>To align our instructional practices with the revised curriculum, core competencies and district strategic plan.</p> <p><b>Critical Thinking Goal</b><br/>To align our instructional practices with the revised curriculum, core competencies and district strategic plan.</p> <p>To develop a common language and understanding with our staff and students around critical thinking</p> <p>To improve students’ ability to apply their mathematical thinking and think critically</p> |
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| <p><b>References and sources to support actions</b></p> | <p><b>SEL Goal</b></p> <ul style="list-style-type: none"> <li>• <u>Gr. 7 MDI (2019-2020)</u> Results from the MDI data showed that in the areas of pro social behavior and empathy our students self-reported below the district average.</li> <li>• “School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for (BC School Based Mental Health Coalition, 2013). The focus in school connectedness is on building strong, positive relationships: among students, between students and school staff; between school staff, families and the larger community. The presence of caring relationships in schools — the heart of school connectedness — is increasingly recognized as a vital component of successful schools. The research is strong and consistent; students who feel connected to school do better academically and are healthier.” (<a href="https://healthyschoolsbc.ca/healthy-schools-bc-resources/school-connectedness/">https://healthyschoolsbc.ca/healthy-schools-bc-resources/school-connectedness/</a>)</li> <li>• <u>We Well-being</u> is a proactive approach built in evidence-based prevention and promotion strategies, designed to build a foundation of awareness, understanding, and taking action.</li> </ul> <p><b>Critical Thinking Goal</b></p> <p>Ministry of Education – Critical Thinking Competency Profiles<br/><a href="https://curriculum.gov.bc.ca/competencies/critical_thinking">https://curriculum.gov.bc.ca/competencies/critical thinking</a></p> <p>Growing Tomorrow’s Citizens in Today’s Classrooms (2019), C Erkens, T Schommer, and N Vagle.</p> <p>Critical Thinking Consortium <a href="https://tc2.ca/">https://tc2.ca/</a></p> |
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|                      | <p>Learning through classification: What makes this number (or shape or graph) different from the others?<br/> <a href="http://www.collectedny.org/2015/06/learning_through_classification/">http://www.collectedny.org/2015/06/learning_through_classification/</a></p> <p>Would You Rather Resources <a href="http://www.wouldyourathermath.com/">http://www.wouldyourathermath.com/</a></p> <p>Numeracy Lab <a href="http://numeracylab.edublogs.org/2018/11/17/online-resources/">http://numeracylab.edublogs.org/2018/11/17/online-resources/</a></p> <p>51 Esti-Mysteries Steve Wyboyney's Blog<br/> <a href="https://stevewyborney.com/2019/09/51-esti-mysteries/">https://stevewyborney.com/2019/09/51-esti-mysteries/</a></p> |
| Backup Documentation | <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>       CriticalThinkingCo<br/>       mpetencyProfiles.pdf     </div> <div style="text-align: center;"> <br/>       Critical thinking<br/>       WODB Rubric.pdf     </div> <div style="text-align: center;"> <br/>       Selected MDI Data to<br/>       support SEL Goal     </div> </div>  |

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| <p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul> | <p><b>Continue</b></p> <ul style="list-style-type: none"> <li>• To continue with our APL committee of one representative from each team to direct, lead and implement our school APL goals.</li> <li>• Continue working on the development of student critical thinking</li> <li>• Continue to meet monthly as a committee and share out with staff.</li> <li>• Use one curriculum area (math) to develop one new instructional routine that will be used in all math classes at least once weekly to develop critical thinking.</li> <li>• Start the 2021 school year with team wide instruction/practice of using the Would You Rather, to ensure staff new to Monty in the past two years understand the routine and its importance in our APL and school culture.</li> <li>• Continue to merge the staff pro d committee and APL committees so that our pro d focus aligns with the school goals.</li> </ul> <p><b>Differently</b></p> <p><b>SEL</b></p> <ul style="list-style-type: none"> <li>• Our primary school goal for 21/22 will focus on SEL.</li> <li>• Implement, We Well Being, as a school to support the increased development of SEL specifically,             <ol style="list-style-type: none"> <li>1. Pro social behavior</li> <li>2. Empathy</li> </ol>             These measures are self-reported on the MDI.           </li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Provide a more common experience for the fall and spring assessments (in person or virtually through Teams). One person introduces the task to the entire school.</li> <li>• First assessment earlier in term one depending on the school start up procedures.</li> </ul> |
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- Staff participation in one day school based professional development focused on critical thinking, use of Which One Doesn't Belong, Would you Rather, and Esti-mysteries.
- Increase student representative/voice on the APL committee
- Increase parent engagement through monthly newsletter

**Staff involvement/ collaboration**

- See attached documentation for minutes of meetings, June pro d and the June staff meeting in which We Well Being was selected as the tool to support the growth of SEL in 21/22.
- The staff was directly involved in the identification of the school goal (critical thinking) through two staff meetings and school based Pro D.
- APL committee (7 staff) met three times in May/ June to develop and refine the goal and met with Learning Services staff to help recommend an evidence-based program to address needs as identified in the MDI data.
- Staff meeting and Pro D time in the 21-22 school year will again be set aside to facilitate implementation and collect feedback.

**Parent involvement**





- Monthly reporting out at PAC meeting and discussion
- Monthly newsletter with information about the school goal
- School web site (and links in school newsletter)

**Student involvement**

- Due to COVID- 19 student representative on the APL committee was postponed this year.
- Collect feedback from students through student survey process
- Have students develop sample math sets to be used in the weekly math routine. Completed in 2019 and 2020 and 2021.
- In previous years we have a student representation on our SEL committee from our student government reps. We will be seeking input from our student government this September in terms of how they would like to be involved.

**Monitor progress**

- Have students develop sample math sets to be used in the weekly math routine. Completed in 2019 and 2020 and 2021.
- This year the APL committee randomly selected 40 students and began to track those students over a three-year period to assess their growth in critical thinking through the common school assessments.
- Collect student samples in Oct and early May to provide feedback and adjust our math sample set and critical thinking skills as needed.
- Continue to support APL/ Pro D meetings, through a combination of 1 half day coverage and monthly after school meetings. Teachers can discuss, plan, and reflect on ways to enhance the deeper questioning skills of students.

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|                      | <ul style="list-style-type: none"> <li>• Work in partnership with the Pro D committee to systematically support the development of the new math routine and explicit critical thinking skills.</li> <li>• The APL team reports out at most staff meetings.</li> <li>• With the support of the student government we will seek ways to include student voice in the implementation of our SEL goal and the We Well-being program.</li> </ul>   |
| Backup Documentation | <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>       Self Assessment - Term 1.pdf     </div> <div style="text-align: center;"> <br/>       APL - Critical Thinking Activity.pdf     </div> <div style="text-align: center;"> <br/>       Final Year End Self-Assessment.pdf     </div> </div> <div style="text-align: center; margin-top: 20px;"> <br/>       APL staff survey results     </div> |

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| <p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul> | <ol style="list-style-type: none"> <li>1. The common school wide Critical Thinking Goal and weekly common numeracy activity provided a shared learning experience for staff to discuss and reflect on their practice and student progress             <ul style="list-style-type: none"> <li>• Which One Does Not Belong Rubric Was Refined</li> <li>• Common assessment across all classes</li> <li>• Shared marking and discussion regarding how to refine the routine to enhance critical thinking</li> </ul> </li> <li>2. APL/Pro D committee meet in March to select a critical thinking instructional strategy for the 20/21 school year that could also be used remotely if required- Esti-mysteries?</li> <li>3. New staff orientation- as crucial part of the new staff orientation in August 2021 was a training on the application of Monty’s weekly critical thinking routine.</li> <li>4. Teachers created and used a common rubric to assess students’ application of critical thinking on a weekly basis while using the routine, “Which One Doesn’t Belong?” and “Would You Rather?”</li> <li>5. Teachers collaboratively assessed student work during a pro d session as well as a staff meeting.</li> <li>6. During the September staff meeting the routine Esti-mysteries was introduced to the entire staff and completed in an virtual meeting through break out rooms.</li> </ol> <p><b>Results from our School Wide Assessment</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="text-align: right;">Proficient or Extending</td> </tr> <tr> <td>Observations</td> <td style="text-align: right;">48%</td> </tr> </table> |  | Proficient or Extending | Observations | 48% |
|   | Proficient or Extending   |  |                         |              |     |
| Observations  | 48%   |  |                         |              |     |

|               |     |
|---------------|-----|
| Comparison    | 54% |
| Terminology   | 45% |
| Explanation   | 39% |
| Participation | 25% |

Backup Documentation



Critical thinking  
Criteria for WODB



WODB January  
Assessment



WODB June  
Assessment



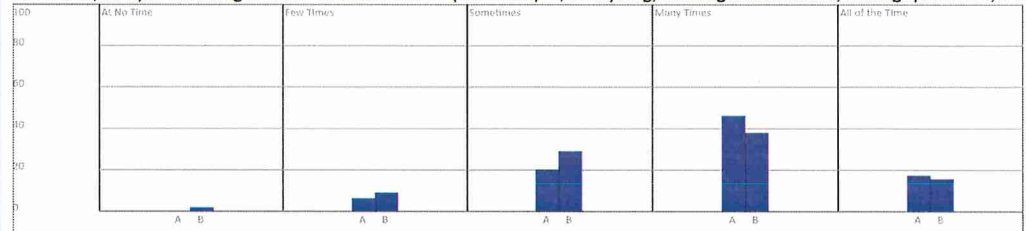
MDI Montgomery  
Report



FSA Numeracy  
results 2021

Student Satisfaction Survey 2019/20

At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging



Student Satisfaction Survey summary 2014-2019

Green indicates the percentage above the district average

At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)

|         |    |       |
|---------|----|-------|
| 2014/15 |    |       |
| 2015/16 |    |       |
| 2016/17 | 9  | 64 5  |
| 2017/18 | 54 | 64 8  |
| 2018/19 | 52 | 66 13 |




School Community Engagement Process

- How did you engage parents, teachers, students & support staff in developing your APL?
- How did you share your APL goals with parents, teachers, students & support staff?

The engagement with teachers began through the APL/ Pro D Committee and our Team Leaders. Our Team leaders and interested staff met with Marna MacMillan and Rachel French to review our school MDI data. The data highlighted some areas of growth for our students in the area of social emotional learning. After conversations within school teams, and the APL, we invited Marna and Rachel to present on several programs that would assist our staff in supporting our students in identified areas. At the June staff meeting and Pro d Day, teachers were introduced to two programs and were given time to discuss and choose the program to support our goal for the following year. *Please see attached survey results.*

Parents have been engaged in our critical thinking goal through newsletters, the web site and information share at the virtual open house in September. The monthly PAC meeting was also a source of engagement as it was part of the admin report every month. This gave parents an opportunity for input and clarification. The PAC was informed and consulted of our shift in priorities for the 21/22 school year in the May and June PAC meetings. Parents will learn about the We Well-Being program through newsletters, Parent information nights and the web site.

Our PAC meetings had the APL as a regular agenda item. PAC were informed about how staff were engaged in monthly team leader meetings.

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|                             | <p>The whole staff participated in 2 Pro Days (developing the rubric and marking) and 5 staff meetings (check ins and shared marking). An introduction to our APL is always shared at our new staff orientation at the end of August for new staff members.</p>   |
| <p>Backup Documentation</p> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <br/>       2019 Questionnaire and Responses.pdf     </div> <div style="text-align: center;"> <br/>       May 20 2020 Pro D APL Co Agenda.docx     </div> <div style="text-align: center;"> <br/>       Staff Survey Results     </div> </div> <p><b>Staff survey June 2021 through Forms</b></p> <p>See attached,<br/>       100% of staff (29 people) supported the shift to SEL as the primary school goal with critical thinking becoming the secondary goal.</p> |

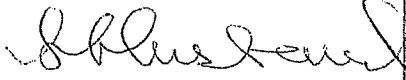

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| <p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul> | <p>In the context of COVID we have had a successful year. We have maintained our focus on critical thinking, maintained a weekly routine in advisory classes and added a third math routine, Esti-mysteries. In addition, we have conducted two school wide assessments in the fall and spring and studied and compared the results as an APL committee. From this we have made changes as a group for the 21/22 school year. In the context of COVID these are major achievements.</p> <p>Our conclusions are as follows;</p> <ol style="list-style-type: none"> <li>1. We need to maintain our school focus on the development of critical thinking.</li> <li>2. We need to develop/ improve students' mathematical thinking, specifically number sense.</li> <li>3. We need to link the weekly activity to current math content to front load numeracy terminology specific to the WODS, Would You Rather and Esti-Mysteries tasks.</li> <li>4. We need to have a common assessment to gather evidence student by student in the fall and again in the spring to see change over time.</li> </ol> <p>We found success in our critical thinking routine because we implemented a single routine over a significant period and were explicit and clear in our intentions. As we transition our priority to our SEL goal, it will be valuable to remember to start small, explicit and be intentional with our instruction.</p> <p>In September, the staff have committed to introducing the We Well- Being program to the staff at our first staff meeting and with our students' school wide in the first few days of school. We have committed our September Professional Development Day to supporting the implementation of this new program.</p> |
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# Signatures

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| School Name: Montgomery Middle | School Goal: Other | School Year: 2021-2022 |
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| Title                    | Name          | Signature   |
|--------------------------|---------------|---|
| Principal                | Sarah Husband |  |
| Assistant Superintendent | Carey Chute   |  |